



Co-Creando Conocimiento, Empoderando Comunidades

Co-Creating Knowledge, Empowering Communities

JUNIO • JUNE
3-4 / 11-12 / 17-18

ARNA2021
CONFERENCIA VIRTUAL CONFERENCE

PUERTO VALLARTA
JALISCO • MEXICO

Please remember all times are Central Daylight Time (CDT)

SPONSORS



Keynote Speakers



LAURA RENDÓN
THURSDAY, JUNE 3

Nationally recognized as an education theorist, activist and researcher. Her activities emphasize the harmonic, complementary relationship between the sentir of intuition and the inner life and the pensar of intellectualism and the pursuit of scholarship; formal knowledge and wisdom; and between Western and non-Western ways of knowing.



MARTHA ISABEL "PATI" RUIZ CORZO
THURSDAY, JUNE 10

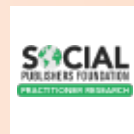
In 1987, she co-founded Grupo Ecológico Sierra Gorda (GESG) with Roberto Pedraza Muñoz and local citizens to create consciousness around the biodiversity of the region and the threats to it. They built a grassroots movement for the creation of a regenerative option for the region. She has been selected as Mexican Heroe and received the Global Citizen Prize.



NINA WALLERSTEIN
THURSDAY, JUNE 17

Professor of Public Health, College of Population Health; Director, Center for Participatory Research. She has been developing community based participatory research (CBPR) and empowerment/ Freirian interventions for over thirty years.

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Program at a Glance



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PRESENTATION ROOM 1

Presentations will be made in English. We have a translator in each room to accommodate Spanish language participants, and presenters have been asked to provide bilingual slides.

PRESENTATION ROOM 2

Presentations will be made in Spanish. We have a translator in each room to accommodate English language participants, and presenters have been asked to provide bilingual slides.

THURSDAY, JUNE 3

Translators available throughout the day - Traductores disponibles durante todo el día *Please remember all times are Central Daylight Time (CDT)

Puerto Vallarta (Central Daylight Time)	MAIN ROOM	PRESENTATION ROOM 1	PRESENTATION ROOM 2
8:30am	Main Room Opens	Open for Help	
9:00am to 11:30am	Welcome to Week One Keynote Speech and Conversation with Dr. Laura Rendon	Open for Help	
11:30am to 12:00pm	Brain Break Led by San José State University Students in Spanish & English	Open for Help	
12:00pm to 1:00pm	Virtual Café "Connections" Conversations about Early Childhood Education	INFORMAL BROWN BAG LUNCH WITH ARCS: CHALLENGING AND PRESERVING CULTURE	
1:00pm to 2:30pm	Open for Help	Session	Session
2:30pm to 4:00pm	Open for Help	Session	Session
4:00pm to 5:00pm	A MARIACHI WELCOME FROM THE PUERTO VALLARTA PLANNING COMMITTEE		

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PRESENTATION ROOM 1

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PRESENTATION ROOM 2

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FRIDAY, JUNE 4

Translators available throughout the day - Traductores disponibles durante todo el día *Please remember all times are Central Daylight Time (CDT)

Puerto Vallarta (Central Daylight Time)	MAIN ROOM	PRESENTATION ROOM 1	PRESENTATION ROOM 2
8:30am	Main Room Opens	Open for Help	
9:00am to 10:30am	Open for Help	Session	Session
10:30am to 12:00pm	Open for Help	Session	Session
12:00pm to 1:00pm	Virtual Café "Connections" Conversations about YPAR	INFORMAL BROWN BAG LUNCH: LET'S TALK ABOUT THE ACTION RESEARCH PODCAST	
1:00pm to 2:30pm	Open for Help	Session	GLOBAL SOUTH NETWORKING
2:30pm to 4:00pm	Open for Help	Session	NETWORKING CONTINUES
4:00pm to 5:00pm	ARC NETWORKING		

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PRESENTATION ROOM 1

Presentations will be made in English. We have a translator in each room to accommodate Spanish language participants, and presenters have been asked to provide bilingual slides.

PRESENTATION ROOM 2

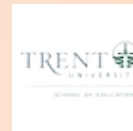
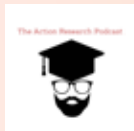
Presentations will be made in Spanish. We have a translator in each room to accommodate English language participants, and presenters have been asked to provide bilingual slides.

THURSDAY, JUNE 10

Translators available throughout the day - Traductores disponibles durante todo el día *Please remember all times are Central Daylight Time (CDT)

Puerto Vallarta (Central Daylight Time)	MAIN ROOM	PRESENTATION ROOM 1	PRESENTATION ROOM 2
8:30am	Main Room Opens		
9:00am to 10:30am	Welcome to Week Two Keynote and Conversation with Martha Ruiz Corzo 'Pati'	Open for help	
10:30am to 12:00pm	Brain Break Led by San José State University Students in Spanish & English	Open for help	
12:00pm to 1:00pm	Virtual Café "Connections" Conversations about Food Insecurity	INFORMAL BROWN BAG LUNCH WITH ARCS: CHALLENGING AND PRESERVING CULTURE	
1:00pm to 2:30pm	Open for Help	Session	Session
2:30pm to 4:00pm	Open for Help	Session	Session
4:00pm to 5:00pm	A TEQUILA TASTING WITH THE PUERTO VALLARTA PLANNING COMMITTEE		

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PRESENTATION ROOM 1

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PRESENTATION ROOM 2

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FRIDAY, JUNE 11

Translators available throughout the day - Traductores disponibles durante todo el día *Please remember all times are Central Daylight Time (CDT)

Puerto Vallarta (Central Daylight Time)	MAIN ROOM	PRESENTATION ROOM 1	PRESENTATION ROOM 2	PRESENTATION ROOM 3
8:30am	Main Room Opens			
9:00am to 10:30am	Open for Help	Session	Session	The Action Research Podcast: A Conversation with the Team
10:30am to 12:00pm	Open for Help	Session	Session	
12:00pm to 1:00pm	Virtual Café "Connections" Conversations about Self Care as we Emerge from Pandemic	INFORMAL BROWN BAG LUNCH: PARCEO (Participatory Action Research Center for Education and Organizing)		
1:00pm to 2:30pm	Open for Help	Session	GLOBAL SOUTH NETWORKING	ARC Symposium
2:30pm to 4:00pm	Open for Help	Session	GLOBAL SOUTH NETWORKING	

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PRESENTATION ROOM 1

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PRESENTATION ROOM 2

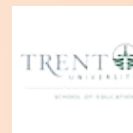
Presentations will be made in Spanish. We have a translator in each room to accommodate English language participants, and presenters have been asked to provide bilingual slides.

THURSDAY, JUNE 17

Translators available throughout the day - Traductores disponibles durante todo el día *Please remember all times are Central Daylight Time (CDT)

Puerto Vallarta (Central Daylight Time)	MAIN ROOM	PRESENTATION ROOM 1	PRESENTATION ROOM 2
8:30am	Main Room Opens		
9:00am to 10:30am	Welcome to Week Three Keynote Speech and Conversation with Dr. Nina Wallerstein	Open for help	
10:30am to 12:00pm	Brain Break Led by San José State University Students in Spanish & English	Open for help	
12:00pm to 1:00pm	Virtual Café "Connections" Graduate Student Conversations	INFORMAL BROWN BAG LUNCH WITH ARCS: Knowledge Creation, Preservation, and Access	ARNA's Knowledge Democracy Initiative: A Dialogue
1:00pm to 2:30pm	Open for Help	Session	Session
2:30pm to 4:00pm	Open for Help	Session	Session
4:00pm to 5:00pm	A SUNSET EXPERIENCE WITH THE PUERTO VALLARTA PLANNING COMMITTEE		

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PRESENTATION ROOM 1

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PRESENTATION ROOM 2

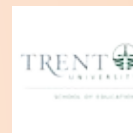
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FRIDAY, JUNE 18

Translators available throughout the day - Traductores disponibles durante todo el día *Please remember all times are Central Daylight Time (CDT)

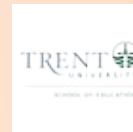
Puerto Vallarta (Central Daylight Time)	MAIN ROOM	PRESENTATION ROOM 1	PRESENTATION ROOM 2
8:30am	Main Room Opens		
9:00am to 10:30am	Open for help	Session	
10:30am to 12:00pm	Open for help	Session	
12:00pm to 1:00pm	Virtual Café "Connections" Conversations about Health Equity	INFORMAL BROWN BAG LUNCH: LET'S TALK ABOUT THE ACTION RESEARCH PODCAST	
1:00pm to 2:30pm	Open for Help	Session	Session
2:30pm to 4:00pm	ARNA Business Meeting (Open to All)	Session	GLOBAL SOUTH NETWORKING
4:00pm to 5:00pm	FAREWELL TO 2021 & WELCOME TO 2022 * THANK YOUS & Onword Words from ARCs		

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Complete Program for the Three Weeks of the Conference



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8:30 VIRTUAL CONFERENCE SITE OPENS

· MAIN ROOM

9:00 COMMENCEMENT WELCOME

- Joe Shosh, Chair of ARNA Executive Committee
- Adriana Garcia, President of ARNA 2021 Conference Organizing Committee

INTRODUCTION OF DR. LAURA RENDON

- Candace Kaye

KEYNOTE ADDRESS

DR. LAURA RENDON

PRE RECORDED

· MAIN ROOM

*Questions and Answers can be posted on the Chat link during the keynote.

10:30 LIVE CONVERSATION WITH DR. RENDON

· MAIN ROOM

Conversation will include responses to questions and comments posted on the Chat link.

Chaired by Candace Kaye and Minerva Zamora

11:30 BRAIN BREAK

LED BY San José State University Students IN SPANISH & ENGLISH

· MAIN ROOM

12:00 VIRTUAL CAFÉ “CONNECTIONS”

· MAIN ROOM

Conversations about Early Childhood Education

- Mina Kim, Host

12:00 · PRESENTATION ROOM 1

INFORMAL BROWN BAG LUNCH WITH ARCS

- Education, Sustainability, and Society
- Suzy Thomas & Aubrey Uresti, Hosts

**SESSION ONE
1:00 to 2:00 · PRESENTATION ROOM 1**

ENGLISH · TRADUCCIÓN A ESPAÑOL DISPONIBLE

WORKSHOP

- Margaret Riel, Chair

**Supporting the Teaching of Action Research
(STAR-C) - An Action
Research Community (ARC) Dialogue**

- Clotilde Lomeli Agruel
- Carlos Chiu
- Christine Lechner,
- Ron Morgan,
- Matthew Moors
- Laura Irene Dino

**SESSION ONE
1:00 to 2:00 · PRESENTATION ROOM 2**

ESPAÑOL · ENGLISH TRANSLATION AVAILABLE

PRESENTACIÓN INDIVIDUAL

- Martha Huerta Cruz, Chair

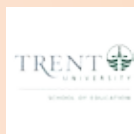
Importancia de la Autonomía en Educación Preescolar

- Ana Laura Vargas Melchor
- Martha Huerta Cruz

**Una experiencia fotográfica de investigación-acción con niños y
jóvenes de la etnia Mbya Guaraní en el sur de Brasil**

- Ana Paula Maciel Soukef Mendes
- Maria Cristina da Rosa Fonseca da Silva

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**WEEK ONE · JUNE 3 AND 4
THURSDAY, JUNE 3**

Education, Sustainability & Society: Social Justice, Development & Political Movements through the Lens of Community Based Participatory Action Research

Translators available throughout the day - Traductores disponibles durante todo el día *Please remember all times are Central Daylight Time (CDT)

**SESSION TWO
2:30 to 4:00**

· PRESENTATION ROOM 1

ENGLISH · TRADUCCIÓN A ESPAÑOL DISPONIBLE

PAPER PRESENTATIONS

· Joel Judd, Chair

Participatory Research with Community Health Workers: building critical knowledge towards emancipation in the Coronavirus pandemic context

· Luciana Cordeiro
· Maria Klara Chaves Motta da Costa
· Diego Eugênio Roquette Godoy Almeida

Community supported agriculture in time of pandemic

· Alessandra Piccoli

Teaching in a Time of Pandemic: The Impact of COVID-19 on Teachers and Teacher Voice

· Joel Judd

Coping with COVID: An Action Research Study of One U.S. School District

· Sara Freer-Etherington

**SESSION TWO
2:30 to 4:00**

· PRESENTATION ROOM 2

ESPAÑOL · ENGLISH TRANSLATION AVAILABLE

PRESENTACIÓN INDIVIDUAL

· Camilo Noreña, Chair

La participación de niñas, niños y jóvenes en sistemas nacionales de protección y restablecimiento de derechos: la experiencia del Grupo Intergeneracional de Investigación -GIDI-

· Camilo Noreña

Evaluación educativa y justicia social en contexto mapuche: un estudio desde la investigación participativa

· Miguel Del Pino Sepúlveda

4:00 to 5:00 A MARIACHI WELCOME FROM THE PUERTO VALLARTA PLANNING COMMITTEE

· MAIN ROOM

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**WEEK ONE · JUNE 3 AND 4
FRIDAY, JUNE 4**

Education, Sustainability & Society: Social Justice, Development & Political Movements through the Lens of Community Based Participatory Action Research

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8:30 VIRTUAL CONFERENCE SITE OPENS

**SESSION
THREE
9:00 to 10:30**

· PRESENTATION ROOM 1

ENGLISH · TRADUCCIÓN A ESPAÑOL DISPONIBLE

PAPER PRESENTATIONS

· Greer P. Mancuso, Chair

Teachers Who Work with English Learners Who Have Had Interrupted Schooling: A Collaborative Action Research Study

· Greer P. Mancuso

The Sounds of Writing: Students' Perceptions of their Writing Histories and their Effect on Current Dispositions toward Writing

· Bernadette Varela

Improving English Teaching Through Classroom Action Research

· Munkh-Undar Tsendsuren

Balancing research and action to enhance learning: an experience of two post-graduate social work students and their teachers

· Swaroop Rawal
· Shivani Mishra
· Shireen Shiekh
· Anuradha Indoliya

**SESSION
THREE
9:00 to 10:30**

· PRESENTATION ROOM 2

ESPAÑOL · ENGLISH TRANSLATION AVAILABLE

PRESENTACIÓN INDIVIDUAL

· Sandro de Castro Pitano, Chair

Aulas Comunitarias Dialógicas Generadoras De Justicia Social

· Donatila Ferrada

Haceres, saberes y motivaciones colectivas y su relación con el ejercicio de justicia social

· Blanca Luisa Astorga Lineros

FORMACIÓN DE PROFESORES Y PRODUCCIÓN DE RECURSOS DIDÁCTICOS MEDIANTE INVESTIGACIÓN PARTICIPANTE E INVESTIGACIÓN ACCIÓN

Sandro de Castro Pitano

**SESSION FOUR
10:30 to 12:00**

· PRESENTATION ROOM 1

ENGLISH · TRADUCCIÓN A ESPAÑOL DISPONIBLE

PAPER and PANEL PRESENTATION

· Víctor Manuel Rubio Carrillo, Chair

Latino Participation in Dover Music Programs: Exploring Change and Hope

· Eddie Bautista-Garcia
· Víctor Manuel Rubio Carrillo

Clinical Music Education: Research in the Service of Participatory Practice

· Víctor Manuel Rubio Carrillo
· Joshua Argueta

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ARNA2021
CONFERENCIA VIRTUAL CONFERENCE
**Co-Creando Conocimiento,
Empoderando Comunidades**
Co-Creating Knowledge, Empowering Communities
Puerto Vallarta, Jalisco, México



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**WEEK ONE · JUNE 3 AND 4
FRIDAY, JUNE 4**

Education, Sustainability & Society: Social Justice, Development & Political Movements through the Lens of Community Based Participatory Action Research

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12:00 VIRTUAL CAFÉ “CONNECTIONS”

· MAIN ROOM

Conversations about YPAR

· Chris Buttimer, Host

· PRESENTATION ROOM 1

**INFORMAL BROWN BAG LUNCH
LET’S TALK ABOUT THE ACTION RESEARCH PODCAST**

· Adam Stieglitz, Host

**SESSION FIVE
1:00 to 2:30**

· PRESENTATION ROOM 1

ENGLISH · TRADUCCIÓN A ESPAÑOL DISPONIBLE

PAPER PRESENTATIONS

· Dane Stickney, Chair

Open Schooling in the discipline of Citizenship and Development

· Inês Saavedra
· Ana Faustino
· Ana Cristina Perpétuo
· Maria João André
· Maria Vicente
· Pedro Russo

Ethical Considerations in Youth Participatory Action Research

· Dane Stickney
· Chris Buttimer

**SESSION FIVE
1:00 to 4:00**

· PRESENTATION ROOM 2

ESPAÑOL · ENGLISH TRANSLATION AVAILABLE

Chair, TBA, at each networking session

GLOBAL SOUTH NETWORKING

The 2021 ARNA Conference Organizing Committee and the Program Committee is excited to offer you this opportunity.

We invite you to come to an informal networking get together led by Global South ARNA leadership.

This is an opportunity to get to know colleagues you have not met and to reconnect with those who you have not been able to connect with because of the pandemic.

This networking time for Global South will be offered throughout the program during the three weeks of the conference.

**SESSION SIX
2:30 to 4:00**

· PRESENTATION ROOM 1

ENGLISH · TRADUCCIÓN A ESPAÑOL DISPONIBLE

PAPER PRESENTATIONS

· Lesley Wood, Chair

The transformative potential of action learning in community-based research for social action

· Lesley Wood

Participatory Action Research in Situations of Insecurity: Challenges in Empowering Communities vis-à-vis the Philippine Anti-Terrorism Act

· Lena Muhs

The contribution of educational conversations to the flourishing of humanity

· Marie Huxtable

4:00 to 5:00 ARC NETWORKING

· MAIN ROOM

· Suzy Thomas and Aubrey Uresti, Hosts

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WEEK TWO · JUNE 10 AND 11
THURSDAY, JUNE 10

**Challenging & Preserving Culture Through
Community Based Participatory Action Research**

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8:30 VIRTUAL CONFERENCE SITE OPENS

· MAIN ROOM

9:00 COMMENCEMENT WELCOME

· Joe Shosh, Chair of ARNA Executive Committee
· Adriana Garcia, President of ARNA 2021 Conference
Organizing Committee

INTRODUCTION OF MARTHA ISABEL ‘PATI’ RUIZ CORZO

· Dr. Jorge Tellez Lopez
Rector del Centro Universitario de la Costa (CUC)
de la Universidad de Guadalajara

KEYNOTE ADDRESS

MARTHA ISABEL ‘PATI’ RUIZ CORZO
PRE RECORDER

· MAIN ROOM

Questions and Answers can be posted on the Chat link during the
keynote presentation.

10:30 LIVE CONVERSATION WITH PATI

· MAIN ROOM

Conversation will include responses to questions and comments
posted on the Chat link.

· Chaired by Adriana Garcia and Dr. Tellez

11:30 BRAIN BREAK

LED BY San José State University Students IN SPANISH & ENGLISH

VIRTUAL CAFÉ “CONNECTIONS”

· MAIN ROOM

Conversations about Food Insecurity

· Donna Benson, Host

12:00 · PRESENTATION ROOM 1
INFORMAL BROWN BAG LUNCH WITH ARCS:
CHALLENGING AND PRESERVING CULTURE

· Suzy Thomas & Aubrey Uresti, Hosts

SESSION ONE
1:00 to 2:30 · PRESENTATION ROOM 1
ENGLISH · TRADUCCIÓN A ESPAÑOL DISPONIBLE

PAPER PRESENTATIONS

· Trey Adcock, Chair

**Bridging Community and the Academy
Through Cherokee History**

· Trey Adcock

Fair Trade and Rooibos Terroir in Post-Apartheid South Africa

· Jennifer Keahey

**A Design-Based Research Approach to Native Language
Revitalization and Digital Decolonization**

· Graham Wiley-Camacho, · Garron Hillaire,
· Chris Buttimer, · Richard Colwell

SESSION ONE
1:00 to 2:30 · PRESENTATION ROOM 2
ESPAÑOL · ENGLISH TRANSLATION AVAILABLE

Panel

Nancy Bello Sanchez, Chair

**El teatro negro: una estrategia para fortalecer
habilidades socioemocionales**

· Nancy Bello Sánchez
· Luz Adriana Urrego Reyes

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**WEEK TWO · JUNE 10 AND 11
THURSDAY, JUNE 10**

**Challenging & Preserving Culture Through
Community Based Participatory Action Research**

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**SESSION TWO
2:30 to 4:00**

· PRESENTATION ROOM 1

ENGLISH · TRADUCCIÓN A ESPAÑOL DISPONIBLE

PAPER PRESENTATIONS

· Yanik Muller, Chair

Educational Networking through University Community Partnerships: Reflection on the Diverse Realities of Co-creating Knowledge

· Heloise Sathorar

A Method to Investigate Girard's Thought as a Methodology for Bullying Research and its Implications for Creating Knowledge and Empower Communities, especially youth

· Yanik Muller

Participatory English Pedagogy in San Marcos: Connecting Mayan Youth and Extranjero(a)s

· Hary Friedman
· Víctor Manuel Rubio Carrillo

Where is the 'action' in action research? Critical reflections of conducting community-based research with newcomer youth in Montreal

· Emilia Gonzalez

**SESSION TWO
2:30 to 4:00**

· PRESENTATION ROOM 2

ESPAÑOL · ENGLISH TRANSLATION AVAILABLE

PANEL

Camilo Conde Aldana, Chair

Metodologías Participativas de Co-creación y Co-autoría

· Camilo Conde Aldana
· Carolina Guerrero Reyes

**4:00 A TEQUILA TASTING WITH THE PUERTO VALLARTA
PLANNING COMMITTEE**

· MAIN ROOM

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WEEK TWO · JUNE 10 AND 11
FRIDAY, JUNE 11

Challenging & Preserving Culture Through
Community Based Participatory Action Research

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8:30 VIRTUAL CONFERENCE SITE OPENS

· MAIN ROOM

SESSION THREE
9:00 to 10:30

· PRESENTATION ROOM 1

ENGLISH · TRADUCCIÓN A ESPAÑOL DISPONIBLE

Panel

· Joseph Levitan, Chair

The Action Research Podcast: A Conversation with the Team

· Joseph Levitan
· Adam Stieglitz
· Shikha Diwakar
· Vanessa Gold

SESSION THREE
9:00 to 10:30

· PRESENTATION ROOM 2

ESPAÑOL · ENGLISH TRANSLATION AVAILABLE

PRESENTACIÓN INDIVIDUAL

· Daniel Antonio Hernandez Linares, Chair

Revisitando campesinos de los Andes de Orlando Fals Borda

· Daniel Antonio Hernandez Linares

La Comunidad de Aprendizaje Musical y la Creación de Bases Culturales Alternativas

· Víctor Manuel Rubio Carrillo

SESSION FOUR
10:30 to 12:00

· PRESENTATION ROOM 1

ENGLISH · TRADUCCIÓN A ESPAÑOL DISPONIBLE

· Anshuman Karol, Chair

Empowering Women Domestic Workers to Speak Up about Sexual Harassment in the World of Work through Community Based Participatory Action Research

· Nitya Sriram

Participatory action research with women sanitation workers in India

· Anshuman Karol

SESSION FOUR

10:30 to 12:00

· PRESENTATION ROOM 2

ESPAÑOL · ENGLISH TRANSLATION AVAILABLE

PRESENTACIÓN INDIVIDUAL

· Igor Ahedo Gurrutxaga, Chair

Convivencia multicultural: herramientas para el diagnóstico y la propuesta

· Igor Ahedo Gurrutxaga

Del qué hay de lo mío al qué hay de lo nuestro: cuidado comunitario frente a las intersecciones de la vulnerabilidad

· Igor Ahedo Gurrutxaga

12:00 VIRTUAL CAFÉ “CONNECTIONS”

· MAIN ROOM

Conversations about Self Care as we Emerge from Pandemic

· Suzy Thomas & Aubrey Uresti, Hosts

· PRESENTATION ROOM 1

INFORMAL BROWN BAG LUNCH: PARCEO

(Participatory Action Research Center for Education and Organizing)

· Donna Nevel, Chair

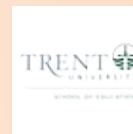
BILINGUAL
1:00 to 2:30

· PRESENTATION ROOM 3

ARC Symposium

· Suzy Thomas and
· Aubrey Uresti, Hosts

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WEEK TWO · JUNE 10 AND 11
FRIDAY, JUNE 11

**Challenging & Preserving Culture Through
Community Based Participatory Action Research**

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SESSION FIVE · PRESENTATION ROOM 1
1:00 to 2:30 ENGLISH · TRADUCCIÓN A ESPAÑOL DISPONIBLE

Workshop

· Maranda C. Ward, Chair

Youth-Constructed Narratives on Disavowed and Activist Identities

· Maranda C. Ward,
· Terrisha M. Jackson
· Taylor Weldon

SESSION FIVE · PRESENTATION ROOM 2
1:00 to 2:30 ESPAÑOL · ENGLISH TRANSLATION AVAILABLE

Panel

· Karina Alejandra Cruz Pallares, Chair

El inglés como competencia profesional

· Karina Alejandra Cruz Pallares y Lynda Salinas Cervantes

SESSION SIX · PRESENTATION ROOM 1
2:30 to 4:00 ENGLISH · TRADUCCIÓN A ESPAÑOL DISPONIBLE

PAPER PRESENTATIONS

· Cameron Van Dyke, Chair

Creating Public Imagination Through A Micro Ecovillage Built By And For Students

· Cameron Van Dyke

Southeast Grows – a community engaged permaculture / food justice project: Unpacking narratives of assumed mutuality

· Rachel Kulick
· Anicca Cox
· Fernanda Vasconcelos Dias

SESSION SIX · PRESENTATION ROOM 2
2:30 to 4:00 ESPAÑOL · ENGLISH TRANSLATION AVAILABLE

Chair, TBA, at each networking session

GLOBAL SOUTH NETWORKING

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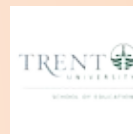
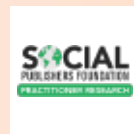
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ARNA2021
CONFERENCIA VIRTUAL CONFERENCE
**Co-Creando Conocimiento,
Empoderando Comunidades**
Co-Creating Knowledge, Empowering Communities
Puerto Vallarta, Jalisco, México



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Central Daylight Time (CDT)

WEEK THREE · JUNE 17 AND 18
THURSDAY, JUNE 17

Knowledge Creation, Preservation & Access
Through Community Based Participatory Action Research

Translators available throughout the day - Traductores disponibles durante todo el día *Please remember all times are Central Daylight Time (CDT)

8:30 VIRTUAL CONFERENCE SITE OPENS

· MAIN ROOM

9:00 WELCOME

· MAIN ROOM

- Joe Shosh, Chair of ARNA Executive Committee
- Adriana Garcia, President of ARNA 2021 Conference Organizing Committee

INTRODUCTION OF DR. NINA WALLERSTEIN

- Lonnie Rowell

KEYNOTE ADDRESS

DR. NINA WALLERSTEIN

· MAIN ROOM

Questions and Answers can be posted on the Chat link during the keynote presentation.

10:30 LIVE CONVERSATION

WITH DR. WALLERSTEIN

· MAIN ROOM

Conversation will include responses to questions and comments posted on the Chat link.

Chaired by Lonnie Rowell and Adriana Garcia

11:30 BRAIN BREAK

LED BY San José State University Students IN SPANISH & ENGLISH

12:00 VIRTUAL CAFÉ “CONNECTIONS”

· MAIN ROOM

Graduate Student Conversations

Yanik Müller, Hosts

12:00 · PRESENTATION ROOM 1

INFORMAL BROWN BAG LUNCH WITH ARCS:

Knowledge Creation, Preservation, and Access

- Suzy Thomas & Aubrey Uresti, Hosts

12:00 · PRESENTATION ROOM 2

ESPAÑOL · ENGLISH TRANSLATION AVAILABLE

ARNA’s Knowledge Democracy Initiative: A Dialogue

- Lonnie Rowell, Karina Cruz, Victor Manuel Rubio Carrillo. Chairs

SESSION ONE
1:00 to 2:30 · PRESENTATION ROOM 1

ENGLISH · TRADUCCIÓN A ESPAÑOL DISPONIBLE

PAPER PRESENTATIONS

- Lonnie Rowell, Chair

Deconstructing the Diversity of Participatory Approaches: Limitations and Possibilities Towards Decoloniality

- Carmen Martinez-Vargas

Enhancing Capacity to Develop Strong Equity-focused CBPR Partnerships to Create Knowledge and Empower Communities

- Ricardo Gúzman, · Angela G. Reyes, · Zachary Rowe, · Chris M. Coombe, · Barbara A. Israel, · Carol Gray, · Enrique Neblett, · Amy J. Schulz

Challenging Knowledge Monopolies: AR, PAR, Practitioner Research and Prospects for Knowledge Democracy

- Lonnie Rowell

SESSION ONE
1:00 to 2:30 · PRESENTATION ROOM 2

ESPAÑOL · ENGLISH TRANSLATION AVAILABLE

Panel

- Alessandro Ricardo Campos, Chair

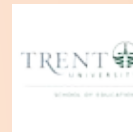
Práticas e Reflexões em Torno de Etnografias Audiovisuais Participativas

- Alessandro Ricardo Campos, · Denise Machado Cardoso
- José da Silva Ribeiro, · Lisabete Coradini, · Maria Ângela Pavan
- Outro

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WEEK THREE · JUNE 17 AND 18
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SESSION TWO
2:30 to 4:00

· PRESENTATION ROOM 1

ENGLISH · TRADUCCIÓN A ESPAÑOL DISPONIBLE

PAPER PRESENTATIONS

· Rachel Oser, Chair

Educator Perceptions About Research

· Jade Burris
· Crystal Loose

The formulation of action research questions as a tool to explore how educational interventions impact teachers' pedagogical understanding of student learning

· Rachel Oser
· Tamar Fuhrmann

Expeditionary Learning as Action Research: Developing Capacity for Quantitative Data Analysis Using R Software in Pursuit of Data Justice

· Jimmy Frickey,
· Maxime Goulet-Langlois,
· Lisa Janz,
· Blair Niblett, Naomi Nichols

SESSION TWO
2:30 to 4:00

· PRESENTATION ROOM 2

ESPAÑOL · ENGLISH TRANSLATION AVAILABLE

PRESENTACIÓN INDIVIDUAL

· Miguel Angel Lopez Montoya, Chair

Implicaciones del Aprendizaje Auto-dirigido en el Aprovechamiento Académico de Estudiantes de la Escuela de Medicina de la Universidad Xochicalco-Campus Mexicali

· Miguel Ángel López Montoya

Alianza Musical Sur-Norte: Un Estudio-Acción Piloto dentro de una Comunidad Académica

· David Echeverría Valencia
· Víctor Manuel Rubio Carrillo

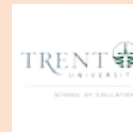
Sentidos y Prácticas de jóvenes investigadores e investigadoras en territorios de Paz

· Rayénamanda Rovira Rubio

4:00 A SUNSET EXPERIENCE WITH THE PUERTO VALLARTA PLANNING COMMITTEE

· MAIN ROOM

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WEEK THREE · JUNE 17 AND 18
FRIDAY, JUNE 18

Knowledge Creation, Preservation & Access
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9:00 to 10:30 · **PRESENTATION ROOM 1**
ENGLISH · TRADUCCIÓN A ESPAÑOL DISPONIBLE

Bilingual Panel

· Karina Cruz, Chair

ARNA's Knowledge Democracy Initiative / Iniciativa Democracia del Conocimiento (IDC): Building capacity for Social Change & Social Justice

· Lonnie Rowell
· Víctor Manuel Rubio Carrillo
· Karina Cruz

10:30 to 12:00 · **PRESENTATION ROOM 1**
ENGLISH · TRADUCCIÓN A ESPAÑOL DISPONIBLE

Presentation

· Jack Whitehead, Chair

Co-Creating Knowledge, Empowering Communities Through Living Educational Theory Research

· Jack Whitehead

Educational Knowledge Creation, Preservation & Access In Living Educational Theory Cultures of Inquiry, Through Community Based Participatory Action Research.

· Jack Whitehead
· Jacqueline Delong

Mentoring for Co-Creating Knowledge in Living Educational Theory Cultures of Inquiry

· Jacqueline Delong

12:00 VIRTUAL CAFÉ "CONNECTIONS"
· **MAIN ROOM**

Conversations about Health Equity
Nancy Murphy, Host

12:00 · **PRESENTATION ROOM 1**
INFORMAL BROWN BAG LUNCH WITH:
LET'S TALK ABOUT THE ACTION RESEARCH PODCAST
· Joseph Levitan, Chair

SESSION ONE
1:00 to 2:30 · **PRESENTATION ROOM 1**
ENGLISH · TRADUCCIÓN A ESPAÑOL DISPONIBLE

PAPER PRESENTATIONS

· Debasmitta Roychowdhury, Chair

Fostering Community Development with Radical Participatory Democracy in a Writing Class While Raising Social Consciousness

· Debasmitta Roychowdhury
· Myriam Torres

Participatory Research with Adolescents in Gurugram

· Ram Aravind

Is it our Responsibility to Respond to COVID-19? Intersectional Gender Oppression and Women Living with HIV.

· Rita Dhungel

SESSION ONE
1:00 to 2:30 · **PRESENTATION ROOM 2**
ESPAÑOL · ENGLISH TRANSLATION AVAILABLE

PANEL

· Pablo Costamagna, Chair

Estudio sobre itinerarios educativos en la Universidad Nacional de Rafaela, Argentina. Situaciones de interrupciones de cursado entre 2020 – 2021.

· Pablo Costamagna
· Maria Laura Villalba
· Carolina Pizzi
· Lorena Culasso
· Mauricio Vagilente
· Eugenia De Ponti

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2:30 to 4:00 · **MAIN ROOM**
ARNA BUSINESS MEETING

(ALL WELCOME)
· Joe Shosh, Chair

· **PRESENTATION ROOM 1**
ENGLISH · TRADUCCIÓN A ESPAÑOL DISPONIBLE

Panel

· Nina Mehta, Chair

Participatory Action Research (PAR) in Action:PARCEO

· Nina Mehta
· Donna Nevel,

2:30 to 4:00 · **PRESENTATION ROOM 2**
ESPAÑOL · ENGLISH TRANSLATION AVAILABLE

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4:00 to 5:00 · **PRESENTATION ROOM 1**
ENGLISH · TRADUCCIÓN A ESPAÑOL DISPONIBLE

ARNA FAREWELL TO 2021 & WELCOME TO 2022

*
THANK YOU

*
ARC WORDS

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Program Information

English Presentations by Week and Alphabetically by Author



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WEEK ONE

PROGRAM INFORMATION ENGLISH PRESENTATIONS BY WEEK AND ALPHABETICALLY BY AUTHOR

<ul style="list-style-type: none"> • Maria João André, • Ana Faustino, • Ana Cristina Perpétuo, • Pedro Russo, • Inês Saavedra, • Maria Vicente. 	<p>Open Schooling in the discipline of Citizenship and Development PAPER</p> <p>In our presentation we will describe how we are promoting a meaningful and sustainable Open Schooling strategy that promotes the development of active citizens through research and innovation. We will present how this process has been designed, developed, transformed, implemented and assessed in the curricula of the discipline of Citizenship and Development (C&D), by following a Community-Based Participatory Research (CBPR) approach, since 2018 until now.</p>	<ul style="list-style-type: none"> • Portugal
<ul style="list-style-type: none"> • Joshua Argueta • Víctor Manuel Rubio Carrillo 	<p>Clinical Music Education: Research in the Service of Participatory Practice PAPER</p> <p>Through a school-university partnership, we have worked together to study, design, implement, and reflect on a music curriculum to serve the educational needs of the city of Sweetwater. In this process we have used multiple research methods and techniques to understand students' responses to our actions, create opportunities for their constant input in the planning cycles, and to document our growth. Despite the struggles, we have been able to maintain a relevant and satisfactory process for students from virtual encounters and throughout the transition to face-to-face sessions.</p>	<ul style="list-style-type: none"> • USA • Ecuador
<ul style="list-style-type: none"> • Eddie Bautista Garcia • Víctor Manuel Rubio Carrillo 	<p>Latino Participation in Dover Music Programs: Exploring Change and Hope PANEL</p> <p>A critical youth participatory action research process to counter Latino underrepresentation in Dover Highschool music programs. We found that family obligations and employment concerns are limitations Latino students face to fulfill afterschool requirements of music programs. Hope was the main motivator for youth researcher to enact an action research process to remediate perceived problems.</p>	<ul style="list-style-type: none"> • USA • Ecuador
<ul style="list-style-type: none"> • Chris Buttimer • Dane Stickney 	<p>Ethical Considerations in Youth Participatory Action Research ROUND TABLE</p> <p>Through a roundtable discussion, we would like to share our initial thoughts and concerns around gaps in ethics present in YPAR – including nonexistent or surface-level training around confidentiality, informed consent, voluntary participation for teacher and student researchers. Our hope is to discuss possible solutions with audience members, including veteran action researchers who have done this work with teachers and youth.</p>	<ul style="list-style-type: none"> • USA
<ul style="list-style-type: none"> • Maria Klara Chaves Motta da Costa • Luciana Cordeiro • Diego Eugênio Roquette Godoy Almeida 	<p>Participatory Research with Community Health Workers: building critical knowledge towards emancipation in the Coronavirus pandemic context PAPER</p> <p>Case report of an online participatory research with Community Health Workers to develop knowledge and collective practices to address mental health issues during pandemic in the South of Brazil.</p>	<ul style="list-style-type: none"> • Brasil

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WEEK ONE

PROGRAM INFORMATION ENGLISH PRESENTATIONS BY WEEK AND ALPHABETICALLY BY AUTHOR

<ul style="list-style-type: none"> · Carlos Chiu · Laura Irene Dino · Christine Lechner Tyrol, · Clotilde Lomeli Agruel · Teri Marcos · Matthew Moors · Ron Morgan · Morales · Linda Purrington, · Geitza Rebolledo · Margaret Riel · Kimmie Tang 	<p>Supporting the Teaching of Action Research (STAR-C) - An Action Research Community (ARC) Dialogue WORKSHOP</p> <p>ARNA STAR Action Research Community (ARC) members, invite you to join this session to reflect on how you teach action research. In this session, we engage sharing and dialogue around three areas the STAR ARC members have found to be challenging and of mutual interest:</p> <ol style="list-style-type: none"> 1. How to structure Action Research in the university setting to fully support community-based learning; 2. Strategies for helping new action researchers understand the inherent link between leadership skills and Action Research; and 3. Strategies teachers and their students of Action Research have found to be particularly meaningful especially during the Pandemic. 	<ul style="list-style-type: none"> · Mexico · Peru · USA · Canada · Austria
<ul style="list-style-type: none"> · Sara Freer-Etherington 	<p>Coping with COVID: An Action Research Study of One U.S. School District PAPER</p> <p>This Action Research study involved 458 teachers in a mid-size suburban/rural school district in Utah. Teachers shared their feelings and experiences teaching this school year during a pandemic. Findings include significant elevations in teacher stress due to feeling overwhelmed, overworked, and overlooked.</p>	<ul style="list-style-type: none"> · USA
<ul style="list-style-type: none"> · Marie Huxtable 	<p>The contribution of educational conversations to the flourishing of humanity PAPER</p> <p>The content provides an evidence-based explanation of how Living Educational Theory research in a community of practitioner-researchers can influence the co-creation of educational knowledge and empowering communities. This includes the expression of educational responsibilities within and between different cultural contexts in Nepal, India, USA, Canada and the UK, to create and preserve their contributions to a Living Educational Theory Culture of Inquiry.</p>	<ul style="list-style-type: none"> · USA
<ul style="list-style-type: none"> · Anuradha Indoliya · Shivani Mishra · Swaroop Rawal · Shireen Shiekh 	<p>Balancing research and action to enhance learning: an experience of two post-graduate social work students and their teachers PAPER</p> <p>This presentation concerns challenges new school social workers face upon entering the field and effective online learning and teaching in the days of the Covid19 Pandemic.</p> <p>This round table concerns an add-on course in life skills education for post-graduate Social Work students studying at a university in India. We focus on how two teachers collaborated to enhance the life skills of two young school social work students; both the students collaborated to enhance the life skills of six school going students by way of online education.</p>	<ul style="list-style-type: none"> · India

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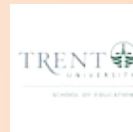
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WEEK ONE

PROGRAM INFORMATION ENGLISH PRESENTATIONS BY WEEK AND ALPHABETICALLY BY AUTHOR

<p>· Joel Judd</p>	<p>Teaching in a Time of Pandemic: The Impact of COVID-19 on Teachers and Teacher Voice PAPER</p> <p>This paper shares responses from 685 U.S. public school teachers surveyed in Spring 2020. Findings touch on preparation to teach online, challenges in reaching students, working with families, and administrative support. Responses to discrete and open-ended questions, and subsequent conversations, point to continued school decision-making made with little or token teacher input.</p>	<p>· USA</p>
<p>· Greer P. Mancuso</p>	<p>Teachers Who Work with English Learners Who Have Had Interrupted Schooling: A Collaborative Action Research STUDY POSTER</p> <p>This poster will share preliminary results of a dissertation study being done through a Collaborative Action Research community with a group of educators who have worked with or currently work with English Learners (ELs) who have experienced interrupted schooling. These teachers examine their own pedagogical knowledge, skills, and practice and have been called upon to contribute Professional Development recommendations, future research recommendations surrounding education for ELs, and improved pedagogical guidelines and resources that will be determined collectively by their informed experiences and knowledge as desired additions to benefit teachers of ELs who have interrupted schooling. and overlooked.</p>	
<p>· Lena Muhs</p>	<p>Participatory Action Research in Situations of Insecurity: Challenges in Empowering Communities vis-à-vis the Philippine Anti-Terrorism Act PAPER</p> <p>In the context of the intimidating effects of a recently passed Anti-Terrorism Law in the Philippines and based on the experiences of forumZFD, an international conflict transformation organization working with a variety of local communities, the presentation lays out the challenges for a community-based joint inquiry process that enables action rather than adding to apathy. Drawing on literature and previous engagements with partner communities, potential avenues to address these challenges, develop sustainable protection strategies, and critically engage with the law are discussed.</p>	<p>· Philippines</p>
<p>· Alessandra Piccoli</p>	<p>Community supported agriculture in time of pandemic PAPER</p> <p>Community supported agriculture initiatives in Italy have faced the pandemic in creative and resilient innovative ways. Understand the modes of this resistance can support a better understanding of inner characteristics of CSA as well as spreading the best practices developed.</p>	<p>· Italy</p>

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WEEK ONE

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<p>· Munkh-Undar Tsendsuren</p>	<p>IMPROVING ENGLISH TEACHING THROUGH CLASSROOM ACTION RESEARCH PAPER</p> <p>The aim of this research paper is to improve English language teaching skills and motivate students through reflective practice and classroom action research.</p>	<p>· Mongolia</p>
<p>· Bernadette Varela</p>	<p>The Sounds of Writing: Students' Perceptions of their Writing Histories and their Effect on Current Dispositions toward Writing. PAPER</p> <p>This poster will share preliminary results of a dissertation study being done through a Collaborative Action Research community with a group of educators who have worked with or currently work with English Learners (ELs) who have experienced interrupted schooling. These teachers examine their own pedagogical knowledge, skills, and practice and have been called upon to contribute Professional Development recommendations, future research recommendations surrounding education for ELs, and improved pedagogical guidelines and resources that will be determined collectively by their informed experiences and knowledge as desired additions to benefit teachers of ELs who have interrupted schooling. and overlooked.</p>	
<p>· Lesley Wood</p>	<p>The transformative potential of action learning in community-based research for social action PAPER</p> <p>I will present a case study to illustrate the potential of including action learning within community-based participatory action research to develop skills and knowledge that enhance the possibility of social action. I will show how participatory action learning and action research, enables the university to partner with community for social action towards a more just society</p>	

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WEEK TWO

PROGRAM INFORMATION ENGLISH PRESENTATIONS BY WEEK AND ALPHABETICALLY BY AUTHOR

<ul style="list-style-type: none"> · Trey Adcock 	<p>Bridging community and the academy through Cherokee history PAPER</p> <p>Stories of the Snowbird Day School project brought together community members to document life in and around a Bureau of Indian Affairs governed day school for students, teachers, staff and the Tuti Yi “Snowbird” Cherokee community. The project currently consists of 474 digitized photo, more than 1500 recovered documents and 35 oral histories, which are mainly in the Cherokee language. In addition, the presentation will highlight how students from Tuti Yi contributed to their own cultural narratives within a Primary White Institution (PWI) and the ways in which both the academy and the student built relationships of reciprocity.</p>	<ul style="list-style-type: none"> · USA
<ul style="list-style-type: none"> · Chris Buttmer · Richard Colwell · Garron Hillaire, · Graham Wiley-Camacho 	<p>A Design-Based Research Approach to Native Language Revitalization and Digital Decolonization PAPER</p> <p>Researchers at MIT partnered with a elementary school teacher of the Salish language in a design-based study that supported the teacher’s shift to online instruction when schools shut down due to COVID. We present the findings from our study, which employed a digital decolonization approach coupled with Universal Design for Learning. We will end with a discussion with audience members about implications for practice and research.</p>	<ul style="list-style-type: none"> · USA
<ul style="list-style-type: none"> · Anicca Cox · Fernanda Vasconcelos Dias · Rachel Kulick 	<p>Southeast Grows – a community engaged permaculture / food justice project: Unpacking narratives of assumed mutuality PAPER</p> <p>Drawing from our university-community partnership to improve food security and start a permaculture/food justice project using participatory action research, we will examine our own planning process that yielded rich insights into the blind spots of what we call a narrative of assumed mutuality that can occur when working with multiple stakeholders. We see that this narrative of shared goals and aims ultimately hampered our success as it manifested in a lack of conscious articulation of the ethics behind our choices, and a lack of acknowledgment of the critical importance of our differences as partners and participants. Specifically, we will look at how the narrative of assumed mutuality mapped on to the 3 ethics of permaculture – care of people, care of earth, and care of surplus.</p>	<ul style="list-style-type: none"> · USA
<ul style="list-style-type: none"> · Harry Friedman · Víctor Manuel Rubio Carrillo 	<p>Participatory English Pedagogy in San Marcos: Connecting Mayan Youth and Extranjero(a)s PAPER</p> <p>This presentation focuses on a community-based, intercultural educational initiative for 5th and 6th grade students in San Marcos, Guatemala. The intention is to create meaningful opportunities for students to communicate in English, form connections between local Mayan youth and extranjero community members, and inspire collaborative thinking and communication around community goals and challenges. The implications of this project stand to contribute knowledge related to the facilitation of critical discussions with youth and the integration of community-based learning into bilingual classrooms.</p>	<ul style="list-style-type: none"> · USA · Ecuador

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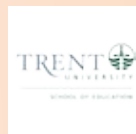
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WEEK TWO

PROGRAM INFORMATION ENGLISH PRESENTATIONS BY WEEK AND ALPHABETICALLY BY AUTHOR

<ul style="list-style-type: none"> • Emilia Gonzalez 	<p>Where is the ‘action’ in action research? Critical reflections of conducting community-based research with newcomer youth in Montreal PAPER</p> <p>A community-research partnership sought to explore how the pandemic affected newcomer youth’s experiences participating in Say Çal, a community-based organization in Montreal, using photo journals as well as individual and group interviews. In this session, I will explore how certain methodological processes, such as creating spaces for individual and collective reflection, delivering material resources and establishing trust-based relationships with participants, allowed for positive and unexpected outcomes within the community. Drawing from these reflections, I will discuss implications and future considerations of adopting an action research approach in community-based research with newcomer youth.</p>	<ul style="list-style-type: none"> • Canada
<ul style="list-style-type: none"> • Terrisha M. Jackson • Maranda C. Ward, • Taylor Weldon 	<p>Youth-constructed narratives on disavowed and activist identities WORKSHOP</p> <p>In this workshop, we will review a PAR study that amplified youth voice. Youth who participated in this research will also share with attendees that arts-based methods used for democratic inquiry and equitable knowledge creation.</p>	<ul style="list-style-type: none"> • USA
<ul style="list-style-type: none"> • Anshuman Karol 	<p>Participatory action research with women sanitation workers in India PAPER</p> <p>The presentation will focus on use of participatory action research as a tool to draw lessons and how learnings in the form of policy briefs, social media campaigns and discussions with multiple stakeholders at city, state and national level are used for policy advocacy.</p>	<ul style="list-style-type: none"> • India
<ul style="list-style-type: none"> • Jennifer Keahey 	<p>Fair Trade and Rooibos Terroir in Post-Apartheid South Africa PAPER</p> <p>Wupperthal, South Africa possesses a rich cultural heritage that formed at the geographic origin for Rooibos tea through the joining of Khoe-San, Afro-Asian, and European peoples under the fraught conditions of mission-based colonialism. Barred from commercially cultivating their ancestral crop during the apartheid era, Wupperthal’s farmers are pursuing a sustainable development agenda that lays claim to Rooibos terroir. This paper draws from PAR fieldwork conducted with community-based farmer leaders to develop a more-than-representational understanding of Wupperthal’s creole heritage and more broadly shed light on the relational dimension of sustainability.</p>	<ul style="list-style-type: none"> • USA
<ul style="list-style-type: none"> • Yanik Muller 	<p>PAR: A Method to Investigate Girard’s Thought as a Methodology for Bullying Research and its Implications for Creating Knowledge and Empower Communities, especially youth. PAPER</p> <p>This paper argues that PAR provides the method to investigate mimetic theory’s validity to address the existing methodological limitations (Goodman-Scott et al., 2013) in bullying research. Hence, it suggests that Girard’s mimetic theory (Girard, 1977) potentially provides a framework for a methodology to address these limitations by strengthening and potentially synthesizing existing methodologies.</p>	<ul style="list-style-type: none"> • Canada

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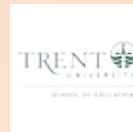
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WEEK TWO

PROGRAM INFORMATION ENGLISH PRESENTATIONS BY WEEK AND ALPHABETICALLY BY AUTHOR

<p>· Heloise Sathorar</p>	<p>Educational Networking through University Community Partnerships: Reflecting on the Diverse Realities of Co-Creating Knowledge PAPER This paper focuses on university community partnerships and how critical community engagement can contribute to the creation of new knowledge. The paper employs visual methodologies to tap into the voices of the community members as well as academics to co-create a common understanding of what community engagement entails and how it should be conducted to enhance mutual benefit and reciprocity.</p>	<p>· South Africa</p>
<p>· Nitya Sriram</p>	<p>Empowering Women Domestic Workers to Speak Up about Sexual Harassment in the World of Work through Community Based Participatory Action Research WORKSHOP This paper will focus on half a decade of community based participatory action research conducted by and with women domestic workers in Delhi-NCR, the Martha Farrell Foundation and PRIA, focusing on: - Data collection on experiences of sexual harassment at workplace through CBPR - Focus group discussions, collectivization and confidence building of a marginalized community and drawing out conversations and action points on addressing the issue of sexual harassment in their world of work - How CBPR led to a campaign led by domestic workers to seek action to end sexual harassment in their world of work - The next steps in the movement to strengthen systems and protect the rights and safety of women domestic workers</p>	<p>· India</p>
<p>· Cameron Van Dyke</p>	<p>Creating Public Imagination Through A Micro Ecovillage Built By And For Students PAPER Product design students and their professor work together to design and build a micro ecovillage in the mountains of North Carolina. Students live there full time and use the off grid systems and small dwellings that they helped to build. The purpose is for participants to experience a new kind of collaborative and sustainable living and to share that experience with the public.</p>	<p>· USA</p>

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WEEK THREE

PROGRAM INFORMATION ENGLISH PRESENTATIONS BY WEEK AND ALPHABETICALLY BY AUTHOR

<ul style="list-style-type: none"> • Ram Aravind 	<p>Participatory Research with Adolescents in Gurugram PAPER</p> <p>The presentation will present the methodology of a participatory action research with adolescents in urban informal settlements in Gurugram, India. The methodology will be beneficial to participatory researchers conducting research with adolescents or youth in such settings in LMIC context.</p>	<ul style="list-style-type: none"> • India
<ul style="list-style-type: none"> • Jade Burris • Crystal Loose 	<p>Educator Perceptions About Research PAPER</p> <p>Our presentation examines the perceptions, knowledge created, and experiences of an educator cohort as they completed a collaborative action research (CAR) project as part of their capstone master’s degree program. The findings suggest that students’ perspectives were greatly impacted by the CAR project and that the redesign offered more advantages than challenges for this cohort of novice researchers. There are implications from this work that educators, even those geographically distanced, benefit from CAR as a professional development tool, especially under pandemic conditions. Based on this research/cohort’s work, the roundtable presentation and paper will discuss (1) the redesign, (2) cohort perceptions, (3) themes from the CAR project, (4) implications for geographically distanced CAR, and (5) next steps.</p>	<ul style="list-style-type: none"> • USA
<ul style="list-style-type: none"> • Chris M. Coombe • Carol Gray • Ricardo Guzman • Barbara A. Israel • Enrique Neblett • Angela G. Reyes • Zachary Rowe • Amy J. Schulz 	<p>Enhancing capacity to develop strong equity-focused CBPR partnerships to create knowledge and empower communities PAPER</p> <p>Since 2015, the Detroit URC has conducted a national yearlong, community-academic partner-based CBPR capacity-building program. In-person processes that enhance equitable relationships, co-learning, and sustainability are integral. In 2021, instructors are applying evaluation findings and program strengths to adapt the weeklong foundational course from in-person to online, and to deepen anti-racism analysis and practice throughout the program. Strategies will be presented to inform the next generation of CBPR capacity building during the pandemic and beyond to address inequities rooted in systemic racism.</p>	<ul style="list-style-type: none"> • USA
<ul style="list-style-type: none"> • Karina Cruz • Lonnie Rowell • Víctor Manuel Rubio Carrillo 	<p>ARNA’s Knowledge Democracy Initiative / Iniciativa Democracia del Conocimiento (IDC): Building capacity for Social Change & Social Justice PAPER</p> <p>Knowledge democratization has been a component of the Action Research Network of the Americas (ARNA) since the network’s creation in 2012. This structure reflects the recognition that knowledge democratization and action research have been ‘joined at the hip’ for many decades. ARNA’s current effort, the Knowledge Democracy Initiative / Iniciativa Democracia del Conocimiento (KDI / IDC), began to take shape in 2017 and has continued to evolve since that time. In this panel session, members of KDI / IDC will describe and discuss the most recent developments, with a particular focus on los Diálogos Latinoamericanos (The Latin American Dialogues). Key objectives of los Diálogos Latinoamericanos will be outlined and panel members will seek feedback on the progress of KDI / IDC and will answer questions regarding next steps and how others may get involved.</p>	<ul style="list-style-type: none"> • USA • Mexico • Ecuador

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WEEK THREE

PROGRAM INFORMATION ENGLISH PRESENTATIONS BY WEEK AND ALPHABETICALLY BY AUTHOR

<ul style="list-style-type: none"> · Jacqueline Delong · Jack Whitehead 	<p>Educational Knowledge Creation, Preservation & Access In Living Educational Theory Cultures of Inquiry, Through Community Based Participatory Action Research PAPER</p> <p>We will provide an evidence-based explanation of how a community of practitioner-researchers are expressing their educational responsibilities within and between their different cultural contexts to create and preserve their contributions to a Living Educational Theory Culture of Inquiry. Our aims are:</p> <p>i) To present the evidence, from living-educational-theories in over 60 doctoral theses and masters dissertations, that individual practitioner-researchers can explain their educational influences in their own learning and in the learning of others through the generation of their unique living-educational-theory methodologies. These draw on methods from self-study, narrative inquiry, action research and autoethnography.</p> <p>ii) To present the meanings of the values used by practitioner-researchers as explanatory principles in their explanations of educational influences in learning with the values of human flourishing that distinguish their educational practices as global citizens with Living Educational Theory Cultures of Inquiry.</p> <p>We hope to engage the group as we draw insights from Living Educational Theory and Cultures of Inquiry using dialogue with digital visual data to clarify the meanings of the energy-flowing values of hope, vulnerability and democracy to contribute to the global educational-knowledge base of Living Educational Theory researchers.</p>	<ul style="list-style-type: none"> · UK
<ul style="list-style-type: none"> · Jacqueline Delong 	<p>Knowledge in Living Educational Theory Cultures of Inquiry PAPER</p> <p>As a global mentor, I will present an evidence-based explanation of how a community of practitioner-researchers is creating knowledge within and between the different cultural contexts of Nepal, India, USA, Canada and the UK to create and preserve their contributions to a Living Educational Theory Culture of Inquiry. Using Living Educational Theory (Whitehead, 1989), the meanings of the values used by these practitioner-researchers as explanatory principles in explanations of educational influences in learning distinguish their educational practices as global citizens.</p>	<ul style="list-style-type: none"> · UK
<ul style="list-style-type: none"> · Rita Dhungel, Ph.D. MSW, RSW 	<p>Is it our responsibility to respond to COVID-19? Intersectional gender oppression and women living with HIV. PAPER</p> <p>This presentation examines the performative actions that the group of women Living with HIV (WLWH) in Nepal acted upon in responding to COVID-19, through engaging in community -based participatory research (CPAR). This study was guided by Community Organizing Model developed by Rothman: locality development; social planning and social Action. WLWH in Nepal at the intersections of COVID-19 and structural inequality and injustice. At a national level, the Government of Nepal imposed a lockdown as an appropriate measure to limit the spread of COVID-19, but this response failed to adequately meet the needs of marginalized populations, especially WLWH, due to a number of restrictions of the lockdown. So women developed community-led responses to respond to COVID-19 and acted upon them.</p>	<ul style="list-style-type: none"> · Canada

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WEEK THREE

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<ul style="list-style-type: none"> • Shikha Diwakar • Vanessa Gold • Joseph Levitan • Adam Stieglitz 	<p>The Action Research Podcast: Conversation with the Team PANEL</p> <p>Having hosted a podcast called “the Action Research Podcast” over the past year, we are going to share our process, what we’ve learned from this podcast as action research, and as a form of democratizing knowledge dissemination. We will then have a conversation with participants to discuss podcasting as (or not as) an accepted form of knowledge dissemination; the future of the AR podcast; future guests and topics; and invite feedback and questions. The conversation may be recorded for publication as a special episode on the podcast (with participant approval).</p>	<ul style="list-style-type: none"> • Canada • USA
<ul style="list-style-type: none"> • Jimmy Frickey • Maxime Goulet-Langlois • Lisa Janz • Blair Niblett • Naomi Nichols 	<p>Expeditionary Learning as Action Research: Developing Capacity for Quantitative Data Analysis using R software in Pursuit of Data Justice. PAPER</p> <p>In January 2021, a group of interdisciplinary scholars at Trent University and McGill University began a self-directed learning journey to develop knowledge and skills in quantitative data analysis using the free open source software package, “R”. In this presentation we describe our motives for undertaking this expeditionary learning journey (the pursuit of data justice and furthering the open data movement), and our learning process intentions (including self-discovery, empathy, service, and compassion). We will report on our progress to date and some ambitions for our journey ahead.</p>	<ul style="list-style-type: none"> • Canada
<ul style="list-style-type: none"> • Tamar Fuhrmann • Rachel Oser 	<p>The formulation of action research questions as a tool to explore how educational interventions impact teachers’ pedagogical understanding of student learning PAPER</p> <p>This study is based on a number of internal professional development programs at an international high school in Hong Kong. Teacher participants of the program are required to engage in aspects of Action Research to evaluate their project ideas. The primary purpose of this study, then, is to explore the trends amongst the interventions teachers choose, and the resulting impacts on student learning that teachers chose to investigate for their action research questions.</p>	<ul style="list-style-type: none"> • Hong Kong • USA

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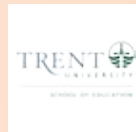
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WEEK THREE

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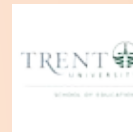
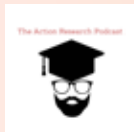
<ul style="list-style-type: none"> · Carmen Martinez-Vargas 	<p>Deconstructing the Diversity of Participatory Approaches: Limitations and Possibilities Towards Decoloniality PAPER</p> <p>In this workshop, PARCEO will explore different examples of PAR in action, including groups organizing for educational justice, against anti-Muslim racism, and for indigenous rights. We will also look at the critical role of community education and curriculum development through a PAR framework, specifically highlighting a project about the history and current realities in Palestine/Israel.</p>	
<ul style="list-style-type: none"> · Lonnie Rowell 	<p>Challenging Knowledge Monopolies: AR, PAR, Practitioner Research and Prospects for Knowledge Democracy PAPER</p> <p>One of the most challenging elements in developing strategies for knowledge mobilization grounded in democratic knowledge production is how to generate, sustain, and align action research, participatory action research, and practitioner research with knowledge dissemination beyond the very local contexts that are most often the bread and butter of all forms of action research. In this presentation, Lonnie Rowell, Chair of ARNA’s Knowledge Democracy Initiative, will address this challenge in the context of developing alternative knowledge bases through collaborations among communities, universities, schools, and community-based organizations.</p>	<ul style="list-style-type: none"> · USA
<ul style="list-style-type: none"> · Debasmita Roychowdhury · Myriam Torres 	<p>Fostering Community Development with Radical Participatory Democracy in a Writing Class While Raising Social Consciousness PAPER</p> <p>The purpose of this presentation is to demonstrate how to foster community development in a college writing class by facilitating a dialectic dynamics among radical participatory democratic pedagogy, critical media literacy experiences, and community development, which resulted in enhanced social justice consciousness and genuine purposeful writing among participants.</p>	<ul style="list-style-type: none"> · USA
<ul style="list-style-type: none"> · Jack Whitehead 	<p>Co-Creating Knowledge, Empowering Communities Through Living Educational Theory Research PAPER</p> <p>The content provides an evidence-based explanation of how Living Educational Theory research in a community of practitioner-researchers can influence the co-creation of educational knowledge and empowering communities. This includes the expression of educational responsibilities within and between different cultural contexts in Nepal, India, USA, Canada and the UK, to create and preserve their contributions to a Living Educational Theory Culture of Inquiry.</p>	<ul style="list-style-type: none"> · USA

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Program Information Spanish Presentations By Week And Alphabetically By Author



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WEEK ONE

PROGRAM INFORMATION SPANISH PRESENTATIONS BY WEEK AND ALPHABETICALLY BY AUTHOR

<p>· Blanca Luisa Astorga Lineros</p>	<p>Haceres, Saberes y Motivaciones Colectivas y su Relación con el Ejercicio de Justicia Social PAPER Se presenta las experiencias de aulas comunitarias dialógicas y en ellas se reconocen las motivaciones, los haceres y los saberes colectivos que movilizan el proceso de transformación, desde la perspectiva de justicia social que proponen (Honneth, 1997 y (Fraser, 2010)</p>	<p>· Chile</p>
<p>· Sandro de Castro Pitano</p>	<p>Formación de Profesores y Producción de Recursos Didácticos Mediante Investigación Participante e Investigación Acción. PAPER La experiencia reportada promueve, simultáneamente, la investigación científica, la formación docente y la producción de material didáctico. Su metodología se basa en la complementariedad entre la investigación participativa y la investigación acción, priorizando la dimensión pedagógica junto con la construcción del conocimiento científico. La elaboración del recurso didáctico representa el eje aglutinante del conjunto de acciones provocadas durante la ejecución del proyecto, involucrando la formación docente en servicio.</p>	<p>· Brasil</p>
<p>· Miguel Del Pino · Sepúlveda</p>	<p>Evaluación Educativa y Justicia Social en Contexto Mapuche: un Estudio desde la Investigación Participativa PAPER La exposición dará cuenta de un proceso de investigación participativa en contexto mapuche en Chile. Se tuvo como objetivo principal develar junto a comunidades educativas con población indígena y no-indígena, los componentes de una evaluación con base en características territoriales, sociales, culturales y lingüísticas, identificando los saberes y haceres propios para una evaluación con mayor justicia social. Es así como se desarrolla un enfoque de evaluación dialógica y transformadora, en el marco del reconocimiento y la participación como conceptos clave de justicia social.</p>	<p>· Chile</p>
<p>· Donatila Ferrada</p>	<p>Aulas Comunitarias Dialógicas Generadoras de Justicia Social PAPER Las aulas comunitarias dialógicas son el resultado de comunidades movilizadas en Chile por una educación con justicia social y operacionalizan lo que se conoce como pedagogía dialógica enlazando mundos, con una data de más de 15 años a la fecha. Se desarrollan en los espacios formales de la educación escolar y están a cargo -además del/la docente- de un conjunto de personas de la comunidad (abuelas, artesanas, obreros/as, vendedoras, entre otras) que participa tomando decisiones sobre qué, porqué, para qué y cómo enseñar. A partir de estas decisiones colectivas ingresan a las aulas, transformando el currículum oficial en un currículum comunitario que reconoce e incorpora los saberes y haceres locales, las habilidades y talentos de cada persona que participa, en ambiente altamente afectivos e interacciones democráticas. Mediante procesos de investigación acción participativa, específicamente a través del enfoque de investigación dialógica kishu kimkelay ta che, se formaron 8 comunidades de investigación situadas en distintas zonas geográficas del país (zona norte, zona central, zona sur) y culturalmente diversas (cultura mapuche, cultura campesina, cultura minera, cultura industrial pesquera, cultura atacameña). A estas comunidades de investigación se sumaron investigadores/as, quienes de incluyeron en igualdad de condiciones a los demás integrantes de las aulas. Estos colectivos se propusieron como objetivos de investigación, caracterizar los saberes y haceres que aportan las personas que integran las aulas comunitarias, así como también identificar las interacciones sociales desde la perspectiva de la justicia social de reconocimiento y paridad participativa. Los hallazgos sistematizados, en cuanto a saberes y haceres que ingresan al currículum escolar, destacan las características contextuales en las cuáles se sitúa cada una de las aulas comunitarias (saberes y haceres propios de la cultura campesina, indígena, minera, industrial pesquera), así mismo, los talentos y/ habilidades que se validan están en directa relación con los desempeños de quienes participan de estas aulas (artesanas, habilidades culinarias locales, cuidado de animales, habilidades prácticas, cultivo de huertos, transmisores de la cosmovisión e historia local, entre otras)</p>	<p>· Chile</p>

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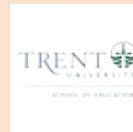


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WEEK ONE**PROGRAM INFORMATION SPANISH PRESENTATIONS BY WEEK AND ALPHABETICALLY BY AUTHOR**

<ul style="list-style-type: none"> • Martha Huerta Cruz • Ana Laura Vargas Melchor 	<p>Importancia de la Autonomía en Educación Preescolar PAPER</p> <p>La importancia de la autonomía en preescolar. Competencia que se desarrolla en los niños, con estrategias lúdicas y que es necesaria, porque es base para el desarrollo de otras competencias para la vida, como la toma de decisiones.</p>	<ul style="list-style-type: none"> • Mexico
<ul style="list-style-type: none"> • Camilo Noreña 	<p>La Participación de Niñas, Niños y Jóvenes en Sistemas Nacionales de Protección y Restablecimiento de Derechos: la Experiencia del Grupo Intergeneracional de Investigación -GIDI- PAPER</p> <p>En los sistemas de protección para el restablecimiento de los derechos de la niñez y la juventud (0-18 años), es probable que la protección se yuxtaponga sobre el derecho a la participación. Por ello, en los sistemas de protección de América Latina, la promoción del derecho a la participación de las niñas, niños y jóvenes en procesos de restablecimiento de derechos en modalidades de internado es un reto permanente que puede contribuir a transformar las problemáticas que les afectan.</p> <p>Considerando la existencia en Medellín, Colombia de la denigrante problemática de explotación sexual comercial de niñas, niños y adolescentes -ESCNNA-, y que los marcos de política y la respuesta social y gubernamental implementada carecía de reflexión y participación por parte de las niñas, los niños y los jóvenes.</p> <p>En 2015, se conformó un grupo de investigación, con profesores y estudiantes universitarios, trabajadores del sistema de protección y niñas, niños y jóvenes residentes en instituciones de atención especializada modalidad internado, para comprender esta problemática, proponer alternativas de solución e integrarse a la respuesta social e institucional existente.</p>	<ul style="list-style-type: none"> • Colombia

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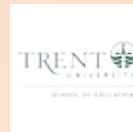
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WEEK TWO

PROGRAM INFORMATION SPANISH PRESENTATIONS BY WEEK AND ALPHABETICALLY BY AUTHOR

<ul style="list-style-type: none"> · Igor Ahedo Gurrutxaga 	<p>Convivencia Multicultural: Herramientas para el diagnóstico y la propuesta PANEL</p> <p>En el marco de una AR sobre convivencia multicultural implementada en un municipio vasco, se describen las dos herramientas utilizadas para la identificación de los actores a movilizar y las variables influyentes que abordar. Se describen las estrategias desplegadas por el Grupo Motor para trabajar la convivencia con perspectiva multicultural a través de estrategias de desarrollo comunitario.</p>	<ul style="list-style-type: none"> · País Vasco
<ul style="list-style-type: none"> · Igor Ahedo Gurrutxaga 	<p>Del Qué Hay de lo Mío al Qué Hay de lo Nuestro: Cuidado Comunitario Frente a las Intersecciones de la Vulnerabilidad PANEL</p> <p>Se describe una Investigación acción sobre vulnerabilidades en clave interseccional desarrollada a través de historias de vida a personas que se ven afectados por cruces de vulnerabilidad. Se identifican una serie de dolores compartidos y se proponen estrategias de desarrollo comunitario para su politización y concreción en políticas comunitarias en clave de cuidados, vertebración e igualación.</p>	<ul style="list-style-type: none"> · País Vasco
<ul style="list-style-type: none"> · Nancy Bello Sánchez 	<p>El Teatro Negro: Una Estrategia para Fortalecer Habilidades Socioemocionales PANEL</p> <p>Presentación del proceso de un ciclo de Investigación Acción para la reflexión y transformación de las prácticas formativas llevadas en el centro de interés de teatro, que permitan el fortalecimiento de las habilidades socioemocionales en sus participantes.</p>	<ul style="list-style-type: none"> · Colombia
<ul style="list-style-type: none"> · Camilo Conde Aldana · Carolina Guerrero Reyes 	<p>Metodologías Participativas de Co-creación y Co-autoría PANEL</p> <p>Desde la Fundación Colibríes hemos desarrollado metodologías que permiten a los profesionales del arte participar de la construcción de proyectos en conjunto con comunidades. Durante nuestro panel compartiremos diferentes rutas metodológicas, que varían dependiendo de la situación específica de las comunidades participantes.</p>	<ul style="list-style-type: none"> · Colombia
<ul style="list-style-type: none"> · Karina Alejandra Cruz Pallares · Lynda Salinas Cervantes 	<p>El Inglés como Competencia Profesional</p> <p>El trabajo de investigación-acción pretende impulsar en la Escuela Normal una cultura bilingüe donde se propicie el empleo del idioma inglés en escenarios de la vida cotidiana.</p>	<ul style="list-style-type: none"> · Mexico

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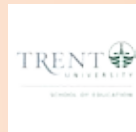
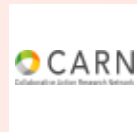
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WEEK TWO

PROGRAM INFORMATION SPANISH PRESENTATIONS BY WEEK AND ALPHABETICALLY BY AUTHOR

<ul style="list-style-type: none"> • Maria Cristina da Rosa Fonseca da Silva Ana • Paula Maciel Soukef Mendes 	<p>Una Experiencia Fotográfica de Investigación-acción con Niños y Jóvenes de la Etnia Mbya Guaraní en el Sur de Brasil</p> <p>PAPER</p> <p>El trabajo aborda la producción de un libro de fotografías con la comunidad indígena Guaraní Morro dos Cavalos (Tekoá Itaty), ubicada en la ciudad de Palhoça, en el sur de Brasil, estado de Santa Catarina. El libro consta de imágenes producidas durante talleres de fotografía para niños y jóvenes de la comunidad. La publicación incluye diversos temas, tales como: naturaleza, territorio, ancestralidad, cultura, artesanía, lucha indígena etc. Este es un proyecto postdoctoral en Artes Visuales, desarrollado en la Universidad del Estado de Santa Catarina.</p> <p>Los marcos teórico-metodológicos del trabajo incluyen la perspectiva crítica y las contribuciones de la investigación-acción participativa. La producción del libro tiene como objetivo valorar la cultura Guaraní y reconocer la importancia del arte como herramienta cultural y política en el contexto indígena, especialmente en una comunidad que vive una disputa territorial. La comunidad Guaraní de Morro dos Cavalos ha estado luchando por el reconocimiento legal de su territorio, pero aún no ha logrado éxito.</p>	<ul style="list-style-type: none"> • Brasil
<ul style="list-style-type: none"> • Daniel Antonio Hernandez Linares 	<p>Revisitando Campesinos de los Andes de Orlando Fals Borda</p> <p>PANEL</p> <p>Alrededor de siete décadas después de la primera investigación realizada por Orlando Fals Borda “Peasant Society in the Colombian Andes: A Sociological Study of Saucio”, se realiza una revisita a localidad y el trabajo desarrollado en 1948. En esta ocasión se entrega un nuevo diagnóstico de la población rural de la vereda El Saucio, con un enfoque decolonial e interseccional, buscando realizar futuros puentes sobre las transformaciones vividas en este territorio que vio nacer una expresión de la IAP y la acción comunal como escenario de base para la participación de las comunidades más olvidadas por el estado.</p>	<ul style="list-style-type: none"> • Colombia
<ul style="list-style-type: none"> • Víctor Manuel Rubio Carrillo 	<p>La Comunidad de Aprendizaje Musical y la Creación de Bases Culturales Alternativas</p> <p>PAPER</p> <p>La Comunidad de Aprendizaje Musical (CAM) es una de las Comunidades de Investigación-Acción (ARCs) de ARNA. Se ha adoptado ideas sobre la formación de movimientos base y la propuesta de la democracia del conocimiento. En esta presentación se realiza una reflexión sobre nuestros aprendizajes y gestión. A través de múltiples métodos de investigación se han forjado tres líneas de trabajo. 1) Alcance Comunitario y la Educación Musical en Acción; 2) Improvisaciones Críticas en las Comunidades; 3) Creación de Métodos Artísticos. A pesar de nuestras limitaciones en cuanto a capacidad de trabajo, nuestros esfuerzos han desarrollado una cultura alternativa a la maquinaria epistemológica tradicionalmente basada en las universidades.</p>	<ul style="list-style-type: none"> • Ecuador

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WEEK THREE

PROGRAM INFORMATION SPANISH PRESENTATIONS BY WEEK AND ALPHABETICALLY BY AUTHOR

<ul style="list-style-type: none"> • Alessandro Ricardo Campos • Lisabete Coradini • José da Silva Ribeiro • Denise Machado Cardoso • Maria Ângela Pavan • Outro 	<p>Práticas e Reflexões em Torno de Etnografias Audiovisuais Participativas</p> <p>PANEL</p> <p>A partir dos trabalhos e das produções audiovisuais participativas realizados com populações nas cidades de Belém do Pará, Natal e em Melgaço do Minho e do Marajó este grupo de pesquisadores das áreas da antropologia, das artes e da comunicação propõem-se apresentar processos e resultados destas pesquisas e produções, os contextos sócio históricos de sua realização, os fundamentos e o debate teórico em torno dessas práticas e criar condições para a interação e o debate participativo e questionar as dimensões epistemológicas, éticas, estéticas e políticas das metodologias participativas e das produções audiovisuais. Sobretudo interessa-nos refletir conjuntamente sobre a construção colaborativa do conhecimento, o conhecimento orientado para a ação, os papéis dos atores sociais, das comunidades e dos pesquisadores no processo colaborativo de construção do conhecimento, da produção audiovisual, da resposta aos problemas identificados pelos locais (possuidores dos dados). O projeto atualmente partilha pesquisas realizadas pela AO NORTE – Associação de Animação e Produção Audiovisual (Portugal), Universidade Federal do Pará, Universidade Federal do rio Grande do Norte; com grupos de Pesquisa (VISAGEM – Grupo de Pesquisa em Antropologia Visual, NAVIS Núcleo de Antropologia Visual, CINEMAS – Grupo de Estudos em Cinema e Narrativas Digitais, PRAGMa – Pragmática da Comunicação) e Festivais de Cinema Documentário e Etnográfico.</p> <p>A mesa redonda (panel) insere-se na linha Creación, Preservación y Acceso al Conocimiento numa tríplice dimensão: criação audiovisual colaborativa como forma de produção de conhecimento, preservação e sobretudo valorização das culturas locais, e de acesso ao conhecimentos pela dimensão de identificação dos contextos e resolução dos problemas locais, identificados pelos locais (possuidores dos dados). Acresce ainda uma dimensão pedagógica resultante da integração nas práticas desenvolvidas e no trabalho de campo de estudantes de iniciação científica ou em situação de pesquisa de mestrado e doutorado.</p>	<ul style="list-style-type: none"> • Brasil
<ul style="list-style-type: none"> • Pablo Costamagna • Lorena Culasso • Eugenia De Ponti • Carolina Pizzi • Mauricio Vagilente • Maria Laura Villalba 	<p>Estudio Sobre Itinerarios Educativos en la Universidad Nacional de Rafaela, Argentina. Situaciones de Interrupciones de Cursado entre 2020 – 2021</p> <p>El presente trabajo busca exponer resultados parciales de un proyecto de investigación relacionado con la interrupción de los estudios universitarios en el primer o segundo año de la cursada de estudiantes de la Universidad Nacional de Rafaela, Argentina durante el año 2020. Las ediciones anteriores de esta investigación han demostrado su utilidad para la generación de políticas institucionales aunque siempre es dificultoso que las personas construyan decisiones en esta lógica, lo cual es un aspecto a reflexionar en la comunidad de la IA.</p>	<ul style="list-style-type: none"> • Argentina
<ul style="list-style-type: none"> • David Echeverría Valencia • Víctor Manuel Rubio Carrillo 	<p>Alianza Musical Sur-Norte: Un Estudio-Acción Piloto dentro de una Comunidad Académica</p> <p>PAPER</p> <p>Este estudio es el resultado del trabajo colaborativo realizado por dos miembros de la Comunidad de Aprendizaje Musical. En él se describen los esfuerzos realizados para generar vías de interambio de información; así como los resultados obtenidos al ejecutar un proyecto de investigación-acción para el mejoramiento del aprendizaje musical. Se documentando información mediante observaciones cualitativas e indicadores cuantitativos para evaluar el desarrollo de las habilidades y actitudes musicales. También se presenta como dicha información sirvió para la reflexión crítica sobre la práctica docente.</p>	<ul style="list-style-type: none"> • Ecuador • USA

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<ul style="list-style-type: none"> · Miguel Ángel López Montoya 	<p>Implicaciones del Aprendizaje Autodirigido en el Aprovechamiento Académico de Estudiantes de la Escuela de Medicina de la Universidad Xochicalco-Campus Mexicali</p> <p>PAPER</p> <p>Esta investigación consiste en un estudio de caso sobre las implicaciones del aprendizaje autodirigido (AA) en el aprovechamiento de los estudiantes del tercer semestre en la Escuela de Medicina, con una secuencia de intervención que incluye la metodología de investigación-acción.</p>	<ul style="list-style-type: none"> · Mexico
<ul style="list-style-type: none"> · Dra. Rayén · Amanda Rovira Rubio 	<p>Sentidos y Prácticas de Jóvenes Investigadores e Investigadoras en Territorios de Paz</p> <p>PAPER</p> <p>La presentación es la descripción y análisis de una experiencia de producción colectiva de investigaciones con jóvenes de organizaciones sociales, que se realizó por medio de semilleros de investigación y tuvo como producto un libro científico, además de los aportes de las investigaciones para cada territorio.</p>	<ul style="list-style-type: none"> · Colombia

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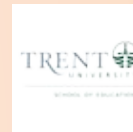
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