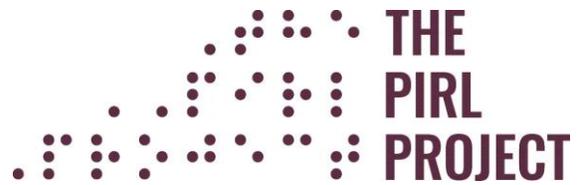


Report on the 2020 PIRL INSTITUTE

OCTOBER 19 – 21, 2020





2020 PIRL Institute Report

Acknowledgements

A three-day event such as the 20/20 PIRL Institute does not happen without a lot of help from many people. First, we'd like to thank the Institute Leads, **Dr. Lynn Cockburn** and **Dr. Mary Atanga**, and the members of the planning committee for the energy and time put into the planning process. Many thanks to **Dr. Louis Mbibeh, Stephan Nkouly, Anika Chowdhury, Clementine Litika, Sarah Lima,** and **Dr. Julius Nganji.**

A huge thank you to the presenters who volunteered their time and energy to prepare the presentations, present them, and respond to the questions from the audience. We are extremely grateful for your contributions.

Everyone who participated made excellent contributions and helped the 2020 Institute to be a success. We are grateful to all of you for your participation.

Thank you to the entire PIRL Project Team including its partner organizations for their contributions and support in making the Institute possible.

The University of Toronto, through **the Department of Occupational Science and Occupational Therapy and the International Center for Disability and Rehabilitation**, provided administrative support to allow the 2020 PIRL Institute to take place. Thank you very much for all the behind-the-scenes support provided.

This 2020 PIRL Institute was funded by the **Social Sciences and Humanities Research Council of Canada (SSHRC)** as part of a three-year project. We are incredibly grateful for this funding which allowed so many people to come together in this way.

Who attended?

We had great attendance from several places. The attendance of the 2020 PIRL Institute was as presented in the Table. Altogether over 40 people participated in the Institute. The participants joined the Zoom sessions from Bafoussam and Bamenda in Cameroon, several places in Canada, as well as Ghana, USA, and Europe.

	Session 1	Session 2	Session 3	Session 4
Day 1	34	36	35	22
Day 2	41	22	28	24
Day 3	22	26	28	24

Sessions especially designed for students were held each day. For the student sessions, the attendance was 8 on the first day, 17 on the second day, and 11 on the third day.

Participants came from many different backgrounds and walks of life, including:

- persons with disabilities and those with lived experiences of marginalization;
- researchers, from beginners to experts;
- Professionals and front-line workers;
- students, from undergraduates to doctoral students; and
- community members from varied domains.

Several people had more than one of these roles. Most of the participants were working in the areas of disability and rehabilitation, public health, or related fields.

There were approximately equal numbers of women and men including those with disabilities. This diversity made the institute a melting pot in all domains, and which fitted squarely within the realms of the PIRL Project

that pays attention to inclusion within the framework of community-based inclusive development research.

The sessions

The program for the Institute is attached as Appendix 1.

The focus of the 2020 Institute was on learning about data analysis and particularly data analysis for disability inclusive development, and data analysis in teams and groups. Therefore, all of the sessions addressed this topic in some way.

Data analysis is the part of the research process where the team looks for useful information, making conclusions about what has been learned, and providing information for decision making. It is a process of looking at research data carefully - cleaning it up so that responses are clear, organizing it, and systematically looking for what it is saying about the topic.

The Institute had 15 sessions. As part of the planning process, the team decided to have 4 hours on each of 3 days. This decision really limited the amount of time that was available but also made it more manageable for people to participate across time zones and in different ways.

There were 9 main sessions and 3 introductory and wrap-up sessions. In addition, the PIRL student group organized 3 student sessions. Each session ran for 50 minutes, with a 10 min break between. We were really delighted to have many participants from the PIRL Network actively contribute to the Institute.

To ground the discussions in the Institute, the PIRL Project is conducting a study about information and communication technologies in disability inclusive development. An invitation to participate in the survey was sent out to all members of the PIRL Network. Examples of the questions and the results were used during the Institute to illustrate some of the key points during the sessions.

Having this shared set of data from the survey allowed for a shared understanding of some of the issues that come up in doing data analysis. More information from the study will be available in 2021.

Day 1

“What I liked about Day 1 was meeting the other PIRL members around the world and the presentations.”

“What I liked about Day 1 was the great introduction and full of a lot of energy from everyone”... and “The excitement of coming together”.

This day started with opening remarks and greetings from many people. Because of the large number of people who were participating in the Institute we did not have time to do formal introductions for each person using audio, but we did encourage people to share their introductions using the Zoom chat function.

“The warm welcome of participants by Lynn, Louis, and Kometa which gave a great spirit for the institute, as well as reactions from participants.”

The first formal session was an introduction and reflection on data analysis presented by **Dr. Kometa Shende** from the University of Bamenda. This presentation was followed by an exciting panel of three researchers who talked about their different perspectives on doing research. **Ms Abenwie Suh** talked about her perspective as a quantitative researcher and epidemiologist. **Dr. Jude Fokwang** talked about his work as an anthropologist and social scientist using qualitative methods. **Dr. Patrick Okwen** discussed using mixed methods to allow for a broad understanding of different topics, and to have better impact with decision makers.

The last session of the day led us into thinking about actually doing data analysis. **Dr. Julius Nganji** led us in discussion about qualitative perspectives to data analysis, and key points to consider.

Day 2

"I loved all the presenters, the presentations, and facilitators of small groups did a great job"

"Inclusion is key, PWDs who are illiterate can be assisted for doing coding"

Day 2 was another exciting day. We started by reviewing quantitative research results and then moved into a three-hour session focussed on learning about the DEPICT model. DEPICT is a way of doing data analysis as a group.

The first part of this session was presented by **Dr. Stephanie Nixon**. She went through the six steps of the DEPICT model that can be used for group analysis.

We then went into small groups with each group exploring one stage of the model. The final session was a discussion about what we had learned about using the DEPICT model in research.

"The discussions during the breakout session were very interesting and impactful"

While it was a bit complicated to understand the model in one go, we could see that it offers a lot of promise for having good participation in the data analysis process. It was developed to be used in qualitative research, and we discussed how it might also be used as part of our quantitative analysis process, and in mixed methods research.

Ratings for Day 2 on the evaluations were 100% positive - people enjoyed the day, found the topics and discussion excellent, and learned a lot from it.

"Learning about how difficult it is to do group analysis. It gave me lots of ideas of new things that I need to consider."

Day 3

"I have decided to try and get acquainted with data software and also to read more about research."

"As a student I am looking forward to applying the knowledge gained on inclusive research. And this has awakened my interest in qualitative research, so I am considering this kind of research in my future works."

"As a teacher, I'll use the knowledge I got to better work with research students especially on data analysis."

"As a woman with a disability, I'll take back the knowledge to my women, we shall improve our knowledge on technology especially with the use of our laptops and phones."

The third day we focussed on some of the tools that can be used in data analysis. Guided by **Dr. Mahadeo Sukhai**, we began by thinking about how common tools such as Excel and Word can be used to represent and analyze and present data. **Dr. Nganji** then led an exploration of more complex tools such as SurveyMonkey and NVivo.

The last two sessions of The Institute were more reflective. First, we talked as a group about what we had learned over the course of the three days. Then in the final hour we took some time to complete written evaluations and to share appreciation on the vast amount of work that was done. Concluding Remarks were done by Dr. Lynn Cockburn and others.

The number of participants reduced on the third day, and people were also getting to know each other better. As one participant said: "On Day 3, I felt more relaxed because I felt more part of this group that is new to me."

There were many positive comments as the third day wrapped up.

The Technical Side

"I really liked the running of online sessions and participating. It was cool."

For months before the 2020 Institute was held, the planning team had many conversations about what online platform to use. Several options were considered and tried, including Zoom, BlackBoard Collaborate, Google Meet, and Skype. Hours of discussion and planning went into making the decision to run the Institute using the Zoom platform. There was also the recommendation to use WhatsApp Messenger as a parallel platform, which we had wanted to try. However in the end using WhatsApp Messenger did not happen on a large scale; it was used by a few people at some times over the three days.

If you would like more information about why Zoom was chosen to be the platform, please contact any of the Institute planners.

We recognized that in using Zoom, some participants would be at a disadvantage due to lack of reliable electricity and internet access, as well as the expense of high data usage. Therefore we made plans for the core members of the Cameroon team to have access by providing them with modems, extra communication credit, training on Zoom prior to the Institute, and support during The Institute.

In Cameroon, 7 members of the PIRL team travelled to Bafoussam to have better internet connection and to be out of the conflict area where the war was going on. It was a very good idea to have team members in the same building as it permitted the IT Help Desk (**Marc Stephan Nkouly**) to easily support people while also respecting physical distancing measures.

This additional support allowed for these seven members to participate fairly well in the 2020 Institute. Five other members in Cameroon had more intermittent connections and difficulty connecting due to their locations.

Other participants in other places in Cameroon and in other African countries, e.g. Ghana and Nigeria, had some challenges with internet connections and therefore were not able to participate fully at times.

However, everyone in the Institute appreciated all of the efforts that people took to participate using Zoom, (using tablets, laptops, and telephones). It was very exciting to be able to arrange the technology to actually work and allow for a high level of participation.

There were some technological issues in using break-out rooms that were fixed after some attempts. One session was able to use breakout rooms in Zoom successfully. However in future meetings several participants recommended more use of the break-out rooms.

Many people talked about not having been online for 4 or 5 hours at a time before, and found it very challenging.

Several people were not able to arrange their physical spaces to allow for sustained online participation.

It was extremely helpful to have Mark Stephan Nkouly assisting with the technology and supporting people who were having difficulty at various times during The Institute. Many thanks to Stephan for his ongoing efforts to ensure that people could be as included as possible.

Student Sessions

Involving students is an important part of the PIRL Project, and three sessions of the 2020 PIRL Institute were specifically devoted to students.

This section of the report focuses on the student sessions in two parts: (1) the planning process, and (2) the overall experience at the student sessions. Each part includes technical aspects and personal experiences from the student planning committee. The first section has information about the planning process for the 2020 PIRL Institute's student sessions. The second part focuses on the overall experience and various themes generated from the discussion.

Technical aspects: As mentioned throughout the report, the 2020 PIRL Institute ran for three days, and following the Institute's core training-sessions, students were able to join the subsequent student sessions. Operationally, each student session was programmed for one hour on topics like technical online applications as well as career and professional development skills.

Part 1:

1. Outreach Process (e.g., arranging speakers):

The outreach process for arranging speakers for the student sessions was through e-mail communication, specifically with the project's core member network. To involve more students, PIRL members were asked to either participate in the student committee, and/or lead a session.

Additionally, PIRL leaders suggested potential speakers. Purposefully, speakers that participated in the 2019 PIRL Institute were contacted and encouraged to participate at the student sessions, such as Dr. Julius Nganji's webinar on making accessible documentation for Microsoft suite applications.

2. Establishing a Timeline, and Program (e.g., topics per session):

In early September, the Student Planning Committee met to deliberate the Institute's student topics and to strategize ways for effectively including students in the 2020 PIRL Institute. The Student Planning Committee

generated three ideas which eventually became the three student sessions offered in October 2020. The timeline for finalizing the sessions was established by the core planners from the PIRL Institute Planning Committee. The student sessions were finalized by September 15, 2020, and the structure and final details of the sessions were finalized by October 15, 2020.

3. Working in a Coordinated Committee (i.e., personal experience):

The PIRL Student Committee along with the PIRL Institute Planning Committee communicated through e-mail and WhatsApp. Members of the committees updated one another up until the week of the Institute. Despite difficulties arranging meetings with members due to different time zones, early efforts in providing continuous updates on progress was key to having a successful Institute.

Part 2:

Session 1—Monday, October 19, 2020:

In the first student session titled, “Making Microsoft Office Documents Accessible: Tools and Techniques,” the Institute’s facilitator, Dr. Julius Nganji, presented his tutorial on practical considerations for producing an accessible Microsoft Office document. The aim of this tutorial was to discuss the importance of incorporating layout strategies for people with disabilities by reviewing the logic behind creating an accessible document on Microsoft Office. The overall intention of the tutorial was to provide participants with the technical tools to incorporate accessible document production into their work and research practices.

Dr. Nganji explored a range of widely-available software tools for producing barrier-free documents. In particular, the session demonstrated “Microsoft Word Accessibility Checker,” entering alternative text for all visuals, using built-in headings, creating simple data tables with high-contrast colours, and illustrating the proper way of including a hyperlink. There were several key takeaways from these demonstrations. For example, it is important to describe the link in-full rather than a simple command, instead of “see the document,” replace it with “click on this link to view the 2020 PIRL report

in a PDF format". By considering these changes and the tools that enable them, the document produced will inevitably speak to a wider audience without discrimination.

Importantly, the session was a learning opportunity for participants to engage with making accessible documents by following Dr. Nganji's demonstrations in real-time, with him encouraging participants to try his on-screen tips. To this end, the session marked the importance of training participants on tips and techniques for producing accessible documents as a daily function in order to include people with disabilities in research outputs.

Session 2—Tuesday, October 20, 2020:

The second session, "Network Career Panel Q&A 'How we got here,'" highlighted the career paths of a diverse group of Disability Inclusive Development (DID) researchers. This expert panel comprised of **Dr. Pedro Almeida, Dr. Ruheena Sangrar, Daniel Boyco, and Goli Hashemi**. During this conversation, panelists discussed their career focus, personal journeys, and their relevant academic and professional decisions for achieving this career path, as well as important strategies for advancing one's career opportunities within research sectors. This session was designed as a panel discussion so that participants who might want to pursue a similar career or research goals could engage with professionals in the field.

The panel began with the moderator, **Sarah Lima**, providing a formal round of introductions, which preceded with questions around past and current career trajectories. The participants divulged their current research or career goals, with outcomes ranging from unprompted life choices or decisions led with intention.

Each panelist achieved their career pathway in a different course of action (e.g., in different geographic locations, time-periods, ambitions, etc.) but the ultimate realization was that none of the panelists mentioned being "done" and the desire to consistently accept new challenges, along with adapting and innovating opportunities (e.g., bridging unnoticed thematic connections in DID). As the participants declared in the Institute's follow-up survey, "It was great to learn about accessibility and to have a panel discussion on careers from some successful people."

This group of researchers were quite open to being vulnerable about not having made exact choices but following several imaginations of the future. Some imagined a completely different career focus but ultimately needed to be nimble and flexible to changing dynamics in the field, and reshaping interests to align with existing opportunities.

One of the biggest challenges noted was not perceiving “change” through a lens of “internal defeatism”, and instead of viewing alternative life choices or new directions as a process of continuous insight that can bolster one’s professional or research portfolio. Some panellists mentioned their ethnocultural community as either welcoming or deterring their research focus, and provided participants with advice around cultivating honest conversations while not imprinting a value that does not add up to one’s individual goals or interests.

Overall, student participants appreciated the panellists’ professional and personal development insights, and found the panellists’ life trajectories highly relevant to their lived experiences. With participants mentioning in the survey sent-out, “They [the panellists] were awesome, most impactful to me, as I saw professionals who started off like me.”

Session 3—Wednesday, October 21, 2020:

The final student session on “How to Professionally Network in a Virtual World,” with a guest facilitator, **Ellen Murray**, and Dr. Lynn Cockburn, provided participants with an opportunity to discuss networking strategies for new scholars in DID research. The session highlighted considerations for networking across virtual platforms, such as how to articulate experience and generate interest from a particular industry or sector.

The session included in-depth, screen-sharing demonstrations on enhancing a LinkedIn profile, along with an overview of tools for increasing local or international engagement. For instance, the facilitators emphasized the importance of adding a reference to other social media platforms in the handler section of a webpage for increasing online traffic, and to be mindful of media differences—professional versus private—to prevent any unintentional spillover from reaching potential employers. With real-time demonstrations, participants were able to review each section of LinkedIn and provide commentary or questions from the facilitators.

Later, the participants were able to include each other on their connections and were encouraged to cruise through other connecting networks. Following this session of online engagement, participants were informed of the ResearchGate platform, and how to cultivate an online space for sharing different networking strategies in a more academic-focused webpage.

Participants were able to view an academic's setup and techniques on how to browse through new publications, along with the advantages of being able to download scholarship and to view any new publications from the source. New scholars are able to learn more about DID researchers and connect with them through this online platform. Similar to Day 1, this session was focussed on practical application, but more geared towards online professional engagement rather than built-in applications and software.

Summary of the student sessions

Each student session was designed to address the practical challenges of advancing in academia and research. Participants were able to develop skills in software applications and learned about being cognizant of different impairments when creating a shareable document.

The first session was both a lesson on practical considerations but also a theoretical discussion around the benefits of creating accessible documents. As Dr. Nganji stated in his session: "By including accessibility in the formation of documents, you are including more people to the document."

The second session centred on a research panel that provided rich experiences in DID. This session was emotional and engaging, and each panelist acknowledged the need for dexterity and acceptance. This session was structured around several questions, and participants were able to ask research fellows and/or professors, key questions related to completing a Ph.D., post-secular meetups, and tips for cross-collaboration in DID research.

Lastly, these tips extended to our virtual tutorial space in the last session, as participants were able to engage in visual learning techniques for

accessing professional online platforms. This session allowed participants to learn new digital skills in DID research.

Through the Institute's online survey, participants mentioned: "They were great and we need more webinars on building networks," underscoring the existing need for these webinar sessions. One participant stated: "It was so great" and asked, "Could we have this more often, especially focusing on career development and inviting many other panellists?"

As these survey remarks demonstrate, the student sessions were successful in engaging students and developing important professional skills for career advancement in DID research.

Feedback from participants about the Student Sessions

"They were great and we need more webinars on building networks."

"They were wonderful. I attended day 2."

"They were awesome, most impactful to me as I saw professionals who started off like me."

"It was so great. Could we have this more often especially focusing on career development and inviting many other panelists."

"It was great to learn about accessibility and to have a panel discussion on careers from some successful people."

"I attended the Tuesday session. It was amazing. Thank you. It could be repeated for the whole PIRL team."

Evaluation and Feedback about the 2020 Institute

We collected evaluations and feedback from people in several ways, including through a survey for each day.

Timing and schedule

"The organization was really good in terms of time management."

Several participants found the 3 days as a length of time to be good, and not too long, while others suggested there could have been an additional day. One person said: "Given the amount of information, we could have added an additional day to the institute. I liked the format of sessions ending at 12 p.m. [*note, this person would have been in North America*]. We could stick to that, but add one more day to avoid such heavy sessions"

People also would have liked more time to get to know others. One participant said: "Not enough time for personal introductions." Perhaps other ways of encouraging people to get to know each other prior to the Institute could have been helpful.

Content

Getting the right level of content was difficult. Some people found the information too much, and some found it not helpful because they were already familiar with it. A few people left early because they found the discussions were not at a level that they wanted.

Many people found the information to be practical and about the right amount. However, some found it overwhelming. For example, one person wrote: "The sessions had so much information, specifically the session about the different methodologies, which I think was the last session of the day (before the student session that I also attended). It was quite difficult to follow along and stay focused."

Feedback in the past (from last year's institute and from the planning committee) was to have everyone together in all sessions as the belief was that no one wanted to miss anything. We also used the principle that everyone has something to learn, and everyone has something to contribute.

However, perhaps in future there could be more attention to individual learning needs and having a few sessions for people who are new to the topics so that the sessions could be at a somewhat more advanced level.

Follow-up

There were a few comments about areas that participants wanted to follow-up with, and we hope that several projects and research studies will germinate from the discussions. Here are some examples:

One participant said they are now thinking about how women and girls with disabilities can be more involved in digital research and data analysis, and having more experiential sessions to really learn about the specifics of doing data analysis.

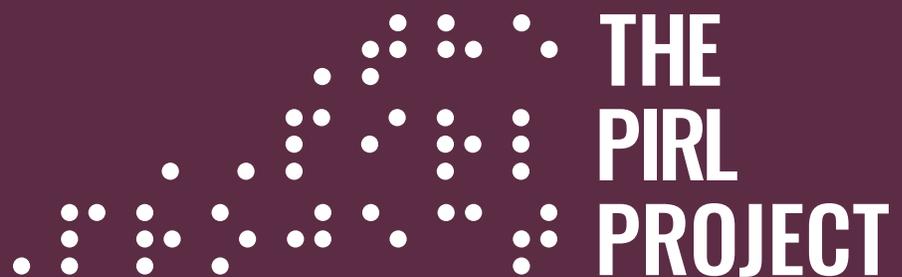
Some participants discussed how they could work together to study accessibility guidelines, and how they are used in research as well as practice.

"How can we translate and interpret research and research questions for PWDs to access and be part of the work that concern them?"

We will continue to try to keep track of ideas that came from the discussions.

Appendix 1: Program

2020 PIRL INSTITUTE 3-DAY PROGRAM OCTOBER 19 – 21



WELCOME



Welcome to an exciting 3 days! We have a diverse group of participants from many different parts of the world and with such a variety of backgrounds in research. We are so delighted that you have taking the time to join us for this Institute.

Over these three days we will be learning together about why and how to do data analysis that can change our worlds. That might seem a bit lofty of a goal, but really that's what we are trying to do – we are trying to change the research landscape so that more people are included, or at least have the potential to be included in the process of knowledge generation.

Whether you are a student who is new to research, or an skilled researcher with many years experience, or you are somewhere in between, you have much to contribute to the discussions.

Please get to know how to use Zoom including the chat function. The Zoom rooms will be open for 2 hours before and after the main sessions for practicing and for getting to know each other. Please stop by, and continue the discussions.

The Google Participants Folder is where we have a number of resources for you. If you have a good resource that can be shared, please let us know and we will add it.

This is also a time for networking (perhaps in new and somewhat strange ways). This time and these ideas are pretty unique, and our team has worked hard to put this program together so that it will be engaging and beneficial for you.

In spite of many obstacles, we have co-constructed an excellent program. SO, please don't be shy – your contribution is important.

If you need technical assistance please contact Stephen:

Nkouly Marc Stephan

Email mcsteann@gmail.com

WhatsApp Tel: +237677957755

There is a team of people behind the scenes making sure that things run smoothly. Many thanks to all of them.

Yes, we will work hard together over these three days – and we also hope that you enjoy the Institute!

Sincerely,

Mary Atanga, Lynn Cockburn, and the whole PIRL Team

PARTNERS



International Centre for Disability and Rehabilitation (ICDR)
& the Department of Occupational Science and Occupational Therapy,
Temerty Faculty of Medicine, University of Toronto, Canada

CNIB (previously known as Canadian National Institute for the Blind), Canada

Coordinating Unit of Association of Persons with Disabilities (CUAPWD)
Bamenda, Cameroon

David Berman and Associates, Ottawa, Canada

North West Association of Women with Disabilities (NWAwwD)
Bamenda, Cameroon

STARC Enterprises, Bamenda, Cameroon

University of Bamenda, Bamenda, Cameroon

World Blind Union, Toronto, Canada

DAY 1 – OCTOBER 19, 2020



Session 1 – Welcome and Introduction:

From: UCT 12:00 to 12:50 / 1:00 – 1:50 p.m. WAT / 8:00 – 8:50 a.m. EST

Speakers: Dr. Mary Atanga and Dr. Lynn Cockburn

Moderator: Dr. Louis Mbibeh

Session 2 – Key Considerations in Data Analysis:

From: UCT 1:00 to 1:50 / 2:00 – 2:50 p.m. WAT, and 9:00 – 9:50 a.m. EST

Presenters: Dr. Shende Kometa

Moderator: Dr. Lynn Cockburn

As the first content session of the Institute, Dr. Kometa will set the tone of the discussions on data analysis. Dr. Kometa will draw from his considerable experience as a researcher to assist participants to reflect on the many ways of doing data collection and analysis. His comments will reflect the belief that attending to inclusion while doing data analysis is crucial to successful research outcomes.



DAY 1 – OCTOBER 19, 2020



Session 3 – Panel Discussion on Data Analysis:

From: UCT 2:00 to 2:50 / 3:00 – 3:50 p.m. WAT, and 10:00 – 10:50 a.m. EST

Presenters: Ms. Abenwie Suh Nchang, Dr. Jude Fokwang, Dr. Patrick Okwen

Moderator: Dr. Louis Mbibeh

Hear from three expert speakers who will share their experience with conducting data analysis in different kinds of projects.

Session 4 – Qualitative Analysis: Practical Examples from PIRL Research Project:

From: UCT 3:00 to 3:50 / 4:00 – 4:50 p.m. WAT, and 11:00 – 11:50 a.m. EST

Presenter: Dr. Julius Nganji

Moderator: Dr. Lynn Cockburn

Prepare for Tomorrow

- Review different approaches to data analysis
- Read or Re-Read this article to prepare for tomorrow:
Flicker, S., & Nixon, S. A. (2015). The DEPICT model for participatory qualitative health promotion research analysis piloted in Canada, Zambia and South Africa. Health Promotion International 30 (1460-2245 616–624.)

<https://doi.org/10.1093/heapro/dat093>



DAY 2 – OCTOBER 20, 2020



ZOOM LINK FOR ALL DAY 2 SESSIONS



Session 1 – Quantitative Data from PIRL Survey and Consequent Analysis:

From: UCT 12:00 to 12:50 / 1:00 –1:50 p.m. WAT, and 8:00 – 8:50 a.m. EST

Moderators: Dr. Lynn Cockburn and Dr. Louis Mbibeh

Participants will work in small groups during this session to explore quantitative analysis, particularly using the data from the PIRL Study.

Session 2 – Overview of Group Analysis; Depict Process:

From: UCT 1:00 to 1:50 / 2:00 – 2:50 p.m. WAT, and 9:00 – 9:50 a.m. EST

Presenter: Dr. Stephanie Nixon

Moderator: Dr. Louis Mbibeh

Doing data analysis as a team is crucial for inclusive research. During part 1 of this two-part session, Dr. Nixon will provide a session on the DEPICT Model as an evidenced based approach to group data analysis.



DAY 2 – OCTOBER 20, 2020



Session 3 – Working in Groups to Do Group Analysis

From: UCT 2:00 to 2:50 / 3:00 – 3:50 p.m. WAT, and 10:00 – 10:50 a.m. EST
Small group facilitated discussions

The participants will work in small groups to learn more about the steps of the DEPICT Model. This will also be a great networking session and allow you to get to know others a bit more.

Session 4 – Summary Overview, Key Questions, and Discussions of the Day:

From: UCT 3:00 to 3:50 / 4:00 – 4:50 p.m. WAT, and 11:00 – 11:50 a.m. EST
Presenters: Dr. Lynn Cockburn, and Dr. Mary Atanga
Moderator: Dr. Louis Mbibeh



DAY 3 – OCTOBER 21, 2020



ZOOM LINK FOR ALL DAY 2 SESSIONS



Session 1 – Introduction: Using Common Software for Analysis (Word and Excel):

From: UCT 12:00 to 12:50 / 1:00 – 1:50 p.m. WAT, and 8:00 – 8:50 a.m. EST

Facilitators: Dr. Alex Ndjebayi and Dr. Mahadeo Sukhai

Moderator: Dr. Lynn Cockburn

In group analysis, and in DID research, it is often better to use more common applications so that more people can participate. Dr. Ndjebayi and Dr. Sukhai are experts who will help you learn some of the tips and strategies for using common software in your analysis, such as word processing and number crunching programs.

Session 2 – Using More Complicated Software (Nvivo, Survey Monkey):

From: UCT 1:00 to 1:50 / 2:00 – 2:50 p.m. WAT, and 9:00 – 9:50 a.m. EST

Facilitators: Dr. Julius Nganji

Moderator: Dr. Shende Kometa

And sometimes it is important to use more complex applications. Dr. Nganji will assist participants to consider some of the key points for using more complex software in data analysis.

STUDENT SESSION



DAY 3

TELL US ABOUT



TODAY'S EXPERIENCE

PARTICIPANT



GOOGLE DRIVE

DAY 3 – OCTOBER 21, 2020



Session 3 – Key Lessons Learnt, Troubleshooting, Questions and Answers:

From: UCT 2:00 to 2:50 / 3:00 – 3:50 p.m. WAT, and 10:00 – 10:50 a.m. EST
Time for open discussion and reflection on all topics covered over the 3 days.

Session 4 – Closing Ceremony and Adjournment:

From: UCT 3:00 to 3:50 / 4:00 – 4:50 p.m. WAT, and 11:00 – 11:50 a.m. EST
Facilitators: Dr. Lynn Cockburn, Dr. Mary Atanga, and Dr. Louis Mbibeh

The final session will be a chance for participants to share ideas, resources, and reflections on the 3 days.

A formal evaluation survey will be sent to participants approximately 2 weeks after the Institute.



SOCIALIZING DURING THE INSTITUTE



We would love to have some socializing during the institute.

The PIRL Project is building a community of people involved in disability inclusive research and development. If you are not already a member of the PIRL Network, and would like to join please email pirl@utoronto.ca

Since we cannot be physically together, we would love to **share pictures and stories about where we all are**. These pictures will be shared with participants and might be included in the report of the Institute.

Please make your contributions by going to this link and uploading pictures: <https://forms.gle/fBZ5W7yp6SxvE2ZV9> You can visit this form more than once!

There will other ways to connect during the Institute.

The Daily Zoom room will be open 2 hours **before** the formal start of the sessions so you can check your connections and greet others. Feel free to drop in and say HI!

And it will **remain open for some time at the end of the day** to continue the discussions.

You can use the **private chat function** in the Zoom room to talk with others during the sessions.



EMAIL US:
pirl@utoronto.ca

LINKS



Link to Participants Google Folder (for program, resources, Slides)

<https://drive.google.com/drive/folders/1jx30siSt-HKdKTMXe5KcP6Y4BWACaq-jg?usp=sharing>

Get to know each other and Share pictures: Link to Google Form

<https://forms.gle/fBZ5W7yp6SxvE2ZV9>

MAIN SESSIONS

Day 1 Zoom <https://utoronto.zoom.us/j/95389954972>

Day 1 Evaluation Link (Survey Monkey)

<https://www.surveymonkey.ca/r/PIRLDay1Feedback>

Day 2 Zoom <https://utoronto.zoom.us/j/91515259846>

Day 2 Evaluation Link (Survey Monkey)

<https://www.surveymonkey.ca/r/PIRLDay2Feedback>

Day 3 Zoom Link <https://utoronto.zoom.us/j/89339504495>

Day 3 Evaluation Link (Survey Monkey)

<https://www.surveymonkey.ca/r/PIRLDay3Feedback>

STUDENT SESSIONS

Day 1 Zoom Link <https://utoronto.zoom.us/j/89402466785>

Day 2 Zoom Link <https://utoronto.zoom.us/j/88330064297>

Day 3 Zoom Link <https://utoronto.zoom.us/j/87885075621>