

Research Plan, Data Collection, and Final Curated Data Sets

The major assignments for CODE 221 build upon one another. Together, your sub-team will write and refine an implementation plan. Each student will then be responsible for collecting and curating a data set for the project using methods learned in other CODES courses and for completing a content assignment that helps implement the project. Data collection might include annotated bibliographies, interviews, ethnographies, oral histories, surveys, focus groups, or scientific experiments. Implementation might include designing a part of an exhibit, developing a learning activity for the classroom, or planning an event.

Consult “A Short Guide to Community-Based Participatory Action Research,” from which the concepts and structure of this assignment are derived:

Janice Burns, Deanna Y. Cooke, and Christine Schweidler. “A Short Guide to Community-Based Participatory Action Research” Advancement Project. Accessed 19 Dec. 2023. <https://hc-v6-static.s3.amazonaws.com/media/resources/tmp/cbpar.pdf>.

Implementation Plan (Due September 16th on course site; collaborative with individual parts labeled)

Sub-teams will develop an implementation plan that will include the input of stakeholders who will help to determine the project’s topic and outcomes. Each student will write sections of the plan as work progresses and will articulate their data collection and content contributions. **All contributions to the plan should be clearly labeled with both section names and who completed what.**

What is Community-Based Participatory Action Research (CBPAR)?

Community-Based Participatory Action Research is:

1. Grounded in the needs, issues, concerns, and assets of specific communities and the organizations that serve them.
2. Engages with community organizations and collaborates with specific community members to gather research and make an action plan.
3. Supports and implements action plans leading to transformation and social change (paraphrased and adapted from Burns et al. 5)

What should you include in your Implementation Plan?

Each of the sections to follow should be written in conversation with one another. In your plan, make sure to identify the data collection and content contributions of each student. They should describe in full what data they will collect and what content they will contribute.

Section 1: Research Questions

Explain what specific problem or issue you are addressing. Be sure to do this work in consultation with your partners. What research questions do you have about the problem? What do you want to test? What can you feasibly act upon?

We are addressing the issues pertaining to water quality, consumption, and water systems in the area of Cahokia Heights. A big question for our research is why the area of Cahokia Heights has significant issues with water in comparison to the rest of St. Clair County. Another question we have is “What role does the state or federal government play in addressing the floods?” Our last question is, “Why isn’t flooding being dealt with? Specifically, why does these issues continue to be ignored.” We are interested in reaching out to more community members for their input and experiences of the water crisis Cahokia Heights is currently going through.

Section 2: Geographic Focus and Stakeholders

This could be as specific as the community partner you are working with or as broad as the neighborhood you are working in. Explain why you have chosen the focus and who your key stakeholders are. Tell us what you know about them and what you still need to know. Explain the role and level of involvement of each stakeholder.

Our focus is Cahokia Heights, and our stakeholders include Cahokia Heights Library and Heartlands. We’ve chosen Cahokia Heights as our focus based upon wanting to know more about the issues with their water quality.

We know that the city of Cahokia has been facing issues with their water quality for years and although they have been trying to come up with various solutions to solve this problem, progress has yet to be made. What we still want to know is in what way we can ensure that this issue will no longer be something that the residents of Cahokia face. Our stakeholders play a huge part in our research, both hold valuable information such as newspapers and articles, data and graphs; all contribute to how me and my groups research.

Section 3: Data Collection (see blue section for further instructions on carrying this out)

What data do you need to answer your question: secondary research, interviews, surveys, focus groups, oral histories, ethnographies, scientific experiments? Drawing on your experience from your other CODES courses, develop plans for specific data sets that need to be collected. **Each member of the team will be responsible for collecting and curating one data set.** Raw data should be maintained in a shared drive accessible to the entire team. Determine what data you will need to collect and who will be responsible for the work. For each data collection activity in your plan, consider why you are collecting it, how and from whom you will collect it, and what methods will be most effective.

Keith – I plan on collecting data on renters’ rights in the Cahokia Heights area. I will be conducting background research on Illinois renters’ rights, surveying tenants, and oral history interviews to collect data to answer my question of “Are lessees in Cahokia Heights fully educated on their rights as a tenant?” My background research will be an anchor for the questions I use in my oral history interviews and surveys.

Sa’Dae- I plan on connecting with grass root organizations in Cahokia Heights. I will be researching the work the organizations do and how their work benefits the residents of Cahokia Heights or helps them with the issue they're suffering from. I plan on comparing different grass root organizations in the area to collect data.

Lindell – The question I have is “What causes the flooding? What is the state/local government doing/did about it? I plan on collecting data from old Cahokia Heights newspapers, articles off google, news websites about community complaints/solutions, the government solutions and causes of the problem.

Nadia- I plan on doing research on the local corporations that have come and gone in the Cahokia Heights area. Based upon the data I find, I will then find local alternatives for those corporations that have sense gone. With the alternatives that I find, I will then create a map that pins the different local alternative corporations for the residents.

- JuJue-The question that crossed my mind was, why hasn’t anything been done with ESTL flooding. I plan on diving into older articles and websites to find pass information on ESTL flooding. I would also be doing research on the natives that have been affected by this the longest.
- Jada- I plan on doing my research on local businesses and status of government sites, I will inform residents of governmental agencies that are there to help them. I will do a deeper dive into the companies of my choosing so that that I can gather useful and up to date information and provide it to Cahokia residents. Find different government departments and their specific projects. read any local articles on the companies and explain how and why these companies can be useful to the residents in so

Section 4: Implementation/Content Assignments (see green section for further instructions on carrying this out)

What will be the outcome of your research? Will you develop an exhibit, engage students in a learning activity, design a digital project, etc.? Why is this the best plan for implementation? What do you need to know to make the implementation successful? How will it meet the needs of your audience? Who will do each part of the work? How will you assess its success? **Each**

member of the team will be responsible for creating one content assignment (i.e., an output based on the available data that feeds into the broader group project).

(keith) We will create a webpage showcasing our research that allows viewers to interact with different exhibits. Because some of our independent projects are hard to connect, exhibits presenting our individual different topics that pertain to issues in Cahokia Heights will be the best way to effectively showcase our research. (sadae) The webpage will give viewers a chance to get a glimpse at all our research while also being informative and interactive. This is the best plan for the implementation because everyone has various topics that range from different things, and this would be the best way to include everyone's work. (Lindell) plan on collecting data from old Cahokia Heights newspapers, articles off news websites online about community complaints/solutions, the government solutions, and causes of the problem. (JuJue) I will plan to interview grassroots organizations. I will also be gathering information to help further knowledge for chokia heights and the flooding issues in these areas.

Please note: Steps 4 and 5 in the “Short Guide to Community-Based Participatory Action Research” are incredibly important too! It will be helpful to look ahead as you prepare the three sections of this report, but most of the work for Steps 4 & 5 will take place in CODE320.

Data Collection (Due no later than October 14, individual contributions, course website and ePortfolio)

Each student is responsible for collecting a data set as determined in the implementation plan. The data set might include an annotated bibliography, a survey instrument and its results, a plan for and results of an experiment, questions for and transcriptions from a focus group, etc.

What should you do before collecting your data?

Talk through the implications of your plans for collecting the data. Receive feedback on your instruments and your plans for implementing them before you begin. An instrument might include key terms and databases for library research; your hypothesis, control, and variables for a scientific experiment; a set of interview questions; or a survey.

What is included in a data collection assignment?

Your assignment will include the data itself stored in a shared file so that it is accessible and available to all team members. It will also include a post on the course site and your ePortfolio with the following sections.

Section 1: Process Description

Explain what you did to collect the data AND why this specific form of data collection was chosen. Go into detail about your methods. If you conducted an interview, explain why you chose your subject, how long it took, and where the interview took place. If you conducted a survey, how many questions did you ask, how many respondents were there, how did you select them? If you conducted secondary research, what books or journals did you consult and why?

Section 2: Preliminary Analysis

Explain what you learned thus far from the data using an analytical perspective (rather than a data dump). If applicable, provide charts or graphs to help explore your findings. Provide commentary on what they mean. For example, if you conducted surveys in which several people noted they did not know that some plants have traditional uses or cultural meanings, think about what this might imply for your implementation work. You might consider possible reasons for this observation (there isn't information available near plants at the garden or plant specimens are not framed within their cultural context). What interventions might you try to address the issue? Keep in mind that your data should be tied to your proposed implementation. Be sure to consider limitations of sample size or demographics. What might be the limitations of your data? What do you need to do next to find out more while addressing those limitations?

Content Assignment (Due November 21, individual contributions, course website and ePortfolio)

Your content assignment should contribute something useful and usable to implementing your plan. This might include a unit plan with supporting activities for middle school teachers. It could involve a specific subset of pages on a digital walking tour of a specific park. Whatever your sub-team needs to do to complete their work, you should be responsible for a clearly defined segment of that work. Make sure I have approved the scope and difficulty of your content assignment, incorporate the feedback of your on-site mentor, and make sure the result is suited to your intended audience.

Important Dates

Aug. 19-Sep. 9	In-class time to work and draft. What do you need to decide and what knowledge do you need to collect to write your plan?
Sep. 16 Final Plan Due	Present implementation plan to mentors, Final Implementation Plan Due
Sep. 30	Continue to adjust plan based on partner feedback (each student should determine and plan out their data collection and content activities as a part of the plan)
Oct. 14 Data Collection Due	Last day to submit data collection assignment

Oct. 28	Rough draft of content assignments due
Nov. 4	Share content assignments with mentor
Nov. 18 Content Assignments Due	Content assignments due
Nov. 18	Complete work and prepare for presentation
Dec. 9 PRESENTATIO NS	Present outcomes of all work