



I am currently a Ph.D. candidate working under the guidance of dr. Mohamed Moustakim and dr. Abby Mellick Lopes in the School of Education at Western Sydney University, Australia. Before joining WSU, I received a Master degree in Design from UNSW , Australia in 2014. I have lived in Saudi Arabia for most of my life, and before coming to Australia I worked as a lecturer at several universities in Saudi Arabia.

My interest lies broadly in the area of art and design. More specifically, Islamic art and Arabic calligraphy. As a designer, I believe that Art has moved away from the decorative purpose to involve social engagement and political motives. Art of all forms has a power that can stimulate social awareness to improve things.

My study relates to my expression of how my own ontological values as a Muslim compelled me to develop social and educational practices to promote a better understanding of intercultural. Islam is derived from the Arabic word Salam, which means peace, tolerance, mercy, and goodness. However, Islam has been equated with a religion of terror and bloodshed by segments of Western media and divisive rhetoric by politicians and the image of Muslims has suffered as a result. In my research, I am seeking to enhance the image of Islam in the West and provide a counter-narrative to negative representations of Islam and a tendency to associate it with violence and hate in mainstream media and divisive Far-right political rhetoric.

To achieve this goal, I am looking to spreading Arabic calligraphy and its culture and help Muslim immigrants who settled in Western societies to improve their practice of Arabic calligraphy in order to encourage Muslim immigrants to cherish their Islamic identity and become ambassadors for spreading their culture among the Australian community in order to change the concept of Islamophobia.

To explore the ways in which I can and will improve my practice, I employed an educational action research perspective. It is my belief that social and educational research should lead to improvements in practice as well as add to the available knowledge. Instead of focusing on creating generalisable theories, I am engaging with the concept of the theory as rooted in practice, which can explain and energise human exchanges in transformational social contexts. Living Educational Theory enables me to tell my story of how I will take action to improve my situation by improving my learning.

My action research is influenced by the ideas of Jean McNiff that adopt a living theory approach. It places the individual 'I' at the centre of the inquiry with the following question: 'How can I improve my practice?' This question required me to stand within the research study instead of looking at or observing others from the outside. I chose this approach because I would examine my practice critically, rather than observe others.

The use of the living 'I' in practitioners' subjective accounts is central to living theory research, and this, according to McNiff and Whitehead (2002), shifts the research focus from external inquiries to internal inquiries, whereby practitioners research their own practice rather than being under the research gaze of outsiders. This allows practice to emerge from theory rather than being driven by it.

