Guidelines to Implement

Activity Rationale and Aims

Guidelines

01.
Consider the nature of the collaboration and the WV^LY K`UHTPJZ 8\LZ[PVUZ ZOV\SK IL HZRLK HIV\[!

H >OV PUP[PH[LK [OL JVSSHIVYH[PVU&
I >OH[ULLK PZ P[HKKYLZZPUN&
J /V^ OH]L [OVZL ULLKZ ILLU HZZLZZLK&

02.
Engage anew in activities of building trusted teams and identifying and understanding the context.

03.
Make the theory of change visible (see “Make 0UMYHZ[Y\J[\YL =PZPISL” and “Principled Improvisation”).

04.
Identify the values and visions of the audience of PTWSLTLU[H[PVU[! >VYR ^P[OPU [OL U activities to align with the local values and visions.

a. The team can draw on the idea of mutual appropriation where the design outcomes are negotiated amongst collaborators over time, as articulated by Jurow HUK -YLLTHU W ! ¸(Z KLZPN toward equity, we must hold lightly onto our designs, be willing to let go of features that no longer serve our goals and develop new approaches that can help us achieve them.” This involves holding central community perspectives and adapting to align the design work with the community’s desires, perspectives, and values.

Example from the eld

The Fifth Dimension program is an example of a designed program and research study that has developed into a network of afterschool programs that connect school children to undergraduates from local colleges and universities (Cole & The Distributed Literacy Consortium, 2006). The shared activity emphasizes learning, play, and peer interaction. Researchers and educators have implemented the Fifth Dimension model nationwide, connecting undergraduates and school-aged children and emphasizing learning, play, and interaction. These guiding principles have then been adapted in response to local contexts.

Jurow and Freeman (2020) write about an example of a local adaptation of a Fifth Dimension club, EPIC. The design narrative presented in Jurow and Freeman (2020) showcases the importance of adapting programs time and again not only in response to the local context, but in response to political climates and local and national events. Jurow and Freeman (2020) detail the process of how they “systematically and concretely adapted the design of EPIC for children and pre-service teachers to respond to the increasingly explicit racism in US political discourse that fueled Trump’s election and coinciding forms of evading race” (p. 711). This article provides an example of how sustaining research and designed programs involves a continual cycle of renewing the design.

Commitments to Equity

> Building trust will be extremely important so as to mitigate the risk of undermining local knowledge systems and value structures.

Supporting communities to thrive necessitates an understanding of the practices, values, and visions of local communities and then adapting research practices to extend existing practices, align with values, and work towards the communities' visions. Doing this centers care and reciprocity.

Additional Reading

Bell, P. (2004). On the theoretical breadth of design-based research in education. Educational Psychologist, 39(4), 243–253.

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Cole, M. and The Distributed Literacy Consortium A H] H S H 4 > O H [K V ^ L T L H U I ` ; O L - P M [O + P T L U Z P V U ! (U H Y L Z Y J O V S [Y H [L N P L Z & 3 L Z Z V U Z program built on diversity. Russell Sage.

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