Guidelines to Implement

Activity Rationale and Aims

Guidelines

01.

04. Consider the nature of the collaboration and the Identify the values and visions of the audience of WV^LY K`UHTPJZ 8\LZ[PVUZ ZOV\\$PKTWLSLHTZLRUL[KH[HPWUV]] >VYR ^P[OPU [OL U H>OV PUP[PH[LK [OL JVSSHIVYH]PVU& I > O H [ULLK PZ P [HKKYLZZPUN& a. The team can draw on the idea of mutual appropriation J/V^ OH]L [OVZL ULLKZ ILLU HZZLZ型herk 物e design outcomes are negotiated amongst collaborators over time, as articulated by Jurow HUK -YLLTHU ! (Z KLZPN W toward equity, we must hold lightly onto our designs,

02.

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

03.

community perspectives and adapting to align Make the theory of change visible (see "Make the design work with the community's desires, <u>OUMYHZ[Y\J[\YL = PZPISL" and "Principled Improvisetine"</u>, 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.

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

Commitments to Equity

to new contexts, it is imperative to bring humility and openness to the process. There is a risk that processes, programs, and tools designed dramatically revised to meet the needs of local cultures and geographies. Engaging in activities previously conducted in the original setting, such as understanding the context, exploring values,

> OLU IYPUNPUN YLZLHYJO HUK Kalnaz BeuNdlodg Wusht, Wuillbaz az trazmely important so as to mitigate the risk of undermining local knowledge systems and value structures.

Supporting communities to thrive necessitates an PU V[OLY JVU[L_[Z TH` UV[Ä[VYunderstahding 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 designbased research in education. Educational Psychologist, 39(4), 243-253.

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Gutiérrez, K. D., Morales, P. Z. & Martinez, D.C. 9L TLKPH[PUN SP[LYHJ`! J\S[\YL KPHLYLUJL HUK SLHYUPUN MVY Z[\KLU[Z MYVT nondominant communities. Review of Research in Education, 33(1), 212-245.

Cole, M. and The Distributed Literacy Consortium AH]HSH 4 >OH[KV ^L TLHU I` ; OL - PM[O + PTLUZ PVU! (U HNY[LLZYLEZYJOOOVZS[YH[LNPLZ& 3LZZVUZ program built on diversity. Russell Sage.

Jurow, A. S. & Freeman, Q. (2020). Re-mediating KLZPNUZ MVY LX\P[`! 4HRPUN JVTTP[TLU[Z concrete. Information and Learning Science,