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
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Greetings from the ARNA Chair

In a world where each day brings news of additional Covid-19 outbreaks, increasing numbers of needless fatalities, and the most recent egregious example of racial injustice, we’re perhaps forgiven in our socially distanced states for feeling what the ancient Greeks would have called *acedia*, a weariness from anger and dissatisfaction that can lead to an understandable but irrational paralysis. ARNA exists as a professional community to combat our inevitable feelings of *acedia* and provide the additional support we need to take action locally, regionally, nationally and internationally within sustainable democratic societies. The need for such action has perhaps never been greater in our lifetimes, and I remain most thankful for the hard work and dedication of the ARNA friends and colleagues whose work continues to inspire and unite in even the most troubling of times. This report offers a brief summary of that work over the past year.

At McGill University in Montreal, the ARNA Coordinating Group engaged in a series of workshops, which culminated in the development of strategic priorities and initiatives to guide the network over the next five years as a knowledge democracy leader with expanded opportunities for virtual and site-based participation in a growing network with enhanced capacity for leadership. The first item in this report shares a summary of the strategic plan for 2020-2025. The ARNA Executive Committee offers its heartfelt appreciation to Lonnie Rowell, Janel Seeley, and Holly Marich for all of their efforts to oversee implementation of the initiatives led by more than two dozen active ARNA leaders identified in the report. Please contact those folks wherever you might have the desire to participate.

Lonnie Rowell and Meagan Call-Cummings provide a concise overview of ARNA's Knowledge Democracy efforts to date and invite ARNA members to become involved and learn more at [www.knowledgedemocracy.org](http://www.knowledgedemocracy.org). On behalf of the entire ARNA Puerto Vallarta Conference planning team, the Central Committee explains how the postponement of the conference offers up new opportunities for virtual and site-based participation in 2021. The Executive Committee follows with the ARNA George Floyd Injustice Protest Solidarity Statement, which offers specific actions ARNA members and others may take to stand with our Black brothers and sisters. The ARNA Membership and Sponsorship Report authored by Holly Marich, Joel Judd, and Karina Cruz explains the challenges for expanding ARNA membership during the pandemic and a plan for engaging new colleagues as we prepare for the 2021 conference.

Action Research Community (ARC) co-chairs Suzy Thomas and Aubrey Uresti invite your participation as an ARNA leader by joining an existing ARC or leading a new one. In the reports that follow, ARC chairs Mina Kim (Early Childhood Education), Yanik Müller (Graduate Students), Nancy Murphy (Health Equity), Victor Manuel Rubio Carrillo (Musical Learning), Camilo Manchola (Participatory Action Research and Popular Education), Scott Merkel (School Counseling), Randy Ziegenfuss & Lynn Fuini-Hetten (School Leadership), Margaret Riel (Supporting the Teaching of Action Research), and Catalina Tang-Yan (Youth Participatory Action Research) provide a brief overview of their work and an invitation to join.

In both English and French, Karine Gentelet, ARNA Francophone Representative to the Coordinating Group, reflects on inclusion within ARNA as a reflexive and open-ended process. Karina Cruz, ARNA en Español Chair, writes in Spanish (with English Google translation) about using action research as a tool to meet the needs of the people. ARNA Web and Media Chair Rich McPherson examines the maturity of the network on social media, and ARNA Treasurer Nathan Snyder provides an overview of the financial stability of the network.

Next, Steve Jordan, Chair of the 2019 Montreal conference, reflects on the importance of the theme Repoliticizing P/AR: From Action Research to Activism. ARNA Award Recipients Steve Jordan and Dip Kapoor (Eduardo Flores Leadership), Bernadette Varela (Promising Action Researcher), Rich McPherson (ARNA Community Development), and Kurt W. Clausen (ARNA Social Justice Award) are profiled. Then, opportunities for ARNA members to serve the organization by running for elected office are shared. Finally, 2021 ARNA Conference Chair Adriana Garcia and Liaison Candace Kaye explain how to share your research virtually or on site in Puerto Mallarta, June 2-5, 2021.

Thank you for taking the time to read this Annual Report. May it inspire you to new reflective action or *praxis* with the wisdom and intelligence of *phronesis*.

General correspondence about ARNA should be directed to Dr. Joseph Shosh at shoshjm01@gmail.com.
ARNA Announces 2020-2025 Strategic Priorities & Initiatives

The ARNA Executive Committee and Coordinating Group approved the following strategic priorities and initiatives to guide the future direction of the network over the next five years led by the following ARNA members.

**Strategic Priority #1:** Through the use of action research-based knowledge mobilization, position ARNA as a global leader in exploring democratized knowledge production as a basis for public discourse and public policy and as a core contributor to shaping a 21st century progressive political agenda that is inclusive and humanistic. Lonnie Rowell

- Initiative 1A: Develop ARNA KMb action plan in support based on Strategic Priority #1 and implement a minimum of two phases of the plan.
- Initiative 1B: Redesign and reenergize the knowledge democracy website (https://knowledgedemocracy.org), with a clear and active link between this website and arnawebsite.org, and produce updates and reports for the knowledge democracy website that highlight work on Strategic Priority #1. Meagan Call-Cummings
- Initiative 1C: Encourage and develop multi-network support and involvement and a joint proposal for a 2nd Global Assembly for Knowledge Democracy to be convened by 2025. Mary McAteer

**Strategic Priority #2:** Realign annual conference structure with ARNA mission, vision, and strategic priority #1, providing expanded opportunities for virtual participation across the Americas and around the world in the leading action research organization of the western hemisphere. Janel Seeley

- Initiative 2A: Revise master conference template. Adriana Garcia, Janel Seeley, Camilo Manchola, Rachel Sherman, Berni Varela
- Initiative 2B: Create Conference Advisory Committee. Adriana Garcia, Steve Jordan, Lonnie Rowell, John Peters, Cathy Bruce, Joe Shosh
- Initiative 2C: Develop increasingly more effective virtual conference experience. Rich McPherson, Diego Rivera

**Strategic Priority #3:** Expand ARNA western hemisphere active membership to 250+ members with greater ongoing participation in action research communities (ARCs), Proceedings publications, on-site and virtual annual conference participation, and other ARNA sponsored events. Holly Marich

- Initiative 3A: Grow Latin American membership base with Puerto Vallarta project. Karina Cruz
- Initiative 3B: Grow North American membership base with link to Montreal. Joel Judd
- Initiative 3C: Expand Sponsorship opportunities for growing membership base. Lisa Schalla

**Strategic Priority #4:** Develop increased capacity for internal institutional leadership, providing expanded opportunities and planned mentorship via ARCs, Proceedings Committee, Conference Planning, and new ARNA initiatives. Joe Shosh

- Initiative 4A: Enhance active ARCs. Suzy Thomas, Aubrey Uresti
- Initiative 4B: Recruit additional editorial and conference planning leaders. Adriana Garcia, Nathan Snyder
- Initiative 4C: Identify strategic planning priority and initiative chairs. Joe Shosh, Lonnie Rowell, Janel Seeley, Holly Marich

Correspondence about the ARNA 2020-2025 Strategic Plan should be directed to ARNA Chair Joseph Shosh at shoshjm01@gmail.com.

Knowledge Democracy Overview

In Spring 2019, ARNA embarked on a strategic planning process for the period 2020-2025. By September, the Executive Committee approved four Strategic Priorities, with a chair chosen for each priority. “Strategic Priority #1” addresses knowledge mobilization, action research and knowledge democracy and includes three initiatives: 1) Developing an ARNA KMb action plan and implementing a minimum of two phases of the plan; 2) Redesigning and reenergizing the knowledge democracy website (https://knowledgedemocracy.org) created in 2016 in conjunction with the First Global Assembly for Knowledge Democracy, organized by ARNA as a part of the 2017 Annual Conference in Cartagena, Colombia; 3) Encouraging and developing multi-network global support and involvement in drafting a proposal for future Global Assembly for Knowledge Democracy events. Lonnie Rowell was appointed Chair for the Priority, with Meagan Call-Cummings (George Mason University) serving as Vice-Chair. Rowell and Call-Cummings then recruited a team that includes:

- Melissa Hauber-Ozer (Doctoral student, George Mason
University, Fairfax, Virginia
• Mary McAteer (Programme Lead, Educational Enquiry & Professional Learning, Edge Hill University, Ormskirk, England)
• José Maria Ramos (Director, Action Foresight Consulting, Sydney, Australia)
• Karen Ross (Assistant Professor, University of Massachusetts – Boston)
• Jenice View (Associate Professor, George Mason University, Fairfax, Virginia)

By April 2020 the team completed the following work:
• Leadership assignments for specific initiatives. To date, we have finalized leadership for two of the initiatives: Meagan Call-Cummings is leading the redesign and reenergizing of the knowledge democracy website; Mary McAteer is leading development of planning for continuing the Global Assembly for Knowledge Democracy (GAKD) initiative.
• With fiscal support from ARNA, Melissa Hauber-ȳzer completed redesign and content updating for knowledgedemocracy.org. (Completed in March)
• Established a Blog as a component of knowledgedemocracy.org. (April)
• Rowell and Call-Cummings were invited to submit an article about ARNA’s work in knowledge democracy to an upcoming Special Issue of the Journal of Future Studies. (Completed mid-April)
• Worked together to launch a pilot PhotoVoice project on social solidarity during the pandemic (i.e. the Social Solidarity Project, https://knowledgedemocracy.org/projects-and-events/arna-social-solidarity-project/). To date, the project “gallery” has received 28 submissions of photos and text from several countries, including Canada, Colombia, England, Indonesia, New Zealand, Scotland, South Africa, Sri Lanka, Turkey, and the U.S..

Moving Forward
Strategic Priority #1 involves working towards a future in which knowledge creation and dissemination is more inclusive, respectfully participatory, multi-vocal, and democratic. According to Indian scholar Viswanathan, “The coexistence and dialogue of different knowledges is essential for the survival of a plurality of cultures and the establishment of global democracy” This is the aim we pursue.

The team is now developing a web-based Summer Webinar on Knowledge Democracy. The Webinar will generate feedback on Strategic Priority #1 plans and provide openings for more ARNA members to get involved with the initiatives. Working primarily on one platform (www.knowledgedemocracy.org) but with a strong interrelationship with ARNA’s home base (www.arnawebsite.org), the issues and themes addressed will be evidenced in reports, updates, blogs, journal articles and web-based projects that arise through the interactions of team members and the larger community of global action researchers and PAR supporters.

Future Projects
At present, three future projects for the Knowledge Democracy Initiative are being discussed: 1) educational action research based on Call-Cummings’ (2015) web-based dissertation. We wish to explore engaging project participants in knowledge work through co-constructing curriculum (students, parents, teachers, and university faculty working together) and documenting processes for democratic participation, mobilization, and knowledge creation; 2) community-based and school-based social experiments in strengthening civic literacy and competency. Here, youth and adults will work to restore historical memory associated with progressive civic competence while also being inoculated against the internet viruses of disbelief, cynicism and hatred; 3) climate change activism. Evidence of applications of action research to climate change and sustainability is growing, but much more work is needed. According to the United Nations, we have about 10 years to make the changes needed to reduce levels of toxic pollution and planetary endangerment. Climate change activism has grown dramatically, with strong youth involvement in leadership. Action research can contribute to this social movement through encouragement of a critical practice of climate change activism. In addition, two members of the team (Call-Cummings and Hauber-ȳzer) now have a contract with SAGE for a text on Critical Participatory Inquiry, and their work on this text will further inform the direction of initiatives within Strategic Priority #1.

Correspondence about ARNA’s Knowledge Democracy Priority and Initiatives should be directed to Lonnie Rowell at lrowell8881@gmail.com and Megan Call-Cummings at mcallcum@gmu.edu.
The Puerto Vallarta Central Committee of ARNA 2020 was part of the unanimous decision of ARNA to postpone the ARNA 2020 Conference until the first week in June of 2021. This resolution of ARNA leadership was adopted March 11, 2020.

For over a year, we had anticipated our ARNA community convening in Puerto Vallarta to create and share research for the support of community participatory action research (CBPAR). As the prime action research community of the Americas, we value our face-to-face meetings—the formal and informal opportunities to learn, share and discuss our research, those moments when we discover in the most unexpected ways and places new possibilities for networking, and the opportunities we have to value and recognize colleagues for their accomplishments.

Sadly, the presence and spread of the coronavirus internationally made it impossible to hold a meeting in 2020 that would encourage, expect, or stand silent while attendees could be exposed to a communicable disease. An annual conference has many wonderful strengths, but they just could not be classified as urgent or extraordinary in the face of the heightened risk. Those members and colleagues who were already registered received full refunds of their ARNA 2020 Conference registration fee.

The submission process yielded a great number of proposal acceptances for the 2020 Conference program. These acceptances will be honored for the ARNA 2021 Conference in Puerto Vallarta. At the time of this announcement (March 12, 2020) we closed the submission process. We will announce the beginning date for an invitation to submit proposals for the 2021 conference sometime in October 2020. This additional invitation to submit proposals will conclude on March 1, 2021. For those who were invited to resubmit their proposals for the 2020 conference, the due date for resubmission and possible acceptance (now for the 2021 conference) was extended until March 31, 2020.

Important to us was getting this announcement out in time to assist those who had already made plans to come to Puerto Vallarta for the conference. For those who had already booked rooms, there was no cancellation fee at the Sheraton for the reservations already made. We encouraged attendees who had reserved rooms to cancel their hotel reservation immediately. Unfortunately, we could not control flight cancellations costs, some of which might carry change fees. Please keep in mind there were no registration fees for participation and attendance this year. We hope this helped to offset penalties or other costs.

This communication comes with our thanks for your continued interest in the well-being of ARNA and your support as the ARNA leadership grapples with transforming the cancellation of our annual conference from a challenge to an opportunity. The success of our meetings depends always on our community collaborating and continuing to co-create our ongoing sense of purpose to build a dynamic and inclusive conference that will remain a community for all.

Please continue to read the ARNA website for updates.

With gratitude,
The Puerto Vallarta 2020/2021 ARNA Conference Central Committee
The ARNA Executive Committee

Correspondence about ARNA 2020/2021 in Puerto Vallarta, Mexico should be directed to Conference Chair Adriana Garcia (arna2020comite@gmail.com) and Liaison Candace Kaye (arna2020ck@gmail.com).
We grieve and we stand with our Black brothers and sisters, and all of those who face injustice and discrimination at the hands of privilege, every day. As we write, protests are taking place in cities across the world in solidarity with demonstrations throughout the United States, condemning the killing of George Floyd, an unarmed Black man, by police in Minneapolis, USA, on 25 May, as well as the recent murders of Ahmaud Arbery and Breonna Taylor. Indeed, we know that these demonstrations are not simply a response to these three tragedies, but “represent a genuine and legitimate frustration over a decades-long failure to reform police practices and the broader criminal justice system in the United States” (Barack Obama, https://medium.com/@BarackObama/how-to-make-this-moment-the-turning-point-for-real-change-9fa209806067). We also know that police brutality, injustice, and racism do not stop at the United States’ borders, and we stand with members of ARNA who witness physical and structural violence, often perpetrated or at least ignored or excused, by the state apparatus in countries across the world.

New York city activist Michael Crawford, a self-described bespectacled Black gay nerd who grew up in a poor, largely minority neighborhood in Houston, Texas, offers advice to white people wondering what to do during the George Floyd protests: “If you are neutral in situations of injustice, you have chosen the side of the oppressor. Your silence will not protect you and it definitely won’t protect people of color.” He recommends that we

1. Join the work of vital Black-led and civil rights institutions like Color of Change;
2. Share antiracist articles on Facebook and social media;
3. Act locally and demand officials hold police departments in your city accountable;
4. Read and share the op-ed: “If you’re a white person wondering what to do during the George Floyd protests, I have some advice.”
5. Be a voter by registering, committing to vote yourself, and encouraging friends to vote.

In a May 31 statement to members of the American Educational Research Association, President Shaun R. Harper wrote, “Saying ‘Black Lives Matter’ simply is not enough. As a community of researchers, we must unite to take bold, evidence-based action that exposes and ultimately ends the catastrophic police killings of unarmed Black people.” Racial discrimination and intolerance are documented all too well throughout the Americas and around the world, and
2019 Membership and Sponsorships Update

This report provides an account of the final membership and sponsorship numbers associated with the 7th Annual ARNA conference hosted in Montreal, Quebec, infrastructure updates, and current thoughts on sustaining membership amidst the COVID-19 pandemic.

Membership and Sponsorship
The membership numbers associated with the 7th Annual ARNA conference hosted in Montreal, Quebec totaled 194. Sponsorships totaled nine with several additional non-funded affiliates and supporters confirmed.

Infrastructure Updates
During the year of this report, ARNA Administrative Support continued to remain vacant, with duties taken over by ARNA Executive Committee Chair, Joe Shosh and ARNA Executive Committee Membership and Sponsorships Chair, Holly Marich. This work includes creating a Knowledge Democracy themed Multi-Year Membership Brochure (2020 to 2025) in conjunction with the ARNA 2020-2025 Strategic Priorities and Initiatives. Specific to membership and sponsorships is strategic priority item number three: Expand ARNA western hemisphere active membership to 250+ members with greater ongoing participation in action research communities (ARCs), Proceedings publications, on-site and virtual annual conference participation, and other ARNA sponsored events.

In response to this priority, a membership and sponsorships subcommittee was created with each subcommittee member tasked in leading a different initiative.

• Initiative 3A: Grow Latin American membership base with Puerto Vallarta project is led by subcommittee member, Karina Cruz who is also the chair of ARNA in Espanol.
• Initiative 3B: Grow North American membership base with link to Montreal is led by subcommittee member, Joel Judd who is also a new ARNA member, attending his first ARNA conference in Montreal, Quebec. Joel’s initiative efforts include liaison between the Canadian Association of Action Research, CAARE, and ARNA.
• Initiative 3C: Expand Sponsorship opportunities for growing our membership base is led by subcommittee member, Lisa Shalla who has been incredibly active on multiple fronts including conference planning and recruiting 2020/21 Latin American sponsors.

Sustaining Membership Amidst COVID-19
Embracing the challenges during this COVID-19 moment in history we prepared a membership renewal plan, allowing both global north and south members to renew with a pay-what-you-can option for those experiencing economic hardship. This membership unlocks access to online opportunities for communication, collaboration, and learning hosted by ARNA members, including various ARCs leading a virtual conversation and individuals leading lectures and action research-related courses.

Respectfully Submitted,
Holly Marich
ARNA Membership and Sponsorships Chair

Global North Membership Update
Last December I was invited to collaborate with Holly Marich on increasing ARNA participation in the global north. Holly and I had an initial videoconference on January 15, where she provided some orientation and shared ARNA contacts from the last few meetings. We followed up with a video meeting on January 31. Prior to that conversation I contacted Kurt Clausen, Editor of the Canadian Journal of Action Research, about ways to promote ARNA in Canada. He graciously offered to place ARNA information in the Journal, and put me in touch with Kelly Kilgore, Director of Communication for CAARE, who also welcomed any promotions or announcements we want to share with Canadian colleagues. Kurt also mentioned that a few years ago a liaison between CAARE and ARNA was created but apparently not activated. He helpfully told me I was now that person.

Following the January 31 meeting I sent inquiries to 4 key faculty/researchers known for Action Research in the U.S. about establishing ongoing relations with ARNA. Only Craig Mertler responded and indicated that there have been periodic efforts to create a more unified AR group in the U.S. but to no avail. A couple of personal collegial contacts produced interest in contributing to the Albuquerque conference and communication with Colorado University.

My final real-time meeting with Holly was on March 6, attended by Joe Shosh as well. Ideas for increasing U.S. participation included: approaching “hot pockets” of higher education AR such as Florida and Arizona; contacting authors appearing in AR Handbooks and in inviting them to present at ARNA meetings; extending communication beyond education to fields such as health care; and, offering live streams of conference proceedings (already part of ARNA Strategic Planning).

I attended the ARNA Albuquerque planning meeting on March 10, by which time the COVID-19 pandemic was affecting future public gatherings. Subsequently, ARNA 2020 and next year’s New Mexico meeting were both postponed.
There are no recent activities to report.

Respectfully Submitted,
Joel Judd

Actualización de membresía del Sur Global
Global South Membership Update

Se tiene contacto con el equipo organizador quien envía la transferencia de contactos registrados, base de datos que se está organizando para una comunicación efectiva. Con una labor recientemente iniciada, el impulso más fuerte es en la propia Escuela Normal donde se incentiva a través de las clases de metodología de investigación y redacción de textos académicos a los estudiantes de las licenciaturas en educación preescolar, primaria y especial a participar en el congreso; se conoce que al menos 50 alumnos enviaron propuestas para presentar en Puerto Vallarta y se organizan los grupos de estudiantes para asistir al evento, aún si su dictamen es de rechazo, se despierta el interés por conocer la labor desempeñada en la red. De igual manera se invita a docentes e investigadores Normalistas de la escuela, del Estado y del país a participar, debido a que hay mucho trabajo realizado por los maestros en las instituciones de educación básica y superior, el cual es necesario sistematizar para difundirlo, puesto que permanece en el anonimato; para tal efecto se hacen diversas publicaciones en Facebook para llegar al mayor número posible de personas interesadas; así como artículos difundidos en periódicos digitales en México para dar a conocer las funciones de la red de investigación-acción, el histórico de los congresos realizados y diversos proyectos que se tienen actualmente, donde se reitera la invitación a sumarse a la red y participar en el congreso a realizarse en México.

There is contact with the organizing team who sends the transfer of registered contacts, a database that is being organized for effective communication. With a work recently started, the strongest impulse is in the Normal School itself, where students from the pre-school, primary and special education degrees are encouraged through research methodology classes and writing academic texts to participate in the congress; It is known that at least 50 students sent proposals to present in Puerto Vallarta and student groups are organized to attend the event, even if their opinion is rejection, interest is awakened to know the work carried out on the network. In the same way, teachers and researchers from the school, the State and the country are invited to participate, because there is a lot of work done by teachers in the institutions of basic and higher education, which is necessary to systematize to disseminate it, since you remain anonymous; For this purpose, various publications are made on Facebook to reach the largest possible number of interested people; as well as articles disseminated in digital newspapers in Mexico to publicize the functions of the action-research network, the history of the congresses held and various projects that are currently being held, where the invitation to join the network and participate in the congress to be held in Mexico.

Respectfully Submitted,
Karina Kruz

Questions or comments should be directed to Holly Marich, Memberships & Sponsorships Chair at holmarich@gmail.com.

Welcome from the ARC Co-Chairs, Suzy Thomas & Aubrey Uresti

The Action Research Community or “ARC” model began in 2015 at the ARNA Conference in Toronto, based on an idea developed by Candace Kaye. This model represents an excellent way for people to connect during and between conferences and continue to work together and talk about their action research projects, ideas, and resources in settings where topics and interests overlap. The ARCs build and sustain professional learning communities and afford members the opportunity to collaborate and share best practices. We were very happy to take on the role of ARC Co-Chairs in the fall of 2019 and, although all of us experienced significant disturbances in our work as a result of COVID-19, we have several updates to share with you.

Our work falls within ARNA’s Strategic Priority #4. The goal of increasing ARNA’s capacity for internal leadership aligns well with the specific sub-goal of expanding and enhancing active ARCs and supporting the development of newer ARCs. Our primary aims have been to identify ways to support the work of ARCs and to help ARCs to move forward and grow. We have also been specifically interested in finding ways to connect ARCs together, so that the ARC members can learn from one another and provide mentoring and guidance to new and developing ARCs. We want to foster a welcoming and collaborative environment, in which ARC members not only feel connected within their ARC but across the various ARC communities. Some of the ARCs are well established and have been engaged in consistent work together, and we invite the chairs and members of these ARCs to offer words of wisdom to ARCs that are just getting started or that need some additional support.
As we read over the annual reports submitted by individual ARCs, we noticed some overlapping themes that we wanted to point out in our report. Several ARC chairs noted challenges related to the global pandemic, which interfered with planned activities and goals. Many of us found ourselves taking on new roles in this unprecedented time, which was both challenging and exciting. Our personal, professional, and research lives were interrupted as we tried to adjust to changes in our schedules, and that has meant that many things are less predictable for now. Nonetheless, many ARCs had exciting news and significant accomplishments, including conference presentations, publications, community days and inquiry groups, podcasts and social media connections, collaborations, and professional development activities. Several ARC chairs and members commented on the beginnings of grassroots change even during the pandemic and underscored the importance of reflection and relationship building. Several also noticed an increase in technological skills, which will allow us to maintain and even increase connections in virtual formats as we move ahead. We appreciated the increasing focus on ensuring multilingual activities and delivery of reports and materials, which certainly feels consistent with the overall mission of ARNA. Also, we noticed the emphasis on relationships as key in the work of the ARCs. Sometimes this manifested in regular meetings, in building and developing new connections, or in meaningful networking within local communities and through online platforms. Obviously, online methods of communicating became paramount after the onset of the pandemic and multiple shelter-in-place orders, and this will continue into whatever we consider to be the “foreseeable future.”

We created a brief needs assessment that was sent to ARC chairs in early March, to get a better idea of what is working well for them and what type of support would be most valuable to them. Our hope was that, by surveying ARC chairs, we would be able to determine how to make our role as co-chairs meaningful and relevant to the ARCs. We wanted to use the needs assessment to develop a plan to focus on meaningful ways to support ARCs that need support, to highlight the successes of ARCs, and to connect members of the various ARCs with one another in order to build a more cohesive ARC community within ARNA. We heard from several veteran ARC chairs, who indicated that regular meetings and learning circles have been useful, along with empowering members to become personally invested in their ARC and to engage in collaborative leadership structures. The main challenges that respondents mentioned had to do with wanting to attract more members, reach a larger community, and achieve higher levels of participation within ARCs. We imagine that leadership from the highly successful STAR ARC will be especially meaningful in terms of mentoring new ARC chairs and members, as well as contributing insights about making effective use of technology in both teaching and learning about action research in virtual arenas. We loved Margaret Riel’s closing phrase, “We want to evolve with all of you,” and we echo that wish for the ARCs.

We had several ideas in mind for the now postponed 2020 ARNA Conference, which included hosting an event in which ARC members could share their experiences with developing their ARC, lessons learned, and future goals and priorities. We also wanted to see if the ARNA 2020 program might be able to include other ARC-focused events, perhaps a symposium session in which various ARCs could share their action research projects and a social event in which folks might explore joining an ARC or forming a new ARC. We will work toward implementing these plans for the 2021 ARNA conference. We are open to ideas and ready to support ARNA 2021 in whatever ways work best to highlight the potential for ARCs to grow and thrive within ARNA. We want to promote active engagement in ARCs at ARNA 2021 and to showcase the work of the ARCs at the conference as well. We are hoping that ARC chairs might be able to share photos that we can use to make the ARC webpage more inviting, and that we will be able to include fun photos and other information on the page after ARNA 2021 as well.

We are thrilled to introduce you to our newest ARC, the Musical Learning Community, which was approved by ARNA at the March Executive Committee Meeting. This ARC aimed to hold an inaugural meeting for the five members in the late spring of 2020, and we are excited about their focus on “the harmonization of the social world through artistic praxis.” We have enjoyed connecting with ARC chair Victor Manuel Rubio Carrillo and know that you join us in welcoming him and the ARC members to our ARNA community. We also want to highlight the recent work of the Health Equity ARC, which focused on several participatory action research efforts to study homelessness during the COVID-19 health crisis. Health Equity ARC members have worked hard to establish this ARC, with active involvement from members in British Columbia and the United States. Candace Kaye has expressed an interest in developing an ARC of community non-profit organizations, and we look forward to hearing more about this in the months to come. We want to extend a special thank-you to Candace for the work she did in 2015 to initiate the ARCs and for the time she spent in consultation with us this spring when we sought her wisdom about potential directions for the ARCs moving forward.

It continues to be important to us, as co-chairs, to learn
what we can do that will be most helpful. We will reach out and connect with ARCS again soon to find out what they need and what would feel most supportive and helpful to them. We would like to see increased networking, collaborating, and an expanding membership in the ARCs. Another goal is to identify ways to connect ARCs together so that they can support one another and learn from one another—these types of connections may also serve to decrease the isolation that accompanies our current social distancing environment.

Because the 2020 ARNA conference was postponed, there has been an increasing focus on the ARCs as avenues for collaboration and connection between conferences. This is already one of the primary purposes of the ARCs, and it feels even more urgent to some folks in the absence of our annual conference. We are also aware that it is important not to place unrealistic expectations on ARC chairs and members in the midst of the global health crisis in which we find ourselves, because many already feel pressed for time and may not have access to resources that are usually available. We want to work to identify what nurtures, nourishes, and sustains us during this time. To that end, we may need to modify our expectations regarding products and focus more on process; for example, we might use this time to share our ideas and challenges in virtual meetings, as a way to forge deeper connections with one another.

For information on joining an existing ARC or beginning a new one, contact ARC Co-Chairs Suzy Thomas (sthomas@stmarys-ca.edu) and Aubrey Uresti (auresti@ucdavis.edu).

Early Childhood Education ARC Report

Chair: Mina Kim, Ph.D. (San Francisco State University)

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 a few key activities in order to connect with ECE professionals in 2019-2020, but due to the COVID-19, we could not achieve as much as we expected this year. Here are a few highlighted activities:

1. The Annual 2019 ARNA Conference in Montreal, Canada

Mina Kim and Luvy Vanegas-Grimaud, senior research coordinator in the Early Childhood Education Program (ECEP) at UC Berkeley, made two presentations at the annual ARNA conference in June 2019 in Montreal, Canada. Even though the topic of the sessions was not around early childhood education, we were introduced to Canadian educators who do creative action research on children’s learning. Also, we joined a CARN Study Day (June 26th, 2019 from 8:45am -11:45am) in a forest school, the Lion and the Mouse in Montreal and it was amazing to see how two young Early Childhood Educators developed an innovative form of education for young children to experience exciting but meaningful learning opportunities in nature. It was not a traditional preschool, as parents/families must accompany during the time at the forest school, but it inspired us to think differently about the early experience for young children.

Thanks, Blair, Mary, and Ruth for organizing this amazing Study Day!

2. Annual SFSU Early Childhood Action Research Community Meeting

Mina Kim launched an Early Childhood Action Research group in San Francisco in December 2016, and just had the 6th biannual meeting on January 23rd, 2020 at San Francisco State University (SFSU). The agenda of the meeting was to discuss disseminating AR projects done by ECE teacher researchers. In addition, a group of the teacher researchers was selected to present at the AERA 2020 in SF, and we did a short preliminary presentation among us to get feedback on the presentation.

The participants were all invited to join the annual ARNA conference in Porta Vallarta, Mexico, in June 2020, but due to the budget issue, few teacher researchers were interested in. We also discussed exploring the scholarship opportunity for us to travel for AR conferences.

3. Teacher Inquiry Group at UC Berkeley

Luvy Vanegas-Grimaud, senior research coordinator in the Early Childhood Education Program (ECEP) at the University of California, Berkeley, continued incorporating action research into the professional development (PD) for ECE educators in Early Childhood.
Childhood Education Centers for students and community in UC Berkeley. This inquiry group also awarded a small grant to develop a resource center for teachers who would like to start a teacher action research project in their classrooms. Luvy also continues to implement action research in the undergraduate minor program as a part of their practicum courses. The second undergraduate minor online program (15 units) is going to start from this summer 2019, as the first minor program was a great success in 2018.


Unfortunately, a symposium organized by five teacher researchers at AERA canceled due to COVID 19. Once we learn more about participation in conferences in F20 and Sp21, we will submit the proposal again to share and network with other ECE teacher researchers.

Plans in 2020-2021: Networking

This year’s networking was not much success at all. However, we will keep trying to network with ECE folks in other states and countries. Probably, we will facilitate an online forum to see if there are any possible projects, we can work together to share for next year’s ARNA conference.

Graduate Student ARC Update

Since attending my first ARNA Conference in Montreal, I have felt welcomed by a fantastic community! During the summer, I scheduled a meeting with Ms. Tang Yan and Ms. Elias from the YPAR ARC in order to become more familiar with their work and learn how graduate students might contribute. At McGill University, I took a course with Blane Harvey called Teacher Inquiry and Action Research, so I had a lot of opportunities to engage with my peers and think about how to possibly engage them through the ARNA community. I am also exploring how to engage the Post-Graduate Student Society (PGSS) at my university. Because I will be implementing new initiatives at PGSS to engage students to share and disseminate their research more broadly, there might be possible synergies we could use. I encourage other graduate students interested in action research to contact me for possible collaboration.

Health Equity ARC Update

During this time of crisis, the active members of the ARNA Health Equity ARC continue to think about and move forward with projects and collaborations that address health care services, community organizing and research related to addressing structural barriers to health, keeping our PAR principles and ethics in the forefront of our work.

Shari Laliberte, nursing faculty at Vancouver Community College, is in the final dissemination phase of facilitating a youth critical health literacy participatory action research project and she is working on a qualitative meta-synthesis project focused on reviewing youth views on the meaning and determinants of their mental health. She is also organizing with Health Promotion B.C. to develop a network of networks of interdisciplinary and inter-sectoral health and social service professionals in support of advancing population health promotion practice across systems of care in B.C.

Abe Oudshoorn, nursing faculty at Western University, is conducting a rapid review of municipal responses to people experiencing homelessness. The goal of this work is to disseminate promising practices in real time during the
Nancy Murphy, nursing faculty at Rutgers University, is seeking ways to work with transitional isolation housing for people who are without stable and safe housing, in Newark, NJ. There are many individuals experiencing homelessness who need care and isolation post COVID-19 hospital discharge, so efforts to support this population are underway.

Together, Nancy, Abe and Shari are working on a review of the use of participatory action research in supporting nurse engagement in socio-political action to address the social determinants of health as part of supporting nurses to engage in full scope population health promotion practice.

For more information about the ARNA Health Equity ARC or to join, please contact chair Nancy Murphy at nancy.murphy@rutgers.edu.

Musical Learning Community (MLC)

Uprising and Announcements
Five members convened to participate. We engaged with self-study methods to establish a baseline recognition of our artistic and learning visions. We also diagnosed the conditions in which each member currently operates.

Inaugural Meeting
On May 1st, 2020, we met virtually and posed the motivations and projections both as a group and as individuals.

Visions
What unites us is the will to learn perpetually. We evidenced an indivisible feeling between the arts and the social actions, between sharing and creating.

Profiles
We are a group composed of natives from the Americas. Our training is primarily in the musical arts and in education. Sebastián López is a contemporary musician and a teaching artist in the public system of specialized music education in Ecuador. His work has mainly been in arts-based research, and he has documented the asymmetries between public and private education, showing the problems of access to education problems that hundreds of students face.

David Echeverría is an internationalist; trained as producer in Argentina, as musician in Ecuador, as composer in Spain, and as pedagogue in the United States of America. He is a university professor in the private system of Ecuador. He is currently exploring and testing virtual education methods at higher education levels.

Natalie Lopez and Joshua Argueta are music educators, K-12 certified. They work at Miami-Dade County Public schools with elementary aged children. Both Natalie and Joshua are Executive Board Members of the Dade County Music Educators Associations, and coordinate professional development opportunities for other teachers. Currently, they are facilitating learning and development of hundreds of students through virtual guidance.

Víctor Manuel Rubio Carrillo is a musician, educator, and researcher. He currently works at the University of Miami with the community outreach department and as an instructor of modern and folk instrumental techniques. His focus is on recognizing the systemic conditions that promote violence, peace, creation, destruction, competition and cooperativity, with the goal of achieving collective and balanced inter-actions.
Resources
CAM has started collecting books to create a digital library on action research, popular science, mixed methods, arts, education, organization systems, among other topics.

Productions
Artistic documentation of our collective conditions is being considered. Likewise, the collective work of production of texts has begun, responding to calls in the area of musical learning and practice. Within the community, multiple dyads have been generated working on various projects.

Communication
For now, a private cloud space is operating where all members serve as co-owners and all the CAM documentation is located.

PAR/PE Update
Participatory Action Research (PAR) and Popular Education (PE), as conceived by Orlando Fals Borda and Paulo Freire, have demonstrated to be useful for approaching a diverse group of educative actions. In our session at the Montreal conference, we shared an experience based on PAR and PE conducted inside an institution that belongs both to government and civil society and that is devoted to promoting a politicized and critical research ethics in a large Latin American country. We attempted to show that both PAR and PE are useful for enhancing ethical reasoning and consciousness in a scenario that has historically been dominated by a vertical, uncritical and normative notion of education in ethics.

Our session presented an account of the personal experiences of the author while leading a group of 10 people who are performing educative actions involving more than 800 groups of people that make part of Institutional Review Boards (IRB). First, basic concepts and categories of PAR, PE and critical research ethics were examined. Then, the process of adapting these concepts to the reality of leading a group that promotes critical ethics research was discussed. Finally, challenges and opportunities identified while conducting this process were analyzed.

Results illustrated that civil society, government and activism, through PAR and PE, can work together towards the creation of a critical research ethics that assures population is protected as IRB are adequately qualified to guarantee this protection. We also showed that PAR and PE are tools of resistance in a world in which research ethics is usually ruled more by profit and economic interests than by respect for dignity and social justice.

For more information about the ARNA Musical Learning ARC or to join, please contact chair Victor Manuel Rubio Carillo at vmr64@miami.edu.

School Counseling ARC Annual Report 19-20
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.

For more information about the ARNA Participatory Action Research (PAR) and Popular Education (PE) ARC or to join, please contact chair Camilo Manchola at camilomancho-la@gmail.com.
Over the course of the last year, the School Counseling ARC engaged in some minor restructuring with designs of increasing network participation and involving more practitioners across regions. The goal of the initiative is to better democratize knowledge and research outcomes to a larger stakeholder audience. While that initiative has been put on hold due to Covid-19 and the unprecedented circumstances facing practitioners, the hope is that the School Counseling ARC will emerge from the global crisis with a stronger and more connected network.

To view the School Counseling ARC knowledge base and affiliated resources, please visit: https://sites.google.com/view/sc-arna-arc/home.

School Leadership Arc Report: Shift Your Paradigm...From School-Centered to Learner-Centered

Since the last annual update on the work of the School Leadership ARC, here is an overview of our work, 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 continued collaborating with Education Reimagined (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 (ShiftYourPardigm.org). With almost 60 podcasts 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?

We are reviewing the podcasts audio files and collating data in four areas: Learner-centered leaders:

- Reframe transformation.
- Support the development of people, resources and conditions for transformation.
- Prioritize a culture of deep relationships.
- Prioritize learner voice.

We have participated in national events related to the learner-centered movement.

The work has been shared this work at the locally, regionally, and nationally and published articles in the most recent issue of Education Reimagined’s monthly publication, Voyager. Read a collection of the articles at: https://rb.gy/pxaplp.

For more information about the ARNA School Counseling ARC or to join, please contact chair Scott Merkel at schmerkel@gmail.com.
STAR-Community - Shared Energy and Future Paths

Supporting the Teaching of Action Research-Community (STAR-C) provides support for the teaching and learning of action research. We share ideas to improve our teaching practices, and we invite you to join us to share with and learn from the STAR-community.

STAR is currently led by a circle of professors of action research from five countries-Canada, the US, Mexico, Peru, and Austria. These educators met monthly to think about strategies, issues, and resources to support the teaching of action research. In our first phase, we used the Learning Circles model, with distributive leadership, to collectively create and develop the STAR-ARNA-ARC website (star-arna-arc.org). This site is arranged around a set of themes that each of us identified in the teaching of action research. We collected our ideas around these themes. We also shared syllabi for teaching and timeframes to compare the different ways that action research is integrated into graduate programs. We invite all of you to share your syllabi as this helps new teachers think about how to arrange their instruction. Our newest members have been and will be adding their ideas to these themed discussions.

In the second phase, our learning circle focused on ways to expand the participation and reach of the STAR Community. The first action taken was to make the current resources available to our Spanish-speaking colleagues. With the help of Clotilde Lomeli Agruel and Laura Dina, we created a dual language website with translations of most of the content into Spanish.

Then we found three new strategies to extend the outreach to ARNA membership maintaining our bilingual approach:

1. Publish the STAR Newsletter twice yearly (May and November) in English and Spanish
2. Create an Action Research Teaching Blog accepting contributions in either Spanish or English
3. Link with the Action Research Tutorials and join the Facebook Discussion Group to increase the visibility of action research teaching and learning worldwide

The launching of the April 2019 STAR-Community Blog (star-arna-arc.org/blog) was directed by Kathy Shafer and is currently being managed by Kimmie Tang and Ron Morgan. This was followed by the publication of the first STAR-Community Newsletter in May 2019 with Teri Marcos, Linda Purrington and Clotilde Lomeli Agruel as editors (star-arna-arc.org/newsletter). Geitza Rebolledo has recently joined in helping with the Spanish Edition. Finally, we have established a connection with the Center for Collaborative Action Research to develop a Facebook “group” community that focuses on both the learning and teaching of action research. Our Facebook community, managed by Linda Purrington and Margaret Riel, has grown to 412 members from around the world and provides an extended community for ARNA and STARc membership.

In the future, we hope to establish bi-monthly STAR Conversations (video conferencing) on issues related to teaching action research. We are grateful for new members that joined us since the ARNA conference in Montreal and we are looking forward to meeting more members at the next ARNA conference (2021) in Puerta Vallarta. If you have ideas or professional needs as a teacher of action research, please join our STAR-Community and share your ideas. We want to evolve with all of you.

To learn more about ARNA’s STAR ARC or to become a member, complete a form on our website or contact STAR facilitator Margaret Riel at mmriel@gmail.com.
Already, during the annual symposium in McGill, we began to reflect on the conditions for including new work and knowledge mobilization perspectives. We also reflected on the ways and conditions to reach new researchers from the Americas carrying out action research.

What are the challenges and issues that these researchers face within their disciplines and in their country? How the political environment and the context can affect action research and collaboration with actors in the field? In this perspective how ARNA could support them more? How can we also work together and join them in common themes? One of the means of action would most certainly be mobilization. There are indeed great disparities between the francophones, anglophones and Hispanic scientific communities.

On the other hand, mobilization appears to be the common factor between researchers who are engaged in the field and dedicated to making a difference due to their research with the communities with which they collaborate. It is from this mobilization that we can surely make a difference and join new researchers. A mobilization which could also take new forms. The very recent solidarity campaign in connection with COVID-19 set up by the knowledge mobilization committee is a good example. Of course, we still have a long way to go.

Inclusion is a long process that will require keeping the reflexive process open and active. It will also require an in-depth review of our ways of acting and thinking about what action research represents; a type of research which by its nature and function is neither uniform nor unidirectional. However, some steps have already been taken in the right direction. The ARNA annual symposium that should have taken place in Mexico was a very interesting and stimulating initiative in this regard.

In any case, the ARNA network will continue to move forwards and we hope to see you in large numbers in the various activities next year.

To contribute to ARNA’s Canadian French-speaking community, contact Coordinating Group representative Karine Gentelet at karine.gentelet@uqo.ca.
ARNA en Español Report

Se tiene contacto con el equipo organizador quien envía la transferencia de contactos registrados, base de datos que se está organizando para una comunicación efectiva. Con una labor recientemente iniciada, el impulso más fuerte es en la propia Escuela Normal donde se incentiva a través de las clases de metodología de investigación y redacción de textos académicos a los estudiantes de las licenciaturas en educación preescolar, primaria y especial a participar en el congreso; se conoce que al menos 50 alumnos enviaron propuestas para presentar en Puerto Vallarta y se organizan los grupos de estudiantes para asistir al evento, aún si su dictamen es de rechazo, se despierta el interés por conocer la labor desempeñada en la red. De igual manera se invita a docentes e investigadores Normalistas de la escuela, del Estado y del país a participar, debido a que hay mucho trabajo realizado por los maestros en las instituciones de educación básica y superior, el cual es necesario sistematizar para difundirlo, puesto que permanece en el anonimato; para tal efecto se hacen diversas publicaciones en Facebook para llegar al mayor número posible de personas interesadas; así como artículos difundidos en periódicos digitales en México para dar a conocer las funciones de la red de investigación-acción, el histórico de los congresos realizados y diversos proyectos que se tienen actualmente, donde se reitera la invitación a sumarse a la red y participar en el congreso a realizarse en México.

Web Development and Social Media Report 2020

On the heels of the 2019 Conference in Montreal, ARNA continued to see growth across all of its web platforms, with the added planning and support from the Puerto Vallarta Conference Committee.

Working with our colleagues in Puerto Vallarta, we began to create bilingual pages for the upcoming 2020 (now 2021) conference. Further planning and discussion will see www.arnawebsite.org as a whole, gradually become bilingual (specifically English and Spanish) to ensure that ARNA’s community is represented appropriately. This will continue to be a large portion of the web development moving forward.

Other notable areas for continued development are ARNA’s Action Research Communities (ARCs) and Knowledge Mobilization with added communities such as the Music Learning Community.

The (www.arnawebsite.org) has seen 18,000 pageviews, a small decrease from the previous year, with most visitors logging on to Conference and Registration information pages. As expected, with the increase of news and announcements posted via social media platforms, the website has become more of a hub for conference information and archives. To this end, past conference pages are continually being revisited by ARNA committee members in an effort to re-populate pages with supporting documentation as a means to archive ARNA’s actions while also honouring previous work.

A rather important development was ARNA’s Registration Portal migration to the EventBrite platform. Following our initiatives of offering both English and Spanish languages more consistently, we created two separate portals for members from the North and South. This not only provides ARNA with real-time data as it pertains to membership and registrations, but also creates clarity and ease of use, depending on what location members are logging on from.

As ARNA continues to mature online, so does the growth in social media. We have again seen substantial growth in followers for Twitter (+61, totalling 483 Follows) and Facebook (+91, totalling 424 Page Likes and 449 Follows).

Starting in January of 2019, the Web & Tech team began using the services of Hootsuite (a free service) to help manage posts more regularly, as to increase presence on a daily basis. Proving to be successful, the team – with the aid of the Puerto Vallarta Conference Committee – helped setup an Instagram account to further ARNA’s reach online.

We continue to ask that the ARNA community tag us and share materials on our social media platforms to help grow ARNA’s online base and to share the good work of our colleagues.

To contribute to ARNA’s Spanish-speaking community, contact Coordinating Group representative Karina Cruz at cruzaleka@gmail.com.

To learn more about or contribute to ARNA’s web and social media presence, please contact chair Rich McPherson at richcmcpherson@gmail.com.
Interrogating Power & Roles in YPAR

On February 27th 2020, doctoral students, postdoctoral fellows, and scholars located in the U.S. and Canada gathered remotely for a conversation on interrogating power and roles in Youth Participatory Action Research (YPAR). The gathering sought to create a space for participants to share their experiences and resources about manifestations of power in YPAR collaborations.

For more information about the ARNA Youth Participatory Action Research (YPAR) ARC or to join, please contact chair Catalina Tang Yan at catatang@bu.edu.

ARNÁ Treasurer’s Report 2019-2020

While the Covid-19 pandemic is certainly cause for conservative budgets, the 2019 Montreal Conference created a solid foundation for us to weather the storm. Thanks to the admirable leadership of our hosts, Steven Jordan and McGill University, conference expenditures were low in comparison to the revenue generated by attendees and sponsorships. ARNA’s continued success has led to some exciting behind-the-scenes developments. Historically, ARNA has been operating out of Moravian College but strong growth in membership and sponsorship over the years has warranted establishing ARNA’s financial independence by registering as an independent non-profit and obtaining its own EIN with the IRS. We are now officially recognized by the state of New York as the Action Research Network of the Americas, Inc. This is truly grounds for celebration as it’s the direct result of our strong membership, sponsorship, and leadership and will allow us to expand our mission and vision.

Questions or comments should be directed to ARNA Treasurer Nathan Snyder at nathancharlessnyder@gmail.com.

### ARNA June 2019-May 2020 Overview Balance Sheet

<table>
<thead>
<tr>
<th>2019 Montreal Conference Expenditures</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Printing (160 copies of each): Program; WiFi Instructions; Maps</td>
<td>641.24</td>
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<tr>
<td>(McGill &amp; Montreal)</td>
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<td>Reception-Thompson House Ballroom: Room Rental-$340; Food &amp; Bev-</td>
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<td>$1383.65; Gratuity-$58.95; Taxes-$266.97</td>
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<td>Supplies-162 pens; 160 spiral notebooks; 4 boxes of name badges</td>
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<td>(50 per box); Large Le James woven bags (180)</td>
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<td>Catered lunches from Soupe Cafe (170 boxed lunches @$13.25; 170</td>
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<td>beverages x 3 @$4.50; per day--$3017.50 x 3) plus taxes ($1355.62);</td>
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<td>Beverage tickets (9 tickets/participant); Refreshments (chocolatines</td>
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<td>&amp; croissants wjam)</td>
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<td>Keynote Speaker Honoraria, Travel, and Meals</td>
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<tr>
<td>Total Conference Expenses</td>
<td>15554.81</td>
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</table>

### ARNA Operational Expenses

| ARNA website platform fees($399.73); Wordpress upgrades & website updates ($300); GoDaddy.com SSL Certification Licensing and install ($169.98); HST tax ($61.10); Knowledge Democracy Website ($500) | 1430.81 |
| ARNA 501(c)3 Application ($795); Action Research Network of the Americas Inc Business Application State of New York ($477.10) | 1272.10 |
| Credit Card Processing Fees ($294.74); Moravian Business Office Support ($250); International Wire Fees ($272.47) | 777.21 |
| Total Operational Expenses                                         | 3480.12 |
| Total Expenses                                                     | 19034.93 |

<table>
<thead>
<tr>
<th>ARNA 2019Revenue</th>
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</thead>
<tbody>
<tr>
<td>*204 transactions/orders</td>
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<tr>
<td>Sponsorships</td>
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<tr>
<td>Total Revenue</td>
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<tr>
<td>Surplus</td>
</tr>
</tbody>
</table>

| Beginning ARNA Account Balance         | 7458.54          |
| Ending ARNA Account Balance            | 24016.03         |
**ARNA Repoliticizes P/AR at Montreal Conference**

ARNA 2019, held at McGill University from 26-28 June 2019 with its theme of Repoliticizing P/AR: From Action Research to Activism focused attention on reviving the radical traditions and politics that have defined P/AR since its inception in anti-colonial struggles of the Global South. With its focus on the tension between AR and activism, the conference was concerned to generate questions and debate about the relationship between theory and action, knowledge and understanding, politics and research, and research and action for social change that entails risks and uncertainty in uncertain times. ARNA 2019 also aimed to reclaim and revitalise PAR as a method of the margins, for the increasing numbers of marginalised that neoliberalism will likely create in the global South and North in the years to come. In these respects, our three keynote speakers (Darin Barney, Karl James, Jayne Malenfant) drew on quite different, but interconnected, areas of research that focused on these issues through community engagement, social media and radical politics, and youth homelessness. We hoped that by engaging with the issues and questions that our keynotes raised, as well as through participation in the incredibly exciting workshops, panels, papers, posters and plenaries that comprised ARNA 2019, we provoked attendees to simultaneously question and challenge the boundaries of contemporary action and participatory research.

Conferences never happen by themselves. They happen, as it were, because of the commitment, hard work, long hours and perseverance of those who take time out of their regular busy lives to make them possible and hopefully, rewarding and enjoyable for those who attend. The volunteers who made ARNA 2019 possible include: Naomi Nichols, Jayne Malenfant, Hannah Chestnut, Patricia Jackson, Azadeh Javaherpour, Stephanie Ho and Kabisha Velauthapillai.

**Correspondence about ARNA 2019 on the campus of Montreal’s McGill University should be directed to Steve Jordan at steven.jordan@mcgill.ca.**

**ARNA Presents 2019 Awards**

The following awards were presented at the 2019 ARNA Conference in Montreal, recognizing the contributions of ARNA members to action research:

**1. 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.

**2019 Recipient: Steve Jordan & Dip Kapoor**

Steven Jordan serves not only as Chair of the ARNA 2019 Conference but also as Chair of the Department of Integrated Studies in Education here at McGill University. In his research, Steve examines how forms of action and participatory research can be used to enhance the well-being of Indigenous peoples and adult learners in Canada. Steve holds a cross-appointment with McGill’s Faculty of Medicine, where he is a core member of Programs in Whole Person Care.

Dip Kapoor serves as Professor, Social Justice & International Studies in Education at the University of Alberta. His areas of research, supervision, teaching and public service include the impact of development and globalization on education, dispossession/resistance & learning in indigenous, peasant & migrant workers, the sociology of education, and academic research and social action.

In addition to extensive solo publications, their collaborative work includes “Re-politicizing participatory action research: unmasking neoliberalism and the illusions of participation” for the *Educational Action Research Journal* and the co-edited books *Education, PAR and Social Change: International Perspectives and Research, Political Engagement & Dispossession: Indigenous, Peasant & Urban Poor*.

In addition to extensive solo publications, their collaborative work includes “Re-politicizing participatory action research: unmasking neoliberalism and the illusions of participation” for the *Educational Action Research Journal* and the co-edited books *Education, PAR and Social Change: International Perspectives and Research, Political Engagement & Dispossession: Indigenous, Peasant & Urban Poor*.
Activisms in the Americas and Asia.

2. 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.

2019 Recipient: Bernadette Varela
As a Moravian College master’s degree candidate, Berni Varela made her first public presentations of her teacher action research at the University of San Diego’s Action Research Conference in 2012 followed by the 2014 ARNA conference in Bethlehem, Pennsylvania. Here in Montreal, Berni is presenting a paper titled “Why Even the Highest Achieving Public School Students Hate Writing and What To Do About It.” Berni gathered data for this study in her urban eastern Pennsylvania public school classroom and will graduate from New York’s Columbia University in 2020 with her doctorate in the teaching of English.

3. 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.

2019 Recipient: Rich McPherson
Rich McPherson serves as Knowledge Mobilization Coordinator for the School of Education at Ontario’s Trent University. He officially began his work with ARNA as the videographer for the inaugural San Francisco conference in 2013 and has never stopped lending his most impressive talents to ARNA, leading the transition from the original ARNACONNECT to the current ARNAWEB. Rich currently serves the ARNA Executive Committee as the Web Development and Social Media Chair.

4. 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 as 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.

2019 Recipient: Kurt W. Clausen
Kurt W. Clausen teaches in the Faculty of Education, Nipissing University, North Bay, Ontario, Canada. He is the founder and past president of the Canadian Association for Action Research in Education and has published widely on the history of teaching and teacher education in Canada. For the last 17 years, he has served most ably as the editor-in-chief of the Canadian Journal of Action Research. Within ARNA, he has served as a member of the Coordinating Group, as editor of the Annual Proceedings, and also a member of the 2017 Cartagena Conference & Global Assembly for Knowledge Democracy Planning Committee. In the Palgrave International Handbook of Action Research, Kurt presented what the editors describe as “the most comprehensive and current review of Canadian action research that has been written.” He recently served as co-editor with Glenda Black for the Canadian Research in Teacher Education series entitled The Future of Action Research in Teacher Education: A Canadian Perspective.

To learn more about the ARNA Annual Awards or to nominate a future recipient, contact Dr. Holly Marich, Memberships & Sponsorships Chair at holmarich@gmail.com.
ARNA Issues Call for Nominations to Elected Office

The ARNA Elections Committee will accept nominations during the early fall of 2020 for the following positions:

At Large Member (French speaking), Coordinating Group
The at-large member of the Coordinating Group ensures that the point of view of regular ARNA members is taken into consideration in deliberations by the Coordinating Group.  
Term of Service: Two years

Action Research Community (ARC) Coordinator, Coordinating Group
The ARNA ARC Coordinator assumes primary responsibility for oversight and support of the ARNA Action Research Communities in alignment with the strategic plan; maintains a current roster of active and dormant ARCs, along with rosters of membership and chairs; and serves as lead author and editor of the ARC Update section of the Annual Report. The ARC Coordinator ensures that ARCs are operating in alignment with ARNA’s stated mission, vision, and values and encourages regular meetings of each ARC.  
Term of Service: Two years

Knowledge Mobilization Chair, Executive Committee of the Coordinating Group
The ARNA Knowledge Mobilization Chair assumes primary responsibility for implementation of the knowledge mobilization component of the ARNA strategic plan, convenes and chairs regular meetings of the Knowledge Mobilization Operational Group, and serves as lead author of the Knowledge Mobilization section of the Annual Report. The Knowledge Mobilization Chair works to ensure that ARNA’s actions are in alignment with its stated mission, vision, and values and supports members of the Knowledge Mobilization Operational Group in fulfilling their responsibilities to the organization.  
Term of Service: Three years

Treasurer, Executive Committee of the Coordinating Group
The ARNA Treasurer assumes primary responsibility for financial oversight of the organization in its daily operations and implementation of the strategic plan, prepares an organizational budget with support from the Administrative Support Staff Assistant, and serves as lead author of the financial section of the Annual Report. The Treasurer ensures fiduciary responsibility in alignment with ARNA’s stated mission, vision, and values and ensures that all accounts are in good standing and that incoming invoices have been paid upon authorization of the Executive Committee.  
Term of Service: Two years

To learn more about holding ARNA elected office or to nominate yourself or a colleague, please contact Joseph Shosh, ARNA chair, ashoshjm01@gmail.com.

ARNA 2021 Conference Preview

ARNA 2021 will take place in Puerto Vallarta, Mexico during the dates of June 2 to June 5 (June 2 is noted as a CARN and preconference workshop day). The physical conference will take place at Sheraton Buganvillas Resort & Convention Center, and options will be available for both in-person and on-line participation.

The theme chosen for the conference is: Co-creating Knowledge and Empowering Communities Co-creando Conocimiento y Empoderando a la Comunidad

The hope of the Conference Organizing Committee is that the focused theme, keynote speakers, and presentations will generate interest in the place of community-based participation in action research - CBPAR. The list of keynote speakers will be announced in Fall, 2020.

Community-based participatory research (CBPR) is a partnership framework approach to research that equitably involves community members, organizational representatives, researchers, and others interested in every aspect of the research process including establishing the research question, developing data collection tools, and analyzing and disseminating the findings. CBPR is based on the understanding that all partners in the process equitably contribute expertise and sharing in the decision-making and ownership of the research. The aim of CBPR is to increase knowledge and understanding of a given phenomenon, to integrate the knowledge gained for interventions of policy and social change to benefit the community and to act as a catalyst for change.

Community-based participatory research (CBPR) is derived from several research approaches based on communities collaborating with researchers (ex. Community Based Research), or community members engaging in all aspects of the research process (ex. Participatory Action Research and Action Research). The historical roots of CBPR can be traced back to the development of participatory ac-
tion research by Kurt Lewin and Orlando Fals Borda and the popular education movement in Latin America associated with Paulo Freire. By its nature and historical roots, CBPAR can be considered applied research; seeking to change issues that are critical to communities and focusing on engaging community members in research directed at addressing social concerns. As a framework for research conducted in, for, and by communities, CBPAR recognizes that:

- Community knowledge is irreplaceable and provides key insights that ground truths.
- Communities have equal inclusion and collaboration in the identification, research, and resolution of community issues.
- There is value and legitimacy in the knowledge of individuals, families, and others in the community.
- CBPAR has a specific goal of collaborative research that engages stakeholders in an iterative research scientifically based process.

Community in this type of research is often self-defined, but general categories of community in CBPR can include a geographic community, a community of individuals with a common problem or issue, or a community of inquirers with a common interest or goal. CBPR encourages collaboration of research partners who can provide expertise that is seen as useful to the investigation by the community and fully committed to a partnership of equality and dedicated to producing outcomes usable to the community. CBPR equitable partnerships require sharing power, resources, credit, results, and knowledge, as well as a reciprocal appreciation of each partner’s knowledge and skills at each stage of the project, including problem definition/issue selection, research design, conducting research, interpreting the results, and determining how the results should be used for action.

There is an abundance of scholarship exploring how to study the process and outcomes of CBPR. The ARNA 2021 Conference provides an important resource venue for understanding more and also offers an opportunity to present new investigations and problematize this approach to action research for co-creating knowledge in order to work with and learn from communities.

Proposal submission will begin in October 2020. A more detailed Call for Proposals is pending and is planned for sharing in September. Information on the 2021 Conference will be located at http://arnawebsite.org/conferences/. In addition, web-based tutorials on CBPR are available in Spanish and English on the home page of the ARNA website.
PUERTO VALLARTA
MÉXICO
2 - 5 DE JUNIO DE 2021
JUNE 2 - 5, 2021