



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



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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)

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- 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.



sources: <http://cadres.pepperdine.edu/ccar/images/action%20research.jpg> ; http://en.wikipedia.org/wiki/File:Systems_Model_of_Action_Research_Process.jpg ; <http://cell.ust.hk/files/public/arscycle.jpg> ; http://www.whataboutus.org.uk/make-a-difference/action_research_cycle/Action_research_cycle.jpg ; <http://www.enquirylearning.net/ELU/Issues/Research/Res3ChrA.GIF>

How to use AR in classes? Impacts? Lessons?

- Jenice L. View (Graduate School of Education)
- Jessica Srikantia (Schar School of Policy & Gov.)
- Betsy DeMulder (GSE)
- Meagan Call-Cummings (GSE)
- Susan Allen (S-CAR)
- Dann Sklarew (Environmental Science & Policy)

- 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)

Jenice View:



4th Grade
Students



Classroom
teacher



NPS
Interpreters



PD
researchers

Jenice View:



Learning Historic Places with Diverse Populations



Jessica Srikantia:

Teaching PAR building blocks

- Inner shifts
 - Relinquishing control
 - Comfort with ambiguity
 - Significance of 2nd 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

Jessica Srikantia:

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.

Betsy DeMulder:

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.)

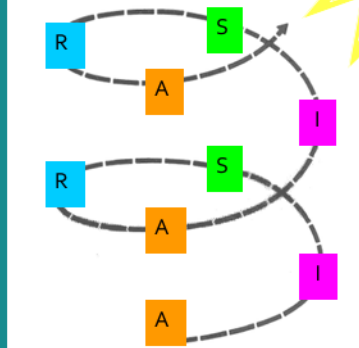
Betsy DeMulder:

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)



CONTINUOUS IMPROVEMENT THROUGH
TEACHER ACTION RESEARCH

Meagan Call-Cummings:

“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

Meagan Call-Cummings:

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

Susan Allen:

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

Susan single slide

Dann Sklarew:

Think Global, Act Local Scale AR

2000-2015

2015-2030



Dann Slide 1

Dann Sklarew:

Think Global, Act Local Scale AR

AR IMPACTS

- New recycling programs at Dick's, Red Bull, Starbucks, skate park and 4 mosques
- Students develop AR and project mgmt. skills
- Building subject matter experience/expertise

AR LESSONS LEARNED

- Problem/opportunity statement frames options
- Conceive of a "novum," test "Theory of Change"
- Fumbles and pivots normal
- Some projects realized across series of cohorts

Dann Slide 2

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

Opportunities to strengthen AR @ Mason?

- What do you suggest?
- What opportunities do you see?

- 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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