

Editorial

We, the editors of the *International Journal of Action Research*, are pleased to offer our readers an issue that confirms the wide scope of social demands to which researchers are called to respond, or feel compelled to address, due to their commitment for promoting changes in organisations, schools and other social contexts. Also the geographical origins of the articles need to be highlighted, and may help us to get a better understanding of the ways action research practices are recreated in different parts of the world, respectively, and how the conceptual references differ, providing fertile ground for common learnings.

The first text, “Does organisational action research have a future?”, written by the Danish researchers Marianne Kristiansen and Jørgen Bloch-Poulsen, is not a conventional article. It originates from questions posed to the authors by two editors of the *International Journal of Action Research*, who invited these professionals to reflect critically on their trajectory as researchers, more specifically, their research experience with organisational action research. Four challenges were identified, to be faced by action research: how to move from co-influence to co-determination; the need to document action research processes; a self-critical appraisal of how action researchers deal with power; and paying attention to socio-economic conditions. In short, the future of organisational action research, as the authors point out, can or should not be taken for granted.

Norman Chivasa, in “A participatory approach to peacebuilding evaluation in Seke district, Zimbabwe” reports and analyses the evaluation of a self-initiated peace committee by ordinary people in the Seke district, Zimbabwe. According to the author, action research can be a useful methodology with the potential to create space for common people to participate in the design, implementation, monitoring and evaluation of peace initiatives in their villages. Although not denying the role of authorities in monitoring and evaluation of peacebuilding, the study highlights the possibility of bringing bottom up practices into the mainstream, thus increasing the impact on peacebuilding practices.

In the article, “From silos to inter-professional collaboration: A mixed methods case study utilising participating action research to foster multidisciplinary teams in a day care surgery department”, Gunhild Bjaalid, Rune Todnem By, Bernard Burnes, Aslaug Mikkelsen and Olaug Øygaarden present a single case study that reports on the establishment of a multidisciplinary day care surgery at a Norwegian University Hospital utilising participat-

ing action research design principles drawn from socio-technical theory. Based on data collected through mixed methods, the authors argue that the hospital achieved the vision of creating an efficient multidisciplinary work environment, reducing the culture of tribalism between professions, and creating a work environment with a high degree of knowledge transfer. Action research, they point out, can be used to reduce organisational silos and improve multidisciplinary cooperation.

Based on a project in South Brazil, “The Learning Web in the Systematisation of Experiences: An Analysis of Research Processes with Artisan Women”, Aline Lemos da Cunha Della Libera and Edla Eggert discuss aspects of a dialogue with artisan women during the production of their handicrafts. The methodology builds on participant research studies conducted in Brazil since the 1960’s, to which feminist studies are added. The article integrates two groups of female artisans who produced pieces, and simultaneously talked about their craft production processes and their daily experiences. The conclusions, based on alternative ways of systematising the recorded findings, challenge researchers to develop creative methodologies in research practice with poorly educated adult women.

The fifth article, “Second Language Teachers’ Reasons for Doing/Not Doing Action Research in Their Classrooms”, by Vahid Rahmani Doqaruni, Behzad Ghonsooly, Reza Pishghadam, explores the extent to which Iranian teachers do research, and their reasons for doing so in the English as a foreign language context, with a special emphasis on action research. While many teachers consider action research useful in solving their immediate teaching problems and improving their teaching practices, the analysis of the teachers’ reasons showed that there are barriers in the way of conducting action research: practical (lack of time), logistic (not having enough knowledge and support), and attitudinal (teachers believe that their job is only to teach).

We thank the authors who contributed to this issue for the *International Journal of Action Research*, and wish our readers an enriching learning experience.

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Editor-in-Chief