

- **No.48**
- **Developing Multidisciplinary Course-based Action Research Projects**

- Name: **Rosing**
 - First Name: **Howard**
 - E-Mail: hrosing@depaul.edu
 - Organisation: **DePaul University**
-

- Authors: **Howard Rosing and Nila Ginger Hofman**

- **Abstract:**

- Recent literature suggests that community-based research (CbR) is a beneficial teaching methodology in higher education courses (Hofman and Rosing 2007; Stocking and Cutforth 2006; Strand et al 2003; Stoecker 2003). The proposed workshop illustrates how multidisciplinary, multi-year CbR initiatives embedded in curriculum can be important vehicles for furthering university-community partnerships and promoting rigorous student learning. By directly engaging with community organizations and each other, students from a variety of majors learn disciplinary skills and participate in research that promotes positive social change. As part of an interactive workshop, the facilitators will provide resources for university researchers who are considering working together to integrate community-based research projects with teaching from a variety of fields, but with the shared goal of addressing critical social issues. Following a presentation of the theoretical frameworks informing the workshop and CbR as pedagogy, we introduce the concept of course-based action research (CBAR) developed by Hofman and Rosing (2007) as an umbrella term that incorporates elements of community-based research (CbR), service-learning and participatory action research (PAR). This discussion will be followed by presentation of a case study from Chicago that builds on CBAR within a single course or discipline to develop multi-disciplinary CBAR projects. Efforts to connect faculty and students from multiple disciplines to long-term CBAR initiatives offer numerous challenges (Rosing and Hofman 2010; Weinberg, 2003). Not the least of these challenges involves the logistics of coordinating a research agenda across multiple courses with diverse learning goals over multiple academic terms. The case study therefore illustrates how significant investments are necessary on the part of higher education institutions in order to produce impactful multidisciplinary CBAR projects. Following the case study, an outline highlighting benefits and challenges of conducting this type of teaching and research will be presented for discussion. Participants will be asked a set of guided questions in order to illustrate how multidisciplinary, multi-year CBAR initiatives might be implemented within their own institutions. This workshop is specifically geared toward teacher-scholars who seek to develop action research agendas that incorporate service learning and community-based scholarship. We place a special focus on maneuvering through power relations within institutions of higher education and community partners. Participants will leave this session with a set of tools and approaches for designing multidisciplinary CBAR projects within changing sociopolitical contexts.