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Collaborative co-design for community change

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Collaborative co-design for community change

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Introduction:

We are enhancing impact by engaging stakeholders to promote collaboration so that all members became engaged in co-designing actions and fostering agency.

This allows individuals, teams, and organizations to establish meaningfully sustainable partnerships that can achieve effective change at scale, through collaborative community involvement.

Aim:

Our presentation will discuss the several large-scale collaborative concepts like partnership alignment, collective impact, and collaborative infrastructure as they relate to collaborative change initiatives. These actions can be applied on a small scale at the individual level across an entire organization or at the system level involving multiple organizations.

In addition, the role of effective communication and its impact on the various types of collaboration will be discussed. Finally, the collective action of individuals and organizations co-designing solutions to share community problems will be examined.

Objectives:

1. Participants will be able to identify actions necessary for stakeholder engagement and effective co-design.
2. Participants will take away a working methodology for evaluating partner potential
3. Participants will gain a working understanding of how sustainability is related to collaborative change.

Key words: Collaborative change, partnerships, co-design

Power point transcript

Engaging programs subtitle slide

Image of the LIFE program

Cascade diagram of our original assumption of the process moving from: Collective Impact, to Backbone to Collaboration and Communication

You are not doing Co-design if you are Presiding or Prescribing slide

Collaborative Co-design subtitle slide

Affinity Groups:

Based upon a common characteristic that is intrinsic to the members that they identify with (e.g. religious, gender, cultural etc.)

Interest Groups:

Based upon a chosen topic that the members hold in common.

Stakeholders:

Anyone who will have a resulting impact from a situation decision or action.

Stakeholders overlap subtitle slide

Consubstantial stakeholders

Investors and associates, by virtue of their financial interest.

Contractual stakeholders

Suppliers and consumers or customers, by virtue of their business relationship
Managers and collaborators, by virtue of their employment relationship.

Contextual stakeholders

Authorities governmental and legislative, by virtue of the regulatory and legal environment.

Social organizations and communities in which the company operates, by virtue of its public image and moral credibility.

Competitors, by virtue of the market environment.

The environment, by virtue of the sustainability of present and future resources.

Evaluating partner potential subtitle slide

A Venn diagram of

- Interest
- Availability
- Knowledge

A Venn diagram of

- I need to know about what you do
- I need to have time for you
- I need to have interest in what you are doing

Collective Impact Intersection subtitle slide

Growing circles diagram with the questions:

- Why?
- How?
- What?

Relationship diagram of the questions

Un-aligned subtitle slide

Comparative growing circles diagrams

Semi-aligned subtitle slide

Comparative growing circles diagrams

Aligned subtitle slide

Comparative growing circles diagrams

Collaboration is more than being a backbone organization subtitle slide

Cascading diagram of the process from:

- Collaboration and Communication
- Collaborative Infrastructure
- Collective Impact

5 Elements of Collective Impacts subtitle slide

- Common Agenda
- Mutually Reinforcing Activities
- Continuous Communication
- Shared Measurement,
- Backbone Support

You have to do the work! subtitle slide

Program theory Venn diagram

7. Program theory

- 0. SITUATION
- 1. PROBLEM OR ISSUE STATEMENT
- 2. COMMUNITY NEEDS/ASSETS
- 3. DESIRED RESULTS (OUTPUTS, OUTCOMES AND IMPACTS)
- 4. INFLUENTIAL FACTORS
- 5. STRATEGIES
- 6. ASSUMPTIONS

Additional resources

Curriculum Instructional Design: Critical Learning Path and Constructive Alignment (Lipuma and Leon 2020a).

Curriculum Instructional Design: Importance of Critical Reflection (Lipuma and Leon 2020b)

Curriculum Instructional Design: Interacting (Lipuma and Leon 2020c)

Curriculum Instructional Design: Making Sense of your Lesson Layouts (Lipuma and Leon 2020d).

Curriculum Instructional Design: Pedagogical Content Knowledge (Lipuma and Leon 2020e).

Curriculum Instructional Design: PIERS Planning Process (Lipuma and Leon 2020f).

Curriculum Instructional Design: Planning for Institutions and Educational Systems (Lipuma and Leon 2020g)

Curriculum Instructional Design: Scope of Work (Lipuma and Leon 2020h).

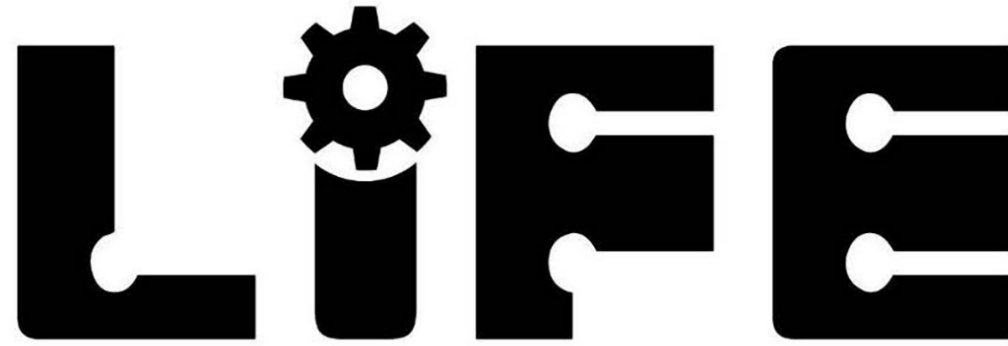
Curriculum Instructional Design: The Interface (Lipuma and Leon 2020i).

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NJIT

New Jersey Institute
of Technology



Leadership & iSTEAM for Females in Elementary School

Collaborative co-design for community change

NSF INCLUDES Award No 1744490

James Lipuma, PhD; Director of Collaborative for Leadership, Education, and Assessment Research

Cristo Leon, MBA; Director of Research for the College of Science and Liberal Arts

Aim:

Our presentation will discuss the several large-scale collaborative concepts like **partnership alignment**, **collective impact**, and **collaborative infrastructure** as they relate to collaborative change initiatives. These actions can be applied on a small scale at the individual level across an entire organization or at the system level involving multiple organizations.

Objectives:

1. Participants will be able to identify actions necessary for stakeholder engagement and effective co-design.
2. Participants will take away a working methodology for evaluating partner potential
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Engaging programs



LIFE

Leadership & iSTEAM for Females in Elementary School



Collective Impact

```
graph TD; A[Collective Impact] --> B[Backbone]; B --> C[Collaboration and Communication];
```

The diagram consists of three blue rounded rectangular boxes arranged vertically. The top box contains the text 'Collective Impact'. A light blue downward-pointing arrow connects the bottom right corner of this box to the top right corner of the middle box. The middle box contains the text 'Backbone'. Another light blue downward-pointing arrow connects the bottom right corner of the middle box to the top right corner of the bottom box. The bottom box contains the text 'Collaboration and Communication'.

Backbone

Collaboration and
Communication

*You are not doing Co-design if you
are Presiding or Prescribing*

Collaborative Co-design

Affinity Groups:

- Based upon a common characteristic that is intrinsic to the members that they identify with (e.g. religious, gender, cultural etc.)

Interest Groups:

- Based upon a chosen topic that the members hold in common.

Stakeholders:

- Anyone who will have a resulting impact from a situation decision or action.

Stakeholders overlap

Consubstantial stakeholders

- Investors and associates, by virtue of their financial interest.

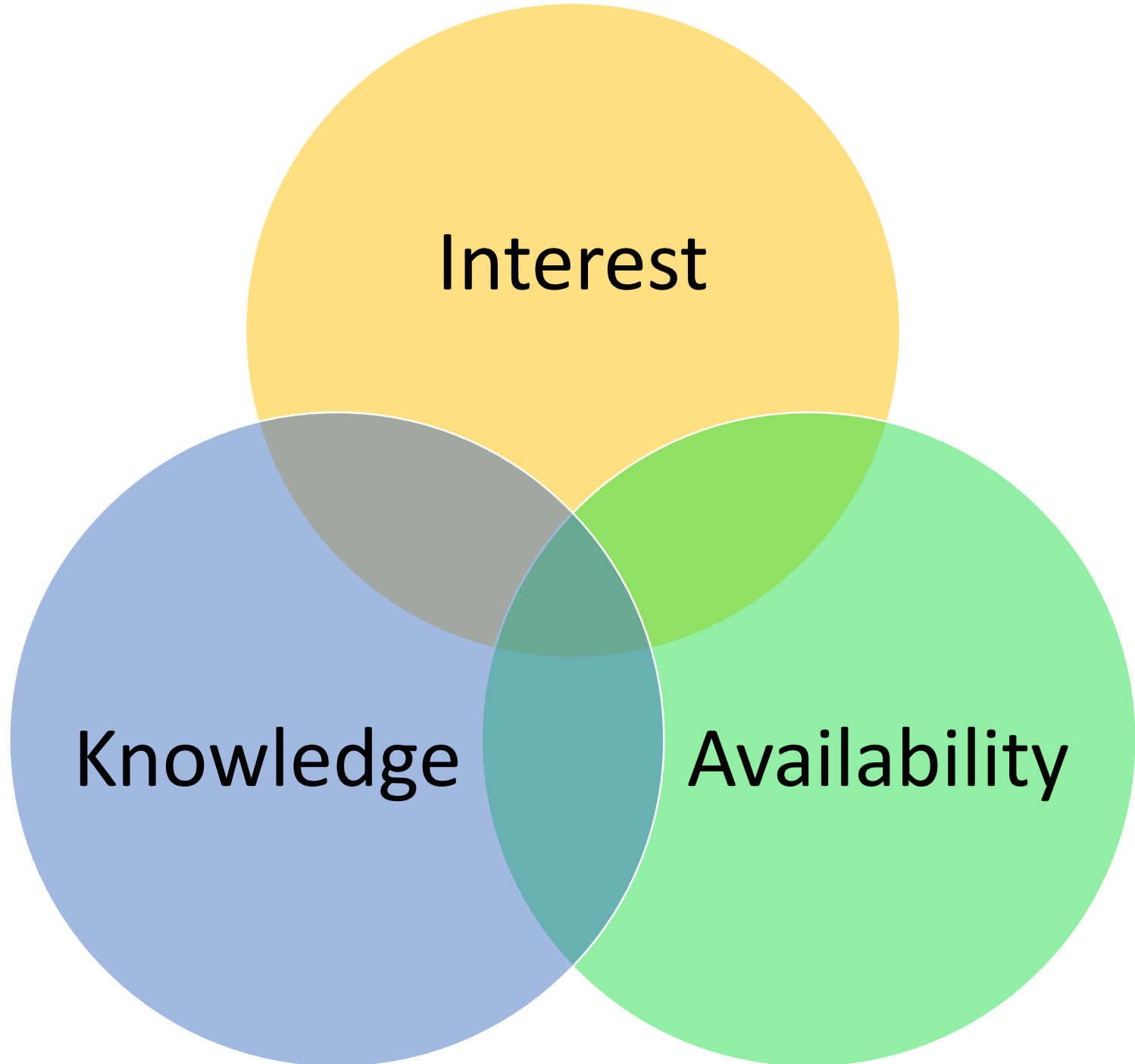
Contractual stakeholders

- Suppliers and consumers or customers, by virtue of their business relationship.
- Managers and collaborators, by virtue of their employment relationship.

Contextual stakeholders

- Authorities governmental and legislative, by virtue of the regulatory and legal environment.
- Organizations social and communities in which the company operates, by virtue of its public image and moral credibility.
- Competitors, by virtue of the market environment.
- The environment, by virtue of the sustainability of present and future resources.

Evaluating partner potential



Interest

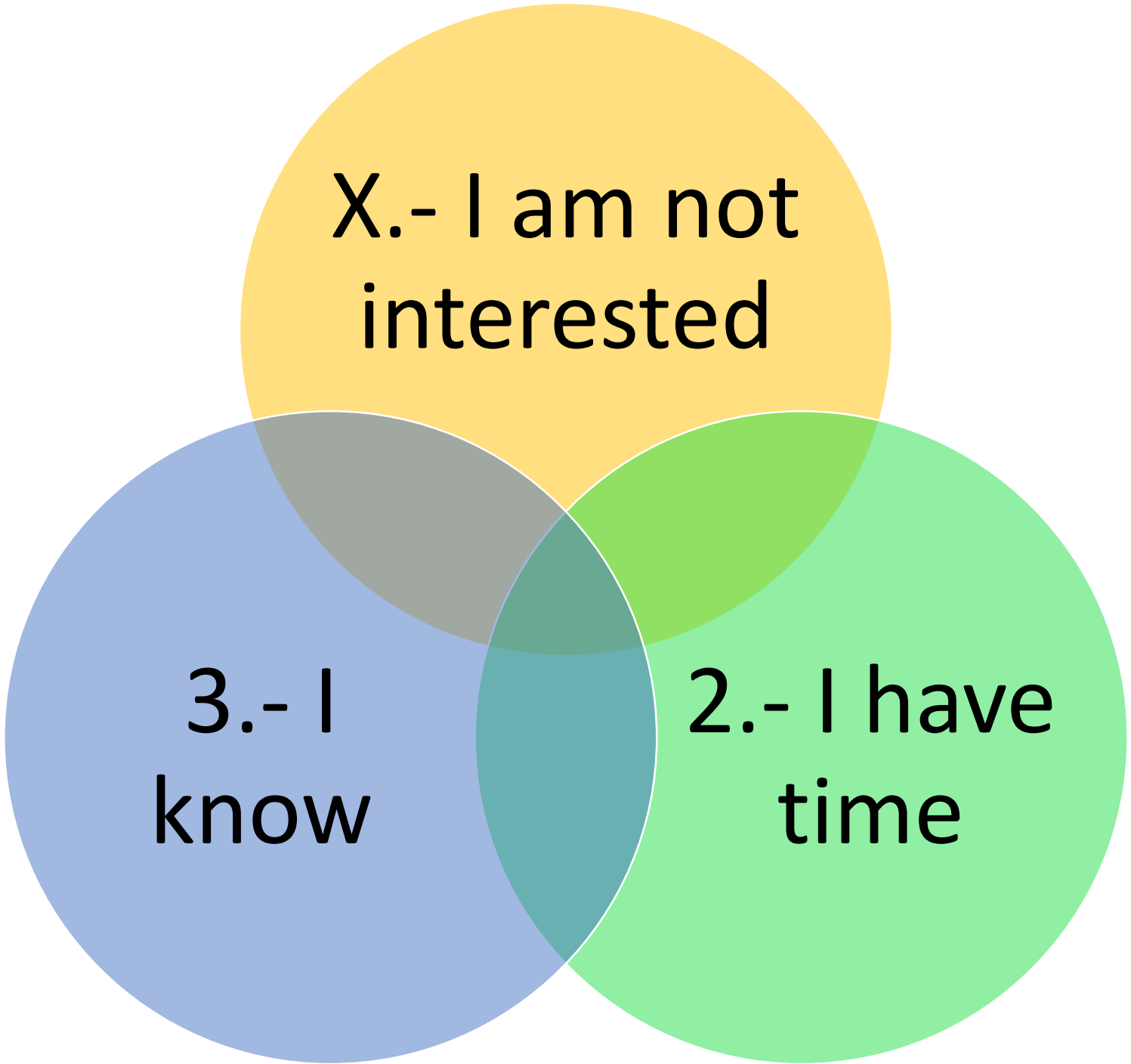
Knowledge

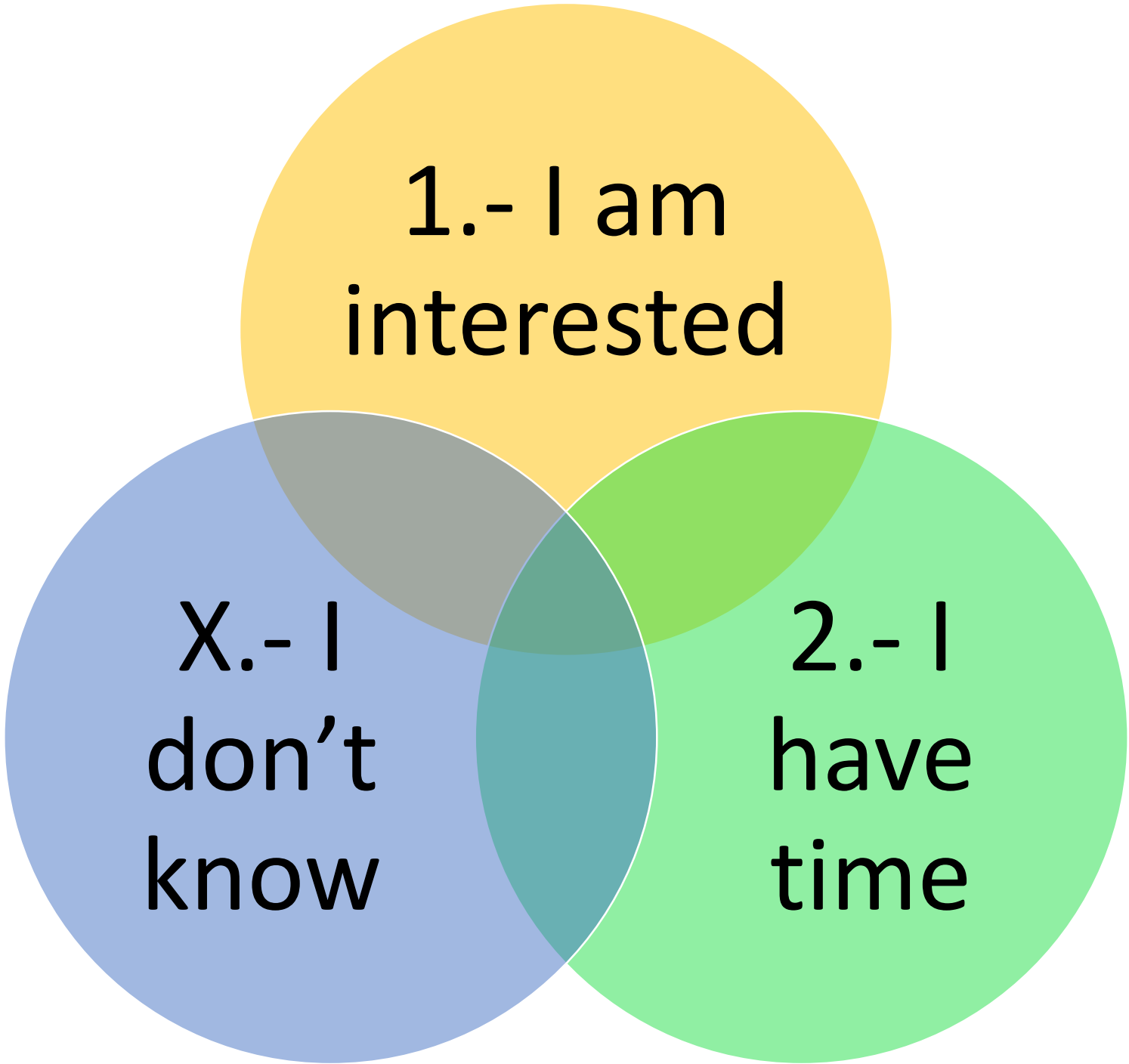
Availability

I need to know
about what you
do

I need to
have interest
in what you
are doing

I need to
have time
for you

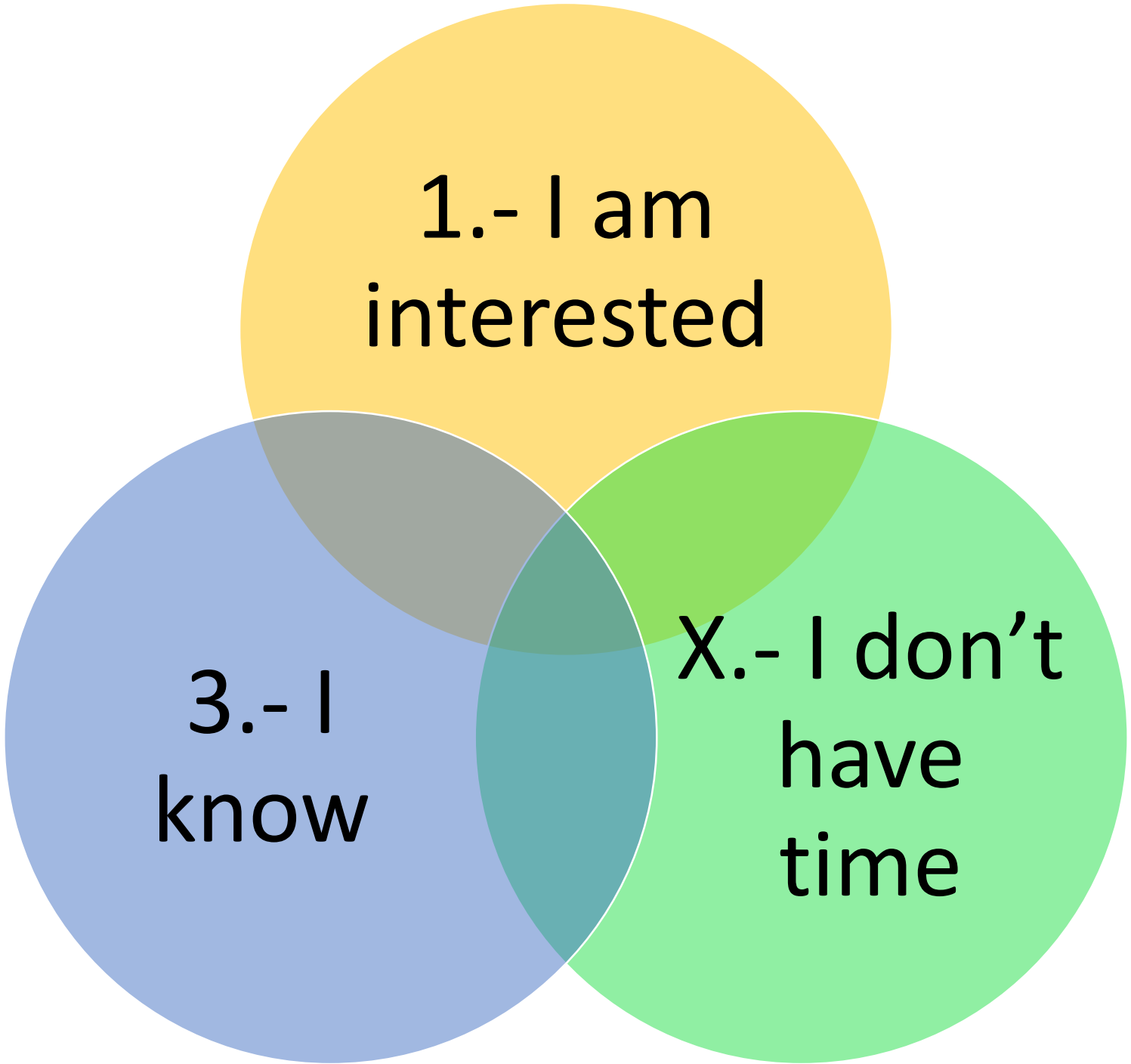


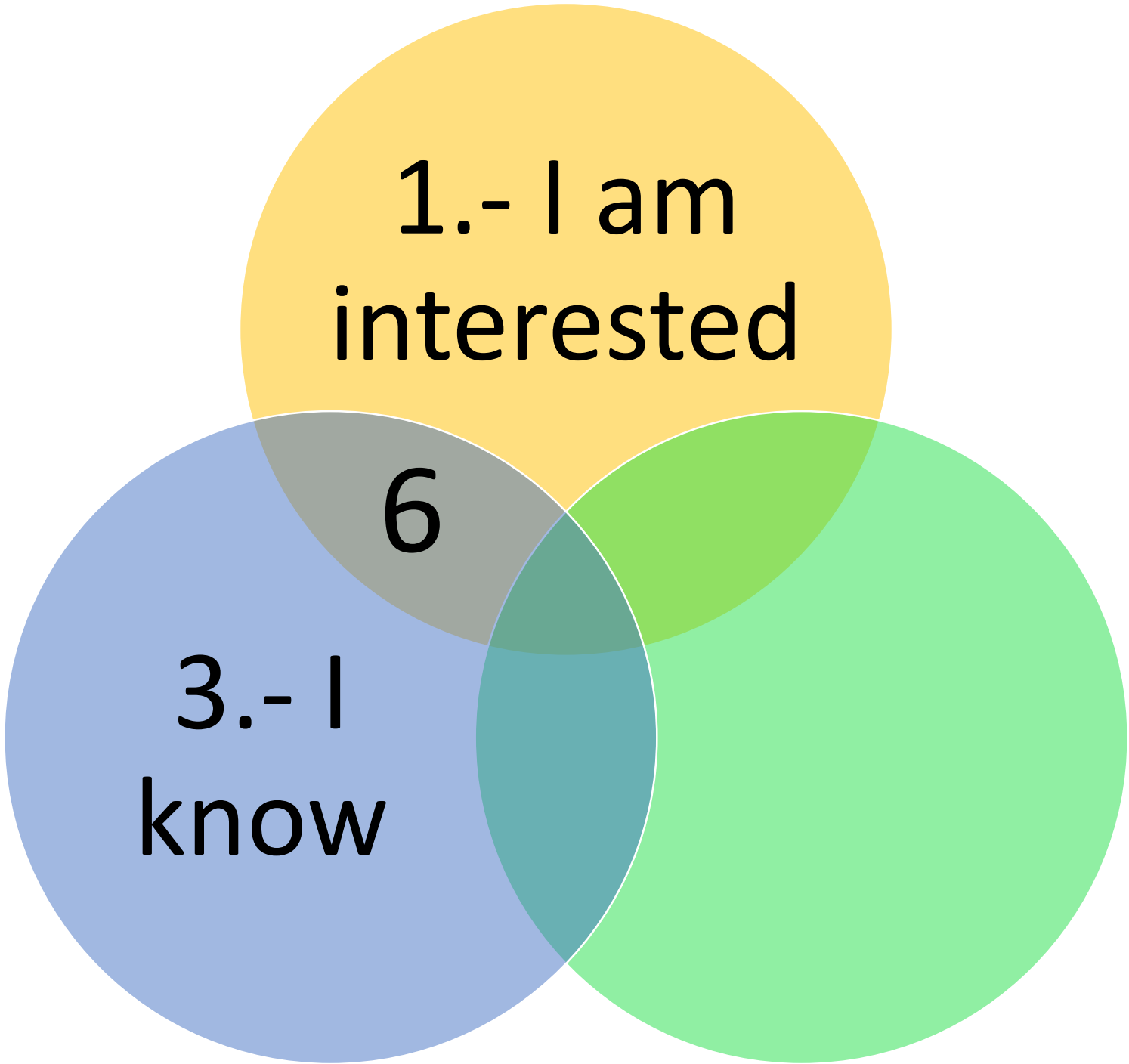


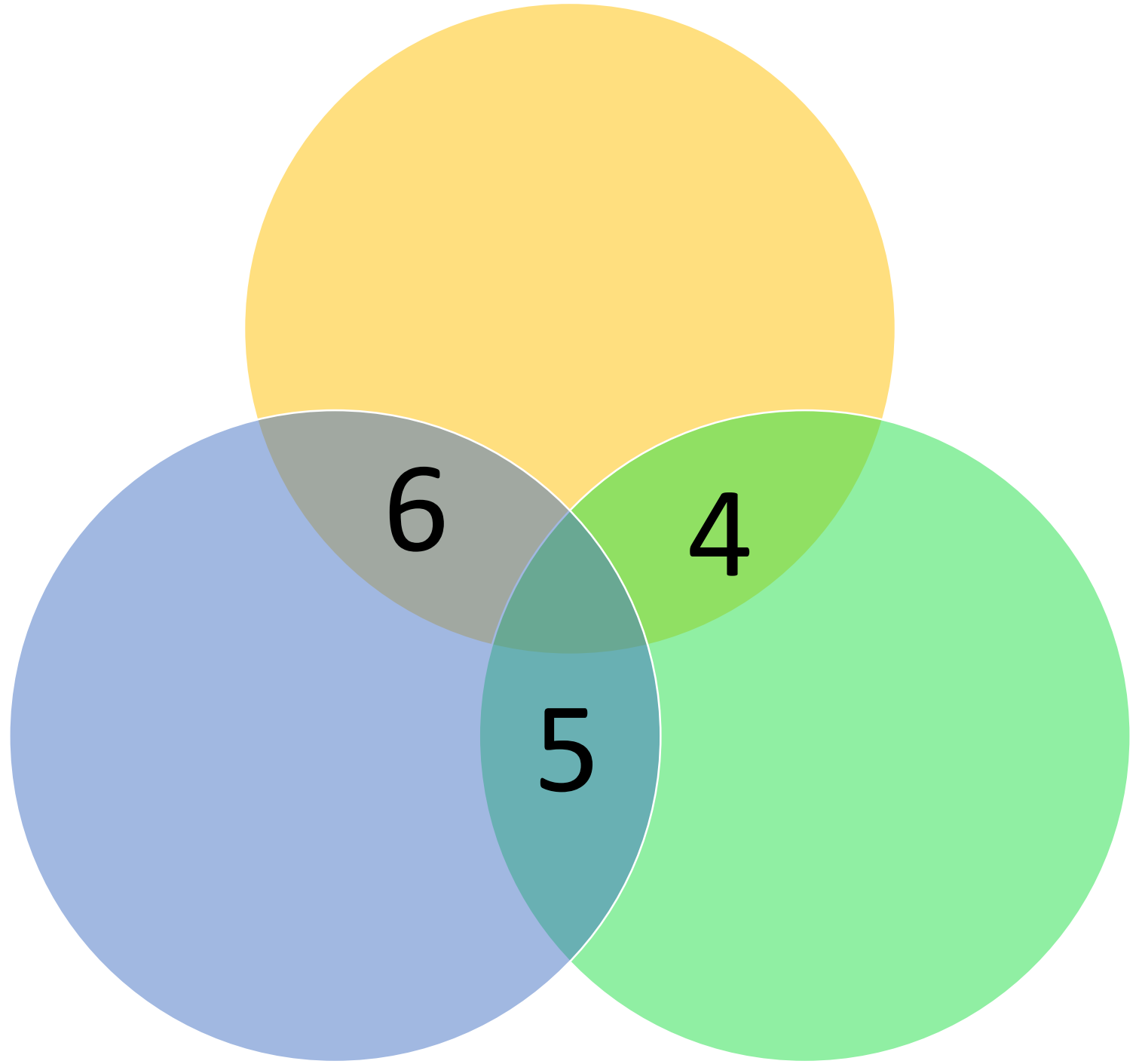
1.- I am
interested

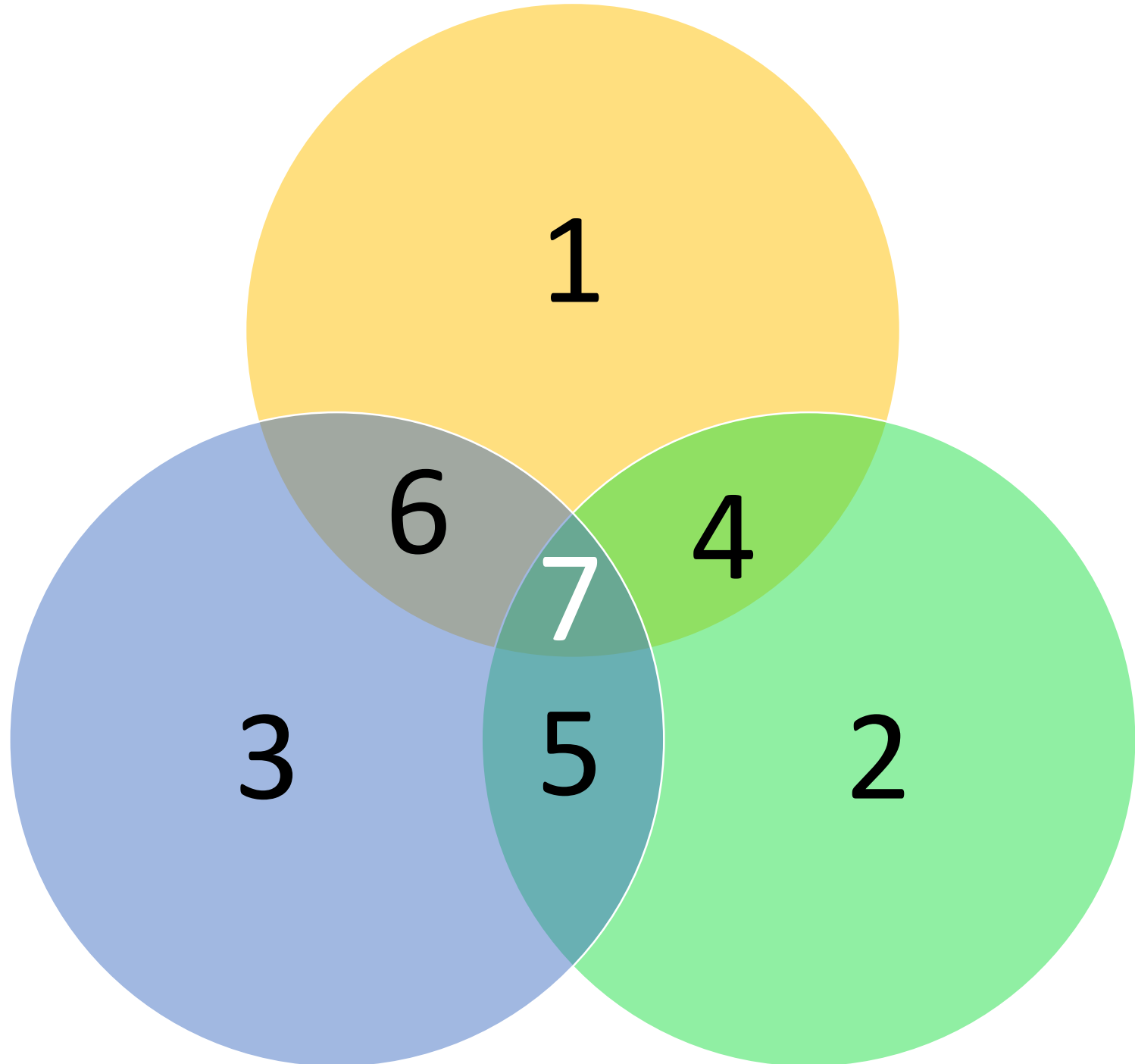
X.- I
don't
know

2.- I
have
time

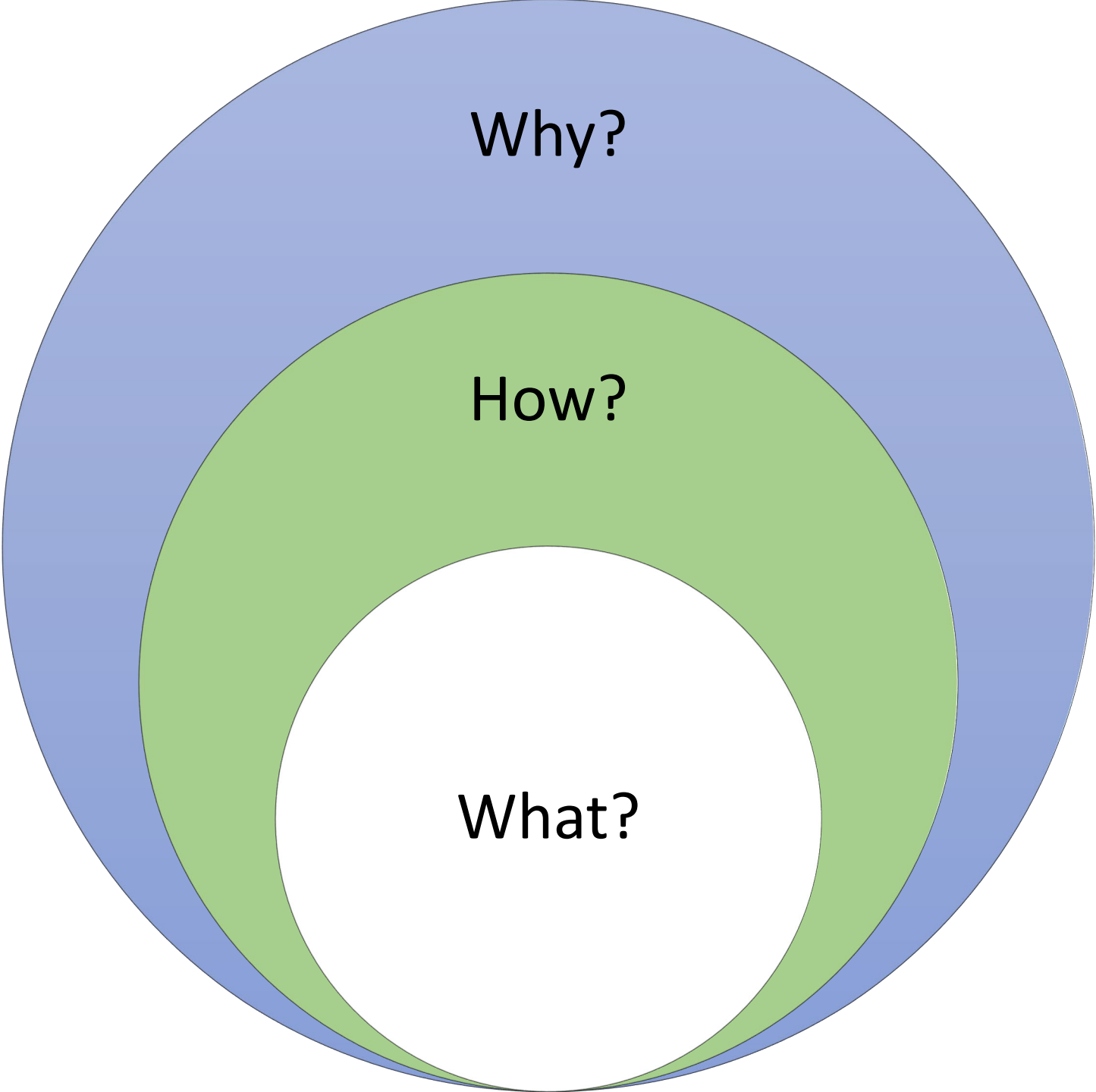








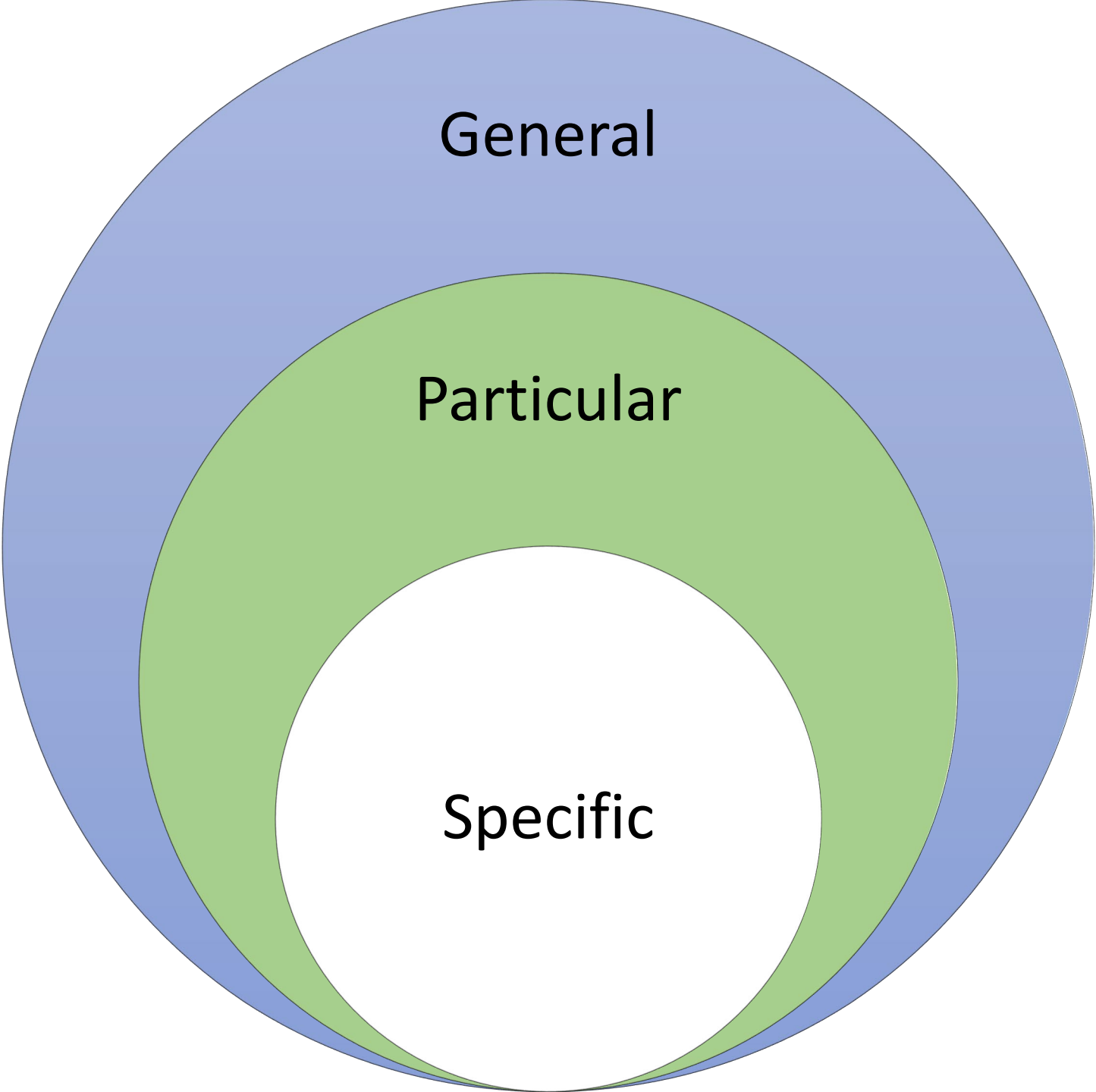
Collective Impact Intersection



Why?

How?

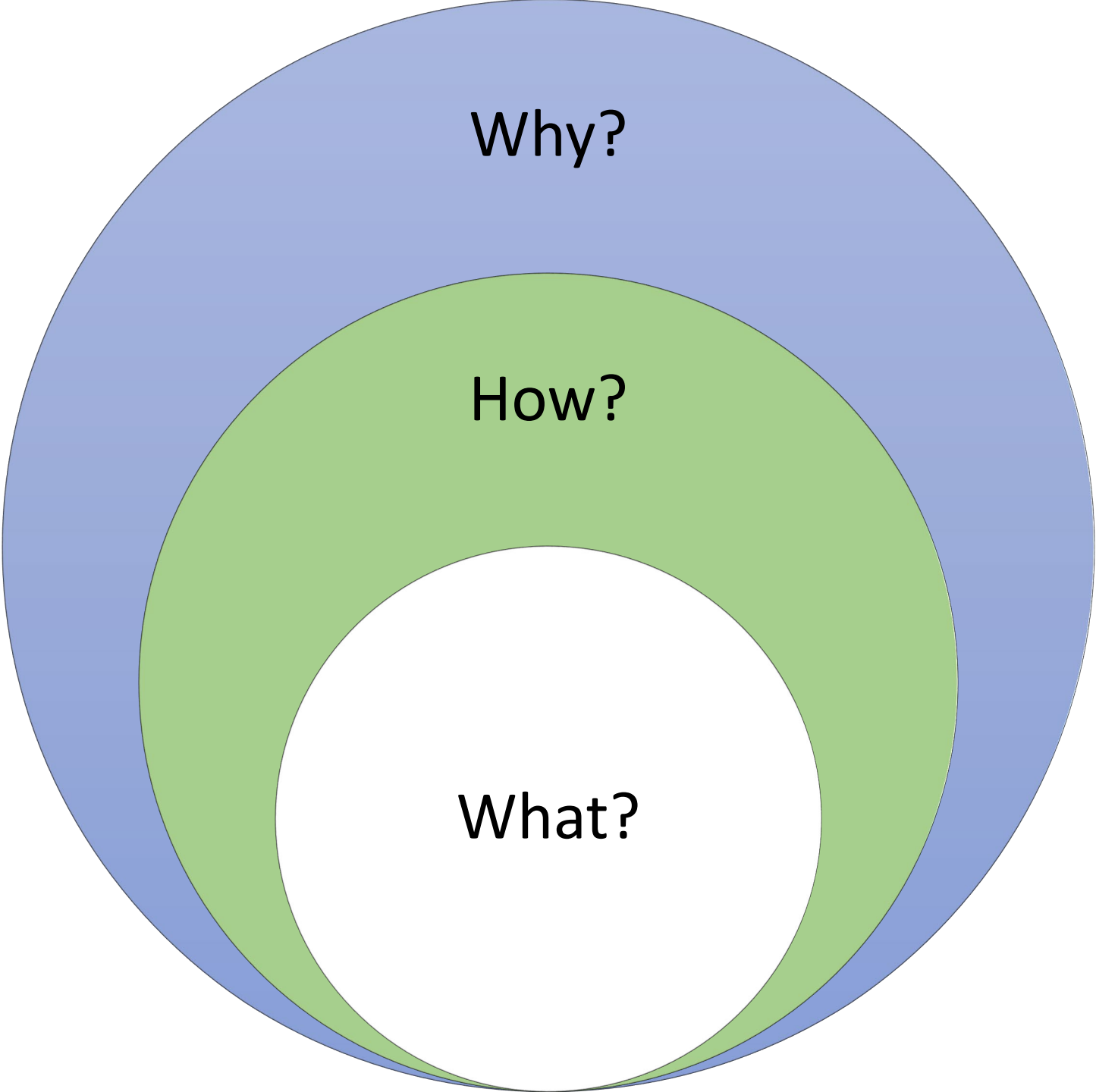
What?



General

Particular

Specific



Why?

How?

What?

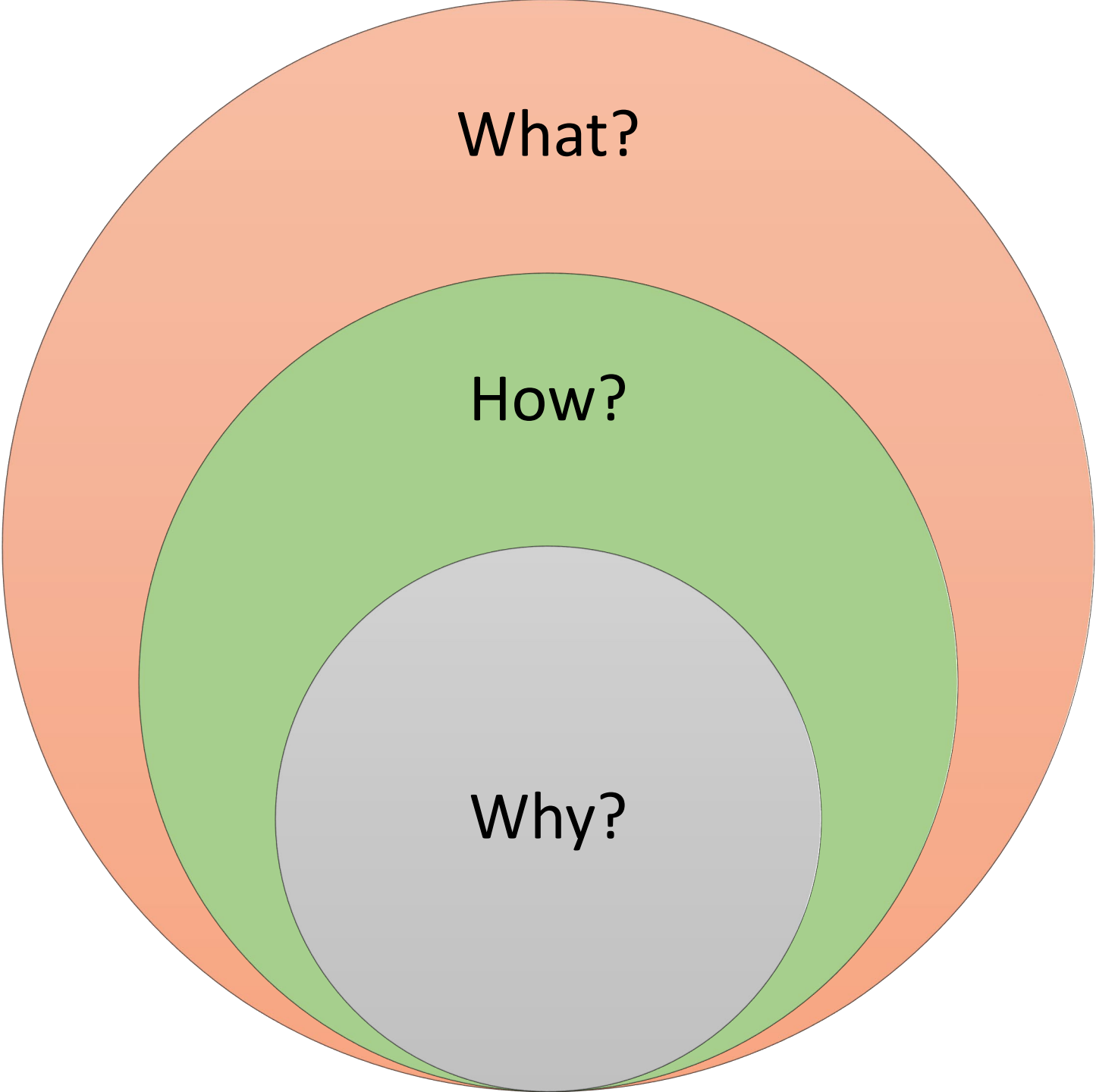
What?



How?



Why



What?

How?

Why?

Why?



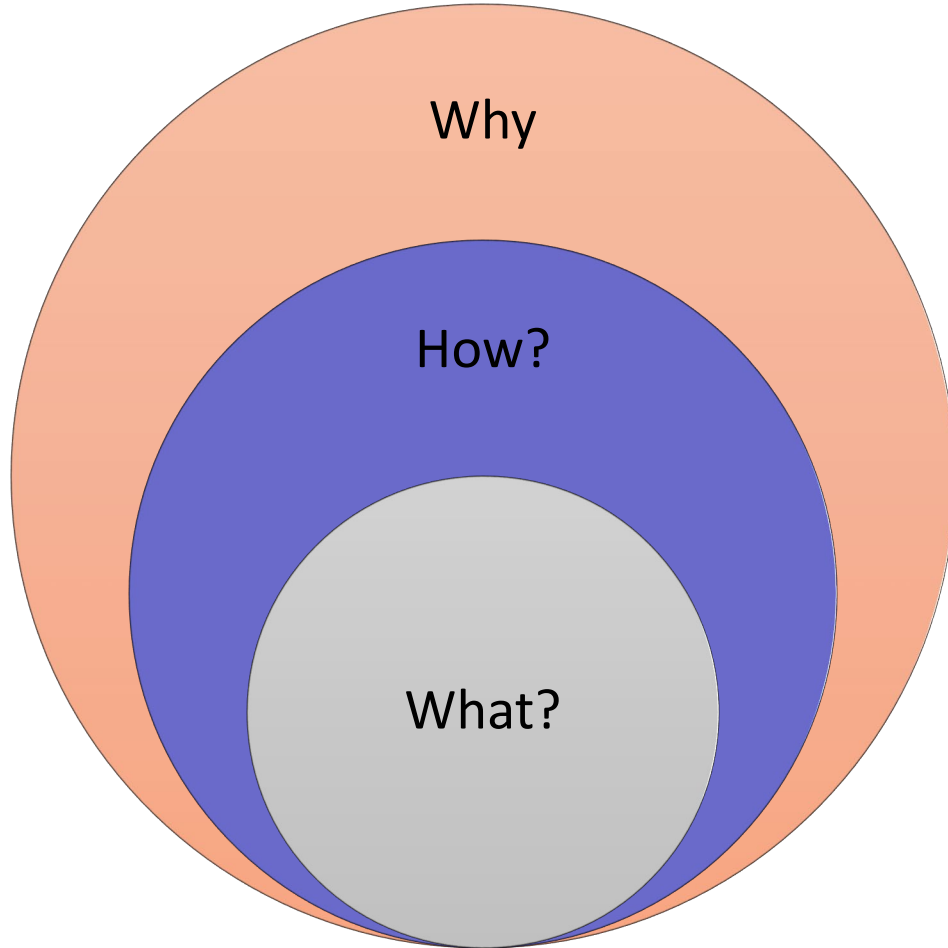
How?



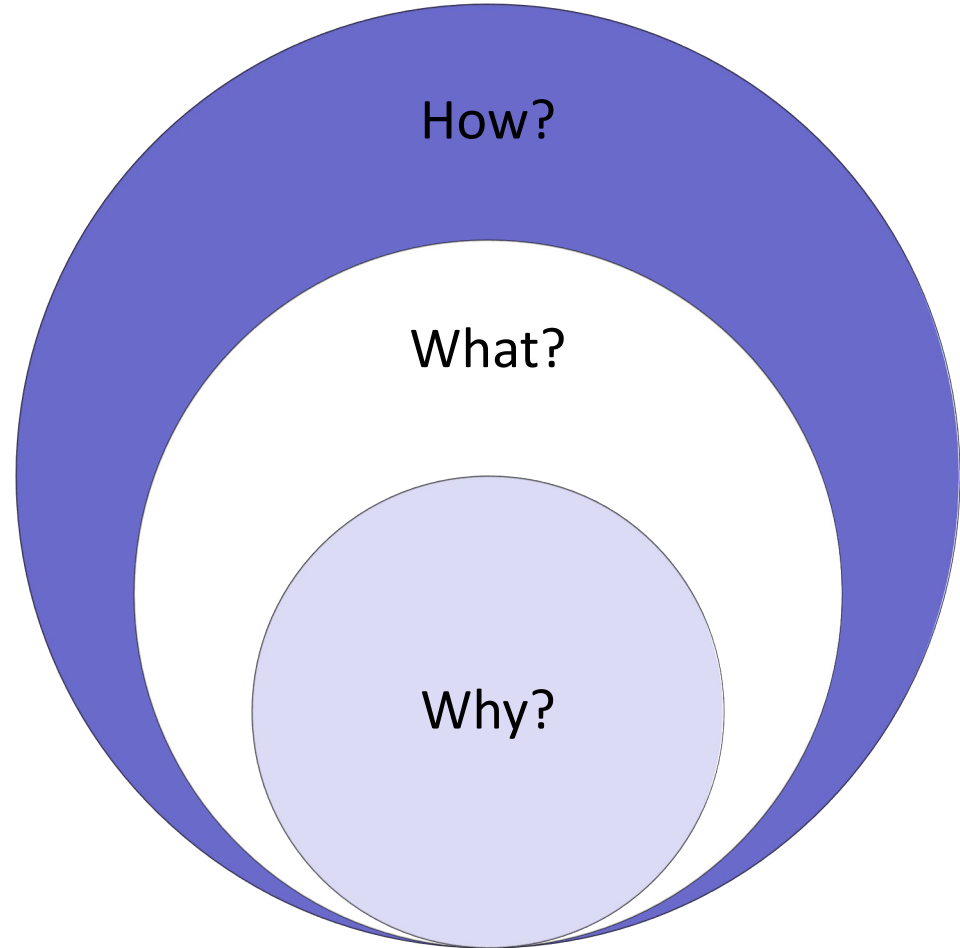
What?

Un-aligned

A

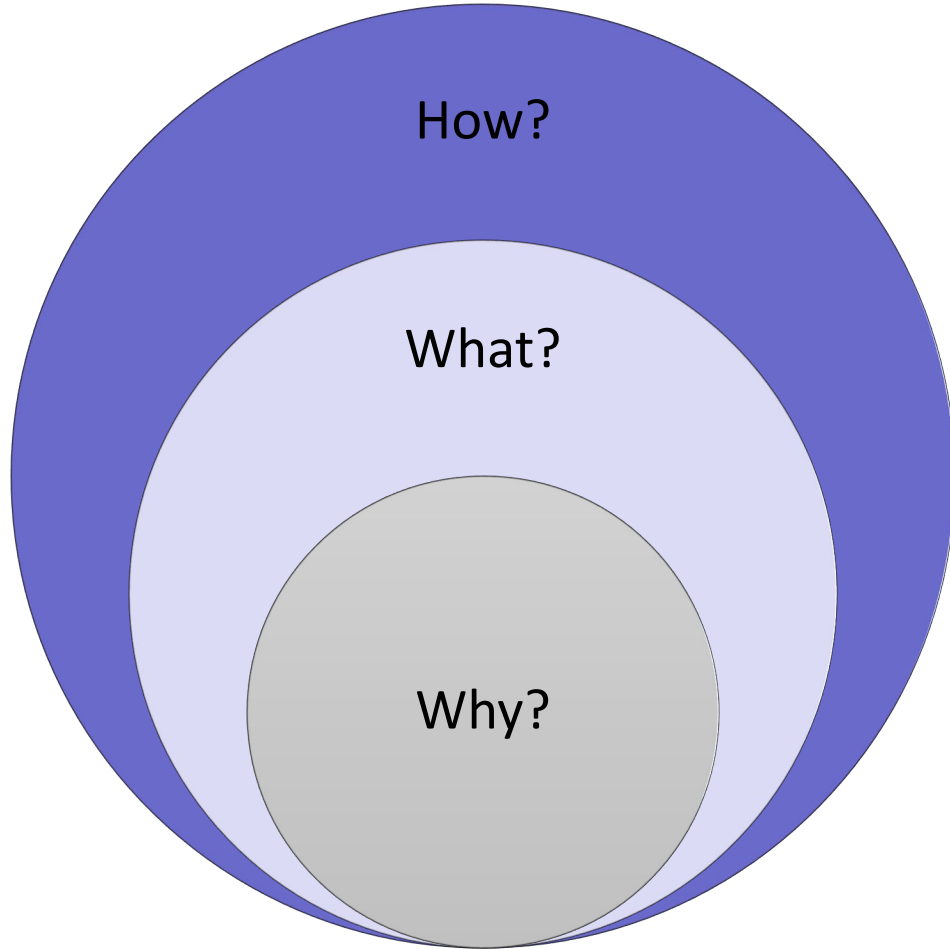


B

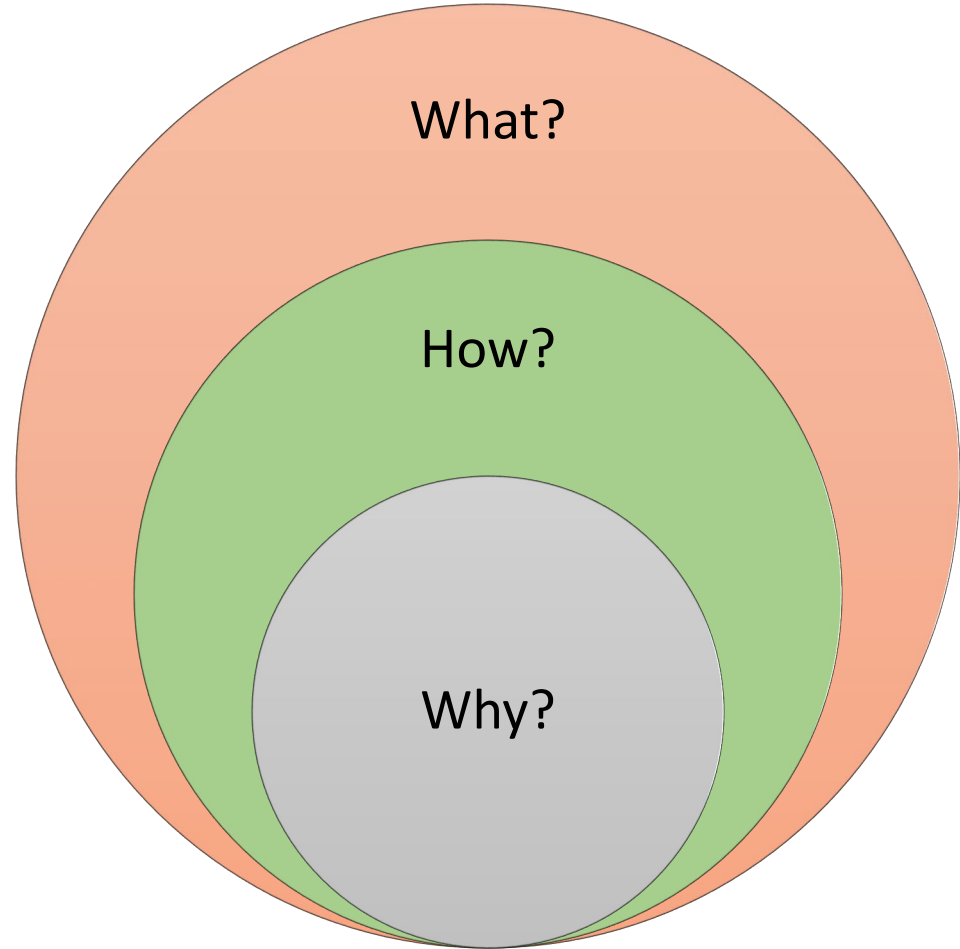


Semi-aligned

A

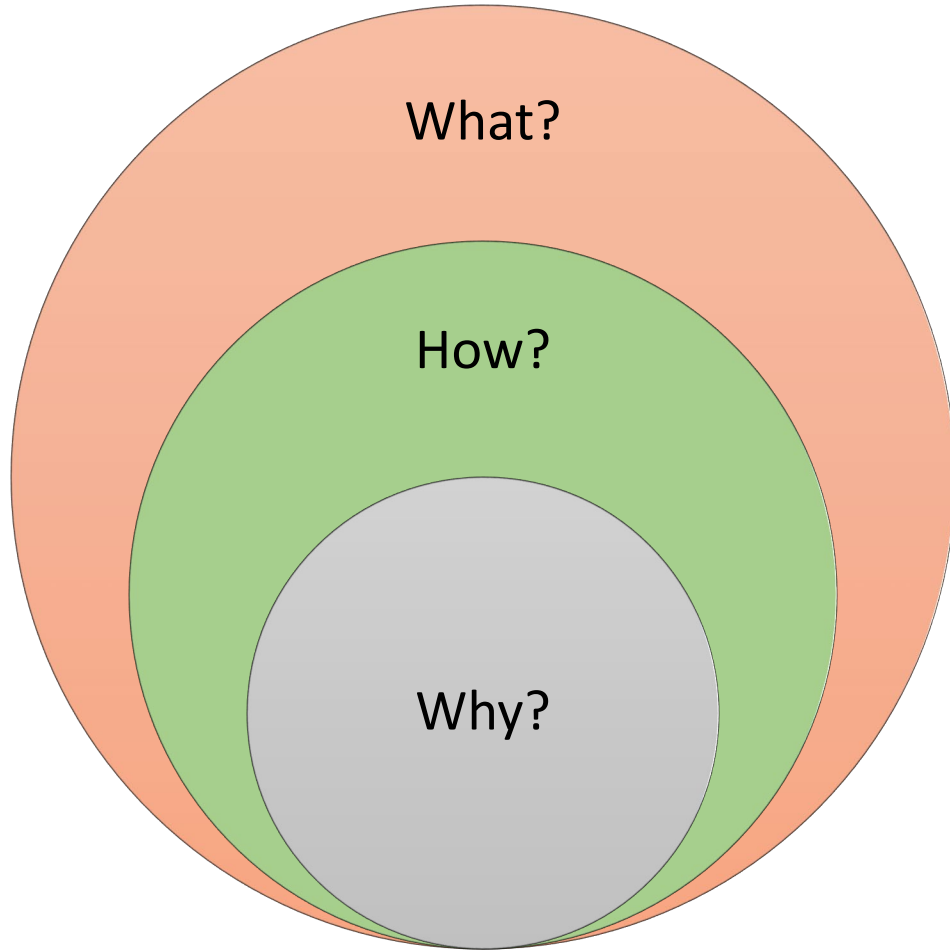


B

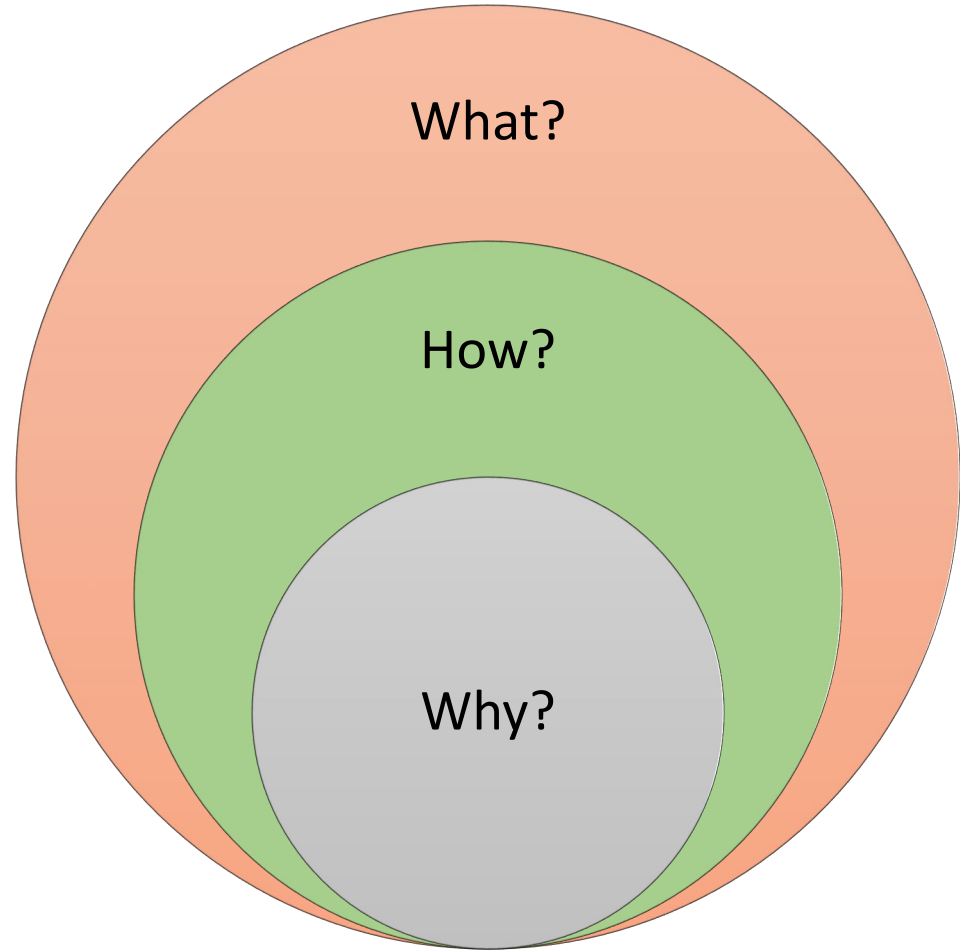


Aligned

A



B



*Collaboration is more than being
a backbone organization*

Collaboration and
Communication



```
graph TD; A[Collaboration and Communication] --> B[Collaborative Infrastructure]; B --> C[Collective Impact];
```

Collaborative
Infrastructure

Collective Impact

5 Elements of Collective Impacts

Common Agenda

Mutually Reinforcing Activities

Continuous Communication

Shared Measurement,

Backbone Support

You have to do the work!

7. Program theory

0. SITUATION

1. PROBLEM OR ISSUE STATEMENT

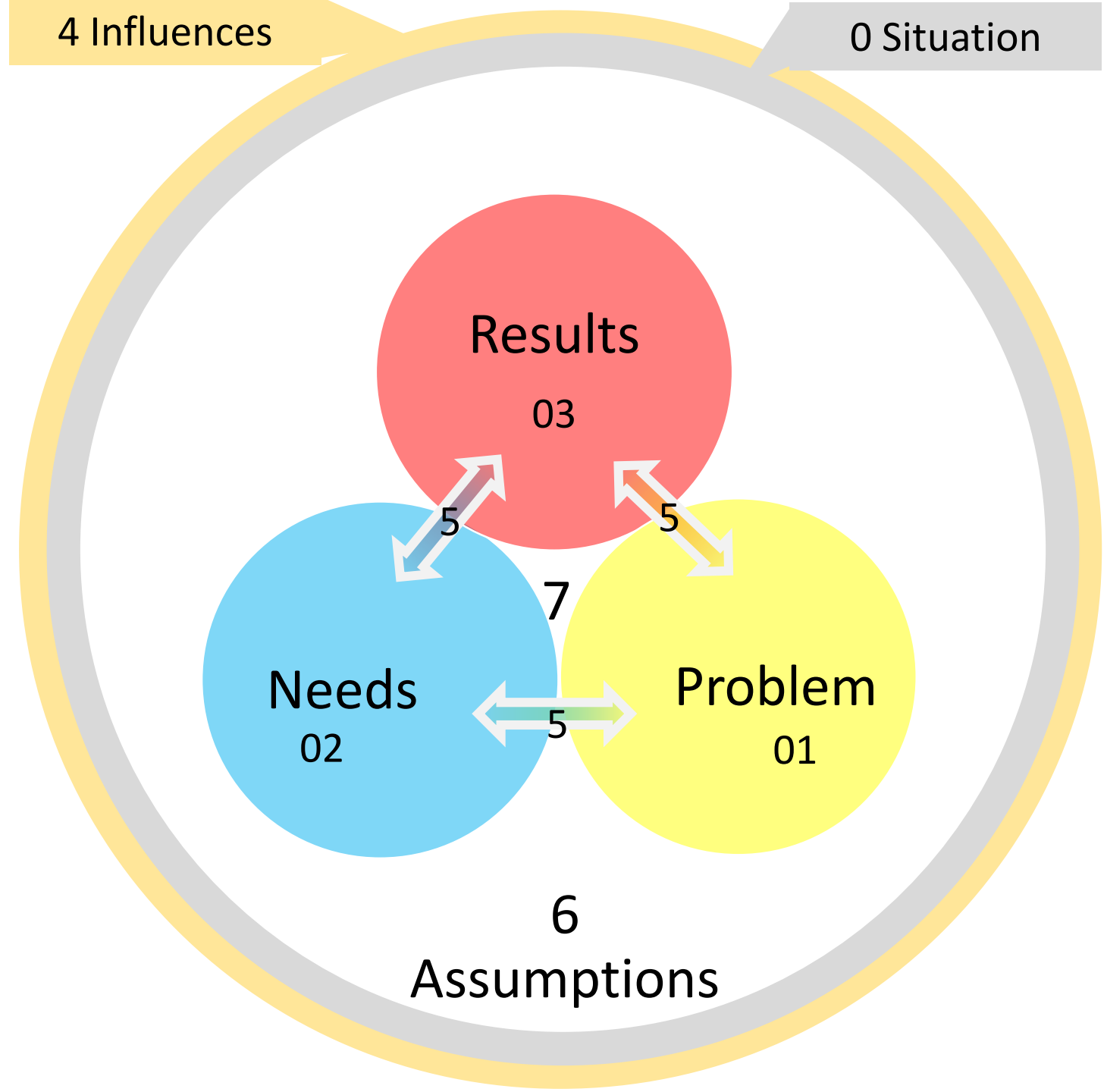
2. COMMUNITY NEEDS/ASSETS

3. DESIRED RESULTS (OUTPUTS, OUTCOMES AND IMPACTS)

4. INFLUENTIAL FACTORS

5. STRATEGIES

6. ASSUMPTIONS



Thank you!

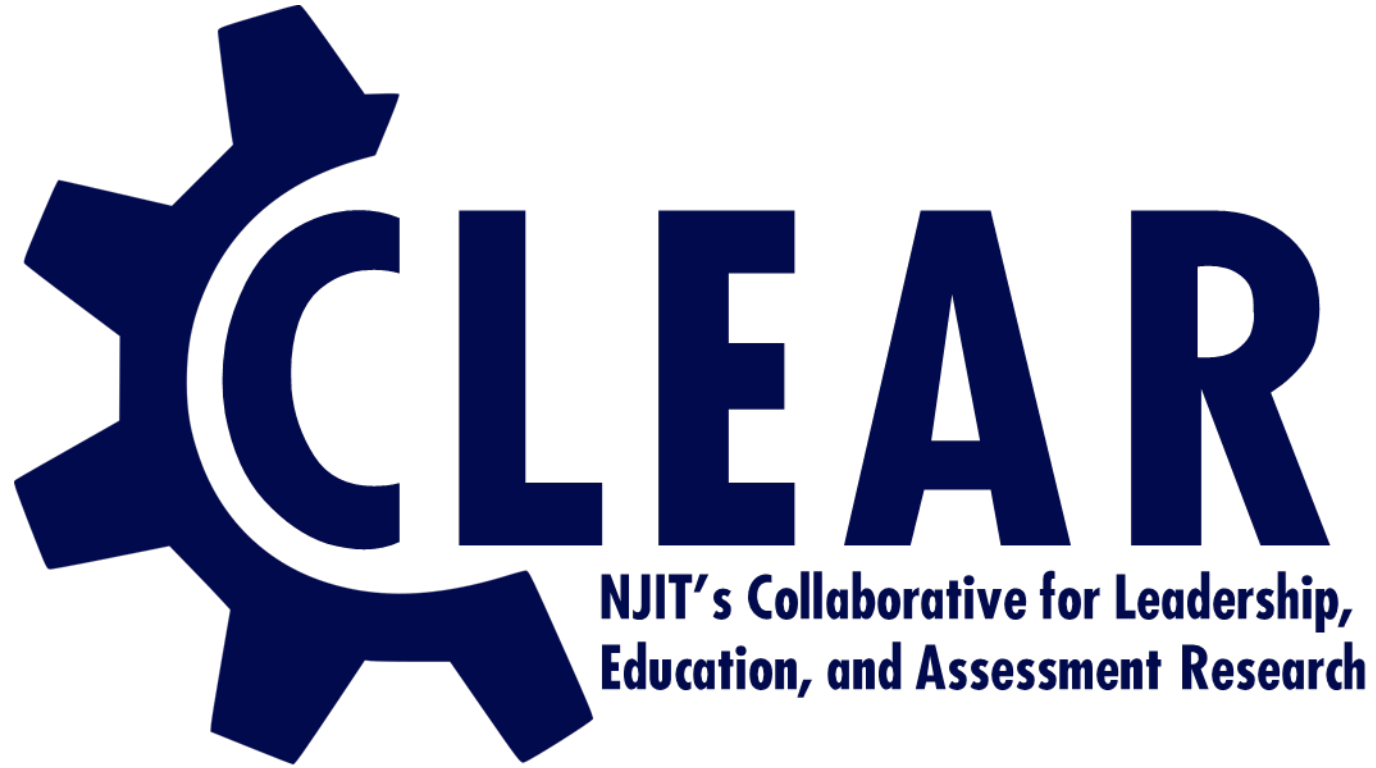


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Q&A



**NJIT's Collaborative for Leadership,
Education, and Assessment Research**

Glossary of terms

convergence, Definition of

Convergence represents an expanded form of interdisciplinarity in which bodies of specialized knowledge comprise “macro” domains of research activity that together create a unified whole. When integrated effectively, these convergent macro domains offer the possibility of a new paradigm capable of generating ideas, discoveries, methodological and conceptual approaches, and tools that stimulate advances in basic research and lead to new inventions, innovations, treatment protocols, and forms and strategies of education and training (National Academy of Sciences, 2014, p. 21).

convergence, Key message

The key message of convergence, however, is that merging ideas, approaches, and technologies from widely diverse fields of knowledge at a high level of integration is one crucial strategy for solving complex problems and addressing complex intellectual questions underlying emerging disciplines. Of necessity, convergence requires an open and inclusive culture, and requires practitioners to move beyond a single language to being conversant across disciplines and to building a common set of concepts and metrics and a common understanding about goals (National Academy of Sciences, 2014, p. 20).

Disciplinarity

Disciplinarity refers to a particular branch of learning or body of knowledge whose defining elements—such as objects and subjects of study, phenomena, assumptions, epistemology, concepts, theories, and

methods—distinguish it from other knowledge formations. Biology and chemistry, for example, are separate domains typically segmented into departments in academic institutions (National Academy of Sciences, 2014, p. 44).

Interdisciplinarity

Interdisciplinarity integrates information, data, methods, tools, concepts, and/or theories from two or more disciplines focused on a complex question, problem, topic, or theme. The scope and goals of research programs range from incorporating borrowed tools and methods and integrating them into the practice of another discipline to generating a new conceptual framework or theoretical explanation and large-scale initiatives. The key defining concept of interdisciplinarity is integration, a blending of diverse inputs that differs from and is more than the simple sum of the parts. Individuals may work alone, but increasingly research is team-based. Collaboration introduces social integration into the process, requiring attention to project management and dynamics of communication (National Academy of Sciences, 2014, p. 45).

Interdisciplinary approaches

“Interdisciplinary approaches integrate separate disciplinary data, methods, tools, concepts, and theories in order to create a holistic view or common understanding of a complex issue, question, or problem. The critical indicators of interdisciplinarity in research include evidence that the integrative synthesis is different from, and greater than, the sum of its parts:

- Micro-combinations of models or

global schemes that unify disparate approaches

- Consulting and partnering modes, not multidisciplinary contracting of services
- Coordinated and collaborative inputs and organizational framework
- Formation of a new community of knowers with a hybrid interlanguage
- Generation of new insights and disciplinary relationships
- A larger, more holistic understanding of the core problem or question
- Altered perspectives and revised hypotheses” (Wagner et al., 2011).

Multidisciplinarity

Multidisciplinarity juxtaposes two or more disciplines focused on a question, problem, topic, or theme. Juxtaposition fosters wider information, knowledge, and methods, but disciplines remain separate and the existing structure of knowledge is not questioned. Individuals and even members of a team working on a common problem such as environmental sustainability or a public health initiative would work separately, and their results typically would be issued separately or compiled in encyclopedic alignment rather than synthesized (National Academy of Sciences, 2014, p. 44).

Multidisciplinary approaches

Multidisciplinary approaches juxtapose disciplinary/professional perspectives, adding breadth and available knowledge, information, and methods. They speak as separate voices, in encyclopedic alignment, an ad hoc mix, or a *mélange*. Disciplinary elements retain their original identity. In short, the multidisciplinary research product is no more and no less than the simple sum of its parts (Wagner et al., 2011).

Transdisciplinarity

Transdisciplinarity transcends disciplinary approaches through more comprehensive frameworks, including the synthetic paradigms of general systems theory and sustainability, as well as the shift from a disease model to a new paradigm of health and wellness. In the late 20th century, it also became aligned with problem-oriented research that crosses the boundaries of both academic and public and private spheres. In this second connotation, mutual learning, joint work, and knowledge integration are key to solving “real-world” problems. The construct goes beyond interdisciplinary combinations of existing approaches to foster new worldviews or domains (National Academy of Sciences, 2014, p. 45).

Transdisciplinary approaches

Transdisciplinary approaches are comprehensive frameworks that transcend the narrow scope of disciplinary worldviews through an overarching synthesis, such as general systems, policy sciences, feminism, sustainability, and the notion of ‘transdisciplinary science’ in cancer research as a form of ‘transcendent interdisciplinary research’ that fosters systematic theoretical frameworks for defining and analyzing social, economic, political, environmental, and institutional factors in human health and well-being. More recently, the term has also connoted a new mode of knowledge production that draws on expertise from a wider range of organizations, and collaborative partnerships for sustainability that integrate research from different disciplines with the knowledge of stakeholders in society. Here too, the transdisciplinary product is greater than the sum of its parts, though the scope of the overall effort is more

comprehensive and the parts may be more diverse (Wagner et al., 2011).

Unidisciplinarity

Unidisciplinarity is a process in which researchers from a single discipline, field, or area of established research and education practice work singly or collaboratively to study an object or to address a common question, problem, topic, or theme (National Academy of Sciences, 2014, p. 44).

Collective Impact

Collective impact brings people together, in a structured way, to achieve social change (Collective Impact Forum, 2021).

Backbone organization

Backbone organizations ensure that partners see the value in data and have the data capacity to collect, analyze, and use data for their own continuous improvement. They achieve this by providing technical assistance or additional staff capacity (Martin, 2012).

Collaborative Infrastructure

Collaborative infrastructure is the process by which organizations and institutions (1) come together with a shared vision; (2) map out mutually reinforcing activities; (3) develop goals, objectives and measures to assess their progress; (4) engage in continuous communication; and (5) advance the potential for expansion, sustainability, and scaling that would not be possible otherwise (NSF INCLUDES, 2020).

Stakeholder

Anyone who will have a resulting impact from a situation decision or action

Evaluation

Evaluation is a set of approaches and techniques used to make judgments about the effectiveness or quality of a program or treatment; to improve its effectiveness; and to inform decisions

about its design, development, and implementation (National Research Council, 2009).

Evaluation is the systematic assessment of the design, implementation or results of an initiative for the purposes of learning or decision-making (CES, 2016).

Sustainability

“Meeting the needs of the present without compromising the ability of future generations to meet their own needs” (United Nations, 1987).

Affinity Groups

Based upon a common characteristic that is intrinsic to the members that they identify with (e.g. religious, gender, cultural etc.).

Interest Groups

Based upon a chosen topic that the members hold in common.

intervention competence for sustainability, the definition of

‘the combination of knowledge, skills, behaviours and attitudes that enable a person to devise, in a process of consultation with relevant stakeholders, one or several solution(s) or decisions for a sustainability issue and subsequently successfully conduct the change process towards sustainability’ (Perez Salgado et al., 2018, p. 168).

Isolated Impact

Isolated Impact. It is an approach oriented toward finding and funding a solution embodied within a single organization, combined with the hope that the most effective organizations will grow or replicate to extend their impact more widely (Kania & Kramer, 2011).

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