

PARTICIPATORY ACTION RESEARCH AND PAYING IT FORWARD

An Editorial

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I sit here and ponder about the wisdom and knowledge I want to pass on in my guest editorial piece and think back to almost 30 years ago. I was 23 and thought I had the world figured out and ready to make my mark in life. I was certainly naïve enough to think I was prepared to educate the world and anyone else who might want to listen. Fresh out of university, I took the first teaching job offered which was located in a small mining town in north western Ontario. It was about that time someone informed me that I would change my career at least three times in my life span. Since then, I have not only changed my career from secondary school teacher of 24 years, to operating my own consulting business for several years, and then taking on an Assistant Professor role in a School of Education program as my current position in life: I have moved schools and institutions several times. Although life has taken me from coast to coast and institution to institution, I have maintained one facet of my life that has not waived - that is the opportunity to teach and research.

As a lifelong learner, I have found the concept of being present and active in the classroom and school communities to be extremely rewarding. I have learned as much, if not more, from my students than I imparted to them through the richness of networking and building relationships. These rewarding experiences have acted as a platform, assisting me to elevate my professional and personal knowledge as an educator and facilitator. It is with the utmost respect for learning, teaching, and research that I sit here and wholeheartedly say "I have the best job in the world". The curiosity that is produced by this work additionally enhances my ability to embrace further teaching and learning through my role as a teacher/researcher in the field of education.

In my role as an Assistant Professor my current School of Education program, I am afforded the opportunity to facilitate and educate pre-service teacher candidates. In turn, they will pass on their knowledge, building networks and positive relationships with their own students and school community. I also work with teachers and other professionals in the community who wish to advance their academic credentials to a Master of Education - they too will go into the world and pass on their knowledge.

The authors of this Canadian Journal of Action Research issue are now passing their knowledge and research onto our readers in the four articles presented in no particular order. **Jennifer Lynn Root** and **Rebecca Godderis** from Wilfrid Laurier inform their readers about how post-secondary instructors should respond to student disclosures in their article entitled *Instructor Strategies for Responding to Disclosures of Gender-Based Violence on Campus*; the second article, *Feeling Like Research Partners As A Youth Team*, authored by **Morgan Gardner** from Memorial University of Newfoundland, is an action research study that explores what makes youth-adult teams feel like genuine partners; **Daniel B. Robinson** and **William Walters**, Saint Francis Xavier, explore alternative approaches to designing pre-service teacher practicum placements and experiences through an action research initiative; and, the fourth article presents embodied subjectivities and participatory action research through a feminist poststructuralist lens by **Catherine Chesnay**, Université du Québec à Montréal. ■