
Guidelines for Global Review on Training in Community-Based Research (CBR)

UNESCO Chair in
Community-based
Research and Social
Responsibility in Higher
Education

Building the Next Generation
of Community-based
Researchers ("The NextGen
project")



United Nations
Educational, Scientific and
Cultural Organization



University
of Victoria



UNESCO Chair in Community Based
Research and Social Responsibility
in Higher Education

INTRODUCTION

The UNESCO Chair in Community-based Research (CBR) and Social Responsibility in Higher Education is carrying out a global study on training practices for CBR in four thematic areas: *asset-based development*, *indigenous research methodologies*, *participatory citizenship* and *water governance*. Our overall goal is to increase access to high quality training in CBR within higher education institutions and civil society sectors with a particular focus on the Global South. A key part of this project consists of a global review of the following key elements:

- 1) relevant empirical and theoretical literature on training, teaching and learning CBR in global and local settings;
- 2) different pedagogies, strategies and materials for building CBR capacities (e.g., curricula, participatory video, photo voice, community theatre, community consultations, etc.)
- 2) best practices related to each thematic area and lessons learned in several pilot studies on training CBR;
- 3) current regional sources (e.g., CSOs, universities) for the training of new community-based researchers;
- 4) potential for collaboration amongst partners as a global CBR training network.

This document presents a guide for conducting this global review on training, learning and teaching CBR. Section 1 introduces a literature review protocol for searching and extracting data from published studies and grey literature on training CBR. The following two sections describe some general guidelines to identify regional sources of CBR training and potential partners (Section 2) and to compile information and material currently used for training in community based research (Section 3)

SECTION 1. LITERATURE REVIEW PROTOCOL

SEARCH STRATEGY

The goal of our search strategy is to find both published and unpublished studies (grey literature) on training, teaching and learning CBR. Grey literature is usually defined as resources produced at all levels of government, academia, business and industry in print and electronic formats, but that are not controlled by commercial publishers.

Examples of grey literature: conference proceedings, research reports, unpublished and ongoing studies, dissertations, policy documents, internal reports.

A **three-step search strategy** will be utilized in this systematic literature review:

- 1) An initial search using all identified keywords across all included databases and major journals in each thematic area. After reading the abstract and filtering the search results, full-text of selected studies will be obtained and analyzed.
- 2) The reference list of all identified sources will be searched for additional sources.
- 3) Inquiries to our major networking partners, other project partners, and known experts in each field of study.

Databases to be searched include:

- Academic Search Complete
- Web of Science
- JSTOR
- Google Scholar
- ScienceDirect
- Humanities Index
- Social Sciences Index
- LexisNexis Academic
- CBCA Complete
- Worldcat
- IDRC Library
- Muse Project
- Directory of Open Access Journals

Major journals to be searched include:

- *Water governance: International Journal of Water Resources Development, Ecology and society, Water alternatives, Water International, Environmental Science and Policy, Environmental Politics, Antipode, Development in Practice, Geoforum, Environment & Planning, Society & Natural Resources, Water Policy, Journal of Water & Health, Ecological Economics, Natural Resources, Forum, International Journal of Water Resources Development, Environmental Policy*

& Governance.

- Asset-based development: [insert here]
- Participatory citizenship: Participatory Learning & Action [insert here]
- Indigenous research methodologies: [insert here]
- Community based research and related methodological titles: [insert here]

Networks and project partners to be consulted include:

- Global University Network for Innovation (GUNI)
- PASCAL Observatories
- Talloires Network
- Asia-Pacific University-Community Engagement Network (APUCEN)
- Living Knowledge Network
- Extension and Engagement Network (Association of Commonwealth Universities)
- Centro Boliviano de Estudios Multidisciplinarios (CEBEM)
- AsiaEngage
- Comit e de Entidades P ublicas no Combate a Fome e Pela Vida (COEP)
- Centro Latinoamericano de Aprendizaje y Servicio Solidario (CLAYSS)

Search for unpublished studies

Some of the suggested databases contain grey literature. However, it is recommended to include other sources:

- Open Grey (<http://www.opengrey.eu/>)
- Education Resources Information Center (<http://eric.ed.gov/>)
- OECD iLibrary (<http://www.oecd-ilibrary.org/>)
- Oxford Handbooks online (<http://www.oxfordhandbooks.com/>)
- Cengage Learning (www.cengage.com)
- ProQuest Dissertations & Theses Global (<http://www.proquest.com/products-services/pqdtglobal.html>)

Keywords to be used

"Community based research" is an umbrella term that refers to different participatory approaches to knowledge production and dissemination. In order to obtain more specific results, it is important to build the search strings using other **initial keywords** that are usually identified as CBR practices:

- *action learning*
- *action research*
- *arts-based research*
- *community action research*
- *community based participatory research*

- *community service learning*
- *community-university research partnerships/engagement*
- *collaborative/co-operative inquiry*
- *Indigenous research methodologies*
- *knowledge democracy*
- *knowledge mobilization*
- *knowledge translation*
- *organizational action research*
- *participatory action research*
- *participatory development*
- *participatory evaluation*
- *participatory research*
- *participatory video*
- *science shops*

Given that we are interested in finding specific CBR training and teaching literature for our four fields of study, narrow your searches using **thematic search terms**. Examples:

- Water governance: *sustainable watershed management*
water policy
water sustainability
community co-management
- Asset-based development: *asset building*
community development
asset-based community development
- Participatory citizenship: *participatory governance/democracy*
engaged citizenship
citizenship education
participatory public policy
- Indigenous research methodologies: *indigenous/aboriginal knowledge*
decolonization
knowledge democracy

SEARCH OPERATORS

In order to broaden or narrow your results, make use of search operators (e.g., AND, OR, *, parenthesis, etc.).

Examples: "water governance" AND action (learn* OR research*)
participat* (citizenship OR democracy) AND knowledge translation

See more details about search operators here:

<https://www.google.ca/url?sa=t&rct=j&q=&esrc=s&source=web&cd=5&cad=rja&uact=8&ved=OCD8QFjAE&url=https%3A%2F%2Fwww.kent.ac.uk%2Flibrary%2Ftraining%2Fguides%2Fword%2FBoolean%2520Handout.doc&ei=AOHAU4ycN8TvigLX4ICQBw&usg=AFQjCNGZHMPiEzB3TZheUSUvifSuge88iw&bvm=bv.70810081,d.cGE>

<http://www.vhcc.edu/Modules/ShowDocument.aspx?documentid=100>

http://images.webofknowledge.com/WOKRS5132R4.2/help/WOS/hs_search_operators.html#dsy863-TRS_search_operator_precedence

INCLUSION CRITERIA

The review is focused on qualitative data including, but not limited to, study designs such as: phenomenology, grounded theory, ethnography, feminist research, participatory action research, photo voice, arts-based research, participatory video.

- We will not limit by date
- We will not limit by language
- We will not limit by country or geographic region
- We will include conference abstracts, expert opinions, discussion papers, position and policy papers, reports, bibliographies from included studies, known reviews and text for additional citations.

ASSESSMENT OF METHODOLOGICAL QUALITY AND DATA COLLECTION

Documents selected for retrieval will be assessed by one independent reviewer for methodological validity prior to inclusion in the review. **Appendix I** presents an appraisal instrument (checklist) for assessing the quality of each selected document. Keep log of excluded studies, with reasons for exclusions. Once a document has been selected, extract metadata elements and specific details about each study (see **Appendix II**).

DATA MANAGEMENT

Records

1) Keep track of all your searches using the following chart (or similar)

Database / Journal	Date	Key Terms/Search string	Search field (e.g., Topic, Title, Abstract)	# Results

2) When saving documents try to keep a similar naming convention. For example:

LastName_FirstName_Degree_Year.pdf (e.g. Smith_John_PhD_2014.pdf)

3) Use the chart presented in **Appendix III** to keep track of the reviewed records. Assign an ID number to each record and include as many metadata elements as possible.

4) After a document has been selected for analysis, upload it to the Dropbox folder entitled "UNESCO Chair CBR." Use the corresponding thematic sub-folder or the Generic sub-folder if the record does not pertain to one of the four specific thematic areas.

References

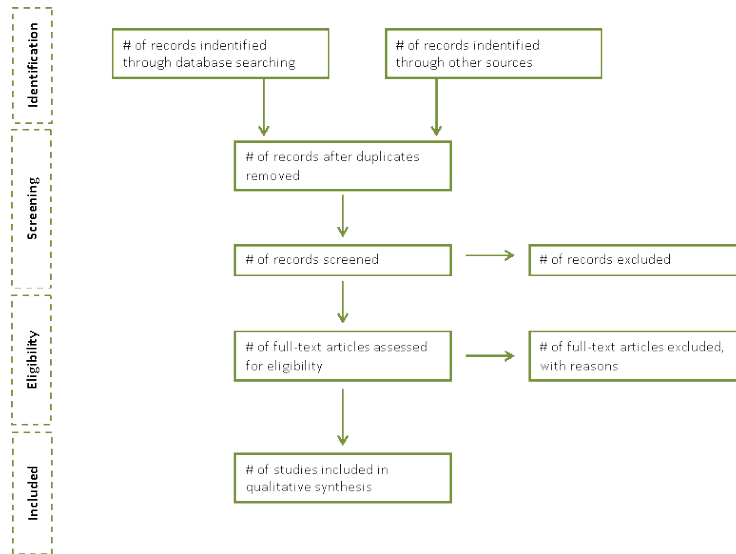
Use Refworks to keep your records organized and create bibliographies. APA citation style is recommended.

See more details about using Refworks for systematic reviews here:

http://lgdata.s3-website-us-east-1.amazonaws.com/docs/505/651084/Refworks_for_Systematic_Reviews_2013.pdf

SEARCH REPORT (Optional)

After conducting the quality assessment, collecting metadata elements and selecting documents to be analyzed in detail, write up a search report according to the following flow diagram.



DATA SYNTHESIS

This stage involves the aggregation and summary of key findings obtained from the literature review to generate a set of statements about the literature on training and capacity building in CBR.

Key aspects to consider:

1. The main sources of and intended audiences for the literature on training in CBR.
2. The research methodology used to learn about (i) training modalities in CBR and (ii) CBR cases which could be used for teaching purposes
3. If (i) The content of the training:
 - a. What the training objectives are, who it is aiming it at, its content, its design, its underlying philosophy, its main influences, its facilitators
 - b. The pedagogy of the training and rationale
 - c. What the impact has been in terms of learning and application
4. If (ii) some comment on its usefulness for teaching purposes
5. The quality of the extant literature -whether (i) or (ii)- in terms of methodological rigour, inclusive participation, relevance, biases, etc.
6. Implications for future research and practice

SECTION 2. GUIDELINES FOR INSTITUTIONAL MAPPING

IDENTIFICATION STRATEGY

The goal is to find a wide variety of CSOs (e.g., community groups, cooperatives, local organizations), universities, networks, public institutions and other actors that currently provide training to new community-based researchers and/or that may be our potential partners in a global CBR training network we intend to build in the future. The objective of the institutional mapping is to discover roles and activities of these various institutions in terms of CBR training.

A **four-step search strategy** will be utilized in this part of the review:

- 1) Initial search of the institutional affiliations of the authors whose documents have been selected for systematic review according to Section 1 of this guide.
- 2) Google search using initial and thematic keywords (see Section 1). Filter results focusing on different types of institutions carrying out CBR activities.
- 3) Look for initial and thematic keywords throughout the website and in the search engines of each institution identified in the first two steps. Obtain brief information of each institution and categorize them according to the activities they undertake (or have undertaken) in terms of CBR training.
- 4) Inquiries to our major networking partners, other project partners, and known experts in each field of study (see Section 1).

USEFUL QUESTIONS TO SEARCH AND FILTER RESULTS

- What kind of educational/training institution is this? (e.g., NGO, work groups, cooperatives, associations, public or private university, regional network, etc.)
- What activities does the institution undertake in terms of CBR training?
- What are the institutional goals in terms of CBR training?
- What is the institutional role/function in training CBR? What are the relations like between the institution and the community when providing CBR training?
- What is the faculty/members role when providing CBR training?
- How many members does the institution have?
- Who are the persons whose expertise is related to training in CBR?
- What partners does the institution have when providing training in CBR?

DATA MANAGEMENT

Keep track of all your institutional searches using the following chart (or similar)

Institution	Date	Key Terms/Search string	Results (Total)	Publications (#)	People (#)

Use the following sample format (or similar) to map institutions:

Name	Type	Date established	Country / Geographic area	CBR training activities carried out	Role/Function	Number of members	Who does it work with	Contact (name and email address)	URL / Institutional Website

REPORT

After completing the review and summarizing key institutional information write up a report highlighting the following elements:

- types of institutions currently providing CBR training
- potential partners
- key institutional activities and roles carried out when training CBR
- type of training offered
- a map or sketch showing the spatial distribution of the various institutions that provide CBR training in each thematic area
- the type of relationship they maintain with the communities

SECTION 3. GUIDELINES FOR REVIEWING CBR TRAINING MATERIAL

SEARCH STRATEGY

A **three-step search strategy** will be utilized in this part of the review:

- 1) Look for different types of CBR training materials embedded in the websites of the institutions identified following the guidelines of Section 2.
- 2) Videos can be searched by key initial and thematic words using Youtube, Vimeo and other media search engines.
- 3) Inquiries to our major networking partners, other project partners, and known experts in each field of study (see Section 1).

INCLUSION CRITERIA

- We will not limit by date
- We will not limit by language
- We will not limit by country or geographic region
- We will include different types of CBR training materials, including but not limited to: curricula, course modules, class exercises, case studies, manuals, digital learning objects (e.g., audio and video files), dossiers, news, events, other products and services

QUALITY ASSESSMENT AND DATA COLLECTION

Materials selected for retrieval will be assessed by one independent reviewer for pedagogical relevance and quality prior to inclusion in the review. **Appendix IV** presents an appraisal instrument (checklist) for assessing the quality of each selected material. Keep log of excluded training materials, with reasons for exclusions. Once specific training material has been selected, extract metadata elements and specific details (see **Appendix II**).

DATA MANAGEMENT

Records

1) Keep track of all your searches using the following chart (or similar)

Institution	Date	Key Terms/Search string	# Results

2) When saving documents try to keep a similar naming convention. For example:
LastName_FirstName_Degree_Year.pdf (e.g. Smith_John_PhD_2014.pdf)

3) Use the chart presented in **Appendix III** to keep track of the reviewed material. Assign an ID number to each item and include as many metadata elements as possible.

4) Classify the CBR training material using the **TIKA classification system**. TIKA is based on PRIA's knowledge management system whose aim is to utilize the existing as well as historically accumulated knowledge, and encapsulate knowledge to reach the needs of different types of learners. The TIKA classification system makes a simple assessment of each item of raw 'knowledge' (whether it is a book, a paper, a mimeograph, report, etc) to determine what type of knowledge it represents:

- Knowledge about **Tools**, methods and approaches – this is **T** knowledge
- Knowledge in the form of **Illustrative** applications – this is **I** knowledge
- Knowledge about **Key** Concepts and Principles – this is **K** knowledge
- Knowledge in the forms of **Analyses**, evaluations and critiques – this is **A** knowledge

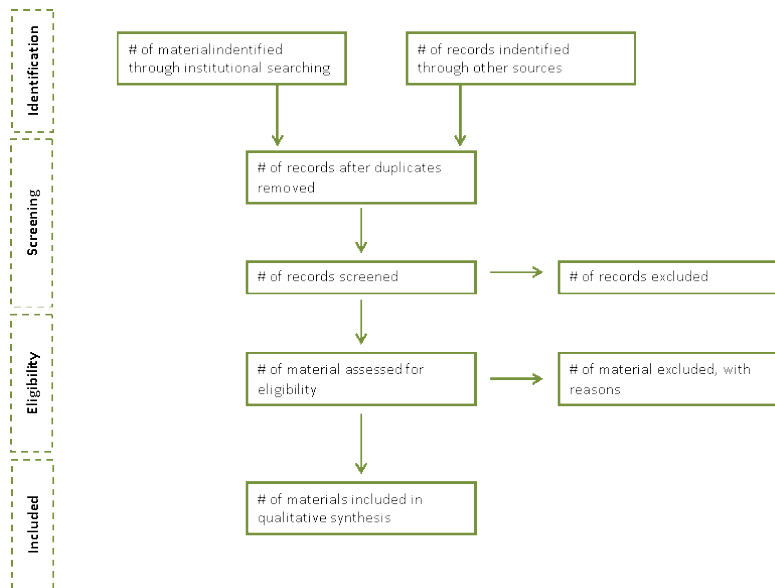
5) After an item has been classified and selected for analysis, upload it to the Dropbox folder entitled "UNESCO Chair CBR." Use the corresponding thematic and TIKA classification sub-folders to share the material with the rest of the team. Use the Generic sub-folder if the record does not pertain to one of the four specific thematic areas.

References

Use Refworks to keep your records organized and create bibliographies. APA citation style is recommended.

SEARCH REPORT (Optional)

After conducting the quality assessment, collecting metadata elements and selecting documents to be analyzed in detail, write up a search report according to the following flow diagram.



DATA SYNTHESIS

Summarize key findings obtained from the material reviewed to generate a set of statements about the CBR training material. Key aspects to consider:

1. The main sources of and intended audiences for the CBR training materials.
2. The research methodology used to learn about (i) training in CBR and (ii) CBR cases (which could be used for teaching purposes)
3. If (i) The types and contents of the training:
 - a. What the training objectives are, who it is aiming it at, its content, its design, its underlying philosophy, its main influences, its facilitators
 - b. The pedagogy of the training and rationale
 - c. What the impact has been in terms of learning and application
4. If (ii) some comment on its usefulness for teaching purposes
5. The quality of the extant material -whether (i) or (ii)- in terms of methodological rigour, inclusive participation, relevance, biases, etc.
6. Implications for future research and practice

Appendix I: Appraisal instrument

Reviewer: _____ Date: _____

Author: _____ Year: _____ Record number: _____

Title: _____

Source: _____

Question	Yes	No	Unclear	Not Applicable
Does the author present and discuss a specific CBR training, teaching and/or learning approach?				
Is there congruity between the training/teaching/learning approach and the research question or objectives?				
Is there a statement locating the researcher in a specific pedagogical philosophy?				
Is the influence of the researcher on the participants, and vice-versa, addressed?				
Are the participants, and their voices, adequately represented?				
Are there reference to extant literature on CBR training, teaching and/or learning approaches?				
Are the congruencies and/or incompatibilities with the extant literature logically argued?				
Is the CBR training/teaching conducted ethically according to current criteria?				
Do the conclusions about CBR training/teaching flow from the analysis, or interpretation, of the data used in the document?				

Overall appraisal:

Include: _____ Exclude: _____

Comments (including reason for exclusion)

Appendix II: Data extraction instrument

Reviewer: _____ Date: _____

Author: _____	Year: _____	Record number: _____
Title: _____		
Source: _____		
Thematic area: _____		
Type of item (e.g., published article, report, etc.) _____		
TIKA Classification _____		
Language _____	Country _____	

1. CBR training, teaching and/or learning modality:

2. Training/teaching philosophy:

3. Phenomena of interest (e.g., citizenship education for building social capital):

4. Facilitators:

5. Intended audiences (e.g., civil Society sector, academic, general audience, undergraduates etc.):

6. Research methodology used to learn about training in CBR, if applicable:

6.1. Design and Objectives of the CBR training/teaching modality:

6.2. Content of the CBR training/teaching:

6.3. Pedagogy of the training/teaching and rationale:

6.4. Impact in terms of learning and application:

7. Research methodology used to learn about a CBR case which could be used for teaching purposes, if applicable:

7.1. Usefulness of the CBR case for teaching purposes:

8. Authors conclusions:

9. Quality of the study (whether a CBR training modality or a CBR case) in terms of methodological rigor, inclusive participation, relevance, biases, etc:

10. Comments (e.g., Implications for future research and practice):

Appendix III: Metadata Chart

Id #	Author(s)	Title	Series/Report No	Journal	Publisher or who owns copyright	Type	Language	Keywords	Abstract [Y/N]	Peer-reviewed [PR/UR]	Scholarly Level	Copyright Date	Length (video/audio files)	Quality (video/audio files)	URL to link back to the original item

Appendix IV: Appraisal instrument (CBR training material)

Reviewer: _____ Date: _____

Author: _____ Year: _____ Id number: _____

Title: _____

Source: _____

Question	Yes	No	Unclear	Not Applicable
Does the material present and discuss a specific CBR training, teaching and/or learning approach?				
Is there congruity between the training/teaching methodology and the material objectives?				
Is there a statement locating the researcher in a specific pedagogical philosophy?				
Is the influence of the trainer/teacher on the participants, and vice-versa, addressed?				
Are participants, and their voices, adequately represented?				
Is there reference to the extant literature/evidence/material and any congruency/incompatibility with it logically argued?				
Is the training/teaching conducted ethically according to current criteria?				

Overall appraisal:

Include: _____ Exclude: _____

Comments (including reason for exclusion)
