

Re-claiming/framing Scholarship

Engaging college students with Intellectual Disabilities as co-researchers and academic experts



Step 3: Data analysis
(MDS, Cluster)



Step 4: Interpreting the data



**↑
Informs**



Step 1: Brainstorming
(Creating response statements)

Step 2: Sorting and Ranking



Determining priorities for program development



Jackson, K. & Trochim, W. (2002). Concept mapping as an alternative approach for the analysis of open-ended survey responses, *Organizational Research Methods*, 5 (4), 307-336.

Group Concept Mapping

Community Engaged Research

Arts-Based Research

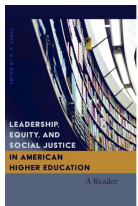
STEPS for Poetic Analysis

**←
Informs**



1. Participant interviews transcribed
2. Student participants presented with transcripts to highlight portions that they thought were significant in relation to research questions
3. The highlighted information transferred to a new document to construct a "found data poem", taking in to account poetic conventions
4. Students reviewed final product, made changes as desired

**Experts
Researchers
Scholars**



Harrington, L. (2017). *Unrestricting the imagination: community engaged research involving college students with intellectual disabilities and implications on scholarship, postsecondary programming and pedagogy in higher education* (Doctoral dissertation). Retrieved from https://libres.uncg.edu/ir/uncg/f/Harrington_uncg_0154D_12188.pdf

RESEARCH ?
Collectively Designed

How do students define personal growth in college, and are they getting what they need to achieve growth?

THEMES

- Critical Consciousness
- Career/Financial Stability
- Interdependence

- Social Justice
- Path to valued roles
- What all students want

Strand, K. (2000). Community-based research as pedagogy, *Michigan Journal of Community Service Learning*, (fall), 85-96.

"Partnership of student, faculty and community members who collaboratively engage in research with the purpose of solving a pressing community problem or effecting social change (Strand, 2003, p.3)

Non-traditional approaches to research that emphasize multiple points of entry/voices, mixed methods, and a process of inquiry that is responsive and everchanging to ensure that students with ID are seen as