Imagine Tomorrow: Practitioner Learning for the Future
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Book of Abstracts

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Preface

The Faculty of Humanities and Social Sciences, Josip Juraj Strossmayer University of Osijek is delighted to welcome and host the CARN and ALARA Joint Conference in Split, Croatia. At this conference, we provide practitioners from around the world with an opportunity to exchange their experience and knowledge gained through action research and exploration of social changes starting from their bold visions of the future. In short, the main topic of the conference is Imagine Tomorrow: Practitioner Learning for the Future. In addition to the main theme of the conference, we also address the following strands:

Future of action research and action learning

Action learning and action research have their past and their present. If we care about the development, it is important to keep in mind their future as well. The future is possible only if we are able to imagine it. According to Shor & Freire (1987, p. 187) imagination "is the possibility to go beyond tomorrow without being naively idealistic. This is Utopianism as a dialectical relationship between denouncing the present and announcing the future. To anticipate tomorrow by dreaming today." Let’s dream together about the future of action learning and action research at the conference in Split.

Constituting public spheres through action learning and research

If you participated in self-constituted, autonomous and inclusive action research project which aimed to respond to legitimation deficits of official policies or practices through communicative action and public discourse, you probably contribute to generating communicative power of public spheres. “Through the exercise of communicative freedom, people develop communicative power and a sense of solidarity with one another—even if the strength of shared commitment is sometimes fragile and temporary” (Kemmis, 2007, p. 474). We are looking forward to your presentations of action research projects about trying out alternative ways of practices developed through communicative action and public discourse in public spheres.

Creating (online) learning communities of action researchers

An (online) learning community of action researchers enables significant learning. “Significant learning does not occur only in conversations learners are a part of, but in shared activities, which they conduct with the aim of achieving significant changes in the field of their interest and in the frame of learning communities they belong to” (Bognar & Mompoint-Gaillard, 2017, p. 14). We invite you to present your action research experiences from various learning communities.
Overcoming poverty, deprivation, and social inequality through action learning and research

The world where almost a half of the human population live on less than $2.50 a day and "more than 80 percent of the world’s population lives in countries where income differentials are widening" (United Nations Development Programme, 2007, p.25) requires emancipatory education and action research. CARN & ALARA 2019 Conference represents an excellent opportunity to present action research accounts from this field of practice.

We also welcome the themes focused on

• ethical dilemmas in action research and action learning
• theoretical developments in action research and action learning, and
• the role of action research and action learning in challenging dominant discourses / resisting hegemony

We welcome contributions which address the conference theme and/or subthemes, and encourage a range of presentation approaches including:

• **Interactive paper presentations** will be organised with 2 or 3 individual presentations around a similar topic or concept, followed by a discussion. Each presentation lasts for up to 15 minutes within a 45-minute session, ending with a 15-minute discussion. This form of presentation includes Pecha Kucha.

• An **interactive symposium** is comprised of three presentations on the same issue or topic submitted by the coordinating author. Each presentation lasts for 15 minutes ending with a question or statement to be discussed. The chair facilitates the discussion among presenters and participants. An interactive symposium lasts for 45 minutes.

• **Workshop** is a highly interactive, collaborative session that involves participants in the application of aspects of an action research project: a tool, a new teaching method, an illustration of collaborative inquiry strategies, an approach to practice, etc. The presenters plan these 30-45-minute sessions and are encouraged to use creative interactive approaches (e.g., brainstorming, associating, role-play, debating, voting on statements, simulations, mystery guest, etc.).

• A **Critical Friendship** session lasting for 45 minutes consists of:
  » A 10-minute presentation of a video of practice and an explanation
  » Asking probing questions to learn more about the issue (5 min.)
  » Giving positive feedback (5 min.)
  » Defining problems regarding the presented practice (5 min.)
  » Discussing each problem and finding solutions in pairs or trios (10 min.)
  » Group representatives suggest solutions and discuss them with the whole group (10 min.)
• **Interactive plenum 4 + 1**. A topic promoter, i.e. facilitator, and three experts sit at four chairs. The facilitator takes a few minutes to outline the topic and the three experts offer comments in timeslots of 5 minutes each. An empty chair is reserved for participants from the floor who want to contribute. An Individual interactive plenum lasts for 30 minutes.

• **Roundtables** allow discussion between the presenter(s) and session attendees about a central topic. Presenters briefly introduce the main ideas and then open the discussion with participants. Interactive materials are welcome, but formal presentations, particularly PowerPoint, are not available for this format. Roundtables last for 30 minutes.

• **Posters** are two-dimensional printed presentations illustrating research studies, programmes, or other work. Posters are fixed to portable bulletin boards and are available for viewing throughout the conference. Digital documents can be published on the conference website. There is also one time slot during which all presenters stand beside their posters to discuss them with conference participants. The dimensions of an e-poster (jpg or png format) have to be at least 1920 x 1080 pixels. For visibility purposes, do not use fonts smaller than 11pt. File size must be less than 20 MB.

• **Creative ways of presentations** include drama, narrative, movement, song, dance and other forms. Each creative presentation lasts from 15 to 30 minutes.

Organising Committee

References


Pre-conference activities
CARN, ALARA and ARNA Open meeting

Ruth Balogh, CARN, United Kingdom
Colin Bradley, ALARA, Australia
Joseph Shosh, ARNA, United States

The purpose of this meeting is to make use of the opportunity presented at this joint conference to enable an open exchange and discussion between members of action research networks world-wide.

Members and officers of CARN, ALARA and ARNA will all be present at Split, and conference participants will be welcome to take part. We invite others, including other networks and organisations, to join by virtual means, commencing at 12.30. Our preferred method for this is to use Zoom, for which CARN holds a licence for up to 100 individual participants. The timing has been arranged to maximise global participation.

The meeting will be facilitated by a volunteer from the live meeting at Split. The agenda is open-ended, but will begin with brief (no more than 2 minutes) introductions reports on activities from all who wish to contribute (25 minutes), followed by discussion on matters of common interest (20 minutes) and perhaps ending with an outline agenda for continued liaison in the future.
What is the role of action research in the current global crisis? Given the scale of the crisis, there are of course many pathways for contributions by action researchers across the globe. However, are there some priorities among the array of activist scholarship and action mobilization options that need to be established? If so, what might those priorities be and how might they be co-constructed as strategic priorities?

This workshop takes up these questions in relation to two hypothesized roles for the global action research community in the coming decades. First, the role of democratizing knowledge as a basis for public discourse and public policy will be explored; Second, the role of assisting in the shaping of a progressive political agenda that is inclusive and humanistic will be examined. The workshop will feature activities that generate dialogue on the elements of the global crisis, including collapsing confidence in liberal democracy, the existential threat of climate change, and the combined toxic brew of a rising authoritarian populism and a breakdown of trust in all things public. We then will apply this consciousness to possible priorities in relation to the two roles.

Also to be examined will be creative solutions to the challenge of establishing democratically initiated dialogue among action research networks regarding how best to build solidarities in ways that maximize the action research community’s contribution to facing the global crisis. Questions here include how best to initiate a call for dialogue, in what contexts and through what means?

An outcome of the workshop will be a participant co-constructed “Open Statement on Action Research and the Global Crisis.” This workshop product will be disseminated to a wide variety of current networks in the global action research community.
Keynotes
Susan Goff, Murray-Darling Basin Authority, Canberra, Australia

Ecosystem Services Valuation is a maturing inter-disciplinary field in need of transdisciplinary applied sciences, such as Action Learning and Action Research. Originating in the mid 90’s its intention is to better value nature. It does this by monitoring and reporting on the economic and social values of ecosystems. Ecosystems serve life by providing air, water, soils and habitats for biodiversity. They regulate our lives, provision us, and ultimately determine our health and wellbeing.

Ecosystem Service Valuation operates at a diversity of temporal and spatial scales, involves research, communication and education. It is sometimes viewed as contentious: still in development, the United Nations is hosting global research collaborations to determine practices, units of measurement and technologies – geospatial information systems, remote sensing and big data for example.

It is a quadruple bottom line field. It deploys environmental sciences (across all environmental categories of marine and terrestrial systems); economic sciences to determine the financial contribution of ecosystem services to local, regional and national productivity; and social sciences to engage with interest groups and communities of practice in the tasks of identifying benefits and beneficiaries and utilising the valuations for public policy and natural resource management.

At a trans-disciplinary level, all these fields are open to cultural critique. They need to take into account anthropocentric threats such as plastics, climate change and species extinction, and persistent uncertainties about the robustness of the field as well as the ethical dilemmas of economically valuing nature. These axiological discourses are entering into the fourth disciplinary field of the quadruple bottom line, that of governance (at global to local, public to corporate scales), which uses the field’s outputs to trade-off functions to serve interests without losing (and preferably enhancing) ecosystem capacity.

Action research is one of the few fields of research practice that has the scope to not only inquire into a subject and test the findings in practice, but to also critique the epistemological assumptions that make up both the subject and the research methodologies that are inquiring into it. This capacity to build the ship as it sails is needed to integrate the three ESV fields which currently remain awkwardly coupled, and enable decision makers to do better than trade-off for a future where most of the world’s ecosystems have no capacity left to trade. To continue to do so risks fewer winners and many more losers adding to the consequences of displacing populations facing extremes of need.
This keynote provides resources to ask the questions:

• What kind of action research and action learning practices can be preserved, adapted or invented to serve this existential crisis?

• How should and can this transformation take place, in a manner that is true to Action Research values?

**Keywords:**
PAR, partnerships, power, radioactive waste
Patti Lather (2007) defines praxis as the ‘self-creative activity through which we make the central concept of a Marxist philosophy that did not want to remain a philosophy, philosophy becoming practical” (p.15). I propose that we need to consider Lather’s definition of praxis and think about our own contribution to the concept of praxis and shallow pretentions towards ‘emancipating’ or ‘empowering’ others to do it for us.

Action research is focused quite explicitly on professional practice and involves action as an integral part of the process. I intend to discuss the second stage of action in action research; the action that follows or is embedded in the research dimensions of the process. It is my experience that action concludes too early and is rarely longitudinal in focus. Praxis is crucial to the future of the professions with whom CARN members and with whom I practice but how well is it understood and what are the best means of facilitating change? On what scale do we seek change and do we have the confidence to make change happen?

Reference:
Lonnie Rowell, Social Publishers’ Foundation (SPF), United States

Dr. Rowell will address the role of action research in the current global crisis. He will discuss two roles for the action research community in the coming decades. First, the role of democratizing knowledge as a basis for public discourse and public policy; Second, the role of assisting in the shaping of a progressive political agenda that is inclusive and humanistic. At present, the role of action research in relation to collapsing confidence in liberal democracy, the existential threat of climate change, and the combined toxic brew of a rising authoritarian populism and a breakdown of trust in all things public is fragmented. Although determined participatory research initiatives related to these crisis elements can be found around the globe, the global action research community to date has had difficulty finding its collective voice in relation to the setting of priorities for activist-scholarship and engagement with participatory initiatives grounded in critical analyses and planning for a progressive political agenda. While the two leading academic journals in the field have produced special issues addressing components of the crisis (Action Research’s special issue on climate change; Educational Action Research’s special issue on knowledge democracy), there is little evidence of shared and democratically initiated dialogue among action research networks regarding how best to build solidarities in ways that maximize the action research community’s contribution to facing the global crisis.

The talk will emphasize the importance of consciousness-raising as a way to revitalize civic literacy. Action research often has been at the forefront of recognition that domination of discourse and policy by “expert” consultants or researchers can be damaging to civil society. In this context, civic illiteracy is bred by drumming into people’s hearts and minds the false consciousness that they cannot “do anything” regarding their feeling of dis-ease about the conditions around them and the forces that seem to produce those conditions. Breaking the cycle of false consciousness requires consciousness-raising, an experience at the intersections of thinking and feeling, planning and co-constructing. The priorities for developing this role in action research communities requires projects that are participatory and dialogical and that connect analysis and action with group and self-reflection.

Lastly, Dr. Rowell considers the “pulse” of activism in the global action research community in relation to its potential to help shape an inclusive and humanistic progressive political agenda. He proposes that cutting ties to the more technocratic orientations towards action research that have emerged in the context of neo-liberalism, developing new linkages with progressive initiatives, and assisting with the creation of new approaches to knowledge dissemination and knowledge mobilization are essential elements in revitalizing the spirit of those who first created action research.
Challenges of introducing action research as a form of teacher professional development in Croatia

Klara Bilić Meštrić, University of Zagreb, University Department of Croatian Studies

The aim of this talk is to present my experience in doing, supervising and studying action research. Since the first encounters with action research back in 2003, my approach to science has been shaped by its methodology, in particular participatory AR as proposed by Paulo Freire as introduced to me (and dozens of other colleagues in Croatia) by Branko Bognar.

My first encounter with the concept of action research took place while I was working as a primary school teacher in a divided community in Eastern Croatia. The Nansen Dialogue Centre Osijek was trying to make provision for the New School in Vukovar which would be based on diversity and inclusiveness, and Branko was invited to help teachers reflect and conduct AR on the challenges we were facing in this war-torn area. Though I did not manage to go through with the AR back then, the main ideas (of science as social practice that needs to change the world) remained and once I started working in the academia in 2009 with Branko as the project leader, my academic path was decided. In years that followed I conducted numerous action research studies, wrote articles, a book and edited a book on AR.

Dialogic nature of action research, with constant reflection on one’s practice and the collaborative nature of AR facing challenges at stake and not avoiding them, render this approach to studying the social world ever more needed. In this talk, I will give concrete examples from practice and explicate how they shaped me as a practitioner and a researcher.
Challenges of introducing action research as a form of teacher professional development in Croatia

Branko Bognar, Faculty of Humanities and Social Sciences, Josip Juraj Strossmayer University of Osijek, Croatia

In opting for work at school, my desire was to contribute making substantial changes, first of all, in my educational practice and then in the practice of other teachers. To obtain this I organized various professional development projects in which I tried to help teachers in taking over the role of action researcher. Despite significant changes teachers - action researchers achieved, this fruitful approach is still rare in Croatian schools. The reason for this can be found in the fact that action research is not “a 'natural' process for teachers” (Johnston, 1994). It requires competencies that cannot be developed in passing but through systematic and deliberate practice. It is possible to start with this already in primary school, as we have shown in one of our studies (Bognar & Zovko, 2008). However, this requires highly motivated and well prepared teachers - action researchers. Unfortunately, there are still few such teachers in our schools. Because of this, I found it important to begin educating them in preservice teacher education, which I have been doing for over 15 years. Many future teachers have successfully completed my Methodology classes in which they conducted their first action research projects. However, for most of them it was the first and last such experience. Some of them could not continue to pursue action research because they did not get a job in the profession. Those who were more fortunate and employed in the school soon realized that this approach was not particularly appreciated within the framework of the traditional school culture. Despite all the obstacles, I continue to persist in helping teachers change their practice through action research. "Not because they are easy, but because they are hard; because the goal will serve to organize and measure the best of our energies and skills" as former U.S. President Kennedy said in his speech in 1962. Although Kennedy’s speech referred to the space effort, conducting substantial changes in education is no less challenging than going to the Moon. This requires suitable social conditions. It is not enough to wait for these conditions to mature in the future, but it is necessary to collaboratively and diligently create this future.
Challenges of introducing action research as a form of teacher professional development in Croatia

Sanja Lišnjić, Primary school of Vladimir Nazor, Đakovo

In 2008, I started an action research project in my teaching practice in the primary school of Vladimir Nazor Đakovo, completing it in 2010. My research was a part of the project ‘Creative Approaches to Teacher Education’ led by Branko Bognar. I conducted it in a class of fifth graders who had learned English as a second language since the first grade. During the research, I started developing a pupil-centred approach in my teaching on the basis of a humanistic approach to learning.

The ideas of student-centered approach influenced me and emerged in my action research. However, in 2017, the curricular reform in the Croatian educational system began, within which the same ideas are promoted. The main topic of this year’s CARN and ALARA conference is Practitioner Learning for the Future — being one such practitioners, it seems like the future I have been waiting for has finally arrived. Father, I will relate to the progress and setbacks of my professional development since I started the action research until today.
Challenges of introducing action research as a form of teacher professional development in Croatia

Sanja Simel Pranjić, Faculty of Humanities and Social Sciences, Josip Juraj Strossmayer University of Osijek, Croatia

Positive orientation to education, i.e. nurturing students’ strongest qualities, potentials and talents, is the very essence of learning. This approach is based on freedom, love, spontaneity and creativity in education as preconditions for the actualization of one’s positive, productive capabilities. Since an individual constructs knowledge and his world in interaction with others in his environment, it is also very important for students to develop an orientation towards someone else’s qualities and potentials. One of the possible ways of researching and implementing this approach to teaching practice is through action research, because it allows us to question our own educational practice, creating our own identity and understanding the identities of others. The biggest challenges in this endeavour within teacher education context were related to different perspectives on education that were the result of different personalities, experiences and especially the values individuals stand for. In this situation, when it is necessary to cooperate with individuals who stand for different values, it is important to be non-judgmental and open to other people’s points of view. This experience helped me to understand my own identity and creative potential as a university teacher. Also, it helped me to understand that students’ capacity for orientation towards someone else’s positive, productive possibilities and creative potential is also determined or influenced by pre-existing group relationships. Lastly, it helped everyone included in this research to develop their critical reflection further, as one of the key competencies of future teachers.
Challenges of introducing action research as a form of teacher professional development in Croatia

Nataša Stanković, Primary school of Vladimir Nazor, Slavonski Brod

In 2004, I started to work in primary school „Vladimir Nazor“ in Slavonski Brod and became a member of The Learning Community Network led by the school pedagogue Branko Bognar. We, teachers from different local schools, were meeting once in two weeks and were trying to find the ways of improving our teaching. Starting from 2007/2008 school year the main goal of our collaboration was improving creativity of teachers and students. In addition to meetings of learning community we communicated over the Moodle system in smaller groups consisted of three to six teachers. In this communication we used photos and videos of our classes. My mentor in the online communication was Dr. Moira Ladlow from UK who I never met in person. We communicated exclusively through the Moodle platform on the Internet. I videotaped my classes regularly and she was watching and was giving me suggestions how to improve my teaching. Although I spoke Croatian in my classes and she does not understand it, she noticed that I was talking too much during my classes and suggested to let pupils have more initiative. Branko Bognar commented that the class I videotaped is not creative enough. He advised me to use activities that are not based on the textbook, but on my own ideas. Eventually, I changed my practice giving more space for independent and creative activities of my students.

After my action research and project was ended I started to miss all the work we done together. I decided to establish the NGO Vivak for development of children creativity which celebrates tenth birthday this year. Since I was elected for the head teacher this year, I will try to help other teachers to improve their practice as I have done through the action research and activities of NGO that I established.
Constituting public spheres through action learning and research
Interactive paper presentation

“The faces of power within the ‘cAt-project’”

Dries Dingenen, University of Antwerp, Belgium

The Belgian National Agency for the Management of Radioactive Waste and Spent Fuel (ONDRAF-NIRAS) aimed to collaborate with local stakeholders in possible host communities for the repository for the low- and intermediate-level nuclear waste. In line with the participatory turn in radioactive waste management (Bergmans et al., 2014), ONDRAF-NIRAS asked the University of Antwerp to design a participative approach to collaborate with the locals. For this, our research group set up a participatory action research (PAR) to involve locals in the development and decision-making-process of the multifaceted stakeholder participation project. This article studies the power relations between ONDRAF-NIRAS and the local stakeholders, organised in partnerships, within the ongoing PAR project. Building upon the work of Cornwell & Gaventa’s (2013) and Lukes & Hayward (1974, 1998, 2005, 2008), we make a distinction between “power with a face” and “faceless power”. Whereas PAR is consistently characterized as a response to hierarchical power processes and relationships, research to date offers no clear answer about what PAR actually does to address problems of power (Lake & Wendland, 2018). Researchers often neglect to describe the nitty gritty of the democratic praxis (Janes, 2016). To meet this gap in the literature, this paper analyses how the research design of our PAR project democratises the ongoing collaboration between the state agency and the local stakeholders. We focused on various workshops and meetings in which the local stakeholders explored the future participatory process. These moments of critical reflection offer useful insights in the ongoing power mechanisms within the PAR project. Our results show that the local stakeholders had various opportunities to alter the participative approach, which we see as an opportunity to shape the boundaries of what is possible. However, each time they chose not to change the way they work and how they collaborate with ONDRAF-NIRAS.

Keywords: PAR, partnerships, power, radioactive waste
Knowledge and its dynamics in the process of action research

Elżbieta Wołodżko. University of Warmia and Mazury in Olsztyn, Faculty of Social sciences Poland

The article presents the way students – members of Scientific Circle of Educational Media (Faculty of Social Sciences UWM Olsztyn) - constructed their professional knowledge and experience, based on pedagogical activity and inquiry, carried on in the process of action research. Data were gathered on a base of participative observation and students’ reflective essays concerning three - year long activity, taken with children from a small village near Olsztyn. The meanings students gave to the process of professional learning and the experiences of social work for the local society were analysed.

Keywords: action research, knowledge dynamics, professional learning
Action research on responsive teaching and differentiation in Russian as a foreign language classroom

Katharina Mechthild Rutzen, Universität Leipzig, Germany

Russian as a foreign language classroom in German schools include learners from diverse cultural, linguistic and social backgrounds. Many pupils have a history of migration from a post-Soviet country. They bring to the classroom oral or even literacy heritage language skills on different levels. Some of them additionally use another heritage language (other than Russian) at home, e.g. Chechen, Ukrainian or Armenian. It is not uncommon that these various heritage language learners can be found in one multilevel group together with pupils who learn Russian as a foreign language “from scratch”.

While this diversity can surely be very enriching and motivating, it is also perceived as quite challenging by many teachers as they were not trained to teach multilevel groups. Available Russian textbooks offer insufficient material for extremely heterogeneous groups.

The aim of this interactive presentation is to share first insights from an action research project where a doctoral student collaborated with two Russian teachers. The goal was to try out and reflect on various methods of responsive teaching and differentiation (Tomlinson 2003, 2014 and others) in order to be able to set challenging and meaningful learning goals for all pupils and provide them with as much scaffolding as needed, while at the same time promoting collaborative learning and group cohesion. At the end of this process we hope to be able to present, publish and share examples of materials, classroom activities and teaching strategies which can be useful not only for Russian teachers, but to any language teacher who works with heterogeneous groups.

Keywords: Russian as a foreign language, heritage language learners, multilevel groups, scaffolding
Interactive paper presentation

**Potentials and fields of tensions on the way towards a culture of innovative education**

**Martina Ukowitz**, University of Klagenfurt, Austria  
**Maria Mack**, Lakeside Science and Technology Park, Austria  
**Larissa Krainer**, University of Klagenfurt, Austria  
**Ruth Lerchster**, Austria, University of Klagenfurt  
**Sandra Pretis**, University of Klagenfurt, Austria

The educational lab is a laboratory for new forms of education and continued training and development, situated in the Lakeside Science and Technology Park in Klagenfurt/Austria. Cooperative organizations and initiatives are gathered there and undertake research-based development, testing and implementation in concrete formats of teaching and learning, specifically in the STEM fields (natural sciences, technology, engineering & IT, mathematics), research and development, entrepreneurship and internationality (culture, languages). The innovative learning environment of this educational space shall promote and develop the creativity of young people and adults with the aim to make people enthusiastic about science and research and to awaken their spirit of inventiveness and passion for new things.

The educational lab is starting from the vision of the future of more activating, experimental, creative, practice and learner oriented, interdisciplinary and action oriented learning settings, but still there is a lot to do on the way from the idea of some proponents to a shared vision of possible futures of all the participating partners in order to realize it. With the support of a participative accompanying research and a strategy process the modules involved are working on developing the lab from a pure organisational construct to an experienced and also emotionally driven joint initiative, which aims at offering inspiring educational settings in the lab, but also at shaping the future of education. The presentation gives insight into the social and institutional dynamics on the way towards a culture of innovation. The educational lab can build on the existing potentials, above all laying in the engagement and experience of the involved persons, but it also has to face fields of tensions in a competitive environment and a societal field traditionally hesitant in the face of change.

**Keywords**: Action Research, Innovation Management, Intervention Research, Organizational Development, Science-Practice Interface
Critical Utopia Action Research as a Strategy to Support Asset-Based Community Development: An Example from South Gloucestershire

Mary Leanoir Brydon-Miller, University of Louisville, United States

Critical Utopian Action Research (CUAR) provides a robust theoretical and methodological framework for promoting Asset-Based Community Development. The Gloucestershire Gateway Trust in the Southwest of England is partnering with researchers from the University of Louisville in the US to assess the impact of the Trust’s efforts to support community development through funds from the Gloucestershire Motorway Services, an innovative social enterprise project that funds non-profit organizations in the area. This paper will report on the past two years of an on-going action research project designed to identify key community assets and concerns through the use of CUAR. We have done this through the implementation of a series of Future Creating Workshops in the five communities supported by the Trust. Although these are among the most economically disadvantaged communities in the region, they share a pride in their neighbourhoods and a commitment to working together to address common concerns including supporting more youth programming, sponsoring more community events, and mobilizing the skills and knowledge of local people to support economic development. This paper will describe the context of the study, the development of our research partnership, the Future Creating Workshop process, the outcomes from the research, and the implications for future research and community development efforts.

Keywords: social entrepreneurship; asset-based community development, Critical Utopian Action Research, Future Creating Workshop
Challenges in participation: The concept of “Participatory Socio-Spatial Research (PSSR)”

Michael May, Rhein Main University of Applied Sciences, Germany
Alisch, Monika, Fulda University of Applied Sciences, Department of Social Work, Germany
Grendel, Tanja, Rhein Main University of Applied Sciences, Department of Social Work

In the symposium, the concept of a “participatory socio-spatial research” will be outlined and discussed. This kind of action research promotes the creation of public spheres for the realization of a comprehensive social participation of different social groups. The PSSR concept distinguishes between “socio-spatial development (SSD)” and “socio-spatial organization (SSO)”. The dimension of SSD means, that different social groups will be supported in the constitution of their individual social spaces by attempting to take up and link different space related interests that become visible in their activities.

Participatory methods intend to initiate communication and agreement processes about the joined social space as a “space of representation” (Henri Lefebvre). Furthermore, these methods provide a place of assembly, which allows becoming aware of overlapping, joined interests of different social groups or communities. The participatory socio-spatial research concept applies the participatory methods as research and survey methods as well. The creation of places of assembly as parts of a participatory socio-spatial research has to be embedded in a concept of comprehensive SSO. It attempts to integrate institutional arrangements of social administration and to open access to administrative resources for processes of socio-spatial developments. Such a socio-spatial organization is not necessarily bound to geographical boundaries of a district, but can realize their objectives only on several, mutually overlapping levels - both socio-economic and political-institutional spaces. The different socio-cultural forms of spatial use and space appropriation of those who are prevented from comprehensive participating in the Human Community (in intersecting, overlapping blocking contexts) define the guideline for the SSO. Based on this the process of SSO can be widened in democratic negotiation processes. PSSR has the assignment of developing moderating approaches empirically. The idea is, that all groups involved in these negotiation processes have equal opportunities to enforce their needs and interests.

Keywords: social participation, social space, Community
Participatory Research never being Neutral: Facilitating Participation in Public Sphere Reflecting Hierarchies in Local Contexts

Monika Alisch, Fulda University of Applied Sciences, Department of Social Work, Germany
Susanne Kümpers, Fulda University of Applied Sciences, Department of health and Nursery, Germany
Martina Ritter, Fulda University of Applied Sciences, Department of Social Work, Germany

Participatory action research claims to contribute in the long term to establish, strengthen or restore individual and structural agency. Respective research is designed to gather knowledge and to introduce changes by increasing the participation opportunities of disadvantaged social groups in particular. During these processes, existing (formal and informal) hierarchies and unequal participation in collective processes in organisations and municipalities are challenged. Research teams enter the field searching for and based on actors willing to cooperate to make organisations and municipalities more inclusive. These approaches are not neutral – the support for one disadvantaged group might be seen as reducing the space for another – and may lead to conflicts between different interest groups or between interest groups and the research team. Existing barriers within social and/or institutional configurations can also prevent desired changes.

Since participatory research cannot be neutral due to the basic focus on change, the interventions in local processes must be subject to continuing ethical, political and methodological reflection.

Based on three concrete research projects, the workshop will discuss the following:

- How can tensions between the perceptions and interests of academic researchers, institutional actors and addressed social groups be analysed and dealt with during the research process – reflecting existing and changing hierarchies?
- How can mutual expectations and perceptions, existing among academic researchers, professionals and groups of addressees, be negotiated?
- Can processes of negotiation be transformed into democratic culture and structure in the respective public sphere – what are the chances and potential restrictions?
The symposium discussion is based on experiences from several action research projects focused on healthy neighbourhoods and participation opportunities of older people and the creation of public sphere in a “post-migration society” through action research with volunteers in refugee aid, refugees and citizens in rural communities in Germany.

**Keywords:** local community, participation, public sphere
Workshop

**Getting Published: opportunities to publish a Conference Paper**

Ruth Balogh, Glasgow University, United Kingdom  
Andy Convery, United Kingdom  
Tome Mapotse, South Africa  
Branko Bognar, Josip Juraj Strossmayer University of Osijek, Croatia  
Senka Gazibara, Josip Juraj Strossmayer University of Osijek, Croatia

This session will be co-presented by members of the CARN Co-ordinating Group, the Editorial Board of Educational Action Research, ALARA's Publications Co-ordinator and the Conference Proceedings Co-ordinator. The session aims to help participants think about publication routes for their Conference presentations in Educational Action Research, Action Learning and Action Research Journal, Conference Proceedings, CARN Bulletin. It will provide information and facilitate discussion on: the nature and scope of the publications, Processes for getting published, Top Tips for getting published, Useful resources. The session will draw on the experience of the participants as well as the presenters and will take the format of short overviews of the key areas, followed by Q & A and discussions.

**Keywords:** bulletin, journal, proceedings, publication
The aim of this paper is to study the benefits and drawbacks of using Moodle Chat for the implementation of Literature Circles (LC) in the English language classrooms among university students. LCs are widely used in language teaching to promote active learning, develop communication skills and encourage critical thinking, creativity and self-motivation. Furthermore, they are highly effective in developing other soft skills such as problem solving, leadership, teamwork and empathy which are in high demand in the contemporary job market. Technology advancements and the development of new e-learning tools have opened myriads of possibilities for developing language skills in less conventional ways. Therefore, instead of the traditional LC conducted in class, students have been given the opportunity to conduct LC discussions in the Moodle Chat environment in their own arrangement, without direct teacher intervention. The added value of Moodle Chat is that the conversations are recorded and provide material for further linguistic discourse analysis and can be adapted and used to assess the students’ level of proficiency in both general and academic English. The respondents are first- and second-year students of English Language and Literature at the Faculty of Humanities and Social Sciences in Osijek, Croatia. The aim of the study is to establish the suitability of online chats for implementing LCs, and to obtain student feedback and their assessment of the conducted activities.

Keywords: Moodle chat, literature circles, soft skills, communication skills, TEFL
From grass-root practices to the development of a nationwide programme to initiate new institutions, processes and policies

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Vocational education in Greece remains much undervalued, with high rates of student failure, low achievement, sometimes incidents of violence and, more rarely, the occurrence of drugs. There are various programmes that attempt to change this negative situation. One of them is the “New Beginning for the Vocational Lyceum” (MNAE), which consists of five pillars: Institutionalization of psychologists, teacher counsellors, joint teaching in the first year for the difficult courses of language and mathematics, funding projects and networking among schools (supported by technology for teleconferences). This programme is quite popular and some of its pillars seem to be particularly useful. This is in contrast to many rather bureaucratic top-down programmes, which have low teacher acceptance and effectiveness. It is worthwhile to sketch the process of the development of MNAE, which started from alternative practices in ‘problem schools and, through networking and political support, was transformed last year into a pilot project in nine schools and in the latest school year (2018-2019) was expanded to the 400 vocational lyceums of Greece.

The problems in vocational education were the starting point for the series of serious discussions among teachers, head teachers, and collaborating psychologists from organizations out of the schools in one school for professional (vocational) education in Athens that lasted almost for a decade. This led some of them to reflect, collaborate, work formally and informally and to network, in order to support the school. In this way positive improvements gradually emerged and were presented to the other schools. During 2017, these grass-root initiatives were transformed into systematic formal policies for nine pilot schools through the Ministry of Education (bottom-up approach). They produced and crystalized many positive results and innovations, which now are institutionalized in a formal way and support schools all over Greece. At this stage there are attempts to monitor this nationwide programme and support the application of the relatively new institutions.

In this paper, we will discuss the characteristic processes and initial outcomes of these efforts which have been gradually incorporated in MNAE. Thus, today there are discussions in progress on the type of monitoring, support, and evaluation of the five pillars. The institutionalization of psychologists and the funded projects seem to be quite positive and successful. The joint teaching also has a high percentage of positive results. The role of teacher counsellor needs more support and study, although in those schools in which it is taken seriously into account by the teachers it has had admirable
results. Moreover, while there are excellent examples of networking among schools and there is a road map and institutionalized support, more time seems to be needed for a wider use of this very powerful tool of school empowerment and improvement.

**Keywords:** Educational policy, grass-root practices, innovation, vocational education
Creating (online) learning communities of action researchers
Organizing cooperation and collaboration in action research

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Susanne Kümpers, University of Applied Sciences Fulda, Germany
Ina Schaefer, Germany
Alice Salomon, University of Applied Sciences, Berlin, Germany

A core issue for successful action research is the organization of cooperation of different stakeholders, especially professional researchers and co-researchers. Success or failure in this determines success or failure of the creation of a learning community. The German research consortium PartKommPlus, funded by the German Federal Ministry for Education and Research, organizes participatory health research in different regions within Germany and with different target groups. Thus, a number of participatory processes take place under different circumstances gaining different experiences.

In our workshop we want to address different forms of collaboration between stakeholders in the consortium and its subprojects. We want to analyse and discuss, how co-production and co-evolution in participatory learning and action processes can be realized and how we dealt with emerging problems. We want to ask how different stakeholders reflect on the distribution of tasks and roles and the distribution of power. Therefore, we take a closer look on these issues:

• Limitations of participation exemplified in the ElfE project, a project targeted at families with children in preschool age.
• Involvement of local institutions and administration in participatory processes in the Age4Health project, which aims at involving older people to participate
• Possibilities and limits of participation in coordinating a research consortium

After a short input for each issue we want to gather in small discussion groups. Besides sharing our actual experiences, we expect to initiate a broader discussion on the distribution of tasks and roles and power balances in participatory processes.

Keywords: Cooperation, distribution of power, stakeholder
Mid-Career Professionals and Online Doctoral Study: The Experience of Mentoring and Applied Research

Brianna Parsons, University of New England, United States
Michelle Collay, University of New England, United States

Mid-career professionals represent a unique demographic within the online educational environment. Doctoral students in particular offer their own experience and wealth of knowledge in the practice of applied research of dissertation scholarship. This study examined the experience of online doctoral students and how both formal and informal faculty mentoring shaped not only their research process, but how mentoring and resultant applied scholarship influenced career choice and growth. Participants spoke of three main influences in their work: recognition of self as an applied researcher with the ability to influence change; recognition of deep learning and appreciation of the process; and recognition of both formal and informal mentorship as key to creating a community of practice.

Adults are by nature self-directed, autonomous and goal-oriented, faculty can often work alongside their doctoral-level students, with the knowledge that andragogy values prior life and learning experience in the acquisition of new knowledge, and positions the adult learner as the driver of the educational process (Merriam, 2011). As a result, the relationship must be a dynamic system with a series of complex variables, as opposed to a transmission or merely transactional process (Rodriguez, 2012).

Key to success was the establishment of small research teams comprised of four to six doctoral candidates with similarly-themed dissertations; and the close advising relationship with a primary and secondary advisors, both of whom were assigned to the team by program administrators. Through both asynchronous and synchronous conferences, candidates formed strong interpersonal relationships with their advising committee and research team, often meeting beyond required times, and allowing for close camaraderie to foster and support their research. Tactics employed by the doctoral advisors challenged and inspired candidates to complete their dissertation, and recognize how the tools learned from the mentoring and research process are applicable to their own career and success.

**Keywords:** Andragogy, Mentoring, online, doctoral learners
Implementing & sustaining “Action Research Communities for Language Teachers”

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Christine Barbara Lechner, Pädagogische Hochschule Tirol, Austria
Magda Maver, School for construction and land surveying, Croatia

In this workshop we will present the context and results of the Action Research Communities for Language Teachers project (ARC) carried out at the European Centre for Modern Languages from 2016 – 2018. The project team consisting of action researchers from the field of language learning in six European countries set out to contribute towards quality enhancement in the language classroom and towards the empowerment of language teachers through the application of action research approaches and also to demonstrate ways to become involved in action research through the tools developed. Overall, participants from over thirty countries were involved. Now, at the end of the project, the aim is to see how we can make a sustainable contribution to practitioner learning and (online) learning communities.

During the workshop we would like to involve participants and invite them to join us in finding a way forward. There will be opportunities to get to know and work with the project tools such as the “ARC Spiral leading into action research” and trialled framework-design for a two to three-day workshop providing an action research quick-start modelled around the so-called “Content pack”. These and further tools will be demonstrated and reflected upon.

The workshop will be constructed around a set of key questions for discussion. Central questions are, for instance, how we can realistically encourage teachers to participate in AR using online learning tools and communities, how teachers can be supported in developing as AR practitioners and how far it might be possible to enact educational change through the tools and communities. As a final step we hope to engage participants in a round-up thinking-forward activity.

Keywords: communities, language learning, tools, European
Transformative research methodologies such as participatory action research becomes more and more chosen by students within Fontys University of Applied sciences in The Netherlands. As action research is both a research methodology and strategy for change, it helps students both to develop their research skills and to develop their practice. However, doing action research requires specific (future) skills as the student takes in a role of a facilitator of the research, a facilitator of the change and a facilitator of the learning, in often complex and dynamic practice contexts. In a PhD study by van Lieshout (2013) this interplay between the facilitator and the contextual factors in action research has been studied and findings recommend to create systems of support by these students in order to become skilled facilitators and being able to ‘surf the turbulence’, which is inherent to action research.

Within Fontys, a large group of teachers of diverse institutions, expressed that they experienced challenges in supervising students choosing this methodology in their (master) studies. The biggest challenge was the so-called paradigm shift, which means working in a critical paradigm while most of them were educated in a more positivistic paradigm. A small group of teachers initiated creating a Fontys wide interprofessional learning community to collaboratively develop ‘a set of products or programs' for teacher professionalisation in this field of work. For enabling the facilitation of this learning community, over the last 2 years, some bottom-up activities were put into action and parallel with it this small group searched for funding. Teachers are observed to be eager to partake in such an initiative, though support from institutional and organisation management is still lacking. Therefore, little progress is made.

We would like to invite critical friends to engage with to explore and articulate the issues we experience and to collaboratively (and creatively) reflect on possible future actions.

**Keywords:** Facilitation, future skills, learning communities, supervision, support system
Case Study: University Course „Education for Sustainable Development – Innovations in Teachers Education and Schools“ (BINE)

Franz Rauch, Alpen-Adria-University Klagenfurt, Austria
Regina Steiner, Austria, University of Teacher Education, Upper-Austria

Like human rights, sustainable development may be regarded as a “regulative idea” (Immanuel Kant). Regulative ideas don’t indicate how an object is made up but serve as heuristic structures for reflection. The goal of the University Course BINE is to encourage participants to deal as a “community of learners” with subject information on sustainable development (SD) and education for sustainable development (ESD) in a reflected way. The course offers five seminars plus regional mentoring meetings. Participants complete an action research study. The aim is to improve pedagogical research competences (mainly action research), to research and reflect on educational practice in teacher education in diverse educational subjects, and to implement sustainable development issues in the teacher education curriculum.

The interdisciplinary nature as well as the present and future relevance of the sustainability debate, with all its inherent dilemmas, uncertainties and confusions, may constitute fertile ground for educational innovation. It is of utmost importance to address the challenge of the vast complexity which results from sustainability and related uncertainties in order to retain a capacity for action without lapsing into simplistic dogmas. While on the one hand sustainability issues are used as a vehicle for innovation in education, they are also meant to trigger concrete sustainable social development processes.

The overall results of the evaluation of the course have shown that the BINE course offers an adequate instructional and learning strategy for the participants to construct the meaning of the complex issues of Sustainable Development (SD) and ESD by researching, reflecting and exchanging in the learning group focused on concrete examples. The course has proven to enable a learning community. It is a challenge not to simplify ESD and lose its potential to identify the inter-connections between the ecological, social, economic and cultural-political spheres more clearly and adequately. The action research process provides a basis for learning in order to further develop the participants concepts of ESD as well as research and implementation competencies.

Keywords: Action Research, Education for Sustainable Development, Teacher
In-service Education
The development of the german-speaking CARN – from the idea to the annual symposium CARN DACH

Franz Rauch, Alpen-Adria-University Klagenfurt, Austria
Christine Lechner, University of Teacher Education Tyrol, Austria
Angela Schuster, University of Teacher Education Carinthia, Austria

The presentation will provide insights into the dynamic development of the German-language CARN (CARN DACH) Network focusing on the most recent developments leading to a discussion on building network communities.

During the CARN Conference held in Vienna in November 2011 the idea to create a German-language network was born. On account of the venue, many of the participants were from Austria, some from Germany and a few from Switzerland. As the conference language was English as usual, the question arose as to the possibility of organizing meetings in German.

Two years later, on October 5th, 2013, the first meeting of the German-language CARN took place. It was organized in Vienna by the Institute of Instructural- and School Development at the University of Klagenfurt. 21 participants from Austria, Germany, Switzerland and the Czech Republic followed the invitation. The meeting offered possibilities for presentations and sharing of experiences with action research. Further topics were aims, structure and activities of the network and a brainstorming about next steps.

Meanwhile there have been further meetings in Vienna, Graz and Bremen, Linz, Bielefeld and Innsbruck, which were designed as conferences with plenary speeches and symposia where theory behind action research was discussed and participants introduced their work.

The meeting in Innsbruck was the largest to date with over 80 participants from Austria, Germany, Switzerland, South Tyrol and Siebenbürgen. The conference theme was “Sustainable Education” focusing on Education for Sustainable Development and also sustainability in education in the broad sense. A book based on the conference contributions is currently in the review phase and will be presented at the next CARN DACH meeting in Brixen (Campus of University of Bolzano) in South Tyrol, Italy.

Keywords: Action Research, German Speaking CARN, Network
Workshop

Changing and Creating Ourselves by Living our Values More Fully: Changing and Creating the World

Jacqueline Dorothy Delong, Canada
Jack Whitehead, University of Cumbria, UK
Marie Huxtable, University of Cumbria, UK

Through social media, this interactive workshop will bring together global citizens in various learning communities who are engaged in action learning/action research inquiries of the kind, ‘How do I improve what I am doing with values and understandings that carry hope for the flourishing of humanity?’ The participants will also include, through their presence and ‘virtual presence’, contributors to the 2015 Town Hall meeting of the Action Research Network of the Americas Conference in Toronto, the 2016 participatory workshop and CARN study day for the 2017 1st World Congress for Knowledge Democracy: towards an ecology of knowledges in Cartagena and the 2017 ALARA World Congress in Vermont, USA and other new participants.

The workshop will focus on the legacy for transforming social change of the living-theories of educational practitioner researchers, including those accredited for doctoral degrees in different universities around the world. Taken together they take into account critical insights of reflexive change agent models in reflective learning, experiential learning, action learning, action research, appreciative inquiry, reflective practice inquiry, learning history inquiry and living theory inquiry.

Participants will be taken through an action reflection cycle in which they describe what they would like to improve, produce an action plan, explain the data they will need to collect to make an evidence-based judgement on their effectiveness. We will build on our work in the past workshops and include our new learning about using digital data and dialogic research. The workshop will demonstrate the communicative power of multi-media narratives with digital visual data to clarify and communicate the meanings of embodied expressions of values that carry hope for the flourishing of humanity. Our shared activities have the aim of achieving significant changes in the field and in the frame of our learning communities.

Keywords: Living Culture of Inquiry, Living Theory, Practitioner Research
Action research and the use of ICT in education

Klara Bilić Meštrić, Croatian Academic and Research Network – CARNET, Croatia
Aleksandra Mudrinić, CARNET, Croatia

The aim of this paper is to provide a detailed account of the action research conducted within the CARNET (Croatian Academic and Research Network)’s project Schools 2.0. With the project Schools 2.0, CARNET sought to connect as many schools as possible to a fast internet connection and provide a better quality education and interconnectivity with the help of technology aiming to enable high-quality and comprehensive distance learning and e-learning for an increasing number of users – both teachers and students. Thus 27 schools were enabled to collaborate with each other and the whole world.

In order to monitor the implementation of the project and the way teachers used the resources that were provided, CARNET decided to involve the teachers as action researchers of their own practice. After an initial workshop, 5 teachers and one head teacher decided to conduct action research into their practice and the use of ICT in education.

The paper will aim to present challenges faced by the teachers and the head teacher during this period. It will address the need for the development of digital competences in the education system and advocate the implementation of action research as a high-quality form of systematic (self) monitoring and evaluation of work and the empowerment of the educational agents.

Finally, the purpose of the paper is to give a detailed account of the creation of a community of practice - of five teachers and the head teacher who carried out the action research in the school year 2014/2015 and who in the end provided detailed accounts of their work in an edited volume. The paper will give an overview of the chronology of their work within the project Schools 2.0 and present the results of the project and active collaboration between teachers, headmaster and action research facilitators.

Keywords: action research, ICT, education, Croatia, Schools 2.0, CARNET
Reconsidering social action in everyday school practices: A PAR based on critical literacy educational practices

Konstantinos Sipitanos, University of Crete, Greece

Aim of this paper is to present that the combination of Youth Action Research (YPAR) and Critical Literacies (CL) can change and challenge hierarchies and hegemonies. Specifically, the students’ participation in data analysis and decision making challenged the dominant discourses and provided a democratic school environment for negotiations and social changes.

Context

Two-Year research has taken place in a rural area in Crete, where the students (12-14 years old) acted as co-researchers (Fielding, 2001). The students are coming from diverse environments, mainly are low-income families with diverge linguistic repertoires (bilingual parents, dialects).

In the strict up-down hierarchical Greek system the students had the opportunity to participate in a PAR, where on the one hand they chose the themes they wanted to investigate, they pose the questions, they compare the texts by identifying the dominant and oppressed discourses and they designed several texts orally and written like articles, reports, poems, theatrical plays, karaoke songs. As co-researchers they collected data through their journals, they draw the course. They analyzed the data by thematic analysis and by comparing the linguistic patterns in their entries and drawings (discourse analysis).

Findings

The students identified certain thematic categories such as the role of the teacher, the language course, the role of the exams, the students’ relationships. Through their participation and their understandings, they realized that their decision making constructs a more equal and more inclusive school environment, where all the students can contribute.

Conclusion - Discussion

The specific PAR contributes to the discussion taking part in the YPAR literature, where issues of power, authority, process, ownership, and citizenship are discussed (Groundwater-Smith & Mockler, 2016).

Keywords: critical literacies, dominant discourses, hegemonies, participatory action research, students’ voice
Interactive paper presentation

Braving the Beach: Working together to develop a coastal learning community for the future

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Cait-Talbot Landers, DCEC, Edge Hill University, United Kingdom
Bethan Garrett, DCEC, Edge Hill University, United Kingdom

Beach School is a new phenomena, emerging post 2010 in the UK from the success of Forest Schools (Mackintosh, 2017; Hovarth, 2015). It is offered to schools as a brand that can be purchased as either a franchised self-delivery model or as a source of income generation by accredited organisations. In essence it is an attempt to commercialise, impose and control practices in using natural environments by practitioners that can lead to the significant undermining of practitioner’s self-efficacy, limits access to the majority and possibly damages the purposed aim of raising ecological empathy.

Our North West of England Beach School Network was established in 2017, and includes academics, early years and primary school teachers, environmental groups and coastal landowners. The aim of the network is to create a learning community of practitioners who seek to define their own definitions of what is a Beach School, what should be the principles and practices of this pedagogy and how can we develop ecological justice (Bowers, 2001) and literacy (Bigalow, 2014) in the current age of neoliberalism where global warming, climate change and impending environmental catastrophe is in the public conscious (United Nations, 2019).

The wide range of stakeholders involved in this network are viewed as equals, involved in the whole research process. And importantly, all involved will experience co-ownership authentically. The knowledge created through this participatory action research (Wood, 2016) approach will be:

- Transdisciplinary
- Application-oriented
- Socially accountable
- Reflexive
- Context-sensitive

This presentation will share the process involved in the establishment of this community of practice (Wenger, 1991; Wenger & Lave, 1998), preliminary findings and initial reflections.

Keywords: Beach School, coastal pedagogy, collaboration, learning community, practice
Practitioners take applied research findings within and beyond their organizations

Michelle Powers Collay, University of New England, United States
Brianna Parsons, University of New England, USA
Erin Connor, University of New England, USA

The curriculum framework integrates several levels of inquiry – students pose questions about practice within their work settings (Anderson & Kerr, 1999; Barrett & Moore, 2011; Savery & Duffy, 2001; Wenger, 1998). Through engagement in applied research tasks including an analysis of knowledge construction within organizations, program evaluation, policy analysis, and an organizational change proposal, scholar-practitioners refine their inquiry. Professionals draw upon transformative leadership theory to more fully understand themselves as leaders in their own organization (Grogan, Donaldson, & Simmons, 2007; Shields, 2010).

In a follow up study of recent graduates of an Ed.D in Educational Leadership graduates identified knowledge development, having greater credibility with colleagues, and the value of having the credential as important outcomes. The focus of the next stage of program evaluation is the potential and reported influence of applied research by program graduates on the stakeholders they identified throughout their proposal development, during their data collection, and at the end of their formal program (Auerbach, 2011). Our graduates use their applied research "as a powerful tool for social change" as well as to guide and inform their own personal and professional development (Burgess & Wellington, 2010).

Initial findings indicate that both mid-career and early-years professionals share their expertise within and beyond their organizations. Over half of graduates report presenting at regional conferences, with a smaller percentage seeking national audiences. A small percentage will seek opportunities to publish in both practitioner publications and research journals.

Keywords: applied research, practitioner scholar, transformative leadership
Spatial planning creates the living space for present and future generations. In addition to nutrition, heating and mobility, a socially, economically and ecologically compatible design of our spatial environment is one of the key points (Bilharz, 2008) of sustainable development. However, participation in this area, which affects all people directly, requires knowledge and a reflected engagement with the basics of spatial use and design. One of the few offers on this topic for primary schools are teaching materials and workshops in the context of the project “Spatial Planning Goes School” of the Environmental Education Center Styria.

A team of teacher trainers in Upper Austria is evaluating and further developing this offer by means of Action Research. The research question is: “How should teaching materials and teacher trainings be designed so that teachers are able and willing to integrate the topic of spatial planning into their teaching?” Regina Atzwanger, the head of the above mentioned project, is a part of the research team, while the other members of the team bring in the outside perspective.

In order to specify a first quantitative exploratory survey (an online questionnaire amongst elementary school teachers throughout Austria on their ideas of spatial planning and their wishes regarding teaching materials and training), interviews were conducted with elementary school teachers who experienced school workshops provided by the above mentioned project. Another data source was the personal experience of Regina Atzwanger conducting the workshops. The interpretation of the data took place in numerous discussion workshops of the research team, whereby the results of the evaluation could be validated communicatively. Our question for further development is: How can we cooperate with teachers in designing workshops for teacher education, which meet the needs and interest of teachers on this topic.

Keywords: Curriculum, Education for Sustainable Development, Primary Education, Spacial Planning, Teacher Education
How can we design a further education study in supervision for teachers as an action research project?

Solveig Strangstadstuen, Norwegian University of Life Sciences, Norway
Sigrid Gjøtterud, Norwegian University of Life Sciences, Norway

How can we design a further education study in supervision for teachers as an action research project?

In Norway Teacher Education departments are expected to provide further education studies in supervision and mentoring for teachers. When revising our study program in supervision according to the strategy ‘Teacher Education 2025’ (Ministry of Education and Research, 2019), we are supposed to actively collaborate with schools in developing their core tasks. The collaboration is to be executed in professional partnerships characterized by mutual obligations and respect. We consider competence in supervision a key qualification for everyone in this diverse professional partnership. Our plan is to design the study program in supervision as an action research project (Carr & Kemmis, 1986), where the teacher educators and the teachers are subjects in their own research with an internal view on their own supervision. By a co-operative action research project in our teacher education team, we explored how we supervised our students’ writing of mandatory tasks. We learned as colleagues, based on our diversity, the feeling of positive interdependence among us, and how this contributed to concrete improvement of our supervision practice (Gjøtterud, 2011). We became more aware and explicit on how to support our students with clearer structures and meta supervision (Gjøtterud, Strangstadstuen, & Krogh, 2017). We have also been supervisors in school-based development projects, led by the schools themselves. In these projects the teachers conducted developmental work, but not research (Strangstadstuen, Hugo, & Nordby, 2017). When renewing our study program in supervision we want both parts to research their practices. In this presentation, we will discuss: How can we facilitate the study program in supervision to become an explorative ‘professional partnership’ where we, teacher educators and teachers in schools, research our respective practices together?

Keywords: action research, co-operation, further education in supervision
Ethical dilemmas in action research and action learning
Jack the Lion – The Making of a Film about Action Research as Action Research

Franz Rauch, Alpen-Adria-University Klagenfurt, Austria
Amir Har-Gil, Netanya Academic College & Haifa University, Israel

The process of action research and the production of a documentary film are structurally comparable. Based on this assumption, this lecture tells the story of the making of a film on action research. It describes the process starting with the decision about who will be the protagonists, followed by script writing, filming and editing. The core issue is the film director’s strong intervention during the filming phase which is reflected in the light of his different roles and with respect to ethical considerations. The lecture closes with reflections on what a documentary film can convey about action research.

Based upon Lewin’s work (1946), performing the action research spiral leads to a practice that is more accurate in its essence which, however, does not mean the practice is true or perfect. Like learning, action research is a cyclical ongoing process. An action researcher incessantly observes, analyzes, hypothesizes, assesses, reflects, and adjusts (Mary, 2012). A challenge concerning all forms of action research relates to the tension between the researcher and the organizational context (Davidson, Martinsons & Ou, 2012). In this research, a further tension was the one between the different roles of the film director. The spiral process allows the researcher to see the whole picture and provides reflections comprehensively – towards himself and towards the protagonists the director analyses. Thus, he managed to grasp issues that were not apparent in the first viewing and repeated viewing of the same responses contributed to a deeper understanding. They began to see things beyond words which were not evident in the way the participants responded, and to understand his feelings during the filming process and their influence on the process. All this should lead to a better and deeper way of their film making in the future.

Keywords: Action Research, Documentary Film, Dilemmas
Addressing the ethical dilemmas of being the researcher and the researched in self-study

Louise Hawxwell, Department of Children, Education and Communities, Edge Hill University, United Kingdom

My PhD takes the forms of a narrative self-study, considering the manner in which my beliefs and actions intertwine (Childs, 2005). I am exploring my practice as a teacher educator, my relationship with the outdoors, and how this relationship is significant in the development of my belief system about the outdoors itself.

In self-study, we are both the subject and object of the inquiry, suggesting that an understanding of teaching and learning is derived from contextualised and personal knowledge (Bass et al., 2002). Therefore, any knowledge generated from these studies may be considered subjective. To challenge this notion, I take the epistemological stance that ‘All knowing and learning comes from our human need for connection with others and the world’ (Lysaker & Furuness, 2011, p.187), framing my study with the following lenses: dialogical, reflexive, relational, and embodied.

If we want others to value our self-study and to recognise it as meaningful (Tidwell, Heston & Fitzgerald, 2009) then we need to demonstrate that it is ‘well founded, just and can be trusted’ (Feldman, 2003, p.28). In self-study, trustworthiness can be established in a number of ways, including ethical procedures. To address this, I have constructed a framework with each section relating to the lenses used in my research. Within each lens, approaches to these different ways of knowing have been identified, so that appropriate ethical procedures can be planned, implemented, monitored and upheld throughout the study.

In my presentation I will present this framework to demonstrate the ways in which these different lenses have supported me in identifying and addressing ethical issues in my self-study research. As my PhD is a work in progress, I welcome any contributions or suggestions to further inform my approach to ethics.

Keywords: ethics, objectivity, self-study, subjectivity, trustworthiness
Researching to improve learning and enhancing life

Marie Huxtable, University of Cumbria, United Kingdom

Many Action Researchers committed to values-based practice face ethical dilemmas in their sites of practice. In this paper I will show the implications for them of adopting a research methodology that focuses the researcher on creating and making public valid values-based explanations of their educational influence in their own learning, the learning of others and the learning of social formations within which they live and work. Generating such explanations of educational influences in learning is what distinguishes Living Theory research. This is a form of self-study, educational practitioner-research whereby the researcher clarifies their embodied life-affirming ontological and social values as they emerge in the course of researching aspects of their practice to understand, improve and explain it. These values form the principles and standards by which the researcher explains and evaluates their educational influences in learning in the course of contributing to their ‘field’ related practice such as health and social care, community, education, management, etc. I will draw on accredited Masters and Doctoral work and published papers to show how this form of research has been used by educational-practitioners as part of their professional development and enabled them to contribute their tacit knowledge to the growth of a global educational knowledgebase.

In this interactive presentation I wish to test with the audience whether this research methodology is of relevance and practical use to them and other educational-practitioners who want to realise, as fully as possible, their life-enhancing values in their practice where they feel their values are in conflict with the demands made of them.

Keywords: educational learning, living-theory, values
Workshop

Well-being of (refugee) pupils – An arts-informed approach to research

Marlena Dorniak, Laborschule / University of Bielefeld, Germany
Daniela Schmook, Laborschule Bielefeld, Germany
Eva Kleinlein, University of Bielefeld, Germany

How do we do ethically correct research with pupils with a refugee background? We asked ourselves this question in the research project “Refuge and Education”, which is carried out at the Laborschule in Bielefeld, Germany. In the participative research program, a multidisciplinary team of teachers and scientists is conducting a research to promote school development at their own school and to gain general insights into the educational system in Germany. The main question is whether the inclusion of children and young people with a refugee background in school is successful and which factors are decisive for this.

While in the first part of the survey the perspective of adults was collected through guided interviews, the part presented in this workshop is mainly about the perspective of young people, gained through an arts-informed research approach. As a project with a whole class, the art teacher who is a part of the research team worked with students on how children feel at their school. The paintings were reflected in the class through individually written texts on the pictures and a group dialogue. Subsequently the paintings were used to interview selected pupils for a closer look at their well-being at school. In order to avoid stigmatization and to get a broader understanding as well, it was important not only to focus on students with a refugee background, but to involve others equally.

Based on methods from the field of museum pedagogy, participants in the workshop will be invited to work with the materials developed in the research process. The pupils’ paintings will be examined, reflected on together and embedded in the context of the research project. Furthermore, the results of the survey which have been developed through a qualitative content analysis, will be presented as a conclusion of the workshop.

Keywords: art pedagogy, ethical questions, refugees, school development, teacher research
Gummesson, a management consultant, refers to two goals in his approach to action research, which he refers to as ‘management action science’ (2000, P. 118) as contributing to the client or business and contributing to science. To achieve both goals he then suggests that action scientists need to be able to ‘balance a schizophrenic personality and get the best out of Dr. Jekyll and Mr. Hyde’ (2000, P.119). This appeared to, at times, encapsulate some elements of the process in an action research PhD study I was conducting. Here, helping to develop the action, on the one hand, required one set of processes, involving definite participative and democratic learning and actions, while developing the research, on the other hand, required a different (and more solitary) approach. This affords a good starting to discuss some of the ethical dilemmas that emerged in an action research and action learning PhD study I conducted, drawing on my dual experiences as a key participant in a developing a social enterprise and as a researcher seeking to develop a PhD study from the action research project. I will explore the following aspects, each of which carried different ethical dilemmas, and some of which overlap with each other, in this presentation and paper:

- Participation in dual roles of key player in action and main researcher
- Letting the participants decide (e.g. action and research agendas)
- Issues of democracy and collaboration
- Recording and reflecting on what happened –v- driving the transformation
- Commitment to action –v- commitment to research.
- Research in (and for) action (in action reflection)-v-re search for thesis purposes (post-action reflection)
- Starting with the system –v- understanding and learning within and beyond the system.

**Keywords:** Action Learning, Action Research, reconciling ethical dilemmas, social enterprise
In the present times, despite remarkable technological advancements and enhanced productivity (never seen before), there are countless people who either sleep hungry or lose their lives to starvation. This is not to say that the earth can't produce enough. Mahatma Gandhi had very famously said that the earth can produce enough for everyone's needs but not for greed. Perhaps, the utilitarian ethic that modern times advanced through capitalist modes of production left some with surplus but many were pushed to the altar of deprivation. Alongside, the utilitarian ethic distorted human's relationship with the land, and rendered the land (dis)eased with the application of toxic chemicals, the use of which promised fruits of/to the greed.

As an action researcher (M.Phil Development Practice, Centre for Development Practice, Ambedkar University) I was immersed with the Kabir Panthis (Followers of Kabir) of Kaliga, a village in Gumla district of Jharkhand state. These Panthis, who are followers of Kabir and celebrate his philosophy in their Satsang gatherings, live a life of dissatisfaction and contradiction. Despite realizing the unpleasant consequences of using chemical enhancers of productivity, they continue with their usage but also feel dissatisfied both with the produce as well as their ethic of relationship with the land. These farmers who have been cultivating crops for humanity have been bequeathed with discontentment by modernity.

The Action Researcher was immersed in the village for ten months and co-researched with them on their land ethics and struggle to discard modernity for the sake of contentment. Their dilemma also forces me to ask if capital driven modern state would ever be able to see contentment as a necessity for the well-being of its subject or it is a lonely journey of an individual where society has no role to play?
Top down meets bottom up: negotiating the ethics in participatory action research

Sarah Jane Banks, Durham University, United Kingdom

Often there is an ethical rationale for participatory action research (PAR), based on the belief that people with expertise by experience on a particular topic have a right to play a role in creating knowledge for social change (‘epistemic justice’). This workshop will consider the tensions between ‘top-down’ and ‘bottom-up’ ethics, surfacing some of the often hidden paradoxes and dilemmas. ‘Top-down’ ethics includes: a) requirements for institutional ethical review, and b) the norms, values and motivations of the academics and professional practitioners. ‘Bottom-up’ ethics comprises the norms, values and motivations of community partners and service users.

Institutional ethical review sets the framework within which research may be conducted - regulating relationships between different stakeholders in advance (e.g. relating to consent, payment, data protection and ownership). Ethical review is often criticised as rigid, risk averse and excessively constraining – especially for co-produced research, which tends to be fluid and flexible. More importantly, it often sets terms for reference for what counts as ethics and whose ethics count – based on impersonal, rights-based approaches concerned to protect ‘research subjects’ and the reputations of research institutions and funders.

Academics and researchers may undertake PAR with a motivation to expose and challenge social injustice. They have a vision of a ‘good society’ and may wish to challenge stigmatisation and contribute to improving the lives of service users and members of community groups. But what if service users/community partners do not share these norms and values?

How do academic and practitioner researchers decide when to challenge and when to respect indigenous values? How do partners negotiate together the values and norms of research processes and outcomes, both in advance and as the research proceeds? This requires considerable work by all partners to develop ethical sensitivity, surface their own values, recognise and examine value clashes and negotiate ethical positions and actions. This has practical implications (time, resources), but above all, emotional implications in terms of moral labour or ‘ethics work’.

This workshop will introduce the topic, ask participants to work in small groups on case examples from around the world, and then discuss their own ethical challenges, with a view drawing together learning for practice.

Keywords: ethics, PAR, top-down, bottom-up
Doing ethical symmetry-challenging research relations with vulnerable groups from a relational agency rationale

Susanne Kümpers, University of Applied Sciences Fulda, Germany
Marilena von Köppen, University of Applied Sciences Fulda, Germany
Sabine Tiefenthaler, Free University of Bozen – Bolzano, Italy
Kristina Schmidt, University of Hildesheim, Germany

Participatory research intends to involve those whose lifeworlds are to be explored in an equally and emancipated manner. Underlying this aim is the assumption that everybody who takes part in the research process disposes of agency. The term agency is here used to refer to the ability to intervene or act in such ways that produce particular and intended effects.

However, experience in research practice shows that there are often asymmetries in researcher relationships. The possibilities to exert influence seem to be unevenly distributed. In the light of these findings, how can the aspiration of a participatory and collaborative research process be achieved?

To reflect on this question, we will analyse three empirical projects with vulnerable groups from our doctoral studies. Located in health sciences and social work studies, we will explore projects with elderly people in nursing homes in Germany, female refugees in reception centres in Italy and people with learning difficulties in supported living in Germany. The analysis is based on two steps:

In a first step, we will explore and address agency in these different contexts. By describing and analysing the research relationships as an interwoven web, we will be able to reconstruct agency in its relationality.

In a second step, we will turn to the question how research relations between the actors involved in this web can be established on a more collaborative basis. For this purpose we will refer to the principle of ethical symmetry and develop its meaning in participatory research projects.

Based on our presentations, we want to discuss the difficult task of “doing ethical symmetry” with the participants. In an interactive and facilitated reflection process, they are welcomed to debate their field experiences and research ideas regarding this concept.

Keywords: agency, ethical symmetry, research relations, vulnerable groups
Unethical use of mobile technology in the academic environment - a mixed research methodology

Liliana Mâță, “Vasile Alecsandri”, University of Bacău, Romania

Mobile technologies are becoming more and more accepted and used as pedagogical tools in higher education with multiple valences on teacher professional learning. There was designed a quantitative study to measure the attitudes of university teachers towards unethical use of mobile technologies. The research consisted in applying a mixed research methodology based on the use of a questionnaire and the interview with open questions. 104 teachers from Romanian universities participated in the study. The results of this research highlight university teachers’ positive attitudes towards the use of mobile technologies in higher education. Depending on gender, the attitude of the female teachers is more favourable than that of the male teachers. In relation to specialization, the attitudes of Mathematics teachers are more favourable than that of the teachers with Pedagogy specialization. The research results have implications on the educational process from higher education, especially for integrating mobile technologies and their ethical use. Determining teachers’ attitudes of the ethical aspects of using mobile technology highlights the awareness of the positive and negative effects of their integration into the educational process in higher education.

Keywords: Ethics, higher education, interview, mobile learning, questionnaire, teachers
Future of action learning and action research
The issues of participation and collaboration in developing action research in complex settings

Ana Silva, University of Minho, Portugal

This symposium focuses on how the issues of participation and collaboration are addressed in a variety of professional contexts through action research. It addresses the challenges but also the gains of participation and collaboration as two key aspects in developing action research projects.

Paper 1

The Intercultural Mediation Network as a community of practice in the territories and their forms of local collaboration: past, present and future

Margarida Morgado, Polytechnic Institute of Castelo Branco
Ana Maria Silva, University of Minho, Portugal

RESMI (Rede de Ensino Superior de Mediação Intercultural) is a Portuguese national network of intercultural mediation of Higher Education Institutions (HEIs) across Portugal, in connection to the High Commissioner for Migrations (ACM), a government-led body. It was set in 2015 in view of the public recognition by that government-led body that HEIs have an important role to play in (1) analyzing, distributing and supporting local mediation practices, (2) in training and educating for intercultural mediation in academic and professional terms, (3) as well as in monitoring and disseminating best practices in the scope of intercultural mediation. Among its many activities, HEIs that are members of the RESMI network have pursued research, training and consultation practices in direct contact with local grassroots projects supervised by ACM. After a brief introduction of RESMI, this paper uses responses to a brief survey to map the 5-year activity of HEIs in contact with local intercultural mediation projects. The findings are presented as those of an evolving community of practice that is dynamically updating: (a) how each HEI, in connection to local intercultural mediation projects, generates particular cultural, social, and symbolical ways of looking at what is happening locally; (b) how diverse concepts of intercultural mediation enrich a plurality of approaches and foci; and (c) how RESMI nourishes and grows from this collaborative network of local projects through its HEIs.
Recognize diversity, learn to mediate through a territorial learning community

Ana Maria Silva, University of Minho
Elisabete Pinto da Costa, University Lusófona of Porto
Miguel Prata Gomes, Escola Superior de Educação Paula Frassinetti, Porto, Portugal

Recognizing and enhancing the richness of diversity is one of the challenges of today’s society - multicultural, multireligious and multiethnic. To respond to this challenge, a Project of Intercultural Municipal Mediators (PMMI), funded by the POISE Program and implemented in 12 municipalities in Portugal, has been under way since February 2019 and for a period of three years. This paper presents the PMMI and collaborative research-action work in progress through the construction of a community of practice and learning made up of researchers from several higher education institutions, coordinators of Municipal Projects and intercultural mediators of diverse ethnic groups, cultures and religions of 5 of the PMMIs in development in the northern part of Portugal.

Build social cohesion in a community of significant multiculturality. The example of the team of Municipal Intercultural Mediators of Braga

Rómulo Barreto, Estreiadiálogos Network, Portugal

The Braga Municipal and Intercultural Mediators Team - EMMI emerged from the concern of Local Government in promoting the effective inclusion of immigrant and gypsy communities living in the Municipality. Based on the pillars of sense of identity and belonging, EMMI has the challenge to use mediation as a tool for an active social integration of the most vulnerable communities. Targeted to provide a fair, equitable and integrative response, Braga’s EMMI fosters the construction of social bridges between public and private agents through networking substantiated in the performance of coordinated actions aiming to reduce the impact of integration of the immigrant and the gypsy in the local community. The life time of the project is of 36 months wherefore the objective of this presentation is to discuss the results of the
actions taken in the few months of execution of the alluded project towards social cohesion, quality of life and intercultural interaction, through a transversal and positive collaboration of all stakeholders.

**Keywords:** collaboration, action research, mediation
Online Role-play: Action Research in Higher Education

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Ines Blažević, Faculty of Humanities and Social Sciences, University of Split, Croatia

Action research in higher education focuses on the investigation, reflection, and improvement of practice (Gibbs, et al., 2017). This study targets on the two areas of the higher education activity, teaching practice and student engagement. The core of action research in education is the collection of feedback throughout the learning activity from all the involved teachers, students, and administrators (Stringer, 1999). This action research was taking place at a graduate level Distance education course for students majoring in pedagogy. The research was focusing on the planning, implementation, and delivery of the online role-play activity. The activity was delivered through 6 parallel role-play groups, it lasted 4 weeks and involved a total of 36 students. The online role-play activity was designed in relation to the type of the course and in order to support course participants in understanding the limitations and benefits of online activities and online teaching technologies. Another purpose of the activity was grounded discussion on the pedagogical issues related to the case scenarios which were a basis for the role-play. Online role play falls under the concept of structured activities, which consist of designs for participation aiming to create a common study and discussion experience of experiential learners (Pfeiffer and Ballew, 1988). In order to make a conclusion and improve practice by the means of action research, it is necessary for all involved stakeholders to analyse practice and participate in research in self-reflective manner. In this study, learning is occurring both through the role-play activity and actual student participation in action research. Hence, the cycle of this action research included: recognition of the problem (previous practice), documenting the experience (online discussion transcripts, group reports, student reflections on the activity, teacher’s notes), analysis and representation of gathered data, and action (implementation of the gathered knowledge in future courses). The study findings indicate ways in which activity structure could be modified in order to improve the learning experience.

Keywords: online role-play, experiential learning, higher education


**ARNA 2019 Update**

**Joseph Michael Shosh**, Moravian College, United States  
**Lonnie L. Rowell**, University of San Diego

Since its inception in 2013, ARNA has succeeded in building new bridges of solidarity throughout the Americas and around the world, while publicly opposing walls of intolerance. Key accomplishments have included the establishment of the first network to unite practitioner researchers in the Americas; the celebration of the legacy of Orlando Fals Borda at the 21st century’s largest gathering of action researchers; publication of The Palgrave International Handbook of Action Research by network initiators; and convening of the world’s first Global Assembly for Knowledge Democracy. In June of 2019, ARNA convened its 7th annual conference on the campus of McGill University in Montreal, Quebec, Canada entitled “Repoliticizing P/AR: From Action Research to Activism.” This session will provide ARNA’s annual update to CARN and a preview of its 8th annual conference to be held at the Bibliotecam Los Mangos in Puerto Vallarta, Mexico, June 3-6, 2020.

**Keywords:** action research networks, ARNA, knowledge democracy
The potential of action research in the context of Mediation in school settings

Maria Assunção Flores, University of Minho, Portugal
Ana Maria Silva, University of Minho, Portugal

This workshop focuses on the contribution of Mediation as a preventive methodology and as a cooperative resolution of conflicts within an educational and social dimension. It addresses its conceptual and methodological aspects. The following questions will be discussed: To what extent is the school responding to the new challenges in the digital era? Why is mediation important in schools? What kinds of knowledge and competencies are to be integrated in the school curriculum? What kinds of methodologies and strategies should be developed? How can the scientific and ethical literacies be developed in schools? In which ways does action research enable the development of more participatory cultures in schools?

Keywords: mediation, action research, schools
**Improving teaching in Higher Education through action research**

Natália Veloso, Universidade Federal Rural do Semi-Árido, Brazil

The evaluation and improvement of teaching practice through action research has long been debated in education. The purpose of this study is to analyse how to improve the quality of higher education using different methodologies within effective learner-centred Teaching/learning environments, particularly through action research. Action research can be viewed as an efficient method of training or problem solving to support learning environments. This is particularly relevant for quality assurance systems through the use of technology. Studies point to ways of exploring how action research could be used as a vehicle for enhancing the quality of the teaching /learning process, based on Kurt Lewin’s ‘reflect- plan-act-observe-reflect’ model. Similarly, other empirical work look at action research as tempered radical and strategic entrepreneurship in higher education. Action research is based on a process that follows a cycle in which one improves practice by systematically oscillating between taking action in the field of practice, and inquiring into it. The process is a cycle Plan-Act-Describe-Evaluate. In this paper the potential of action research will be explored within the context of a wider study focusing on improving the quality of teaching in higher education.

**Keywords:** -
Interactive symposium

International Middle-School Global Climate Change Initiative: Educational Action Research Strategies to Deepen Student Learning

Mary Leanoir Brydon-Miller, University of Louisville, United States
Socorro Aguja, De LaSalle University Araneta, Philippines
Maricar Prudente, De LaSalle University Manila, Philippines
Lesley Wood, North-West University, South Africa

Young people are making their voices heard worldwide on the subject of climate change and the need for immediate and significant action to address the impacts it will have on all aspects of life on earth. But how do youth come to understand climate change, to evaluate the information that bombards them from all sides on the topic, and to create effective strategies for advocating together for change? And how can we, as educators, support them in developing greater empathy and understanding for the ways in which climate change is impacting communities in other parts of the world and prepare them for their role as advocates and activists now and in the future? This interactive symposium brings together researchers from the Philippines, South Africa, and the United States who are all part of an international global climate change initiative designed to support middle-school students in learning about the environmental, social, economic, political and cultural impacts of climate change. Each local project has distinct goals and challenges, but we are also committed to collaborating with one another to give students opportunities to learn from one another. Each presenter will provide an overview of their local context and the work they been doing with their partner teachers to help students learn about climate change. We will then discuss our efforts to date to create an interactive online platform to allow students to share their knowledge their peers from other countries and to create shared lesson plans and activities to foster this dialogue. Finally, we will present our plans for moving forward and for scaling up this interactive model for peer-to-peer shared learning.

Keywords: climate change; middle-school students; youth activism; international perspectives; engagement
Embedding Action Research in Higher Education Courses

Pete Glen, University of Dundee, United Kingdom

This presentation will highlight some of the challenges and achievements of community-based action research by focusing on undergraduate student (practice-based) research projects and specific dynamic collaborations between the University of Dundee and community organisations. It is also intended to showcase how the Community Education undergraduate course brings collaborative action research to life with students, practitioners and partners.

Collaborative Action Research is used as an active, engaged process that aims to influence positive social change in communities and beyond whereby Community Education practitioners work in dialogue with people in communities of place and of interest towards agency, participatory democracy and active citizenship. This requires authentic engagement with people in communities and as a values-led discipline, the teaching of Community Education practitioners is therefore potentially limited by the traditional role of the University as Educator.

The BA Community Education programme at the University of Dundee has accordingly developed innovative and reciprocal partnerships with like-minded practitioners to extend beyond the traditional boundaries of University learning. Informed by specific values, and pedagogical approaches including social justice, empowerment, self-determination, equity, collaboration, social inclusion, democratic voice and citizenship these ongoing developments enable students, practitioners and organisations to bridge both academic and practice barriers and challenges.

Keywords: action, research, students, community, transformative
Uncovering the hidden imperative of communicative spaces: Negotiating uncomfortable truths through action research

Tess Boyle, Southern Cross University, Australia
Kirsten Petrie, University of Waikato, New Zealand
Karin Anette Rönnerman, University of Gothenburg, Sweden
Christine Edwards-Groves, Charles Sturt University, Australia
Peter Grootenboer, Griffith University, Australia

Critical action research is a praxis-oriented professional learning practice. Such practice requires a move beyond viewing action research as simply a technical or practical method for teacher development; instead, it strives for research that is critical and participatory. When action research is reduced to a technicist process for professional learning, there is a tendency for valorising reported findings so seemingly ‘celebratory’ stories emerges. Yet the process of changing practices is complex and challenging. Often the realities of learning and change means that communicative spaces in action research are spaces for contestation and negotiation, where uncomfortable truths are shared, examined and sometimes silenced. Uncovering these aspects of the change endeavour is a necessary part of addressing and reporting the realities of practitioners’ experiences and outcomes in action research taken up in this symposium. We propose that this is an imperative for safe-guarding the future uptake of action research among the professions.

Drawing on cross-sectoral action research projects in Australia, New Zealand and Sweden, this collection of papers examines the conditions that enable and constrain communicative spaces as ‘sites’ for praxis. In doing so we expose uncomfortable truths about communicative spaces in critical action research, whilst also examining distinctive conditions which act as mechanisms for sustaining practice and praxis development. Papers reveal ways praxis, as morally committed action, forms a fundamental condition for uncovering uncomfortable truths often ignored. We argue that preserving criticality in action research demands negotiating contested ideologies and practices, and ultimately legitimises the dialogic in, and for, professional learning. We conclude with this provocation for discussion: Is critical action research ‘at risk’ of appropriation by technical interests and aims that oft ignores taken-for-granted knowledges, values and practices of the professions and the messiness of change?

Keywords: communicative spaces, uncomfortable truths, praxis
Incorporating research activities into higher education is a part of the national education strategy in Croatia. Modern higher education is student-oriented (Ákerlind, 2004; Kember and Kwan, 2002; Martin et al., 2002; Norton et al., 2005), considers students’ interests (Davis, 2005; Miočić, 2017; Peko et al., 2008; Pring, 2007) and develops competences (Lončar-Vicković and Dolaček-Alduk, 2009; Vizek Vidović, 2009). Important competence for the students of teacher studies is research competence, and doing action research during the study is the way to develop students’ research competence in context of “learning by doing” (Dewey, 1938; Ord, 2012).

In the years 2017/2018 we conducted an action research on action research with our students in methodology courses. Participants were 24 prospective pre-school educators, 27 primary school teachers and 20 pedagogues. The aim of the action research was to improve their knowledge on and motivation for the action research in their future work. Qualitative and quantitative results showed progress in their understanding of action research as well as in their motivation for doing it in the future. The change of the biggest proportion was among primary school teacher students whose initial knowledge and motivation were poor, but in the end, regarding two other groups of students, showed the biggest improvement in both aspects.

Action research was reflective tool for us, teachers-researchers, which gave us the insight into different aspects of our teaching strategies and students’ understandings from their own perspective.

**Keywords:** action research, research competence, teacher studies
Possibility(ies) of developing contextually relevant integrated curriculum through collaborative practice and praxis

Parbati Dhungana, Kathmandu University, Nepal
Bal Chandra Luitel, Nepal
Sigrid Gjøtterud, Norway

The basic level teachers of a public school in a rural setting of Nepal realized that collaboration and reflection are the major needs for their professional development from the participatory needs assessment workshop. Participatory action research, a collaborative approach, demands the participatory action researcher to be a democratic collaborator who facilitates interactions in a suitable environment. This presentation reveals the first author’s reflections on her living values using the lens of transformative education. This presentation focuses on the first author’s initiation for creating suitable environment for collaboration with all the basic level teachers of all the disciplines and co-researcher (PhD student) in the process of exploring possibilities of contextually relevant integrated curriculum. Critical reflective journals and informal observations of the meetings and the workshops are the main sources of data. This presentation unfolds how collaborative practice and praxis enhance the first author’s living (spiritual) values in the process of becoming a better collaborator; what challenges she faced; what changes she noticed in her and in the teachers’ everyday actions. Finally, this presentation also reveals how collaborative practice and praxis enhances spiritual values which may give a suitable environment to initiate contextually relevant integrated curriculum.

Keywords: collaborative practice and praxis, integrated curriculum, living values, PAR
This presentation reflects upon and discusses experiences from school-based needs assessment within participatory action research project aimed at facilitating quality education in public schools of rural Nepal. Being often a first stage in the process of research-action, participatory needs assessment offers space for community members' perception and attitudes towards their collective needs. In this light, this presentation takes evidences from the first author’s field experience, together with the second and the third authors' supervisory experiences to initiate participatory needs assessment. Reflecting the experiences from the theoretical perspectives of transformative education, the presentation eventually brings into surface the different facets of our continuous struggles in getting attuned to the basics of participatory needs assessment. It also brings into surface the contextual and structural challenges of doing such assessments; challenges of involving all the players in identifying problems, and the transformative possibilities the approach inherently brings within it. The presentation also reflects how collective understandings emerged in cyclical and spiral process, and how it enabled us to re-evaluate our culturally embedded core beliefs on traditionally practiced academic research endeavours.

Keywords: Participatory needs assessment, transformative possibilities
Imagining, Strategizing, Sharing and Scaling the Future through Community Action Research

Josephine Bleach, National College of Ireland, Ireland

The Early Learning Initiative (ELI), National College of Ireland, is a community-based initiative aimed at addressing educational disadvantage through an integrated program of activities, training and support for children, their parents and families, and professionals from birth up to third level. Community Action Research (CAR) is used to address the generational, long-term problems of social deprivation, poverty, poor educational attainment and mass unemployment in the area. Our aim is to collectively improve outcomes for children, families, services and communities by changing our relationships, theories, policies and practices. Over the past twelve years, the process has evolved into a complex developmental process of incremental change, informed by data and judgement that has led to the significant cumulative evolution of our theory, practice and programmes (Patton, 1994).

For the past two years we have been imagining the future and developing our 2020-25 strategy by engaging in a multitude of ‘dynamic conversations’ (Schön 1983). Three themes have emerged from this consultation process: 1. Build on our Strengths; 2. Diverse and Inclusive Approach; 3. Development and Expansion. Challenges have emerged. The future is uncertain. Managing the views, tensions and synergies between the various stakeholders is difficult. Ensuring that issues of power and control are dealt with respectfully and all voices are heard and included, is demanding.

A key requirement is the need to constantly learn and evolve; thereby building our capacity, systems and resources to sustain existing provision, while managing sustainable long-term growth and development. Learning how to innovate and adapt to emerging ever-changing contexts requires structured periods of reflection, assessment and dialogue, where needs, risks and possibilities are identified and planned for. This presentation examines how a CAR project strategizes on scaling learning through capacity building, networking and connectedness.

Keywords: action research, capacity-building, change, community, strategy.
Overcoming poverty, deprivation, and social inequality through action learning and research
Interactive paper presentation

**Transforming educational spaces: Exploring joy in togetherness**

**Devanshi Jain**, Ambedkar University Delhi, India

A village sees three violent events, one after another, in a span of one year. As a young female action researcher who happens to be in this village for her work, I was shocked, disturbed and filled with fear. My attempts for conversation around the events were responded by silence. I wondered what this silence means. Specially, what must this silence do to the children? What is the effect on children who know everything that is happening around, experience array of emotions but don't know what to do with it?

I worked in Gumla district of Jharkhand, India. I stayed in the village for a cumulative of eight months spread over two years. During my stay I could observe the discriminatory behavior carried out by families of upper castes communities towards lower caste communities and tribal groups. Throughout the history as well as in present time the village has frequent episodes of violence and oppression towards the people at margin. Oraon hamlet is one such community at the margin of the village Patia. It comprises of Oraon (Scheduled Tribe) and Lohar (Scheduled Caste). I got an opportunity to teach their children. With Paulo Freire on my mind, I dropped the traditional pedagogy which has one-sided communication and attempted to create a safe space within the group of children where they can unpack their experiences, talk about their fear, anger, happiness, excitement, etc. Overtime the group had a constant presence of 13 children ranging from the age of 7 to 15 (1st class to 9th class). I introduced art as a way for them to capture and acknowledge their surroundings. This struck a cord with the group; they started coming together, started making drawings, started singing; they were exploring joy in their togetherness. Slowly they started sharing their experiences with each other.

In the light of contemporary times, based in a tribal belt, this action research work is a minute attempt to transform the practices of educational spaces and bridge the hyper-separation between children's real experiences of being in a certain position and what they are taught in the school.

**Keywords:** Art, Children, Difficult Surrounding, Education, Experience
Mental-accessible museum educational programs for visitors who were diagnosed with Autism Spectrum Disorder: An action research

Eirini Michael Rapti, Aristotle University of Thessaloniki, Greece

The museums ballyhoo that are inclusive institutions, but as a museum educator I realized that people on the autism spectrum are essentially excluded from the museum activities because nobody is informed and prepared to serve them.

Since 1980, museums have reconsidered the reasons of their existence (raison d’être) and adopted an anthropocentric character. The postmodern museum incorporates social groups that have been excluded, under-represented, marginalized, or stigmatized because they differ from the model of the mainstream visitor. Nowadays, almost all of the museums are accessible regarding the physical access; nevertheless, they aren’t universally accessible, as cognitive and sensory accessibility remains a challenge. A large portion of the population - one in 68 people are diagnosed with autism, while other studies report about one in 45; therefore, it is necessary for the cultural institutions to move through exclusion to integration, aiming to achieve integration, for the visitors in the autism spectrum.

The purpose of the research was to identify the most effective educational methods and techniques that can be followed by museum educators to make their educational programs mentally accessible for the visitors with ASD. The action research was organized in three cycles, took place in 2 museums (M1, M2) and our sample was 7 people with autism. The first cycle took place at M1, some modifications were proposed to the existing educational program. Based on observations, new modifications were applied at the educational program of M1 while all other variables remained the same. The modifications were successful, so at the third cycle we applied the modifications of the second cycle in a new museum (M2) and in a new educational program, so that to confirm their effectiveness. Triangulation was used to work through the survey data and we came to a conclusion of 14 best practices.

Keywords: action research, autism, museum education, inclusion, universal design


Educational Co-Creation through Action Research on Educational Inequality

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The Marginalisation and Co-created Education (MaCE) project was developed between the University of Southern Norway, VIA University in Denmark and the University of Cumbria in the UK and funded by Erasmus+. The project aims to co-create proposals to achieve an equitable and socially just education system through participative action research with ‘Early School Leavers’.

In the first year and action research cycle of the project the academic staff team co-created a conceptual framework called ‘Equalities Literacy’ (Stuart et al., 2019). The Equalities Literacy framework is proposed to challenge and inform practice and further research.

The second year and action research cycle saw 10 students join the 3 academic staff in each country to co-research the ‘Early School Leaver’ phenomenon. In the UK practitioners were recruited into a masters level action research module and trained in an ‘Indirect Method’ (Moshuus and Eide, 2016) of research. The UK staff and students each collected and analysed four youth narratives.

This presentation will provide an overview of the conceptual framework, methodological approach and findings from the first two action research cycles and discuss the challenges of a) moving into the final year of research and b) affecting policy change with the results.


Keywords: action research, early school leaver, inequality
Collective of Widows: An Action Research Work

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Is the choice of women’s joy and sexuality controlled by social norms? If it’s controlled by the social norms what in a tribal context women do? The widow, who has been suppressed, who can’t raise her voice and is humiliated for her choices, what happens if she exercises her agency and how the community responses. How the collective of widows come together and address these issues and reach to their choice together as collective? This paper talks about the action engender in a tribe community in central India. The Tribal culture is changing at a fast pace due to ‘sanikritazation’. This action research has been done together with the community. There is a collective of 30 widow women in the village called Morpani in Madya Pradesh, India, which gives new perspective to the questions of gender and women sexuality. This paper talks about the women’s choice and decision making on their body. This paper talks about the process of coming together as a collective and sharing their longings and loss with each other. The transformation in oneself with others and connecting to other’s suffering and loss contributes to the alternatives to develop. This transformative process focused on the method and process, it gives new transformative language to working in groups. The shift in the self as a result of the group’s coming together and how a group moves from the entitlement to the self-expression and acceptance of the choice making gives new alternatives to development in the tribal world.

Keywords: Body, Gender, Other, Self, Widowhood
Health disparities are rising public health issues globally as well as in Sweden. One such example is Lindängen, a socially disadvantaged suburb in Malmö, Sweden, with significant health disparities among its residents. Researchers from Malmö University conducted focus group discussion using Community Based Participatory Research (CBPR) principles with residents in Lindängen. From these discussions emerged five living labs where health-promoting interventions focusing on physical activity, oral health, women’s health, mental health and safety in the environment are conducted. The activities are coordinated by community representatives, known as health promoters, who are instrumental in participant recruitment and engagement, language interpretation and for informing the research team about the cultural sensitivities within the community.

The intervention offered in the physical activity lab was a “fitness justice” program developed by residents of Lindängen together with other actors in the project from the public and private sectors, non-profit organizations together with the researchers. The aim of the program was to build community and diversity together for a fair and equal health and fitness culture among the Lindängen residents based on their perceived needs. The activities promote gradual lifestyle changes towards healthier habits and routines, which also ensure sustainability of the changes through increasing individuals’ self-esteem and self-confidence. The program further focuses on social inclusion, which also enhances efforts of integration. The intervention was evaluated using triangulation methods through focus groups using CBPR interview guide, quality of life survey and biomedical health tests; the findings will be presented.

**Keywords:** Community Based Participatory Research (CBPR), physical activity, health inequalities
Because the Sun Shines Equally on Both Boys and Girls: Drama in Education as a tool to explore Gender Equality

Swaroop Sampat Rawal, Sardar Patel University, India

The workshop will address the problem of ‘gender equality’ and child rights. United Nations Secretary General António Guterres put forward that ‘Gender parity at the United Nations is an urgent need – and a personal priority. It is a moral duty and an operational necessity.’ Yet, in many countries, discrimination against women and disregard for children’s rights remain built in the national psyche. Deep-rooted social norms often ignore, disregard and defend many discriminatory practices. Gender equality will not only empower women to overcome poverty and live full and productive lives, but will improve the lives of children, families and countries as well, and thus bring about transformative changes in the world we live.

This workshop is focused on the belief that Drama enables the inclusion of the gaining of knowledge of the issues of gender equality, the development of democratic skills, the promotion of values such as tolerance, and the building of social assets in the form of trust among the learners. Thus drama is a natural pedagogical methodology for emancipatory education.

The workshop is designed to enable the Training of Teachers (TOT) to teach drama in an emancipatory way that can be used in schools from Grade 3-10. It is an innovative way to teach and negotiate ‘gender equality’; besides using drama in education it also encompasses the use of reflection. Deepening the children’s work and moving away from stereotyping is dealt with during reflection time. A creative ways of assessing skills has been incorporated using drama and reflections. The creative ways are related to a set of predetermined criteria as well as including a range of collaborative methods, such as dairies, story-telling, drawings, observations during reflection time, and peer feedback on a performance.

Keywords: Child Rights, Drama in Education, Teacher training
Participatory Action Research with Separated Young People: Overcoming dilemmas on the field

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Paula Mayock, Trinity College Dublin, Ireland

Aged-out separated children (those who are outside their country of origin, without their parent or customary/ legal guardian and have recently turned eighteen) confront significant challenges as they navigate the transition to adulthood due to a lack of family support and because of their distinctly limited access to state support. It is imperative when developing new policies and attempting to resolve an issue as pressing as the displacement of people across Europe, that the contexts and concerns of those most affected are among the informing factors. Despite this, there is a lack of research on this highly marginalised youth population and their voices are rarely heard or considered. This research aims to share the perspectives of aged-out separated children by gaining a detailed understanding of their experiences of the transition to adulthood using a qualitative Participatory Action Research (PAR) approach. The PhD research examines the experiences of aged-out separated children in two European countries: Ireland and France. In both contexts, participants are invited to participate in one in-depth interview and a group project.

A PAR methodology has been chosen as it provides young people with a framework for encouraging social change and collaboration by supporting them to co-create new knowledge while reflecting on their own realities. However, despite the benefits of using a PAR approach for social work research, the use of PAR, particularly youth PAR, presents several methodological, ethical and practical challenges. The aim of this paper is to reflect upon the use of a PAR approach with 12 separated young people within the French context and to consider how the challenges associated with the implementation of PAR can be addressed.

Keywords: participatory action research, separated young people, migration, transition to adulthood
Practitioner learning for the future
Preschool children participation in classic reading technique and guided reading

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Marija Sablić, Faculty of Humanities and Social Sciences, Josip Juraj Strossmayer University of Osijek, Croatia

Since an open and democratic society education considers it important to teach young people problem solving, critical questioning of the situation, confronting alternative opinions and making deliberate and grounded decisions, the idea of the research was to introduce reading of classic fairy tales in a more modern way.

Fairy tales are meant to teach us values of different kinds, but modern generations of children are not able to process and comprehend them without help of the adults. It is therefore important to talk with children about the morals of these fairy tales and to interpret them according to their age. In this context, we have decided to conduct an action research into the classic reading technique and guided reading of the fairy tales by Hans Christian Andersen and The Brothers Grimm with an aim to research the process of children’s participation in reading and encouraging critical thinking.

The action research was conducted within the course of Early and Pre-school Education and Teaching Action Research in the course of the summer term of the academic year 2018/2019. The children (N=24) aged six to seven participated in the research. The activities of the research included the selection of fairy tales that are similar in their composition and topic in order to be comparable. The data were collected by recording children by smartphones while being read to. The estimated evaluation criteria comprised video-recording observation, recording activities and participation of children in the process of reading the fairy tales in a classic technique and in guided reading. After having listened to the fairy tales the children expressed their preferences by filling out the children’s evaluation sheet in form of a Likert scale. The results of this action research show that children like both classic reading and guided reading. However, in course of guided reading the children participated actively, the discussion with children was more fruitful, motivated them to think and put questions, facilitated expressing their personal opinions and recognizing the moral of the story. We consider that this type of reading keeps the motivation level of reading and researching, while creating the opinion respecting conditions.

Keywords: action research, preschool children, classic reading technique, guided reading, participation
Collaborative Action Research for Climate Change Education

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The Earth’s climate is changing rapidly due to human actions (IPCC, 2013). However, in the US climate change is often misrepresented among politicians, policy institutes, and media commentators as a highly controversial issue. Nearly 1/3 of the US public thinks scientists disagree on the topic of climate change and only half believe humans are the predominant cause (Curry, Ansolabehere, & Herzog, 2007; McCright & Dunlap, 2011). One way to counter this as educators is to make climate science an integral part of school science. We have been doing this in collaboration with science teachers by developing innovative curriculum materials and incorporating them in a state-approved secondary science course. In our previous research (Authors, 2018, 2019; Author 2, 2017) we found that although the teachers and the students overwhelmingly believe in the reality of climate change and its effects on the natural and built environment, the teachers who we work with were not engaging their students in discussion or argumentation about climate science because they perceived it to be controversial. To address this, we embarked on a year-long professional development effort in which we and the teachers engaged in collaborative action research (CAR) (Author 1 et al., 2018) on the teaching of climate science. In this paper we will provide an overview of the action research process used and what we found in response to the following questions:

• How did engagement in CAR help the teachers reject the notion of climate change as controversial?
• What were the effects of engagement in CAR on the teachers' classroom practice?
• What affordances and obstacles helped or hindered the changes in the teachers' beliefs and practices?

We found by engaging teachers in CAR in which they exchange stories of practice, shared and tried out teaching ideas, and engaged in systematic inquiry, teachers' rejected their belief that climate change is a controversial topic, increased their willingness to engage their students in argumentation and discussion about climate science, and published their work in a professional journal (Teacher and Authors, 2019).

Keywords: Argumentation, Climate change, teacher professional development
Com :) viver: promoting socio-emotional learning through teachers’ action research in primary education

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School represents a central axis in the holistic development of children / youth and teachers are expected to respond actively to the academic, social and emotional needs of their students. However, socio-emotional learning (SEL) is still scarce in teacher training. The development of action research projects within the scope of SEL, which allows teachers to promote the development of these skills in their students, is a current scientific and socio-political concern. In this scenario, the Com′Viver project is presented within primary schools and aims to promote SEL in primary school teachers. This project is developed in an educational context. The teachers observed, reflected, and proposed interventions that were adjusted to their educational context and investigated ways of promoting healthy interpersonal relations in their class and consequently, in their school. Throughout the meetings themes related to different social emotional competencies (i.e., self-knowledge and self-regulation, social awareness, interpersonal relationship) were explored and framed within the context of healthy interpersonal relations and prevention of situations of violence among peers. Active intervention methodologies were favoured with the aim of involving all the participants actively, allowing the co-construction of knowledge that was suitable for the characteristics of each context. The Com′Viver project for primary education was carried out by 20 teachers from the district of Lisbon. Preliminary results point towards high levels of teacher satisfaction with the project. Accordingly, the involvement of teachers in this action research project allowed them to develop reflexive questioning of situations arising from their professional daily life, which enabled their understanding and the collaborative development of educational practices framed within the needs of their contexts. In the perception of teachers, this project allowed them to develop social-emotional skills in students, particularly the ability to recognize and reflect on their own emotions and those of others. Theoretical and practical implications for professional development will be discussed within the framework of social emotional competencies to promote healthy schools.

Keywords: Primary education, Pro-social behaviour, Socio-emotional learning, Teachers’ professional development
Interactive symposium

**Action research education influencing teachers’ development work**

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Christina Löfving, University of Gothenburg, Sweden  
Jaana Nehez, Halmstad University, Sweden  
Ann-Christine Wennergren, Halmstad University, Sweden  
Marina Berndtsen, Åbo Akademi, Finland

Teachers are expected to develop and follow up their practices in order to create the best possible opportunities for student learning and growth. Action research provides processes and tools for such an approach and for this reason, some universities in the Nordic countries have integrated action research into their teacher education and in-service programs. Action research is not primarily technical when it comes to investigating practices but rather strives for critical thinking and thereby empowerment for teachers. Expectations and traditions collide under those circumstances and the question is what action research education leads to.

In this symposium we want to explore (1) if and how teachers, through studying and practicing action research, develop their practices and knowledge, (2) How the education itself and the schools where the teachers work nurture or constrain teachers’ development work.

In Sweden, we have interviewed teachers participating in master programs given at two universities (Gothenburg and Halmstad). The focus in the interviews was on whether their practices in schools have changed and if so how the education has influenced those changes. In Finland, teachers, who have conducted action research as part of an in-service course at Åbo Akademi University, have been interviewed with the same research focus. In Sweden, one teacher, who participated in the master program in Gothenburg, has studied herself in her new role as teacher educator/facilitator at the University and present results from this study.

Our results contribute with knowledge on how educational action research emerges, sometimes easily and sometimes with more difficulties, in two Nordic contexts as a way for teachers to become owners of their own development work.

**Keywords:** Action research education, influencing practices
Support of Language and Communication in Swedish Preschools

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The overall aim of this ongoing study is to investigate in what ways the staff at three Swedish preschools could improve the support of the children's communication and language development. Furthermore, to explore the staff's support of the children's communication before and after critical discussions and reflections concerning the support of the children's language and communication. Possible changes of the language support from the staff at the preschools after collegial learning are investigated using a communication supporting observation tool.

In this study the term "middle leaders" (Rönnerman, Grootenboer & Edwards-Groves, 2019) is used for the teachers who facilitate the collegial professional learning for the staff at the preschools. The focus for the "middle leaders" in this study is to critically examine the observed data together with the staff at the preschools about improving the support of the children's language and communication development.

Through action research, areas for language support are identified and new supportive actions are tested. Critically collegial discussions are made and language supportive actions, considered important to develop, are identified by the staff. Knowledge about how collegial discussions can increase staff learning is obtained. The participating preschools have an organization with "middle-leaders" leading collegial discussions.

Creating supportive language learning environments prepares children for the more challenging demands placed on language and communication when they proceed further in life. If the preschool environments can offer supportive language learning opportunities, the numbers of children identified with speech, language and communication difficulties should reduce and those children that continue to experience difficulties will be those with specific needs.

This is an ongoing study and preliminary will be presented at the CARN conference in October 2019.

Keywords: communication; language; preschool children; collegial discussions; observation tool
When new student teachers start their 5-year study program to become teachers at UiT, The Arctic University of Norway, they participate in one-week long introduction program. We start the program by asking them three questions: Why do you want to be a teacher?, What kind of teacher do you want to be?, and What do you have to do to become the kind of teacher you want to be? The idea behind this programme, is to enhance their motivation for learning, and to increase awareness about their choice of future profession. The program consists of various workshops focusing on communication skills and aesthetic learning. There are also introductions to the different subjects, and activities intending to build relationships and establish a good environment for studying. In the end of the week, students are invited to reflect on new thoughts and ideas about the three opening questions, and we discuss the transformative process they have participated in. The project has been documented in reports, articles and a documentary film. The film will be a part of the presentation.

**Keywords:** communication, motivation, student teachers, workshops
Conducting ALAR in Teacher Education - A tool for student teachers to gain research-based knowledge?

Annfrid Rosøy Steele, UIT-The Arctic University of Norway, Norway

In teacher education there is an increased focus on research-based teaching as means to develop a more research-based professional practice, without omitting experience-based knowledge, has been highly prominent. Although most teacher education programs now organise the curriculum around multiple practical experiences in some type of school-university partnership, there is a great disconnection between what student teachers are taught in campus courses and the opportunities for enacting this in school practice. Studies point that the university retains control over the definition and delivery of knowledge, and most activities take place on campus. However, other studies find effective collaborative partnership approaches are those who value the joint sharing of understanding between university- and school-based teachers. They suggested that bringing the teachers more closely together in non-hierarchical authentic partnerships has the potential to narrow the perceived disconnection between school and university, whilst directly supporting student teaching. This research contribution will bring knowledge to how an ALAR approach can contribute to narrow the felt disconnection between school- and university based teacher gaining a deeper understanding for research. Based on that the following research question will be answered: How can ALAR contribute to creating an environment for understanding research-based knowledge in teacher education programs?

Keywords: teacher education, development, tripartite learning, student research
The power of written feedback for student teachers in teaching mathematics

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We will present a study in progress. The aim is to generate insights about the content-related feedback student teachers receive within the context of mathematics teaching during their practicum period. Students perceive feedback as an important prompt for developing their further knowledge within disciplines and courses that are part of their programme. Similarly, lack of feedback has a negative impact on students’ motivation. For feedback to be of relevance, it needs to both relate to course content and provide guidance for future tasks. The main challenge faced by the provider of feedback is to ensure that feedback is explicit, since vague or unclear feedback is either ignored by students or experienced as frustrating. Thus, mentors tend to observe student teachers so they can provide explicit feedback that will guide student teachers as they develop their teaching practice. Being able to provide feedback to a student teacher in the context of a lesson requires the observer to not only have practitioner knowledge, but also a command of the relevant content knowledge relating to the discipline. So far, we have established that that student teachers tend to seek generalised feedback, and that mentors rarely provide feedback that targets discipline specific teaching considerations. Based on relevant research, we seek to influence mentors’ discipline specific feedback to student teachers, since that in turn enhances the learning outcomes for their students. The present study explores how mentor articulate feedback to student teachers who teach mathematics in the primary years, to pupils aged 6-9. To improve feedback both mentor and student teachers undertook a series of action research cycles as a part of their professional development into providing and receiving discipline specific feedback. The emerging findings will be discussed with mentors and students after the practicum period has been completed.

Keywords: Mentors, practicum, teacher students, written feedback
Learning how to Build Trust: the case for effectively sharing knowledge to manage projects

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Learning how to build trust to manage projects enables a project manager to minimise trust-related project blockages caused by ignorance, low/no absorptive capacity of the recipient, and lack of a relationship between the source and the recipient of project knowledge (O’Dell & Jackson Grayson, 1998). The ‘Problem Resolving Action Research (PRAR) Model’ (Piggot-Irvine, 2001) was used in an Australian context to support knowledge sharing while learning to build trust.

An environment to effectively share project knowledge requires the right culture, personality, and approach to build trust. For a project team the ability to “… develop a common language for describing tasks, assignments, roles, and location of expertise” (Faraj & Sproull, 2000, p. 1556) is essential for the creation of trust, cooperation, and shared codes and language, which in turn delivers successful outcomes (Collins & Smith, 2006). To build trust project teams need to think strategically; be self-aware and effectively communicate; want to improve the organisation; and be respected by their organisation (Hatcher & O’Connor, 2009).

The advent of virtual project teams separated by time, distance, and often organisational boundaries pose new challenges to building trust. However, virtual project teams can use shared leadership and advances in technology to build trusting relationships (Lipnack & Stamps, 1999) when working on projects.

This paper will outline how project managers can successfully apply the PRAR Model to learn about inhibitors and enhancers of trust-building when managing projects to minimise unnecessary blockages. An understanding of culture, personality and technology will be shown to be essential to build trust, even when project teams are separated by time-zones, distance and types of organisations.

Keywords: Culture, knowledge sharing, learning, projects, trust
The dual focus of fostering learning and organizational development in an action learning driven action research project

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Political decisions to increase economic viability and quality in education have led to an increase in the number of fusions within further and higher education in Denmark. Such is the case with the establishment of one major regional professional academy uniting programs and staff across eight different towns, which is the context of our study. This paper examines teachers’ and leaders’ learning through an organization-wide action research project based on action learning. Supporting student learning has allegedly been the explicit developmental aim for both parties within their respective action learning cycles. However, there have been competing concerns to the pedagogical rationale, both for leaders, in the form of managerial preoccupations and urges for organizational integration; and for teachers, who found themselves dealing with prospects for collegial collaboration within the framework of allocated professional learning teams.

As an action researcher and action learning facilitator, my interest is divided between an empowerment agenda, in the spirit of action research, and a normative view of learning, where action learning is viewed as a means to professionalize teaching and develop collaborative expertise. This paper deals with the dilemma of entering the field as an action researcher, committed to taking an engaged, yet critical stance; and as an action learning facilitator whose loyalties lie with the organization’s developmental objectives. The solution could be to maintain a dual focus, both on the preset learning aims, as well as on the emergent organizational learning needs and how this might alter the initial course of action learning. I argue that adopting a dual focus through a combined action learning and action research strategy allows for processing the tension between espoused theory and theory in use, with the possibility of aligning the present state of the organization to its purpose.

Keywords: collegial collaboration; organizational learning; professional expertise
Classrooms that tell their story: a participatory action research project

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Carlos Rodríguez-Hoyos, University of Cantabria, Spain
Adelina Calvo Salvador, University of Cantabria, Spain

This paper presents a participatory action research aimed at analysing the use of visual narrative inquiry in an on-going teacher training. The participants in this research are a group of mixed professionals involving teachers from different schools, trainers from the teacher training agency and teachers and students from the University of Cantabria, Spain. Our training process focused on carrying out and analysing different narratives around classroom life, in order to jointly reconstruct the teaching task with the objective of sharing concerns about educational practice and supporting the desire to transform it.

The deconstruction of the process, through visual narrative inquiry, has allowed us to identify the main achievements, as well as the critical incidents that will enable us to establish the improvements required in the next cycle of action. Fundamentally, we have managed to generate a work context in which to document the practice using different languages and formats, facilitating encounters offering new perspectives between teachers with different backgrounds. The barriers to transformation are demystified, freeing us from the ties of other conventional training schemes, encouraging a participatory convergence in which we share our versions of the learning process and redefine the different training experiences. Likewise, our research has encouraged the meeting between different educational stages and the formation of horizontal relationships between the participants, thus enabling the genesis and consolidation of work groups to enhance the exchange of experiences and meta-reflection on the training action, based on the difficulties and inherent dilemmas in the reconstruction of classroom experiences. In this regard, the polyphonic narrative generated has played a crucial role in this initial phase of the research, in which we welcome differences and are immersed in a process of fostering an ecology of knowledge about the narrative threads that are being interwoven, allowing us to reflect on our "ways of being and doing" in the classroom.

Keywords: Professional Learning, Visual Narrative Inquiry, Participatory Action Research
Developing person-centered practice in dementia care through participatory action research

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Kristel de Vries, Vitalis Residential Care, Netherlands

A care innovation unit in the Netherlands is a joint appointment between a practice setting and a University (of Applied sciences) and aims to develop person-centered care-and welfare practices collaboratively within dynamic contexts. Practitioners are invited to become actively engaged in development, new ways of working and workplace learning. Participatory action research is of great use for these units, as it is both a research methodology and strategy for change and prompts learning and therefore potential for growth for all involved.

A team of nurses working in a care innovation unit for elderly persons with dementia, were facilitated in doing action research. They were novice in systematically evaluating and improving their practice and the context in which their practice took place, and to collect and analyse research data.

Developing person-centered work –and care relationships, was the central research theme agreed upon by the team and labelled as ‘working from the heart’. Person-centered facilitation, working with bachelor students and the use of creative arts, enabled the team to engage actively in this two-year project.

The poster shows the different findings in relation to the multiple aims characteristic to action research; 1. practice change, 2. knowledge development and 3. professional learning and growth.

Keywords: creative arts – dementia care – facilitation - participation – person-centeredness
Teacher capacity development is a necessary factor in successful implementation of educational reforms. Hence, the co-teaching technique in the guided practice model was applied to improve the capacity of a 2nd grade teacher in relation to the ‘Environment Related Activities’ subject in Sri Lanka. The research process had three stages. In the first stage of observation, based on the grounded theory approach, five lessons were observed, and field notes were maintained with the consent of the teacher to identify her capacity. To identify inner perspectives of the teacher, interviews were conducted. Classroom artefacts were also analyzed. Based on the saturated data it was found three strengths (individual attention on students from different backgrounds for their development, attention on a student with special needs, inculcation of aesthetic activities for lessons), and three weaknesses (short lesson plans were not focused on holistic objectives of lessons, less student-teacher and student-student interactions, outside classroom area such as play area was not used for lessons) of the teacher role.

Using the collaborative action research model, with the teacher, an intervention plan focusing nine lessons were prepared collaboratively and implemented as a remedial measure to address the weaknesses of the teacher. Co-teaching technique was used. One lesson was implemented in the play area giving opportunities for the students to act freely stretching their bodies to suit the activities involved in the lesson. As a result, the interactions among students were improved. Further the classroom was rearranged to have more student interactions and teacher-student interactions. At the monitoring stage, three lessons independently developed by the teacher were observed to see whether the changes occurred were permanent. The extended lesson plans of the teacher and implementation of some lessons outside the classroom were observed during the monitoring period also. These were improved features of the teacher in her teaching.

Keywords: Collaborative action research, Co-teaching, Guided practice, Teacher capacity
Interactive symposium

**Imagining tomorrow in the generation of living-educational-theories with learning for the future**

**Jack Whitehead**, University of Cumbria, United Kingdom  
**Swaroop Rawal**, Sardar Patel University, India  
**Jacqueline Delong**, Canada  
**Marie Huxtable**, University of Cumbria, United Kingdom

This session documents our research into sustaining local and global educational conversations about extending the influence of knowledge and education in practitioner learning for the future.

We understand that it is hard to remain hopeful about the future of humanity and essential to resist the pull towards apathy and inaction. In this proposed contribution to ‘Imagine Tomorrow: Practitioner Learning for the Future’ we provide explanations of our educational influences in learning from within our local and global sites of practice. We use digital technologies to generate explanations of educational influence that include our ontological and relational values of love, creativity, justice, hope and life-affirming energy as explanatory principles. Whilst we use the same value-words the meanings of our constellation of values are unique to each individual.

In our post-doctoral enquiries we are using these values as explanatory principles in our explanations of educational influences in our own learning, the learning of others and in the learning of the social formations that influence practice and explanations. In legitimating and extending our contributions to knowledge within Universities and other global contexts we include our understandings of the power relations that influence what counts as knowledge. These understandings take account of the differences in power relations associated with legitimating the epistemologies of the South in Global Academies.

We understand the demoralisation and devaluation that can accompany the globalising influences of neo-liberal economic policies and agree with Zuber-Skerritt that:

... society needs to be renewed by making a shift from the negative energy of fear, competition, control and war to the positive energy of faith, love, hope and creativity. Clearly, we need to conceptualize and practice not just learning conferences but Loving Learning Conferences. (Zuber-Skerritt, 2017, p. 224).

**Keywords**: Educational values, Living Theory research, Practitioner-learning
Imagine Tomorrow: Practitioner Learning for the Future in Living Theory research

Jack Whitehead, University of Cumbria, United Kingdom

This paper is grounded in the idea that individual practitioner-researchers can generate their own living-educational-theories as explanations of their influence in enquiries of the kind, ‘How do I improve what I am doing?’ and ‘How do we improve what we are doing?’. The explanations include an evaluation of previous learning in making sense of the present together with an imagined possibility of a future that it not yet realized. The explanations of Living Theory researchers emerge from educational conversations that accept the point that:

Society needs to be renewed by making a shift from the negative energy of fear, competition, control and war to the positive energy of faith, love, hope and creativity. Clearly, we need to conceptualize and practice not just learning conferences but Loving Learning Conferences. (Zuber-Skerritt, 2017, p. 224).

Meanings of good and educational conversations are clarified and used to demonstrate how authentic ‘we’ questions can be generated in relation to living as fully as possible values that carry hope for the flourishing of humanity (Mellett & Gumede, 2019). Meanings of i-we-us relationships (Mounter, 2019) are clarified and used as explanatory principles in explanations of educational influence that are contributing to a global social movement of practitioner-researchers who are contributing to creating a future with this hope. Previous contributions to previous conferences, that include ARNA, CARN and ALARA (Delong, Rawal, Huxtable and Whitehead), are analysed to explain how imagining tomorrow is included in the educational learning of practitioner-researchers who are contributing to the creation of the future, today.

Keywords: Creating the Future, Living Theory research, Practitioner Learning
Living Theory Research Contributes to Improving Ourselves and the World

Jacqueline Dorothy Delong, Canada

One way of improving the world is by improving ourselves and then assisting others to do the same by asking the question: How do I improve what I am doing and live my values more fully? The cumulative effect of each of us asking this question can be the creation of a world where values such as love, joy, democracy and justice prevail. This research analyses the ontological importance of educational conversations in my educational relationships using dialogue as a research method for data collection. The conversations are embodied in my dialogic way of being and highlight the importance of digital visual data in developing appropriate forms of representation in dialogic educational research. The analysis includes educational influences in building respectful, democratic and caring relationships within a living culture of inquiry as I encourage and support practitioner-researchers to create their own living-theories while being loved into learning. The contexts of this encouragement include workshops and presentations at previous CARN, ALARA and ARNA conferences as sites of learning and development.

I analyse educational influences, (upon myself, upon others and upon social formations), as living theories are created in living cultures of inquiry. My ongoing encouragement and support of practitioner-researchers, as I love them into learning, contributes to practitioner learning for the future, the educational knowledge-base and the flourishing of humanity.

Keywords: Living Theory, Living Culture of Inquiry, Practitioner Research
A student-led exercise clinic: Developing active learners and more confident, competent future practitioners

Jena Buchan, Griffith University, Australia
Erin Barrett, Griffith University, Australia

Practicum is an integral part of preparing future Exercise Science practitioners. This industry-based learning opportunity presents an opportune chance to integrate active learning and practitioner-based research. As practicum is the first work experience in the industry for many students and a significant shift from classroom learning to field-based learning, it may be a time of anxiety, low confidence and even uncertainty about chosen degree and career opportunities. This research monitored student perception of anxiety, professional competency and self-efficacy prior to and following participation in a student-led exercise clinic. Such information allowed identification of actionable areas students needed further support in, as well as required students to be active and adaptable in their own learning. Exercise science students enrolled in practicum at Griffith University took part in a six-week student-led exercise clinic, working one-on-one with paying clients to deliver personalized exercise. An Accredited Exercise Physiologist supervised and provided guidance, providing a unique learning opportunity for the practitioner as well to develop supervision skills. Using a 5-point online survey, students were asked before and after participation to rate their levels of anxiety around program creation and delivery, perceived professional competencies and related self-efficacy and interest in working in general fitness. Following participation in the clinic, average scores across all domains improved, including average anxiety dropping from 2 (moderately anxious) to 0.5 (not-only a little anxious). By end of clinic, students were also actively writing and modifying programs with minimal supervisor input required. This research also allowed identification of areas supervisors may need to support students further, as well as ways to deliver classroom-based teaching developing more active, adaptable learners. By providing students with active learning opportunities and increased autonomy and responsibility, there is significant scope to develop more prepared and confident practitioners.

Keywords: A student-led exercise clinic: Developing active learners and more confident, competent future practitioners
Action research and action learning for well-being and change with professional people

John Molineux, Deakin University, Australia

The workshop seeks to explore action research and action learning approaches in working with groups of professional people to improve their well-being. Many professional workers experience work overload and high levels of stress. Although many of these people may realize that such strain is not good for their ongoing physical and emotional health and well-being, often their dedication and commitment to their work roles gets in the way of action to mitigate the damage.

In the workshop, I will explore action learning and action research processes that a consultant on human performance and myself have used with groups of professional people to improve well-being without reducing their work performance. However, these practices may not work for every group, so in the workshop we will explore the issues around professional worker well-being by working in small groups using the ‘rich pictures’ technique. We will share this understanding in the broader group. Following this I will briefly outline some of my experiences of well-being interventions in working with professionals in action learning groups. We will then explore how to build supportive collegiate communities as a way to enhance well-being. This exploration will use a ‘nominal group technique’ where every participant has an opportunity to contribute to ideas about potential pathways and solutions.

I will introduce some of my experiences, where appropriate, during the workshop. Note that this work over the last three years involves working with groups of school leaders and finance professionals in twelve-month well-being and performance improvement programs. Ten of these groups have completed the programs with impressive results and ongoing commitment to work together to continue to support each other. Another seven groups are currently undertaking the program.

Workshop participants who are interested will be invited to continue the conversation and sharing ideas beyond the conference.

Keywords: action learning; action research; change; performance; well-being
The Flourish Movement: Action Research and Learning for Well-being

John Molineux, Deakin University, Australia
Adam Fraser, The Energy Factory, Australia
Bob Willetts, NSW Department of Education, Australia

The Flourish Movement is a series of action learning programs aimed at improving the well-being and performance of school leaders in Australia. It had its genesis in 2016 in an action research study with a pilot group of 25 state school principals in New South Wales, Australia. It has since spread to 14 groups of state school principals and leaders in NSW and three other states in Australia, plus 3 groups of school leaders in Catholic education. In 2019 a companion program was introduced titled ‘Flourish for Schools’ so that school leaders could run a similar program with their own staff.

The Flourish Movement involves groups of school leaders in a research and group action learning processes. It is designed to create supportive communities of practice, so that participants can help provide feedback and support to each other.

The research component involves a baseline survey, a diary study and interview, and presentation of combined results to each group. Twelve months later a further baseline survey and evaluation is undertaken.

The group processes involve four facilitated workshops where new concepts and ideas are introduced, best practice from the group is explored then discussed in-depth in small groups, and individual action plans are developed. Participants buddy-up with colleagues to call each other or meet at least once per week to discuss progress and support each other. Reminders and short video messages are also sent by the facilitator between workshops.

The presentation will briefly outline change in outcomes reported to well-being, stress, work-family balance and other constructs of the baseline surveys. However, it will primarily focus on the voices of the participants in the program - their challenges and their experiences. Participants in the session will be invited to comment on their own experiences of collegiate groups and action learning, to contribute to a discussion of better action learning practices.

Keywords: action learning; action research; change; performance; well-being
Workshop

Voice - a means of constructing praxis

Karen Ann McArdle, University of Aberdeen, Scotland, United Kingdom
Ian Shaw, Edinburgh

This workshop will explore further the ideas presented by Professor Karen McArdle in the keynote and will bring to bear the skills of Iain Shaw in film creation with participants. It will consider how we can make a long term difference using the voice of our participants. Ways of doing this will be illustrated using film. The workshop will explore courage through a brief input and stimulate discussion on the relationships between theory and practice in a research environment. The environment may be education, community or health focused. We aim by the end of the workshop to have stimulated interest in how the academic can engage in practice and how the practitioner can engage with research or inquiry to inform praxis in their own context and create a sustainable, powerful voice for participants.

Keywords: Power, praxis, sustainability, theory, voice
Interactive paper presentation

Advancing the Value of Humanities through Practitioner Research in Higher Education

Laila Huber, Institut für Kulturanthropologie und Europäische Ethnologie, Graz, Austria

Which is the value of humanities for academia, society and industry? We are facing a situation in which on the one hand a need of skills, such as “think autonomously”, “observe and question critically”, “argue logically” is articulated in public debates – values genuine to the humanities (Litscher 2016: 1). On the other hand, humanities are under constant threat of being cut off in funding and financial support and are constrained to legitimize their ostensibly unproductive and not directly economically exploitable outcomes. A dismantling and conversion of values is taking place, in which natural sciences expand their dominance and humanities are pushed into the role of a service science. The value of humanities is crucial for advancing a social idea of democracy (Dewey, in Hampe 2014), which builds on educating citizens to become citizens of the world (Nussbaum 2010). Therefore, we ought to take an active stance within this battle for symbolic hegemony.

Against this background, I will present the Erasmus+ Project “Advancing the Value of Humanities – in Academia, Society and Industry” (ValHuman; https://www.valhuman.org 2018-2020) – a strategic partnership in higher education of the University of Liechtenstein, University of Graz and Hafen City University of Hamburg. The ValHuman-Project explores – in a setting of practitioner research – new interdisciplinary ways of teaching in higher education at the intersection of architecture and anthropology, aiming to highlight and foster the value of humanities with regard to developing skills for democratic citizenship. The local project teams at the three partner universities develop new teaching-learning-settings, which are locally tested and reflected in feedback-loops with the transnational partners. In my presentation I will give insights into the project process and present first outcomes to be discussed with the audience.

Keywords: Anthropology and Architecture, Democratic Citizenship, Higher Education, Humanities, Practitioner Research
Questions you always wanted to ask about Action Research...

Mairin Glenn, Network of Educational Action Research in Ireland (NEARI), Ireland
Mary Roche, NEARI, Ireland

This paper is in the form of an educational conversation as we, presenters, challenge each other to explain our understanding of, and engagement with, self-study action research and Living Theory. We acknowledge that we are cognizant of some of the criticisms that are pitched at action research and we will address them and refute them in our presentation.

Using dramatic licence, and a ‘mantle of the expert’ dramatic strategy in the form of actors or false participants, we use the voice of the critical ‘other’ as we engage in our exploration.

 Undertaking action research and developing living theory is more than a mere intervention in practice: it is a rigorous approach to research and is, potentially, a life-changing process. It involves learning with a life-affirming energy and values that carry hope for the flourishing of humanity (Whitehead 2018). However, critiques of this approach often display a lack of understanding of its key principles.

Using real comments from previous conversations in the area of action research and living theory, we will draw on the voice of the critical ‘other’ as we address the following questions in the process of the presentation:

• What do you mean by ‘action research’? Is it a real research methodology?
• Surely doing action research is just about undertaking an intervention in the classroom and getting a higher score in the test afterwards?
• What have values to do with real research?
• Self-study action research and Living Theory – a navel gazing exercise?

As we address and refute these questions, we utilise the lenses of the critical ‘other’ to inform our thinking. We scrutinise our values and explain how we articulate and clarify them throughout the research process. We explain how generating our living theory is our explanation of our educational influences in our own learning, in the learning of others and in the learning of social formations (Whitehead 2018). The theory we generate from the story of our learning is a living theory because it is drawn from the aliveness of real practice.
The potential of Action Research in fostering practitioner learning

Maria Assunção Flores, Portugal
Deolinda Ribeiro, OPorto Polytechnic Institute, School of Education, Portugal
Ana Maria Peixoto, Viana do Castelo Polytechnic Institute, School of Education, Portugal

This symposium includes contributions that focus on projects and initiatives aimed at fostering practitioner learning through action research. It addresses the methodological, the practical but also the dilemmas in conducting action research in various professional contexts.

Paper 1

The production of knowledge on research-action: dialogues with public managers of special education in the State of Espírito Santo- Brazil

Mariangela Lima de Almeida, Federal University of Espírito Santo, Brazil
Eldimar de Souza Caetano, University Center of Espírito Santo – UNESC, Brazil
Research Group “Training, Action Research and Management in Special Education” Universidade Federal do Espírito Santo

This study analyses the construction of knowledge through collaborative-critical research within a group of public Special Education administrators and collaborators in the State of Espírito Santo in Brazil. It assumes a collaborative-critical action research in its theoretical-epistemological assumptions, as well as its connection with the continuing education of educational professionals. It is based on the theoretical-methodological perspective of self-reflexive groups based on Habermas’s theory of communicative action. It discusses the learning process and the production of knowledge by the group on the principles of action research, through the dialogue between scientific literature authors and context authors - managers and university staff. The research-training movement evidences a trajectory of collaborative construction of knowledge about the research problem, action research as a methodological tool for continuous training, knowledge construction with others, among others features. This study adds to many others in different regions of the world as it aims to foster creativity, intellectual development and the education professionals’ reflective potential. Issues of ideology and participation in action research are seen as potential forces of social liberation in educational reform.
Paper 2

Beyond curriculum doers: The potential of action research to foster teachers’ learning and agency in curriculum development

Maria Assunção Flores, University of Minho, Portugal

This paper draws upon ongoing research aimed at fostering teacher agency and collaborative learning within the context of intensive school reform. Educational structures and professional cultures in teaching are marked by issues of individualism, bureaucracy and compliance. Within the context of school reform which points to issues of autonomy and flexibility in school curriculum management and of issues of inclusion and citizenship education, it is important to discuss the potential of action-research in challenging and changing existing cultures in educational settings. The aim is to foster teachers’ agency highlighting their role as curriculum makers. The need to move beyond a culture of execution of top-down initiatives and of fidelity in the implementation of policy initiatives will be discussed. This paper addresses these and other issues in the context of ongoing curriculum school reform in Portuguese schools.

Paper 3

Teachers’ professional development in Mozambique: Challenges and possibilities

Moisés Manuel Cau, Instituto Superior de Estudos de Defesa, Mozambique

This piece of research aimed at analysing the motivations, experiences and opportunities for teacher professional development. A mixed-method research was carried out. In the first phase, a survey was conducted during which a questionnaire were administered to teachers. In total 433 teachers working in public secondary schools at Matola municipality participated. In the second phase, focus group were conducted with 20 teachers in the same municipality. Findings suggest that the most teachers value formal training in a short term perspective in order to overcome their problems and difficulties in their practice and professional qualification. Findings also reveal that INSET and professional development need to focus on the development of skills and activities directly related to the classroom context and to the individual professional growth. The participants point to the lack of articulation between their needs and the ways in which their training is organised. They claim that in their school there is no global
policy for teacher professional development as there only are individual initiatives with low impact on their school. Finally, they point to the need to foster collaborative work as well as the setting up of partnerships to foster new dynamic, to overcome routines and to stimulate teachers to work in community in detriment to the current individualistic culture. In this context, the potential of initiatives drawing on action research projects in schools will be discussed.
Professional Learning and practitioner research in Wales: exploring the future for professional agency in a ‘learning country’

Matt Hutt, University of South Wales, United Kingdom
Susan Haywood, USW, United Kingdom
Sue Roberts, USW, United Kingdom
Rebecca Haywood, USW, United Kingdom
Melanie Smith, USW, United Kingdom

Welsh Government is at a crucial stage in the process of reforming education. Over recent years, significant attempts have been made to build a distinctive education system, drawing inspiration from a range of international influences. Policy and provision are being reconceptualised in Wales, and there is a growing acknowledgement that professional autonomy should be further developed (Wales, 2017).

The ambition is for a workforce – all of those working with children and young people – which prioritises evidence informed practice as central to professional learning. This is underpinned by reflection and close to practice research, supported by evidence from large-scale research projects in Wales and elsewhere. Welsh Government is involving universities, publishers, the inspectorate and other agencies to co-construct a policy for professional learning that includes a career-long commitment for practitioners to reflect upon, and be involved in, research.

Previously in Wales, practitioners have tended to engage in research inspired by their own interests and values, often resulting in a deeper sense of professional agency (Hutt and Haywood, 2018). Now, this engagement is framed through statutory professional standards, including an expectation to engage in research. Participation becomes a mandated professional duty. This approach inevitably brings tensions between individual agency and centralised policy and practice. What are the effects on perceptions of professional agency in these contexts?

This symposium focuses on three sectors of professional practice in Wales, teachers, lecturers and youth workers, who are increasingly engaged in collaborative endeavour. They have differing cultures and professional standards. The symposium will present distinctive narratives (Clandinin, 2016) on learning, enquiry and agency, collected by a team at USW, working across the broad base of professional learning. It will explore the different ways practitioner learning is understood and conceptualised.

Keywords: agency, narrative, practitioner research, professional learning, standards
Strengthening Participative Democracy by using Wisdom Council Processes in Action Research

Michaela Moser, Ilse Arlt Institute of Social Inclusion Research, Austria

Wisdom Council Processes as invented by Jim and Jean Rough (see https://www.wisedemocracy.org) have proved to be a valuable and innovative method to gather and make the best possible use of the collective wisdom of a group of people around challenging issues. The process is based on the conviction that there usually is a great but often hidden capacity to find sustainable solutions by those who are directly concerned by a problem. The process usually uses a random selection of people from the concerned community and dynamic facilitation as a method of fostering a spirit of choice creation among the participants. Wisdom Councils are usually used as a tool for citizen participation at local, regional or national level in various countries but they have also proved to be a useful method in Action Research around issues of social inclusion.

During the last years my colleagues and me at the Ilse Arlt Institute of Social Inclusion Research in St. Poelten, Austria, have been applying the method within a number of Action Research Processes on housing projects, the inclusion of refugees and with the aim to developing community centres. It thereby has proved to be a great Action Research method but also a good way of strengthening participative democracy within communities.

The workshop will be organised as a learning-by-doing-process and will introduce the method by applying it. After a short input on the key principles of the method and some examples of Action Research Projects in Austria where it had been used successfully applied, I will run a Wisdom Council Process with the workshop participants to better explore the use of the method, thereby also discussing how far Action Research Projects can help strengthening democratic processes within communities at different levels.

Keywords: democracy, dynamic facilitation, group discussion, wisdom creation
Improving pedagogical practices of teaching inquiry in primary science in Malaysia: a classroom action research study

Mohd Mat Noor, University College London, United Kingdom

As Alice’s Adventures in Wonderland – the classic tale of a girl who disappears down a rabbit hole to a fantastic place full of bizarre adventures – that is how I situated myself in my unique piece of doctoral thesis. As a novice teacher, I am getting ‘curiouser and curiouser’ about my own pedagogical practices. Therefore, I have decided to put myself forward in the dual role of a ‘teacher-researcher’ to study how I can improve my own pedagogical practices in implementing the teaching of inquiry in a high-performing primary school in Malaysia. Based on the classical classroom action research model, this deeply personal and contextualised study, drawing on my values and beliefs, investigates my praxis through four sub-thematic concerns of i) perception and pedagogical knowledge, ii) planning component, iii) questioning techniques and iv) inquiry assessment. Progress was made as I engaged through a self-reflective cyclical process of planning, acting, observing and reflecting. As a ‘philosopher in the classroom’, I was able to theorise my own practice by developing an appropriate pedagogical framework for teaching inquiry integrated with the Malaysian primary science curriculum and syllabus. I also empirically presented how the teaching of ‘inquiry’ should be conducted in my practice and demonstrated the impact of this approach towards the pupils’ engagement from the perspective of a teacher-researcher. As Alice said ‘it’s no use going back to yesterday, because I was a different person then’, this journey made me realise the potential for me being a ‘researcher’ in my own classroom. It provided me with a systematic way of examining my current practice and a structure to enable me to plot my professional development path for the future. This journey has been truly ‘living on the edge’!

Keywords: Action research, pedagogical practices, primary science, teacher research, teaching inquiry
We are doing Action Research in English Language Teaching. Action research (AR) can be a very valuable way to improve our teaching skills and understand students. Starting point for AR is our negative feelings about speaking skills of students. We have a whole cluster of questions and doubts about this aspect of teaching and we would like to find out ‘how do we improve what we are doing for ourselves and our students?’ (Whitehead, J. (1989) ‘Creating a living educational theory from questions of the kind, How do I improve my practice?’ in the Cambridge journal of education at http://www.actionresearch.net/writing/livtheory.html. To understand the nature of the problem we conducted interviews with students. Their replies pointed to a number of problems. We collected some information after we prepared our research to find out what the students thought they spent most of their time doing. We particularly asked, “What kind of exercises do you mostly do at your weekly English classes?” Of the 108 students who study at MNUE, 8% said ‘reading’; 12% responded ‘listening’; 8% replied ‘spoken’; 80% said ‘writing’. To our observations, most of the teachers (12 of the 14) focused on writing or reading exercises, while 2 of them gave preference to speaking in class over the weeks. We will evaluate our effectiveness in improving the speaking skills of our students.

**Keywords:** action research, living theory, teaching practice
Educators organization and planning for outdoor play in kindergarten

Petra Katavić, DV Grigor Vitez, Split, Croatia

The topic of action research was the educator's organization and planning for outdoor play. The emphasis was put on the need to equalize the importance of indoor and outdoor space for the wholesome child development in the minds of the educators, which should also equalize the way the educators organize these areas and plan activities and prompts in them. During the research the competences of the educator for organization and planning (realization, monitoring and evaluation) of the open-air play, or for the creation of a stimulating external environment for the realization of the educational process were empowered. The research draft was agreed with the educators at a joint meeting after analyzing the existing situation. With immediate insight into practice, it became apparent that two educational groups in the kindergarten (in which the research was conducted) went out to the common yard at the same time and returned to their classrooms at the same time, they usually stayed out for about an hour or less a day and educators rarely organized and planned or offered new prompts and materials. Often, situations arose where children were in disputes about access to the aforementioned props and educators were preoccupied with issues of security, children's compliance with the rules on using the props and directing the children in resolving the disputes so they spent little time accompanying, documenting or encouraging the different activities of children. Because of that the first phase of the research (through team reflections) involved developing recognition on the importance of outdoor play, the stimulating external environment and the promotion of a better organization and planning of the open-air play through monitoring and documenting the behaviour of children in relation to space organization and material conditions. The initial framework for introducing changes that was agreed upon, included: improving the layout of the yard through painting the floor, organizing the space by dividing the yard into the playground (bigger area, that included static props) and the “quiet” area (a smaller area which leads to the kindergarten entrance and would be filled with new materials), planning outdoor activities centres and designing and developing new didactic materials.

Different centres in both areas were formed during the research, such as a gardening centre, a research centre, a role-play centre, a fitness centre, an art and crafts centre and others. Changes were introduced in the context of the specific kindergarten through the joint collaboration of educators and the researcher through discussing tangible changes and thus continuously developing the educational process. By introducing new changes, the educators were continually creating a stimulating environment that was dynamic, always following children's interests, ideas and needs and enabled the
diverse interaction of children with the materials offered, with other children and with educators. Following the development of the research phases, the pre-established goal to empower the educator’s competences for organizing and planning open-air play and for creating a stimulating external space-material environment has been successfully achieved and it remains to be seen if they will continue developing.

**Keywords:** action research, early and preschool education, outdoor play, educators planning and organization, stimulating environment
Reorienting dementia care in community pharmacy – experiences from the “Dementia-friendly Community Pharmacy” project

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Katharina Heimerl, University of Vienna, Department of Nursing Science, Austria
Verena Tatzer, University of Applied Sciences Wiener Neustadt, Austria

People with dementia and their caregivers face many challenges in the complexity of health care systems, a situation which is augmented by stigma related to dementia. The project „Dementia-friendly Community Pharmacy“ aimed at re-orienting pharmacies in Austria towards health promoting settings for people with dementia and their caregivers.

The project was based on principles of participatory health research (ICPHR 2013). Main interventions were needs assessment with caregivers and pharmacy staff, training workshops for pharmacy staff and small-scale projects developed by participating pharmacies. Approximately 40 staff (almost exclusively women) in 18 community pharmacies, 7 caregivers and 1 person with dementia, as well as representatives from the Austrian Chamber of Pharmacists and a self-help group, Alzheimer Austria, actively participated in the pilot-project and in the evaluation.

Evaluation showed that self-rated competency among pharmacy staff regarding communication significantly increased in the course of the project. Furthermore, networks between pharmacies and support organizations were set up. Pharmacies developed a range of initiatives reaching out to the community, aiming at de-stigmatizing dementia. Caregivers reported a high level of satisfaction with the project.

Against the background of the emancipatory character of the Ottawa Charter (WHO 1986), it seems worth exploring potential resources for “re-orienting health services” and which aspects of participation probably made a difference – e.g. valuing different kinds of knowledge, social capital of persons involved (Jagosh et al 2011, 2012). On the other hand – (how) can we safeguard against too high expectations and doing harm, e.g. by reproducing exclusions?

Keywords: Dementia, health care, health promotion, setting
Home visits – renewing and learning the community perspective in child welfare

Riitta Vornanen, University of Eastern Finland, Finland
Maritta Törrönen, University of Helsinki, Finland

The tradition in social work includes close working with and within communities. The professional development and institutional context of social work have shifted from working in the field to staying in the office and inviting clients there. The origin of this study is in turning back to the community perspective and natural surroundings of children and families. In our study, the meaning of ‘home visit’ is theorized from the perspective of social work agency. We challenge the somewhat static picture of the sedentary social worker and ask how the agency and mobility of social workers can be revised.

In Finland, and internationally too, the study of home visits in social work has been a neglected area of research, but there are positive signs of expanding activity in research. Our study question is, what is the significance of home visits among child welfare social workers and how do they reflect their task and role as home visitors. The study utilizes social workers’ experiences of home visits and social workers in one municipality are interviewed. We also collect the written narratives (20-30) of home visits from social workers.

The expected results deal with the social workers’ role and tasks in home visiting. In results, the juridical aspects (agency as public authority) are important while there is a need to protect the privacy of the home and lives of clients. The practical aspects deal with organizing the work and visits, the geographical distance, time and agency as a community worker. The core results deal with the purpose and significance of the visits for relationship-based social work in child welfare (agency in relationship-based work). One aspect is the professional agency as a visitor and outsider in the family home. Learning is gained through visiting.

Conclusions are drawn on social workers’ working orientation and how they reflect their professional competence, role, tasks and agency. We have the idea that social workers as professionals must reflect home visits, which offer a learning environment and possibilities for extended agency for desk-bound bureaucracy.

Keywords: home visits, professional learning, social work
Practicing novel methods to improve teaching

Sunethra Karunaratne. Postgraduate Institute of Science, Sri Lanka

Postgraduate Institute of Science (PGIS) offers Postgraduate Diploma in Science Education programme for science graduates who were recruited as teachers in state and private schools for confirmation. “Teachers as Researchers” is a four-credit compulsory course in this year-long programme conducted during the weekends. There were 16 teachers who followed the programme in 2017. As these teachers lack experience in teaching it was a problem for them to get student attention and to involve them in learning. They wanted to try out new teaching methods to improve their teaching. Five different teaching methods namely, panel discussion, debate, quiz, role-play and making a poster were introduced to their classes. Prior to their intervention in the classrooms they had to practice these methods in groups to their learning situations. They planned lessons together with a detailed lesson plan with assessment criteria. Each day there was a debriefing session after teaching episode where they had to give critical and constructive feedback to people who conducted the lesson. In addition, they had to do reflections on their teaching using their field notes, photographs, student work and video clips. The shared responsibility of providing feedback to the peers helped them in improving their teaching. They reflected that they were able to change passive students to active students to enjoy learning in multiple situations without any stress. These teachers felt that they learned the teaching methods well by doing those in the classrooms and suggested that the other teachers also should learn how to do action research to improve the practice of teaching. Action research helps to improve teaching and is recommended that it should be a course in all professional development programmes.

Keywords: Action research, collaboration, co-planning, peer learning
Practitioner learning across borders: The case of WhatsApp for teacher professional development in sub-Saharan Africa

Susan Dawson, University of Manchester, United Kingdom
Aubain Adi, CINELTA, Cote d’Ivoire
Felix Kwihangana, ATER, Rwanda
Clovis Mbeudeu, CAMELTA, Cameroon
Catherine Moto, CAMELTA, Cameroon
Gary Motteram, University of Manchester, United Kingdom
Diana Nditapah, CAMELTA, Cameroon
Marcos N’Goran, CINELTA, Cote d’Ivoire
Richard Niyibigira, ATER, Rwanda

This presentation brings together two foci around imagining the future of practitioner learning. The first is to challenge dominant north-south knowledge flows through the facilitation of cross-border learning in the global south. The second is the role of low cost, easily accessible social media technologies such as WhatsApp to support sustainable and locally appropriate teacher professional development in remote and rural contexts.

Using an international collaborative action research project based in three countries in sub-Saharan Africa as a case study, it explores how south-south knowledge flows facilitated the development of locally appropriate ways of building online communities of practice with a particular focus on reaching English language teachers working in remote and challenging contexts. We narrate the process of how these cross-border knowledge flows were facilitated through a series of interviews conducted on Zoom between participants of three English language teacher associations - ATER (Association of Teachers of English in Rwanda), CAMELTA (Cameroon English Language Teacher Association) and CINELTA (Cote d’Ivoire National English Language Teachers Association). We then explore how this learning fits into the design of workshops delivered in remote and rural areas to set up communities of practice for English language teachers who have little or no access to resources and professional development opportunities. In doing so we reflect on the possibilities and constraints of knowledge sharing across borders, and the role of local, national and international WhatsApp groups in this process. We also consider the potential of such groups to support and enable those communities to continue developing in a sustainable way.

Keywords: Communities of Practice, continuing professional development, south-south knowledge flows, WhatsApp, social media
Creating a living-educational-theory keeping my social vision in focus as I facilitate social work practitioners of the future

Swaroop Sampat Rawal, Sardar Patel University, India

This article argues that despite clear similarity between many of the features of life skills education and the nature and aims of social work, this theoretical perspective has yet to be incorporated into the education of future social work practitioners. Life skills have been applied in a diverse range of educational settings, where they have been used to support positive social change and sustainable development, by promoting democracy and social equality. By augmenting self-growth, life skills education fosters resilience, an ability to manage emotions, maintain authentic relationships, creating well-rounded citizens who cause healthy communities.

The beginning of my quest started in 2014 when I worked with in-service social workers. While training them I reflected on the question: How do I improve this process of education here? I realised I had to move from in-service social workers to students of social work if I wanted to improve the process of learning. This article contributes to a discourse on my living educational theory as I answer questions such as 'How do I improve what I am doing?' How do I improve my practice? How do I improve this process of education for social work students? Based on these concerns, I delve on the impacts of a short-term study programme created for MSW students and explore the possibility of dialogue, experiential learning and life skills education in opening up emancipatory possibilities while engaging the learning context in a classroom. I suggest that if, as social workers, practitioners of future, we wish to contribute to building a caring, empathetic society for the flourishing of humanity tomorrow, we need to reoriented education today.

Keywords: Emancipatory education, life skills, living-educational-theory, social change
Transforming university course into mutual learning space using an action research approach

Tamiko Kondo. University of the Ryukyus, Japan

The presenter will talk about her study conducted in her module of Methods in Teaching English as a Foreign Language. There were 14 registered juniors in the module and its aim was learning methods of teaching English as a foreign language and lesson planning in addition to understanding the objectives of the Course of Study, in order to get themselves ready for practice teaching next year. Class activities were organised with the aim of establishing the learning community in which the students can find new perspectives through sharing their ideas and thoughts and learn from each other. For example, in doing class analysis, the students were divided into three groups and watched videos; each group focused on watching the teacher, watching the students and watching the lesson procedure respectively. Afterwards, they shared their reflections with the others from different groups, which helped them find new ways of understanding and led to rich students’ discourses. Also, the students were encouraged to reflect on their learning during class through writing reflective journals and share their reflective journals with the classmates the week after, which led to their becoming aware of new perspectives and exploring what reflective journal might include and what reader-friendly writing might mean. Through these activities, the students came to (re)frame their ideas towards what being a good teacher might mean and what good teaching skills might include. The presenter will explain the process of how the students learnt from each other through the module focusing on the changes in their reflective journals. The presenter will also discuss the potential of action research conducted in a university module in which a lecturer and students aimed to create new knowledge through working together.

Keywords: Action research, Learning community, Pre-service teacher education, Reflective practice
Action research as a process of self-development and self-reflection. The experience of undergraduate student “teachers-in-waiting”

Tara Danielle Linehan Webster-Deakin. University of Nottingham, United Kingdom

Students as researchers is an area of increased focus for universities following the first round of the TEF* in the UK and the spotlight on employability and skills in higher education. Research, inquiry and the requisite skills are no longer seen as necessary only to academic researchers, but viewed as “central to professional life in the twenty-first century.” (Brew 2007, 7). The opportunity for undergraduate students to engage in inquiry or research-based curriculum activity (Healey, Flint and Harrington, 2014) has been described by students as “making discoveries” and “real research” (Levy and Petruulis 2012, 85).

I teach a final year undergraduate education module which provides students with the opportunity to teach their subject in a local school once a week for six weeks. The module culminates in a reflective essay in which students explore the challenges they faced in the classroom and the approaches they implemented to mitigate these. Students demonstrate what Nixon describes as a “willingness to learn about their own classrooms and a desire to develop themselves professionally” (1981, 9) as they take on the mantle of classroom-based practitioner-researchers.

While the students are carefully prepared for their teaching placements during the preceding semester, their practitioner research or inquiry is individually located in their teaching experiences and engages them in critical self-reflection in action and, in their teaching diary, on action (Schon 1983). Providing an opportunity such as this for undergraduate student-directed inquiry, not only meets the needs of an accountability-driven curriculum, but also helps to develop students' critical thinking skills and build student readiness for their future careers.

*TEF Teaching Excellence Framework (UK)

Keywords: Classroom, inquiry, student, teaching
The curriculum change as biographies’ interchange: Negotiations between school memories, teachers’ practices, academic theories

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This study focuses on key-persons (teachers, academic and ministry officials), who participate in curriculum development committees. Analysing their narratives (biographical texts), we try to indicate how these persons use their experience and their expertise in order to produce a new curriculum text: how their experiences as students and teachers, their studies and their practices as stakeholders, affects a) the ways they approach the textualization of the curriculum b) the ways they negotiate their participation in the committee and the institutionalized hierarchical relations. In the framework of narrative, autobiography and curriculum development, by analysing five narrations I try to research how beneath all our theoretical assumptions about curriculum lies our own experience, which, consciously or not, directs our understanding and interpretation of curriculum in our present-day lives.

Keywords: curriculum, negotiation, practice, biography
Pedagogical documentation on democratic practice and positive culture in early education settings

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Vesnica Mlinarević, Faculty of Education Osijek, Croatia

The concept of pedagogical documentation comes from Reggio Pedagogy and under the term we mean recording and documenting the educational process through audio and video media, photography, children’s artwork, handwritten notes, transcripts of children’s dialogues and group discussions, product collections and constructions made by children and other. What makes pedagogical documentation different from other forms of observation and recording is reflection and analysis.

The paper shows that through qualitative approaches, action research through pedagogical documentation has changed and improved pedagogical practice and developed curriculum of early and pre-school education. By documenting the educational process, it was first found where it was necessary to introduce changes or improvements in the curriculum and on that basis a decision was made on the general plan of action. Specific, practically feasible steps were taken and the ways of monitoring the evaluated effects as a basis for new planning were made. The actions were planned flexibly and were overlapping with reflections and evaluation, and each action was closely monitored and documented.

Throughout the research process, the educators have gone through different stages in collecting the documentation. Initially, it served only as a practice visible to parents, and the educators were more focused on product quality. By observing and listening to children, the educators were gradually changing the image of the child, their abilities and ways of learning, and the role of the educator in the educational process was also changed. Pedagogical documentation has made it possible for children’s learning processes to become visible, to become the content of communication, to serve as a reflection tool and to be the means of changing the educational process and the professional development of educators.

The research was carried out in one kindergarten with two separate facilities throughout the school year.

Research results confirm the necessity of an open discussion between educators and democratic dialogue that leads to common learning. The value of the model of internal change of educational institutions has been confirmed by transforming them into groups who learn in a democratic atmosphere.

Keywords: action research, curriculum, documentation, kindergarten, pre-school educators
Mobile learning in English language classroom

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As technology as well as the use and availability of mobile phones increasingly grow in the 21st century, there is a great need to improve stereotypical methods of teaching. New generations of students have the opportunity to get one-click answers and thus seek the innovative and enthusiastic teachers who could provide them with applicable methods to use those opportunities. One of those methods is Mobile learning. It includes both learning and teaching through the use of mobile devices and could thus systematically and continuously improve the entire educational process with the help of mobile applications. The subject that offers the immense possibilities of mobile learning application is English as a foreign language.

This action research project will focus on improving students’ learning outcomes by using a variety of mobile applications, web sites, quizzes, and tests that they can utilize on English classes. As learning foreign languages consists of the development of speaking, listening, writing, and reading competences, the usage of these mobile applications is aimed at the development and improvement of those competences. In addition, mobile learning will contribute developing students’ digital literacy and engage them in constructivist learning enabling them to interact with their peers in curricular and extra-curricular activities.

Keywords: action research, competences, digital natives, mobile applications, mobile learning
Transcription as an instructive tool in practitioner action research

Christine Joy Edwards-Groves, Charles Sturt University, Australia
Christina Davidson, Charles Sturt University, Australia

This paper addresses the use of transcription by teachers in twelve action research projects that sought to change classroom talk and interaction in elementary classrooms. In this paper, we consider teachers’ use of transcription as a means to identify and change classroom interactional practices during the course of their action research projects. This paper addresses two questions: What did teachers say about transcription in their action research projects? How did transcription influence teachers’ action research projects? Drawing on data generated in the teacher-designed projects, we employ thematic analysis of reflective journals and of final interviews with teachers. Analysis delineates five themes and discuss these to argue that action research studies that incorporate more extensive knowledge of the process of transcription might further practitioners’ understandings of talk and interaction and create potential for more focused reflection over the course of action research studies seeking to change classroom interactional practices. Findings establish the usefulness of teacher-developed transcripts but the taken-for-granted nature of transcription itself. We suggest the relevance of developing teachers’ understandings of transcription in action research, including of the multiple realities that alternate transcription methods construct. Addressing transcription through professional development may support practitioner researchers to further their knowledge of classroom talk and interaction and to conduct more focused reflection as action research projects develop.

Keywords: analysis, dialogic, practitioner action research, schooling, transcript
Three decades of applying action research for teacher professional development in Croatia

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By analysing the content of available pedagogical literature, historical discourse gives insight into three decades of applying action research in Croatian pedagogical theory and practice. In this field, there are transmitters and, from contemporary positions, carriers of foreign theoretical knowledge and practical achievements. Their implementation as well as the results of their achievements in the Croatian educational practice are best reflected in the level of early and primary education. For the purpose of successful socialization, acquiring of educational knowledge of children and students and raising the quality of their achievements, educators and teachers are adopting new and effective solutions in their professional development. Applying action research in a methodological approach encourages educational employees in professional career development as well as their personal growth and development. This approach to research qualifies them for experiential learning, in which they use self-reflection to respond to the obligations and responsibility of their career development, but it also empowers them to align their personal needs with the needs of changed approaches. More frequent changes of strategic scenarios in the workforce of employees are encouraged and required by the national curriculum and the obligation of professional growth and progress, which imply new procedures in the work process. Personal professional progress and development is evident in the former application of completely new and only theoretically available scientific knowledge about this methodology. This shows teachers’ responsibility for the enthusiasm and creative approach in the development of their careers. This is the way to change ourselves on a personal level and apply new knowledge to realise ourselves with the help of our colleagues - critical friends. At the same time, with an action approach and self-reflection, we motivate other employees in the system to accept the confirmed changes. In three decades in Croatia, this approach has slowly but surely been implemented in the educational system at the level of educators, practitioners, principals, educational advisers, as well as on the scientific and research level, which is confirmed by this work.

Keywords: implementation, methodological approach, carriers, praxeology, reflection, self-evaluation
PartNet Learning Videos | Pilot Study: First “How to-video” about Using Focus Groups in Participatory Research

Prof. Dr. Gesine Bär, Alice Salomon University of Applied Sciences, Germany
Silke Geers, Lena Hauke, Christine Clar, Wolfgang Huber, Germany

The “PartNet Learning Videos | Pilot Study” was conducted in 2017-2018. Health inequity and the prevention dilemma underline the need of participatory research. Besides, there is a lack of easily accessible teaching possibilities to enhance competences in participatory research. The aim was to conceptionalize, produce and evaluate German-language videos on participatory methods of Social Science and Health Research. Resources came from the German Federal Centre for Health Education (BZgA), the welfare association “Paritätischer Gesamtverband Deutschland” and the German Network of participatory health research (PartNet), the Berlin based agency for health promotion “Gesundheit Berlin-Brandenburg e.V.” and the University of Ottawa.

In the pilot study a scientifically sound concept for a series of how to-videos was developed. Altogether we produced three videos in German featuring participatory focus groups. We also added German subtitling to an outstanding Canadian video (Structured Interview Matrix) and English subtitling to the encompassing how-to-video. The project was evaluated together with users of the videos (N=97). The insights into important elements of learning videos are: Completeness of the research cycle, the scientific foundation of the content, an inviting setup and a displayed diversity of the settings and participants. The user evaluation showed apart from several strengths (e.g. conception, layout, identification with the speaker, valuable summaries) also that how-to-films should include more narratives, shorter sequences, reduced complexity and increased “informativeness” of the project map displayed.

Key words: Participatory Research, Focusgroup, How-to-video
The role of action research and action learning in challenging dominant discourses / resisting hegemony
Hope and responsibility: embracing different types of knowledge

Giulia Carozzi, Italy

For Foucault (1972) discourses shape people's knowledge and inform how people act in a society. Power-over others is legitimated by dominant discourses, a means through which hegemony discloses itself: a given group is entitled to oppress another (Letseka & Pitsoe, 2013). In Italy, such discourses are manifesting themselves in actions and speeches (Padovani, 2018). The "other" is seen as a threat to an ideal unity exemplified by the slogan "Italians first" (Padovani, 2018): this entitles people to exert their power over others.

Using personally-orientated action research (Whitehead, 1985), in my Living Theory enquiry I’m developing my educational knowledge: to make a more aware contribution in the socio-historical and socio-cultural context I live in, I clarify which values inform my way of being and acting. I also analyse how much I’ve been influenced by the discourses in which I was brought up. Hope and responsibility give meaning to my life, although I don’t always act in accordance to these values: I often experience a sense of living contradiction between thoughts and deeds (Whitehead, 2018). I contextually perceive a feeling of negation (Whitehead, 2018) witnessing the institutionalisation of anti-immigrant discourses (Padovani, 2018); those go against the values of freedom, justice and democracy shared by the Living Theory community (Carozzi, in press). My responsibility, as an “authentic learner” (Magrini, 2011) and parent educator is to address the above contradictions and negation.

It is my responsibility to respect and absorb different types of knowledge, recognising the “others” as significant. In this, I’m led by a sense of hope: while acting against dominant discourses, the others and I are making use of our social imagination (Karlberg, 2005). In my hometown a community of authentic learners is forming: in it, we embrace different types of knowledge (Wood et al., 2019), seeking to convert “power-over” to “power-with” (Eyben et al., 2016).

Keywords: Dominant discourses, hope, Living Theory, responsibility
Creative presentation

Action research between intellectual freedom and methodological representation

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Esmeralda Sunko, University of Split, Faculty of Humanities and Social Sciences, Croatia

One of the scientific objections to action research is the subjectivity of the researcher. This is what, along with insufficient exactness and questionable repeatability, makes them "soft" scientific methods. At the same time, the objections unjustifiably neglect emancipatory character of the action research which encourages professional development of researchers, development of the quality of the educational process and the immediate benefit for all the stakeholders in the process.

Majority of the theoreticians of action research imply identifying problem situations as starting point of a research. But there are different perspectives as well. If quality development is seen as a purpose of an action research, it is justified to start in the success area. The new area of unpredictability, creativity and paths to new solutions adapted to specific social situations opens up if success and development possibilities are explored with active participation of all stakeholders (even those who do not have any research competencies). The focus on specificity, without the necessity to generalize, enables deep understanding of the process and individual's personality. A step away from the rigid research structure stimulates divergence. That being said, the structure does not necessarily imply a roadmap of activities and exactness of the outcomes, but specific social relations of the stakeholders in the process. The inclusion of all stakeholders interested in educational welfare is encouraged. Current welfare, especially of children, implies the quality "here and now". At the same time, it does not exclude the focus on the long-term affirmative educational outcomes.

This paper initiates discussion on the possibilities of continuous implementation of action research of the educational process in the institutional context. The initiative of the practitioner and the focus on the existing success are advocated. It is argued that performance can contribute to research engagement and coping with problems. The question arises of the relationship between scientists and practitioners, research freedom and methodological structure as a predictor of the scientific nature of the action research.

Keywords: emancipation and professional development of practitioners, quality of the educational process, the relations of the participant
School leaders in Sweden, as across the western world, are accountable for raising student performance. Several studies show that high quality teaching is fundamental for academic performances. Poor teaching results in poor academic achievement. Teaching practices including high-quality instruction, clear classroom structure, high expectations, varied teaching and support characterize classroom management that enables learning. Therefore, developing skilled teachers and build teacher capacity has become important. However, teacher’s belief in their own capacity to affect student performance seem to vary between high performing and low performing schools.

The aim of this study is to improve classroom management at a low performing school. The school is a high-need school with many students living in economic disadvantage and underperforming academically. In the year 2016, the teacher efficacy was low and students were setting the standards at school. The school leaders and teachers decided to recapture the leadership. One of the stakes was to improve classroom management through professional learning with the help of digital observations of each other’s teaching practices. The principal, two teachers and an external facilitator explored the following question: How can digital observations among teachers with low teacher efficacy improve classroom management?

The preliminary results show that digital observations of teaching practices stimulates teachers to really plan their lessons, strengthens the teachers’ self-image as skilled teachers, deepens the teachers’ understanding of structure, and gives a clearer picture of the current teaching practices. The results can be interpreted as prerequisites for improving classroom management.

Our study show how professional learning at a low performing school can contribute to positive outcomes even though the outcomes can not yet be measured in relation to improved practices and student performances.

**Keywords:** Professional learning, classroom management, low performing schools, action learning, digital observation
Democratizing Knowledge of Teaching & Learning through Student Leadership Projects

Joseph Michael Shosh, Moravian College, United States

The central focus of this multi-layered educational action research project was three-fold: 1) to provide opportunities for public school student leadership activities grounded in participatory and youth participatory action research; 2) to support a group of teacher-researchers in practicing and innovating in participatory action research frameworks; 3) to practice linking an educational action research project in a local region to the larger movement for democratizing education knowledge production and dissemination. Project participants included a university faculty member, teacher-researchers, project consultants and students in K-8 schools in the Lehigh Valley region of Eastern Pennsylvania USA. The project took place over an 18-month period in two school years. Each of the 11 lead teacher-researchers conducted an educational action research project within her or his school site, with the full team meeting weekly to review progress, offer critiques, and explore the relations between the unfolding projects, the broader knowledge democracy movement, and the place of student leadership research in the region’s schools. The findings of the primary research team, consisting of 11 teachers, a staff developer, a consultant, and a university faculty member, include a set of guidelines for conducting future youth participatory action research related to student leadership and an emerging perspective on teacher voice in education policy-making. To move from a traditional top-down administrative and curricular decision-making model to a distributed and more democratic model of leadership, the team argues that (1) children must be permitted to play a leading role in their own learning, leading, and researching; (2) teacher offers significant advantages over traditional in-service based professional development models; and (3) in an era of increased deskilling and deprofessionalization, teachers must have the opportunity to reclaim their profession as they conduct research, create new knowledge, and share their findings publicly.

Keywords: knowledge democracy, student leadership, youth participatory action research
Combining Knowledge Democracy with Critical Literacy in school: Indicative educational practices

Eleni Katsarou, University of Crete, Greece

It critiques monolithic and fully controlled environments and systems that legalise a certain form of knowledge and a certain form of its representation. It envisions a society, where the social actors are playing central role in the production, evaluation and critique of knowledge (Feldman & Bradley, 2018: 3). In school, Knowledge Democracy refers to (Rowell & Hong, 2017): forms of legalized knowledge, kinds of available and accessible knowledge, the activities through which teachers and students are engaged in knowing the world, the procedures of creating and disseminating knowledge, and the ways through which teachers and students get involved in social and transformative action. On the other hand, Critical Literacy has been defined as “learning to read and write as part of the process of becoming conscious of one's experience as historically constructed within specific power relations” (Anderson & Irvine, 1982). Critical literacy moved the reader’s focus away from the “self” in critical reading to the interpretation of texts in different environmental and cultural contexts (Luke, 2000).

The presentation focuses on the combination of these two frameworks while simultaneously discusses indicative practices that implement it in the classroom. Such practices revitalize teaching and learning using students’ experiences and knowledge placed in a critical frame.

Keywords: knowledge democracy, critical literacy, students' experience, critical framing
Using multimodality for developing Knowledge Democracy in school: the Backpack-ID project

Konstantinos Sipitanos, University of Crete, Greece
Eleni Katsarou, University of Crete, Greece

In this paper, we argue that multimodality offers a democratic way of producing, distributing and disseminating knowledge. Working on the Knowledge Democracy initiative (Sousa Santos, 2018) and politicizing the concept of multimodality, we argue through specific examples that student's drawings and their digital storytelling (multiliteracies) are an inclusive way of producing and disseminating knowledge.

Knowledge Democracy (KD) focuses on the production, dissemination, and use of knowledge. It critiques monolithic and fully controlled environments and systems that legalize a certain form of knowledge and a certain form of its representation. KD envisions a society, where the social actors are playing a central role in the production, evaluation, and critique of knowledge (Feldman & Bradley, 2018: 3) in order to use this knowledge in personal and public decision making (in 't Veld 2010).

The basic principles of KD and multimodality as explained above have been applied in an Erasmus+ project “Backpack-ID” where teachers and students from four countries (Greece, Italy, Germany, and Sweden) collected student’s family and personal stories through videos, drawings, and crafts in their heritage languages. These stories concerned the transitions of refugee and non-refugee students and give the opportunity to multiple identities of all the participants to emerge. These stories were digitized in e-book and video formats and were translated into five languages (participants’ languages and English).

It was the students’ voices through the videos, their colours, their photos, their fonts, and all their choices which shaped the whole intervention. Teachers and academics helped students in mobilizing the knowledge in various communities and supported the procedure (Abma et al. 2017: 492), being aware simultaneously for the hierarchical issues raised in the project, where the goals and the aspirations are not the same for all the participants (Feldman & Brandley, 2018: 11).

Keywords: knowledge democracy, dominant discourses, hegemony, multiliteracies
Students with disabilities have the right to be able to participate fully in college life. However, they often face barriers to social and academic inclusion. From a critical disability perspective, action to improve inclusion should involve the students themselves, and so, as Principal of a teacher education college I initiated a participatory action learning and action research (PALAR) project with ten students with disabilities. In the first cycle we generated data about students’ lived experiences at the college. This presentation focuses on the second cycle, in which we used the findings of cycle one to design and implement strategies for collaborative advocacy to address barriers to inclusion. The students raised awareness of the barriers to inclusion through a display of photographs and narratives about their lived experiences and drafted a policy brief to inform management of the need to change. Our collaborative advocacy raised the college community’s awareness of barriers to inclusion that they had not been cognisant of. It was also found that some lecturers (and management) lacked understanding of the concepts of disability and inclusive education. These findings suggest a need for disability awareness campaigns and training on the conceptualisation of inclusive education and inclusive practices at the college. The significance of this study lies in the fact that the participants generated knowledge that can be used to construct policy and training interventions that address existing challenges to improve social and academic inclusion. The action research process can also be adapted for use in other settings to produce guidelines for collaborative advocacy.

Keywords: advocacy, critical disability theory, inclusive education, participatory action learning and action research, teacher education
Changing hegemonic narratives of HIV and AIDS through arts-based approaches to facilitate action learning

Lesley Wood, North-West University, South Africa
Doret Kirsten, North-West University, South Africa
Fumane Khanare, University of the Free State South Africa

In South Africa, HIV, as a developmental issue, has serious implications for society on many levels. The pandemic both fuels, and is fuelled by, social inequalities. Narratives are complex discourses that contain power to transform or perpetuate perceptions and behaviour that lead to stigmatization and marginalization of specific groups. It is thus important that prospective teachers and mental health counsellors critically reflect on their own (faulty) narratives of HIV to develop a more intersectional view of the pandemic as a social and systemic issue, to incorporate this learning into their teaching. To make such profound epistemic and ontological changes requires strategies that enable students to experience and embody different attitudes towards and understandings of HIV. Arts-based strategies facilitate the articulation of students’ understanding of HIV and AIDS, enabling them to appreciate the intersectionality of HIV with prevailing social issues and to combat hegemonic discourses around HIV in their future practice. Internationally, there is a growing trend of engaging young people of diverse backgrounds in participatory research to address issues of social (in)justice using arts-based methods to both generate and disseminate knowledge among participants, and ultimately to the wider community, to influence policy and practice. This presentation will consist of three short papers, followed by critical discussion on how arts-based strategies foster critical, reflective learning to challenge and change dominant discourses around HIV (or indeed any other social justice issue).

Paper 1, Dismantling hegemony around HIV & AIDS through action learning offers an overview of the use of arts-based strategies to foster action learning as a powerful educational strategy for transforming faulty perceptions underpinning continued social inequality and injustice, using an intersectional view of HIV as a useful entry point.

Paper 2, Changing Student Registered Counsellors’ perspectives and conceptual frameworks of HIV & AIDS through critical reflection presents empirical evidence of how arts-based strategies were employed to transform the thinking of student counsellors about how to offer support to HIV positive clients in a clinical setting.

Paper 3, Arts-based pedagogies for anti-oppressive education reports on how student teachers, who were ‘sick of teaching AIDS’ were motivated to reimagine their teaching of HIV and related issues in the subject of Life Orientation, through incorporating arts-based methods to foster inclusive, intersectional understandings of social injustice.

Keywords: HIV & AIDS, narratives, action research, arts-based methods
Educational Action Research: a landscape of disparity and disagreement or of potential transformation?

Máirín Glenn, Network of Educational Action Research in Ireland (NEARI), Ireland

As a living theorist who embraces self-study action research, I examine the seemingly contradictory and conflicting elements that constitute the action research process. The apparent disparity between theory and practice; professional development and academic research; the 'I' and 'we'; values and action, as well as the disparity between locating oneself as the implementer of an intervention or as an activist for democratic change, are among some of the areas I examine in this paper.

Despite these tensions and the outward lack of congruity between the various elements of the research, I argue how these disparities do not weaken the research process. Conversely, I posit that it is precisely because these tensions exist, when contested truths lie alongside one another, the research process is strengthened and becomes more robust. This strengthening process occurs through the respectful and critical dialogue and educational conversations that occur within the action research community as action researchers work towards enhancing their practice and acting towards the good of humankind (Kemmis 2012). The power of utilising contradictions and tensions to engage in dialogue so as to forge a way forward for educational research cannot be underestimated. It may also inform our thinking in the socially unsettling times in which we now live as we work towards engaging in learning for the flourishing of humanity (Whitehead 2018).

I conclude this paper by drawing on examples from my own action research community, the Network of Educational Action Research in Ireland (NEARI), to show the transformational potential of using dialogue and educational conversations to generate powerfully robust research as we clarify our own truth, alongside the truths of others, and their lived realities.

Keywords: disparity, landscape, action research, dialogue, robust research
Future imagined and achieved with the help of action research: but does it challenge dominant discourses or resist hegemony?

Michele C. O’Sullivan, Dublin City University, Ireland

This presentation reflects on the successful development of a bottom-up social enterprise in school age childcare, against the odds by volunteer mothers and school partners, who adopted an action research approach to a) learn how to progress the action and b) report on the action through a PhD study. In some respects, the actions and research study challenged, and changed, the then current dominant discourse at a local or micro level, but it could also be argued that the initiative simply maintained the status quo and didn’t effect much change at a more macro level in terms of school age childcare. However, more recent changes in this area are emerging, and almost two decades after the initiative was implemented there appear to be some moves to improve the provision of school age childcare provision in the context of Ireland’s national policy. But the jury’s still out on this one.

Keywords: Action learning, action research, dominant discourse, hegemony, social enterprise, status quo
With homeless people for a better health Experiences from a participatory action approach in a data collection project in Berlin

Navina Sarma, Germany
Leman Bilgic, Germany

Homeless people in precarious living situations bear a high burden of disease but their access to care is often limited. Actual needs are not known, as good data on their health are scarce in Germany. A working group was initiated by the Round Table for homeless medical care in Berlin to develop a study design in order to collect better data.

The working group coordinators decided to engage homeless people and injecting drug-users right from the beginning. The group includes experts for participatory action research (PAR), statisticians, social workers, health professionals and language mediators. Whereas it was set from the beginning, that the data collection would be based on a questionnaire, content and methods of data collection were developed together. Controversial points were taken to a night shelter for external advice by more experts from the street. Research design includes paid peer researches (both, homeless and non-homeless) and incentives for respondents.

Dealing with and counteracting stereotyping and discrimination of homeless people is a constant challenge. Engagement of homeless people is crucial and initiated a process of mutual learning. Health professional’s assumptions on topics relevant for homeless people could be modified. The study design was highly criticised especially by medical white male practitioners. Participation of homeless people was questioned, incentives were regarded unethical and it was ruled out that homeless people conduct interviews including vulnerable questions. Generally, the working group was not taken seriously. We responded by imparting basic knowledge on PAR.

Participation of communities that are socially, structurally, and juridically excluded is not yet an established part of low threshold service structures in Germany. The described project is a first step towards strengthening participation and community empowerment. Besides ethical pitfalls that have to be considered, going against a dominant discourse in a highly hierarchised structure is a main challenge.

Keywords: community empowerment, health, homelessness
(Re)thinking relatedness with nature: An action-research work in Kandawaani, BaigaChak

Praveena Mahala, Ambedkar University, Delhi, India

While (re)calling the pre-modern tradition of practical philosophy, this action research attempts to work through the question of human's relatedness with nature. Immersed in the setting of Kandawaani situated in BaigaChak (Dindori, Madhya Pradesh, India) and surrounded by forests from all sides, the action researcher lived-in with the Baiga of Kandawaani. In the eight months spread across a span of two years (July 2017-June 2019), the action researcher along with the Baiga women of Kandawaani collectively identified the action research question. While on the one hand, there are people from within the immersion site inclined towards an utilitarian and exploitative (profit oriented) relationship with the forests, there are some (women) who anchor hope for an alternative. Finding ground in a sense of mutual-care and reciprocity, when these women from Kandawaani talk about dongar seva, one wonders if they are offering an-other way of relating with forests? An-other way which hitherto has remained foreclosed in the mainstream notions of development. The said notion of development celebrates mindless economic growth and looks at forests as a natural (re)source which are to be exploited for generation of economic revenues. The Baiga women through their notion of dongar seva give possibility of an alternative way of relating to nature. As we came together for Baiga kissa paadna (a certain Baiga practice of story-telling), we (re)collected and (re)called the various kissa that the Baiga have been posing since generations. While posing these kissa which are as if living repositories carrying meanings and the very essence of the Baiga-being, the women talked about the forests (and the various species therein) fast disappearing. The action researcher and the Baiga women came together through this art of kissa paadna. It is in this process that we initiated discussion around a certain forest species (Bauhinia Vahlii) which has almost disappeared from the forests of BaigaChak. We collectively arrived at the attempt to gather seeds of this species which the Baiga refer to as mahilaain bela. While we got engaged into this process, we (re)collected and composed karma (traditional Baiga songs) and kahaani (enacted conversations) for the nearby community radio station. The community radio then became the means through which these Baiga women voiced their idea of relationship with forests. The Baiga adivasi women, who in the mainstream developmental norms are looked at as victim and backward, registered their voice through the community radio. In their effort to come together to collect seeds of the disappearing forest species, they exhibited the ethic of care and reciprocity. In this process, these Baiga women show us the possibility of an alternative way of relating to forests.

Keywords: Forests, development, transformation, action research, practical philosophy
New ways of representation – How can I represent my Living Theory Action Research in a way that creates new knowledge and resist

Sonia Hutchison, University of Cumbria, United Kingdom

This paper will explore whether a layered approach to writing up Living Theory Action Research paper can provide a way to create new knowledge and resist hegemony. Each layer will present a different depth of learning through the use of three voices.

• My storyteller voice will allow the story to stand for itself to enable practitioners to learn from the story with no analysis, opening up knowledge to those practitioners who are alienated by academic theorising.

• My narrator voice will provide the explanation of my living-theory that is emerging from my research. In this role I will provide analysis of the story through a new method I have created of understanding my actions through the process of developing an Adlerian syllogism from my early recollections. I will also act as a guide to the reader to areas of learning that may influence practice, theory and knowledge.

• My meta-narrator voice will ask questions causing my thinking to move to a deeper level as my narrator voice will attempt to answer the questions posed. I will take an approach that is consistent with a Deleuzian ontology to attempt to create a different way of thinking and original knowledge.

This paper will weave my storyteller, narrator and meta-narrator voices to see if a new approach to representing Living Theory Action Research can provide a challenge to dominant discourses.

Keywords: Living Theory; Deleuzian Ontology; Adlerian Early Recollections
(Re)thinking Livelihood: A post-capitalist approach

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This paper is based on an “action research” project (in Jambuguda, a Kondh adivasi village in Odisha, India) on rethinking the question of land and livelihood, where I, along with a group of landless men and women worked together to rethink a language which attempt to cultivate a subjectivity wherein land and livelihood are imagined as ‘commons’. To reach such language, action research framework with Immersion (not to be read as field work) as a method enables the action researcher to live-in-with the community for ten months. Immersion in the contextual setting of the community then enables a certain kind of knowingness which is embedded in being-with and relating-with the community. A complex assemblage of being-knowing-relating then enables a certain kind of praxis wherein the conventional bifurcation between the researcher and the researched finds itself sublimated into co-researchers. The action researcher then moves away from ‘research on community’ towards ‘research with community’. In this paper, I will discuss our journey of togetherness wherein we worked towards re-orienting our relations with land. In the process, we invoked the Kondh notion of ‘Dharni Pennu’ which is revered in Kondh culture. Given the limitation of translation, one may say that ‘Pennu’ means spirit, while ‘Dharni’ denotes land and earth which is treated as a living being in the Kondha life-world as ‘Dharni Pennu’. The notion of land as Dharni Pennu as against the notion of land as private property, which finds itself endorsed in mainstream development discourse, then enables our way towards a post-capitalist transformative praxis. This pursuit then is to cultivate a subjectivity which works its way through the neo-liberal subjectivity to reach the one which finds itself located in ‘commons’. It is this praxis situated in Dharni Pennu that allow us to (re)think and (re)work our way through agricultural processes to move towards living embedded in mutuality. A certain kind of mutuality which finds itself manifested in acts of sharing and caring, taking the community towards building a sense of co-becoming. These diverse ways of living are marked as outsidedness; remain shadowed by the hegemonic understanding of livelihood which only foregrounds a modernist and capital-centric ways of living. In psychoanalytical sense, this other side of living/livelihood then remains foreclosed. This action research paper is an attempt to foreground which has hitherto remained foreclosed. The post-capitalist approach of Gibson-Graham as community economies becomes an ally in working through and thinking through livelihood in terms of diverse ways of living.

Keywords: Commons, Co-becoming, Dharni Pennu, Livelihood, Post-Capitalist Praxis
Learning through disruption: The role of participatory action research

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Steve Noone, United Kingdom
Megan Thomson, United Kingdom

This presentation draws on learning from the Family Based Positive Support Project (FaBPos). Funded through the UK National Institute for Health Research, the aim of the research was to contribute to the development of theories for, and understandings of, a course that engaged family carers of adults with learning disability and behaviour that challenges, with the processes of Mindfulness and Acceptance and Commitment Therapy (ACT). Working collectively and sharing knowledge was a key element of the course which therefore lent itself very well to a participatory action research approach.

A key principle when undertaking participatory action research is that it is driven by all those involved, not just those who initiate and facilitate a research process. Staying true to this principle necessitates being open to different perspectives, alternative understandings and the challenge of the unexpected. Facilitating engagement in multiple perspectives, capturing kaleidoscopic views and finding new ways of interpreting what is seen can enhance opportunities to see beneath the generally perceived and accepted view.

The approach taken by the FaBPos project provided new ways for families to understand their own behaviours and to construct new ways of acting, but importantly, it also disrupted professional notions of what it means to work with families. It revealed how, understanding shared criticality as a process of honest analysis (rather than as expressing disapproving comments or judgements) can disrupt accepted ways of thinking and offer spaces for creating new understandings of what underpins the way we act. It challenged us to consider what shapes and creates learning, including professional learning, the power of collaborative critical enquiry as a means for disrupting long held understandings of 'good' and 'effective' practice, and 'The importance of not always knowing what you are doing' (Atkinson and Claxton 2000).

Keywords: Critical enquiry, disruption, learning, participatory, theory of change
Learning as a research supervisor: A personal reflection, an imagined future, and a conversation with a lost friend

Mary McAteer, Edge Hill University, United Kingdom

This paper arises from ongoing reflections on my own practice as a research supervisor. Much of my current “teaching” involves supervision of masters and doctoral students, as they undertake research for final theses. It is unusual for my students and supervisees to undertake action research studies opting instead for other interpretive, evaluative or exploratory approaches. My immediate community of practice does not include many action researchers. As such, action research is viewed as an outlier when it comes to providing methodology, methods and other skills-based training for students.

Within this context, I have been reflecting on my practice as a supervisor, and some of the challenges that I face. Of particular interest to me is my support for students undertaking literature reviews as part of their study. It is something that I feel insecure about in relation to my own ‘skills’: I am not confident that I could undertake a large-scale, literature review. This, I believe, comes from my alignment to action research, which I have always conceptualised as, among other things, exploratory, data driven and theory-generative, rather than theory-testing. I did not undertake a large-scale literature review as part of my own PhD, and in the intervening years, have managed not to have had to do one of any significance. Rather, my engagement with literature in my own research reflects the approach of Kath Green, articulated so eloquently in her 1999 paper “Defining the field of literature in action research: A personal approach”, in being eclectic, yet theoretically sound.

In the past two years in particular, I have seen my students also struggle with the literature review, which, in the context where I work, is considered to be one of the earliest tasks of the new PhD student. In particular, some of them have struggled with the abstract constructs they read, and find it almost impossible to do anything other than report on what they have read in a descriptive, rather than analytic way. They are challenged in finding their own voice in writing about literature, and in the sense-making process that I believe engagement with the literature to be.

This paper reports on my attempts to understand the challenges faced by students, and my desire to imagine a better way to supervise them that disrupts the hegemonic practice of ‘doing the literature review’. It also exposes challenges to my own understanding of the ontological and epistemological foundations of research methodologies.

Keywords: Data-driven, Hegemony, Literature Review, PhD Supervision, Theory-generative
School Improvement through Collaboration of School, University and Community: Experiences from a Participatory Action Research

Parbati Dhungana, Kathmandu University School of Education, Nepal
Shree Krishna Wagle, Nepal
Sigrid Gjøtterud, Norway

In Nepal, frequently changing policies in national politics and in educational levels; in/direct interests of donor agencies in education policy level; bureaucratic system of school functioning; and gap between University knowledge and practices in schools threaten the quality of education. The resource constraint schools located in rural settings are highly disadvantaged. On this background, for mutual knowledge generation and practices, three universities from the global north and global south i.e., Norwegian University of Life Science (NMBU), Kathmandu University (KU), and Tribhuvan University (TU) collaborate in a NORHED project. KU collaborates with five public schools (one action school and four reference schools) of rural Nepal. Questions that shaped our journey in the initial phase of our research were: How can we develop fruitful relationships among school, community and university? What challenges may we face? How can we mutually explore ways out?’

In this symposium, we will present the experiences from the two PAR projects focusing on tripartite collaboration: community, school and university. The first presenter will discuss how different stakeholders engage in collaborative practices, particularly in school gardening project, the second presenter will discuss the opportunities and challenges of PAR in initiating inside-outside collaboration for education and development and the third presenter will reflect on the role of being a supervisor of the PAR projects.

A main question to discuss in the symposium is: How can we fill the gap between the university, the school and the community through PAR-projects?

Parbati Dhungana

Teachers’ collaborative practice and praxis for their continuous professional development seems to be an important condition for contextually relevant and sustained improvement practices in education. To this, the first author facilitates for tripartite collaborative practice and praxis with other university based research-students, the school teachers and students and community members in her PhD project. In this presentation, I will focus tripartite collaborative practice and praxis particularly in a school gardening project. I will discuss how we engaged in tripartite collaborative practice and praxis and how tripartite collaborative practice and praxis
enhanced teachers’ competences. Further, this presentation explores challenges and possibilities of basic level teachers for their professional development through school gardening.

**Shree Krishna Wagle**

Participatory Action Research (PAR) has often been acknowledged as having potential to promote collaborative learning and development. It potentially promotes contextually relevant knowledge, where research findings can be used as ‘academic requirements’ for university based research-degree students. To this, this presentation considers our (PhD research-degree students and the supervisor’s) first-hand experience with PAR as an approach for tripartite collaboration between school, university, and the community for school improvement. It particularly demonstrates how tripartite collaboration between the university, the school, and the community helps for school improvement. It also provides evidences of the opportunities and challenges of PAR in initiating inside-outside collaboration for education and development.

**Sigrid Gjøtterud**

The third presenter is a member of the coordinating group of the NORHED project, working in Norway. Our collaboration is primarily University-to-University. However, to be able to contribute constructively in the process, it has been crucial to visit the school and community where the PHD-students have conducted their study, both at the very beginning of the project and at the end. In this presentation, I will reflect on my role as supervisor, colleague and co-learner in the PAR-project.
Theoretical developments in action research and action learning
Reflection - A Mountain Hike or a Gentle Stroll; An Action Research Study to Determine the Hierarchical Nature of Reflection

Bernadette Teresa McDonald, Liverpool John Moores University, United Kingdom

Reflection is often described in a hierarchical fashion with the aim, seemingly, to reach the higher levels of criticality in order to attain the best possible transformative effect. Collective or collaborative reflection has been posited as a facilitator of such criticality both in terms of aiding the individual to reflect more deeply and group communicative learning. Collective reflection itself is purportedly vulnerable to barriers of time and honesty and openness.

A three-cycle action research project was undertaken within a firm of solicitors to observe and monitor the levels of reflective output achieved within facilitated collective reflective sessions, to seek to understand whether a deeper reflection would flow from collective engagement in reflective discourse as opposed to individual reflection. Pre-and mid-cycle interviews considered potential socio-material and socio-relational barriers to effective reflection.

Data analysis utilised Voice Centred Relational (VCR) methods within a four-stage analytical and reflective output framework which sought to address the research questions; can collectively reflecting enable or facilitate a deeper degree of reflection; what barriers can affect this and does the depth of reflection actually matter?

Initial findings suggested that the development of reflective output is not linear. Increased reflective practice does not move the practitioner along a reflective continuum from mere recollective musings to critical awareness and challenging the norm. Criticality is not an end goal in and if itself. The process is not linear with each reflection being “better” than the preceding reflection. Reflection can take place at several ‘levels’ and continuously loop back on itself. Whilst reflective output may be hierarchical in nature, reflection is just as valuable at any stage of the continuum.

Keywords: Collective Reflection, Hierarchical Reflection, Reflective Continuum
Content analysis of educational action research in Sri Lanka

Godwin Kodituwakku, Association for Educational Research and Development, Sri Lanka

Although action research workshops for educational professions are conducted in 9 provinces in Sri Lanka based on the academic requirements of Provincial Education Departments, only 3 provinces so far have published reports based on educational action research. Sometimes research findings based on other types of research too were included in the published reports. Contents of the two research reports, published in 2017 and 2018 in one province were selected randomly and analysed quantitatively to identify the specific features on action research in the Sri Lankan educational research tradition.

In 2017, out of the 40 researches in the report, 20 were based on action research method. In 2018, the figure was 21 out of 49. Out of 20 in 2017, 12 research titles have a main title and sub title. One example is “Let’s say where it is: Improving students’ ability in using prepositions of place appropriately through creative activities and motivation”. This is a trend in Sri Lankan action research titles. But in 2018 the trend was decreased to 2 titles.

In 2017 and 2018, 7 and 10 researches respectively were on the theme ‘language deficiencies’ of students. Misuse of prepositions, improper handwriting, lack of essay writing skills, weaknesses in vocabulary, and errors in writing were the examples for deficiencies. There were 6 researches on slow learning and achievement, 4 on misbehaviour and non-attendance of school. This pattern is also a feature of action research in schools. Teachers tend to do research on children’s weak learning patterns and the emphasis on teacher’s self-change and development to address the issues of children were not emphasized sufficiently in the intervention process and also in the whole research process. Only the students’ change and development trends are emphasized. This is also a weak trend in Sri Lankan action research culture.

Keywords: Content, Patterns, Provinces, School, Weakness
Developing action research as native-practitioner research through immanent critique

Olav Eikeland, OsloMet - Oslo Metropolitan University, Norway

Immanent critique has a history from so-called Frankfurt school critical theory, backwards to Karl Marx and G.W.F. Hegel. Its ancestry clearly goes further back to Plato and Aristotle, however. For Hegel the immanently critical development delineated in his Phenomenology of Spirit concerns the relationship between a knower and the known, the different self-conceptualisations of these relationships, and how they transform through inner insufficiencies and contradictions. For Marx the main field was the historical transformation of social formations (antiquity, feudalism, capitalism, socialism) through inner contradictions and insufficiencies. There are other developments which could be construed in similar ways, e.g. the development from logical positivism to post-positivist hermeneutics and phenomenology, or more specifically the inner difficulties concerning validity and reliability in mainstream social research methodology.

Although I will relate to the above, in my conference-presentation and -paper I would like to outline another similar development story of how a Norwegian tradition of work-life action research transformed. I was part of this development for about 25 years, from 1985 to around 2010. Specifically developed at the Work Research Institute (WRI) since the 1960s, it started as field experiments (strongly influenced by Kurt Lewin), then became a form of collaborative action research, and ultimately transforming increasingly into a form of practitioner research although never giving up on the division of labor between “researchers” and “practitioners”. This transformative learning trajectory was realized through reflective action research cycles but simultaneously as an immanent critique both of our own AR-methods and conventional research methods.

Pushing the development even further will indicate how action research, philosophy, indigenous and practitioner research methods, and even empirical research converge towards future forms of research, learning and/or knowledge-competence generation where many traditions can meet as “aufgehoben” or sublated, in organizational and institutional terms as a radically reconfigured life-long, organizational and symbiotic learning.

Keywords: future forms of research, immanent critique, practitioner research
How can first-person action research contribute to enhanced educational quality in higher education?

Sigrid Gjøtterud, Norwegian University of Life Sciences, Norway

Academics in Norwegian universities and colleges are required to document how they develop the quality of their teaching when they apply for positions or promotions. Earlier, the emphasis was only on research activity and publication, but from 2019, documenting teaching competence is equally emphasized. At the same time, it is stressed that the academic environment needs to build a common culture for developing educational quality. How can the individual's improvement and documentation of practice contribute to a shared culture where educational quality is a part of the living discourse? As a newly appointed member of the team working with university pedagogy, this is a research question I am working on, exploring various approaches to first-person action research, such as Living Theory, Portfolio inquiries, and Self-studies. In this roundtable session, I want to engage in a discussion about if and how the individual university teachers, through first-person action research, can contribute to a discourse of educational quality in their respective departments.

**Keywords:** First-person action research, educational quality
Action Learning using Educational Living Paradigm with Technology Education Teachers in a Community Engagement project

Tomé Awshar Mapotse, University of South Africa (UNISA), South Africa

Most of the scholars of Action Research and Action Learning advocate that it aims to generate collaborative learning, research, and action to attain a local and global change in pursuit of a more socially just and more attractive world in terms of an improved quality of life for all. The complexity of life in the 21st century makes such learning essential for all, in both well-resourced and socio-economically challenged contexts. It is against this background that this study intends to provide delegates with a fresh perspective on the challenges facing Technology Education (TE) in developing countries today, as well as the established skills and intervention strategies necessary to overcome these challenges hence involving TE teachers in a Community Engagement project. In this study, TE has found its way into school environment successfully and effectively through engaging TE teachers with Action Research (AR) approach. The educational living paradigm was the focused perspective of this research and Technology Education Cascading Theory underpinned the study. Action Learning and Action Research purports to increase the ability of people to learn how to adapt to rapidly changing social, economic and political imperatives. The sampled six co-researchers were from the three schools of Tshwane South District in Gauteng Province of South Africa. These participants are teachers teaching senior phase TE in both Grade 8 and 9. An AR practitioner reports on the outcome from focus group interview with TE teachers as participants.

Keywords: Community Engagement; Technology Education Cascading Theory; Educational Living Paradigm
Improving the teaching of math with feedback

Sanela Mužar Horva, OŠ Hinka Juhna, Podgorač, Croatia

Mathematics education can be improved by combining effective and contemporary teaching strategies. By applying contemporary learning strategies, the teaching process is meaningful, practical, based on group work, independent student work on learning resources, and team teaching. High-quality changes in math teaching, more precisely its advancement can be achieved by applying successful teaching strategies, using online tools, setting goals and providing feedback, and implementing action research. The purpose of this action research is to make changes in math teaching with regard to performance by gaining feedback from students and to determine whether students can improve the learning process in mathematics by providing and receiving quality feedback specific to the goals they must learn. By providing feedback, we will enable students to progress at their own pace and achieve better math results. During the two-month realization of planned activities by setting goals and giving feedback we noticed:

• improvement to students’ mathematics achievement
• the activity of almost all students in math classes
• the use of modern strategies and learning methods increases student thinking and involvement in teaching rather than in traditionally organized teaching
• more motivated learners - those believe they can learn, want to learn, and take more control over their own learning
• the classroom that becomes the place where feedback, including constructive criticism, is appreciated and considered productive

Although setting goals and giving feedback on common practice in schools is still inadequately used for its flexibility, however, teachers need to be encouraged to be effective.

Keywords: teaching strategies, math lessons, feedback, action research, teaching advancement
Volunteering as a part of the school’s hidden curriculum

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Sanela Mandić Vidaković, Croatia
Tea Čarapović, Croatia

The aim of this paper is to examine the role of volunteering as a component of the school’s hidden curriculum. The research would be carried out on a sample of three schools, where the action research would examine the impact of volunteer’s activities on the school culture itself, that is, and the way of achieving the planned educational outcomes. The paper will cover two parts, theoretical and empirical. In the theoretical part, after the introduction, which will outline the personal motives for dealing with this topic and its justification, the basic theoretical knowledge will be given in general about the concept of hidden curriculum and volunteering and the role of the hidden curriculum in the achievement of school culture. Particular attention will be given to the pedagogical and educational effects of volunteering as a part of the school’s hidden curriculum and to the impact on the personal and social development of children and other participants in education. In the empirical part, after defining the research methodology and operationalizing the research objectives, the obtained data will be analyzed. Finally, in the conclusion, the most important results of the research will be outlined and their practical application in educational practice will be suggested.

Keywords: hidden curriculum, volunteering, school culture
Methodological issues in conceptualizing and reporting measurable actions of community-based participatory research

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This workshop is intended to introduce participants to the theoretical and practical framework for conceptualizing and reporting measurable actions of community-based participatory research (CBPR) projects. While the context for conceptualizing and reporting measurable actions is inherently suitable for the entire family of action research projects, the CBPR is the intended focus of this workshop because of its growing use and stakeholder interests for redressing the various community-based needs structure. Alternatively, even though the force field analysis model is useful for CBPR in determining the restraining forces against change and driving forces for change, it is imperative to account for the context-specific measurable actions that might implicate the transformational change concept. To account for the transformational change concept implication requires conceptualizing an action plan designed and reporting framework of measurable actions to shape the nature of the community-based needs structure and action learning plans responsive for inducing the intended change. Underscoring the action plans designed is thus the “Conceptualization of Measurable Actions” that should be reflective of the specificity of an Overall Goal, Outcome Objectives, Process Objectives, and Critical Action Learning/Program Data Gathering Activities directed at the significance of the Change Concept being targeted. By way of accounting for the reports on the “Conceptualization of Measurable Actions” initiated, a model of critical reflective action learning (CRAL) and program evaluation report will be introduced to the workshop attendees. The CRAL model and program evaluation report are therefore intended to shape knowledge production of the reporting framework underpinning the “Conceptualization of Measurable Actions.”

Keywords: Community-based participatory research, measurable actions, reporting framework, critical action learning
Structural integration of internationalisation in learning goals in higher education

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Juvas Marianne Liljas, Dalarna University, Sweden

Current research shows that students through internationalization can develop a higher awareness of global perspectives in higher education. Dalarna University has participated as one of seven Universities in Sweden and Finland, in the project, The Academic Value of Mobility (https://www.uhr.se/globalassets/_uhr.se/publikationer/2018/rapport-2018-9-det-akademiska-vardet-av-mobilitet.pdf), funded by European Union and organised by the Swedish Council of Higher Education [Universitets- och högskolerådet (UHR)]. The overall aim was to increase student’s mobility as well as developing international perspectives involving all students in higher education. This presentation has a method developing design. We have elaborated a model of internationalisation in the curriculum based on ICOMs definition of competencies. This definition visualizes the progression of competencies based on learning goals in the preschool and nursing programmes at Dalarna University. Ethnographic method was used during the project. Methodically PAAR, Participatory and appreciative action research, and its four subprocesses were selected. During the contacts with each course manager in the various programs we studied the content with regard to internationalization and its progression in the programmes. We started from what was already done but were not explicitly expressed in the curricula and study manuals and in this way thoughts about learning objectives and activities in relation to international competences developed. According to the learning goals, the progression of ICOMs competencies were operationalized in a flowchart. As a result, the flowchart was found for the usability of internationalisation opportunities in all programs in higher education.

Our model has received attention in national contexts as well as local presentations at our own university.

Keywords: Action research, framework of internationalisation of the curriculum, higher education, internationalisation competences
Why democratization in action research?

Erik Lindhult, Mälardalen University, Sweden

One common feature of different variants of action research is rejection of technocratic, undemocratic streaks in science and inquiry, aiming to break the dominance of traditional academic views of science, opening up for broader participation of people, and emancipating knowledge creation for the production of useful, actionable knowledge. This paper and presentation engages with the explicit or implicit democratizing ambitions and tendencies in many action research approaches in the sense of broadening the participation of concerned parties in research and development work on open and equal terms. A problem is that the meaning of democratization is often unclear, as well as how it is assumed to contribute to scientific and practical aims. To what extent and in what respect can and should action research strive towards democratic research and development practices? Can increased participatory democracy contribute to the scientific quality of inquiry or does it stifle it? How can action researchers be engaged, useful and democratic, as well scientific the same time? This paper explores different meanings of democratization and scientific inquiry and the way it further important action research qualities. Four theoretical understandings and traditions of democracy is used to clarify democratization in action research; liberal (Mill, 1976, Macpherson, 1977), communitarian (Rousseau, 1972), discursive or deliberative (Habermas, 1984/87), and interactive (Dewey, 1927, Follett, 1918). Different views on science are considered ranging between spectator-participant and depictive-constructive positionality, and the way different forms of knowing is recognized. An experiential backdrop abductively used in the argumentation and reflection is action research experience and practice in Scandinavian dialogue democratic tradition (Gustavsen, 1992). The result is theoretical development of a framework for critically reflecting on democratization in action research, its advantages and limitations, based on different perspectives on participatory democracy and scientific inquiry.

Keywords: action research, democracy, scientific inquiry
Reflecting on initial understandings of versus lived realities of ‘emancipatory’ participatory action research (PAR) in a school-based multi-stakeholder language learning project

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This paper seeks to explore and reflect on originally perceived concepts of participatory action research and emancipatory aims within the action research process through the lens of teacher-researcher, and how these understandings changed and evolved during the course of a school-based action research project in partnership with children and parents in the area of Irish language teaching and learning in an English-medium primary school in Ireland. Entitled 'Is Tusa an Múinteoir' (You are the Teacher), the project sought to improve children’s and parents’ engagement with the Irish language by empowering the child to tutor their parent(s) the language through an integrated school-home approach. This paper focuses on how the original tenets of action research theory which underpinned the project were interrogated and expanded by the evolving nature of the triad relationship between the teacher-researcher, children and parents during the action cycles. Firstly, the dynamic and changing roles of the researcher, child and parents within this participatory project are explored where the children take on teacher and researcher roles, the parents take on researcher and pupil roles and the teacher-researcher negotiates these changing boundaries and dynamics. Secondly, the teacher-researcher’s understanding of the emancipatory potential of the project at the outset is explored, and later challenged, informed and enriched by the co-researcher roles in collating and disseminating the collective research experience of all stakeholders. The teacher-researcher finally draws together new learning, how her previously held assumptions are rigorously questioned by the lived realities of the project, and how the findings challenge dominant educational hierarchies and discourse.