

CAARE-ACRAÉ Presidential Report (May 2023)

I am pleased to present this year's annual report to CATE, outlining the various aspects of CAARE. However, considering this was the third year CSSE was in an alternative format (2020 cancelled and 2021 & 2022 solely online), this year was particularly challenging to reestablish previous interest.

CAARE Organizational Structure

Currently, the following members are on the CAARE executive. As some of the two-year terms are up, these positions will be voted on at the CAARE AGM. In 2021, we created Awards to encourage growth in our membership. Further, new members were added to the Conference Proceedings Committee, as we are formalizing this process given our SSHRC grant to support our affiliated journal, the Canadian Journal of Action Research (CJAR).

Current Executive Members

President	Glenda Black (Nipissing)
Vice-President & Co-Program Chair	Manu Sharma (Thompson Rivers)
Past President	Kurt Clausen (Nipissing)
Secretary-Treasurer	Sunny Lau (Bishops)
Editor of CJAR (<i>ex officio</i>)	Kurt Clausen (Nipissing)
Graduate Student Representative	April Passi (McGill)
Communications Director	Darlene Loland (UBC)

Conference Proceeding Committee

*All conference proceeding will be published in CJAR. Led by Kurt Clausen, the committee has now developed the conference proceedings up to and including the 2022 conference presentations. <https://journals.nipissingu.ca/index.php/cjar/caare>

Conference Proceedings Committee Member	Barb Brown (Calgary)
Conference Proceedings Committee Member	Twyla Salm (Regina)

Awards Committee

We are pleased to announce Dr. Francine Morin for the CAARE Distinguished Contribution to Action Research Award.

Dr. Morin has been active in conducting, reviewing, teaching, and facilitating action research in the province of Manitoba and nationally for thirty years. She demonstrates an extensive record of research, publications, funding, and extensive community-based research which has positively impacted local, provincial, and national communities.

We are pleased to announce Dr. Maya Daniel as the recipient of the CAARE Outstanding Dissertation Award in Action Research titled: *Classroom Interrupted: Understanding Investment through Action Research in the Time of COVID-19*.

Abstract: I began to notice changes in student behaviour within my business communication classrooms, including: increased absenteeism, reduced completion of homework tasks and submission of assignments, waning participation in classroom discussions and activities, and an overall decline in course and program completion. I sought to understand what promoted and increased student investment in my business communication classroom, and what I could do to positively impact that investment Through a social constructivist lens, and the use of an action research methodology, my study provided an opportunity for all participants (students and myself) to grow in understanding what factors encourage students to invest in the practices of the classroom. There were three phases of action research in this study where I utilized the methods of student journaling, my personal reflection journaling, and my lesson plans as data sources. The classroom and the study were interrupted by the COVID-19 pandemic, which affected the findings of the study. Active learning, teaching style, and the impact of the COVID-19 pandemic were identified as the aspects that most impacted student investment in my business communications classroom, and the aspects of active learning and teaching style were predominantly within my control as the instructor to influence and thereby impact student investment in a positive manner. The significance of this study rested in the co-construction of an understanding of investment in this specific adult learning context. Investment has the potential to bring understanding and meaning to the actions of individuals beyond the reach of the language learning context from which it originated, thereby adding value to a multiplicity of disciplines.

Doctor's Laberge and Morin will be presented with their awards at the AGM, May 29, 2023

Partnerships with Action Research Networks

We are proud to share that we are developing excellent partnerships with the following organizations: ARNA, AERA Action Research Group, ALARA

Membership

As of January 2023, there are 54 members of CAARE: 30 regular members; 22 student members; 1 international member; and 1 other.

Budget

As of December 2022, CAARE has a balance of \$2448.71 based on membership funds from the past years.

Special CAARE-ACRAÉ Events for CSSE 2022

We are excited to announce several special CAARE-ACRAÉ events taking place at Congress (virtual platform):

- a. May 28, 2023 at 11:15 am (EST) Session / Séance 3.1
CAARE-ACRAÉ
Special Event / Événement spécial
Keynote / Discours principal
School Community Health and Wellness
Dan Robinson

- b. May 15, 2022 at 12:25 pm (EST). Session / Séance 4.2

Session / Séance 4.2
CAARE-ACRAÉ
Symposium-Panel / Colloque-panel
Action Research: School Community Health and Wellness
Glenda Black (Nipissing)

Notes from Our Active Executive

- a. We continue to support the growth of our CJAR journal & research capacity with cycles of themed and regular issues. This has been made possible via the SSHRC Aid to Scholarly Journals grant. The editor of CJAR, Kurt Clausen prepared the successful SSHRC grant proposal. On May 5, 2022, the granting agency awarded CJAR funding for three years.
We continue to publish CAARE's conference proceedings and developing a special themed issue based on the keynote on an annual basis. For example, We continue to publish CAARE's conference proceedings and developing a special themed issue based on the keynote on an annual basis. For example, We continue to publish CAARE's conference proceedings and developing a special themed issue based on the keynote on an annual basis. For example, Dr. Dan Robinson is our keynote speaker this year on the topic: *School Community Health and Wellness*. Proposals to contribute to this special issue are due on June 15, with completed manuscripts due by December 15. Dr. Robinson will be the guest editor for this CJAR edition: <https://journals.nipissingu.ca/index.php/cjar/caare>
- b. At the time of writing this report, we do not have a keynote confirmed for 2024.
- c. We have published up to 2023 conference proceedings and will continue to strive to remain current on this.
- d. An Awards Committee was established in 2021 and three awards were developed to celebrate the achievements along the continuum of beginning, emerging, and distinguished career in action research. We are pleased to announce Dr. Francine Morin for the CAARE Distinguished Contribution to Action Research Award and Dr. Maya Daniel as the recipient of the CAARE Outstanding Dissertation Award in Action Research titled: *Classroom Interrupted: Understanding Investment through Action Research in the Time of COVID-19*.
- e. Our website www.caare.weebly.com has been up and running for the past seven years. Our Communications Director, Kelly Kilgour has maintained it and further enhanced it, including our bilingual association logo and listing our association special events. We also have a functional email address for our SIG (caarecanada@gmail.com) and swiftly respond to various inquiries.

Full List of CAARE CSSE Sessions Below:

TIMESLOT 2 / PÉRIODE 2

9:45 – 11:00 A.M. Eastern / 9 h 45 – 11 h 00 Est
May 28 / 28 mai 2023

Session / Séance 2.2 CAARE-ACRAÉ
Multi-paper / Plusieurs communications
Action Research and Expanding Theoretical Lens

Entering the rhizome from the taproot: Action Research with(in) sociomaterial perspectives
Cameron Smith (Ottawa)
Faculty Using Action Research to Develop Professional Growth in Teaching Action Research
Lisa Taylor (Nipissing), Glenda Black (Nipissing), Mumbi Kariuki (Nipissing), Christopher Godfrey
(Nipissing)

Making a Case for Order: A Review of First, Second, Third Order Action Research
Twyla Salm (University of Regina), Hosna Tayebianvar (University of
Regina), Heather Carter (University of Regina)

TIMESLOT 3 / PÉRIODE 3
11:15 A.M. – 12:15 P.M. Eastern / 11 h 15 – 12 h 15 Est
May 28 / 28 mai 2023

Session / Séance 3.1
CAARE-ACRAÉ
Special Event / Événement spécial
Keynote / Discours principal
School Community Health and Wellness
Dan Robinson

TIMESLOT 4 / PÉRIODE 4
12:25 – 1:20 P.M. Eastern / 12 h 25 – 13 h 20 Est
May 28 / 28 mai 2023

Session / Séance 4.2
CAARE-ACRAÉ
Symposium-Panel / Colloque-panel
Action Research: School Community Health and Wellness
Glenda Black (Nipissing)

TIMESLOT 6 / PÉRIODE 6
3:00 – 4:15 P.M. Eastern / 15 h 00 – 16 h 15 Est
May 28 / 28 mai 2023

Session / Séance 6.3
CAARE-ACRAÉ
Multi-paper / Plusieurs communications

Action Research and Children and Youth Bridging the Gap: Fostering Success for Youth in Care
Lindsay Morcom (Queen's), Imaan Bayoumi (Queen's), Alana Butler
(Queen's), Suzie Brooks, Claire Scruby (Queen's)

Recasting Research Actors: Children's Participation in Ecological Research and Action
The Eco Research Organization, Susan Jagger (Toronto Metropolitan)

Guidelines for providing anti-racism education: A scoping review of the literature
Shamiga Arumuhathas (Western), Nedra Peter (Western), Immaculate
Namukasa (Western)

TIMESLOT 6 / PÉRIODE 6
3:00 – 4:15 P.M. Eastern / 15 h 00 – 16 h 15 Est
May 28 / 28 mai 2023

Session / Séance 6.18

SERG-GRES / CAARE-ACRAÉ / TATE-TFEE

Multi-paper / Plusieurs communications

Professional Learning and Reflection

Professional learning communities: The journey from 'Do we HAVE to go there' to 'Teachers getting
together and being colleagues'

Heather McPherson (McGill), Anila Asghar (McGill)

Developing TVET Education Lecturer's STEM pedagogies through an International Professional
Development Summer Institute

Kamini Jaipal Jamani (Brock), Hope Mayne (Technology, Jamaica), Sheliza
Ibrahim (Toronto)

Portraiture in Action Research on Technology Education

Gerald Tembrevilla (Mount Saint Vincent)

Session / Séance 6.2

CAARE-ACRAÉ

Multi-paper / Plusieurs communications

Advancing Cultural Safety through Action Research: The History of Indigenous Health Care in
Northwestern Ontario Project

Lana Ray (Lakehead), Ashley Wilkinson (Lakehead), Caitlynn Gaudette
(Lakehead), Jason Nicols (Lakehead), Marc Viherkoski (Lakehead)

TIMESLOT 9 / PÉRIODE 9
9:45 – 11:00 A.M. Eastern / 9 h 45 – 11 h 00 Est
May 29 / 29 mai 2023

Session / Séance 9.2
CCGSE-CCÉÉCSÉ / CAARE-ACRAÉ
Roundtables / Tables rondes
STEM Education

SDG STEM Club: A STEM Informal Learning Space to Promote Learning and Action for Sustainable Development Goals (SDGs) among University Students
Midhat Noor Kiyani (McGill)

Supporting Technology Integration in Middle School Classrooms: A Grassroots Action Research Approach
Christopher Godfrey (Nipissing)

Me, my family, and math: towards a characterization of familial relationships with mathematics
Cristina De Simone (York)

Reflecting on interdisciplinary approaches to climate justice: Experiences from members of a graduate-level environmental student association
Lois Boody (OISE - Toronto), Gayatri Thakor (OISE - Toronto)

TIMESLOT 11 / PÉRIODE 11
12:25 – 1:20 P.M. Eastern / 12 h 25 – 13 h 20 Est
May 29 / 29 mai 2023

Session / Séance 11.1
CAARE-ACRAÉ
AGM and Special Event: Awards for Action Research Presentation
AGA et événement spécial : remise des prix pour les présentations sur la recherche-action

TIMESLOT 12 / PÉRIODE 12
1:30 – 2:45 P.M. Eastern / 13 h 30 – 14 h 45 Est
May 29 / 29 mai 2023

Session / Séance 12.1
ARTS-SCÉA / CAARE-ACRAÉ
Multi-paper / Plusieurs communications
Design in Education and The Arts
Reading the Design Language of Intercultural Artifacts through a Peacebuilding Education Lens
Rim Fathallah (Toronto)

Designing with the Arts in a Pedagogy of Multiliteracies: An Action Research Study
Beryl Peters (Manitoba), Julie Mongeon-Ferré (Saint-Boniface)

Session / Séance 12.2

CAARE-ACRAÉ

Multi-paper / Plusieurs communications

Action Research and Indigenous Communities

Community Conversations: The Collaborative Design of Inclusive Education

Programming

Kianna Mau (Queen's), Ian Matheson (Queen's)

A Collaborative Teacher Educator Self-Study through Action Research:

Infusing Treaty Education and Indigenous Content in Curriculum and Instruction Courses

Lori McKee (St. Francis Xavier), Jennifer Mitton (St. Francis Xavier), William

Walters (St. Francis Xavier), Daniel Robinson (St. Francis Xavier)

Ethical and Relational Responsibilities for Enacting Collaborative Action Research With/In Indigenous Communities

Nicola Friedrich (OISE - Toronto), Jennifer Brant (OISE - Toronto)

TIMESLOT 17 / PÉRIODE 17

11:15 A.M. – 12:15 P.M. Eastern / 11 h 15 – 12 h 15 Est

May 30 / 30 mai 2023

Session / Séance 17.3

CAARE-ACRAÉ

Multi-paper / Plusieurs communications

Action Research and Teacher Education

Developing Teacher-Researcher Identity and Practice through Collaborative Inquiry: Findings from a Pilot Project with In-Service and Pre-Service Teachers

Angela Vemic (OISE - Toronto), Lincoln Smith (OISE - Toronto), Rubaina Khan (OISE - Toronto), Joel

Wiebe (OISE - Toronto), Garrick Burrton (OISE -Toronto), Sisi Feng (OISE - Toronto), Sarina Sabet

Sarvestany (OISE -Toronto), Geoff Mohtadi, Andrew MacDougall

Enacting new curriculum through action research: COVID-19 as an anchor for socio-scientific issue-based instruction.

Travis Fuchs (UBC; West Point Grey Academy), Elysia Jellema (West Point

Grey Academy)

Beyond a Teacher's Scope? A Pan-Canadian Survey of the Use of Action Research in Teacher Education Programs

Kurt Clausen (Nipissing), Glenda Black (Nipissing), Christopher Godfrey

(Nipissing)

TIMESLOT 22 / PÉRIODE 22

8:15 – 9:30 A.M. Eastern / 8 h 15 – 9 h 30 Est

May 31 / 31 mai 2023

Addressing Intersectional Identities of International Secondary Students in Research: An Interdisciplinary Conceptual Framework

Yingling Lou (Calgary), Erin Spring (Calgary)

Understanding peer-to-peer relationships through participatory action research with children

Hala Mreiwed (King's at Western), Mindy Carter, Mimas Abo-Amer (King's at Western)

Re-imagining Educational Research Paradigms: In Dialogue with Author Jokha Alharthi

Meezan Eglen (York)

TIMESLOT 22 / PÉRIODE 22

8:15 – 9:30 A.M. Eastern / 8 h 15 – 9 h 30 Est

May 31 / 31 mai 2023

Session / Séance 22.5

CASEA-ACÉAS / CAARE-ACRAÉ

Multi-paper / Plusieurs communications

School Improvement and Meaningful Interventions

Chair/Prés.: Natashalee Thompson (Alberta)

Administrative Professionalism in the Classroom: An Action Research Study

Justin Mindzak (SUNY at Fredonia), Michael Mindzak (Brock)

TIMESLOT 24 / PÉRIODE 24

11:15 A.M. – 12:15 P.M. Eastern / 11 h 15 – 12 h 15 Est

May 31 / 31 mai 2023

Session / Séance 24.13

CERA-ACCÉ / CAARE-ACRAÉ

Multi-paper / Plusieurs communications Supporting teachers and students amid the COVID-19 Pandemic and Beyond

Action-research integrated into emergency COVID-Response: What we can learn from a new online tutoring partnership

Caroline (Carly) Manion (OISE - Toronto), Kelly Gallagher-Mackay (Laurier),

Christine Corso (OISE - Toronto), George Tam (Toronto District School

Board), Karen Mundy (OISE - Toronto)

TIMESLOT 26 / PÉRIODE 26

1:30 – 2:45 P.M. Eastern / 13 h 30 – 14 h 45 Est

May 31 / 31 mai 2023

Session / Séance 26.8

CATE-ACFE / CAARE-ACRAÉ / CERA-ACCÉ

Symposium-Panel / Colloque-panel

Teaching and learning about peer-to-peer relationships through participatory action research with children

Hala Mreiwed (King's at Western), Mindy Carter (McGill), Laura Wright

(Edinburgh), Kate Butler (Canadian Coalition for Rights of Children), Mimas
Abo-Amer (King's at Western), Ashika Ashika (McGill)