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## Live Performance for 'Goodbye to That!: Student Suite' EDA 7280 Curriculum Theory

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### **Goodbye to All That! Instrument**

What follows is a description of data collection at the EDA 7280 performance of “Goodbye to All That!”

#### **Description of Data Collection at the Research/Performance Event**

Members of the research-team will seat people, hand out programs, and explain the different elements of the performance/research event.

On the walls of the performance space will be mock posters from Addison Ashland’s classroom along with a set of poster size post-it notes. These post-its will have titles such as “Questions on Ethical Decision Making”; “Questions on Socially Just School Leadership”; “Questions on Research Methods.” Audience members will have the opportunities to write on these posters at different stages during the production. The first two sentences from the instrument, below, will be written on one of these posters. Another poster will list the order of events that will occur during the session. These events are

- Audience gathers and receives programs and orientation to the work
- Brief introduction to the research/performance event by Charles Vanover
- Brief audience writing assignment
- Performance of “Goodbye to All That!”
- Brief break, graffiti time, protocol/focus group set up
- Two or three rounds of protocol/focus groups
- General discussion facilitated by the University of South Florida’s Ericka Rolland

Audience members will be asked to form small groups to discuss the performance before the show begins. Some of these groups will be formal focus groups led by members of the research-team. The rest will be informal and will be managed by either cast members of the audience members themselves.

Charles Vanover will provide a brief introduction to *Goodbye to All That!* He will discuss the research questions guiding the performance/research event and briefly discuss data collection and analysis. He will then discuss how the original data was collected and how the show was developed. Audience members will be given two minutes to write a brief response to the following question

How might socially just leaders work with and through school professionals to promote beneficial outcomes for vulnerable youth?

Tarah Nkrumah, Selene Willis, Omar J. Salaam, and Vonzell Agosto will perform the excerpts from *Goodbye to All That!*. At the conclusion, there will be a brief break to set up for the next stage of the event and to allow people to leave the performance if they do not wish to participate in the discussion. Leavers will have the opportunity to comment on the performance by writing graffiti on the posters described in the previous section, above. Formal, research-team lead focus groups will be set up at this time, and the discussion in these groups will be recorded. The other members of the audience will be asked to break into focus groups, but discussion in these other groups will not be recorded. Ericka Rolland will lead the focus groups/protocols described in the instrument, below.

### **Research Instrument—To be Inserted into the Program**

This performance *Goodbye to All That!* is a site of research dissemination, knowledge transfer, and data collection. The performance is a public forum, and video and audio recordings will be taken of all major events along with still-photos, notes, and observations. Participation in the data collection is a condition for participation in the show. The show's second act consists of a set of protocols organized around questions listed in the printed research instrument. All members of the audience will be asked to participate in these groups, and some members will be recruited for groups lead by members of the research-team. Discussion in the recruited groups will be recorded. Discussion in the other groups will not be recorded, and these audience members' comments will not be used in the research.

These data will be used to inquire into audience response to the ethnodrama. Data will be analyzed, coded, and interpreted by members of the research-team and their students over an extended time period. Findings will be disseminated in reports, articles, and through arts-based methods. Photos of performers, research-team members, and audience members may be published and these photos may be shared on web pages managed by the research-team and other parties. Audience members will not be identified by name in these products without their explicit consent.

#### **Informed consent for Research-team Lead Focus Groups/Post Show Interviews**

I [Name and profession] \_\_\_\_\_  
 consent to participate in a research-team led focus group or post show interviews. I agree to participate publically by name or as [Characteristic/role]

\_\_\_\_\_  
 I understand my comments may be analyzed and disseminated in future research products.

\_\_\_\_\_  
 [Name and Date]

**Protocols**

The second act of *Goodbye to All That!* will be organized around a set of three protocols that will be conducted inside of the performance space. Following MacDonald, Mohr, Dichter, and MacDonald (2007) discussion within these groups will follow simple rules.

- Each group member will share their response to the prompt separately, in sequence.
- The other group members will listen without interrupting until it is their turn to respond.
- Each individual protocol will end with a brief general discussion.

Researcher-led protocol groups will be recorded. Informal audience-led protocol groups will not be recorded. All audience members will have the opportunity to participate in writing about the show and in the general discussion.

**Round 1: Please respond to the following prompt:**

How might socially just leaders work with and through school professionals to promote beneficial outcomes for vulnerable youth?

**Round 2: Please respond the following three prompts.**

Identify possible leaders who could be involved in the various situations in the ethnodrama (think outside of the local school environment). And for those leaders, what should be their responsibilities professionally and ethically be to Ms. Ashland, students, and community?

**Round 3: Please respond to the following prompt—If there is time**

Is there a central question in the case that might be evaluated with the ethical decision making framework developed by the Markkula Center for Applied Ethics at Santa Clara University (2009)?

Other questions or comments?

If you have any questions please contact Charles Vanover [vanover@mail.usf.edu](mailto:vanover@mail.usf.edu).

### **Research-Team Data Collection Guide**

Team members,

We will be running two or three protocol groups during the show at USF Tampa. During the conference, please feel free to recruit people for your focus group and to build awareness of the show by talking with people and passing out posters. Please come to the session 15 minutes before it is scheduled to discuss last minute details and test audio equipment. When audience members begin to enter the performance space, please pass out programs, explain the show, and recruit members for the team-led focus groups. Ask the members of your focus group to sign the informed consent, and try to get a sense of how you will record their dialogue.

During the show, please be aware of the audience's response to the performance. Jot down a set of critical incidents you might expand on later. You will be given a full script of the performance in advance, and you might use that to track the flow. No need for detailed notes. Just describe high points and low points.

**Please describe audience response to the show**

**The Second Act—For Research Team Members.**

When the show has concluded, please organize your focus group to follow the protocol led by Ericka Rolland. Remember to make sure your tape recorder is on and be ready to fill out the following guide. If your group does not follow the rules, try to redirect them, but don't push too hard. Just note it. During the unstructured dialogue before the general discussion, you may discuss your own opinions and views with participants. Your off the cuff views matter.

**Focus Group Guide**

- 1) Names/Characteristics of participants. (These will either be the participants' names or their chosen pseudonym—e. g. "A graduate student in education" and are listed in their informed consent.) It is hoped that all record focus group participants will participate publically, by name.
- 2) Group member commonalities and expertise. General group ambiance.
- 3) Order participants speak in Round 1. Critical dialogue along with approximate time-stamps.
- 4) Order participants speak in Round 2. Critical dialogue along with approximate time-stamps. Please note which of the three prompts in Round 2 each group member answered.
- 5) Order participants speak in Round 3—if there was time. Critical dialogue along with approximate time-stamps.
- 6) Description of all post-protocol dialogue along with critical time stamps. Please record the general discussion
- 7) Description of post-show interview(s) along with critical time stamps. Remember to get an informed consent.
- 8) Summary of event, if meaningful.
- 9) Anything else?

### Research Team Consent

I [Name and university] \_\_\_\_\_ consent to participate as a research team member for *Goodbye to All That!: An Ethnodramatic Development and Inquiry Process*. As a research team member, I may conduct interviews at the performance site and after words either in person or over the phone/on line. I may analyze data and write findings up for internal analysis and publication. As a condition of my participation I will 1) maintain IRB certification within my university, 2) turn in all data I collect for the project to the central depository managed by Charles Vanover, and 3) maintain each respondent's agreed upon levels of confidentiality.

I agree to participate publically by name. I understand my comments as a member of the research team may be analyzed and disseminated in future research products.

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[Name and Date]