

Student Worksheets

Part 2

**Socio-economic  
dynamics in  
cocoa production**

Name: \_\_\_\_\_

## Overview:

Worksheet 1 – Procedure of group work preparations	<i>p. 2</i>
Worksheet 2 – Group work preparations	<i>p. 3</i>
Worksheet 3 – Information about qualitative interviews	<i>p. 5</i>
Worksheet 4 – Notepad for observation in the field	<i>p. 8</i>
Worksheet 5 – Notepad on practical tasks in the field	<i>p. 9</i>
Diary	<i>p. 10</i>



Now you start with your own project. In a group, you will investigate a certain topic about the realities of a cocoa farmer and present your findings later on. To get information about your topic, you are going to visit and interview 2-3 cocoa farmers (*mandatory*), and make observations and/or do practical work (*facultative*).

**Complete the following tasks:**

*check after completion*

1) Choose a topic from chapter 2 and build groups of 3-5.	<input type="checkbox"/>
2) Read the “Worksheet 2 - Group work preparations”, “Worksheet 3 - Information about qualitative interviews”, “Worksheet 4 - Notepad for observations in the field” and “Worksheet 5 - Notepad for practical tasks”.	<input type="checkbox"/>
3) Give your project a <b>title</b> .	<input type="checkbox"/>
4) Formulate a good <b>research question</b> according to the “how to” worksheet 3. Use form in worksheet two for presentation.	<input type="checkbox"/>
5) Describe your research subject considering your existing experiences and perceptions at the moment. (Note down your <b>assumptions</b> ( <i>personal considerations, experiences, no research at this point!</i> ))	<input type="checkbox"/>
6) Prepare <b>interview questions</b> in your group according to the “how to” worksheet 3.	<input type="checkbox"/>
7) Think about what else you could gather in the field as <b>demonstrative material, observations or practical tasks</b> that will help you in a later presentation (for example: collecting leaves or fruits, taking pictures, making drawings, ...). → Make a list.	<input type="checkbox"/>
8) Plan your trip (Which farmers do we want to visit? When will we visit them?) → Create a <b>schedule</b>	<input type="checkbox"/>
9) Complete the <b>material list</b> : What materials do you need to take with you for the field trip?	<input type="checkbox"/>
10) <b>Present</b> your preparations in class. Your presentation should have the following content: <ul style="list-style-type: none"> <li>○ 1. Project title and research question</li> <li>○ 2. Qualitative interview questions</li> <li>○ 3. Schedule</li> <li>○ 4. Planned demonstrative material, observations or practical work</li> </ul>	<input type="checkbox"/>
<p><i>Now the group work starts</i> → Note: Each group notes the results of the steps on the following worksheet 2</p>	



**List of planned demonstrative material, observations or practical tasks:**

- - 
  - 
  - 
  -
- 

**Time schedule:**

Time (day, time)	Name of farmer	Place

---

**Material List:** *(what do we have to bring for our field trip)*

- Interview questions
  - 
  - 
  - 
  -
- 

**Notes:**



## Qualitative interviews - A guide for school teachers and students

### **What is a qualitative research?**

Qualitative research is widely used in all fields of social sciences. Roughly said, while quantitative research aims at testing hypothesis and theories, qualitative research aims at developing theories grounded in empirical evidence of a specific subject matter. It is used when a phenomenon is unknown or unclear and when specific cases want to be explored or explained.

Qualitative research	Quantitative research
New insight from little researched fields	New insights from well known fields
Theory development, inductive, flexible, social interaction, constitutive	Examining existing theories, deductive, standardized, precise, less possible social interaction
Understanding, interpretation	Statistical-mathematical
Case studies, small samples	Big samples, many numbers
Problem specific realities	Statistical representative, statistical generalisation

Source Franziska Kohler, HSLU

### **What is the purpose of working with qualitative interviews in schools?**

In school students can use qualitative interviews as a form of investigative learning in the direct community. When working with qualitative interviews, we want to develop in the student the skills to gather information, develop interest and engagement, to establish context relevant content and to link teaching and learning to the community and to practice.

### **What are the characteristics of qualitative research?**

One of the most known and most used methods in qualitative research is the qualitative interview. For developing a qualitative questionnaire, we must 1) define an overall research question and 2) concrete qualitative interview questions. The working steps for developing this are as follows:

#### **Step 1: collection of questions**

#### **Step 2: “cleaning” of questions:**

- **Eliminate all the factual questions**
- **Eliminate questions that seek confirmation of your own knowledge or experience**
- **Examine your questions according to their potential of bringing up unexpected or surprising answers**
- **Examine your questions according to their openness**
- **Eliminate questions that relate to theoretical connections**

#### **Step 3: sorting questions**

Practice those three steps for both, development of research question as well as development of interview questions.

1) Overall research question, research topic

A qualitative research starts with an overall research question that is as open as possible, naming the topic, problem, phenomenon you want to explore. Examples:

Qualitative example	Quantitative example
How do farmer networks look like? (quality and nature of farmer networks without any pre-concept assumption)	How big are farmer networks (quantitative question, factual question) Are farmer networks efficient (yes/no question) Are farmer networks influencing the market price (hypothesis)

**Practice development steps 1 to 3.**

2) Formulation of interview questions

**Practice development steps 1 to 3.**

Take into consideration the following:

Group 1: Questions that are close to experiences: actions, behavior, success stories, challenges, problems, reasons, and consequences<sup>1</sup>

Group 2: Questions that consider judgments, meanings and perceptions: aims, targets, hopes, feelings, frustrations, change of mind, values, feeling of justice<sup>1</sup>

As for the overall research question, the specific question should be as open as possible. The interviewee should be seen as a source of precious information that we do not know yet. Therefore, we should not ask questions that restrict the answer from the beginning.

*First*, we start with an icebreaker question like “How was your day today?” or “What did you do today?” The icebreaker question should already be in line with the overall research topic.

*Second*, we prepare questions that serve to investigate the topic more concretely. Still, the questions should be as open as possible. No yes/no questions, no factual questions. Qualitative questions are about experience, subjective knowledge, perspectives, feelings, values and so on.

Qualitative example	Quantitative example
<b>To start with, I would like to know how it has happened that you became a farmer.</b>	Did you want to become a farmer (yes/no question)
<b>Please tell me what motivated you to become a farmer.</b>	Do you like being a farmer (yes/no question)
<b>What do you like about farming?</b>	Do you like farming (yes/no question)
<b>Tell me something about challenges that you experience as a farmer</b>	I guess you face xyz challenges, right? (hypothesis)
<b>What do you do when you want to sell your products?</b>	Do you deal with those actors xyz when you want to sell your products? (hypothesis)
<b>How do you interact with people involved in the selling process?</b>	How many actors are involved in the selling process (quantitative question, factual question)

<sup>1</sup> Source Franziska Kohler, HSLU

*Third*, make sure, that you formulate your questions in a way that is adapted to the way of speaking of your target group. You would formulate your question differently and use different words when addressing business man/women than when addressing an academic.

### 3) Duration

Normally, for school purposes the interview should not be too long. Up to 6 open questions are enough. If the questions are well formulated, the interview will take at least 20 minutes and should not be longer than 40 minutes.

### 4) Equipment

School students prepare their questionnaire on paper and take it with them. They can use either pen and paper for interview notes or (if possible) use a recorder.

### 5) Data transcription

Back in school, school students listen to their recordings or look at their notes and conclude on each question. They present the conclusions on a poster or in another adequate form for presentation in class.





**Standards**

1. Observations are always descriptive and neutral.
2. Observations and thoughts and feelings about them must be separated in the documentation.
3. Observations can lead to more questions.
4. Observations must be transparently documented.

→ **Note:** This table should be filled in during your field trip.

<b>When</b> did you do the observation (date, time)? <b>Where</b> did it take place?	<b>Observation</b> Give it a neutral description: what do you see, hear, smell?	How do you <b>feel</b> about it?	How do you <b>think</b> about it?	What <b>questions</b> do arise now?

→ **Examples of observations:** activities of plants (state of reproduction, diseases, farming treatments, habitat etc.) and animals in their habitats / living conditions of farmers, family, employees / observable activities of farmer or employees



If you plan practical activities, it is important that you document them accurately. The following table will help you with the documentation. If possible, you should take the results of your practical work with you to show them in the later presentation.

→ **Note:** *This table should be filled in during your field trip.*

Date, time and place of practical task	What did you do, help, assist, produce, establish, create? What were your tasks?	What was the product, achievement, creation, result of the task(s) in the end?	How did you experience your activities, what did you like, what went well, where did problems arise?

→ **Examples of practical tasks:** help the farmer in his/her activities with production, transport, communication, selling etc.

## DIARY FOR DOCUMENTING YOUR LEARNING PROCESS

Dear students, this diary helps you to understand your own learning process. This document instructs you on which occasion you shall write your diary and what questions you should answer.

On which occasions: Every time you have finished an activity related to your project and every time you feel that you proceeded in your learning attempts. Sometimes, you will feel a learning progress independent from a learning activity in the school context. If this is the case, you can report on it as well, if this is related to your project.

Questions: OK, let's go! (See next page)



**Hi, I'm your personal diary. Answer my questions and you will see how you progressed during your project! Have fun!**

*Entry 1: The project*

*What is your project all about?*

*Why are you interested in your project?*

*What would you like to achieve with it?*

*What activities did you plan?*

- Experience/Activity A
- Experience/Activity B
- Experience/Activity C
- Experience/Activity D

*With whom are you working together?*

**Entry 2: BEFORE learning experience A**

*Describe the experience/activity*

*Why do you engage in the activity?*

*What do you want to find out?*

*What are your concerns?*

**Entry 3: AFTER learning experience A**

*What happened?*

*What did you experience?*

*How was your experience? What did you feel, think, observe?*

*What is your personal conclusion now?*

*What are your concerns/further questions now?*

**Entry 4: BEFORE learning experience B**

*Describe the experience/activity*

*Why do you engage in the activity?*

*What do you want to find out?*

*What are your concerns?*

**Entry 5: AFTER learning experience B**

*What happened?*

*What did you experience?*

*How was your experience? What did you feel, think, observe?*

*What is your personal conclusion now?*

*What are your concerns/further questions now?*

**Entry 6: BEFORE learning experience C**

*Describe the experience/activity*

*Why do you engage in the activity?*

*What do you want to find out?*

*What are your concerns?*

**Entry 7: AFTER learning experience C**

*What happened? What did you experience?*

*How was your experience? What did you feel, think, observe?*

*What is your personal conclusion now?*

*What are your concerns/further questions now?*

**Entry 8: BEFORE learning experience D**

<i>Describe the experience/activity</i>	
<i>Why do you engage in the activity?</i>	
<i>What do you want to find out?</i>	
<i>What are your concerns?</i>	

**Entry 9: AFTER learning experience D**

<i>What happened? What did you experience?</i>	
<i>How was your experience? What did you feel, think, observe?</i>	
<i>What is your personal conclusion now?</i>	
<i>What are your concerns/further questions now?</i>	