



## Action Research for Transformation in Educational Contexts

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. My methodologies are participatory, with 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 enables people to develop knowledge and skills that they believe will help them to improve towards their collective vision. I use critical forms of participatory research to disrupt injustice at micro, meso and macro levels within formal and informal educational contexts.

Lesley Wood

[Lesley.wood@nwu.ac.za](mailto:Lesley.wood@nwu.ac.za)

COMBER, Faculty of Education, North-West University

Orcid:

0000-0002-9139-1507

NRF project: Re-Imagining Community

Education Post Covid-19: Mobilizing Community Assets to Reduce the Educational Divide in South African Townships (2022-2024)

### Recent key publications (see google scholar for full list:)

**Wood, L. 2020.** Youth leading youth: a PALAR approach to enabling action for sustainable social change. *Educational Action Research*, 1-21. <https://doi.org/10.1080/09650792.2020.1858913>

**Wood, L. 2020.** Participatory action learning and action research: Theory, practice and process. Routledge.

**Wood, L. 2021.** The Principles, Possibilities and Politics of Community-Based Educational Research. In L. Zhang (Ed.). *The Oxford Encyclopaedia of Educational Psychology*. (891-905). Oxford: Oxford University Press.

**Mathikithela, M. & Wood, L. (2021).** Youth participatory action research as catalyst for health promotion in a rural South African school. *Qualitative Research in Education*, 10(2), 144-171.

**Wood, L. & McAteer, M. (2021).** The affordances of PAR for a school-community partnership to enhance learner support in socio-economically challenged communities. *Action Research*.

<https://doi.org/10.1177/147675032110231>

**Wood, L. 2022.** (Ed). *Community-based Research with Vulnerable Populations: Sustainable, Ethical and Inclusive Frameworks for Knowledge Generation*. Palgrave McMillan.

**Wood, L. 2022.** Moving community engagement in South Africa from rhetoric to reality through engaged scholarship. In E van Eeden, I Eloff & H Dipenaar (Eds.), *Community engagement research in South Africa: Histories, methods, theories and practice*. (pp. 329-247). Pretoria: Van Schaik.

### COMBER Website:

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

### Global University for Lifelong Learning:

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

### Website:

<http://www.spanglefish.com/lesleywoodactionresearch/>

### Google scholar:

<https://scholar.google.com/citations?user=GD-eFwIAAAAJ&hl=en>

### Youtube:

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

