

Action Research for Transformation in Education Contexts

[living-posters' homepage](#)

[Previous poster](#)



I am interested in researching social aspects that impact on the holistic well-being of learners, teachers and community members. I operate from a participatory transformative paradigm and partner in research with various stakeholders within education contexts to help them to develop capacity to take action for sustainable change. My research has included projects with learners, teachers, school leadership, governmental officials and the wider community.

I lead the research entity Community-based Educational Research (COMBER) within the Faculty of Education at North-West University. Specific expertise includes: HIV and AIDS in education, and related social justice issues; sexuality education; prevention of substance abuse and teenage pregnancy. My methodologies are participatory, with a specific focus on action research for social change and for professional development in Higher Education.

The research is educational on two levels: i) by involving people in their own learning about how to improve their quality of life, the research process itself is a conduit for learning and development that will have sustainable influence and ii) it is concerned with contexts where the intentional aim of any group of people is to gain knowledge and skills that they believe will help them to improve towards their collective vision. Since we comprise of academics in the fields of educational psychology, learner support, adult education and creative arts, the focus of our work tends to be in these areas. We use critical forms of participatory research to disrupt injustice and construct more just policy at micro, meso and macro levels within formal and informal educational contexts.

Key publications:

Wood, L. & Zuber-Skerritt, O. 2013. PALAR as a methodology for community engagement by faculties of education. *South African Journal of Education*, 33(4): 1-15.

Wood, L. 2014. Values-based self-reflective action research for promoting gender equality: some unexpected lessons. *Perspectives in Education*, 32 (2): 37-53.

Wood, L. 2014. Action Research for the 21st Century: exploring new educational pathways. *South African Journal of Higher Education*, 28(2): 660-672.

Zuber-Skerritt, O., Wood, L. & Louw, I. 2015. A Participatory Paradigm for an Engaged Scholarship in Higher Education. Rotterdam, NL: Sense.

Wood, L. & Hendricks, F. 2017. A participatory action research approach to developing youth-friendly strategies for the prevention of teenage pregnancy. *Educational Action Research*, 25 (1): 103-118. <http://dx.doi.org/10.1080/09650792.2016.1169198>.

Wood, L. & McAteer, M. 2017. Levelling the Playing Fields in PAR: The Intricacies of Power, Privilege, and Participation in a University–Community–School Partnership. 67(4): 251-264. *Adult Education Quarterly* DOI: 10.1177/0741713617706541. 1-15.

Wood, L. 2017. Community development in higher education: how do academics ensure their community-based research makes a difference? *Journal of Community Development*, 52(4): 685-701. doi: 10.1093/cdj/bsv06.

Wood, L. 2017. The ethical implications of community-based research: a call to rethink current review board requirements. *International Journal of Qualitative Methods*, 16: 1-7

Lesley Wood
Lesley.wood@nwu.ac.za
Faculty of Education,
North-West
University South
Africa

Exploring
Children's
Narratives of HIV
and AIDS through
Creative and
Expressive Arts
2018-2020

HEAIDS: Integration of
HIV into curriculum in
higher education
Re A Lekana - Let us be
equal: HIV prevention
through a gender lens
NRF: Action research for
community engagement
2012-2018

COMBER Website:

<http://education.nwu.ac.za/comber>

Global University for Lifelong Learning:

<http://www.gullonline.org/>

<https://youtu.be/4apH4TFio18>

