

Call for Papers
Papers due October 1, 2021

**Transforming Education Through the Teaching of Action Research for Transformations
Learning, Knowing and Imparting Knowledge for a Better World**

In this call for papers we are concerned with the developmental processes that cultivate the next generation of action researchers and in clarifying how ART apprentices are best supported.

We invite teachers, researchers, higher education professionals, grassroots community leaders - and any who identify as educator-change makers working in formal or non-traditional learning settings - to contribute to a discussion about the process of teaching and mentoring Action Researchers for Transformation, henceforth, ART (Bradbury et al, 2019).

Our own practice has us understand that action researching involves a process of knowing, facilitating, disrupting conventional ideas of research, advocating, flattening hierarchy, power sharing and elevating voices in our work toward transformation (Brydon-Miller & Ortiz Aragón, 2018).

We aim for a special issue that calls attention to the dynamic nature of ART; of leading and teaching ART specifically as it relates to addressing institutional traditions that limit changes in academic curricula; showcasing how we unlearn and disrupt conventional ways of approaching research and teaching of research; embracing inclusivity and moving antiracist and justice initiatives forward; and reimagining outdated models of learning as one-way transmission. We want this special issue to support a next generation of ARTists – instructors, mentors and apprentices - to arise as agents of transformation for a more humane and sustainable world.

Issues we would like to see entertained include, but doubtlessly extend beyond, the following short list:

- how to better inspire students or apprentices to lead high quality Action Research for Transformation (ART) projects in traditional and non-traditional research landscapes;
- how creative, arts-based, and embodied approaches are best embedded in the formal and informal teaching of ART;
- how local or institutional barriers to the teaching of ART are being successfully confronted.

The special issue review team comprises global educators and action researchers, all of us committed to teaching action research methodologies in undergraduate, graduate, and community-based settings for the purpose of transformation. Though we represent different disciplinary traditions, we are united in our common belief in the power of action research in advancing the ways in which research apprentices confront the challenges of a global world. In particular, we embrace Action Research for

Transformation in our focus on teaching and guiding our students toward collaborative action as well as shared ways of knowing and doing with their participants and stakeholders (Bradbury et al., 2019; Apgar et al., 2019). Examples of ART intersecting with innovations in education are published already in ARJ, e.g., Gioacchino, 2019; Macintyre et al., 2019; Nelson, Poland, Murray & Maticka-Tyndale, 2004. In training action research-minded professionals, we look to build on the work that has come before so we may continue to tackle a host of challenges in impactful ways.

Note to Authors:

We frame ART, action research transformations, as broadly as possible to include scholarship-practice with a change agenda that encourages appropriate participant and community engagement, *with* stakeholders such as students, throughout. We publish work reviewed according to 7 Quality Choice-points (Bradbury et al, 2020), and ask that you pay close attention to those as you prepare your manuscript (also available at this link: <https://journals.sagepub.com/doi/full/10.1177/1476750320904562>).

Make sure to review our Author Resources which describe - in a way considered more transparent than most - what we look for from authors, such as preparation for blind review: <http://journals.sagepub.com/page/ari/authors-resources>.

Be aware that ARJ, as a rule, is not inclined to accept contributions that remain ungrounded in practice with stakeholders. Be sure to read previous issues so you have a better sense.

Our companion AR+ website, <https://actionresearchplus.com>, enables the publication of material in multi-media format, including video. We welcome submissions that take creative advantage of this opportunity. We will do our best to host translations of any accepted English manuscripts on our companion website.

To be considered, papers must arrive for peer review by October 1st 2021.

- ARJ makes every effort to be as inclusive of diversity as possible. We welcome creativity beyond what we have sketched as possible foci.
- Full drafts of papers should be submitted through our online submission process (go to <http://mc.manuscriptcentral.com/ARJ> for details) no later than October 1, 2021.
- All papers should follow standard ARJ submission recommendations, which length of 5000–7000 words inclusive, using APA style.
- Include the words Higher Education Special Issue to your paper upon submission.
- Direct brief, preliminary questions to Cherese Childers-McKee at c.childers-mckee@northeastern.edu and Melissa Parenti at m.parenti@northeastern.edu.

References

- Apgar, M., Ortiz Aragón, A., & Gray, P. (2019). Bridging the territory between me, we, and living earth: Six explorations into action research for sustainability. *Action Research*, 17(3), 279–291. <https://doi.org/10.1177/1476750319864413>
- Bradbury, H., Waddell, S., O' Brien, K., Apgar, M., Teehankee, B., & Fazey, I. (2019). A call to Action Research for Transformations: The times demand it. *Action Research*, 17(1), 3–10. <https://doi.org/10.1177/1476750319829633>
- Bradbury, H., Glenzer, K., Apgar, M., Embury, D.C., Friedman, V., Kjellström, S., Larrea, M., Childers-McKee, C., Hsia, H.C., Ortiz, A., Gray, P., Ku, H., Parenti, M., Traeger, J., Warwick, R., & Devicha, S. (2020). Action Research Journal's seven quality choicepoints for action-oriented research for transformations. *Action Research*, 18(1), 3-6.
- Brydon-Miller, M. & Ortiz Aragón, A. (2018). The 500 hats of the action researcher. In A. Bilfeldt, M. S.Jørgensen, J. Andersen, & K. A. Perry (Eds.), *Den ufærdige fremtid: Aktionsforskningens potentialer og udfordringer* (pp. 19-47). Aalborg, Denmark: Aalborg University Press.
- Gioacchino, G. (2019). You defend what you feel: 'Presencing' nature as 'experiential knowing'. *Action Research*, 17(1), 108-129.
- Macintyre, T., Monroy, T., Coral, D., Zethelius, M., Tassone, V., & Wals, A. E. (2019). T-labs and climate change narratives: Co-researcher qualities in transgressive action-research. *Action Research*, 17(1), 63–86. <https://doi.org/10.1177/1476750319829203>.
- Nelson, G., Poland, B., Murray, M., & Maticka-Tyndale, E. (2004). Building capacity in community health action research: Towards a praxis framework for graduate education. *Action Research*, 2(4), 389-408.

Editorial Team

Melissa A. Parenti, Ph.D is a faculty member in the Graduate School of Education at Northeastern University. Her areas of expertise include instructor/teacher preparation, curriculum design and delivery, doctoral student preparation, and literacy development. Prior to working in higher education, she served for 15 years as a classroom teacher, reading specialist, and consultant in K-12 school systems in the urban communities of Chicago, Los Angeles and New York City. She has received three Excellence in Teaching awards at Northeastern and at St. John's University. Dr. Parenti's research centers on improving the quality of instruction in all classrooms — from high-need, low-resource K-12 schools to university settings.

Cherese Childers-McKee, Ph.D is a faculty member in the EdD program in the Graduate School of Education at Northeastern University in Boston, MA. She serves as the research lead for the dissertation in practice and the faculty lead for the Curriculum, Teaching, Learning, and Leadership concentration. She teaches and designs courses in action research and qualitative methods. Her research interests include action-oriented

and community engaged research, social justice education, and curriculum development.

Ben Teehankee, Ph.D is the Jose E. Cuisia Professor of Business Ethics at the Management and Organization Department and Head of the Business for Human Development Network of De La Salle University in Manila, Philippines. He teaches courses in action research, sustainable business and management theory. His research focuses on critical realism action research, humanistic management and reforming management education and practice. Relevant papers include:

Teehankee, B. (2017). Institutional entrepreneurship: Transforming management education for participatory human development in the Philippines. In Hilary Bradbury and Associates, *Cooking with action research: Stories and resources for self and community transformation* (pp. 39-53). Available at ActionResearchPlus.com

Teehankee, B. (2020). Emancipating students for learning, action and knowledge production. In M. Larrea (Ed.), *Roots and wings of action research for territorial development: Connecting local transformation and international collaborative learning* (pp. 147-152). Deusto.

Chris Riedy, Ph.D is Professor of Sustainability Transformations and Director of Graduate Research at the Institute for Sustainable Futures, University of Technology Sydney. He is an action researcher with an interest in governance, communication and transformation for sustainable futures. He leads a Graduate Research Program that supports students to create change towards sustainable futures using action research. For more information, see <https://profiles.uts.edu.au/Christopher.Riedy>. Relevant papers include:

Riedy, C., Fam, D., Ross, K., & Mitchell, C. (2018). Transdisciplinarity at the Crossroads: Nurturing Individual and Collective Learning, *Technology Innovation Management Review*, 8(8): 41–49,

Riedy, C., Mitchell, C., Willetts, J., & Cunningham, I. (2018). Nurturing transdisciplinary graduate learning and skills through a community of practice approach. In D. Fam, P. Gibbs, and L. Neuhauser (Eds.), *The art of collaborative research and collective learning: Transdisciplinary theory, practice and education*. Springer. <http://doi.org/10.22215/timreview/1177>