

# Guidelines to Implement

## Activity Rationale and Aims

# Guidelines

01. Consider the nature of the collaboration and the  
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J / V ^ O H ] L [ O V Z L U L L K Z I L L U H Z Z L Z Z L R &

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

03. Make the theory of change visible (see “[Make](#)  
0 U M Y H Z [ Y \ J [ \ Y L = P Z P I S L” and “[Principled Improvisation](#)”)

04. Identify the values and visions of the audience of  
\$ K W L S I T Z L U [ K [ P W U [ ! > V Y R ^ P [ O P U [ O L 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  
H U K - Y L L T H U W ! , ( Z K L Z P N  
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 field

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.



# Additional Reading

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

Lather, P. (1986). Issues of validity in openly a soft place. *Interchange*, 17(4), 63-84.

+ V ^ U P U N > P S Z V U + 3 L J \ Z H ` 9 (2011). Design experimentation and mutual collaborative after-school interventions. *Theory & Psychology*, 21(5), 656-680.

Tuck, VES & McKenzie, M. (2015). Relational validity HUK [OL , ^ OLYL ^1 VM PUX \PY `! 7SH Qualitative Inquiry, 21(7), 633-638.

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 ;OL -PM[O +PTLUZPVU! (U HM[LZYL ZYOO VZSYH[LNPLZ& 3LZZVUZ program built on diversity. Russell Sage.

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