

Section B: Your Detailed Proposal

Integrating Research and Practice: A Practitioner Model

Submitted by:

A consortium of Key Consulting, Literacy Alberta, The National Indigenous Literacy Association, Parkdale Project Read, Spiral Community Resource Group and Windsound Learning Society.

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Project summary:

This project has two aspects: to refine a commonly-used model of practitioner research and encourage its use in regions where research in practice is not well-developed; and to study the process of moving findings from the research literature on violence and learning into literacy practice and program policy.

Twelve practitioner researchers with more and less experience in research will take on individual and interlocking research projects to deepen our understanding of how to integrate research into practice. The twelve will assemble online support/study groups, inviting about thirty-six more practitioners and interested professionals to stimulate thinking as the research progresses. The study groups will include practitioners from the North, Saskatchewan, and New Brunswick. Through this collaborative approach in three regional groups within a national team, we will further develop ways to carry out research from within the culture of literacy practice.

Researchers will present their initial findings by doing workshops in Ontario, Alberta, and Saskatchewan and by moderating a national online conference. They will use the feedback from these several presentations to finalize their reports in a book and CD.

What needs will your project meet?

Over the past few years the Canadian literacy field has developed a strong base, and strong interest in research in practice. Fundamentally, this interest is based in a continuing need to improve practice and serve literacy learners better. Yet where relevant research exists - such as violence and learning research which is often described as the sort of research that is valuable to the field – it, like most research, still moves into practice in only a limited way. Experience shows if practice is to be improved, the field

needs to be able to implement change at all levels of practice – including training, programming and teaching. Given the limitations of resources, including the time and energy of practitioners, it is crucial that the value of practitioner-led research is maximized – so that this research has the desired impact on the field.

At this stage in the development of research in practice models there is a need to build on the lessons learned so far and develop an integrated and appropriate model for research in practice grounded in practitioner knowledge and the culture of the literacy field. If practice is to develop and be enhanced, we need to expand the community interested in research and engaged in research in practice. This will support the development of a community of reflective and responsive practitioners. This project will address these needs.

This project will meet needs related to: undertaking research to improve practice; moving research into practice; increasing the value of research; creating a practitioner model of research; and expanding the community of practitioners engaged in research. The following sections describe these needs in detail and how the proposed project will address them.

Undertaking research to improve practice

Literacy practitioners are always eager to improve practice, and many practitioners have been drawn to take on research projects or to enrol in university graduate programs to pursue this goal. Research in practice is also gaining recognition as an important avenue for improving practice (Quigley and Norton, 2002) and since the 1980s many experienced literacy practitioners have sought recognition of the informal research already carried out in programs and of the program-based wisdom practitioners hold, have demanded access to research dollars to direct relevant research, have explored the possibilities of academic research, and have investigated possibilities for practitioner-led research.(e.g., Alkenbrack et. al. 1989; Horsman, 1989).

Literacy practitioners in Ontario (eg. Horsman, 1989; Henbest and VanderMarel, 1997), Alberta (Norton and Malicky, 2000; The RiPAL Network Project); and B.C. (Niks et. al. 2003) have all taken a lead in developing research in practice networks and projects which self-consciously explored the approach and potential of practitioner research to improve practice. More recently OISE/UT Festival of Literacies has been working with practitioners to increase interest in and understanding of research.

Although interest and participation in practitioner research has grown in the past decade, the extent to which learnings from research have improved practice has been questioned. Although practitioners have reported on improvements and sometimes transformations of individual practice as a result of research (Kehler, 2004; Begg, 2002; 2004), there are questions about whether and how learnings from practitioner researchers influence practice more broadly. As an example, research about addressing the impacts of violence on learning has identified ways to create environments that support learning for all

(Horsman, 1999, 2000; Morrish et al., 2002; *Violence and learning: Taking action*, 2004). Yet, as described in the next section, this research has yet to be widely applied in practice.

Move research into practice

Many practitioners and learners across Canada have taken part in some aspect of Jenny Horsman's research on violence and learning since she began the research in 1996. More than 150 practitioners and learners participated in the study that was eventually published as *Too scared to learn* (1999/2000). They took part in individual interviews and focus groups that provided the data, participated in the analysis, responded to drafts including their own words and revised what they wanted to say and how they wanted to be represented. Evelyn Battell, Mary Norton and Ningwakwe/E. Priscilla George, all members of the proposed project Research Coordination Team, played key roles in this study by participating in advisory committees, pulling together focus groups in their regions, and along with Kate Nonesuch and Judy Murphy, also members of the Research Coordination Team, taking part in focus groups at each stage of the research. Many more practitioners in Canada and elsewhere engaged in online discussion of the first stage of findings helping to push the analysis further.

This first study was followed by a second to begin to examine barriers and enablers for moving this research into practice. Malaspina University-College, The Learning Centre in Edmonton, Parkdale Project Read (Horsman, 2000) and the six programs participating in World Education's *Women, Violence and Education* project (Morrish et. al. 2002) were all partners in that research, providing locations for further study of violence and learning and the challenges to making changes in programs. More practitioners participated online in response to the discussion paper from this research and hundreds of practitioners and learners participated in workshops and listened to presentations on these issues. In the articles Jenny Horsman has published from this study (e.g., forthcoming, 2004, 2001) she asks often about how the issue of violence and learning can move from the margins and lead to "widespread change in the whole terrain of literacy work" (2001:39).

Following this study Mary Norton and Judy Murphy initiated the *Violence and Learning: Taking Action* (VALTA) project to teach more adult educators about violence and learning issues and to support small "changing practice" research projects which explored and identified ways to address the impacts of violence on learning (*Violence and learning: Taking action*, 2004).

Several other projects and numerous workshops and courses also built on Jenny Horsman's research and sought to put it into practice in programs in Saskatchewan, Ontario, (e.g. Horsman, 2001; Parkdale Project Read, 2003) and New England. Yet, in spite of this nationwide participation in research on violence and learning and strong interest in the value and importance of this work, the changes in adult literacy programs are relatively limited as yet. Only a few literacy programs have made substantial changes to account for the impact of violence on learning and to build on current knowledge about

how best to design programming that supports learning in the face of widespread experiences of violence.

This proposed project builds on the research studies and changing practice projects carried out so far on the important theme of violence and learning. Through the proposed project, we will learn more about the changes that have been effected in programming through this research that is solidly grounded in practitioners' knowledge. If the full value of this research is to be gained for the literacy field, it is imperative to understand the possibilities and limitations for further change and to develop a more nuanced understanding of how an important but not easily assimilated area of research can lead to widespread change. This may also provide insights about how practitioner research, in general, can lead to improved practice.

Increase the value of research

Many of the recent practitioner research projects have been small studies which can be carried out along side full-time work in programs. Where larger studies have been carried out through pulling teams together to address one question, practitioners have wondered about the value of research grounded in questions developed from the literature (Niks et al. 2003), or where questions have been grounded in practice, practitioners have sometimes doubted whether the research has generated new knowledge or is primarily a way to allow practitioner knowledge to be accepted as valid (Battell et. al. 2004). Practitioner research is often critiqued as limited in scope and relevance beyond the practitioner's own setting and is judged as less rigorous than academic research. Research projects carried out by academic researchers are often seen as neither interesting nor relevant by practitioners whose own questions about practice go unanswered.

This proposed project will explore the potential of a team approach with individual and interlocking research questions with practitioners devoting sufficient time to their research to carry out in-depth research with significant findings. This team approach including practitioners with a range of experience in research will support the development of skilled practitioner researchers. This project will build on the lessons learned from national studies carried out by the Canadian Congress for Learning Opportunities for Women (e.g. Lloyd et. al. 1994) where the value of a national project was exciting, but the challenge of each researcher working in their region alone was clearly revealed. In response to this experience we have chosen regional groupings of four researchers in three areas where the field is well-developed to increase the support for each researcher, while also linking all three regions together in one team and drawing study group members from other parts of the country where the impact of violence on learning has not been widely explored and/or research in practice is in early stages of development. This study will provide fertile ground to develop a unique practitioner research model not shaped by or in opposition to academic research but by the need to ask our own questions, design our own research methodology, and deepen our understanding of effective literacy practice. This model will make it possible for research

in practice to address complex pedagogical questions with sufficient depth for findings to have widespread and practical impact on the literacy field – moving our collective understanding forward.

By empowering practitioner researchers to develop the research model and structuring a process whereby practitioners together test/further their analysis, a model of research will emerge that will be more relevant to the field with a more widespread impact. By engaging practitioners in all aspects of the process of examining possibilities and limitations for moving research on violence and learning into practice, more practitioners will be engaged in the process of assessing the value and applicability of research in their own situation. Project partners, researchers and study group members will disseminate learnings from the project. The consortium of project partners is committed to implementing project findings into the ongoing work of their respective organizations.

Create a practitioner model of research

Research in practice approaches have been developing fast over the last few years and interest in this area is growing. The numbers, critical interest and enthusiasm of those attending the research in practice seminar in Edmonton in 1997, the Gathering in Edmonton in 2001, the pre-conference in Vancouver in 2002, and the Institute in Newfoundland in 2003 reveals the interest in research amongst many practitioners. There is a need to build on this growing knowledge and interest and continue to develop this approach to maximize its value to the literacy field.

As the field of research in practice in adult literacy has developed, various models have been created with more or less integration into practice and with a range of strengths and weaknesses. These models have been strongly influenced by approaches to qualitative research prevalent in the academy in the early nineties, and have not always benefited from newer approaches to research developed in the academy in recent years, or from the knowledge and reflective practice developed in the field. Newer approaches include approaches influenced by poststructuralism and feminism, particularly feminist poststructural approaches (e.g., Naples. 2003). Along with shifts in understanding of science which have led to greater recognition of the “mystery” at the core of research (Lewis et. al. 2000:17) approaches to research in the academy have substantially shifted in the last 15 years.

As well, although many interesting research in practice projects have been carried out over the last few years there has also been some criticism of their limitations, some tensions with the approaches to research utilized, and some frustrations with the challenges to create appropriate egalitarian models of research for the literacy field and to communicate across the divides of location and discourse between practitioner and researcher. The most common model up to now has been for practitioners to take on research with the help of a mentor shaped primarily by academic research models. Yet as early as 1991 Jean Paul Hauteceour was advocating an approach to practitioner research embedded in the context of literacy programs (p.16). We believe it is now time to build

further on this work and to explore the potential of creating a culture of research appropriate to the literacy field.

This proposed project will draw on lessons learned from past studies, along with newer developments in research, and practitioner wisdom, to refine our models of research in practice to enable a fuller integration of research and practice in the literacy field. This project will explore a fully collaborative and collective approach to research and a shared leadership model and ways to avoid the creation of distinct and therefore limiting roles for researchers and practitioners. It will eschew divides between knowledge grounded in research or practice, will support the development of a distinct culture of research appropriate to the adult literacy field and develop new interconnections between research and practice in Canada. It is anticipated that the research model developed could be applied in other areas where practitioners engage in research to question and strengthen their own practice. Such other areas include health, social services and education.

The findings from violence and learning research and practice projects also need to be integrated into how research itself is carried out. Explorations of the impact of violence on learning have led us to see the importance of holistic approaches to learning which invite the whole person into the learning process. Through the VALTA project (*Violence and learning. Taking action*, 2004) we were able to see the value of implementing new holistic approaches to training and see the possibilities they might offer for more effective research – particularly with literacy learners and other survivors of trauma. In this project we will turn the light of research onto the question of appropriate holistic approaches and methods of carrying out research.

Expand the community engaged in research in practice

There is a need to develop a stronger base of practitioners connected to research in practice – not necessarily taking on individual research projects, but rather thinking about research and practice, noticing the potential of research for practice, and becoming, or becoming stronger, reflective practitioners engaged in questioning the possibilities and limitations of existing practice and possible new directions (Horsman and Norton, 1999). As Jean Paul Hautecoeur (1991) and James Draper (1989) have observed research should be integral to planning education programs – as vital as teaching itself.

We intend to achieve an expanded community engaged in research in practice through exploring the potential of several different approaches. We will establish a study/support circle in connection with each research project. Study/support circles might meet in person or online and some will draw in practitioners from parts of the country that have been less active in research in practice to broaden the network to these areas. Some will draw in groups that include literacy practitioners and/or students and other relevant professionals such as counsellors, anti-violence activists, arts-based practitioners, etc.

We will also use workshops as a way to engage literacy practitioners in the first stage of analysis rather than only with completed findings. We will carry out workshops in some

of the key sites for the research and also in at least one area less active in research in practice. Through the workshops we will explore possibilities for drawing new practitioners into reflection on research and engaging in analysis, and support more reflective practitioners, interested in research and engaging with the relevance of particular research to the classroom.

Who will benefit from your project?

1. Literacy practitioners will benefit from a refinement of current approaches to practitioner research that positions practitioners as researchers with the skills and knowledge to develop relevant and interesting research questions and to use methodology that draws more from exemplary practice/pedagogy than from academic traditions. As an integral part of the field, literacy practitioners will benefit from an approach that brings insights from the field and returns research results to the field in ways that practitioners find useful and relevant. Literacy practitioners will benefit by playing an integral role in creating a dynamic field that provides support for changing communities and for developing new expertise. Practitioners who engage in research often develop the reflective and analytical skills that provides for continuous improvement to practice.
2. The literacy field will benefit from an in-depth research study on the impact of violence on learning that develops from practice and has as a stated objective to increase the effectiveness of using research findings to bring about changes to practice.
3. Literacy learners will benefit from literacy programming changes that result from better knowledge of literacy communities and a deeper understanding of what promotes and prevents learning.
4. Policy makers in the literacy field will benefit from an approach to research to “get closer to the heart of the problem” and from research findings that more effectively identify barriers to access and more effectively identify successful methodologies for the acquisition of literacy skills.

What are the objectives of your project?

1. Define, describe and use a model of practitioner research which builds on current models of academic and collaborative practitioner research, yet overcomes some of the perceived deficits of those models;
2. Identify and implement ways to enable local research to be known and valued more widely (regionally and nationally);
3. Identify approaches that will enable research to have a greater impact on practice;

4. Increase the value of research findings about violence and learning by having practitioners engage in research about them and, along with program directors and others in positions to influence policy, learning how to incorporate them into program practice and policy;
5. Broaden the practitioner research network in ways that bring in diverse voices and perspectives;
6. Increase interest in and engagement with practitioner research, in BC, Alberta and Ontario, the regions where the research in this project will take place;
7. Increase interest in, and engagement with, practitioner research in other regions, which at present have a lower level of research in practice activity.

What is your plan of action?

Phase One: Getting Started (September 2005 - November 2005)

Initial set up

The members of the consortium will act as a research coordination team throughout the project.

We will hold a conference call/s to develop processes for working together and ensuring effective shared leadership. We will contract an administrative coordinator to deal with the logistics and administrative support needed for the project.

We will develop a call, criteria, and process for proposal selection to ensure diversity of practitioner researchers and excellent proposals.

An external evaluator will be hired; she or he will participate in the first meeting of the group of researchers.

Rationale: A wide call will encourage new people to participate in practitioner research, and provide a diversity of setting and experience of researchers. We will not offer training in research, but instead will ask for people who have some background in research or reflection on their practice, so we can strengthen networks of practitioner researchers and create a collaborative team with a range of experience rather than mentors and protégés. We will provide all researchers with *A traveler's guide to literacy research in practice* (Norton, 2003).

This project will not focus on introducing issues of violence and learning, so we will seek out participants who are already familiar with issues of violence and learning and have considered, or have taken, some steps to integrate their knowledge into their practice. We will provide researcher with copies of *Take on the challenge* (Morrish, Horsman and Hofer, 2002) and *Violence and learning: Taking action* (2004) as needed.

Call for practitioner researchers

We will publicise the call for practitioner researchers in each region, through regional networks and electronic lists. We will invite proposals for a piece of individual research on a particular area of the general question “How can we move the findings from research and results of innovative practice about violence and learning into all aspects of literacy practice?”

The call will invite participants from the whole range of practitioner researchers, including practitioners engaged in graduate study, those who have taken part in research in practice projects, and those newer to research. It will ask for participants who have some (perhaps limited) experience with research/reflection, and who are aware of issues around violence and learning. Members of the research coordination team will be available to answer questions and provide support with proposal writing.

From the applicants, we will choose six more practitioner researchers, two in each region. The research coordination team and additional practitioner researchers will meet together to develop our questions and our working processes. Each researcher will then work with her or his regional team to clarify questions and to develop data collection approaches and to support each other in analysis. Research methods may include quantitative and qualitative methods.

First meeting

1. The research coordination team and additional practitioner researchers will meet together to understand each other’s research projects, make connections, analyze where projects overlap, dovetail, or contradict each other;
2. present requirements, expectations, and time lines of this project;
3. reach shared agreements on work processes and supports, online conferencing, phone support, study groups, regional meetings/support sessions and final products.
4. develop processes and set a tone that will support team members to challenge and push each other ensure that every study meets and acceptable standard or that ensures applicability and relevance to the field.

Phase 2: Research (December 2005 – May 2006)

Set up research supports

1. **Online networks**

Following the meeting' online communication amongst all the researchers will be set up both nationally and regionally.

2. **Study groups**

With the help of research coordination team members in their region, each researcher will set up a study group. Each researcher will invite a further 2 –3 people not involved in this project to work with them during their research processes. These study groups will participate in online or face-to-face discussions, add their suggestions, ask questions, and support the researchers.

The study groups will include practitioners, researchers and people from related disciplines. Practitioners who are new to research but interested in how it is carried out will be invited to participate. Some study groups will include practitioners in other regions not represented in the call (e.g., Atlantic Provinces, the North).

Carry out individual research studies

With the support of fellow team members and study groups each researcher will design a detailed research plan for their individual study. All researchers will carry out the project presented and further developed in the first meeting. (Planned research studies for members of the research coordination team are described in an attachment to this proposal.)

Rationale: Practitioner researchers have gained skills in online collaboration in previous research projects (*Dancing in the Dark*, *VALTA*). Newcomers to research will be invited to participate to expand the community of practitioners interested in and learning about how to carry out research. Study groups are also aimed at remedying a difficulty encountered in earlier projects, that practitioners involved in research do not have sufficient time or resources to support each other. The study groups will provide support to researchers from people who do not require reciprocal support; researchers will be able to choose study group members who offer the particular expertise they need, e.g., an experienced researcher or literacy practitioner or someone involved in a transition house as well as practitioners interested in bouncing ideas.

Inviting people from regions where practitioner research is less developed will provide an opportunity for them to participate in this model of practitioner research, spreading the concept to a wider audience and increasing interest in research in practice and capacity for more practitioner research in the future, while contributing their insights and experiences from their region. The study group approach worked well in World Education's Women, Violence and Education Project in New England.

All researchers will collect data, and develop their preliminary analysis. They will maintain contact and provide support to each other online and by phone at least once a month, facilitated by one of the research coordination team.

Phase 3: Analysis and Development of Findings

(June 2006 – November 2006)

Analysis

The researchers will work with their study groups, and the regional and national researchers to develop their analysis of data and draw out preliminary findings of their research

Present preliminary findings to the field

Action	Rationale
<p>1. We will hold a pre-conference day of workshops in collaboration with Literacy Alberta at their annual provincial literacy conference (November 2006). Researchers will each present a workshop about their findings; people attending the conference will be able to attend two-three of the six workshops during the day.</p>	<p>In this way an expanded community of practitioners will participate in the analysis process of the research and become more engaged with the research findings and research process. Going to workshops is a more common method for practitioners to gain knowledge than reading a research report. Presenting a workshop on their practice is a familiar method for practitioners to share knowledge, and will allow practitioner researchers an opportunity to hone their analysis, expand their thinking, and develop a better presentation before developing their final report. As well, the workshops will provide an opportunity to look at a more holistic way of presenting findings.</p>
<p>2. We will carry out a similar presentation in Saskatchewan</p>	<p>We want to take our practitioner research model to a region where there has been less activity in research in practice. Since there has already been a considerable amount of education and discussion about violence and learning issues in Saskatchewan, practitioners there would be ready to hear about our work, not needing an introduction to violence and learning issues, but able to engage with the research findings about changing practice.</p>

Action	Rationale
<p>3. Ontario practitioner researchers will carry out similar presentations in Ontario as part of the OISE/UT Festival of Literacies.</p>	<p>This smaller presentation will allow us to reach large numbers of Toronto-based practitioners who would be unlikely to travel west.</p>
<p>4. We will share our preliminary results and our model of practitioner research by moderating an online conference hosted by Literacy BC; the six week conference will consist of two weeks of pre-conference activities to publicize the conference and encourage people to sign up, introduce themselves and their interests, and four weeks of presentation and discussion of the findings of this project.</p>	<p>Online conferences allow participation from all regions of the country, and from international participants as well. Focus on the research aspect will increase interest in and capacity for practitioner research. Several very successful online conferences have been moderated by members of our consortium, successful in terms of reaching a wide range of people, expressions of interest and satisfaction by participants, and also successful in forwarding the analysis of the researcher who moderates the conference.</p>

Phase 4: Going Deeper (December 2006 – May 2007)

Continuing analysis

Researchers will build on the feedback they received during workshops to further deepen their analysis and prepare draft materials for fellow researchers.

Second meeting

Researchers will meet for three days, with several tasks to accomplish:

1. To discuss our findings in the light of the three sessions of presenting preliminary findings to the field; to analyze our findings to see where one researcher's work strengthens or extends another's; to articulate a common statement about moving research findings about violence and learning into practice.
2. To evaluate our model of doing practitioner research work (e.g., What are its strengths and weaknesses? What would we recommend to new groups using this model? What are the value and problems of various forms of support for practitioner researchers: study groups, regional groups, national team, coordination team etc. What did we learn about using workshops and online conferences to explore research findings with practitioners? What did we learn about holistic research work?
3. To finalize final product, i.e., the book/CD combination. (Agree on a title, style, organization of chapters; meet with editor; set deadlines, etc.)

Rationale: Because all the researchers are looking at aspects of the same problem, collective analysis will be deeper than any one practitioner researcher would usually have the time or resources to develop and the interconnection of each issue will provide more useful findings to move the field forward. The self-conscious focus on and assessment of all aspects of the research model will be crucial to generate valuable information for the development of research in practice in Canada.

Writing/ Publishing

Researchers will write draft chapters and CD content and re-work them with the help of study group members and fellow researchers. An editor and designer will be contracted to prepare materials for publication.

Phase 5: Making it Public (June 2007 – August 2007)

Present findings

A combination book/CD will be produced, with each researcher responsible for presenting the findings of the individual research, with each researcher having the option to also present their findings, or some portion of them, in multi-media formats using the CD.

A member of the research coordination team will write about the model of doing research. Articles about individual research projects and the project as a whole will be submitted to *Literacies*, coalition newsletters and other relevant journals.

Distribution

We will distribute the book/CD widely to the adult literacy field announcing it on e-lists and in provincial and national newsletters.

Two or three members of the team will present findings of the individual research studies and the learning about research in practice to the Canadian Association for the Study of Adult Education conference in Saskatoon in June 2007 or in a similar academic conference.

Rationale: By encouraging researchers to present their findings in a way that will be useful to other practitioners, rather than emphasizing a formal research-report format, we will make the findings more accessible to practitioners in the field who often don't read research reports.

We will present to an academic audience to ensure that findings of the research influence the academic community as well as the literacy field.

Evaluation and final report

The project will be completed with a final evaluation and report to funders.

Time Line

<i>Time</i>	<i>Action</i>	<i>Who will do it?</i>
Phase 1 Getting Started (September - November 2005)		
September 2005	<p><i>Initial set up</i> Conference calls to develop processes and structures</p> <p>Hire administrative coordinator</p> <p><i>Call for practitioner researchers</i> Put out call for participants in three regions, inviting them to submit proposals for individual research topics; distribute call widely and help with submissions.</p>	Research Coordination Team
October 2005	<p>Choose six more practitioner researchers</p> <p>Contract evaluator</p>	Research Coordination Team
November 2005	<p><i>First Meeting</i> Meet as a large group of 12 researchers to understand each other's projects, make connections, analyze where projects overlap, dovetail; formalize understandings of requirements, expectations, time lines etc.</p>	Project Coordinator / Admin support makes arrangements for meeting in consultation with research coordination team; some coordination team members work with facilitator to plan program; facilitator facilitates meeting.
Phase 2: Research (December 2005 - May 2006)		
December 2006	<p><i>Set up research supports</i></p> <ul style="list-style-type: none"> ❑ organize online communication among all 12 practitioner researchers ❑ set up study groups for each researcher, including some to work face-to-face and some online. 	<p>a) Project Coordinator sets up in consultation with Research Coordination Team</p> <p>b) All practitioner researchers in each</p>

<i>Time</i>	<i>Action</i>	<i>Who will do it?</i>
		region
November 2005 to May 2006	<i>Carry out individual research studies</i> Each practitioner researcher will carry out the research project developed during the initial meeting; members of the research coordination team will do the research projects described in an attachment. All researchers will write/develop preliminary analysis.	All researchers, with the support of study groups
Phase 3: Analysis and Development of Findings (June 2006 – November 2006)		
June - October 2006	<i>Analysis</i> Researchers continue analysis process with support of study groups and rest of team.	All researchers
November 2006	<i>Present preliminary findings</i> 1. Researchers will each present a workshop at a day-long session as a pre-conference preceding Literacy Alberta's annual conference.	All researchers
Not yet determined	2. Similar session at literacy conference in Saskatoon or similar provincial conference. 3. Ontario practitioner researchers will carry out similar presentations in Ontario as part of the OISE/UT Festival of Literacies.	All researchers. Researchers based in Ontario
October November 2006	4. Online conference <i>Disseminate interim findings</i> Engage diverse community of practitioners in deepening analysis.	Literacy B.C. technical set up Research Coordination Team, Practitioner researchers
Phase 4: Going Deeper (December 2006-May 2007)		
December 2006	<i>Continuing Analysis</i>	All researchers
January 2007	<i>Second Meeting</i> Further analysis of individual research findings	Project Coordinator / Admin set up.

<i>Time</i>	<i>Action</i>	<i>Who will do it?</i>
	Analysis of findings focussed on research process Finalize product	Research Coordination team Practitioner researchers Facilitator
February- May 2007	<i>Writing</i> Contract editor and designer	All researchers Coordination Team
Phase 5: Making it Public (June 2007-August 2007)		
By June 2007	<i>Present findings</i> Book/CD: each practitioner researcher responsible for presenting research, with the CD available for people who want to present their findings in a non-verbal, nonlinear way. Member of the consortium to write up the model of doing research. All submissions to be in the hands of the editor by the end of June. Up to six members of the team present findings from individual studies and to CASAE conference in Saskatoon. Articles about individual research and the project as a whole will be submitted to appropriate journals	Admin. Coordinator set up all logistics Research Coordination Team, Practitioner researchers
July - August 2007	<i>Editing, production and distribution of the book/CD</i>	Editor, Designer, Project Coordinator, Admin Support Research Coordination Team
August 2007	<i>Evaluation and final reporting</i>	Evaluator Research Coordination Team Project Coordinator

What results and products will your project produce?

Products

1. Up to eleven individual research projects on the question of moving findings from the research on violence and learning into practice
2. One description of a revised model of practitioner research
3. Articles about individual research projects and the project as a whole submitted to appropriate journals
4. Book containing chapters on each individual research study and introductory and concluding chapters which draw together the findings of the entire study and highlight the lessons learned about the theory and effective practice of research in practice
5. CD Containing multi-media representations of findings and processes where holistic approaches to research were employed

Outcomes

- A model of research in practice that reflects and builds on the culture of literacy practice and recent learnings about research in practice
- Increased interest in research in practice both in the regions where the research takes place and in other regions
- Identification of blocks and possibilities for moving research on violence and learning into practice
- Increased awareness of research in practice and violence and learning research

Distribution

800 copies of the book and CD will be printed and widely advertised using online forums, *Literacies* and provincial and national newsletters. Copies will be distributed.

How will you evaluate your project's effectiveness?

As her research project, a member of the research coordination team will research how the practitioner research model that is developed through the project contributes to meeting project objectives. The report on this research will provide an “insiders” perspective on project outcomes, with a particular focus on the practitioner research model that is developed.

An external project evaluator will be contracted to provide an additional perspective on outcomes. Working with the research coordination team, the evaluator and the above named team member will develop a framework for data collection, that accounts for the

success indicators outlined below. Data collection, to be carried out by the researcher, will include focus group sessions at the researchers' meetings and questionnaires requesting feedback from participants in project workshops and online discussions.

The researcher will analyse the data to address her specific research focus. The evaluator will analyse the data and review the products of the project against the success indicators and prepare an evaluation report.

Project Objectives	Success Indicators
1. Define, describe and use a model of practitioner research which builds on current models of academic and collaborative practitioner research, yet overcomes some of the perceived deficits of those models.	<ul style="list-style-type: none"> ❑ The final report will clearly describe the new model, comparing it with other models; ❑ participating researchers will have demonstrated the efficacy of the model by producing up to eleven pieces of new research using the model.
2. Identify and implement ways to enable local research to be known and valued more widely (regionally and nationally).	<ul style="list-style-type: none"> ❑ Evaluations from workshop and conference participants will indicate the relevance and value of our analysis to their situations; ❑ project participants will be able to make useful and substantive revisions to their preliminary drafts after workshopping them to other practitioners.
3. Identify approaches that will enable research to have a greater impact on practice.	<ul style="list-style-type: none"> ❑ Up to eleven completed studies will, among them, identify successful and unsuccessful ways to move research findings about learning and violence into practice, including some stumbling blocks and supports in program policies as well as specific actions taken by practitioners; ❑ the final report will compile these findings into one document, with special attention to those which would seem to be valuable in a wider context of moving into practice the research findings on any topic.

Project Objectives	Success Indicators
<p>4. Increase the value of research findings about violence and learning by having practitioners engage in research about them and learning how to incorporate them into program practice and policy.</p>	<ul style="list-style-type: none"> ❑ Ten of the pieces of research done by participants will focus on the issue of adapting literacy practice in the light of research findings about violence and learning; ❑ the report of the whole project will contain a compilation of findings about moving that research into practice; ❑ participants at workshops and the online conference will report in their evaluations that they have learned some ways to change their practice in this area and will implement some of those changes.
<p>5. Broaden the practitioner research network in ways that bring in diverse voices and perspectives.</p>	<ul style="list-style-type: none"> ❑ The call for participants will be wide and inclusive enough to recruit participants from a diversity of literacy settings and a diversity of experience and background in literacy work. ❑ The study groups attached to the research projects will mirror and expand that diversity, to include people interested in literacy, in practitioner research, and in the questions of violence and learning.
<p>6. Increase interest in and engagement with practitioner research, in BC, Alberta and Ontario, the regions where the research in this project will take place.</p>	<ul style="list-style-type: none"> ❑ Workshops will be given on the research model and on the specific pieces of research done by participants at a pre-conference session of the Alberta Literacy Provincial Conference, with at least 50 practitioners in attendance; ❑ Ontario practitioner researchers will carry out similar presentations in Ontario as part of the OISE/UT Festival of Literacies; ❑ an online conference hosted by Literacy BC, moderated by project participants will attract at least 100 participants and readers, and interest and participation in the conference will last throughout its six-week length.

Project Objectives	Success Indicators
<p>7. Increase interest in, and engagement with, practitioner research in other regions, which at present have a lower level of research in practice activity.</p>	<ul style="list-style-type: none"> <li data-bbox="776 338 1481 527">❑ Members of the steering committee will have used their personal contacts as well as more formal methods to attract people from the other regions to participate in the study groups supporting each research project; <li data-bbox="776 527 1481 611">❑ ten to twelve workshops will be presented in Saskatchewan; <li data-bbox="776 611 1481 756">❑ at least 10 people from these outside regions will take part in the online conference hosted by Literacy BC.

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