

**New York University
Educational Leadership Program
New York, NY 10012
Fall Semester, 2017**

RESCH-GE: 2143: Participatory Action Research

Instructor:	Ramon Robles, Ph.D.	Class Location:	Tisch Hall, rm. LC7
Office Location:	By appointment	Class Time:	Thursdays 6:45-8:25
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Catalogue description: Introduction to various approaches to Participatory Action Research (PAR) with an emphasis on approaches that encourage the participation of as many stakeholders as possible. The course will cover various action research traditions, including practitioner research, and issues of positionality, methodology, validity and ethics.

Objectives:

1. Students will demonstrate an understanding of the various traditions of action research.
2. Students will demonstrate an understanding of the various insider/outsider positions along a continuum that researchers can take, and related issues of a study's trustworthiness, transferability, and ethics.
3. Students will be able to apply these concepts to specific PAR studies or propose a PAR study.

Grading:

20% Mini-assignments on readings. These typically run from 2 to 3 pages.

60% Final Paper: The conceptual final paper option and the research proposal final paper option are in Appendix B. Or you can propose an alternative final product. If you want to do a research proposal or some other option, please submit an outline to me of your proposal or idea and set up a meeting to meet with me.

20% Class attendance and participation

Total: 100 points

The *OVERALL GRADE* of the course is determined as follows:

A = 94 - 100 points

A- = 90 - 93 points

B+ = 87 - 89 points
 B = 83 - 86 points
 B- = 80 - 82 points
 C+ = 77 - 79 points
 C = 73 - 76 points

Due Dates:

Due Date	Assignment	Pages
Sept. 21	Mini-assignment	2-3
Oct. 5	Library search	
Nov. 16	Double Entry Journal (Freire)	2-3
Nov. 30	Mini-assignment	2-3
Dec. 14	Final Paper	12-15 pages. Proposals can be longer.

Required Texts:

Cammarota, Julio. and Fine, Michelle (Eds.) (2008). *Revolutionizing education: Youth participatory action research in motion*. New York: Routledge

Herr, Kathryn. and Anderson, Gary. L. (2005). *The action research dissertation: A guide for students and faculty*. (second edition) Thousand Oaks, CA: Sage.

Freire, Paulo. (1970). *The pedagogy of the oppressed*. New York: Continuum.

Publication Manual of the American Psychological Association (sixth Edition)
 Washington, D.C.: A.P.A. (All of your papers should follow APA. Guidelines;
 All students should own a copy of this manual.)

Not required, but recommended: Any text that reviews basic qualitative data gathering skills (ie. interviewing, observation, document analysis, discourse analysis, etc.)
 See also methods chapter in the *Studying Your Own School* pdf on NYU Classes.

Resources: PAR Websites:

The Public Science Project (CUNY)
<http://publicscienceproject.org/>

M. Brinton Lykes' website on Participatory Action Research:
<https://www2.bc.edu/brinton-lykes/research.htm>

Action Research Network of the Americas
<http://www.arnacconnect.org/>

Action Research. Special Interest Group. American Educational Research Assoc.
<https://sites.google.com/site/aeraarsig/Home>

Teacher-as-Researcher. Special Interest Group. American Educational Research Assoc.
<http://www.era.net/SIG126/Teacher-as-Researcher-SIG-126>

The Institute for Community Research (Hartford):
<https://www.facebook.com/The-Institute-for-Community-Research-128471997232108/>

Youth Action Research Group (Washington D.C.): <http://www.yargdc.blogspot.com/>

Center for Participatory Research (New Mexico, Public Health, Nina Wallerstein)
<http://cpr.unm.edu/>

Hanrahan, M. (1998). Academic growth through action research: A doctoral student's narrative. In B. Atweh, S. Kemmis, and P. Weeks (Eds.) *Action research in practice: Partnerships for social justice education* (pp. 302-325) London: Routledge.

Course schedule:

Sept. 7: Introduction

We'll watch these in class. They are short:

Matt Wayne's action research video:
<http://www.teachersnetwork.org/teachnetnyc/mattwayne/actionres.htm>

Pio Pico Student Researchers Participatory Action Research
<http://www.goingpublicwithteaching.org/ewolk/>

Do a library data-base search of "participatory action research" or "action research" and your field or sub-field. (e.g. international education, educational theater, arts-based education, educational leadership, community organizing, classroom instruction, workplace learning, etc.) You may need to use "action research", "teacher" or "practitioner" research or "community-based research" for some fields. Search ERIC, Dissertation Abstracts (Proquest), google scholar, Amazon, and/or broader data bases like JSTOR or Proquest. Hand in a list of at least 7-10 articles or books with a two or three sentence summary of each. (Can be taken from the abstract. You needn't read them all for this assignment, though you may want to read some of them at some point. Due Oct. 5th.

Sept. 14: What is Participatory Action Research? Is it research, community organizing, pedagogy? Issues of Epistemology, Positionality, and Power.

Required reading:

Bautista, M. A., Bertrand, M., Morrell, E., Scorza, D., & Matthews, C. (2013). Participatory action research and city youth: Methodological insights from the council of youth research. *Teachers College Record*, 115(10). Retrieved from <http://www.tcrecord.org>

Herr, K. and Anderson, G. (2005). *The action research dissertation: A guide for students and faculty*. Thousand Oaks, CA: Sage. (Forward, Chapters 1& 2).

Related resources (not required):

Action Research FAQ: <http://www.aral.com.au/resources/arfaq.html>

Sept. 21: PAR, Positionality and Intersectionality

Mini-assignment: Discuss issues of positionality and intersectionality in the Bautista et al article from last week (2-3 pages)

Herr, K. and Anderson, G. (2005). *The action research dissertation: A guide for students and faculty*. Thousand Oaks, CA: Sage. (Chapter 3).

Collins, P. H. (2015). Intersectionality's definitional dilemmas. *Annual Review of Sociology*, 41, 1-20. Retrieve from <http://www.annualreviews.org/doi/abs/10.1146/annurev-soc-073014-112142>

Drame, E.R., & Irby, D. (2015). Positionality and Racialization in a PAR Project: Reflections and Insights from a School Reform Collaboration. *The Qualitative Report*, 20(8), 1164-1181. Retrieved from <http://nsuworks.nova.edu/tqr/vol20/iss8/2>

Related resources (not required):

Collins, P.H. & Bilge, S. (2016). *Intersectionality. Intersectionality as critical inquiry and praxis*. Cambridge, UK: Polity Press. (chapter 2: Intersectionality as critical inquiry and praxis).

Drame, E. R. & Irby, D. J. (2015). *Black participatory research: Power, identity and the struggle for justice in education*. London, UK: Palgrave Macmillan Publishers.

Sept. 28: “Street PAR”

Encountering Democracy: Low Income Canadian Youths' Perspectives on Citizenship

and Democratic Processes.

<http://jacquelinekennelly.ca/encountering-democracy/>

Encountering-Democracy-Resource-Guide.pdf

URL:

<https://email.rutgers.edu/pipermail/exploring_childhood_studies/attachments/20160608/d2b36d0d/Encountering-Democracy-Resource-Guide--FINAL-0001.pdf>

The project followed a participatory action research approach, and consisted of eight months of fieldwork with 50 homeless and street-involved youth at an Ottawa youth drop-in centre. Ultimately, in collaboration with the youth, they developed three short films on the issues they identified as most important to them: youth-police relations, decriminalizing marijuana, and transitioning out of homelessness.

The People's Report (The report is long so just skim through some of the survey data).

http://www.thepeoplesreport.com/images/pdf/The_Peoples_Report_final_draft_9-12-13.pdf

"Walk with me" -- a community development effort | Yasser Payne | TEDxWilmington
https://www.youtube.com/watch?v=PXNQ2C_d27A

Oct. 5: How is PAR different from other research? Validity criteria for Action Research and Creating "local" and "public" knowledge through Action Research. Three epistemologies: Positivism, Constructivism, and Praxis.

Mini-assignment due: List of PAR studies in your field.

Required readings:

Shenton, A. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for information*, 22, 63-75.

Herr, K. and Anderson, G. (2005). *The action research dissertation: A guide for students and faculty*. Thousand Oaks, CA: Sage. (Chapter 4).

Cammarota, Julio. and Fine, Michelle (Eds.) (2008). *Revolutionizing education: Youth participatory action research in motion*. New York: Routledge (An epilogue of sorts, pp. 213-234).

Related resources (not required):

Paris, D. & Winn, M. (2013). *Humanizing research: Decolonizing qualitative inquiry with youth and communities*. Thousand Oaks, CA: Sage.

Oct. 12: Teacher Research, School Inquiry Teams and Participatory Action

Research.

Required reading:

Herr, K., & Anderson, G. (2008). Teacher research and learning communities: A failure to theorize power relations? *Language Arts, 85*(5), 382–391.

Litke, E. (2009). After the bell rings: Student perceptions of after school. *Teachers' College Record, 111*(8), 1954-1970.

See also (not required):

Anderson, G. (forthcoming, 2017). Participatory Action Research (PAR) as Democratic Disruption: New Public Management and Educational research in Schools and Universities. *International Journal of Qualitative Studies in Education*.

Robinson, M. (November, 2010). *School perspectives on collaborative inquiry: Lessons learned from New York City, 2009-20010*. New York: Consortium for Policy Research in Education (CPRE).

Oct. 19: PAR and Community Organizing

Required reading:

Segregated and Unequal: The Public Elementary Schools of District 3 in New York City, Center for Immigrant Families

Watch video:

Garibay, C. & Gonzalez, R. (2009). *From the community to the classroom: A youth-directed documentary of how Davis young people led their community closer toward educational equity*. Video:

<https://www.youtube.com/watch?v=ARx77Di9SXc>

Research for Organizing: A Toolkit for Participatory Action Research from the Community Development Project. <http://www.researchfororganizing.org/>

Participatory Action Research for Community Organizing.
<http://parceo.org/supplementary-resources/>

Oct. 26: Getting Started: The evolution of a research question and participants.

Required readings:

Herr, K. and Anderson, G. (2005). *The action research dissertation: A guide for students and faculty*. Thousand Oaks, CA: Sage. (Chapter 5)

Herr, K. (2007). Empowerment and Practitioner Action Research (chapter 4) In G.L. Anderson, K. Herr, K., & A. Nihlen, (Eds.) *Studying your own school: An educator's guide to qualitative, practitioner research, (second edition)*. Newbury Park: Corwin Press. (On NYU Classes, scroll down for chapter 4).

More academic version:

Herr, K. (1999). Private power and privileged education: De/constructing institutionalized racism. *Journal of Inclusive Education*, 3 (2), 111-129.

Nov. 2 & 9: (No Class. I am out of the country. We will make up these meetings with additional work described at the end of the syllabus)

Watch David Stovall video: <https://www.youtube.com/watch?v=YyTiPwsFZic>

During the two weeks without class, do a close reading of *Pedagogy of the Oppressed* by Paulo Freire.

This is the last date that I will take proposals for alternative final assignments (Appendix B, Option 2). Those who have not had a proposal approved will have to do the conceptual final paper (Appendix B, Option 1).

Nov. 16: PAR and Paulo Freire

Due: Mini-assignment: Discuss how you think David Stovall (in the video) draws on concepts from Paulo Freire. In other words, how can a book about literacy with illiterate Brazilian farmers relate to urban youth of color in school? (2-3 pages)

David Stovall video: <https://www.youtube.com/watch?v=YyTiPwsFZic>

Required readings:

Freire, Paulo. (1970). *The pedagogy of the oppressed*. New York: Continuum. (Our discussion in class will focus in particular on chapter three in which he discusses his methodology, but be prepared to discuss the other chapters as well.

Noam Chomsky, Howard Gardner, Bruno della Chiesa: Paulo Freire and “Pedagogy of the Oppressed”: <http://www.youtube.com/watch?v=-SOW55BU7yg>

Nov. 30: YPAR or YouthPAR

Due: Mini-assignment. See Appendix A (2-3 pages): Using the questions in Appendix A compare these two YPAR studies. In what ways are they similar? How are they different?

Cahill, C., Rios-Moore, I. & Treatts, T. (2008). Different eyes/Open eyes: Community-based participatory action research. In J. Cammarota & M. Fine (Eds.) *Revolutionalizing education: Youth participatory action research in motion*. (pp. 89-124) New York: Routledge.

Batallán, G., Dente, L. & Ritta, L. (2017). Anthropology, Participation, and the Democratization of Knowledge: Participatory Research Using Video with Youth Living in Extreme Poverty.

See also videos in Spanish: www.tallerrodrigobueno.blogspot.com.ar

Required readings:

Cammarota, J. and Fine, M. (Eds.) (2008). *Revolutionalizing education: Youth participatory action research in motion*. New York: Routledge (Chapters 1, 2, 3, 5).

Batallán, G., Dente, L. & Ritta, L. (2017). Anthropology, Participation, and the Democratization of Knowledge: Participatory Research Using Video with Youth Living in Extreme Poverty. **See also videos in Spanish: www.tallerrodrigobueno.blogspot.com.ar**

YRNES (Youth Researchers for a New Educational System) (2008). The YRNES Report. New York City: The Independent Commission On Public Education (ICOPE)

Watch: Michelle Fine, Youth Participatory Action Research
<http://www.youtube.com/watch?v=vuXoKKXp6QM>

This PAR project is a partnership project between the Centre for Research on Families and Relationships (at the University of Edinburgh) and Young Edinburgh Action (YEA), which is an innovative approach to implementing the City of Edinburgh Council's Youth Participation Strategy. https://media.ed.ac.uk/media/1_etof4nna

Not required: Other YPAR studies:

Mirra, N., Garcia, A. & Morrell, E. (2016). *Doing youth participatory action research: Transforming inquiry with researchers, educators, and students*. New York: Routledge.

Morgan, D., Pacheco, V., Rodriguez, C., Vasquez, E. Berg, M. & Schensul, J. (2004). Youth participatory action research on hustling and its consequences: A report from the field. *Children, Youth and Environments*, 14(2), 201-228.

Dec. 7: PAR and Public Policy:

Required readings:

Fine, M., Ayala, J. & Zaal, M. (2012) Public science and participatory policy development: reclaiming policy as a democratic project. *Journal of Education Policy*, 27(5), 685-692.

Shdaimah, C., Stahl, R. & Schram, S. (2009). When you can see the sky through your roof: Policy analysis from the bottom up. In E. Schatz (Ed.) *Political ethnography: What immersion contributes to the study of power*. (pp. 255-274) Chicago: University of Chicago Press.

The Public Science Project (CUNY)

<http://publicscienceproject.org/>

Polling for Justice

<http://publicscienceproject.org/research/projects/videos/>

Dear NYPD (the video after Polling for Justice)

<http://publicscienceproject.org/research/projects/videos/>

Dec. 14: Present final projects and papers.

Make up class for Nov 2

Inside/Outside perspective: PAR and *The War Tapes*

Watch the video (feature length, 1 ½ hours). If you have any war-related trauma or PTSD condition, see me before viewing the film.

Watch:

https://video.search.yahoo.com/yhs/search;_ylt=A0LEVjBx7KJZgi0AgownnllQ?p=the+war+tapes&fr=yhs-mozilla-001&fr2=piv-web&hspart=mozilla&hsimp=yhs-001#id=2&vid=8f9b324f2ea38c1071acc83bccb717bf&action=view

See also:

The War Tapes website (www.thewartapes.com)

See TED talk: http://www.ted.com/talks/deborah_scranton_on_her_war_tapes.html

NPR audio (interview, 7 minutes):

<http://www.npr.org/player/v2/mediaPlayer.html?action=1&t=1&islist=false&id=5524323&m=5524871>

Interview with Deborah Scranton: <http://www.pbs.org/mediashift/2006/08/war-tapes-film-lets-soldiers-tell-their-stories-from-iraq227.html>

Make up work for Nov. 9

Critical Colleagues meeting to discuss: questions, literature review, and methodology.

Appendix A

Mini-assignment (2-3 pages)

Is this research? organizing? pedagogy? Is it action research? Is it participatory? Explain.

What is the positionality of the researcher? (Insider/Outsider continuum) What other issues of positionality should be addressed? Race? Social class? Gender? Sexual orientation? Global North/South? Other?

What is/are the research question(s)? What's the data? Who is gathering it? Who's analyzing it?

How would you evaluate this study? What validity criteria are you using?

Appendix B

Conceptual Final Paper (Option 1)

In a paper of 12-15 pages, compare and contrast any five of the following studies/videos, Using these questions as a guide. For videos, also study their websites for background on the video's director/researcher.

Is this research? organizing? pedagogy? journalism? Is it action research? Is it participatory? Explain.

What tradition(s) of action research do the studies come out of? (See Herr and Anderson, 2005, pp. 10-25)

What is the positionality of the researchers? (Insider/Outsider continuum) What other issues of positionality are addressed? Race? Social class? Gender? Sexual orientation? Global North/South? Other?

How would you evaluate these studies? What validity criteria are you using?

Studies for analysis (Choose 5).

Herr, K. (2007). Empowerment and Practitioner Action Research (chapter 4) In G.L. Anderson, K. Herr, K., & A. Nihlen, (Eds.) *Studying your own school: An educator's guide to qualitative, practitioner research, (second edition)*. Newbury Park: Corwin Press. (On NYU Classes, scroll down for chapter 4).

Batallán, G., Dente, L. & Ritta, L. (2017). Anthropology, Participation, and the Democratization of Knowledge: Participatory Research Using Video with Youth Living in Extreme Poverty. **See also videos in Spanish: www.tallerrodrigo Bueno.blogspot.com.ar**

- Cahill, C., Rios-Moore, I. & Treatts, T. (2008). Different eyes/Open eyes: Community-based participatory action research. In J. Cammarota & M. Fine (Eds.) *Revolutionizing education: Youth participatory action research in motion.* (pp. 89-124) New York: Routledge.
- Drame, E.R., & Irby, D. (2015). Positionality and Racialization in a PAR Project: Reflections and Insights from a School Reform Collaboration. *The Qualitative Report*, 20(8), 1164-1181. Retrieved from <http://nsuworks.nova.edu/tqr/vol20/iss8/2>
- Flicker, S., Maley, O., Ridgley, A., Biscope, S., Lombardo, C., & Skinner, H. (2008). E-PAR: Using technology and participatory action research to engage youth in health promotion. *Action Research*, 285-303.
- Garibay, C. & Gonzalez, R. (2009). *From the community to the classroom: A youth-directed documentary of how Davis young people led their community closer toward educational equity.* (video)
- Gonzalez, E.R., Lejano, R., Vidales, G. Conner, R. , Kidokoro, Y., Fazeli, B. Cabrales, R. (2007). Participatory Action Research for environmental health: Encountering Freire in the urban barrio. *Journal of Urban Affairs*, 25(1), 77-100.
- Herr, K., & Anderson, G. (2008). Teacher research and learning communities: A failure to theorize power relations? *Language Arts*, 85(5), 382–391.
- Kennelly, Jacqueline. Encountering Democracy: Low Income Canadian Youths' Perspectives on Citizenship and Democratic Processes. <http://jacquelinekennelly.ca/encountering-democracy/>
- Litke, E. (2009). After the bell rings: Student perceptions of after school. *Teachers' College Record*. 111(8), 1954-1970.
- Scranton, D. (2006). The War Tapes (video) <https://search.yahoo.com/yhs/search?p=the+war+tapes&ei=UTF-8&hspart=mozilla&hsimp=yhs-001>
- Shdaimah, C., Stahl, R. & Schram, S. (2009). When you can see the sky through your roof: Policy analysis from the bottom up. In E. Schatz (Ed.) *Political ethnography: What immersion contributes to the study of power.* (pp. 255-274) Chicago: University of Chicago Press.

Applied Final Paper (Option 2)

Some of you may be in this class to pick up the perspective and skills involved in a form of action research. Others of you may be seriously contemplating using action research in your thesis or dissertation study. And still others of you may want to try to pilot some action research this semester. The goal then is to accommodate your interests and make the major course assignments useful for you.

Submit a proposal of what you'd like to do for your main work this semester, the work you'd like to focus on to move your own work ahead as a researcher. You have latitude in this so think through what will be most helpful for you.

1. **PAR proposal:** Given your research interests, begin to design a study incorporating one of the approaches to action research. This could be the beginning of a dissertation proposal/methodology and/or a more hypothetical study that you'd like to think through even if you don't ultimately carry it out. Action research is assumed to be cyclical so this may be your initial thinking about how to enter your research, the logical first steps or so as you currently think about them.
2. **PAR pilot:** Pilot an action research study this semester and report on the process both in terms of what you learned about action research as well as where your data gathering took you and how it informed your research question. Include in this the things that you learned as a researcher and how this learning will inform how you would proceed if you were to continue with the research. Some of you may already be in the midst of inquiry and simply want to continue it this semester.
3. Something else I haven't thought of but you have.

PAR Dissertations:

Gale, J. Y. (2011). YouTHink in action: Transforming homophobic school culture through participatory action research and theatre of the oppressed (Doctoral dissertation, Thesis / Dissertation ETD). (UMI No. 1503154)