

## Call for Submissions for Special Issue

**Title:** *Action Research in the time of COVID-19*

**Guest Editor:** Patricia Briscoe, Niagara University

**Purpose:**

The aim of this Special Issue is to provide a dissemination forum for those who have taught, learned, researched, and/or worked in education-related contexts during the COVID-19 pandemic. This Special Issue invites many individuals—including teacher educators, researchers, field supervisors, teacher-mentors, program developers, and pre-service and/or early service teachers, among others — to engage in action research to document and share stories and experiences during the current COVID-19 pandemic. This is somewhat of a unique approach to a special issue because we are first inviting you to propose your action research project with the intent to report and publish it for a future CJAR special issue with a projected publication date in 2022.

COVID-19 has been a global pandemic, affecting all educational systems world-wide: It is a problem we all face as educators. For this reason, therefore, this call encourages submissions from both Canadian and international researchers regardless of geographic context.

**Why Action Research Now:**

Educators, groups of educators, and educational systems leaders are recognizing the power of conducting their own research—focusing with intentionality on specific questions and issues they face and determining links between effective professional practice and learning (Parsons et al., 2013). Partnerships between teacher educators, teacher-mentors, and pre-service and/or novice teachers involved in site-based action research are engaging and meaningful; they can have observable impact on practices and professional wellbeing (see Forster & Eperjesi, 2017; Forster & Eperjesi, 2021; Putman & Rock, 2018). Action Research provides a method for “looking at your practice or work situation inquisitively, critically and analytically to gain an in-depth knowledge of its rationale, relevance, effectiveness and efficiency” (Kumar, 2014, p. 49).

This is even more important as the pandemic presents daunting challenges for those in the education system: The isolation of on-line learning; the rigid structures imposed in the classroom; the extreme hurdles placed on researchers seeking ethical approval; the modified methods that must be applied to research. However, thinking in this research mode about professional education experiences during a pandemic, one can engage as an active reflective practitioner in a conscientious and explicit research process by asking questions such as: What

am I doing? Why am I doing this? How is this practice affecting my students? How can I improve my practice? What new practices hold most promise for addressing my problem? How can I help others? Such questions naturally come to mind as a practitioner, and as a researcher you make attempts to find answers. It is the process of posing, exploring, finding, and sharing answers to such questions that is the focus of this special issue and CJAR' objectives:

- Enabling educators to share their experiences;
- Demonstrating connections between practice and theory through articles of a general nature on methodological and epistemological issues related to action research; and
- Providing a forum for dialogue on the various action research projects that are taking place around the country.

### **Submission Process:**

**Pre-Approval:** To be considered for publication in this Special Issue, a 250-word paragraph describing the proposed action research will require pre-approval and must be submitted by **August 1, 2021**. Pre-approval does not guarantee manuscript acceptance; all manuscripts will be subject to a blind, peer review process. People submitting for pre-approval will receive an initial response from the editor within two weeks.

**Please send pre-approval submission to the guest editor, Patricia Briscoe c/o [cjar@nipissingu.ca](mailto:cjar@nipissingu.ca).**

**Submitting Manuscripts:** Please consult CJAR's submission site for details: <https://journals.nipissingu.ca/index.php/cjar/about/submissions>. When submitting, you will be asked to include:

- A submission of about 6,000 words (excluding references) that follows APA style (7<sup>th</sup> ed.)
- An accompanying 100-word abstract
- A separate file that includes authorship information

All manuscripts will be double-blind reviewed. Full manuscripts must be received by **January 31, 2022**.

### **References:**

Forster, C., & Eperjesi, R. (2017). *Action research for new teachers: Evidence-based evaluation of practice*. SAGE.

Forster, C., & Eperjesi, R. (2021). *Action research for student teachers* (2nd ed.). SAGE.

Kumar, R. (2014). *Research methodology: A step-by-step guide for beginners* (4th ed.). SAGE.

Parsons, J., Hewson, K., Adrain, L., & Day, N. (2013). *Engaging in action research: A practical guide to teacher-conducted research for educators and school leaders*. Brush Education.

Putman, S. M., & Rock, T. (2018). *Action research: Using strategic inquiry to improve teaching and learning*. SAGE.