

Research-Practice Partnerships: Approaches To Collaborative Design, Inquiry & Change
University of Pittsburgh
School of Education
EDUC 3505
Fall 2024

Instructor

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Class Sessions

Tuesday 2pm to 4:40 pm
5400 Wesley Posvar Hall

Zoom room (as needed): <https://pitt.zoom.us/j/97098353861>
Passcode: RPP!

Course Description

In this course, students learn principles and strategies for developing a research program that is place-based, community-engaged, and rooted in partnership. Through engagement with texts, colleagues, and at a practicum site, students develop practical skills for navigating key processes of Research Practice Partnerships (RPPs), including: building mutualistic relationships, negotiating research questions, collaborative design, and communicating about engaged research. Possibilities for RPP work are explored and contextualized within the greater Pittsburgh region, within larger historical and contemporary dynamics of exploitation and racism, and within multiple traditions of engaged scholarship and movements for educational justice.

Learning Goals

Students will be able to:

- Situate project designs within multiple types and traditions of engaged research and research practice partnerships
- Identify and strategize around core tensions of research practice partnerships including ensuring mutual benefit, negotiating member roles, and weathering change over time
- Understand the central elements of learner centered design and design-based implementation research
- Communicate in flexible and engaging ways about complex ideas
- Recognize historical and cultural influences, and leaders and organizations shaping the contexts of teaching and learning in Pittsburgh and Western PA
- Develop familiarity with some experienced and emerging practitioners of research-practice partnerships
- Analyze research practice partnerships through an equity lens

Required Texts

All assigned materials will be made available digitally.

Course Components

Class Activities

- Class sessions will serve as spaces to co-create shared knowledge by synthesizing class texts and activities with students' personal, professional, and cultural know-how. Therefore, attendance at each class session is expected.
- Equitable regard for our collective well-being is a central theme of the course. In alignment with this value, the class will establish shared norms and practices to support safe and accessible participation by all, as best we can.

Readings & Annotations

- Materials to read and/or watch will be assigned each week, including a combination of academic writing theorizing engaged scholarship or describing its outcomes, and "how to"-type materials that address the components and skills involved in RPP work directly. Students are expected to read/watch and add 2-3 annotations on shared digital copies of all assigned materials (on Perusall), highlighting points of interest, connections with course themes and ideas, and/or questions or points of tensions that arise.

Pittsburgh Primers

- Students will work individually or in pairs to research an aspect of the political, cultural, economic, medical and/or educational context of Southwest PA. Each "primer" team will present on their topic to the class in an engaging 8-10 min presentation with an accompanying 1-page summary and/or support document including references. Further details available [here](#).

Reflections & Feedback

- Students will be expected to complete several short writing assignments throughout the course reflecting on course texts, their practicum experience, and their own interests in engaged research. Reflections should be in the range of 300-1000 words in length.
- Students will work in small groups to provide peer feedback on one another's reflections.

Culminating Assignment

- At the end of the course, students will prepare and present a poster representing either their practicum project or a proposal for an engaged research project of their own. The presentation should be suitable for a mixed audience of researchers, educators, and community members.

Practicum

- In addition to traditional class activities, students are required to participate in an ongoing engaged or partnered research project. Students who are already doing so, for example through a GSR or GSA may use this as their practicum site. Otherwise, students should contact the instructor to arrange a placement. The time commitment for the practicum should total to approximately 20 hours over the course of the semester. Further details available [here](#).

Assessment & Course Grades

You are each full human beings, with complex adult lives including multiple competing priorities. As graduate students with personal and professional goals related to the themes of the course, your degree of engagement will likely have natural consequences of far more significance than any grade you receive from me. As such, our focus will be on providing support, structured accountability, and qualitative feedback.

We understand that life happens. Extensions are available for most assignments. If you anticipate that you will not be able to complete an assignment on time, please contact the instructor and TA with as much advance notice as possible, including a suggested alternative deadline. You do not need to provide a reason for the request. Likewise, if you need to miss a session, please contact the instructor and TA as soon as possible, and we will do what we can to provide an alternative arrangement.

Students who complete all assignments satisfactorily and attend all sessions (or make alternative arrangements, as needed) will receive an A in the course. Students who do not will receive a B, or in extreme cases, an incomplete.

Acknowledgements

This course was initially co-designed in 2021 by Dr. Eleanor Anderson and Dr. Debralyn Woodberry-Shaw (then a Pitt graduate student). It has been refined and updated each year since then.

School Policies

Basic Needs. We cannot learn effectively when our basic human needs are not met. The University has [resources](#) available for students who find themselves uncertain of how they will pay a bill, access food, secure medication, maintain their housing, travel for a family emergency, etc. The Care and Resource Support (CARS) Team can be reached at 412-624-5756 or PittCares@pitt.edu. If you are facing any of these uncertainties I also encourage you to contact me, if you feel comfortable doing so, as I may be able to help you locate additional resources, as well as make appropriate academic accommodations.

Disability Services. If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both the instructor and Disability Resources and Services (DRS), 140 William Pitt Union, (412) 648-7890, drsrecep@pitt.edu, (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for these courses.

Statement on Classroom Recording. To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use. Some classes may be recorded by the instructor via Zoom. If this is a concern, please let me know.

Departmental Grievance Procedures. The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in the School of Education believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines by (1) first trying to resolve the matter with the faculty member

directly; (2) then, if needed, attempting to resolve the matter through conversations with Dr. Lori Delale O'Connor, the associate chair of the Department of Educational Foundations, Organizations, and Policy; (3) if needed, next talking to the academic integrity officer of the school, Assistant Dean Andrea Zito; and (4) if needed, filing a written statement of charges with the academic integrity officer.

Academic Integrity. Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

See the [Pitt Graduate Catalog](#) and [School of Education section](#) for more information.

Course Schedule (Subject to Change)

Week 1 (August 27): Course Introduction

Reading Due	Additional Resources
<p>Watch: Dostilio, L. D. (2020) Engaged Scholarship 101: A Brief Explanation. https://canvas.pitt.edu/courses/92517/pages/engaged-scholarship-101-module?module_item_id=1710561 (8 min video)</p> <p>Read: Course syllabus AND Practicum expectations</p>	<p>Dostilio, L.D. (2020), Nine models of engaged scholarship. Engaged Scholarship Development Initiative, University of Pittsburgh. https://canvas.pitt.edu/courses/92517/pages/engaged-scholarship-101-module?module_item_id=1710561</p> <p>Dostilio, L.D. (2020). <i>Continuum of Participation</i>. Engaged Scholarship Development Initiative, University of Pittsburgh. https://canvas.pitt.edu/courses/92517/pages/engaged-scholarship-101-module?module_item_id=1710561</p> <p>Godley, A., Olaniyan, A., Nonnenmacher, S., Orgman, M. (2020). <i>Engaged Scholarship 101: Graduate Student Panel</i> https://pitt.hosted.panopto.com/Panopto/Pages/Embed.aspx?id=aae59af4-c987-4238-b670-ac750136e207&autoplay=false&offerviewer=true&showtitle=true&showbrand=false&start=0&interactivity=all (1:06 video)</p>
<p>Writing Due</p>	
<p>None</p>	

Week 2 (September 3): What is Social Science Research and Why Should We Do It?

Reading Due	Additional Resources
<p>Read: Vossoughi, S., Escudé, M., Kitundu, W., & Espinoza, M. L. (2021). Pedagogical “Hands and Eyes”: Embodied Learning and the Genesis of Ethical Perception. <i>Anthropology & Education Quarterly</i>, 52(2), 135–157.</p> <p>OR</p> <p>Jackson, C. K., Porter, S., Easton, J., & Kiguel, S. (2020). <i>Who Benefits From Attending Effective Schools? Examining Heterogeneity in High School Impacts</i> (No. w28194; p. w28194). National Bureau of Economic Research.</p>	<p>Anderson, E.R. (2021) Tips for Reading Academic Writing.</p> <p>Schneider, J. (2014). Closing the gap ... between the university and schoolhouse. <i>Phi Delta Kappan</i>, 96(1), 30–35.</p> <p><i>An accessible summary of his book From the Ivory Tower to the Schoolhouse: How Scholarship Becomes Common Knowledge in Education, including discussion of the</i></p>

<p>Read Chapters 1 & 2, pp.11-47: Patel, L. (2015). <i>Decolonizing educational research: From ownership to answerability</i>. Routledge.</p>	<p><i>rarity of education research being taken up in schools</i></p>
<p>Writing Due</p>	
<p>Reflection 1: What interests you about research practice partnerships, or community engaged research? How do you see this research modality as connecting with (or diverging from) your own motivations and aspirations? How do you see these features reflected in our course readings so far? What questions are you sitting with?</p>	

Week 3 (September 10): Situating RPPs in Types and Traditions of Engaged Research

<p>Reading Due</p>	<p>Additional Resources</p>
<p>Read: Farrell, C. C., Penuel, W. R., Coburn, C. E., Daniel, J., & Steup, L. (2021). <i>Research-practice partnerships in education: The state of the field</i>. William T. Grant Foundation. http://wtgrantfoundation.org/research-practice-partnerships-in-education-the-state-of-the-field</p> <p>Pick 1 of 2 Read closely pp. 173-178: Bang, M., & Vossoughi, S. (2016). Participatory Design Research and Educational Justice: Studying Learning and Relations Within Social Change Making. <i>Cognition and Instruction</i>, 34(3), 173–193. OR Means, D., Blackmon, S., Drake, E., Lawrence, P., Jackson, A., Strickland, A., & Willis, J. (2021). We Have Something to Say: Youth Participatory Action Research as a Promising Practice to Address Problems of Practice in Rural Schools. <i>The Rural Educator</i>, 41(3), 43–54. https://doi.org/10.35608/ruraled.v41i3.1074</p>	<p>Coburn, C. E., Penuel, W. R., & Geil, K. E. (2013). <i>Research-Practice Partnerships: A Strategy for Leveraging Research for Educational Improvement in School Districts</i>. WT Grant Foundation. https://wtgrantfoundation.org/library/uploads/2015/10/Research-Practice-Partnerships-at-the-District-Level.pdf</p> <p><i>An older, highly influential report naming 3 key types of RPP</i></p> <p>Diamond, J. B. (2021, July 19). Racial Equity and Research Practice Partnerships 2.0: A Critical Reflection. <i>William T. Grant Foundation</i>. http://wtgrantfoundation.org/racial-equity-and-research-practice-partnerships-2-0-a-critical-reflection</p>
<p>Writing Due</p>	
<p>Peer Feedback: Reflection 1</p>	<p><i>A very succinct discussion of the intersection (or lack thereof) between RPPs and racial equity work</i></p>

Week 4 (September 17): Comparing & Contrasting RPPs

Reading Due	Additional Resources
<p>Read 1 out of 2: Roderick, M., Easton, J. Q., & Sebring, P. B. (2009). <i>A New Model for the Role of Research in Supporting Urban School Reform</i>. Consortium on Chicago School Research, University of Chicago Urban Education Institute.</p> <p>OR Bryk, A. S., Gomez, L. M., & Grunow, A. (2011). Getting Ideas into Action: Building Networked Improvement Communities in Education. In M. T. Hallinan (Ed.), <i>Frontiers in Sociology of Education</i> (pp. 127–162). Springer Netherlands.</p> <p>Read: Henrick, E., Farrell, C.C., Singleton, C. Resnick, A.F., Penuel, W.R., Arce-Trigatti, P., Schmidt, D., Sexton, S., Stamatis, K., & Wellberg, S. (2023). <i>Indicators of research- practice partnership health and effectiveness: Updating the five dimensions framework</i>. National Center for Research in Policy and Practice and National Network of Education Research-Practice Partnerships. doi: 10.17605/OSF.IO/YVGCN</p>	<p>Penuel, W. R., & Gallagher, D. (2016). <i>Diagnostic Rubric: Are We a Partnership Yet?</i> LearnDBIR. http://learndbir.org/resources/diagnostic-rubric-are-we-a-partnership-yet</p> <p><i>Adaptation of Henrick et al (2017) framework for assessing maturity of a partnership</i></p> <p>National Network for Education Research Practice Partnerships (n.d.) <i>Research Practice Partnerships: Basics</i>. http://nnerpp.rice.edu/kc_basics/</p> <p><i>A collection of papers and resources related to understanding various forms of RPP</i></p>
Writing Due	
<p>Reflection Assignment 2:</p> <p>Practicum Site: What elements of different types of engaged research, as addressed in our readings so far, are operating at your practicum site? What research and other knowledge traditions is the project drawing from? Be specific in describing what you’ve noticed so far, and how you are identifying the type of engaged research or knowledge tradition that you see those components of the work as reflecting.</p> <p>Future Work: What model(s) of RPP/engaged research are you most interested in pursuing in your own work in the future? What do you see as the strengths of that approach? Use evidence from our readings, class discussions, practicum, and/or your own experiences to explain and justify your perspective.</p>	

Week 5 (September 24): Design Deep Dive

Reading Due	Additional Resources
<p>Watch: IDEO U (2021) <i>What is Design Thinking?</i> https://www.ideo.com/pages/design-thinking (2 min)</p> <p>Read any 2 of 3: Easterday, M. W., Rees Lewis, D. G., & Gerber, E. M. (2018). The logic of design research. <i>Learning: Research and Practice</i>, 4(2), 131–160.</p> <p>AND/OR Penuel, W. R., Fishman, B. J., Haugan Cheng, B., & Sabelli, N. (2011). Organizing research and development at the intersection of learning, implementation, and design. <i>Educational Researcher</i>, 40(7), 331–337.</p> <p>AND/OR Gutiérrez, K. D., & Jurow, A. S. (2016). Social Design Experiments: Toward Equity by Design. <i>Journal of the Learning Sciences</i>, 25(4), 565–598.</p>	<p>Easterday, M. (2020) Design of Learning Environments. https://vimeo.com/showcase/6898112</p> <p><i>Videos from an online course on the design of learning environments</i></p> <p>Penuel, B. (2014.). <i>Advice for Developing a Research Design that Employs Design-Based Implementation Research (DBIR)</i>. LearnDBIR. https://cadrek12.org/sites/default/files/Developing%20a%20DBIR%20Research%20Plan%20FINAL%20.pdf</p> <p><i>A practical tool for assessing when/whether a DBIR approach is right</i></p>
<p>Writing Due</p> <p>Peer Feedback: Reflection 2</p>	

Week 6 (October 1): Identifying Partners, Establishing Trust, & Initiating Partnerships

Reading Due	Additional Resources
<p>Read any 2 out of 3: Anderson, E.R. (2023) Political Considerations for Establishing Research-Practice Partnerships in Pursuit of Equity: Organizations, Projects, and Relationships in <i>Education Policy</i>, 37(1), 77-100.</p> <p>AND/OR Vakil, S., McKinney de Royston, M., Suad Nasir, N., & Kirshner, B. (2016). Rethinking Race and Power in Design-Based Research: Reflections from the Field. <i>Cognition and Instruction</i>, 34(3), 194–209.</p> <p>AND/OR Vaade B. & Slaughter, S. (2023) What are the essential milestones new RPPs might work towards in their first year? NNERPP. https://bpb-us-e1.wpmucdn.com/blogs.rice.edu/dist/0/6401/files/2023/03/RPP-Milestones-Tool.pdf</p>	<p><i>Research + Practice Collaboratory (2015) Sample Memorandum of Understanding (MOU) for Partnership Work</i>. Research + Practice Collaboratory. http://researchandpractice.org/wp-content/uploads/2015/11/Sample_MOU_ResearchPracticeCollaboratory_Nov2015.pdf</p> <p>Muñoz, M. A., & Rodosky, R. J. (2015). School districts as partners in research efforts. <i>Phi Delta Kappan</i>, 96(5), 42–46.</p> <p><i>Description of productive RPP relationships written by district leaders</i></p> <p>National Network for Education Research Practice Partnerships (n.d.) <i>Research Practice Partnerships: Basics</i>. http://nnerpp.rice.edu/kc_partnering/</p>
<p>Writing Due</p>	

None	<i>A collection of resources related to initiating partnerships</i>
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Week 7 (October 8): *Selecting a Research Focus*

Reading Due	Additional Resources
<p>Read any 2 out of 3: Tuck, E. (2009). Suspending Damage: A Letter to Communities. <i>Harvard Educational Review</i>, 79(3), 409–428. https://doi.org/10.17763/haer.79.3.n0016675661t3n15</p> <p>AND/OR Arce-Trigatti, P., Klein, K., & Lee, J. S. (Jasmin). (2023). Are Research-Practice Partnerships Responsive to Partners’ Needs? Exploring Research Activities During the COVID-19 Pandemic. <i>Educational Policy</i>, 37(1), 170–199. https://doi.org/10.1177/08959048221134584</p> <p>AND/OR Thompson, K. D., Martinez, M. I., Clinton, C., & Díaz, G. (2017). Considering Interest and Action: Analyzing Types of Questions Explored by Researcher-Practitioner Partnerships. <i>Educational Researcher</i>, 46(8), 464–473.</p>	<p>Bell, P., & Rhinehart, A. (2015). <i>How to Negotiate the Collaborative Focus of a Research-Practice Partnership</i>. Research + Practice Collaboratory. http://researchandpractice.org/how-to-negotiate-the-collaborative-focus/.</p> <p>Gallagher, D. (2015). <i>Activity: Negotiating a Focus for Joint Work in an RPP</i>. Research + Practice Collaboratory. http://researchandpractice.org/resource/negotiating-and-understanding-a-focus-for-joint-work/.</p> <p>Gallagher, D., & Penuel, W. R. (2016). <i>An Activity to Develop Empathy for Partners’ Perspectives on a Problem of Practice</i>. LearnDBIR.</p> <p>Kochanek, J. R., Lacireno-Paquet, N., & Carey, R. (2014). <i>Developing a coherent research agenda: Lessons from the REL Northeast & Islands Research Agenda Workshops</i>. 21.</p> <p><i>Report on research activities of a group of research alliances</i></p>
<p>Writing Due Reflection Assignment 3:</p> <p><u>Practicum Site</u>: What is the topic or focus of your practicum project? What makes that focus meaningful/valuable for researchers on the project? What makes it meaningful/valuable for the practitioners? How is your projects’ approach similar or different from our course readings?</p> <p><u>Future Work</u>: What research topics and/or problems of practice would you like to focus a project on? What would you need to ensure the project was meaningful/valuable to you? In what ways might you be flexible in order to ensure the project was meaningful/valuable to your practitioner and/or researcher partners? Use evidence from our readings, class discussions, practicum, and/or your own experiences to explain and justify your perspective.</p>	

October 15
 Fall Break - UPitt Calendar

Week 8 (October 22): Negotiating Roles and Responsibilities

Reading Due	Additional Resources
<p>Read 2 out of 4: Bell, P., Rhinehart, A., & Peterman, T. (2015). <i>Negotiating Researcher Roles Within a Research-Practice Partnership</i>. Research + Practice Collaboratory. http://researchandpractice.org/negotiating-researcher-roles/</p> <p>AND/OR Farrell, C. C., Harrison, C., & Coburn, C. E. (2019). "What the Hell Is This, and Who the Hell Are You?" Role and Identity Negotiation in Research-Practice Partnerships. <i>AERA Open</i>, 5(2), 1-13.</p> <p>AND/OR Pages 6-7 and 30-73 of: Chicago Beyond. (2018). <i>Why am I always being researched? A guidebook for community organizations, researchers, and funders to help us get from insufficient understanding to more authentic truth</i> (No. 1; Equity Series). Chicago Beyond.</p> <p>AND/OR Plank, H., Anderson, E. R., & Quigley, C. (2023). <i>Leveraging university partners as brokers to navigate research-practice partnerships during intertwined global pandemics</i>.</p>	<p>DiLoreto, Angie. (2016). <i>Discovery: Getting to Know One Another</i>. Research + Practice Collaboratory, Bellevue School District. http://researchandpractice.org/wp-content/uploads/2016/07/RPP-resource-Discovery-Getting-to-Know-One-Another.pdf</p> <p>Gallagher, D., & Penuel, W. R. (2016). <i>Whose Work Are We Doing? A Self-Assessment Tool for Researchers in a Partnership</i>. LearnDBIR. http://learndbir.org/uploads/Resources/Whose-Work-Are-We-Doing.pdf</p>
<p>Writing Due</p>	
<p>Peer Feedback: Reflection 3</p>	

Week 9 (October 29): Prototyping, Testing, Iterating, and Evaluating

Reading Due	Additional Resources
<p>Read any 2 out of 3: Hecht, M., Knutson, K., Crowley, K., Lyon, M., McShea, P., & Giarratani, L. (2020). 'How Could the Dinosaurs Be So Close to the Future?': How Natural History Museum Educators Tackle Deep Time. <i>Curator: The Museum Journal</i>, 63(1), 39–54.</p>	<p>Penuel, W. R. (2016). <i>Simple Heuristic for Deciding What to Prioritize in a Design Iteration</i>. LearnDBIR.</p> <p>Gallagher, D., & Penuel, W. R. (2016). <i>An Activity to Develop Empathy for Partners'</i></p>

<p>AND/OR Ishimaru, A. M., Rajendran, A., Nolan, C. M., & Bang, M. (2018). Community Design Circles: Co-designing Justice and Wellbeing in Family-Community-Research Partnerships. <i>Journal of Family Diversity in Education</i>, 3(2), 38–63.</p> <p>AND/OR Pinkard, N., Erete, S., Martin, C. K., & McKinney de Royston, M. (2017). Digital Youth Divas: Exploring Narrative-Driven Curriculum to Spark Middle School Girls’ Interest in Computational Activities. <i>Journal of the Learning Sciences</i>, 26(3), 477–516.</p>	<p><i>Perspectives on a Problem of Practice</i>. LearnDBIR.</p> <p>Gallagher, D., & Penuel, W. R. (2016). <i>Protocol for Defining Leadership Roles in Design in a Research-Practice Partnership</i>. LearnDBIR.</p> <p>Davidson, K. (2015, June 9). <i>How to Kick Off a Collaborative Design Process</i>. Research + Practice Collaboratory. http://researchandpractice.org/how-to-kick-off-a-collaborative-design-process/</p>
<p>Writing Due</p>	
<p>None</p>	

Week 10 (November 5): Power & Equity in RPPs

<p>Reading Due</p> <p>Read 2 out of 3: Denner, J., Bean, S., Campe, S., Martinez, J., & Torres, D. (2019). Negotiating Trust, Power, and Culture in a Research–Practice Partnership. <i>AERA Open</i>, 5(2), 1-11.</p> <p>AND/OR Tanksley, T., & Estrada, C. (2022). Toward a Critical Race RPP: How race, power and positionality inform Research Practice Partnerships. <i>International Journal of Research & Method in Education</i>, 1–13. https://doi.org/10.1080/1743727X.2022.2097218</p> <p>AND/OR Vetter, A., Faircloth, B. S., Hewitt, K. K., Gonzalez, L. M., He, Y., & Rock, M. L. (2022). Equity and Social Justice in Research Practice Partnerships in the United States. <i>Review of Educational Research</i>, 92(5), 829–866. https://doi.org/10.3102/00346543211070048</p>	<p>Additional Resources</p> <p>Choi, M., McLeod, E., & Ryoo, J. (2015). <i>Building Equity in Research-Practice Partnerships</i>. Research + Practice Collaboratory. http://researchandpractice.org/wp-content/uploads/2015/10/BuildingEquity_Oct2015.pdf;</p> <p>Ryoo, J. & Shea, M. (2015). <i>Value Mapping</i>. Research + Practice Collaboratory. http://researchandpractice.org/wp-content/uploads/2015/11/Value-Mapping_Nov2015.pdf</p> <p>National Network of Education Research Practice Partnerships. (2021). Research Practice Partnerships: Power Dynamics. <i>Knowledge Clearinghouse</i>. https://nnerpp.rice.edu/kc_power/</p>
<p>Writing Due</p>	<p><i>Collection of resources on power in RPPs curated by NNERPP</i></p>

<p>Reflection 4:</p> <p><u>Practicum Site:</u> Who does what in your practicum site? In what ways are the professional roles of “researcher,” “practitioner,” “broker,” “funder” etc. maintained and/or troubled? In what ways are personal identities around race, gender, etc. discussed or negotiated, if at all? How do you see these dynamics as similar to and different from those addressed in course readings?</p> <p><u>Future Work:</u> What kind of role(s) would you want to take in your own engaged research project? What aspects of your professional and/or personal identity would be important to you to foreground? Use evidence from our readings, class discussions, practicum, and/or your own experiences to explain and justify your perspective.</p>	
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Week 11 (November 12): Communicating Findings and Future Collaborations

Reading Due	Additional Resources
<p>Pick 2 of 3:</p> <p>Santos, S., & Scipio, D. (2022). Beginning with the end in mind: Meaningful and intentional endings to equitable partnerships in science education. <i>Science Education</i>, 106(5), 1214–1231. https://doi.org/10.1002/sce.21752</p> <p>AND/OR</p> <p>Bell, P. & Rhinehart, A. (2016, March 17). <i>Working in the Near and Long Term: Operating Principles for Building Sustainable Partnerships</i>. Research + Practice Collaboratory. http://researchandpractice.org/sustainablepartnerships/</p> <p>AND/OR</p> <p>Pitcher, M. A., Duncan, S. J., Nagaoka, J., Moeller, E., Dickerson, L., & Beechum, N. O. (2016). <i>A Capacity-Building Model for School Improvement</i> (p. 40). University of Chicago School of Social Service Administration. (Focus on first 10 pages)</p>	<p>Inquiry Hub website (link is to the About page including a summary of deliverables) https://www.colorado.edu/program/inquiryhub/about-inquiryhub</p> <p><i>Inquiry Hub is a large, long term design-based RPP focused on science instruction including partners primarily from the University of Colorado Boulder and the Denver Public Schools</i></p> <p>National Center on Scaling Up Effective Schools website (link is to the For Practitioners tab) https://my.vanderbilt.edu/scalingupcenter/practitioners/</p> <p><i>The National Center on Scaling up Effective Schools was a 5 year IES funded project (similar to NCRPP)</i></p> <p>San Francisco Unified School District Math department website (link is to the Conference & Community Presentations tab)</p>

	<p>https://www.sfusdmath.org/conference_community_presentations.html</p> <p><i>The SFUSD math department has worked with many research partners over years and has a strong culture of presenting at conferences both with and without their researcher partners</i></p> <p>Farley, C. (2019) Better Evidence for Better Schools https://steinhardt.nyu.edu/sites/default/files/2021-03/BetterEvidenceForBetterSchools.pdf</p> <p><i>This report summarizes the accomplishments and learning of the Research Alliance for NYC Schools</i></p>
Writing Due	
Peer Feedback: Reflection 4	

Week 12 (November 19): “How to” Tools

Reading Due	Additional Resources
<p>SKIM 2 of 3 websites: Okun, T. (2023) White Supremacy Culture https://www.whitesupremacyculture.info/ AND/OR Arce-Trigatti, P., et al. (2023) RPP Effectiveness and Health Toolkit. National Center for Research in Policy and Practice / National Network of Research Practice Partnerships. https://nnerpp.rice.edu/rpp-effectiveness-and-health-tool-kit/ AND/OR Office of Engagement and Community Affairs (2024) Community Engaged Scholarship. University of Pittsburgh. https://www.community.pitt.edu/community-engaged-scholarship</p>	<p>International Perspectives</p> <p>Bellino, M. J., Chopra, V., & D’Sa, N. (2021). “Slowly by Slowly”: Youth Participatory Action Research in Contexts of Displacement. Teachers College Record: The Voice of Scholarship in Education, 123(11), 145–171. https://doi.org/10.1177/01614681221087302</p> <p>Nguyen, D., Dinh, H.-V. T., & Nguyen, N.-P. (2023). School–University Partnerships in Vietnam: Insights, Reflections, and Recommendations. In D. Acquaro & O. J. Bradbury (Eds.), International Perspectives on School-University Partnerships (pp.</p>

<p>PICK 1 Specific Tool to Share with the Class</p> <p>READ: Research Summary and Powerpoint Slides by Romina Tantalean-Castaneda</p>	<p>69–83). Springer Nature Singapore. https://doi.org/10.1007/978-981-99-0807-3_6</p>
<p>Writing Due</p>	<p>Sawalhi, R., Zohri, A., & Alhouti, I. (2023) <i>International Educational Research Partnerships.</i></p>
<p>Reflection Assignment 5:</p> <p><u>Practicum Site</u>: What types of products is your project working towards? How do you anticipate these products will be similar and different from examples from our reading? What do you see as the strengths and constraints of your project’s planned products for its various audiences and constituencies, including possibilities for future collaborative work?</p> <p><u>Future Work</u>: What kinds of products are you interested in producing? Why? What partnership structures might support these goals?</p> <p>Examples of products might include: peer reviewed journal articles, articles in trade publications, reports, policy briefs, op-eds, conference presentations, videos, workshops or professional development sessions (internal or external), youth programming, program or training manuals, curriculum, software, organizational routines or policies, etc.</p>	<p>https://www.youtube.com/watch?v=248Vi_tFnKI</p>

No Class November 26

11/24/2024 to 12/1/2024 - Thanksgiving Recess for Students (No Classes), All Schools

Spend time with your loved ones. Relax, recharge. Reflect on where you find meaning and joy.

Week 13 (December 3): Synthesis and Reflection

Reading Due	Additional Resources
<p>Pick two readings and/or additional resources from a prior class session to (re-)read.</p> <p>Review all 5 of your own reflections including feedback from peers and instructors.</p>	

Writing Due	
Peer Feedback: Reflection 5	

Week 14 (December 10): Poster Session Dress Rehearsal

Reading Due	Additional Resources
<p>Read:</p> <p>Wong, Krystle (2023) <i>Visual Presentations: Tips, Types & Examples</i>. https://venngage.com/blog/visual-presentation/</p> <p>Research + Practice Collaboratory. (2016). <i>Crafting Your Pitch to Practitioners</i>.</p>	<p>Morrison, M. (2019, March 25). <i>How to create a better RESEARCH poster in less Time (#betterposter Generation 1)</i>. YouTube. https://www.youtube.com/watch?v=1RwJbhkCA58 (20 min)</p> <p>17 Data Visualization Techniques all Professionals should Know https://online.hbs.edu/blog/post/data-visualization-techniques</p>
Writing Due	
Poster & Presentation Draft	

Week 15 (December 17): Poster Session & Celebration

Reading Due	Additional Resources
none	
Writing Due	
Final Poster & Presentation Final Reflection	