

**Accepted individual, session and workshop proposals for ARNA 26-28 June 2019 in Montreal with the theme *Repoliticising P/AR: From Action Research to Activism*.**

ARNA Individual Presentation Proposal 2019

Margaret Wadsley

**Self-encouragement as a Tool of Enquiry**

In Adlerian Psychology, encouragement is seen as a vital ingredient of social living.

*“Encouragement is seen as the process of facilitating the development of a person’s inner resources and courage toward positive movement.”* Dinkmyer and Losoncy (1996, p.7)

Within the process of focusing my PhD research question I came to decide on, then include, three key Adlerian concepts in it, that are most important to me as I seek to explain: “How do I improve my practice?” Not only is encouragement a process I adopt in seeking to influence my self, those with whom I work and indirectly the people they support, but also, most resonant with my values.

In my work life I have taught exercises for self-encouragement to children, adults, parents, couples and practitioners to offer them the tools for researching their strengths, qualities, goals, effectiveness and self-responsibility, in support of living their values in relationship with others and in the social formations within which they live and work.

The focus of my presentation will be to introduce self-encouragement as a tool for self-inquiry. I will demonstrate how self-encouragement supports ontological consistency and highlights aspects of contradiction that are within the power of the practitioner to reorientate. By applying key concepts of Adlerian Psychology to visual data I will enhance the comprehensibility of self-encouragement’s value and a research method that can be implemented by applying an action-reflection cycle.

**Individual Proposal**

**Contributing to Moving Action Research to Activism with Living Theory Research.**

Jack Whitehead, University of Cumbria, UK.

- **The research and action aims**

The research aims to contribute to an ecology of knowledges that includes moving from action research to activism with Living Theory research. In this research individuals hold themselves accountable for their action aims of living in practice, as fully as possible, their values that carry hope for the flourishing of humanity.

- **methodology, theoretical tools and methods**

The living-theory-methodologies in this research draw insights from the methodologies of auto-ethnography, critical social constructivism, action research, narrative and self-study. The theoretical tools include insights from understandings of ecology of knowledges and knowledge democracy and in creating alternatives to neoliberalism with co-operative economies. The methods include the use of empathetic resonance and empathetic validity for clarifying the meanings of the embodied values used as explanatory principles. They include the use of four criteria of comprehensibility, evidence, normative influences and authenticity to strengthen the validity of explanations in moving from action research to activism.

- **Results, outputs, program changes and events.**

The results include program changes to a University accredited MA curriculum for the professional development of educators using a Living Theory approach. The events include presentations at conferences of CARN, ALARA and ARNA. The outputs include contributions to the 2019 - Wiley Handbook of Action Research; 2019 - Second edition of the International Handbook of Self-Study of Teaching and Teacher Education; 2017 - Palgrave International Handbook of Action Research; The Educational Journal of Living Theories.

**A session proposal for the ARNA Conference 26-28 June 2019, in Montreal, with the theme *Repoliticising P/AR: From Action Research to Activism*.**

**A hopeful and loving educational activism in living-theories for social transformation**

**Liz Campbell, Jacqueline DeLong, Judy McBride, Margaret Wadsley & Jack Whitehead.**

### **Overall aims of the session**

This session documents our research into sustaining local and global educational conversations about extending the influence of knowledge and education in social transformation. We understand that it is hard to remain hopeful about the future of humanity and essential to resist the pull towards apathy and inaction. In this proposed contribution to *Repoliticising P/AR: From Action Research to Activism* we provide explanations of our educational influences in learning from within our local sites of practice. We extend this influence into global educational conversations using digital visual technology. The explanations of influence include explanatory principles of: being loved into learning; community feeling, social interest and mental health; cultures of inquiry; Métissage.

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

We understand the demoralisation and devaluation that can accompany the globalising influences of neo-liberal economic policies. We show how educational conversations, grounded in values that carry hope for the flourishing of humanity, can contribute to overcoming such demoralisation and devaluation in hopeful and loving processes of social transformation. Part of this contribution is requiring the legitimation of such activist forms of knowledge in the global Academy. We show how we are using digital visual data from multi-screen Skype conversations and digital technologies in living-posters and a Living Theory Wiki to sustain and evolve our global educational conversations as we deepen and extend the educational influences of our activism within local and global contexts.

**Dr. Jack Whitehead – Chair and Discussant. University of Cumbria, UK.**

**Dr. Liz Campbell – University of Prince Edward Island**

For Liz Campbell's full paper click here:

<http://www.actionresearch.net/writings/arna/lizarna2019.pdf>

Educational sustainability (the freedom to think *and* act holistically based on the assumption that everyone and everything is connected) requires a holistic approach to learning. My interpretive qualitative study explores the generation of my living educational theory as I introduce love into my practice and discover the obstacles and challenges to living more fully according to my values of love, hope, and joy. Using a narrative inquiry methodology and methodological inventiveness, I draw on 6 years of data collection from my personal journals and lived experiences to make the process of living narratively explicit.

**Dr. Jacqueline Delong – International Consultant**

For Jacqueline Delong's full paper click here:

<http://www.actionresearch.net/writings/arna/JDDARNA2019.pdf>

The research demonstrates my continuing commitment to building educational relationships within a living culture of inquiry as I encourage and support practitioner-researchers to create their own living-theories.

The ontological importance of conversation and dialogue in my relationships informs this approach to educational conversations as a research method. It is embodied in my dialogic way of being and highlights dialogic research combined with digital data as a form of representation.

As our Living Theory movement expands, we commit ourselves to activism with others across the globe as we improve ourselves and our world for the flourishing of humanity.

**Dr. Judy McBride – Life Writing and Literary *Métissage*: Polyvocal explanations of learning in community.**

For Judy McBride's full paper click here:

<http://www.actionresearch.net/writings/arna/judy2019arnasession.pdf>

Traditionally, in Québec, people have not been afraid to fight in solidarity for their beliefs. However, cutbacks over the past twenty years have resulted in schools characterized by efficiency, not efficacy. Current political, economic and education policies are homogenizing and debilitating teachers in terms of professional identity, collegiality and professional capacity.

This paper reports ongoing, iterative and collaborative action research. Teachers with shared values and purpose are refining a methodology situating themselves as creators of polyvocal, narrative knowledge through self-study, professional conversation, life writing, and literary *métissage*.

**Margaret Wadsley - Community feeling, Social interest and Mental Health. University of Cumbria, UK.**

Alfred Adler, originator of Individual Psychology determined that a person who is mentally healthy, "... has enough energy and courage to meet the problems and difficulties [of life] as they come along." He connected Mental Health with a feeling of being valued through making contributions that evoke social connection among people. He explained that behaviour that serves social interest result in Gemeinschaftsgefühl, a person's feeling of ease and belonging.

My contribution to the session would be to illustrate the way in which social interest and community feeling enhance the comprehensibility and validity of LT as a social movement.

## **Isabelle Plante Sainte Lambert International High School/Riverside**

### **Proposal Title \***

Music Students Grapple the Growing E-waste Threat: a self-study Y-PAR action-research project

### **Proposal Abstract (250 words for individual proposals, 500 words for panels) \***

In 2011, I attended Maker Faire NYC and read "The Story of Stuff" by Annie Leonard. These two experiences led me to teach an e-waste unit in my International Baccalaureate high school music program. We cover the spread and consequences of e-waste. My students prepare Creative Response projects relating to music: emotional poems, websites about recycled e-waste instruments, and public service announcement videos. While I receive a wide variety of projects, the lack of undeviating change in attitudes and behaviours bothers me. The current trend in education lacks focus on learning to make and fix, but instead on consumption: we no longer teach students how to cook, sew, or build. My e-waste lesson introduces music students to the realities of overconsumption. What frames my action research is the desire to empower students to do more: be makers and fixers; encouraging a lifestyle less dependent on consumerism. My research question: How can I create an environment in my music classroom where students confront e-waste and find alternatives to the issue? For my research process I am: Surveying students on the topic then showing them videos about the realities and asking them to reflect. Teaching basic electronics, including soldering, and repair of broken electronic devices relating to music. Encouraging them to inform our community about their newly acquired knowledge and skills, in the hope of creating a ripple effect. Data I am collecting: Survey data Written and verbal reflections Digital image documentation of the lab work.

### **Heather Hancheruk: Saint Lambert International High School/Riverside School Board**

The Emergence of Identity: An arts-based, self-study/action research project.

I am a 35-year professional artist/action-researcher/ teacher, who loves bringing her students to that epiphany "ah-ha" moment, when they "get it". My purpose is to create the

circumstances and environment where students and I together can explore our identities, and grow as people who think critically with their hearts as well as their minds. In my action research/self study I am investigating the extent to which I am able to accomplish this.

Ours is a small English International Baccalaureate school in the suburbs of Montréal. The students are in their final year. Many of them I have taught for four years, and I have a sense of who these young people are and what they stand for. In my action-research project I have developed a curricular unit wherein the students will express their identity through language and images painted on recycled articles of denim clothing. My research question is: Who am I as an artist/action-researcher/teacher? How does my curriculum project facilitate the students in their identity formation? My data consists of my research journal, digital images of the process, student products, and student digital recordings/interviews.

I will report on my self-study in which I provide evidence that I live my values in my practice, with an embedded case study where I look for to see that I have achieved my curricular objectives. Conference participants will be invited to explore arts-based research might become a tool for activism.

### **Audrey Burt, S.au.S Activist and independent researcher**

#### **Proposal Title**

Building a Charitable Organization for Families Living with Autism:  
*My son's life has value beyond measure.*

#### **Proposal Abstract**

My son, Keyan, was diagnosed with autism at 18 months. I realized there was no space for him within Québec society. This paper highlights my action research, activism, and knowledge gained in building a healthy, inclusive community. I gave up teaching and set out to create that space for him, and others like him, by organizing an *Autism Awareness Run*. The first event hosted 225 participants. To date, there have been 7025 participants, and 1072 in attendance at our four *Gala Soirées*.

Funds have given birth to a non-profit, S.Au.S. <https://www.s-au-s.org> that creates leisure programs for children/teens on the severe end of the autism spectrum: music, dance, soccer, teen club and summer camp. Thus far, hundreds of families have benefited, and the project will expand to include adults. I meet with government to discuss the needs of the community, and have been acknowledged with a Canada Volunteer Award.

Albeit, I had no experience in the field of non-profit. Through action-research/self-study (Samaras, 2011) advocacy and determination, I am building a flourishing community organization. Newspaper, magazine and TV interviews, my *Mama Bear* blog <https://www.a-mama-bear.com/>, and narrative reflections constitute my data. As I continue my work as a volunteer autism activist (Bron & van Vliet 2012), my resolve is stronger than ever. “Be the change you want to see in the world” (Arun Ghandi - 2014).

### **Additional Comments**

I would like to share my paper in a panel format.

I look forward to being with like-minded people at the ARNA conference - those who are out there in the field, and sharing my story in its entirety with the hope that might be the springboard to the book I will one day write.

### **Martin Labrie, Heritage Regional High School/Riverside**

#### **Title**

The Rainbow Alliance Club : a self-study of gender expression and LGBTQ+ activism in a secondary high school in Québec.

#### **Proposal Abstract**

This action-research/self-study reports on a gay teacher’s coming out to his school, and his emerging role as an activist promoting respect for diversity and inclusiveness of LGBTQ+ adolescents. The author’s negative experience as a gay secondary student in the 80s provided the motivation for the research.

The paper traces the evolution of the school culture where he currently teaches from one of symbolic acknowledgment of gay students, to one where all members of the community are more seen and heard. The impact of the teacher’s actions are evidenced in the development of a *Rainbow Alliance Club*, and in the reflections of his colleagues. The result of the research is a developing culture of acceptance and respect within the school and beyond.

The presenter will address the following questions:

*What do I care about in Education?* I care that everybody (students & staff) should have their place where they will feel recognize, supported and safe. They will not feel alone and will find a community within which they will be able to identify regardless of their gender or sexual orientation. I care about creating a space where individuals may freely express their identity and will be respected and welcomed.

*What are the steps I have taken to improve the situation and who participated in the process with me?* The voices of the LGBTQ+ community and their allies express the heart of the project. Various staff members have influenced the development of this project and students are now being seen and heard.

Discussion of the paper will include the plan for the next cycle of the action-research. The goal is a network of alliances within which being seen and heard become the norm.

**Lynda Giguère, UQAM; Martin Labrie, Heritage Regional Highh School/ Riverside; Laurie Macleod, Judy McBride/Riverside-retired**

**Proposal Title:** Voice, and the Possibility of a Pedagogy of Life-writing and Literary Métissage

**Proposal Abstract:** With respect for history, identity and values, we navigate a way forward using life-writing/métissage (Hasebe-Ludt, Chamber & Leggo, 2009) *as a practical tool or strategy ... a site for writing and surviving in the interval between different cultures and languages*, for the development of learning communities sensitive to the need for systemic change. We equate activism with active citizenry (Bron & van Vliet, 2012), and respect the right to identity, and the bounds of democracy and consensus. We actively seek problems, welcome differing views. Within these parameters, we are activists. Our concern is voice. Our purpose is pedagogy. Our question is *Will a pedagogy (hooks, 1994) of life-writing/métissage contribute to the building of cross-cultural communities? If so how?*

**Purpose of the Workshop:** Our purpose is to engage with participants in an on-going inquiry into the transformational possibilities of life-writing/literary métissage in the development of cross-cultural communities, in this case, English/ français.

**What We Will Do:** We will invite participants into a cross-cultural collaboration through life-writing/métissage, and the creation and sharing of bilingual métissages. Together, we will discuss implications, strengths, shortcomings, and contribute to the validation of our inquiry.

**Target Group:** General audience, English and/or French speaking. Capacity – 40 participants.

**Participant Involvement:** Participants will learn life-writing/métissage to create and share bilingual products and discuss implications for culture and context. Through conversation, written reflection and sharing, each of the four groups will produce a braid – a written production in which the voice of each member is heard. Subsequently, four braids will be shared, and a bilingual meta-métissage will be created giving voice to all participants.

**What and How Participants Will Learn:**

1. Actively, authentically
2. Of life-writing/literary métissage and movement of Self to Other
3. The value of risk-taking in critical self-reflection within the safety of community
4. The value of drawing on experience, reflection, values while working toward consensus, social transformation
5. The potential for active citizenry, human connection in braided voices

**Margaret Draper's proposal**

**Action Research**

I propose to present a session that will discuss and attempt to interpret how an effort to inform teachers about a professional development opportunity aimed toward teacher-developed action research failed.



I contacted Jack Whitehead in November of 2017 about my idea for this professional development. I had worked with Jack and the late Fran Halliday in Quebec when action research programs were being developed at Bishop's University.

Fran's inquiry model created with Dr. Mark Aulls at McGill University was the focus of the planned workshops. Creating an action research network was an ultimate goal. I hired a professional marketing company and worked closely with them. Unfortunately, in spite of all our efforts using current marketing strategies, we could not reach teachers.

In 2018, Jack let me know about the ARNA Conference and asked if I would be interested in submitting a proposal about these workshops. Unfortunately, I had to inform him of the failure of my attempt.

Since then, I have tried to make some sense of this experience. Recently, my thoughts have centered on what, I believe, wasn't there from the beginning: an unmediated communication link about professional growth directly available to teachers. The teachers we tried to reach about these workshops were left uninformed because professional development is now "delivered" no longer created by teachers.

### **Proposal for a Town Hall Meeting for presentation at 2019 ARNA in Montreal.**

Jacqueline Delong, Marie Huxtable, Jack Whitehead

**Title - Come and join us in an exciting dialogue: 'from action research to activism with a global community of Living Theory researchers.'**

**Overall aims** – We wish to extend and deepen the global educational influences of action researchers who are focusing on activism with Living Theory research. The extending is focused on being accountable to living the value of global citizenship as fully as possible. The deepening is focused on developing the mutual understandings of researchers from different cultural contexts around the world.

Mutual understanding will emerge as the participants share their explanations of their educational influences in their own learning, in the learning of others and in the learning of the social formations (workplaces and institutions) that influence practice and understandings. The explanatory principles in the explanations will be focused on the values that participants use to give meaning and purpose to their lives and carry hope for the flourishing of humanity.

**Structure** –

A. Large Group:

- a. The participants will introduce themselves to the group.
- b. The group will engage with:
  - i) The living-posters of practitioner researchers at:

<http://www.actionresearch.net/writings/posters/homepage020617.pdf>

- ii) The Educational Journal of Living Theories at: <https://ejolts.net>
- iii) The Living Theory Wiki at:  
[http://ejolts-wiki.mattrink.co.uk/index.php/Main\\_Page](http://ejolts-wiki.mattrink.co.uk/index.php/Main_Page)

B. Large Group:

International participants will be brought into the Town Hall meeting through SKYPE from India, UK, South Africa, Venezuela, Republic of Ireland, Pakistan and Mongolia.

C. Small Groups:

Depending on the number of participants, small groups with a facilitator will be formed after the initial activities so that all voices are heard and appreciated.

Topics for the groups will include:

- a) In moving from action research to activism, individual practitioner-researchers will share their explanations of educational influences in learning with their values of global citizenship and other values that carry hope for the flourishing of humanity, such as compassion, loving-kindness, justice and freedom.
- b) The strength of the commitment will be expressed and shared in the conversations.
- c) The explanations will be related to recent research on knowledge-democracy and an ecology of knowledges (Santos, 2014).

D. Large Group:

The Town Hall will conclude with sharing the nature of the conversations of the small groups with commitments to continuing the movement from action research to activism through this new community of action researchers.

With participants' permission, the educational conversation in the meeting will be video-taped and made available through YouTube, together with a report on the Town Hall meeting that will be designed to facilitate a continuing global conversation on living the values that carry hope for the flourishing of humanity and moving from action research to activism.

**Capacity** – Everyone who wishes to join us!

Among the on-site group, we will be inviting face-to-face participants from around the globe, including Canada, Venezuela, United Kingdom, Mongolia and USA.

**Workshop proposal from Michelle Vaughan and Jacqueline Delong.**

Proposal Title:

Please join our living culture of inquiry where we experience love and life-affirming energy that gives us strength to improve our world and the world around us as we create our living theories and move from action research to activism.

OR

Creating living theories through love and life-affirming energy: Examining the role of a living culture of inquiry to move from action research to activism.

Outcomes:

We invite action researchers engaged in questions like, 'How do I improve myself, and the world in which I live?' to join our community of practitioner-researchers who are creating and sharing their living-theories. Our movement from action research to activism starts with this 'bubble' (la burbuja in Spanish), this 'living culture of inquiry', that gives us the support for our own well-being which then gives us the strength that we carry out into our social formations (our colleagues, classrooms, workplaces and families) for the purpose of building a better world.

The engagement will include a demonstration of how digital visual data from educational practices can be used with methods of empathetic resonance and empathetic validity. These methods will be used to clarify and communicate the use of the embodied expressions of ontological values as explanatory principles in explanations of educational influences in learning as we move from action research to activism.

The workshop will be highly interactive and dialogic. The ontological importance of conversation and dialogue in our relationship informs this approach to educational conversations as a research method. It is embodied in a dialogic way of being and highlights dialogic research combined with digital data as a form of representation.

We hope that participants will begin or continue their learning about Living Theory research and how it contributes to research as an activist tool for the improvement of the world in which they live. Participants will be encouraged to share their evidence-based explanations of educational influences in their own learning, the learning of others and the learning of social formations where they live and work.

We would love for participants to leave the session with a different view of what the process of educational research can look like: a living culture of inquiry beneficial to the well-being of researchers so that they are enabled to improve the world.

Activities:

The activities will emerge from the needs of the participants, include whole groups and small groups and address:

1. Michelle and Jackie sharing their educational relationship as they journeyed together over the last year and the 'ripples of change' through their influence
2. Living Theory as social movement that carries hope for the flourishing of humanity
3. Using visual data as a method of explaining educational influences in learning
4. Sharing of a variety of means to strengthen the validity of an account
5. Experiencing the nature of a living culture of inquiry and being loved into learning
6. Review of resources such as <http://www.actionresearch.net>

463 words

Workshop capacity: 20-30