Drs. Susan Allen, Meagan Call-Cummings, Elizabeth DeMulder, Dann Sklarew, Jessica Srikantia and Jenice L. View present:

Incorporating Action Research for Big Social, Ecological and Learning Impacts
Overview

- What is Action Research?
- Who are we?
- How do we each use Action Research in our teaching?
- Multidisciplinary Action Research Course for CEHD, EVPP, S-CAR, SCHAR
- What opportunities do you see to strengthen Action Research at Mason?
- (Join us! Contact jview@gmu.edu)

- 5 mins -- Overview of agenda — we will ask them to engage at the end, please note your questions and be ready to engage at the end
— ask them to join us in exploring the opportunities to strengthen action research at Mason — will be explored in last 15 minutes
— what Action Research is (Susan and Jenice-by phone/internet), note working on problems or opportunities
What is Action Research?

- Democratic and participative knowledge creation to address issues of concern.
- Co-creation of knowing with people, not on or about people.
- 18 mins — How we each use Action Research in different domains and classes (3 mins per person) noting working on problems or opportunities
  — Jenice — by phone/internet, Jenice’s individual action research
  — Jessica (scaffolding students through action research process, being ok with open endedness of action research)
  — Betsy (transformative teaching)
  — Meagan (CEHD doctoral program)
  — Susan (conflict resolution action research)
  — Dann (developing sustainably thru AR tumbles and pivots)
4th Grade Students

Classroom teacher

NPS Interpreters

PD researchers
Learning Historic Places with Diverse Populations
Teaching PAR building blocks

- Inner shifts
  - Relinquishing control
  - Comfort with ambiguity
  - Significance of 2\textsuperscript{nd} order meanings/realities vs just content-level
  - Appreciating process vs only outcomes

- Outer challenges
  - Institutional structures (e.g., dissertation requirements, deadlines for deliverables)
  - Social, cultural and institutional rewards for ownership/control
Lessons and Challenges

- Shifts in mindset happen with scaffolding
- Ongoing mindfulness required to achieve AR at process level of practice
- AR invites learning new ways to relate in groups
- Outer pressures can create tendencies to default to outcome orientation, content over process, etc.
Teacher Action Research: Improving Teaching & Learning

Process Starts with Intentional Questions:

- A problem from your classroom
- A puzzle or dilemma about the learning of a particular student or group of students
- A question you have about your teaching
- A situation that has arisen in your classroom
- How to develop and support particular learning qualities (e.g., motivation, engagement, etc.)
CONTINUOUS IMPROVEMENT THROUGH TEACHER ACTION RESEARCH

Betsy DeMulder

ASSESS
need for a change or action
(Data Collection & Analysis)

IMPLEMENT
the change or action
(Try out new strategies)

STUDY
the results
(Data Collection & Analysis)

RETHINK
the need, the change, and
the results
(Reflection & Dialogue)

Goal: To meet the learning needs of every child
“Teaching” PAR at CEHD

- Voices/experiences/expertise of historically marginalized should be meaningfully included at every step
- Each class section is different, depending on “community’s” (students’) interests
- Last year: “True Stories of Mason PhD Students”
- Goal: create more “empowering” PhD programs at Mason
Local High School Community Action Group (CAG)

- Invited by principal to “build community”
- Working with teachers and students
- Data collection and analysis 2017-2018
- Finding: Ask the “hard” questions
- Action: Create space and time for courageous dialogue with people we don’t know, don’t understand, don’t agree with
- Continue to collect data, iterative process
- PAR in schools is hard
AR in Conflict Resolution

- Graduate Courses
  - Applied Practice and Theory Courses
  - Engaging Current Conflicts
- Doing conflict resolution practice with teams from across the conflict divides
- Recent Action Research Dissertations
  - Phil Gamaghelyan
  - Rochelle Arms
Think Global, Act Local Scale AR

Dann Slide 1
**Think Global, Act Local Scale AR**

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<thead>
<tr>
<th>AR IMPACTS</th>
<th>AR LESSONS LEARNED</th>
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<td>New recycling programs at Dick’s, Red Bull, Starbucks, skate park and 4 mosques</td>
<td>Problem/opportunity statement frames options</td>
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<td>Students develop AR and project mgmt. skills</td>
<td>Conceive of a “novum,” test “Theory of Change”</td>
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<tr>
<td>Building subject matter experience/expertise</td>
<td>Fumbles and pivots normal</td>
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<td>Some projects realized across series of cohorts</td>
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Graduate AR Courses + Certificate

- AR for Social Change and/or Environmental Sustainability
- Fall Course: AR Theory and Practice
- Spring Course: Practicum
- Certificate planned to include the fall and spring course, plus three from home units.

- 2 mins- Our courses and our certificate program- pitch — Susan and Jessica
- last 15 mins — Questions and discussion — how can we explore opportunities for strengthening action research at Mason? — Jessica and Dann
If you want to join our community, contact Jenice View jview@gmu.edu.
Want more Action Research?

To join our community,

please contact

Dr. Jenice L. View

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