

Action Research



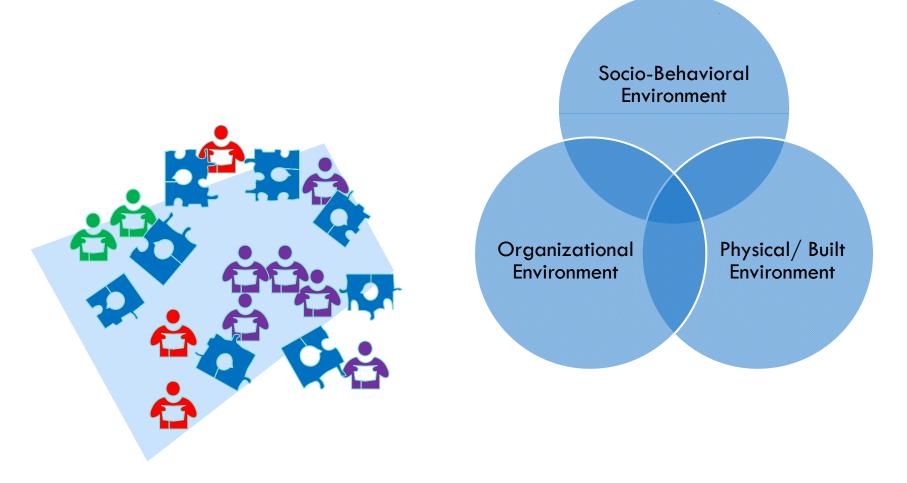




Arguments for Action Research

- Context-centered
- Addresses real world problems
- Taps into knowledge and insights of participants
- Leads to action/implementation
- Can generate new knowledge, new meanings
- Questions that need resolution
 - Are all participants equal?
 - Does everyone have the same knowledge?
 - Who learns? Who benefits?

People-Place Relationships



Example/Children's Environments

Characteristics of young people, including their perceptions, attitudes, competencies

Relationships between young people, youth and adults

Activities, Activity patterns

Informed by theories and models in environmental psychology and behavioral geography

Formal and informal rules that govern young people's behaviors and actions

Institutional structures governing youth action, youth advocacy, and youth engagement

Informed by theories and models in organizational behavior theory, laws (e.g., zoning) as well as religious and cultural norms

Socio-Behavioral

Environment

Buildings Streets Abandoned areas Neighborhoods **Ambiance**

Scale Complexity

Objects

Informed by theories of architecture and urban design (e.g., theories of city form, space syntax, defensible space)

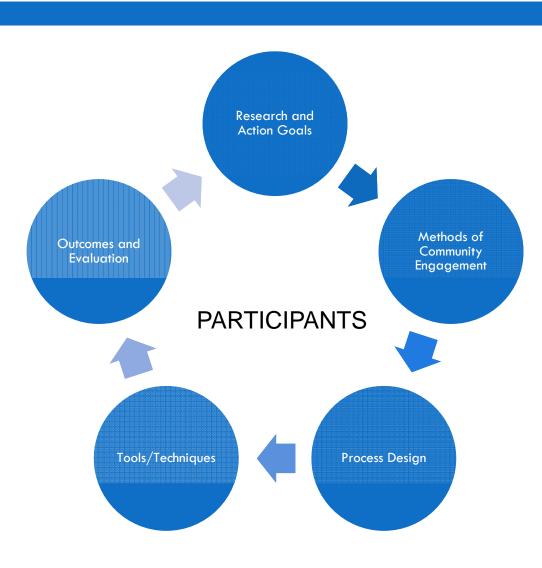
Organizational Environment

Physical/Built Environment

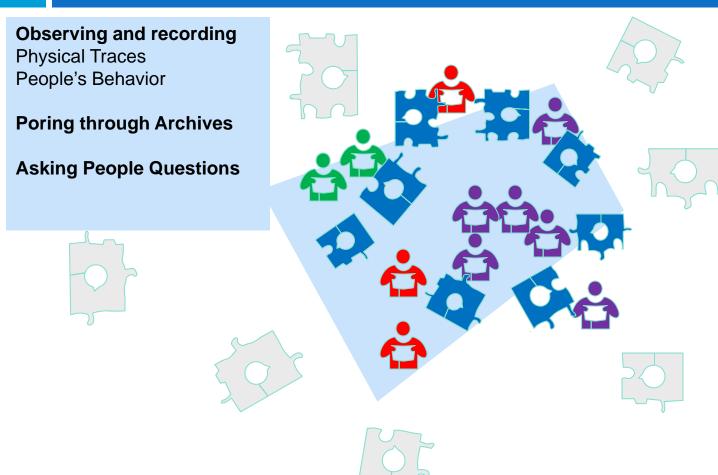
Participatory Action Research (PAR)

- Develops the capacity of participants to organize, analyze and discuss concepts related to the particular endeavor
- Engages participants in every aspect of the research/investigation, i.e., from goal setting to assessing outcomes
- Develops techniques to incorporate participants views and participant generated data in explaining findings
- Returns data to participants
- In other words, PAR establishes clear linkages between knowledge production and knowledge use

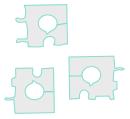
PAR Process



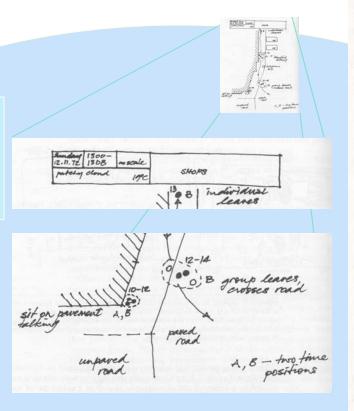
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Gathering/Learning from Data

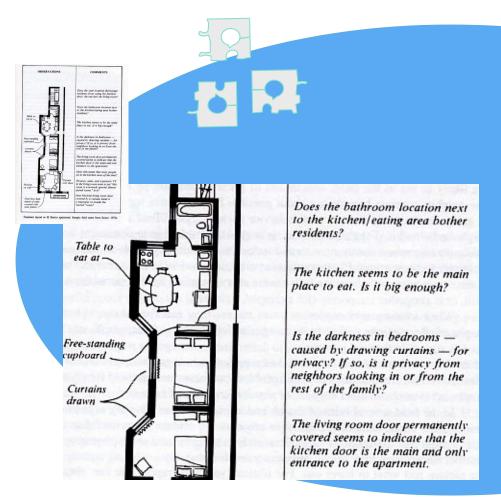


Verbal Descriptions and Diagrams Precoded Checklists Behavior Maps Photographs Videotapes & Movies



RESIDENT ACTIVITIES sleeping	11
	12
sitting, null behavior	13
standing, null behavior	21
sitting, looking around	-
sitting, solo activity	22
standing, looking around	24
standing, solo activity	-
watching T.V.	2.5
talking to self	31
talking to other/s	32
talking to staff	33
sitting, talking to self	41
sitting, talking to other	42
sitting, talking to staff	43
standing, talking to self	44
standing talking to other	4:
standing, talking to staff	40
walking, alone, purpose	5
walking, alone, aimless	53
walking alone, agitated	53
walking, alone, unknown	5
walking with another resident	6
walking, talking with resident	6
walking with staff	6
walking, talking with staff	6
eating/drinking independent	7
eating/drinking with assistance	7
toileting/bathing independent	7.
toileting/bathing with assistance	7
physical aggresion	8
agitated behavior/verbalization	8
tearfulness	8
laughing	8
passive part, small group activity	9
active part, small group activity	9
passive part, large group activity	9
active part, large group activity	9

Observing/Learning from Physical Traces



Recording Observations

Annotated Diagrams
Drawings
Photographs
Checklists

Advantages

- Minimal cost and time
- Do not have to be present
- No particular expertise required

Disadvantages

- Durability
- Activities that do not leave a trace
- Needs to be supplemented with other research techniques

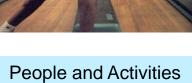
Observing/Learning from Behavior













Who? What? With whom?







Observations can include:









Physical Traces

Leftovers

Erosion

Messages

Adaptations

Presentations of Self

Missing Elements









Acquiring/Diseminating Data

- Formal and Informal Interviews
- Advisory Groups
- Polls and Surveys
- □ Focus Groups
- Visioning
- Charettes
- Participatory Research is always interactive