Special Olympic Community-Engaged Research Project

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Wefald, Andrew (2020). "Special Olympic Community-Engaged Research Project," *Center for Engagement
and Community Development.* https://newprairiepress.org/cecd/engagement/2020/3

<h1 style="text-align:center">Special Olympic Community Engaged Research Project</h1>

The Staley School of Leadership studies will partner with the Manhattan Special Olympic group for a community engaged scholarship project.

This project will be designed and conducted with our community partners. The partners will decide together what they deem important to be researched, how to conduct the research, and be involved in the decision making of every other stage of the project. This project will lead to a co-creation of knowledge that transcend the academy, known as transdisciplinary scholarship. This is the kind of knowledge that is created not just across disciplines (multi-disciplinary), but beyond the disciplines by involving the community.

This way of creating knowledge is aligned with the democratic education as well as community engaged scholarship. The proponent of community engaged scholarship Boyer (1996) argues that the community has lost confidence in the academy and this project will be a response to restoring the confidence of the public to the academy, at least on a small scale. Community engaged scholarship benefits the academy and the community, and the knowledge is produced in a manner that is accessible to the communities it is created for. The new scholarship must be action research so it can be applicable and generate change in the community (Schon, 1995). The civic and academic health of every culture is enriched when scholars and practitioners listen to each other and work together. The work of the community as well as the academy must be intertwined and connected so that society makes progress on important issues.

The goal of this project is to develop a true community engaged research project. Our first step is to gather as many of the Manhattan Special Olympic stakeholders as possible together and conduct a guided facilitation with the goal of generating research questions, directions, and to uncover some of the issues they want to make progress on. We are looking for feedback on our facilitation guide. Does it uphold the values of Community Engaged Scholarship? Are we asking the right questions? Is this the right approach? What are some alternatives? Etc.

References

Boyer, E. (1996). The scholarship of engagement. Journal of Public Service and Outreach, 1(1), 11-20.

Schön, D. A. (1995). Knowing-in-action: The new scholarship requires a new epistemology. Change: The Magazine of Higher Learning, 27(6), 27-34.

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Initial facilitation guide and structure

Introduction of the project and process. We want to be transparent: We have created an outline for this facilitation and will provide some background on the community engaged approach to research.

Ground rules from the Institute for Civic Discourse and Democracy, Principles of Civic Discourse

- Seek understanding and common ground
- Expect and explore conflicting viewpoints
- Give everyone an opportunity to speak
- Listen respectfully and thoughtfully
- Offer and examine support for claims
- Appreciate communication differences
- Stay focused on issues
- Respect time limits

Discussion questions

Who is in the room?
Who is not in the room?
Who needs to be here?
What expertise do we need?

What is vital to the growth and sustainability of the organization?
What values drive people to engage with the organization?
What needs to be done?
What do we want to happen?
What are some potential research questions?
What issues would you like to make progress on?

Who are the stakeholders? Are they appropriately represented?
What are the conflicts between stakeholders? Do we have conflicting viewpoints on anything?
What are the needs of the group? What are the resources of the group?
What's technical? What's adaptive?

What does a faction map look like?

Who wants to be involved as the project moves forward, i.e. be part of the research team? How often should we check in with or report back to the larger group?