

# Teachers transitioning to innovative learning environments through participatory action research

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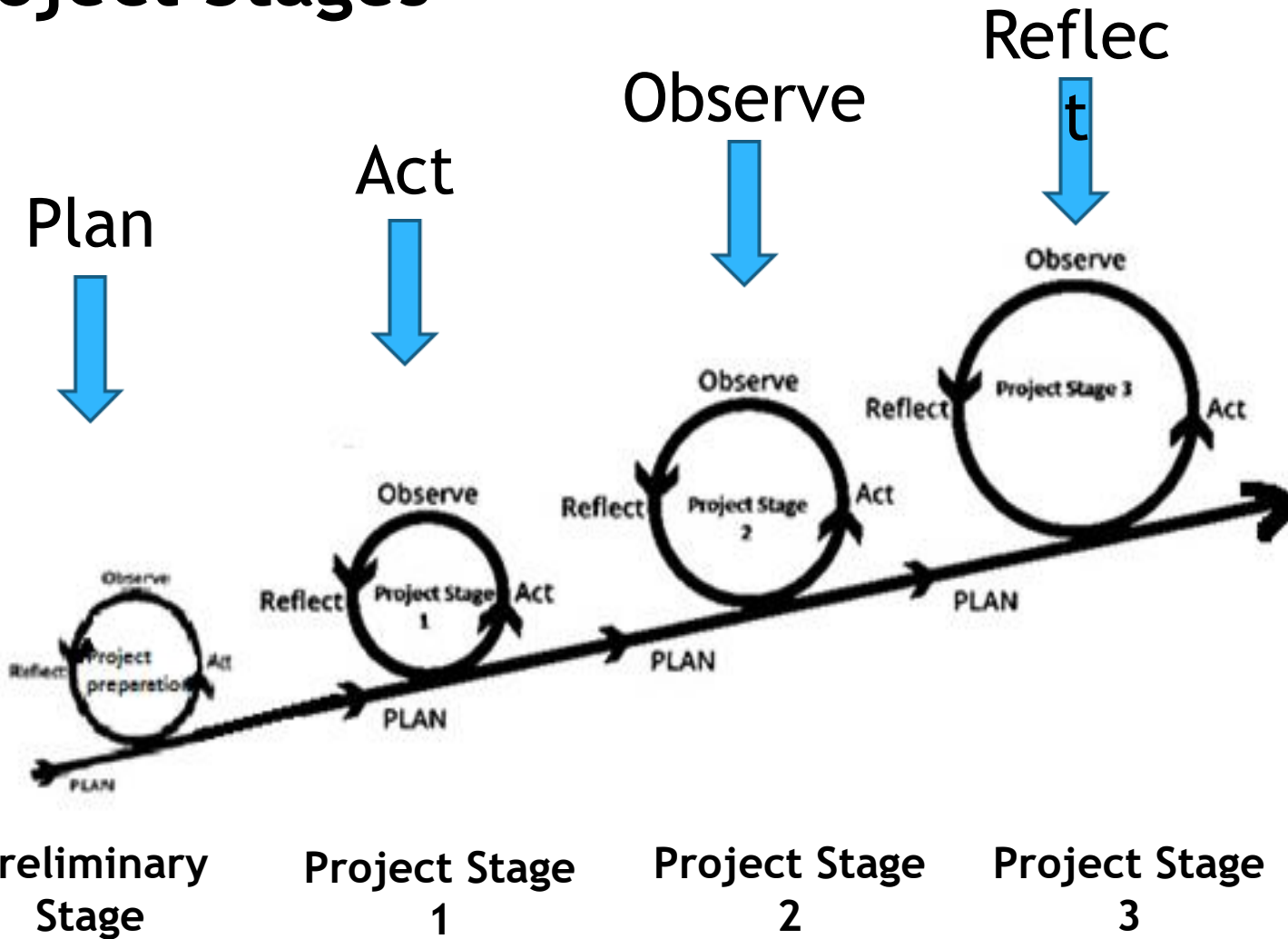
# tran·si·tion

*n*



Pielow, S. (Photographer). (2013, July 8). Tren Crucero zig zag [digital image]. Retrieved from <https://www.flickr.com/search/?text=transition%20over%20%20bridge>

# Project Stages



Adapted from "Action Learning and Action Research: Paradigm, Praxis and Programs," by O. Zuber-Skerritt, in S. Sankaran, B. Dick, R. Passfield, & P. Swepson, (Eds.), *Effective Change Management Using Action Research and Action Learning: Concepts, Frameworks, Processes and Applications* (p. 15), 2001, Lismore, Australia: Southern Cross University Press. Copyright 2001 by O. Zuber-Skerritt.

## Key findings: Strengths and challenges of participatory designing

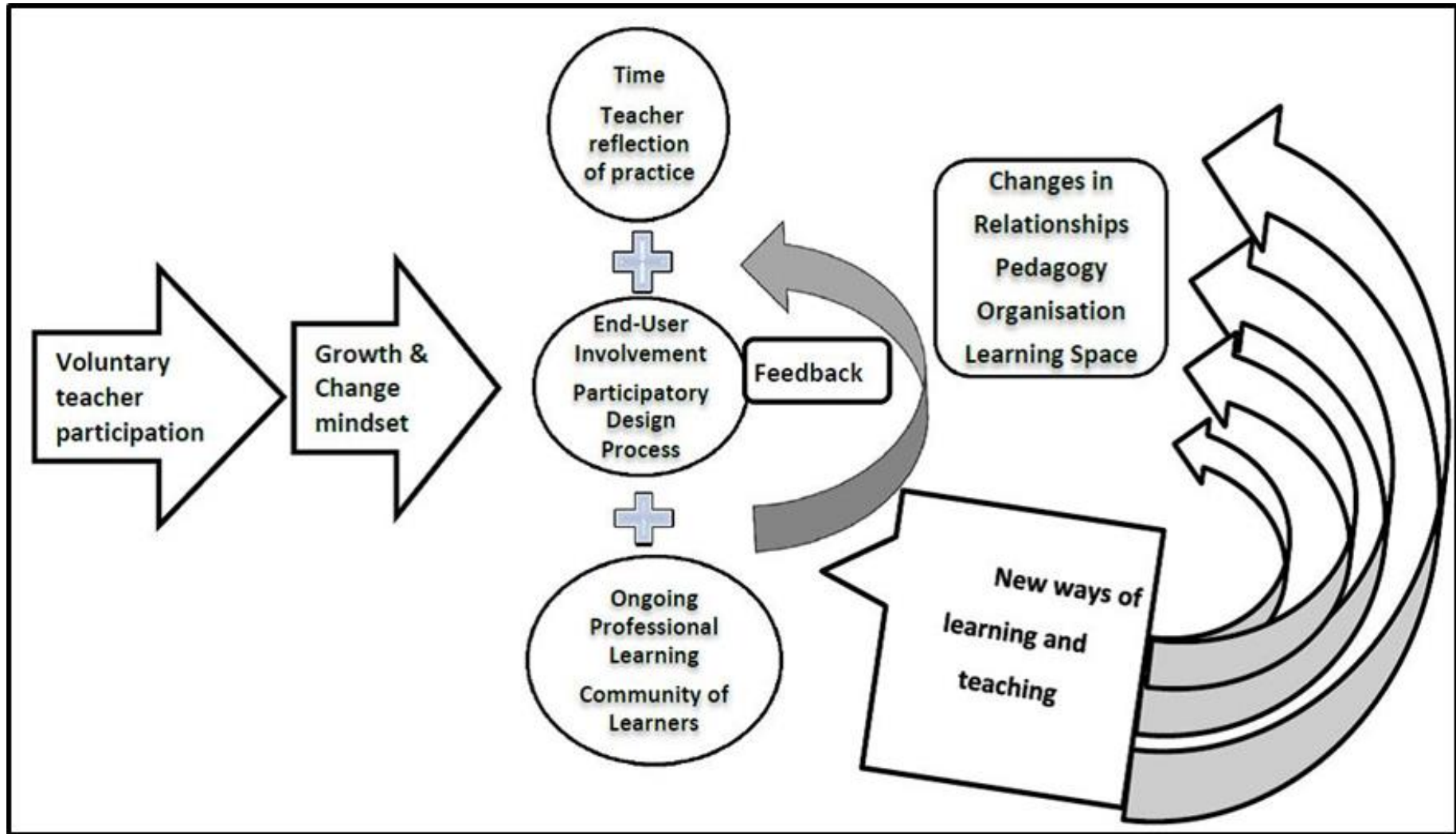
### Strengths

- Professional learning
- User-inspired research
- Resources and tools
- Dispositions
- Intent

### Challenges

- Limited coherence
- Limited professional learning
- Time restrictions
- Organisational practices
- Personal events

# Evidence based model for engaging teachers and their students in participatory designing projects



From “*Teachers creating the “third teacher”*: An action research approach to learning environment design,” by V. Miller (p. 258), 2017, (Unpublished thesis.) Faculty of Education, Queensland University of Technology, Brisbane. ©Vanessa Miller

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