



LOYOLA  
UNIVERSITY  
CHICAGO

*Preparing people to lead extraordinary lives*

**CIEP 488 Participatory Action Research (PAR) in Schools and Communities (3 credits)**  
Fall 2021

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Office/Office Hours:	Virtual Monday: 4:30 – 5:30 pm or by appointment
Online Dual Mode:	Group/Class MTGS: Monday 5:30- 8:00 pm Law Center Rm 522 <a href="https://luc.zoom.us/j/6709182875">https://luc.zoom.us/j/6709182875</a>
Course Information:	Course materials are available on Sakai course site

**1. \*School of Education Commitment - COVID-19:**

Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2021-2022 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of *Cura Personalis*, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe. If you are not feeling well, please use Loyola's SYMPTOM Checker. It can be found on the webpage or APP [Loyola Health](#) under the **COVID -19 Related Information Tab** at the top of the page.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on [Loyola's COVID-19 Response webpage](#) for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. Active and engaged communication with all of your professor is encouraged. We know the FALL 2021 Return to Campus will be like no other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

**\*COVID-19 Required Personal Safety Practices:** We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University's campuses. **Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola's campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain.** Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread

COVID-19 to others even if you do not feel sick. Please be sure to review all [LUC REQUIRED Safety Protocols](#).

**\*COVID-19 Reporting Protocol:** In preparation for our upcoming semester, Loyola University Chicago's Emergency Response Management team has been working to develop [protocols](#) in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall. Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. **If you have tested positive for the virus, please contact us at [covid-19report@LUC.edu](mailto:covid-19report@LUC.edu) or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to [covid-19support@LUC.edu](mailto:covid-19support@LUC.edu), not the new case reporting email address.**

## 2. Essential Course Information:

### Course Description

This course will provide candidates with the knowledge and skills to use participatory action research (PAR) practices and approaches. Candidates will develop theoretical and practical knowledge related to a collaborative approach to research. The theoretical framework situates stakeholders in schools and community organizations as experts in their field and sees collaborative research between institutions of higher learning and schools and communities as an opportunity to authentically address germane problems and issues while promoting shared learning. Additionally, this course emphasizes valuing the epistemic assets that local stakeholders bring to identifying and working toward solutions that benefit their missions and finding ways to bring attention to their work through research and publications.

**Outcome:** Candidates will be able to plan and carry out participatory and collaborative action research to address the needs of schools and organizations in communities in order to promote shared learning and problem solving.

### Course Objectives

Upon completion of the course, students will be able to:

1. Learn the fundamentals of school and community based, action research
2. Learn how to set the stage for action research and define the research problem
3. Review literature relevant to the research topic
4. Formulate socially valid research questions that reflect social justice principles
5. Conceptualize methodology and data collection that aligns with the research question
6. Recognize legal and ethical considerations pertinent to the standards of practice in research.

### The School of Education's Conceptual Framework

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

The SOE's Conceptual Framework (CF) focuses on *Social Action through Education*. This course on curriculum theories and research offers multiple ways to examine how educational researchers and practitioners have engaged in such action in deliberations about diverse research methodologies and curriculum inquiry. Students will be expected to participate in discussions and review articles that focus on such actions.

Janet Miller characterizes the worldliness of curriculum inquiry which is always in-the-making and in motion. This is due in part to the rich **diversity** of epistemologies and methodologies in the field of curriculum studies. This course embraces that diversity and explores it rigorously through the examination of diverse epistemologies and methodologies in curriculum research. In so doing, this course supports educators in service of **social justice** by engaging students in reflective exercises that allow them to bridge theory and practice as it relates to engaging in education in a diverse society.

### **SOE Conceptual Framework Standards (CFS) are:**

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

This course assesses CFS1 and CFS4. To address this standard, you will:

- Read, respond to, and discuss major texts in the field of curriculum theories and curriculum inquiry
- Conduct research on curriculum theories and research that has particular community or professional relevance for you.

In order to exceed the expectation, candidates should demonstrate comprehensive, critical understanding of literature in the field and make informed critiques of the text considering diverse perspectives. Candidates evaluate curriculum and instruction issues drawing from cutting-edge theories and emerging research.

### **Dispositions**

All students are assessed on one or more dispositional areas of growth across our programs. Three dispositional areas of *Professionalism, Inquiry, and Social Justice* are assessed in this course. You should find the rubrics related to these dispositions in Digication. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise. To exceed the expectation, consider the following standards:

**Professionalism:** Candidate embraces personal responsibility and agency by excelling in proactive problem resolution and conflict management. Candidate takes initiative in the development of self and others and actively fosters collaborative relationships that are mutually beneficial. Candidate exemplifies ethical practices, guidelines and professional standards of his/her profession, including but not limited to: arriving to class prepared and on time; submitting assigned work on time; reflecting the expectations of the assignment in submissions.

**Inquiry:** Candidate demonstrates the ability to generate their own knowledge by carrying out discipline-recognize, systematic approaches to gathering and using multiple forms of data to inform instruction and promote learning for all.

**Social Justice:** Candidates consistently welcome and affirm diversity at all levels and demonstrate respect and understanding of differences across groups in their academic and/or field-based work. In their written, spoken, and collaborative course contributions, candidates continuously examine and challenge their own beliefs about equity and social justice. Candidates successfully demonstrate importance of social context as they insightfully apply ethically guided analysis to challenge practices and/or policies that promote or perpetuate injustices and inequities. Candidates clearly and actively model their commitment to taking action to promote multiple perspectives, to seek justice and prevent injustice, and to advocate for the marginalized in schools and society.

**Enduring Understandings (understanding by design- UbD) in this course:**

**EU2: Ecology of Communities**

Students will understand that effective educators comprehend the historical, political, socioeconomic, and cultural realities and funds of knowledge as well as the relationships, practices, and systems of local communities. Further, students will understand that effective educators seek to engage multiple stakeholders toward creating successful schools that are rooted in communities and promote equity and social justice of society's most vulnerable groups.

**EU3: Research, Evaluation & Change Practices**

Students will understand and use appropriate and rigorous research methods (e.g., qualitative, mixed, quantitative) and research types (e.g., basic, action, evaluation) to investigate critical questions that contribute to the development and improvement in instructional practices, transformative curriculum, and the improvement of relationships across school, community and university settings. Emphasis will be placed on the use of participatory and collaborative research approaches.

**EU 5: Collaboration and Partnership**

Students will understand that effective teaching and learning is situated in local and globalized communities and incorporates assets of students, families, and broader communities into learning. Students will understand that transformative learning engages incollaborative, mutually beneficial, and sustainable relationships among school, communities, and multiple stakeholders to ensure the academic, social-emotional and civic growth and development of all students.

**Required Texts: 1 required; select 1 item from 2, 3, 4**

1. Jacques M. Chevalier, Daniel J. Buckles (2019). Participatory Action Research Theory and Methods for Engaged Inquiry. (2nd Edition). London: Routledge  
DOI: <https://doi.org/10.4324/9781351033268>; eBook ISBN9781351033268 (LUC lib. Ebook available)
2. James, A., Milenkiewicz, M.T. & Buknam, A. (2007). Participatory Action Research for Educational Leadership: Using Data-Driven Decision Making to Improve Schools. SAGE Publications, Inc. (US). (LUC lib. Ebook available)
3. Wallerstein, N., Duran, B., Oetzel, J. G. & Minkler, M. (2018). Community-Based Participatory Research for Health. 3<sup>rd</sup> Edition. John Wiley & Sons, Incorporated  
**ISBN-13:** 9781119258858; **ISBN-10:** 1119258855
4. Mirra, N., Garcia, A. & Morrell, E. (2016). Doing Youth Participatory Action Research Transforming Inquiry with Researchers, Educators, and Students. Routledge  
ISBN 9781138813571

### **Recommended Books and Articles:**

5. Herr, K., & Anderson, G. L. (2014). *The Action Research Dissertation: A Guide for Students and Faculty* (2nd Edition). SAGE Publications, Inc.  
ISBN-13: 978-1483333106; ISBN-10: 1483333108
6. Mertler, C. (2019). *Action Research: Improving Schools and Empowering Educators*. ( 6<sup>th</sup> Ed).SAGE Publications, Inc.
7. Beth C. Rubin, Jennifer Ayala & Mayida Zaal (2017) Authenticity, aims and authority: Navigating youth participatory action research in the classroom, *Curriculum Inquiry*, 47:2, 175-194, DOI: 10.1080/03626784.2017.1298967
8. Berge, Jerica M., et al. Play It Forward! A Community-Based Participatory Research Approach to Childhood Obesity Prevention. *Families Systems & Health*, vol. 34, no. 1, Educational Publishing Foundation, 2016, pp. 15–30, doi:10.1037/fsh0000116.
9. Shadowen, Noel L., et al. A Resilient Research Approach: Using Community-based Participatory Action Research in a Rural Area of India. *Journal of Community Psychology*, vol. 48, no. 8, Wiley Subscription Services, Inc, 2020, pp. 2491–503, doi:10.1002/jcop.22429.
10. Collet, Jean-Paul, et al. Engaging Pediatric Intensive Care Unit (PICU) Clinical Staff to Lead Practice Improvement: The PICU Participatory Action Research Project (PICU-PAR).” *Implementation Science : IS*, vol. 9, no. 1, BioMed Central Ltd, 2014, pp. 6–6, doi:10.1186/1748-5908-9-6.
11. McInerney, Robert Garfield. A Hermeneutics of Love for Community-Based, Participatory Action Research. *The Journal of Humanistic Psychology*, vol. 56, no. 3, SAGE Publications, 2016, pp. 263–85, doi:10.1177/0022167815595320.
12. Mirra, N., Garcia, A. & Morrell, E. (2016). *Doing Youth Participatory Action Research Transforming Inquiry with Researchers, Educators, and Students*. Routledge  
ISBN 9781138813571.
13. Manfra, M. (2019). *Action Research for Classrooms, Schools, and Communities*. SAGE Publications, Inc. (US). ISBN-13: 978-1506316048; ISBN-10: 1506316042
14. Hacker, K. (2013). *Community-Based Participatory Research*. SAGE Publications, Inc
15. Ivankova, N. V. (2014). *Mixed Methods Applications in Action Research: From Methods to Community Action*. SAGE Publications, Inc. (US).
16. Schubotz, D. (2019). *Participatory Research*. SAGE Publications, Ltd. (UK).
17. APA (2020). *Publication Manual of the American Psychological Association, 7th Edition*.  
<https://apastyle.apa.org/products/publication-manual-7th-edition#TOC>  
Also: <https://apastyle.apa.org/products/publication-manual-7th-edition-introduction.pdf>  
APA Style Guide: <http://owl.english.purdue.edu/owl/resource/560/01/>

### **Assignments and Evaluation**

#### **General Evaluation Criteria**

1. Complete and submit work in a timely fashion. Assignments submitted after the class period on the due date will be subject to a lower grade.
2. All assignments need to be typed and double-spaced with 1” margins in 12-point font. Please be sure to include your identifying information.
3. Students are expected to follow the guidelines of the Publication Manual of APA (7<sup>th</sup> edition) for citations and references.

#### **Assignments (Total 210 points)**

Detailed requirements and rubrics for assignments will be posted on Sakai.

#### **A. Participation: (20 points)**

Students are expected to attend class, read and discuss assigned readings, as well as participate in all class activities. The following course protocols offer more details on the expectations regarding participation in this course.

- Attendance - Class attendance and punctuality are professional responsibilities to be exercised for success in this course. If you know you will be late or you will need to miss a class, please notify me in advance. No penalty is applied to miss one class due to work, family issues, or health issues. Missing two or more class sessions (without instructor approval for extenuating situations) will affect the assessment of your participation and lower the overall grades (i.e., A to B, B+ to B).
- Class participation - Class participation is an important part of the final grade. Participation will be based on preparation for class, and involvement in Forum, and class discussions (e.g. facilitating discussion on your Reading Questions), and contribution of quality knowledge-based responses.
- **\*Class Conduct:** One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others all time in class by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate. A safe environment for learning will be created.
- Communication – All participants are required to monitor communication from their instructor and from the School of Education via your Loyola email. It is the participant's responsibility to receive all communication in a timely manner.

### **B. Class Discussion/Activities Facilitators (50 points)**

For the assigned week, one or two students will facilitate the class discussion/activities for approximately one hour. The assigned facilitators will prepare relevant hands-on activities or discussion questions that the class can engage in the assigned readings and relevant issues. The facilitators should contact the instructor **at least one week before** their assigned week. You are expected to discuss the major ideas of that week and make connections between the chapters and your own experiences. The facilitators will be assigned/signed up during the first class. The content of discussion could be shared with the class as PowerPoint, or Youtube like videos.

### **C. Reading Questions (10 posts for 60 points total) – Submit by Saturday midnight**

Students are required to submit 1 reading question on *Sakai Forum* by Saturday midnight for discussion on the following Monday in class. Your question should be designed to spark class discussion and enhance the learning of everyone, and the question may be directly based on your critical readings or based on genuine questions you have in understanding the readings. You should provide a background of your questions (at least 100 words) and be prepared to lead the discussion of your questions and share your thoughts about it in class.

### **D. Participatory Action Research Project (total 80 points – 20+20+40).**

As a hands-on learning experience, students will develop a genuine PAR proposal and conduct a pilot/carry out the plan of action. Following the basic principles and steps of PAR,

**Diagnose:** What concerns do you have? In what field? Who will be involved? What is currently known about the topic to be studied? What is the status quo? What would you like to improve/change? • How can you word these concerns or improvements as an appropriately neutral question for research?

**Act:** Plan possible course of actions and ways to measure the action with the intent of moving the status quo to an increased level of effectiveness.

**Measure:** Implementation/action is followed by measurement as participants work to achieve/improve/change the level of outcomes. Methods and tools of measurement: qualitative, quantitative, or mixed.

**Reflect:** Individual participants reflect on their process, actions, and outcomes both singly and as a group. Establish iterative cycle of plans.

**Evaluation:** Evaluate the plan of action, execution process and results. Establish iterative cycle of plans.

The final report must be within 10-12 pages in length excluding references and appendices. Be sure to adhere to Publication Manual of the APA (7th edition).

**Students are expected to produce three checkpoint reports for the PAR project:**

- **Report 1, (20 points):** Proposal with Diagnose; Act; Implement and Measure
- **Report 2, (20 points):** Implementation and measurement
- **Final Report (40 points):** Reflection, evaluation and next steps built on Report 1 and 2 contents

**Course Grades**

There are a total of 200 points possible in this course. The grading scale is as follows: A (93 – 100%), A- (90 - 92%), B+ (87 – 89%), B (83 – 86%), B- (80 – 82%), C+ (77 – 79%), C (73 – 76%), C- (70 – 72%), D+ (67 – 69%), D (63 – 66%), and F (62% and below).

**Digication** is Loyola’s ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements. Your professor and Program chair will work with you to better understand submission requirements that are specific to courses and programs.

**Dispositions**

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice**. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

**3. Additional ONLINE Course Policies**

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**\*Privacy Statement**

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

**Synchronous/Asynchronous Meetings**

Hybrid: In-person meetings in Coboy Law Center 303 and online meetings via Zoom Pro on Sakai.

### **\*Student Participation**

Participation includes regular on-time attendance, engagement, and active interactions in face-to-face, synchronous, and asynchronous learning activities. Come to class well-prepared for discussions. Inform and get approval from the instructor ahead of time for any extenuating situation and unavoidable miss of class. Late submission of assignments will result in loss of points unless approved by the instructor ahead of time.

### **\*Class Conduct**

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

### **\*Student Support**

#### **Special Circumstances--Receiving Assistance**

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with [Student Accessibility Center](http://www.luc.edu/sac/) (SAC) (<http://www.luc.edu/sac/>).

#### **\*Center for Student Access and Assistance (CSAA)**

*Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: [www.LUC.edu/csaa](http://www.LUC.edu/csaa). If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.*

### **Syllabus Addendum Link**

<https://www.luc.edu/education/academics/syllabi/>

This link directs students to statements on **essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines**. We ask that you read each policy carefully. This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through education***.