

## A Decade of Tempus Fugit An Editorial

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## **A DECADE OF *TEMPUS FUGIT*** **An Editorial**

**Kurt Clausen**  
Editor-in-Chief

As part of his *Clerk's Tale*, Geoffrey Chaucer wrote the sage words,

For though we sleep or wake, or rome, or ryde,  
Ay fleeth the tyme, it nil no man abyde.

After hastily memorizing this short passage for a presentation in a Middle English course I took for my Bachelor's degree, I quickly forgot it once the term was over. However, it has come back to me vividly this month. Could ten years have passed already?

Back in the Spring of 2014, when the Canadian Society of the Study of Education conference was being held at Brock University, the Canadian Association for Teacher Education (CATE) was good enough to run as its pre-conference, a day-long session entitled *The Future of Action Research in a Diverse and Changing Canada: A Call to Action in Teacher Education*. I chaired the steering committee that consisted of the CATE liaison, Dr. Karen Ragoonaden, as well as Drs. Lynn Lemisko (Saskatchewan), Glenda Black (Nipissing) and Julian Kitchen (Brock). The day proved to be a great success and one that I have never forgotten. Over fifty people attended the event which consisted of panel discussions with Steven Jordan (McGill), Ruth Dawson (ETFO) and Zoe Donoahue (Institute of Child Studies, UT), as well as six breakout groups discussing various action research themes. Seven roundtables took place and Jack Whitehead, (University of Cumbria) gave the keynote: His visage was projected virtually on what seemed a two-storey screen in a large amphitheater, and I remember feeling very small standing beside him during introductions as he looked down on me. His words of encouragement, however, inspired us all.

By the end of the pre-conference day, we had all been motivated to go beyond this one day event. In fact, in a passionate outburst in the last two hours, the motion was made to create a Special Interest Group under the auspices of CATE. Entitled *The Canadian Association of Action Research in Education (CAARE)*, its main goal was to promote collaboration between Canadian researchers working in the field of Action Research. Passed unanimously, it went forward to CATE and by 2015, regular CAARE conferences were held. Each year since then,

the SIG has continued to push outwards in new directions: Keynotes, workshops, conference proceedings and theme issues in CJAR. I'd like to think that one of its greatest successes was the publication in 2020 of its flagship book, *The Future of Action Research in Teacher Education: A Canadian Perspective*, by McGill-Queen's University Press, reviewed in this issue by **Robyn Herman-Woltz** at the University of Windsor.

Beyond these products, however, I like to think that this movement has led to more intangible consequences: An increased communication system; a way for action researchers to meet and start new projects; and an informal network across the country. What I have observed over this time is just how many rooms that exist within the methodological housing that is Action Research. Perhaps it is this flexibility and accommodating spirit that allows for this space. Or perhaps it is the approach's ability to bring people together and work in ever expanding groups. Since CAARE was founded I have seen increasing numbers of Action Research groups working together, rather than the self-contained teacher trying to find solutions in their solitude (a coincidence, I am sure). In this CJAR issue alone, scholars and practitioners (in collaboration) have performed research that encompasses many settings and goals.

And, like CAARE, CJAR has attracted projects emerging from a variety of university groups. **Cher Hill and Nelia Evans** at Simon Fraser University, for instance, work with an under-resourced Grade 2 community school classroom to understand and benefit from "the infinite potential within pedagogical spaces" (p. 3). While remaining within the academy, the scene then radically shifts to the Master's level at the Ontario Institute for Studies in Education (OISE), where **Julie Kerekes, Yiran Zhang and Shakina Rajendram** lead international students in the creation of self-study action research plans to help them develop skills in academic English while encouraging learner autonomy. Another report on a collaborative self-study project, submitted by a team led by a long-time contributor, **Liyan Song** from Towson University, describes the unfolding findings and next steps from a multi-modal course delivery approach that expanded after the COVID-19 pandemic swept the campus.

Employing a collaborative action research approach, **Erica McDonald** and co-authors from Aurora College in the North-West Territories and OISE aim to support Indigenous language revitalization through reflective practice among both university researchers and teaching interns in early childhood education placements. Finally, an eight-member team from the University of British Columbia, **Abigail Amoakoa Okyere** and co-authors, draws upon participatory action research and photovoice methods "to explore how African students navigate transitions to studying in Canada and the strategies they use for creating supportive social resources" (p. 81).

In the end, like Chaucer, I have not known where the time has flown. But I do see the remains of the last ten years all around me when I look carefully. To this end, I hope that this stretch was put to good use, and perhaps it will set the stage for the next fleeting decade. ■