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In-Cult



**Educational Methods
ACTION-RESEARCH
Permanent University
University of Alicante, Spain**

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Method structure description:

Name of the method: Action-Research

Name/institution of the contributor: Universidad Permanente, Spain

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Photos:





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Short info:

Organiser: *In-Cult Project partnership*

Target Group: *Older adults*

Time required for preparation: *several months*

Time required for implementation: *it depends on the complexity of each project*

Venue/place (inside, outside): *both internal and external work*

Suitable time: *all year round*

Possibility to implement online: *Yes. All projects should include the use of ICT resources (for both research and implementation) in order to reduce the digital divide in this age group. Moreover, these kinds of projects could be delivered on a totally online basis (e.g. a project on language resources for migrants produced and published online).*

Short description of the method (max. 100 words):

Action Research is an educational methodology that fosters innovation and relies on the notion of socially constructed knowledge. The objective is to make it possible for groups of learners to manage their own learning towards a worthwhile action with a meaningful impact on the social context where they live. Teachers become facilitators giving support to projects in their different stages: (1) design; (2) research; (3) implementation and (4) evaluation. Besides, this methodology follows the tenets of Geragogy as it improves older adults' knowledge and skills while integrating a socio-critical stance, i.e. promoting knowledge democratisation, social participation and older adults' empowerment.

Implementation of the method within the project (max. 100 words):

This was the methodology employed in the In-Cult project where older adults played the role of researchers and developers. They conducted the research on intangible treasures by visiting locations, interviewing stakeholders and accessing different sources of information. They

subsequently compiled the information, construing the knowledge that was going to be transferred into the project products. The participants also tested the results and offered valuable assessment to improve all the materials. Finally, they disseminated the project results, thus becoming active cultural transmitters of European values and culture.

Step-by-step description of the method (max. 200 words):

① *Decide on the topic (e.g. European heritage, SDGs, culture, health, environment, etc.). The topic may refer to a problem or difficulty that we would like to resolve (e.g. lack of knowledge about intangible heritage).*

② *Plan the action following this framework:*

DESIGN STAGE

1. Define the problem: What would we like to improve in our community?

2. Analyse the Problem:

- Previous knowledge and needs*
- How is the project going to transform our society?*
- What are participants going to learn?*
- What resources do they need?*
- Are students going to require special training?*
- Are other institutions becoming involved?*

3. Define the stages of the project in question.

4. Devise strategies for support.

③ *Design a research stage to acquire the knowledge needed for the project:*

RESEARCH STAGE

1. Decide on tools: surveys, focus groups, interviews, library, the Internet, etc.

2. Conduct research

3. Analyse findings

④ *Design and implement final products or actions:*

IMPLEMENTATION STAGE

1. Design the products of the project (e.g. exhibits, presentation, webpage, social action, etc.).

2. Develop the products or actions

⑤ *Assess quality:*

EVALUATION STAGE

1. Test products

⑥ *Transmission of results:*

1. Disseminate the specific results among the different stakeholders.

Teaching and Learning (max. 100 words):

This methodology can be implemented in different types of projects with diverse levels of complexity. Innovation lies in the fact that learning takes place during the process as needed at the different stages. These students-researchers will learn to: work collaboratively with other partners; share their knowledge and expertise; and acquire new competences and skills linked to the project (e.g. computer and research skills, communication strategies, learning competences, etc.). Most importantly, students need to be allowed to play a central role during the process so that they can become true social agents and assert their role as active citizens.

5 Keywords:

Action-research, social action, empowerment, social construction, significant learning.

Possible training tools, material, resources to use (e.g. flyer, roll-up etc.):

The internet, libraries, panels, flyers, computer applications, etc. (it depends on the type of project being conducted).

Method dissemination possibilities:

Dissemination arises as an essential part of any project, insofar as it provides the way to reach the different stakeholders for whom the action developed is valuable. Likewise, dissemination can be an empowering force for older adults, since it allows them to reinforce and spread the value of their work for society. In doing so, these projects foster social cohesion and fight against ageism, as they highlight older adults' involvement in solving present-day social problems.