

# TEACHER PARTICIPATORY ACTION RESEARCH (TPAR)

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## WHAT IS TPAR?

Participatory Action Research (PAR) has been a growing trend in social justice education (Cammarota, J. & Fine, 2009; Morell, 2008; Poon & Cohen, 2011). You might have heard or implemented YPAR-Youth Participatory Action Research (YPAR) in your classes. YPAR “provides young people with opportunities to study social problems affecting their lives and then determine actions to address these problems” (Dimitriadis, 2008). Inspired by PAR and YPAR, Dr. Allyson Tintiangco-Cubales worked with Pin@y Educational Partnerships (or PEP) to develop this thing called Teacher Participatory Action Research-TPAR. In this video we will introduce the foundations of research and PAR and share how we implemented TPAR in our Teacher Circle at Community Responsive Education (CRE).

The purpose of TPAR is really to provide an opportunity for teachers to deepen their understanding of their students, their families, and the communities in which they teach. The application of TPAR has three aims: (1) to understand the issues and experiences of our students to become responsive 2. to co-generate with students a pedagogical approach that centers wellness; and (3) to become more than just a research project for our students, but rather to become a means to build relationships with them and with each other. *In doing TPAR, and providing an example of how we did TPAR on the wellness of youth, we hope to model how this journey can grow a deepened sense of purpose, curiosity, relevance, social awareness, self-awareness, and direction.*

## TPAR STEPS

**Step 1: IDENTIFY** wellness challenges with your students.

- Develop research questions that center students and their wellness. We provided 3 working research questions that we used to guide our CRE TPARs. You are welcome to use these. We also encourage you to personalize or customize your questions to your own classroom or setting with your students.
- Once you have identified your questions, identify research methods that will gather data that will answer your question(s).
- SHARE YOUR QUESTIONS AND METHODS WITH THE STUDENTS AND GET THEIR INPUT. MAKE ADJUSTMENTS BASED ON THEIR FEEDBACK. Then, Gather the data.

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### **Step 2: ANALYZE** the data.

- Explore what the data tells you about the wellness in your classroom or setting. Lean into your intuition to develop some understandings about what you infer from the data.
- Also utilize ethnic studies, educational research, theories and frameworks to inform your analysis.
- SHARE YOUR ANALYSIS WITH THE STUDENTS AND GET THEIR INPUT. MAKE ADJUSTMENTS BASED ON THEIR FEEDBACK.

### **Step 3: PLAN OF ACTION.**

- Plan a lesson, unit, or pedagogical practices that will address the findings of the data. We will provide a process and template to develop a lesson that centers wellness while also developing a RADical community that encourages practices of collective liberation.
- You may even want to consider co-facilitate with your students or having student-run lessons to encourage the development of student agency and bi-directional learning.
- SHARE YOUR PLAN OF ACTION WITH THE STUDENTS AND GET THEIR INPUT BEFORE YOU IMPLEMENT. MAKE ADJUSTMENTS BASED ON THEIR FEEDBACK.

### **Step 4: IMPLEMENT** your lesson, unit, or pedagogical practices.

- We encourage you to record your implementation.

### **Step 5: REFLECT** on your implementation and find the elements that worked and other areas that you may need to improve to better serve the wellness in your classroom or setting.

- We also encourage you to develop a way to gather data from students about their reflection to inform how you improve your practice.
- SHARE YOUR REFLECTIONS WITH THE STUDENTS AND HAVE DIALOGUE ABOUT THEIR REFLECTIONS AS WELL. Discuss how the TPAR will influence or impact future practice.