

Welcome

to RSEC18 Conference

**Complexity in Research:
Researcher–Participant Dynamic Interactions**

3 July 2025

9:00 - 16:30

University House,
LS2 9JR



**UNIVERSITY
OF LEEDS**

Afternoon Session Presenters

- **Power, voice, and presence: Navigating research challenges with Indonesian parent-child dyads in the UK.**

Asa Ismia Bunga Aisyahrani, MA Childhood Studies, School of Education, University of Leeds

- **Working with a Research Support Group: Collaboration and care in research methods.**

Charlotte White, PGR, School of Education, The University of Sheffield

- **Navigating cultural sensitivity and researcher positionality without participants.**

Megan Stock, School of Education, University of Leeds

- **Career pathways of PGRs at the School of Education: Insights from current PGRs and alumni.**

Closing presentation: Dr Yen Dang & Dr Peter Hart, School of Education, University of Leeds

Charloïe White

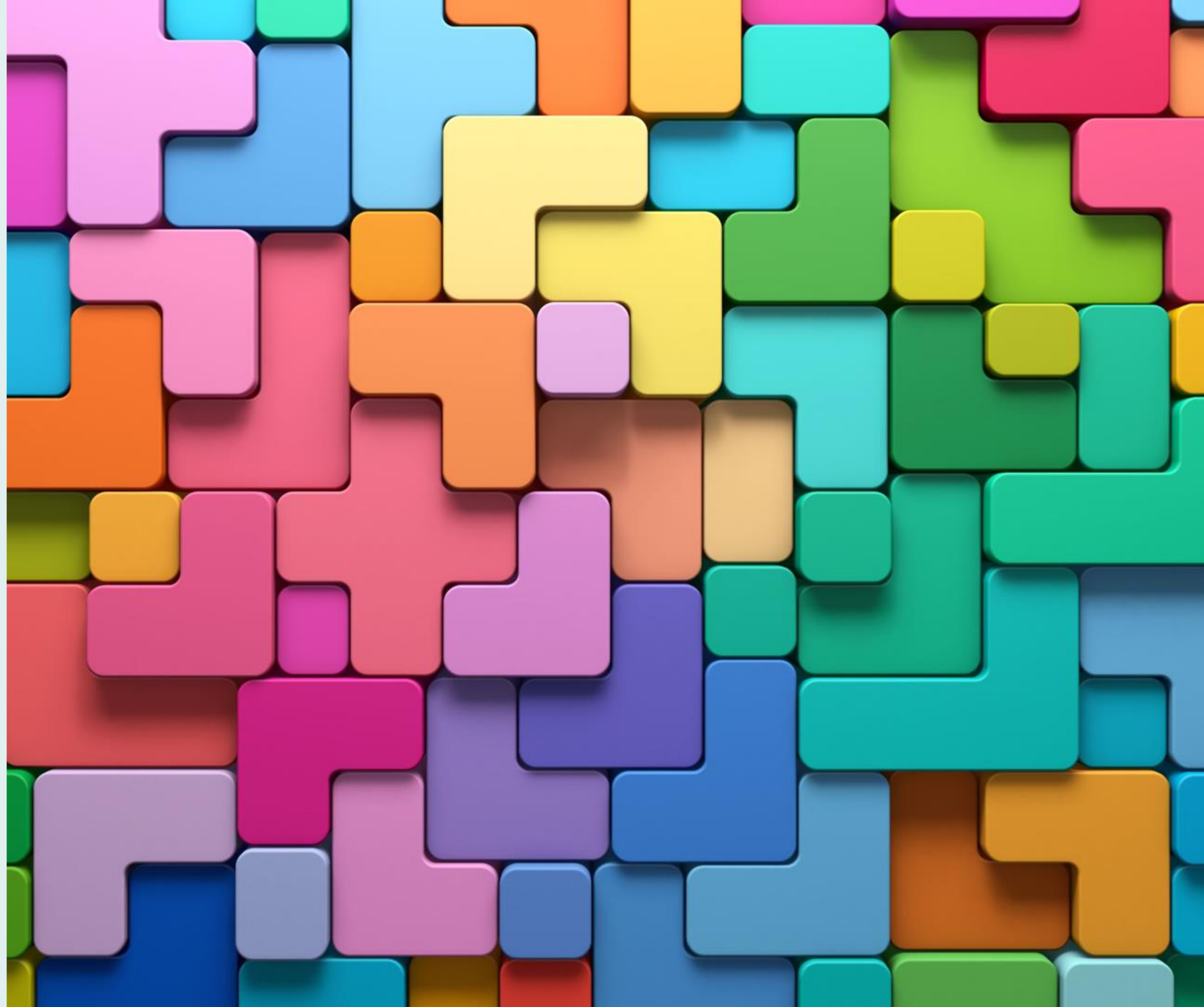
PGR, School of Education,
The University of Sheffield

**Working with a Research
Support Group:
Collaboration and care in
research methods**

**Working with a
Research Support
Group:**

Collaboration and care in
designing research
methods

Charlotte White



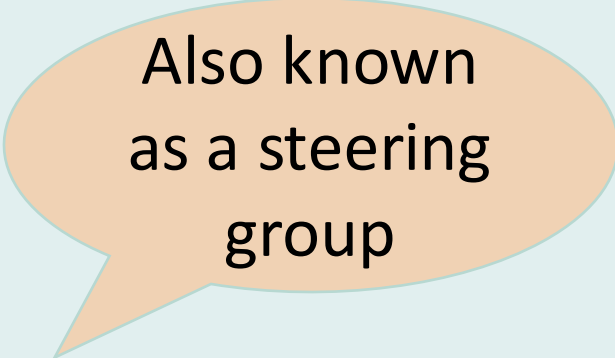
Working with a Research Support Group

What?

Regular collaboration with members of a wider community who may be interested in the research and/or the research outputs.

- Share ideas
- Understand needs/wishes of the community

Meetings with the group **are not** audio recorded as they are not used for data generation, instead they are a space to share ideas, experiences and hopes for the research



Also known
as a steering
group

Who?

3 people who are interested in the research for personal or professional reasons

- SENCo
- Parents
- Speech and Language therapist

Members of the wider Autistic community who do not fit the criteria for participation in the study

Why?

Everyone in the group has a unique and valuable experience. This is an opportunity to learn from one another, share ideas and express wishes and needs for future research.

Practical understandings of working within a school, hospital, or other social spaces. For example, need for DBS and day-to-day procedures.

Might like to be involved in future research that is meaningful to them

Collaborative working to combat lone working. It's nice to work together 😊

My research and our RSG

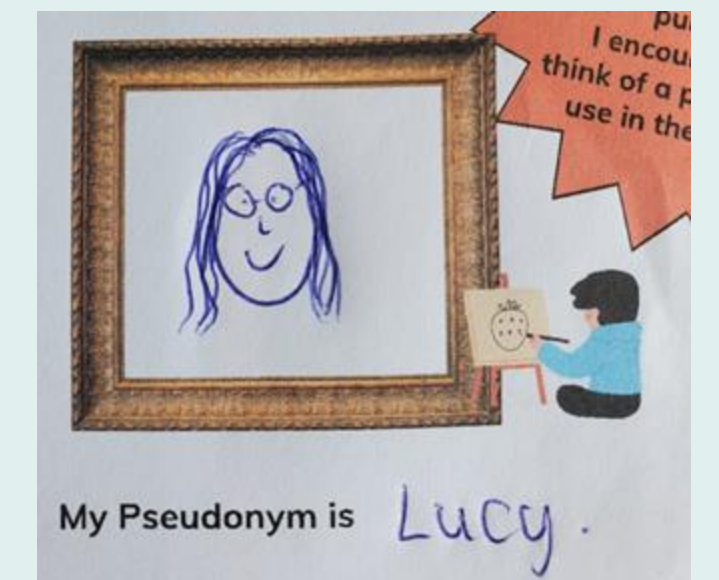
Research

Exploring Autistic girls' experiences of mainstream primary school.

- Group 1: 4-10 year olds diagnosed or awaiting Autism Spectrum Condition and attend mainstream primary school.
- Group 2: Primary school teachers who teach in a mainstream primary school

RSG

- Parents of Autistic girls
- Speech and Language therapist
- SENCo
- Older Autistic women



Pseudonyms used for RSG members

Communication and meetings

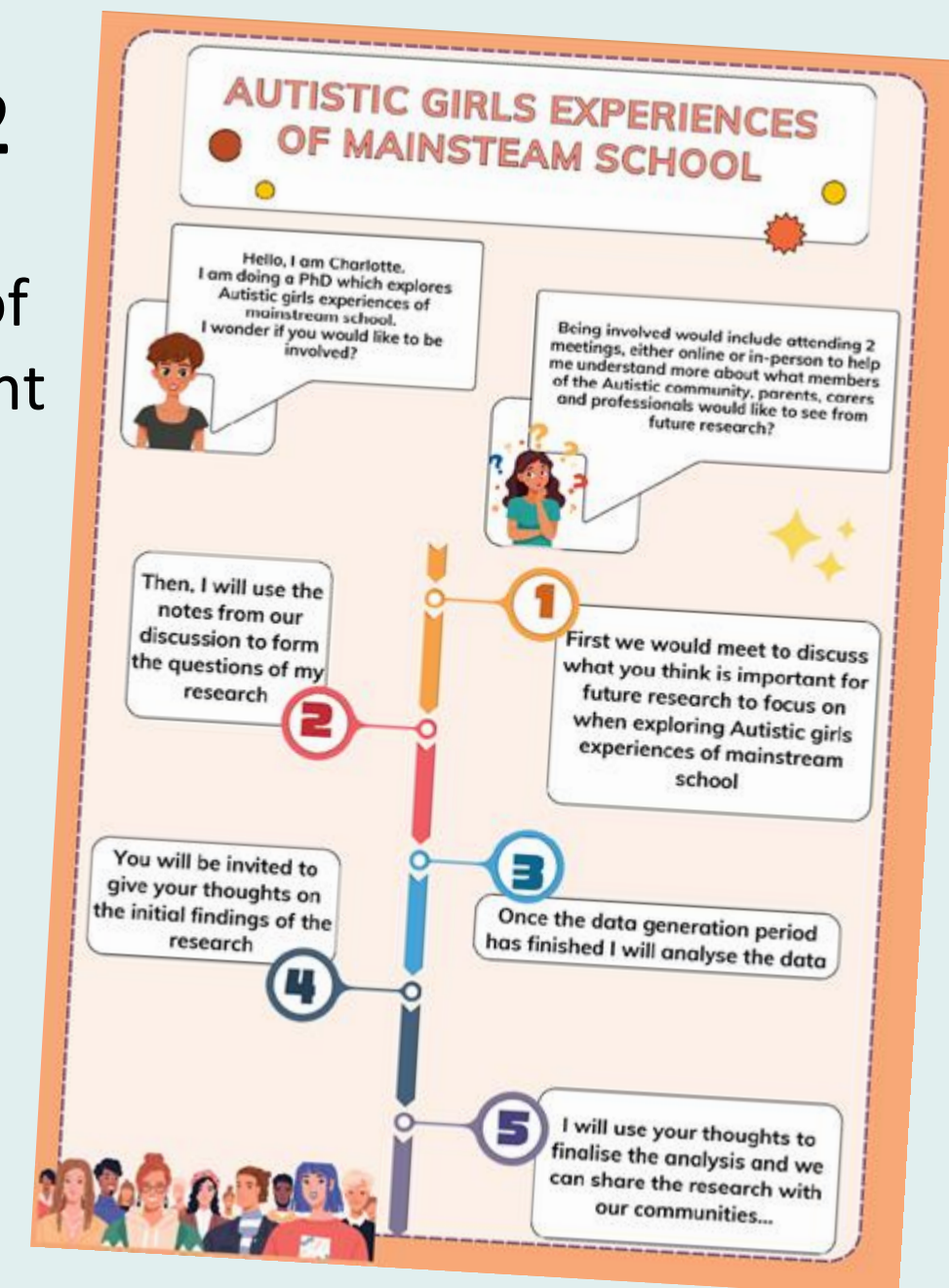
1



My own network,
person and professional
relations

2

Invitation and timeline of
research and involvement



3

Meet to discuss research
ideas so far and their wishes
for future research.
Analyse, add and change
research questions

Research Support Group| Meeting 1

Who: Facilitated by myself and attended by RSG members individually at separate times. Pseudonyms: *Daisy*

Aim: Support with question writing and sharing what they feel is important

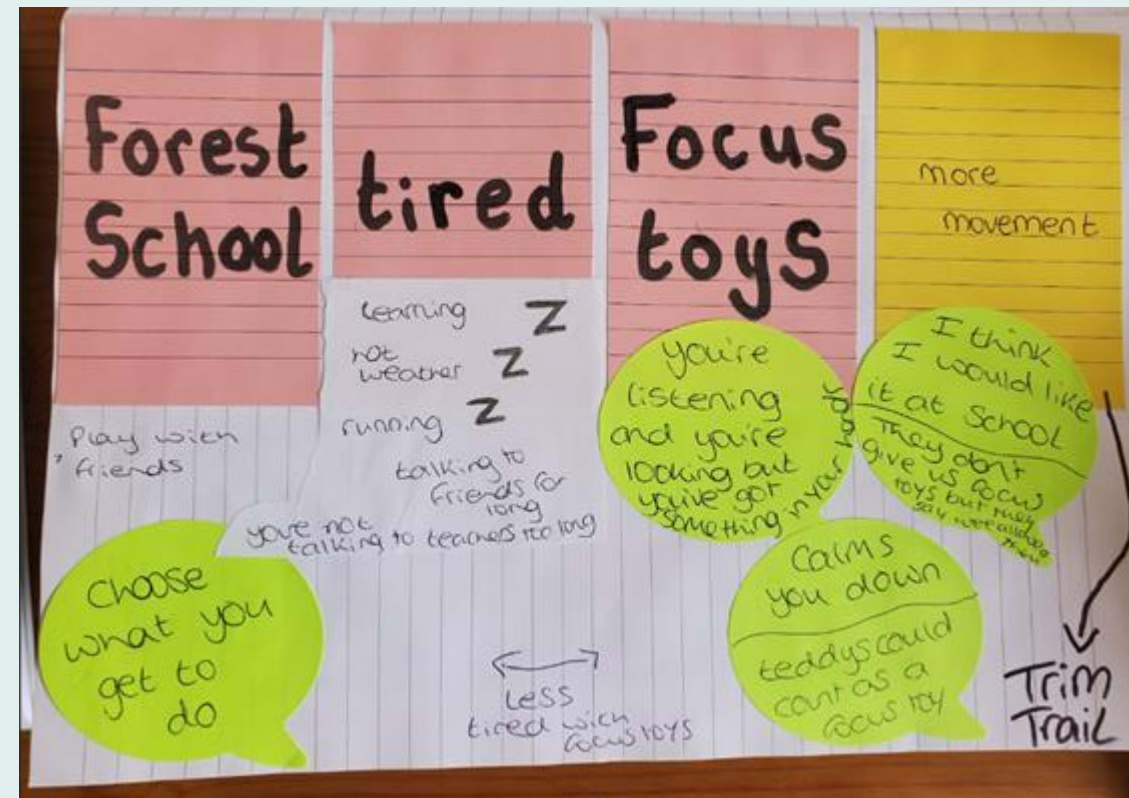
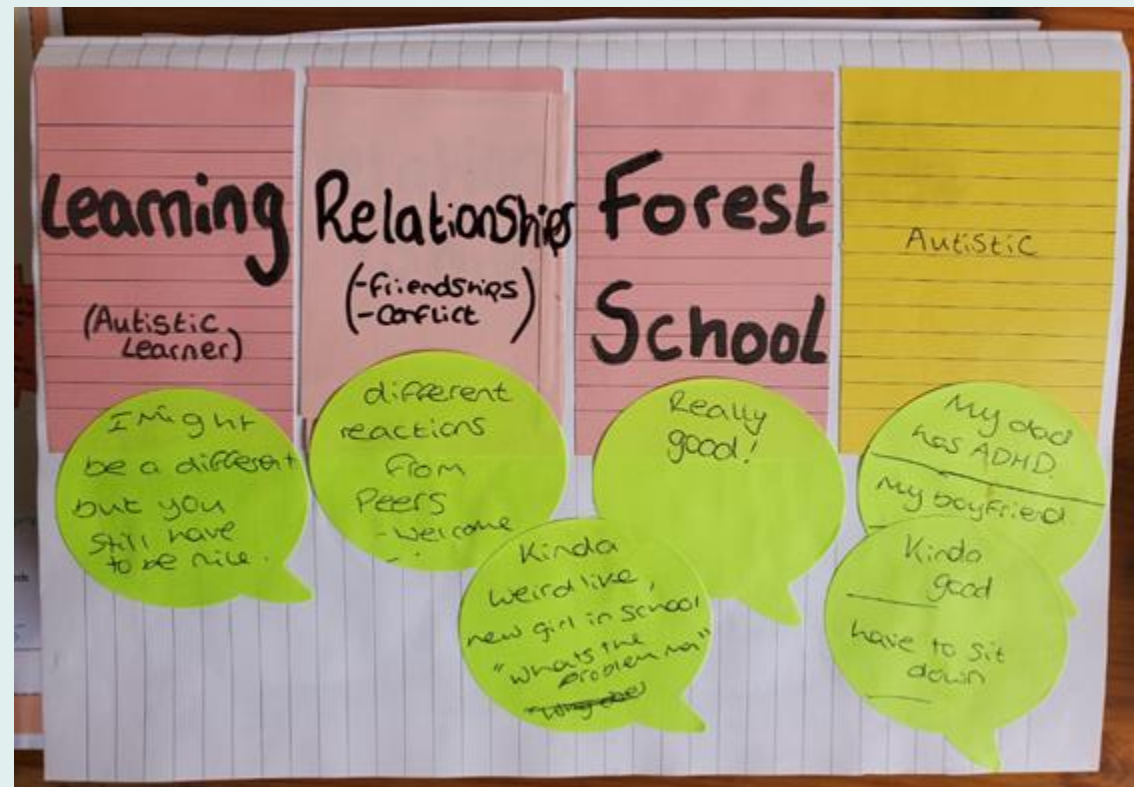
Average time:

Between how long:

Teachers Questions:	Research Support Group
Questions in relation to art work - How did it feel to create the artwork? - What's the most important aspect of your artwork? Why? - How does your artwork make you feel? - What does your collage/comic/photograph depict? - Why did you choose to depict your experience like this? - What does your creation tell us about Autistic girls' experiences/your understanding? - Is there anyone you would want to show your artwork to? What might they take from the work? - Can you tell me about the colours you've used? General support - How do you support Autistic children in your classroom? - How do you plan your lessons to support Autistic children's wellbeing? (Communication, planning, schedules, sensory needs, throughout the school day-lunch time) Sensory support - Visual timetable-Do you use how it is used? (A lot of teachers have them in classrooms but they're not used or then referred to in the day, they're just for display) - What can you tell me about sensory stimuli in the classroom?	<i>Daisy- 03.02.2025</i> SENCO/Autistic/3 Autistic children Didn't get loads of time to talk about the questions since we were chatting/sharing stories about experiences. It's really great that this is done by an Autistic researcher because you can see through the gaps and know our experiences are similar to ours. A lot of the knowledge is very deficit and doesn't represent us well. Met for 30 min at their own workplace. <i>AW</i>

Further involvement and support

4



5

Outputs...

What would they like to see come from the research?

Is there anything they feel needs further research?

Once the data is generated, I create 3 theme cards to ask the participants to further explain key aspects of their experience. The participants also provide one theme that is important to them.

The theme cards are shared with the RSG members so they have an opportunity to share their reflections and contribute towards the findings of the research



Challenges and critique



A steep lesson in time management!

- Often people work week days 9-5
- School timetables and half-terms
- People have lives outside of this research
- Parents/teachers/busy life
- Crip time



Valuing one perspective over another?

- Impossible to meet with everyone
- Is the group representative, really?
- Class, race, age, gender, sex, sexual orientation, socioeconomic status...
- No longer in mainstream school...?



Wobbly veg is still edible veg...

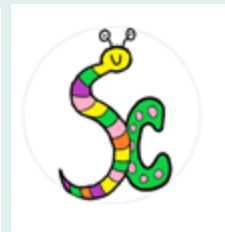
- It won't ever be perfect
- But we can try to be kind and care for those involved



Thank you!

Please share
your
questions...

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Follow my work...
[@SensoryChar](https://www.instagram.com/SensoryChar)



We hope you found the sessions
insightful and the discussions enriching.
To help us improve future events, we'd
really appreciate your feedback.

Email: 18rsec@leeds.ac.uk

webpage: www.18rsec.ed.uk



Thank You
for Your
Participation
in This
Year's
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*The Organising Committee,
RSEC18 Conference...*