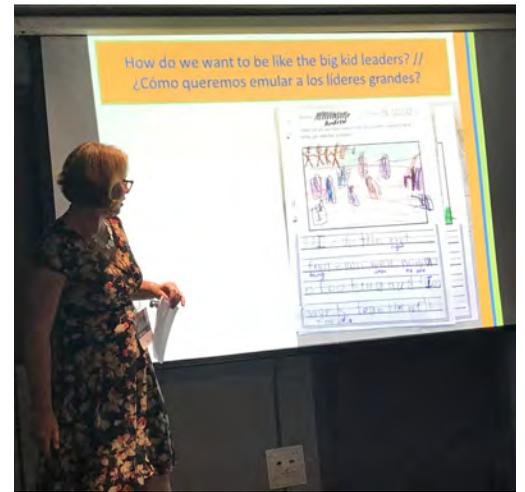


# 2017-2018 Annual Report



ARNA unites action researchers and participatory researchers throughout the Americas. We support:

- Practitioner and participatory research efforts to improve professional practices and strengthen community capacity
- Knowledge mobilization across the Americas to extend the benefits of action research to wider constituencies
- Bringing together action researchers from diverse points of the Americas and around the world both virtually and physically to share findings and further develop practitioner inquiry and participatory research

## Message from the ARNA Chair and Chair Elect



We offer our greetings from the United States and Brazil, as we prepare to gather together for ARNA's 6th annual conference "Knowledge Mobilization for Equitable & Peaceful Social Progress" in San Diego, California, USA, June 28-30, 2018. We eagerly anticipate the many paper presentations, Pecha Kucha, symposia and keynote addresses by Michelle Fine, Necla Tschirgi, and Thomas J. Scheff in the Price Center of the University of California, San Diego. The first article in this year's annual report profiles the 2018 San Diego conference in more detail, and we would like to extend our own heartfelt thanks and congratulations to Conference Chair Lonnie Rowell, program chairs Miguel Angel Lopez Montoya and Rodney Bealieu, and the many volunteers supporting the work of the host committee. We are also most grateful to Steve Jordan, chair of the 2019 conference in Montreal, and to the entire conference support staff at Event Innovations, particularly Geri Beaty, Cindy Komlenic, and Alexis Secka.



In her report, Membership and Sponsorship Chair Holly Marich explores briefly the impact of coupling membership with conference registration in Cartagena and the rationale for decoupling the two in advance of the San Diego conference. Treasurer Allan Feldman breaks down the budget from the Cartagena conference, by far ARNA's largest ever, and the use of the reserve balance to cover the \$10K conference loss. Knowledge Mobilization (Kmb) chair Lonnie Rowell then goes on to document ARNA's Kmb progress from network building to the publication of the Palgrave International Handbook of Action Research (2017) to the first Global Assembly for Knowledge Democracy held in conjunction with the 2017 Cartagena conference.

ARNA member Candace Kaye coined the acronym ARC for action research community at the 2015 conference in Toronto, and ever since, ARNA members have been busy building new ARCs. Chair Wendy Thomas explains the process in her report, which is followed up with reports by Mina Kim and Candace Kaye (Early Childhood); Wendy Thomas (Graduate Students); Nancy Murphy (Healthcare); Camilo Manchola (Participatory Action Research & Popular Education); Randy Ziegenfuss & Lynn Fuini-Hetten (School Leadership); Rolla Lewis (School Counseling); Margaret Riel, Jennifer Robin, Linda Purrington, Laura Dino, Donna Azodi, and Teri Marcus (Supporting the Teaching of Action Research); and Chris Buttimer (Youth Participatory Action Research ARC). Following the extensive ARC reports, you'll be able to read about ARNA's own "ARC matriarch" Candace Kaye, who recently became the first person from the U.S. to receive an honorary doctorate from Mongolian National University of Education. Congratulations to Candace, and continued thanks for all of her efforts in helping the ARCs to grow and expand!

Next up is an overview of the record-breaking 2017 conference in Cartagena, Colombia, ARNA's first in Latin America. The 2017 conference was followed immediately by the first Global Assembly for Knowledge Democracy, the topic of a special issue of Educational Action Research edited by Lonnie Rowell and Allan Feldman, coming out later this year. While in Cartagena, ARNA honored award winners, as follows: César Osorio Sánchez (ARNA Social Justice Award), Chris Buttimer (Promising Action Researcher Award), Doris Santos (ARNA Community Development Award), and Joseph Shosh (Eduardo Flores Leadership Award). We offer our congratulations to the 2017 recipients and look forward to the naming of the 2018 recipients in San Diego.

The 2017-2018 Annual Report concludes with Rich McPherson's update on Web Development & Social Media and Hannah Chestnut, Steve Jordan, Jayne Malenfant, Naomi Nichols' 2019 Montreal conference preview: Repoliticising P/AR: From Action Research to Activism. We invite you to enjoy the most impressive reports presented in these pages and encourage you to become actively engaged in ARNA! Please become involved, inspire others, and share your own important work within and beyond the ARNA community.

Joseph M. Shosh, ARNA Chair  
Camilo Manchola, ARNA Chair-Elect

## 2018 Conference Report: University of California, San Diego

- Submitted by: Lonnie L. Rowell, Chair, ARNA 2018

ARNA's 6th Annual Conference takes place June 28-June 30 at University of California, San Diego. The theme for the 6th conference is "Knowledge Mobilization for Peaceful and Equitable Social Progress." Customarily, *knowledge mobilization* refers to the use of knowledge in relation to the crafting of public policy and the decision-making associated with linking policy, programs and practices in the domain of public services, including education, social services, healthcare, and other areas. The intention reflected in the term *knowledge mobilization* is that public services be based on sound information regarding what works in relation to the pursuit of successful outcomes associated with a service. In adopting a focus on knowledge mobilization for ARNA's 6th Conference, we wish to assert two corollaries to the generally accepted view of knowledge mobilization: First, the knowledge produced by action research and participatory action research has a unique role in knowledge mobilization; second, the values associated with any form of knowledge mobilization are reflected in the social processes associated with the production of the relevant knowledge and vice versa.

This year's conference takes up these assertions in the context of global efforts to promote and nurture peaceful and equitable social progress in a deeply divided and troubled world. Whose knowledge will count regarding both the problems we face as well as the possible solutions? Will it only be the knowledge of university-based outside experts and their large foundation supported grants? Or will the local knowledge of people who are struggling in the face of economic hardship, social exploitation, and political oppression count? If so, how is this more localized knowledge to be mobilized? Is it only in the context of populist activism that issues of hardship, exploitation and oppression can be addressed? Or are there ways that the social sciences can be invited down from the ivory towers to connect with the often harsh streets surrounding the towers in an effort to improve conditions of living for more than simply the elites who dominate through their rigidly held economic, social, and political power? ARNA believes that alternatives to the current conceptualizations of global change and social and economic development are needed and that action research and participatory action research have a crucial role to play in generating and giving substance to these alternative conceptualizations. This year's conference takes a look at the prospects for alternative views of knowledge mobilization and the progress and challenges associated with conducting research grounded in alternative views of mobilizing knowledge.



## 2018 CONFERENCE

June 28 - 30, 2018

University of California, San Diego  
La Jolla, CA

### Knowledge Mobilization for Equitable and Peaceful Social Progress

Based on this broad theme, three keynote presentations are featured this year along with pre-conference workshops (June 28) and two days of breakout sessions. The pre-conference schedule includes a Study Day on Participatory Action Research (PAR) sponsored by the Collaborative Action Research Network (CARN). ARNA and CARN have worked collaboratively since 2014, and I am very appreciative of their sponsorship of yet another North American Study Day. CARN has supported Study Days in various parts of the world for the past 14 years, with The first North American Study Day taking place here in San Diego, California in 2010. The title for this year's Study Day is "Action Research à la latinoamericana," with incoming ARNA Chair Camilo Manchola facilitating the session. The pre-conference also includes a workshop on the development of ARNA's Action Research Communities (ARC) structure. The ARC was established in 2016 as a way to foster community among ARNA members and to provide vehicles for professional networking, advocacy, and activism based on specific interests that fall within

the mission, vision, and values of ARNA. At the workshop this year, seven ARCs are featured, with each convening at a roundtable for dialogue and strategic planning. This session will be facilitated by current ARNA Chair Joe Shosh, Wendy Thomas, ARCs liaison to the ARNA Coordinating Group, and me.

The conference includes 24 breakout sessions over two days, with individual papers, workshops, symposiums, roundtables, poster, and Pecha Kucha sessions. Presenters are joining us from throughout the Americas and from Great Britain, Greece, Japan, Mongolia, Scotland, South Africa, and Sri Lanka. These year's keynote speakers include: Michelle Fine, Distinguished Professor & Founding Co-Director of the Public Science Project, City University of New York; Necla Tschirgi, Professor of Practice, Human Security & Peacebuilding, Joan B. Kroc School of Peace Studies, University of San Diego; and Thomas Scheff, Professor Emeritus, Peace Activist & Social Psychologist, University of California, Santa Barbara. These presentations are intended to challenge and to deepen our awareness of and our thinking about critical issues faced by action researchers and participatory action researchers throughout the Americas and around the world.

My thanks to all who have worked on the design, content, and logistics of the 2018 conference. I have been fortunate to have worked closely with Rodney Beaulieu and Miguel Angel Lopez, our Program Co-Chairs, and with the remaining members of our Conference Planning Committee, including Margaret Riel, Alan Daley, Margaret Rattanachane, Clotilde Lomeli, and Franciso Arriaga. The committee also benefitted from the support of Carolyn Huie Hofstetter and Makeba Jones of the Department of Education Studies at UCSD. We also worked with Steve Jordan of McGill University, Montreal, Quebec, Canada. Steve is the Chair of the 2019 ARNA Conference, which will take place at McGill University next June. Collaboration with the incoming conference chair helps facilitate smooth transitions from one conference to the next, and it has been a pleasure for me to work with Steve. I already am excited by the planning he has initiated in Montreal! In addition, this year ARNA entered into a contract with Event Innovations, an event production and management company, and many thanks are due to Geri Beaty, the company President, Alexis Secka, Project Management Specialist, and Cindy Komlenic, Project Assistant. Their fine attention to the wide variety of details associated with producing an international conference has made it possible for our Planning Committee to focus on the bigger picture of the event and to remain calm and focused in the face of a virtual mountain of conference planning tasks.

Lastly, I want to thank ARNA Chair Joe Shosh of Moravian College in Pennsylvania and the rest of the members of the ARNA Executive Committee and Coordinating Group for the support they have shown throughout the planning process for our 2018 conference.

## **2017 Membership and Sponsorships Report Celebrating Tremendous Growth**

- Submitted by Holly Marich, ARNA Membership and Sponsorships Chair



This report provides an account of the final membership and sponsorship numbers associated with the 5th Annual ARNA conference hosted in Cartagena, Colombia, Infrastructure updates, and current thoughts on sustaining membership.

### **State of the Membership**

Due to the tremendous participation of registrants from the Global South, membership numbers associated with the 5th Annual ARNA conference hosted in Cartagena, Colombia grew from 216 to 664 in 2017. Recognizing, though, that not all will desire to be active members of the organization, ARNA de-coupled membership from conference registration, which will likely yield a more engaged but smaller membership following the San Diego conference. Much work is being done to support and expand the Action Research Communities (ARC), and, as we prepare for the 2019 Montreal conference, I eagerly await the opportunity to continue to expand membership throughout Canada, the United States, Mexico, and both Central and South America.

### **Sponsorship Collaboratives**

Just as we experienced tremendous growth in membership associated with the 5th annual conference, we saw similar growth in Institutional and Conference sponsors. The final numbers included six ARNA institutional sponsorships and twenty-five conference sponsorships for Cartagena. Several additional non-funded affiliates and supporters also joined together in solidarity to show their support of ARNA's first South American conference.

### **Sustaining Membership**

The tremendous growth in Global South membership has added important new ideas around sustaining ARNA membership. Given the expan-

sive physical location of ARNA members we are consider ways to engage membership both face to face and digitally. Conference-related ideas include having a conference planning team for the physical event as well as a team to share key events digitally. Over the year ahead, I'll be working with the newly-elected ARC chair to build membership capacity through the ARC structure as each team identifies research projects and plans to share its work at the next annual conference.

### **Infrastructure Updates**

During the year of this report, ARNA experienced an important infrastructure transition as ARNA part-time Administrative Support Assistant Jennifer Pagliaroli took on a new full-time role at Moravian and resigned from her ARNA position effective January 1, 2018. Happily, by March of 2018 Geri Beaty from Event Innovations kindly agreed to take on the role of ARNA Administrative Support Assistant, while also providing support to the 2016 Conference Planning Committee. ARNA is grateful to both Jennifer and Geri for all that has been done and will continue to be accomplished as we continue to build a consistent and efficient membership and sponsorship infrastructure.

### **ARNA Financial Report**

- Submitted by Allan Feldman, Treasurer



#### **2017 ITEMIZED EXPENDITURES**

Cartagena Convention Center	\$ 84,585.19
Translation Services	\$ 11,784.39
Speaker Fees	\$ 7,197.50
Printing Services	\$ 7,001.40
Additional Conerence Services	\$ 4,957.85
Convention Center Overflow	\$ 3,374.36
Refreshments	\$ 2,681.17
Eduardo Flores Scholarship	\$ 2,500.00
Credit Card Fees	\$ 2,475.56
Moravian Business Office Support	\$ 1,000.00
2018 Conference Preview Video	\$ 500.00
Wire Transfer Fees	\$ 385.00
<b>TOTAL 2017 EXPENDITURES</b>	<b>\$ 128,442.42</b>
<b>TOTAL 2017 RECEIPTS</b>	<b>\$ 119,232.97</b>
<b>TOTAL 2017 LOSS</b>	<b>\$ 9,209.45</b>
<b>2017-2018 BALANCE FORWARD</b>	<b>\$ 2,571.14</b>

# Knowledge Mobilization Report

- Submitted by Lonnie L. Rowell



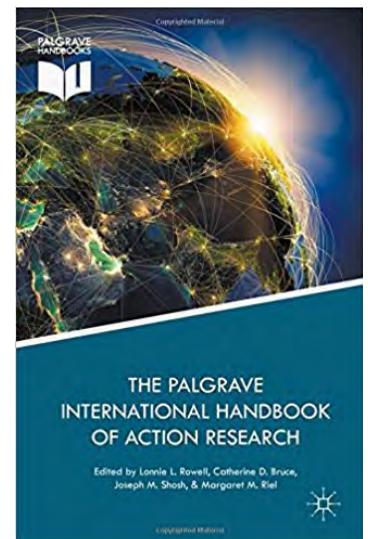
Knowledge mobilization (Kmb) is a central element in ARNA's mission. Kmb is often defined as the use of evidence and expertise to align research, policy and practice to improve outcomes for children, youth, and families. Traditionally, Kmb involves knowledge sharing between research producers (e.g. university researchers) and research users (including practitioners whose work can benefit from research findings), often with the help of third parties or intermediaries (e.g. trainers, consultants, and professional development staff). The concept reflects the view that verified empirical knowledge should be the basis for policies and practices in education, healthcare, community development, social services and a variety of other social sectors. Kmb thus fits within concern in the social sciences with bridging gaps between research and practice. Kmb also fits with ARNA's origins, as ARNA emerged through shared recognition among the network's founders that work was needed to better position action researchers in relation to the use of evidence and expertise in shaping social policies, in particular in education.

Action researchers, like researchers in general, have a stake in knowledge mobilization. However, although action research is focused on strengthening practices and improving conditions for larger communities and includes the recognition that this focus involves collection and analysis of data, ARNA also aligns with those who adopt a more critical stance in relation to research-based knowledge production and dissemination. We share the concerns with the disconnects between the interests of knowledge producers and disseminators (the so-called knowledge industry and knowledge economy) and the needs of communities and settings in which data is collected. ARNA seeks a more balanced alignment in which knowledge is decolonized to better serve the marginalized, exploited and oppressed and is created in intellectual and social spaces in which knowledge production is more horizontal and symmetrical and is based on respect for diverse epistemologies.

In ARNA's first few years (2012-2015), knowledge mobilization efforts were focused in a more internal manner, that is, mobilizing the knowledge of the organizers to create a network of action research for the Americas, and a description of these efforts was the focus of the Kmb section of last year's Annual Report. By 2015, there was a growing sense that this narrower focus, necessary during the organizational phase of the network's creation, was not adequate in relation to the larger issues associated with knowledge production and dissemination. While we were mobilizing knowledge associated with the practice of action research to construct our network and build involvement, we were falling short in applying the knowledge generated by action research to the larger world in a critical manner. This line of thinking led to the August 2016 publication on ARNA's website of Volume 1, Number 1 of The ARNA Kmb Papers, "ARNA Knowledge Mobilization: A Contribution to Democratizing Knowledge Production in the 21st Century." This statement of hope and intention continues to provide the context of ARNA's position on knowledge mobilization.

With this shift in thinking, ARNA's involvement with knowledge mobilization took two significant steps forward in 2016-2017. The first step was engaging with and then solidifying contacts and involvements that came through ARNA's lead in the work on the Palgrave International Handbook of Action Research (2017). Four of the five initiators of ARNA served as the editors of the Handbook, and this provided countless opportunities for shared reflection on ARNA's progress, comparison of our work with that of networking colleagues around the world, and sharing about what the future might hold for action research, including action research networks. The Handbook project also began to bring to the surface a clearer link between knowledge mobilization and knowledge democracy in relation to action research. The issues examined in the Handbook could easily be considered a roadmap for ARNA's work in Kmb for many decades to come.

The second step in ARNA's forward progress with knowledge mobilization and with involvement in the struggle for alternative globalization and knowledge democracy was the decision to organize the 1st Global Assembly for Knowledge Democracy (GAKD) in conjunction with ARNA's 2017 annual conference in Cartagena, Colombia. The GAKD brought together some 400 participants from diverse networks, organizations, and institutions involved with action research and participatory approaches to creating knowledge in the Americas and beyond. The gathering examined global convergences emerging in relation to knowledge production and dissemination, social progress, respect for epistemological diversity, and alternative globalization. The intention of the 1st GAKD was to initiate a thoughtful and strategic assessment of the politics of knowledge creation and the potential of par-





## The Building of an ARNA ARC (Action Research Community)

- Submitted by Wendy Elvin-Thomas, ARC Chair

The concept of ARNA ARC (Action Research Community) was founded by Candace Kaye at the 2015 ARNA Conference in Toronto, Canada. With her guidance and care, the ARCs began to grow, first one, then two, then many communities: Early Childhood Education, School Leadership, Indigenous People's Knowledge, Environmental Education, Global Collaborations, and School Counseling to start. At the 2016 ARNA Conference in Knoxville, Tennessee, the ARCs continued to grow in the areas of Graduate Studies, Health Care, and Teacher Education. At that point in time, I had the opportunity to become ARC chair and to continue the building of the ARCs. I am honored and humbled to be the coordinator for the ARCs for the 2016-2018 term. As my term comes to an end, I look forward to passing the ARCs off to another passionate researcher and advocate.

Getting a new ARC organized and moving forward takes time and patience. I invite you to visit the ARC web page at <http://arnawebsite.org/arcs/>. The School Counseling and Supporting the Teaching of Action Research (STAR) ARCs have developed their own web pages to share their impressive action research efforts publicly.

As I pass the ARCs on to a new coordinator, I leave you with a few final thoughts. Candace and I worked side-by-side to build the ARCs. Please reach out to us if you have ideas for new ARCs or questions about existing communities. We would be happy to help. Keep in mind, developing the ARC communities is very much like tending a garden. Both take planning, preparing, nurturing, patience and time. Each year, gardens and ARCs come back bigger and stronger than they were the year before if they have what they need to grow. The ARCs require a special personalized touch, dedicated professionals and students who believe in what their ARC represents, and most importantly, communication. If you are interested in starting an ARC or joining an ARC, please let me know!



## ARNA ARC Early Childhood Education (ECE) Annual Report

- Submitted by Mina Kim, Ph.D. (San Francisco State University) & Candace Kaye, Ph.D. (New Mexico State University and Mongolian National University of Education), ECE ARC Co-Chairs

### Overview

A major purpose of the Early Childhood Education (ECE)\_ Action Research Community (ARC) is to build a professional learning community for those interested and involved in action research in early childhood. We had various opportunities to connect with ECE professionals in 2017-2018. Here are some of the highlights:

### Pre-Conference Global Assembly

On April 15, 2017, there was an ARNA Mongolian National University of Education (MNUE) Action Research Study Day. Representing ARNA, Dr. Kaye served as consultant and reviewer for the presentation content of the Study Day. Action research living posters were the baseline for all twelve presentations and discussions. The action research work included action research investigations from the entire university with two of the presentations based on action research studies at the College of Preschool Education at MNUE.

### The Annual 2017 ARNA Conference in Cartagena, Colombia

#### • ECE Symposiums

At the annual ARNA conference in Cartagena, Colombia in Summer 2017, our ECE ARC held a symposium session entitled *Voice from the Field of Early Childhood Education: Diverse Action Research Projects from San Francisco*, which brought a group of ECE professionals together to discuss their work. Due to schedule conflicts, some session presenters were unable to join the symposium. However, a group of SFSU undergraduate students (Valentina Flores Castro & Ximena Cortés Badilla) from Santiago, Chile joined and shared their

open-education project with us. Also, a teacher researcher from Bogotá Colombia shared her interest in action research. We continued our communication via email with these participants and started conversations to seek a venue to collaborate and exchange ideas through the ARNA Action Research community.

Another scheduled ECE symposium at the annual ARNA conference entitled *Joint Action – Learning With and From One Another* did not occur because of another scheduling issue. However, we connected to both kindergarten and lower grade teachers/graduates from Moravian College, Pennsylvania through Dr. Joe Shosh. We've shared/suggested a few venues (e.g. Voices of Practitioners in NAEYC) to publish their work.

- CARN: First time participating and hosting the CARN Study Day in ECE at an ARNA Conference!

The ECE ARC was excited to host the CARN ECE Study Day in Cartagena, Colombia! The study day was a successful and meaningful experience for all those who participated, even though we faced several challenges that threatened its success. Due to teacher strikes in Cartagena, we were unable visit a public school. However, we were able to visit two private preschools that provided us with wonderful and meaningful experiences, allowing us to learn about the systems they have put in place to provide their students with meaningful learning experiences. We thank Colegio Montessori de Cartagena and Centro Infantil Howard Gardner.

During the afternoon session of our study day, thirty international participants came together to share their experiences and learn from others. The ECE participants represented Colombia, the United States, Argentina, Mexico, Portugal, Mongolia, and England.

We were very fortunate to have our onsite coordinator, Dr. Luz Miriam Capero, a school psychologist, living in Cartagena, Colombia. Having her join us in the planning of the study day proved to be vital to the day's success. We appreciate Dr. Capero's time and effort on coordinating the ARNA ECE CARN Study Day in Cartagena. Here is the list of other coordinators who made the study day happen:

Study Day Coordinators:

- Luvy Vanegas-Grimaud (Primary Coordinator), Early Childhood Educator, University of California, Berkeley, CA, USA
- Mina Kim (Co-coordinator), Associate Professor, San Francisco State University, San Francisco, CA USA
- Una Hanley, Senior Lecturer, Manchester Metropolitan University, Manchester, ENG; Member, Collaborative Action Research Network (CARN) Coordinating Group, UK
- Luz Miriam Capero, Professor, University of Cartagena, Cartagena, Colombia

Thank you so much for all other participants who made this study day successful.

- ECE Conference Sessions
  - Dr. Mina Kim presented her individual paper session, titled *Action is Missing: Promoting Participatory Action Research in Early Childhood Education*.
  - Dr. Candace Kaye led a symposium at the conference consisting of action research studies of Mongolian National University of Education in Ulaanbaatar, Mongolia. The two ECE studies included were: *A Beginning: Development of Students' Action Research Skills and Supporting Students' Independent Learning Skills as a Part of Educational Reform*, The presentation was offered both virtually and in-person. MNUE awarded funding for two of the presenters to attend the conference. One, Khongorzul Battulga, represented the ECE program at the university.
  - At the conference, the Biblioteca Los Mangos (a non-profit public library) in Puerto Vallarta, State of Jalisco, Mexico presented a Pecha Kucha talk. The presentation concerned their action research study of APAPACHO, an original early literacy program for two-year olds, the first in the nation. Presenters included Adriana Garcia, Director of Biblioteca Los Mangos; Angelica Galvan Gomez, APAPACHO Coordinator; Paco Ojeda, Biblioteca Documentary Specialist; and Dr. Kaye, ECE Consultant.

## **Collaboration and Networking**

- Our network and partnership with early childhood educators in Chihuahua, Mexico has been growing and getting stronger. Dr. Mina Kim was invited to write a chapter about her experience working with preschool educators in Chihuahua for the past 4 years and this edited book was published in Spring 2018: The chapter was titled "La investigación-acción en Educación Preescolar: Desafíos par alas educadoras sobre el diario del professor en Chihuahua, México." Dr. Romelia Hinojosa Luján and Rosa Angélica Rodríguez Arias were editors of this book, *La Educación Preescolar en Chihuahua: Experiencias en la práctica y en la formación de sus educadoras*. An electronic copy of the book is now available. Please contact Mina Kim (minakim@sfsu.edu) for further questions.

- Dr. Romelia Hinojosa has been playing a significant role as a liaison in our partnership with ECE in Chihuahua, Mexico. Continuously, she will play that role as she gets engaged more in the ECE ARC by sharing new policies and disciplines of early education in Chihuahua and will lead us in finding various ways to collaborate with action researchers in Chihuahua.
- Dr. Rosemary Cromarty, North West University in South Africa joined us. We are excited to have a scholar from this continent and look forward to working closely with Dr. Romarty to learn more about early childhood education in South Africa.
- Dr. Mina Kim launched an Early Childhood Action Research group in San Francisco in December 2016, and just had the 3rd biannual meeting in December 2017 at San Francisco State University (SFSU). The agenda of the meeting was to bring a community and its values in our teacher research projects. The group agreed upon the lack of community and community member's participations in their practitioner inquiry projects, as well as the process of the project, and discussed how to bring community into the concept of preschool teaching through conducting teacher inquiry research project.

As the graduate program in early childhood education at SF State employs action research as its primary principal of the program, Dr. Kim used action research project as a final culminating project in her course on multicultural education in ECE. The participants of the meeting have taken this graduate course and they brought their final projects on multicultural issues in ECE in order to discuss how they can extend their projects to inviting a community and its members in their teaching contexts. This group will plan to share their progress at the annual ARNA conference in San Diego in 2018.

- Luvy Vanegas-Grimaud, senior research coordinator in the Early Childhood Education Program (ECEP) at University of California, Berkeley will incorporate action research into their new ECE undergraduate minor program as a part of their practicum courses. Their first undergraduate minor program (15 units) will start from this summer 2018.
- Esra Ceran, a visiting scholar from Turkey will join our ARC ECE from this summer 2018. Esra is a researcher and a Ph.D. candidate at University of Turkey in Istanbul, Turkey and will work with Dr. Mina Kim from Fall 2018 for 2 years. Esra's dissertation titled "A case study of teacher's and students' experiences in integrated STEM curriculum in Turkey" will use teacher research as one of themes in her professional development workshops and will work closely with Turkish elementary teachers to inform them more about this practitioner inquiry process. She will also participate in the annual ARNA conference in San Diego.

### **Plans in 2018:**

Building a professional learning community and facilitating collaborations and networking will be the continued focus and main purpose of the ECE ARC. Not only on the local level, but also on the global level, ECE\_ARC will continue to reach out and connect and reconnect with scholars and practitioners who are involved in professional and teacher action research in ECE.

### **1. ARNA Conference 2018 – Focus on Early Childhood Education**

Dr. Kim will organize one symposium on Early Childhood Education to gather scholars and practitioners who are interested in action research in ECE. We expect this symposium to bring early childhood educators together in one place to share our current projects and discuss possible projects and exchanges.

### **2. ARNA Preconference 2018**

ARC ECE will facilitate a session at the pre-conference workshop titled "Action Research Communities: Planning Together for ARNA's Future: at the San Diego conference on Wednesday, June 27. This workshop will bring ECE professionals who involve in this community together to share ideas and develop an action plan to guide our ARC's missions, vision, and future action plan. More detailed information about the content of the workshop is available on the ARNA website.

### **3. Networking**

We will contact Dr. Mary Jane Moran at University of Tennessee, Knoxville to see if we can develop a collaborative project in order to bring more practitioners and action researchers in the ECE\_ARC. Dr. Moran just joined as a co-editor of Voice of Practitioners published by National Association for the Education of Young Children (NAEYC).

We will also contact Dr. Maria Holguin (Mexico) and Dr. Rosemary Cromarty (South Africa) to restart our conversations to seek a venue to develop a small scale project to learn more about their action research stands in their cultural contexts. We will plan to share the results of the project in the next year ARNA conference in 2019.

#### **4. Website**

We will work on our ARC ECE website in order to have more useful information about the community activities and published early childhood action research projects. One of our main purposes is to gather practitioners who need a place to share their teacher action research projects with other professionals. This online site should be updated to meet the need.

#### **\*\* Announcement \*\***

It is with sadness to share that Dr. Candace Kaye is leaving the leadership position in the ARC ECE. She has enjoyed beginning the work of the ARC and wishes the ECE ARC the very best. Thank you, Dr. Kaye for your leadership and support for our ARC ECE. We wish you all the best.

#### **Graduate Student ARC Update**

- Submitted by Wendy Elvin-Thomas, Co-Chair

The Graduate ARC has not reported much activity this year, but we have been busy behind the scenes. I have been working with fellow graduate students, all of us in the final year of a principal certification program and committed to bringing about positive changes in public education. Each of us shares a common goal of improving the education of children. While I have been blessed to work with such an amazing group of professionals this year, we invite you to join us, whatever your area of research interest might be. Over the year ahead, we plan to go live with our work and create a web page so we can share our research. If you are a graduate student researcher interested in joining or even perhaps co-chairing this ARC with me, please contact me via email at [WThomas@nazarethasd.org](mailto:WThomas@nazarethasd.org).

#### **Health Care ARC – Developing a Network & Being a Resource**

- Submitted by Nancy Murphy, NP, PhD

Initial Goal: The Health Care ARC is moving forward with an initial goal of developing a network and being a resource for those in health care who are doing action research or are interested in the approach and want to learn more. Members of the current group are faculty and graduate students in nursing from British Columbia, Ontario, New York, Virginia, Minnesota, North Carolina, and the District of Columbia. Now that the Health Care ARC is up on the ARNA ARC website we are planning to have our names and contact emails posted.

Posting Bios & Action Research Projects: For purposes of being a resource to support health care action researchers, our next step is to post on the ARC website brief bios and descriptions of action research projects that the Health Care ARC members have completed and/or are currently in progress.

Moving Forward: Plans for ARC members to get to know each other better are in the works so we can share ideas about the Health Care ARC and determine how best to nurture, support, and build our community.

For more information or to join us, please contact:

Nancy Murphy, NP, PhD

Assistant Professor

Howard University

College of Nursing and Allied Health Sciences

Graduate Nursing Program

Washington, DC 20059

#### **Participatory Action Research & Popular Education ARC**

- Submitted by Camilo Manchola, University of Brasilia, Co-Chair

Our ARC was formed in the second semester of 2017 and since then has been working to define strategic objectives that can be also read as research lines. As of today, we created two strategic objectives/research lines: offering ARNA a set of Popular Education tools to be lived and used during ARNA Conferences and systematizing experiences in Popular Education to build a community that gets to grow in synchronicity and mutual collaboration. Our first big dream is materializing these objectives/lines through the planning and execution of a 4-hour workshop

in the 2018 ARNA Preconference entitled "Action Research à la Latinoamericana".

## **School Counseling ARC**

- Submitted by Rolla E. Lewis and Lonnie Rowell

The School Counseling ARC consists of practicing school counselors, counselor educators and graduate students in school counseling. The mission of the group is to connect, collaborate, and share best practices for implementing action research initiatives in schools. The School Counseling ARC shares completed AR projects, as well as resources that may support current practitioners in completing projects of their own.

Thanks to Scott Merkel, Morgan Urbany, and Dr. Lonnie Rowell there is a new School Counseling ARC website connected to the ARNA website. ARNA members interested in promoting action research as a transformative tool for professional school counselors, counselors-in-training, and other educators can now go to <http://www.schoolcounselor-advocate.com/>

Others involved in the supporting and building the School Counseling ARC are Nhi Vu, Brittany Love, and Lucia Cortez.

School counselors benefit from action research focused on students' academic, personal/social, and career development needs. Research implications and new knowledge shared throughout the profession can help positively impact outcomes for all students. Additionally, the School Counseling ARC serves to network with other action research communities promoting action research in school counseling, including the Lifescaping Project (<http://www.taosinstitute.net/lifescaping-practices-in-schools>) and the Social Publishers Foundation (<https://www.socialpublishersfoundation.org/>).

The School Counseling ARC is dedicated to creating networks where school counselors can learn and share action research ideas, knowledge, skills, and practices in order to promote knowledge democracy with other school counselors, teachers, administrators, and other stakeholders. At the heart, the School Counseling ARC focus on knowledge democracy is concerned with building learning communities in schools WITH students, parents, teachers, administrators, counselors, and other stakeholders. The point is to deepen democratic practices by including all members of the community in bringing about the school they want to be a part of and to contribute knowledge to the larger field.

## **ARC Report**

- Submitted by Randy Ziegenfuss, Ed.D. and Lynn Fuini-Hetten

### **School Leadership ARC Report: Shift Your Paradigm...From school-centered to learner-centered**

In ARNA's 2016-17 report, ARC Coordinator Wendy Elvin-Thomas compared tending the developing ARCs to the work of a gardner. "Each year, a garden and an ARC can come back bigger and stronger than it was the year before if they are given the right conditions." The new School Leadership ARC is small but mighty! We look forward to growing this ARC and gathering more voices in the important work of action research in school leadership. Be in touch if you are interested in joining the ARC!

Since the inception of the School Leadership ARC, here is an overview of our process, including some next steps.

As more schools and districts transform toward a vision of personalized, learner-centered education, educators are forced to reconcile two sets of beliefs and assumptions - two paradigms: the dominant, school-centered paradigm, and the new, progressive, learner-centered paradigm. The focus of these transformation efforts have reasonably focused on the shifting role of the learner and the teacher. What about the role of leaders? As educators on the ground begin to shift their paradigm of learning from school-centered to learner-centered, how do leaders redefine their role in systemic transformation?

To explore this new territory, we have been collaborating with Education Reimagined ([education-reimagined.org](http://education-reimagined.org)), learner-centered leaders and learners in learner-centered environments across the country to uncover the distinctions between traditional school-centered leadership and learner-centered leadership.

The public vehicle for this action research has been the Shift Your Paradigm podcast ([ShiftYourParadigm.org](http://ShiftYourParadigm.org)). With over 25 interviews completed to date, learner-centered leaders in a variety of contexts have identified what is and what is not learner-centered leadership - the most effective means of leading learner-centered educational transformation. The conversations reveal the boundaries of what makes or breaks a

transformation, a paradigm shift.

At the outset, we reflected on our practice, asking these questions:

What is/isn't learner centered leadership?

What knowledge, skills and dispositions do learner-centered leaders need?

How do we lead in a learner-centered environment?

After consulting some of the resources developed by Education Reimagined, to better understand the distinctions between school-centered and learner-centered education, we acted upon our questions by connecting with school leaders and learners in learner-centered environments. We are currently documenting this work in a series of podcasts at ShiftYourParadigm.org. After each interview is posted, we collaboratively develop a reflective memo in the form of a blog post (also available at ShiftYourParadigm.org), making connections to practice and outlining further inquiries and next steps.

We have begun identifying themes that run throughout the interviews. These themes are helping us to shape our thinking around what learner-centered leaders promote to bring about transformation, ultimately impacting our own practice. Our next steps are to continue interviewing leaders and learners, identifying additional questions, testing preliminary themes, designing a toolkit for learner-centered leadership, and sharing the work to elevate and fuel the shifting conversation around learner-centered education and learner-centered leadership.

We shared this work at the PA Association for School Administrators EdCongress in March 2018. Learn more at <https://www.pasa-net.org/2018edcongress>, and view the presentation at <http://bit.ly/LearnerCenteredLeadership>.

For more information or to join us, please contact:

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## **Supporting the Teaching of Action Research (STAR)**

- Submitted by Margaret Riel, Jennifer Robin, Linda Purrington, Laura Dino, Donna Azodi, and Teri Marcus (STAR Members)

The STAR ARC brings together people who teach action research to others and share and discover new strategies for supporting novice action researchers. We are working in yearlong cycles of action research.



### **Cycle 1: Forming a Learning Circle- Year 1**

In the first cycle, our research question was "If we use a learning circle approach to creating a website, can we collectively create materials that will help spark membership in this ARC? We have been meeting in learning circles for one year now. In a learning circle ([onlinelearningcircles.org](http://onlinelearningcircles.org)), each member of the circle selects one topic or area within the larger theme for the group to work on together. That person then becomes the group leader for that part

of the work. We all lead one project and we participate in the other projects. The goal is to create a place that has valued materials to gather and develop the community of action research professors.

### **Evaluating Year 1 Progress:**

We have formed a team working for months in selecting, framing and requesting the help of the group to develop resources around different issues in the teaching of action research. These were selected by the members. We have created a website ([sites.google.com/view/star-arna-arc](http://sites.google.com/view/star-arna-arc)) with the different sections and we are in the process of responding to each other's requests. The progress has been steady over time with some new people replacing those with time conflicts. The site has 7 projects, one for each of the 6 members and one led by the whole circle.

- Timeframes for Programs of Action Research – Circle led
- Framing the Research Question - Led by Linda Purrington.
- Ethical Challenges of Action Research - Led by Jennifer Robins.
- Blending Theory and Practice - Led by Margaret Riel.
- Data Collection and Analysis - Led by Allan Feldman.
- Action Research and Leadership Development - Led by Donna Azodi.
- Action Research Competence for Youth Action Research – Led by Laura Dino
- Teaching the Art of Reflection – Teri Marcus

Our goal is to have participation in all projects by all participants by the time of the yearly meetings of ARNA. We are monitoring this each month and soon we will be discussing plans for transition to cycle 2. 4 members have been with us for the year and 2 that recently added. For the projects that have had posted requests for over 4 months (4 of the 7 projects), they have responses from an average of 3.9 participants. Hopefully that by the time of the conference this number will be closer to 6.

### Reflections on cycle 1:

Although this first cycle is not complete, we can reflect on the process to date. We have had attrition but also some growth as we try to build the community. The meetings are sometimes challenged by dual languages but the fact that we can use technology to keep everyone in the conversation provides a hint to the future when linguistic differences will not impede communication.

### Plans for cycle 2: Moderated Interactions

We plan to come to the conference in June with a website that has newly designed interactive components. We will then invite two types of participation in the STAR ARC. People can join the interactive parts of the projects. Or they can volunteer to be in a learning circle for the coming year and develop new “projects” or areas in the teaching of action research. Our research question is: If we develop interactive elements on the website around each project, how will it serve to open participation to a larger part of the ARNA community.



## Youth Participatory Action Research ARC

- Submitted by Chris Buttner

In the spring of 2018, we launched a new ARC for those interested in the possibilities, challenges, and future directions of Youth Participatory

Action Research (YPAR). YPAR is an epistemological stance toward doing research where young people are positioned as action researchers who engage in inquiry in order to address issues affecting them directly. In April, we sent a survey to potential YPAR ARC members in order to determine their thoughts and suggestions for shaping the group. We look forward to our first online meeting in advance of the ARNA 2018 conference and then to our first in-person gathering at the conference in San Diego.

## **ARNA Leader Recognized for Teacher Education Efforts in Mongolia**



Candace Kaye, a retired associate professor in the New Mexico State University College of Education, recently received an honorary doctorate from the Mongolian National University of Education, along with a prestigious award from the Mongolian government's Ministry of Education, Culture and Science.

Kaye, who is an affiliated graduate faculty member in the Department of Curriculum and Instruction at the College of Education, received the recognition May 10 in Ulaanbaatar, Mongolia. From 2010 to 2011, Kaye served as a Teaching and Research U.S. Fulbright Scholar at MNUE's College of Preschool Education. Since then, Kaye has returned to Mongolia for six to eight weeks annually to teach graduate classes in action research methodology and academic writing for publication; to give lectures and consult on a variety of teacher education topics; and to conduct and publish collaborative research. As MNUE scholars continue to move toward global recognition of their research, Kaye serves as a university-invited mentor for three MNUE-selected scholars to support submission and publication of their manuscripts in highly ranked English-language journals.

Kaye is the first person from the U.S. to receive the honorary doctorate from Mongolian National University of Education, and is the first foreigner to receive the Science Leader Award from the Mongolian Ministry of Education, Culture and Science. The award is the highest level of honor given by the ministry. In 2016, she was presented with the National Golden Star Medal by the Association of Mongolian Women Scholars.

"As I say so often since my first visit to MNUE, I have found my heart home here," Kaye said during her acceptance speech before 100 government dignitaries and MNUE faculty and students. "As scholars and academic friends we share the same goal - to pursue excellence while creating opportunities and making a difference in the lives of our students and also through our own research. This extreme honor inspires me even further to continue to explore opportunities with my MNUE colleagues."

Established in 1951, Mongolian National University is a public university and is responsible for 98 percent of professional educator undergraduate and graduate programs in Mongolia.

## **ARNA's 2017 Conference Celebrates Legacy of Colombian Sociologist Orlando Fals Borda**

More than 750 registrants honored the life and legacy of Orlando Fals Borda and commemorated the 40th anniversary of the First World Symposium of Participatory Action Research (1977) and also the joint 8th World Congress of the International Participatory Action Research Network and the ALARA 4th World Congress (1997) at the 5th annual ARNA conference in Cartagena, Colombia, June 12-16, 2017. The theme "Participation and Democratization of Knowledge: New Convergences for Reconciliation" gave shape to the conference program, as ARNA



sought convergences across geographical, socio-cultural, and historical boundaries that make it difficult to map the ground of our potential solidarity and commonalities as researchers and practitioners.

As conference chair Doris Santos of Universidad Nacional Colombia (UNAL) explains, "Aceptamos este reto en medio de un proceso de diálogos entre el gobierno colombiano y las Fuerzas Armadas Revolucionarias de Colombia-Ejército del Pueblo (FARC-EP). Accedimos a hacerlo en un país en el que muchos hablan de paz pero sus palabras y acciones están encaminadas a persistir en la guerra. Durante el proceso, nuestras familias y comunidades se han enfrentado

y las prioridades en el país y nuestras vidas cotidianas han cambiado. Con nuestras esperanzas puestas en un proceso de paz que finalmente ha iniciado con la firma del acuerdo entre estos actores del conflicto armado, continuamos organizando la conferencia ARNA en medio de una sociedad colombiana más polarizada y una vida laboral duplicada para aquellos que desarrollamos proyectos orientados a apoyar el proceso de implementación de dichos acuerdos en Colombia. ¿Puede aportar algo nuestra vivencia de organización de este evento en este espacio-tiempo, a las nuevas convergencias entre el Sur Global y el Norte Global? Creemos que sí. Estas ‘vivencias’ nos han permitido comprender que tomará algún tiempo que la división entre el Sur Global y el Norte Global desaparezca. Lo único que, al final, queda es que cada uno subverta las propias prácticas para avanzar en esa dirección. En este sentido, queremos invitar a todos los asistentes a la conferencia a transformar algunas de las prácticas propias de estos encuentros. Por ejemplo, hemos propuesto no tener Conferencias Centrales sino Diálogos Principales en los que los invitados especiales interactuarán entre ellos y con la audiencia para elaborar colectivamente sobre un tema de interés de la conferencia. En fin, los invitamos a que vayamos más allá de las palabras y forjemos nuevas prácticas que nos permitan ser más coherentes con los discursos que utilizamos.”

The first principal dialogue, moderated by Normando Suárez of UNAL began with a video tribute to Orlando Fals Borda, featured reflections and dialogue by Fals Borda’s colleagues, including Alfredo Molano, Victor Negrete, and Lola Cendales of Colombia. Molano, a sociologist, writer and journalist. studied the problems of peasants in Colombia, receiving the Simon Bolivar Award of Journalism in 2016. Under the direction of Fals Borda, social researcher and journalist Victor Negrete both started thinking of the process that is now well-known as

Participatory Action Research (IAP) and putting it into action. Educator and researcher at Dimensión Educativa, Lola Cendales has published extensively in Popular Education, Literacy Participatory Action Research, Sistematization of Experiences, and Collective Reconstructions of History.

The second principal dialogue “Epistemological and Political Issues in the New Convergences,” moderated by Oscar Jara CEAAL of Costa Rica, included Boaventura de Sousa Santos of Portugal, María Teresa Castillo-Burguete of México, and Carlos

Rodrigues Brandáo of Brazil. Sociologist of Law and Professor De Sousa Santos, has researched globalization, epistemology, human rights and democracy and is author of Epistemologies of the South. Castillo-Burguete makes science work for the communities that pay the salaries of researchers by means of community participation, gender relations, and resource management. Brandáo is a psychologist, social anthropologist, and educator with interests in the movement of socio-economic solidarity.

The third and final principal dialogue, moderated by Lonnie Rowell of the University of San Diego included presentations by Joanne Rappaport, John Elliot, and Michelle Fine. Rappaport is an anthropologist and a cultural studies professor at Georgetown University with great experience in ethnographic and historic research of Colombia. Elliot is Emeritus Professor at the University of East Anglia and is well-known for his role in developing the theory and practice of educational action research in the contexts of curriculum and teacher development. She is an Educational activist conducting research with marginalized communities, Fine is a Distinguished Professor of Critical Psychology, Women’s Studies, American Studies and Urban Education at the City University of New York.

ARNA Chair Elect Camilo Manchola of Universidad de Brasilia, concludes, “Finalmente, debe resaltarse que, además de los ricos intercambios entre los diversos participantes, quedaron como aprendizajes: la necesidad de promover el diálogo entre el Sur y el Norte globales; la importancia de crear escenarios en los que se respeten los conocimientos tradicionales y ancestrales; y lo esencial que es fortalecer una cultura de la aproximación, tendiendo puentes comunes.”



## ARNA 2017 Awards

### ARNA Social Justice Award

ARNA members are committed to taking action locally, regionally, nationally, and internationally to promote action research that is conducted with a commitment to honesty, integrity, inclusiveness, multi-vocality, engagement, and achievement within sustainable democratic societies. The realization of such a commitment requires individuals working together to build relationships that are respectful of cultural and linguistic diversity.



#### 2017 Recipient: César Osorio Sánchez

César Osorio Sánchez completed his bachelor of laws and master's in sociology at the National University of Colombia. He is Research Professor in Historic Memory, State Theory, and Human Rights at the National Pedagogical University in Colombia. César delivered the first ARNA Spanish language keynote address entitled "Participatory Action Research And Recovery Of The Senses And Sources Of Historic Memory" at the ARNA 2014 conference at Moravian College in Pennsylvania. He is also a member of the Global Assembly Steering Committee.

### Promising Action Researcher Award

As indicated in the mission statement, ARNA provides a collegial, practice-oriented, and professional development space where practitioners and students of action research across the Americas can come together to share ideas and develop initiatives that will strengthen the position of action and participatory research around the globe. This award acknowledges an individual who has demonstrated a commitment to rigorous action research as well as valuing the importance of developing knowledge in situ.



#### 2017 Recipient: Chris Buttimer

Chris recently completed his doctorate at the Harvard Graduate School of Education, where his dissertation examined teachers who conduct Youth Participatory Action Research (YPAR) with their students in public schools. Chris taught middle school English in the Cambridge Public Schools for 6 years and worked with the Boston Public Schools in a variety of roles including organizing with teachers, students, and community activists in the Greater Boston area through the teacher activist group, TAG Boston.

### ARNA Community Development Award

The organization and execution of the annual conference depends upon the ability of leaders to engage and motivate the community and to build strong connections with those knowledgeable others. These efforts require significant investment of both time and energy, as well as a commitment to the mission and vision of ARNA, and the recipient of this award is such an individual.



#### 2017 Recipient: Doris Santos

ARNA has clearly benefited from Doris' service as well as her spirit. Doris's most visible contribution to ARNA community development was our very first South American conference, working tirelessly to build new connections throughout Colombia in support of a new south-north convergence. Associate Professor at Universidad Nacional Colombia (UNAL), Doris has research interests that include participatory action research, bilingual education, and critical ethnography of education.

### Eduardo Flores Leadership Award

As one of the founders of ARNA, Eduardo Flores not only worked diligently to improve education in Mexico but was instrumental in building the initial structures of ARNA. Eduardo's work to build an inclusive ARNA in both Spanish and English, as well his incredible support for the initial conference in San Francisco, mean that he had a significant impact on the future of ARNA despite being involved for only short time. This award acknowledges an individual who embodies Eduardo's leadership.



#### 2017 Recipient: Joseph M. Shosh

Joe has been active in ARNA leadership since the creation of the network. Beginning in the summer of 2012, he was one of the five "network initiators" who worked together to form an Action Research Network for the Americas. Joe is professor and chair of the Education Department at Moravian College in Pennsylvania, where he also directs the action research based graduate education program. From the beginning Joe has served diligently and tirelessly, mentoring new members, overseeing the implementation of ARNA's strategic plan, and leading authorship of the ARNA constitution at the Highlander Center at the 2016 Conference in Tennessee.

Joe has provided steady leadership for all five years of ARNA's existence and has demonstrated repeatedly the qualities associated with the legacy of Eduardo Flores.

## Web Development and Social Media Report

- Submitted by Rich McPherson, Web & Tech Chair

In the Fall of 2016, [www.arnawebsite.org](http://www.arnawebsite.org) was launched to usher in a new and refreshing presence for ARNA. Establishing new and stronger relationships with institutions and members across the globe over the years, it was ARNA's duty to continue to innovate and connect our members in more relevant and focused ways. Through the hard work of the Web & Technology team, transitioning from [www.arnacommunity.org](http://www.arnacommunity.org) - a public site for all members to contribute, which most importantly served ARNA in its infancy - took time and patience, while ensuring that past work was honoured and was also reflected in the new platform.



It was discovered that the best way forward was to create a platform that was consistent across all pages, making it easier for navigation, while also limiting day-to-day updates moving forward. That is, [www.arnawebsite.org](http://www.arnawebsite.org) serves as a more static, focused and intuitive website for its members. Because ARNA is a global network, creating such a platform allowed the Web & Technology team more time to invest its energy to creating a strong and more broad social media community through platforms such as Facebook and Twitter.

As social media remains to be relatively new to the ARNA group, followers have steadily climbed to just under 300 on both platforms, a number we aim to grow exponentially during and after our 2018 conference in San Diego. Our social media communities are invaluable to us, as they allow ARNA to direct current and new members to information quickly and easily, while also allowing us to share the works of our talented sponsors, colleagues and action research communities.

While we continue to make adjustments to [www.arnawebsite.org](http://www.arnawebsite.org) to make the user experience more intuitive, we would like to thank all current and past Web & Technology members for their time and effort in creating our original online voice: [www.arnacommunity.org](http://www.arnacommunity.org). This website gave us a strong foundation for where we needed to go and where we are currently heading.

## ARNA 2019 Conference Preview

- Submitted by Hannah Chestnut, Steve Jordan, Jayne Malenfant, Naomi Nichols  
ARNA Conference Organising Committee 2019

ARNA 2019 will take place in Montreal, Quebec, Canada over June 26-28th. The conference will be held at McGill University in the Faculty of Education, located in downtown Montreal. The theme we have chosen for the conference is Repoliticising P/AR: From Action Research to Activism. The event will include keynote presentations by Dr Darin Barney, Grierson Chair in Communication Studies at McGill University (<https://www.mcgill.ca/ahcs/people-contacts/faculty/barney>) and Carl James, Jean Augustine Chair in Education, Community and Diaspora at York University (<http://edu.yorku.ca/edu-profiles/index.php?mid=2196>).

The 2019 ARNA organising committee have chosen the theme of Repoliticising P/AR with the hope that this theme will generate debate, discussion and deliberation on the future directions of P/AR in an era of neoliberal globalization, characterised by social and political upheaval and economic austerity.

While neoliberalism can be viewed as a primarily economic philosophy in which free markets are the centre-piece, implicit within it is also a system of governmentality whose locus is the individual consumer, rather than the individual citizen of post-war social democracy. The transition from the politics of citizen rights to the organisation of everyday life through consumer and market relations has fundamentally recontextualised the discourses of social democracy and civic life. Unsurprisingly, the prevalent discourses and practices associated with contemporary approaches to P/AR and participatory research are also being increasingly infiltrated and appropriated by neoliberal discourses and politics, resulting in the widespread commodification of civil resources, which were formerly part of the public domain (education, healthcare, social services, environmental protection).

**ARNA 2019**

Repoliticizing P/AR: From Action Research to Activism  
 June 26-28 | McGill University | Montréal, Québec, Canada  
 Action Research Network of the Americas annual conference

with keynote speakers:

**Dr. Carl James**  
 Jean Augustine Chair in Education, Community and Diaspora  
 York University

**Dr. Darin Barney**  
 Grierson Chair in Communication Studies | McGill University

**ARNA 2019**  
 Action Research Network of the Americas  
 Annual Conference

The 2019 conference will, therefore, continue discussion and debate initiated at the 2018 conference on Knowledge Mobilisation for Equitable and Peaceful Social Progress by exploring questions connected to the democratisation of knowledge production. It will also seek to provoke discussion and debate on doing P/AR in an era where research is progressively being harnessed by governments and public institutions to imperatives defined by neoliberal and neoconservative policies and discourses. In particular, it will aim to explore forms of P/AR that contest, challenge and/or subvert this ideological drift apparent in recent decades.

Proposed conference themes for papers, workshops, panels and other formats for the 2019 conference will include the following: Action Research under late Neoliberalism; Activist Scholarship in the Neoliberal University; Ethics, Responsibility and Action; Activism in an Era of Big Data; Youth, Politics and Action Research; Action Research and Practitioner Knowledges; Critical Perspectives on Knowledge Mobilisation; Research as an Activist Tool; Class Analysis and Action; Labour Movements, Action Research and Activism; Social Movements, Activism and Action Research; LGBTQ, Action Research and Activism; Indigenous Knowledges, Research and Action; Healthy Communities and Action Research; Critical Race/Feminist Perspectives on Research and Action; Colonisation, Contestation and Transformation; Political Histories of P/AR under Global Capitalism; Climate Change and Action Research; Revisiting Critical and Eco Pedagogy; Action Research and Education; Pedagogies for Action and Transformation; Action Research and the Work of NGOs; Action Research in Communities; and Critical Perspectives on Action Research.

Proposal submission will begin in October 2018. Additional information on the 2019 Conference can be found at <http://arnawebsite.org/conferences/>.