

ZAMAN, Q.M. [2025]. *Stitching urban vision (SUV): psychogeographic and visual content analysis in co-creating collaborative capacity among children*. [Case study]. SAGE research methods. Thousand Oaks: SAGE [online].  
(Forthcoming)

# Stitching urban vision (SUV): psychogeographic and visual content analysis in co-creating collaborative capacity among children.

ZAMAN, Q.M.

2025

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# Sage Research Methods Data and Scientific Literacy: Case Study

Case Study Title	Stitching Urban Vision (SUV): Psychogeographic and Visual Content Analysis in Co-Creating Collaborative Capacity Among Children	
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## Abstract

*The abstract should be a concise summary of this case study. What original research is this case study based on? What aspect of the **research process**, or **specific methodological and practical challenges**, will your case study address? Emphasize what the reader will **learn** from reading this case study, and how they might **apply** it in their own research practice.*

*Please do **not** cite references within the abstract.*

The Stitching Urban Vision (SUV) method is innovative, facilitating children to co-create a sense of empowerment. SUV fosters an understanding of negotiation using a shared vision. SUV sets apart from traditional negotiating methods that often result in delayed, unresolved and fragmented ideas.

Adults often resist reaching collective decisions due to varying and competing ideas, leading to indecisiveness. The innovative SUV method is an intriguing visual tool based on psychogeography observation in diverse geographical settings. It enables children to have positive negotiation skills,

fostering cooperation over competition. These studies have yielded transformative results, demonstrating how fragmented and self-drawn ideas can be stitched into an intelligible shared vision. This method highlights the practical application of the SUV method to inspire and motivate researchers to explore real-life negotiations.

The methods applied under SUV are based on the following visual analysis method: capturing image creation and content analysis by participants and observers, which involves building linear but connected images by 20 children producing 20 discrete segmented drawings of a given urban issue. The linearity of the segmented drawing and its collaborative position challenges children to stitch 20 discrete images into one cohesive vision on one story, aligning pertinent urban issues. A closer investigation suggests that dialogues between two adjacent children are fundamental, using a similar language of negotiation to reach a conclusive decision on making a coherent image.

SUV is innovative, using psychogeography, where researchers notice the element of co-designers' individual images contain valuable messages with which children recognise the merit of stitching (connecting) a coherent vision quicker than performed in isolation, aligning cognitive or mental make-up (*psycho-*) with content creation of a context (*-geography*). Student learners may find this valuable method for everyday life conditions by applying similar or adapted methods of engagement tasks where strategies of teamwork and the accord on the creation of one agreed vision and policy become discreet and quicker.

When student learners become stakeholders, it is envisioned that this process can benefit from setting a sense of agreement through policy drafting, evaluation, and collaborative action.

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## Learning Outcomes

*Learning outcomes must explain what the reader will learn from reading your case study. Readers should be learning about research **methodology, methods, and practicalities**. How will the reader be able to apply what they have learned to their own research practice?*

*Please refer to these learning outcomes when writing your case study. Your case study must satisfy each proposed outcome. It is vital that you provide **achievable and measurable** learning outcomes. Please start each learning outcome with an **action verb**.*

*See the links below for guidance on writing effective learning outcomes:*

- [Writing learning outcomes](#)

- [Blooms Taxonomy Action Verbs](#)

Insert **3–5** learning outcomes, **beginning with an action verb**, completing this statement:

Have read this case study, readers should be able to . . .

Having read this case study, readers should be able to

1. Apply educational and professional pathways to become future leaders and a positive negotiator.
2. Create a robust cognitive value for conflict resolution.
3. Facilitate visionary ideas by using the art of negotiation.

## Case Study

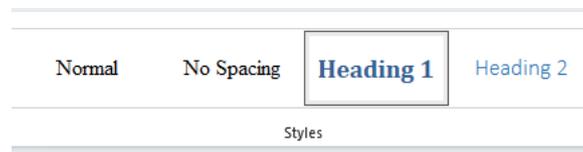
The main body of the text should be between **2,000 and 5,000 words**.

We encourage the use of headings and sub-headings to add structure to the body of your case, enhance online discoverability and make your case easier to read on screen.

Suggested top-level headings (H1s) are included below, **starting at “Project Overview and Context”**.

**Note:** The wording of these headings is up to your discretion, but please adhere to the guidance written in italics below each heading.

For section headings please use Word Style ‘Heading 1’. For any sub-headings within sections use Word Style ‘Heading 2’. To use Word styles in Microsoft Word, select the text you want to format, click the “Home” tab and then use the “Styles” pane.



**Every section with a heading must be followed by a Section Summary.**

Each Section Summary should consist of **3-5** bullet points, written out as **full sentences**, which summarize the key information in the section.

## **Project Overview and Context**

Here you can include information about the focus of your research project. Why were you interested in studying this topic? In what context was this research undertaken? You may wish to begin with a brief positionality statement, succinctly articulating key aspects of your identity, life experiences, and political/theoretical beliefs.

This section should not read as a literature review but should explain the **rationale** behind your research project. In the following sections you will be concentrating on your research methodology, which is the primary focus of your case study.

Collective Decision begins with dilemmas (Dawes, 1992) for any age group (Schubert, J. N. et al. 1987) and Heckathron, 1996). Fair play in reaching a collective

decision rests on operational thinking, aligning every partner and their behaviour (Granovetter, 1978) to the decision-making (Sally, 1995). Children are future stakeholders (Nthontho, 2017; Krstic and Matic, 2020). It is prudent to make children aware of the importance of negotiation and agreement and the consequences of conflicting ideas (Brown et al. 2018; Friedberg 2012; Alison et al. 1996). – an essential tactic for future stakeholders for collective benefits (Ross, 2009), especially in any political process of agenda setting (Olson, 1965). We see children gaining knowledge on negotiation through games and other innovative tools. Raeburn and Zollman (2016) wrote that psychologists have figured out how children approach negotiation, which largely depends on notions of fair play and a sense of conflict resolution that overrides self-ness by collective-ness (Steinel and Harinck, 2020). Piaget's cognitive theories of child development rest on four key aspects (1) sensorimotor intelligence, (2) preoperational thinking, (3) concrete operational thinking, and (4) formal operational thinking. Fair play originates in operational thinking due to the interest of gaining the share of enjoyment of the result of fair play without being left out of the game should negotiation fail to be attained (Piaget. 1936, 1945, 1957 and 1981) and Piaget and Cook (1952).

## Section Summary

- The social dilemma is a primitive one, where the nature of conflict in any collective action, mainly community engagement, is common in any society.
- In negotiation, the self dominates the collective interest; the root cause of any failed collective decision is the conflicting team interests.
- The art of negotiation can begin at an early age by engaging in collective tasks.
- The social dilemma in conflict resolution theory is based on incompatible scenarios, mainly in political philosophy .
- Conflict resolution can begin in a collective SUV (Stitching Urban Vision) exercise for a common goal.

## Research Design

Describe **how** you designed your study, and **why** you designed it that way. Explain the rationale behind any fundamental decisions you made. In later sections you can describe any changes that were made to your original design.

Ensure that you define and explain any key terms for the reader.

[Insert text here: We suggest up to 800 words]

The author has been implementing a simple but creative approach to demonstrate to children how to negotiate with other children by engaging in an artwork built up as a linear story where content creation removes any fragmentation in the story, which means removing the predictive failure.

The method is a simple story construction in which children sit in a row and engage each other to build their landscape of thoughts, where each drawing becomes part of a whole linear integral story. This requires dialogue, bilateral interest, understanding mindsets and working together to make the story's entirety. The underlying objective lies within the encouragement and cocreation of the attitude to negotiate for a collective benefit – 'Stitching Urban Vision' (SUV) – a process of stitching fragmented vision into one wholeness of a collective vision.

The research is a picture-based, self-recognising exercise. Cognitive exercise helps build a collective understanding of eliminating odds, as the figures demonstrate potential flaws between two children. The exercise removes disjointed views through negotiating techniques, which reflect challenges to overcome and compete against other groups. In society, the reality is that individual 'sense of self' dominates over collective benefits. Once the ego of 'self' is identified at an early stage of one life, a sense of collective vision is expected not to be challenging to establish. Recognition of collective benefits is always scarce in real life, and the politics of the self-versus collective is the reason for fractured visions that slow down social development and steady progress. It is a challenging and traditionally

proven issue because broken dreams' consequences are difficult to appraise. Therefore, projects, visions, and ideas should be simulated using psychogeography to let society view the benefits of collective vision over self-directed domination.

## Section Summary

*What are the 3-5 main key points the reader should take from this section?*

- There are fewer risks in a collective and agreed vision.
- Realising the consequence of poor and disjointed ideas should be simulated to view the adverse outcomes.
- The key goals of sustainable agenda (SDG Goals) rest on a collective vision in community, region, country and worldwide settings.

### Research Practicalities

Includes a discussion of **practical** and **ethical considerations** you had to navigate when conducting your research. Were there challenges that had to be overcome to access participants or data? Were your personal skills compatible with the research you were intending to carry out? What of time constraints, costs, and resources? What ethical considerations were essential?

[Insert text below: We suggest up to 1100 words]

The UN Convention on the Rights of the Child (UNCRC 1991, article 12.1) establishes that: *'States Parties shall assure to the child who is capable of forming his or her views the right to express those views freely in all matters affecting the child, the views of the child being given due weight by the age and maturity of the child'*.

Taking on the UNCRC 's statement, however, enabling children to form a collective view is a difficult task as every child, even youth and adults, holds on to their opinion firmly, and they see negotiation as a process of compromising individuality. Nevertheless, putting a hold on any collective decision has the underlying dilemma as a group to focus on reaching one idea. The research has a pragmatic aspect which promotes collective thinking in a 'right to express' culture.

When working with younger children, educators and the community, safeguarding opinion is generally free from personal details. Therefore, the abovementioned case and the exercise do not reflect personal data. The exercise and its result bear the visionary dialogues. In the United Kingdom, membership in PVG (Protection of Vulnerable Group) is usually mandatory. In a global situation, a similar system of research ethics for researchers or voluntary groups to safeguard children and youth should be available. The above exercise is a recurrent activity monitored by ethical practices and regulations fulfilled by the UK Ethical Consideration for conducting research with children.

## Section Summary

*What are the 3-5 main key points the reader should take from this section?*

- It is valuable to sow the seeds of a 'sense of collective' benefits in youth and children.
- However, care should be the priority to safeguard the sensitive opinions or gestures of the children.
- When conducting visionary and opinionated exercises, ethical considerations are equally important for older adults and the community.

## Method in Action

How did your research project play out in reality? Did it go according to plan, or did you need to adapt parts of the process? This should be a **“warts and all”** description and evaluation of how your chosen research method/approach actually worked **in practice**.

What went well? What did not go to plan? What challenges did you face? How did you respond? Remember that cases should explore both the successes of your methodology and the challenges and problems. Both can provide rich learning opportunities.

[Insert text below: We suggest up to 1100 words]

Step 1: Line up 20 children learners in front of a) linear and b) circular position

Goal: The exercise had 20 children, and it started with a brief description of the goal of creating a sustainable city by collating individual ideas.

Challenge: Students must communicate with their peers before making decisions.

Platform: The setting is linear. On one side of the long drawing paper, 20 individual paper segments are given to each child for idea generation, with content that collectively conveys one idea: a sustainable city vision.

Objective: Children sense the urgency of communication and a common language and ideas so that the shared vision constitutes the goal – one vision for a sustainable city. Stitching Urban Vision is a visual exercise that builds a sense of collective vision using negotiation techniques.

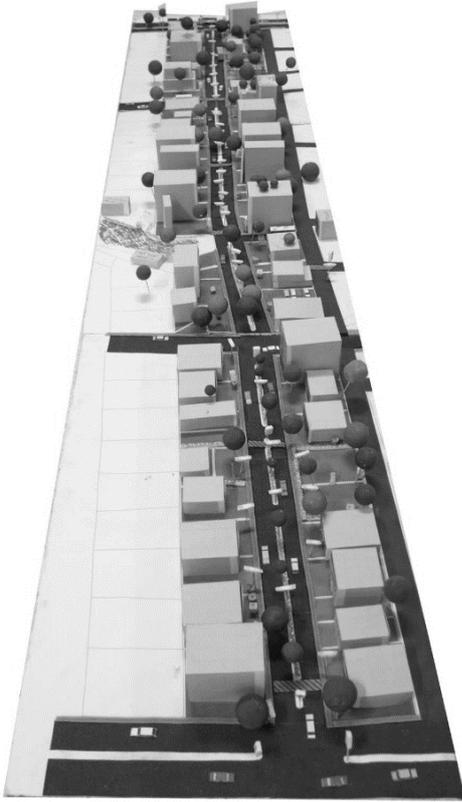


Figure 1: Linear arrangement helps negotiate ideas with adjacent peers (source: author, 2006)

Step 2: Introduce a scenario where the 20 learners create a singular scenario, such as a sustainable city scenario. A sustainable city must eliminate odd development (industry) between housing areas.

Step 3: Ask the individual to discuss with peers on both left and right before deciding on a scenario that matches sustainable cities' definition. Educators may help visualise the definition of a sustainable city. In between houses, green can make a healthy living.

Step 4: Once an agreement is reached, the individual learner will start sketching and model-making slowly and looking at both sides to maintain harmony in the story of a sustainable city.



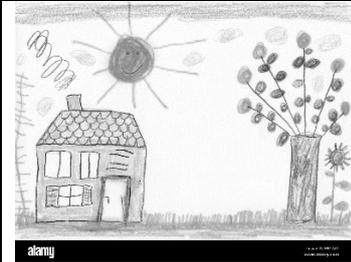
Step 5: As a ripple effect, all children will follow the same method to communicate with each other and lay down a complete idea on a linear 20-segment, individually drawn and built to make a uniform but variety of building with one objective-led scenario: a sustainable urban form and neighbourhood (Figure 2).

The above-described exercise has been tested in many countries, and no negative outcome has been observed. The exercise does yield a positive attitude towards building a common consensus about setting an idea, which results in collective benefits.

Figure 2: Collective Image Building, where negotiation at each peer group is reflected in one whole idea formation (source: author, 2006)

## Content Analysis: SELF versus COLLECTIVE VISIONS

### Scenario 1 Sense of Self over Lack of Collective Vision: Content Analysis

		
Child A	Child B	Child C
Child A stops to look at Child B and stop negotiating for a compatible context production	Child B stops looking at Child A and C and ignores negotiating for a compatible context production.	Child C stops looking at Child B and negotiates for a compatible context production.
The above three scenarios are not connected and do not contribute to a singular and connected idea.		

### Scenario 2 Sense of Collective Vision and Cooperation: Content Analysis

		
Child A	Child B	Child C
Child A influenced Child B to look at the sketch Child A did and chose the park as a compatible scenario.	Child B agrees with Child A and Child C, producing harmony and compatibility with each housing condition.	Child C agrees to Child A and draws a house as a compatible idea with Child B.
The above three scenarios are connected and contribute to a collective and sustainable scenario.		

## **Significance of a circular arrangement than a Linear sitting arrangement**

The circular sitting arrangement allows children to verify what is drawn on both sides and in front so that each child can cross-reference other children with his/her scenario fits the scenarios with the many fragmented scenarios (Figure 3)

By changing the linear seating arrangement to a circular arrangement, there is a degree of comfort in looking at what others have drawn and how the children's drawings can be consistent and capable of stitching together into one story.



Figure 3: Circular sitting arrangement has multiple benefits (source: author, 2006)

## **A pattern language and content analysis of communication**

Twenty individual scenarios are prepared as one linear story, such as our sustainable city – meaning that they will not choose to put an industry in between houses or erase the tree of a peer to add a building, instead encouraging the tree as a sequential scenario to enhance the idea of trees between buildings. The process goes through 4 stages below:

*Dialogue → Agreement → Compromise → Fit-in (matching Compatible ideas)*

Step 2: Introduce a scenario where the 20 learners create a one-story.

Step 3: Ask the individual to discuss with peers on both left and right before deciding on a scenario (Figure 4)



Figure 4: Step 3 (source: author, 2006)

Step 4: Once an agreement is reached, the individual learner will start sketching and model-making slowly and looking at both sides to maintain harmony in the story.

Step 5: As a ripple effect, all children will follow the same method to communicate with each other and lay down a complete idea on a linear 20-segment, individually drawn and built to make a uniform but variety of building with one objective-led scenario.

## Section Summary

*What are the 3-5 main key points the reader should take from this section?*

- The method of introducing the art of negotiation is effective in small groups.
- The position of each child is significant in allowing collaborative conversation – either sitting in a linear position or a circular table facing side by side as well as across the table.
- The collective vision is the challenge children try to achieve.
- Achieving the collective vision is the cornerstone of leadership in negotiation techniques.

## Practical Lessons Learned

This is perhaps the most important section of your research methods case study. Looking back, reflect on which aspects of your methodology went well, and which aspects did not go well. What would you do differently? What did you learn from the experience, and what advice do you have for readers planning their own research projects? Please note that this section is **not** referring to research findings, but instead the lessons learned from the methodology in practice.

[Insert text below: We suggest up to 1100 words]

### PRACTICAL LESSONS

#### **a. The 'Agreement for Fragmented Ideas starts with storytelling: A sense of Cooperation for a collective benefit.**

A notion of collective benefit is intensified in the participatory process, where peers verify individual ideas before using storytelling, which helps improve communication and finalises cohesive ideas. Therefore, a sense of collective ownership grows, becoming visibly a measurable benefit.

#### **b. The long-term benefit of collective action**

The understanding is that the future for these children will be different in a more critical and challenging condition where decision-making is a daily routine task. Knowing the benefit of collective vision and how to assemble the fragmented and debatable issues into one harmonised idea is very important in the model of the sustainable agenda and many socio-economic conditions. This is established in Olson's *The Logic of Collective Action* (Olson 1965).

A methodological approach is a visual, tactile and vocal (psycho geography) research methodology we propose to use in this study. It is designed to gather

and synthesise diverse perspectives on collective action and its problems to foster a more comprehensive understanding and potential solutions.

Children hold an immaculate and pristine vision of their territorial and broader world. Blue-sky thinking is the norm. The mindset that makes them believe 'everything is possible' is a sign of prosperity that stalks early and can offer a creative alternative to traditional solutions. Although, in practice, children are not considered valid contributors to acute civic decisions, they should be trained to become part of the local community. They should also be able to bring changes to small things with bigger visions. As future generations, children should be seen as a part of the more extensive continuum of idea-givers for positive change, which generally is seen with hurdles and hiccups by the fragmented visions of community and policymakers.

### **c. Single idea versus collective vision**

Agreement for an array of ideas takes time to boil down to a singular idea and is often the case in every stage of life. For adults, reaching a consensus sometimes takes a significant toll on individual time and resources, and for collective gain, the fragmented ideas consume more extensive resources. This is the general character and norms of a decision-making process. According to D. Marc Kilgour and Colin Eden in Kilgour and Eden (eds.), *Handbook of Group Decision and Negotiation*, the expectation of anyone trying to reach a collective decision is 'probably a prerequisite for civilisation to progress and is certainly a valuable asset for individuals as they interact, and for all types of organisations as they function' (pp. 3). The flip side of negotiation is chaos! However, *"Chaos and serenity live on the edge of the same coin. Thus, one is dependent upon the other based on the tilting of that coin."* (Williams, 2024).

However, the benefit of having everyone at a well-informed and equal pace on the negotiation ladder is far more positive. So, if the negotiation seems chaotic, each can understand from a similar position and will try to eliminate odds and bias of individual interest and help in agreeing on the issue of mutual interest.

SUV – Stitching Urban Vision is a vision-setting exercise and a novel content-based idea generation that sits on the same and equal position in the decision-making process to reach one wholeness of a bigger idea.

## Section Summary

*What are the 3-5 main key points the reader should take from this section?*

- Storytelling and scenario setting are effective in recognising the areas of conflict.
- When translated into a scenario setting, a sense of collective action is demonstrated through collective discussion.
- Storytelling and image-building are cognitive exercises that refine mindset and direct people towards a collective vision setting. Thus, SUVs become achievable.

### Conclusion

Includes a round-up of the issues discussed in your case study. This should **not** be a discussion of conclusions drawn from the research findings, but should focus reflectively on the **research methodology**. Include just enough detail of your findings to enable the reader to understand how the method/approach you used could be utilized by others. Would you recommend using this method/approach or, on reflection, would you make difference choices in the future? **What can readers learn from your experience and apply to their own research?**

[Insert text here: We suggest up to 400 words]

### Value of Social cognitive and psychogeography of negotiation

Awareness and habit of favourable negotiation among children begin at the social cognitive level by employing interaction and dialogue on a set subject area that could take them to a collective vision setting with peers. This cognitive task is regarded as the basis for communication at an early stage in children since the psychogeography of each child is very much shaped by the immediate context

and the visible changes happening around them. Canella (1993) researched children's cognitive ability. It stipulated that there are four distinct features of cognitive ability – *“(a) growth when interacting with peers who entered the investigation performing differently or similarly on cognitive tasks; (b) joint construction of concepts within collaborative problem solving; (c) negotiation strategies used for problem-solving; and (d) levels of shared cognitive experience displayed by young children during social cognitive interaction.”*

The design process consisted of co-design sessions, inductive thematic analysis, elaboration, playtest and feedback, and iteration.

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## Discussion Questions

[Insert **three to five** discussion questions related to the methodology and practical considerations described in your case study]

Discussion questions should be suitable for eliciting debate and critical thinking. The questions should encourage the reader to **apply what they have learned beyond the context of the research project discussed**. They should **not** test the reader's memory of specifics about the discussed project. Avoid questions which require only a single-word answer such as "yes" or "no." Please also avoid combining multiple questions into one.

Please make sure that each discussion question is a **single question**, i.e., avoiding multiple questions combined under one point.

1. What issues generate conflicts and undermine negotiation in a group of children?
2. What are the best ways to teach the benefit of collective vision over self-dominated ideas?
3. How do you see the values of SUVs as described in the text?
4. What is the best way to eliminate fragmented ideas in a group setting?
5. Test the negotiation capacity using a storytelling scenario and image-building exercise following the SUV example from the text.

## Multiple Choice Quiz Questions

Multiple Choice Quiz Questions should:

- Test understanding of the case study and the methodology in question, as opposed to comprehension-based questions which test the reader's memory
- Relate to research methodology, not the substantive research topic
- Cause the reader to identify the rationale behind the answer.

Multiple Choice Quiz Questions should not:

- Require any information that is not included in this case study
- Include 'all of the above', 'none of the above' or implausible distractors

Example:

*What was the method used to increase the reliability of this field observation study?*

*A - Inter-coder reliability was calculated to ensure an acceptable Krippendorff's alpha.*

*B - Constant comparison was used, whereby two coders visiting the same site simultaneously would conduct independent coding and reconvene to resolve any discrepant codes to produce a single set of codes for the observation. - CORRECT*

*C - Researchers were asked to write about how their personal idiosyncrasies might have shaped the coding process, so these reflexive accounts can be used by the reader in assessing the study's reliability*

Guidance for writing MCQs can be accessed using these links:

- [Tips for writing effective multiple-choice questions](#)
- [The process of writing a multiple-choice question](#)

[Insert **three to five** multiple choice quiz questions below. Each question should have **three possible answers** (A, B, or C), with **only one correct answer**. Please indicate the correct answer by writing CORRECT after the relevant answer.]

**Question 1. "How do visually compatible scenario construction allow children to feel a sense of cooperation?"**

Answers:

- Visually compatible scenario building creates a chain of agreed scenarios when children see what their peers are drawing. (correct)*
- The negotiation technique rests on individual idea generation and a personalised vision. (wrong)*
- The visual method is challenging in creating a sense of cooperation. (wrong)*

**Question 2: What are the variable implications of individual versus self-narrated visions?**

- a. *The self-narrated scenario builds a sense of collectiveness (wrong)*
- b. *The self-narrated vision protects the sense of self and is fundamental to future stakeholder negotiation. (wrong)*
- c. *Self and collective – where self should be compromised, and collectiveness should be exercised to reach a collective agreement. (correct)*

**Question 3: What content of the visual narratives triggers a sense of collectiveness?**

- a. *Part of the drawing that ends with a sketch leads to a compatible sketch that begins the idea of the SUV as a chain of visionary alignment and a sense of collectiveness instead of competitiveness. (correct)*
- b. *The Stitching Urban Vision (SUV) begins with the ability to differentiate ideas from the peers. (wrong)*
- c. *SUV – allows children to view the power of individuality over collectiveness. (wrong)*

## Further Reading

Please ensure the recommended readings, web resources, and cited references are inclusive and represent a diversity of people. Given our global readership, we aim to publish content that allows individuals with a broad range of perspectives to be reflected in our pedagogical resources.

[Insert list of up to six further readings here. They can include web resources.]

- Alderson, P and Morrow, V (2020), *The Ethics of Research with Children and Young People: A Practical Handbook*, Second Edition, SAGE Publications, Ltd.
- Greig A and Taylor, J (2013), *Doing Research with Children: A Practical Guide*, Third Edition, SAGE Publications, Ltd
- Cottle M (2017), *Involving Children in Ethnographic Research Using Photographs: Reflecting on the Development of Participatory Visual Research Methods in an English Primary School*: SAGE Research Methods Cases Part 2

## References

[Insert bibliography of references cited in text here]

References should conform to American Psychological Association (APA) style, 7<sup>th</sup> edition, and should contain the digital object identifier (DOI) where available. Sage will not accept cases that are incorrectly referenced. Please ensure accuracy before submission. For help on reference styling see <https://apastyle.apa.org/style-grammar-guidelines>.

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