

Reanimating Data Method.

Collaging worksheet.

Data poems

Using the data extract (see below), highlight words, phrases and sentences that resonate with you. Now take your scissors and chop up the transcript, so that you are just working with your chosen fragments. Move material around on a surface. Experiment with how they are ordered. Choose words and phrases that appeal to you and arrange a short data poem.



Collaging

- Does this data poem open new meanings in the text? Perhaps the poem helps you better understand meanings already in the text?
- Does the data poem help you tell your own story? Is it autobiographical?
- What might you need to have in place before using this method with other people?

If you want to do this method virtually there is a black-out poetry maker tool <https://blackoutpoetry.glitch.me/> Participants copy and paste an extract of data into the tool and then highlight words and phrases that resonate for them. The tool blocks out the rest of the words revealing a poem that can then be the starting point for discussion.

Collaging an idea

The interview extracts reflect on the work and educational aspirations of young women in 1989. Using material from the extracts and visual material (see at the end of this worksheet, page 6), can you create a collage that compares and contrast attitudes and opportunities in 1989 and those today? Using scissors, pens and glue create a poster. Now think about how the poster could be the starting point for a conversation.

How might you adapt this exercise in your research?

DATA EXTRACT:

Haleema, 20-21, Pakistani/English, middle class, Muslim. Manchester.

Q: So tell me a bit about what you think you are going to be doing in the future apart from relationships and apart from your sex life, which is obviously quite an important part of things for your own happiness, but in terms of the other things, do you see yourself as an ambitious person?

A: I am in terms of achievement for myself but not necessarily in terms of ambition in the sense of aspiring to get a business for myself or anything like that.

Q: What do you mean in terms of achievement for yourself?

A: Just that I feel satisfied, like not in terms of being ambitious to get a first or anything like that but being ambitious enough to prove to myself that I knew I had gone as far or had done as much work or achieved the grades I thought I actually could achieve.

Q: So in a sense you are ambitious to fulfil yourself. In terms of what you are going to be doing from now onwards after you have finished your degree, what direction do you see yourself going in, do you have any ideas?

A: I have always been interested in therapies of some sort and I was toying with psycho drama at one point and then I as a dramatist. I met some extremely good ones and I thought right, I will get involved in that. I think everything I have looked at doesn't give me the flexibility I want. I couldn't say right, I am going to use psycho drama for every single person because it's not appropriate, this is what frustrates me about all the therapies and all the psychological approaches to things. I had this dream of having a massive house with about twenty different types of therapies from music therapy, art therapy to whatever but not psychoanalysis. And actually have somebody advising people, saying this is the problem I've got or this is what I want to overcome and saying well these are the options you've got, how do you feel about this. So there is no competition for it you know like, 'I've got the right answer for it', because I don't think anyone has. And actually the flexibility of someone doing psycho drama and art therapy and something else because I think you need everything because no one thing is right for one person. So actually rather than going into any particular type of thing I will probably go into counselling in a more general way using therapy or into the social services. I can see myselfSocial work mainly, because it's a very useful qualification to have.

Q: You can get a job as well.

A: But I don't know how I could stand social work. I have got reservations about the way I see it used at times and there are some very good social workers and some awful social workers But it leads to an end so I can actually go into the social service or counselling service which is more flexible.

Q: So in a sense they are all caring things, is that in a way one of your ambitions to do something useful?

A: Yes.

Q: Where do you think that comes from, the desire to do something useful or humanitarian?

A: I think it's from the family mainly. My mum has always been in [CARING ROLE] and my Grandfather as well and it's just the way they talk about things and I think generally in my family, my sister has been a [CARING ROLE] my other sister has been [IN AN EDUCATIONAL ROLE] and they have all been in medicine or caring in a way.

Q: Did your father ever have any ambitions or give you an idea of what he would like you to do?

A: I think he is very shrewd about these things, he knows my character and he knows enough about me in terms of what I do in my life to actually be able to do that. Basically he wants me to get married to my cousin in Pakistan. He wants to be able to be proud of me. He has this big thing about status and he had a problem with my brother who was out of work for a while and was working [IN PSYCHOLOGY FIELD]. And it wasn't a proper job and he wasn't a proper man because of it.

Q: Do these aspirations seem ludicrous to you or do they actually hit home to an extent with you?

A: I think on the whole they are quite ludicrous but it is the whole thing about I don't want just to get a job to get money, I want to do something and I might do that for a little while but I have got to do something because I have to fulfil myself in terms of that, and for me it will be something like counselling. In terms of status it doesn't actually bother me. He comes back to this little niggling thing like, 'how far can you go in the profession, how much money would you be earning', and at the moment

it's not a consideration because I can't actually imagine myself earning £10,000 a year or whatever. I think later if and when I was having a family or something.

Q: But the aspirations about marriage within the culture and those sorts of things. I mean they are completely alien to you?

Amy, 16-17, British, working class, Roman Catholic. London.

A: I don't know. I just think my Mum and Dad, they are, like the girl stays at home doing all the cooking and work and, you know what I mean, and the boys go out and enjoy themselves and that's it. And they just can't see my point of view where it's not fair like that. You know, like this job they don't like it either.

Q: Why not?

A: Because they consider it's a man's job. They say, 'you can't do that job' so I went on, I used to train as a mechanic before and they didn't like that either. They just say to me why didn't I get a job like a secretary or something you know, but you try telling them you don't like that job and they still don't want to know.

Q: So does that mean they have not been giving you that much support?

A: Well I mean they did not say much when I joined it. Well like know they keep on saying why are you doing that job and you don't need to do that job, you know, and I bet you don't like it and this that and the other.

Q: So do you have a lot of arguments?

A: Yes.

Q: But you end up doing what you want?

A: Yes. I can't have them run my life. My brother, he had a job as a [SKILLED TRADE] and he only had four months to go and he left. I mean he's working as a [SKILLED TRADE] now but they didn't say nothing about that, leaving one job just to go to another with four months training left and they never said nothing. But with me, you know, it's why are you doing that, that's going to get you nowhere, you know.

Q: So they treated you quite different than your brother? [yes] Is that because of the tradition in the family?

A: Yes that's what I think because my parents aren't English, my dad's Italian and my mum's Portuguese, and over there the girl stays at home you know, doing the house work and the other things like that, I don't like it.

Q: So they lived over here all the time?

A: Yes, my mum's been here for about 20 years and my dad's been here for about 40, they still live their own way and I have been bought up like this and I never used to do that when I was young, that stuff.

Q: So do they see you as a bit of a rebel?

A: Yes, that's what my dad calls me.

Q: Is he proud of you as well?

A: Sometimes, but I mean we still have arguments as well, I have worse arguments with my mum. My dad ain't that bad, he sees my point of view, but my mum just goes on and on.

Q: So what do they want to happen to you except getting a job as a secretary?

A: Marry a rich bloke who could keep me all his life.

Leigh, 18 - 19, White British, working class. Manchester.

Q: Did you get good careers advice at School?

A: At school, no.

Q: Did you get any?

A: I did but I went to an all girl's school. And the careers officer we had was brilliant for some girls in a sense that she didn't automatically encourage them to go into secretarial work, but she was over forceful. She didn't agree with women becoming secretaries or nurses or things like that, it had to be doing a man's job, proving it. Without being too stereotypical that's sort of you know, she had a couple of spare..... everywhere. And I just didn't agree with it because she was imposing her views on other people at an age when they are so easily influenced. So I won't be going to see her, I'll do my own careers research. And then when I went to.....I got ALICE and she's brilliant.

Q: That was the careers advisor at.....?

A: She's one of the main ones in there as well and she tells you what you need to know. She doesn't say, 'well, what about this, or what about that', she tells you how easy it is to get in. Q: Do you think it was important for you to get a job that wasn't a traditional female job, a secretary or a nurse or something like that?

A: Well I'm no good at typing and I am definitely no good at taking orders from other people and I think the National Health Service would close down if I became a nurse so.

Q: Probably before you get there!

A: I haven't got the patience and I couldn't be a teacher because I certainly haven't got the patience with children. The little ones that can just about talk and you can teach them properly yes, but I haven't got the patience that our teachers have.

Q: Do you feel the pressure there on you as a young woman to go into those types of things, is it more difficult for you to have a career in something that isn't traditionally female? A: No because I went to an all girl's school and my mum said 'you do what you want'.

She didn't say 'well I think you should do this, and I think you should do that and I don't want you to go to University because I think you will grow up and away from me', and all this lot like one girl at college is having. Her mother is frightened that her daughter is going to grow up, whereas my Mum said, 'I wish you all the luck in the world', because she didn't achieve, so she's not going to hold me back. She doesn't force me to do anything I don't want to do.

Michelle, 21, Caribbean, upper working class.

Q: But you'd like to work as a personal secretary?

A: Yes, something like that. At the moment I'm trying to find out about courses, because I want to go back and do my shorthand, and try and keep it up actually.

Q: That's the sort of thing you need? A: Well, that's it, yeah. And like computers have a lot to do with it now. I mean that's alright, I don't mind .. shorthand.. you do need.

Q: Do you see yourself as being quite an ambitious person?

A: No, I'm not a very ambitious person, me. I don't want, want, want all the time. If I just get to be like a private secretary that'll do me. Know what I mean? That's a bit of ambition, but it's not a lot. Because you could go better than that. Q: Do you think your ambitions have more to do with your relationships than with your job? A: Umm, I suppose it is more about him than it is with my job.

Q: When you think about yourself, do you think in terms of your relationships rather than your work? And is that the cause of your happiness?

A: I see what you mean. Umm..

Q: Is it a mixture?

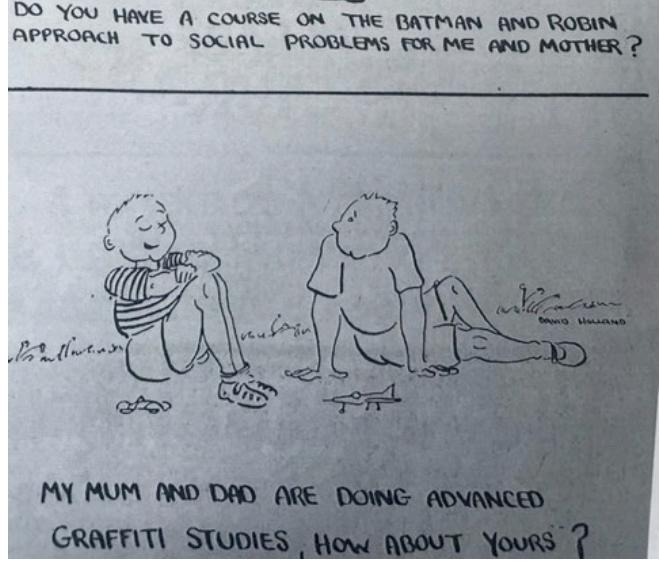
A: It's a mixture. I can't really pinpoint either one of them, know what I mean. Maybe a bit more, a BIT more my relationships..

Q: That's because they're more fun!

A: Yeah, that's right. And also really, with this job that I've got, you can't go any higher anyway, so I don't really think of it more about this job. If I worked in a bigger place I'd probably have more ambition. I'd think – Oh, well, I've got to get to such a thing.



Britain has a reputation for being a nation of shop-keepers and petty producers. With a Prime Minister from cornershop stock the myth goes on. The 1970s saw the demise of many small scale businesses, but the '80s will be remembered as the age of the small business. Though in principle the Government encourages such enterprise, it has done little to aid women in this sector — the Enterprise Allowance Scheme is not available to married women who are not in receipt of unemployment benefit. Nevertheless, women account for almost 25% of small businesses. Magazines such as *Cosmopolitan* often arrange business course and seminars for women, though mainly aimed at the London-based woman. *Options* magazine has escaped this capital bias and has made it to Manchester. The Women Mean Business seminar (Ramada Renaissance Hotel, Deansgate June) will have an array of professionals on hand to advise the potential business tycoon. Marcia Gawland of the Manchester Business School, involved in the Women's Centre, will be giving spec



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Return To Learn

Manchester has the largest student population in the country, and many of those are adults in part-time education. **MARIAN BUCKLEY** scans the options open to adults wishing to become erudite in Manchester.

Summertime in Manchester is a bit of a reprieve from the rain and the soggy student population. Everyone loves to hate students — they have ziti speckled faces, new, unused bicycles and bank accounts and rucksacks full of progesterone and estrogen, trying desperately to escape. At least that's how the stereotype goes.

But a growing number of Manchester's student population aren't young upstarts experiencing the joys of self-catering life for the first time. Many are parents themselves, who for a plethora of reasons, have decided to get back into education. The city has several seats of learning which offer courses in everything from macramé to mechanics.

Tom Nelson is the Co-ordinator of **Education Advice for Adults** (Moseley Road Centre, Moseley Road, Fallowfield, Z24 8Z4), a service provided by Manchester city council which helps inform and encourage adults thinking enrolling on a course. "A lot of people we help these days are actually quite young," he explained, "we do a lot of work in Moss Side and Hulme where there are a lot of women in their 20s who never really had a chance of education, they left school young and had children early. We also deal with many of the long-term unemployed."

Education Advice for Adults takes on the onerous task of persuading those for whom the system is closed, and themselves, to give it a try. The barriers are high, the class need to be broken down, the practical difficulties must be overcome. Education Advice for Adults tackles the first part of the process of 'Outreach', simply means making people aware of which options are available to them: representatives

The learning shared in this resource has been generated by the Reanimating Data project funded by the ESRC. ES/R009538/1. The project worked with one particular data set (The Women Risk and AIDS project 1988-90) which was turned into an open access archive. The original data plus all the materials the resulted from Reanimating these materials with contemporary young people in 2018-20 can be found at the online archive. <https://archives.reanimatingdata.co.uk>. Most of the materials shared in these downloads are taken from this archive. You can use the materials provided in these downloads or find your own examples by going to the archive, or using materials from other sources that you have found yourself.

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