



AECED
aesthetic and embodied
learning for democracy

**REPORT OF
METHODOLOGICAL
FRAMEWORK**

Deliverable 4.1

October 2024



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METHODOLOGICAL FRAMEWORK

Report, by lead partner, presenting the methodological framework, its rationale and guidance for its use as the basis for evaluative data collection in the case studies ¹

“To become aware of the beginnings of democracy is to notice the particular bodies that interrupt, inhibit, facilitate, and enliven political interaction. It is bodies who deliberate, bodies who surface in its silences and stutters, bodies who demand empowerment. Finally, it is bodies who interact democratically, and who are altered themselves through such interaction.”

(Machin 2015: 59)

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¹ The methodological Framework was developed from the Grant Agreement-101094052-AECED and the collective discussions and decisions of the whole consortium of researchers.

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LIST OF ABBREVIATIONS

AEL

Aesthetic and embodied learning

AELD

Aesthetic and embodied learning for democracy through ABE – arts-based and embodied pedagogies: Arts-based and embodied pedagogical methods facilitate working with feelings, emotions, senses and the body and include a wide range of activities, such as collage-creation, photography, drawing, dance, movement, sensory-based methods, drama and narrative approaches (e.g. story-telling and creative writing).

ABE

Arts-based and embodied

ABER

Arts-based and embodied research methods (referring to the case design)

VEN

Visual, embodied and narrative approaches

Aesthetic Reflection

Critical, probing reflection that raises and addresses challenging questions about the patterns and assumptions in our aesthetic experiences and awareness

AELD innovation

Introduction and use of the Prototype Framework and Guides as ‘activating resources’ in the creation of innovative aesthetic and embodied pedagogies and learning opportunities for education for democracy

PAR

Participatory Action Research

1. Objectives of AECED

Philosophy of the project:

"Aesthetic and embodied learning for democracy creates a grounding for active engagement in democracy and democratic relationships." (Grant Agreement-101094052-AECED, Part B, p. 2)

- Embodied learning brings to the fore the unavoidable role of the body in thinking, feeling, experiencing and acting.
- Aesthetic learning emphasises how our feelings, emotions and senses are connected to how we learn and brings to the fore an appreciation of the aesthetic.
- The value of embodied learning is the experiences of one's own body as a source of knowledge and learning.
- The value of the aesthetic is that it is a source of enriching ourselves, our relationships and our practice and of fostering ethical sensibilities.
- Democracy-as-becoming means that democracy is a continuous relational creation: a practice of imagination, connectedness and reflexivity.
- Responsive pedagogies aim at the enlivening of democratic relationships in educational settings – between educators/facilitators and participants, in relation to organisational learning and their connectedness to power/knowledge.

Aims

"[T]o improve the practice of education for democracy, a pedagogical framework is needed to facilitate educators and learners' creativity concerning ways to nurture feelings, awareness, sensibilities and energies of momentum vital to living democracies. Such a framework has its foundations in the inherent aesthetic and embodied character of learning and the possibilities of creative, mutual change in the interactions of aesthetic experience." (Grant Agreement-101094052-AECED, Part B – p. 3)

With an understanding of democracy as a lived experience, the AECED project aims at:

- Developing a Pedagogical Framework and Guides responsive to specific cultures, places, intersectionality, participants, and policy context – and thus help galvanise the reshaping of democracies;
- Providing through the Framework a theoretical and ethical foundation for the situated and responsive application of the Guides;
- Activating through the application of the Guides innovative, responsive pedagogies that translate into creative ways of learning and teaching.

The Framework and Guides created in the project intend to be *activating and responsive tools for creative action* in different educational and national settings.

Methodological design

AECED applies a Participatory Action Research (PAR) methodology with distinct phases and different levels of participation and opportunities to co-design, co-create and co-evaluate (see: Kemmis et al., 2014; Bryman, 2012).

PAR is a methodology that pervades the work of the research teams and the project. Conducting PAR involves the researchers not as distanced observers but as participants who are fundamentally involved as embodied beings and draws on their embodied and felt experiences as knowledge-makers. We understand knowledge-making as an epistemic practice situated in discourses and collective imaginaries.

As such, PAR is a methodology that mirrors our understanding of democracy-as-becoming as relational and lived experience: It is a methodology based on emergent, co-creative processes sensitive to power/knowledges, difference and embedded practices in relation to learning for democracy in education (Seppälä, T., Sarantou, M., & Miettinen, 2021).

Project Objectives in Short

1. Design, with stakeholder participation, a Prototype responsive aesthetic and embodied pedagogical Framework and associated Guides to pedagogical practice for education for democracy.
2. Design and carry out PAR to trial the Prototype Framework and Guides.
3. Design launch-ready, evidence-based versions of the Framework and Guides, with guidance on adapting the pedagogical Guides to differing contexts.
4. Achieve wide interest in and use of the Framework and Guides amongst educators,

2. Scope of the Project

As agreed upon in the proposal, the project aims for a change in educational cultures intending to initiate transformative practices and attitudes through the application of aesthetic and embodied learning for democracy (AELD). Applying aesthetic and embodied learning as well as responsive pedagogies for democracy-as-becoming in education may transform educational cultures on three levels: (1) Epistemic Transformation, (2) Individual and Collective Professionalisation, and (3) Organisational / Institutional Transformation.

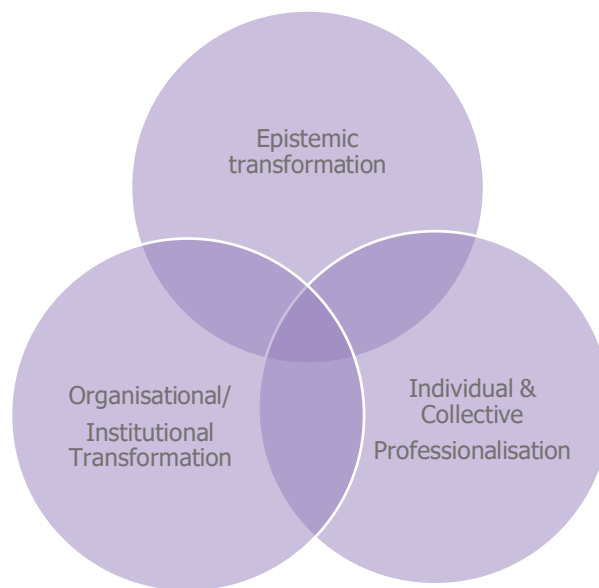


Image 1: Scope of the AECED project

1) Epistemic Transformation: The pedagogical Framework and Guides for practice can be seen as discourse introducing and envisioning the notions of AELD through responsive pedagogies and the understanding of democracy as a collective process of ‘becoming.’ It may challenge hegemonic discourses on education through the re-imagination of education for democracy (see: Castoriadis, 1975).

2) Individual & Collective Professionalisation: The Framework and Guides are ‘activating resources’ for all participants involved (educators, facilitators, students/learners, change agents, activists, etc.) as it provides a) sensitisation tools for AELD and responsive pedagogies, and b) enables students to experience democratic participation that fosters a deeper understanding of democracy-as-becoming as well as a grounding for democratic citizenship (Woods et al., 2023; Dewe, 2009).

3) Organisational/Institutional Transformation: Additionally, the project aims to challenge the self-understanding and habits of educational organisations and institutions. From an

organisational education perspective, AECED also addresses the learning in, of and between organisations (see: Göhlich et al., 2016). That means that democracy-as-becoming is not just seen as 'content' in different learning opportunities but as a paradigm shift within institutions. Transformational change within organisations towards democracy relates to the social, economic, and political level (Bollier & Helfrich, 2019).

3. Research Phases within the AECED Project

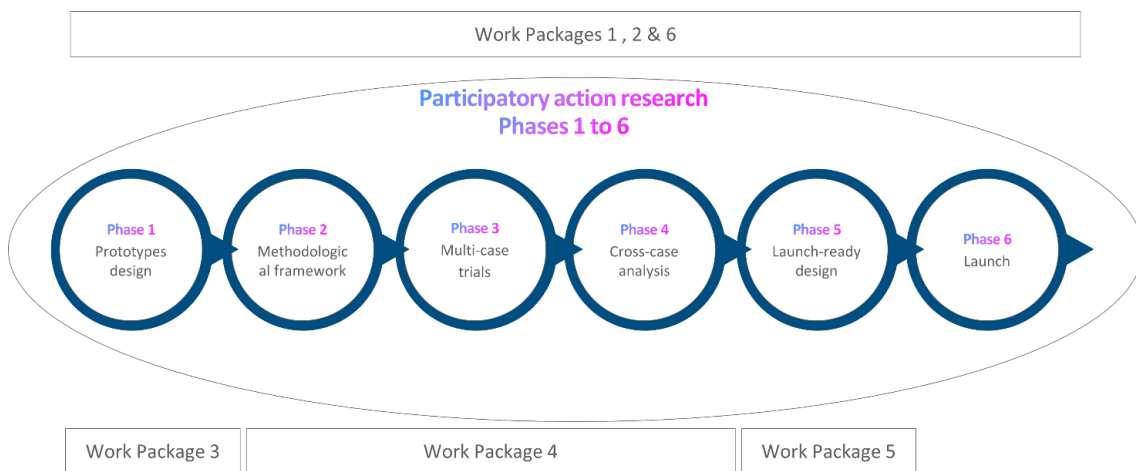


Image 2: The six phases of the AECED project, Grant Agreement-101094052-AECED, Part B – p. 34

The AECED project is divided into six different phases. Starting with the prototype design of the pedagogical Framework and four different practical Guides for different educational settings (phase 1), the partners agree on this methodological Framework and develop specific case designs (phase 2). Next, the partner countries enter the multi-case trialling (phase 3) and their national case analysis. A project-wide cross-case analysis of the cases will follow (phase 4). Finally, these insights and adaptations will guide the re-designing of the Framework and Guides during phase five and the dissemination and exploitation of the final versions by stakeholders (phase 6).

3.1 Phase 1 – Prototype design – led by the Finnish Team

The Prototype pedagogical Framework and Guides are developed under the guidance of the Finnish team as preparation for

- collaborating with participants (educators, facilitators, policy makers, etc.)

- and trialling the Prototype Framework and Guides in educational contexts in the national case studies.

Before the case trialling starts, the Prototype versions

- will be translated into all national team’s languages
- will be marked as Prototype versions for the phase of case trialling

This phase was successfully completed under the guidance of the Finnish team by the end of October 2023. It is this document which will guide the case design and trialling.

4. Phase 2 - Methodological Framework for Participatory Action Research (PAR) – led by the German Team



Objectives of the Methodological Framework

The Methodological Framework provides orientation and guidance for the (trans-)national case studies. With a PAR methodology, the project involves stakeholders and participants at critical stages throughout the project. After prototyping the pedagogical Framework and Guides, the case studies mark the trial phase in which all partners use qualitative research methods that include visual, narrative, embodied, or combined approaches to education for democracy in different educational settings. The data material generated in this phase creates the foundation for the (trans-)national analysis that leads to the design of the launch-ready pedagogical Framework and Guides that will be disseminated.

This Methodological Framework is an outcome of joint discussions with and feedback from all partners; it includes agreed guidance on evaluation criteria and on applying these criteria in the design of data collection.

Research and Analysis criteria:

With a Participatory Action Research Design, the AECED project aims to publish a pedagogical framework and four guides for practice. Those educational tools are the heart of the project. They will be published after an extensive period of case trialing in which all of them are tested, trialed, and evaluated with participants from all four educational phases this project addresses.

For that, the AECED project is dedicated to qualitative research methods that will give insights concerning two aspects in using the prototype pedagogical framework and guides for practice:

- *process*: the users' experiences in facilitating the co-creative design of AELD responsive to cultures, place, intersectionality, participants, and policy context. Users here means any case study participants willing to trial and feedback the Prototype pedagogical Framework and Guides.
- *transformational change*
 - *in participants*: individual and collective growth in grounding for democratic citizenship (section 1.1) – that is, in feelings for democracy, aesthetic awareness, and qualities, collaborative, reflexive and critical capabilities, openness to newly 'seeing' the other, willingness to move towards more reflexive and critical modes of awareness reconnecting with the body as a source of learning, and capacity to challenge social injustices and engage creatively with conflict and antagonisms.
 - *in organisations/institutions*: impulses for organisational learning and transformation through the application of the Prototype Framework and Guides with the aim of democracy-as-becoming in response to organisational governance structure, patterns of communication, participatory decision-taking, for instance.
 - *epistemic knowledge translations through AELD*:
 - *As co-creators of PAR*: Based on systematically different perspectives between research and practice fields, the research process generates points of encounter that initiate shared processes of reflection and translation (Dewe, Ferchhoff & Radtke, 1992).
 - *In educational fields*: a common reflection of regular pedagogical and educational practices for transforming educational cultures in social movements, organisations and institutions.

The application of these criteria will happen during the PAR process, in the national case analysis, and the cross-case analysis as an iterative process in accordance with the PAR methodology.

Objectives of the Deliverable 4.2 in short

1. To refine a methodological Framework for evaluating the Prototype Framework and the Prototype Guides to pedagogical practice.
2. To design and carry out research to evaluate the Prototype Framework and Guides.
3. To use the findings to identify how the Prototypes can be improved and made ready for launch.

5. Phase 3 – Case Design & Multi-Case Trials led by all National Teams



"Research fulfils a facilitative function, involving peer researchers and cycles of action and reflection in the collaborative production of knowledge for change." (Unger et al., 2022: 3)

The overarching purpose of the AECED multi-case research is to evaluate the Prototype Framework and Guides. The purpose of the multi-case trials is, therefore, to establish, through the Framework and Guides' practical use and the collection and analysis of evaluation data, how well the Framework and Guides work as pedagogical supports for educators, learners, and policy actors in designing AELD using arts-based and embodied (ABE) pedagogies. The multi-case trials will use a PAR strategy in which trial participants² will use and interpret the Prototype Guides in

² The proposal refers to trial participants who are educators, learners, and policy actors directly participating in the multi-case trialling phase of the project. This group can include, for example, teachers or professional development trainers who are actively involved in reading the Prototype Framework and relevant Guide and translating these into and planning

their pedagogical practice. Researchers will introduce the pedagogical Guide (1), then trial participants (educators and learners) will creatively work with the Guide to design a learning opportunity (an educational session, program, or event) offering AELD (2). In this process, the researchers will generate qualitative data collaboratively with trial participants.

For this project, *PAR using arts-based and embodied methods* is defined as a methodology in which the action researcher and members of a social setting collaborate to address specific matters of concern and develop possible solutions. This commitment to participation is one of the strengths of action research, as well as its commitment to transformational change. Action research is a critical enquiry – combining action and research – which can bring about changes in practice, values and awareness: It is a “practice-changing practice” (Kemmis, 2009: 463).

Our PAR approach is oriented towards a power critical and epistemological analytical perspective and closely follows intersectional and performativity critical perspectives. Regarding the methodological challenges of a PAR methodology that aims both at 1) the captivation of participants’ experiences and 2) transformational change on the individual, organisational and epistemic level, the AECED project is committed to applying qualitative research methods that do not only generate evaluative data but give an in-depth view into the experiences of participants, the specificities of the different educational phases and in the six different European countries. The methodological challenge is to ‘trace’ processes in a participatory design that is sensitive to this complex case-trialling process. When the above-mentioned criteria is applied to the data generated in the case trials and to the (cross-) case analysis, it is important to highlight our understanding that we “do not observe causality – we make inferences about it” (Bennett & Checkel 2014 : 11).

Process theory, hence, regards events, activities and trajectories, as it pays attention to entanglements and involvement. Another strength lies in the formulation of potentialities rather than outcomes and in that way an understanding of the perspectivity and temporality of research practices (ibid.: 4). The richness of data generated and attended to through PAR combined with a process theory perspective demands rigor attention to the common research questions and intention to re-design the prototype pedagogical framework and guides for practice captured in the case trialling phase.

a learning opportunity, as well as others such as students who were involved in a co-creative process of translation and design. However, all trial participants may be seen as translating and interpreting the documents through their practising of AELD. Below, some of the RQs refer to users of the Framework and Guides, concerning, for example, how they translate the latter. A further group, as defined in the proposal, are indirect participants who experience aesthetic and embodied pedagogical approaches in the trials but are not involved in the evaluation. These might be, for example, students or learners.

5.1 Core Aspects of Participatory Action Research (PAR)

PAR is a methodology

- That enables the participatory development and trialling of an innovative aesthetic and embodied pedagogical Framework, with associated guides to pedagogical practice;
- In which the action researcher and members of a social setting collaborate in the design, actioning, and evaluation of change to address a problem and improve practice;
- Perceived and conducted as an iterative spiral of designing (planning), trialling (acting and observing), analysing (reflecting), and re-designing (re-planning).

PAR is a “research-to-action approach that emphasises direct engagement of local priorities and perspectives” (Vaughn & Jacquez, 2020). As a methodology, it combines social analysis, (self-)reflective collective study of practice, and transformational action to improve practices or conditions (Kemmis et al., 2014; Berg & Lune, 2017; MacDonald, 2012; Fernie & Smith, 2010). This methodology values experiential knowledge and lived experience that can be used to address challenges of our life-worlds and achieve social change.

As a methodology, PAR starts from and with practitioners to “transform the conduct and consequences of their practice to meet the needs of changing times and circumstances” (Kemmis et al., 2014: 5). In this way, the relationships between researchers and researched are re-considered (ibid.: 4) as:

- Researchers and participants are involved as sensory, embodied, and positioned beings.
- We involve participants as ‘insiders’ with specific and valuable expertise.

Core features of different kinds of action research:

- the recognition of the capacity of people living and working in particular settings;
- active participation in all aspects of the research process;
- the research conducted by participants is oriented to making improvements in practices and their settings by the participants themselves (Kemmis et al., 2014: 4).

Participatory research creates the conditions for practitioners to learn a shared language by joining the practices, conversations, critical debates and actions of those whose practice is investigated: As co-researchers, we “participate in and develop the communities of practice through which the practice is conducted” (ibid.: 5).

PAR also influences our self-understanding as group of researchers within the AECED project. Each phase of the project and its iterative logic will be discussed and shared as an interdisciplinary group of researchers.

As Kemmis et al. (2014) point out, action research has a long tradition in educational contexts, connecting

However, PAR also addresses “how concepts, principles, and personal and organizational theories can be created collaboratively within a learning environment so they become purposeful, meaningful and relevant to the people involved and more effective and enduring for achieving long-term organizational and personal well-being” (Zuber-Skerritt, 2011: 10). In this way, PAR is also always interconnecting the individual with organisational change as one learning environment which corresponds to the scope of our project’s intention as laid out in chapter 2.

Generally, PAR is an iterative research methodology, which means that when we enter into challenging situations for transformative action, we rely on the collective experience and expertise that develops within these encounters and processes. The attention to aesthetic and embodied dimensions of education and the idea of AELD will lead us into the research process as collaborators with practitioners and participants with an openness and shared wish to transform educational practices and cultures while meeting the normalised practices of educators and organisations. Noticing and becoming sensitive to these conditions,

In the following, the principles of participation and transformation inherent to PAR will be described.

Principle of Participation

Foundational Perspective

PAR is a way to open spaces for dialogue and exchange about us and the world. A collaborative attitude is vital to establish, cultivate and continuously live in this open space. At the same time, there will be many moments of co-creating specific public spheres (see Kemmis et al., 2014: 37-47) that we regard as learning opportunities for everyone involved.

The following figure illustrates the different stages of participation involved in PAR.

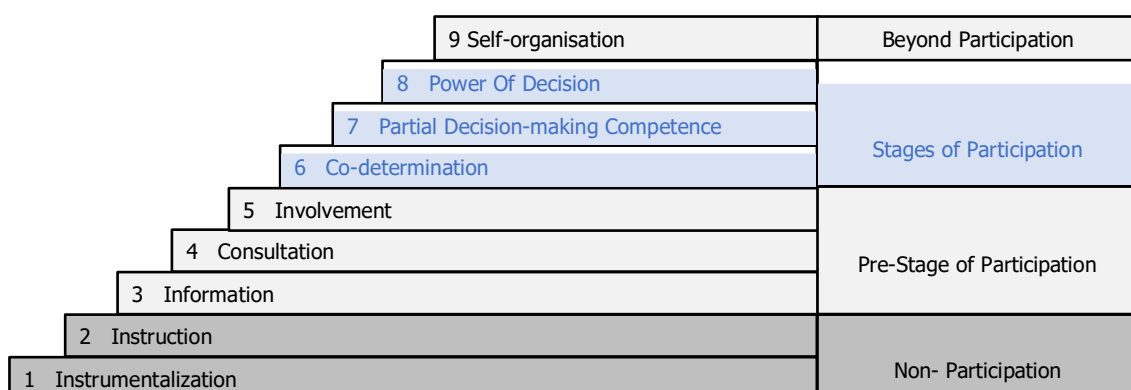


Table 1: Stage Model of Participation by Hella von Unger, 2014: 40 (inspired by Wright et al., 2010)³

This understanding of participation translates into action as collaborative co-creation, which means for researchers and participants to meet as equals while being aware of different experiences and capabilities. It requires:

- flexibility as the project evolves;
- willingness to co-construct and participate in collective problem-solving;
- awareness of how collaboration enables the development of critical perspectives and self-directed learning;
- shared curiosity;
- willingness to engage in dialogue and reflection;
- transparency;
- openness to the knowledge and experience of all stakeholders who have their own ideas about the topic of the project;
- awareness of the importance of power/knowledge and structural inequalities.

Participation in the AECED project

In the grant agreement, we outlined different project relationships during this process which will happen between:

- project partners (the researchers);
- researchers and education stakeholders;
- researchers and trial participants;
- trial participants and indirect participants.

Participants and researchers will engage in collaborative activities in all of the research phases. Education stakeholders will be involved with partners during specific tasks: Prototype design, framing the evaluation criteria, revising the Prototype design, and disseminating and exploiting the launch-ready Framework and Guides. Similarly, trial participants will collaborate with partners during specific tasks: they will be integral to trialling, adapting, and using the Guides to pedagogical practice in that phase of education.

³ Historically, this model is based on the ladder of citizen participation by Sherry R. Arnstein (1969).

Importantly, collaboration also happens within our team of researchers, and, as the next section suggests, the way we design and live the process can mirror our engagement with arts-based and embodied research (ABER) methods, responsiveness, and democracy-as-becoming.

Involvement of Participants and Stakeholders

Arts-based and embodied research (ABER) methods support collaborative principles and practices such as the willingness to participate in collective problem-solving, flexibility, shared curiosity, openness to the knowledge and experience of all stakeholders, willingness to engage in dialogue, reflection, and transparency.

The use of ABER methods in PAR enables more horizontal relationships, fosters pluralism, increases multivocality, and supports the sharing of emotions. All participants will be encouraged to think, learn, engage, and express themselves differently and contribute different kinds of knowledge. Each case will be created as an aesthetic environment, with relationships of reciprocity and care, in which all participants can trial and evaluate the intervention (using the Prototype Guides to pedagogical practice).

The collaborative principles of PAR will inform the design of the data collection methods; these include:

- willingness to co-construct
- willingness to engage in dialogue and reflection
- openness to the knowledge of all stakeholders
- exchange the stakeholders' experiences with and adaptations of the Framework and Guides

It is essential to be transparent about the possible ways of participation and involvement for participants – including their limits. This means that we, as researchers, recognise

- organisational structures, time capabilities, and power relations within the participant's work conditions and organisations, for example.
- the embodied dimension of research processes that highlight our involvement but also the potential of embodied reflection that enables us to notice collective atmospheres, individual sensations, group dynamics, etc., that exceed observable situations. These dimensions may become noticeable through our feelings, somatic responses, or bodily sensations.

In practice: On the presence of bodies

With a focus on arts-based and embodied methods, the presence of bodies and aesthetic reflection plays a central role in the project. This focus shifts attention to the feelings, sensations, atmospheres during research as a foundational reflection of the presence and involvement of bodies in research, analysis, and communication with participants.

Principle of Transformation

Foundational perspective

“If we cannot change the ways we constitute the familiar world of our current practices, then we will continue to reproduce the world as we know it through our practices. To transform our world, we need to transform our practices.”

(Kemmis et al., 2014: 49).

In recent years, calls for more participatory, horizontal, and democratic research practices have become widespread because such research can transform how people think, act, and feel. PAR is transformative because it enables participants to think and feel outside the habitual assumptions that inform everyday practice. Participating facilitates questioning and new learning from active engagement with participants.

Transformation in the AECED project

In the AECED project, the potential for transformation is reinforced by the nature of the research intervention – namely, aesthetic and embodied learning (AEL) and the use of arts-based and embodied (ABE) pedagogies. Engaging and interacting within an aesthetic learning environment can enable people to surface feelings and thoughts about themselves and how they relate to others. Doing this collaboratively supports people in reflecting on their everyday assumptions and what they can learn from their experience of AELD and ABE pedagogies.

In our project, we are aiming for transformational change through the application of the ABE-based Guides regarding the three dimensions of individual and collective transformation, institutional/organisational learning and epistemic reimagination. As “[p]articipatory action research recognizes and values that people are social beings, within political, economic, and social contexts” (MacDonald, 2012: 39), we as researchers recognize and foster the participants’ potential to become actors of change and creative decision-makers. Connected to this framing, the project introduces aesthetic and embodied learning, responsive pedagogies and democracy-

as-becoming with a threefold notion of democracy: social togetherness, political self-governance (in organizing) and a care-economy based on solidarity.

PAR as 'contact zone' with the lifeworlds in education

In the project, aesthetic and embodied practices in education for democracy are trialled and analysed with attention to the following:

- transformation of specific educational cultures in and through aesthetic and embodied practice.
- impulses for organisational learning and transformation.
- attention to responsive facilitation.
- growth in appreciation for democratic processes based on aesthetic and embodied methods and approaches.
- a grounding in democratic citizenship through a collaborative attitude sensitive to difference, an aesthetic awareness and sensitivity, and an openness to challenge social injustices.

Principle of Ethical Commitment in Situations and Strategies of Encounter

Foundational Perspective

"Participatory research aims to achieve an equal collaboration of academic and community partners to pursue knowledge for change. By sharing the epistemic power to define the issue, collect and analyze data, knowledge is co-created among partners in the communities of the fields of study and academia."

(Unger et al., 2022: 2)

Researchers are and can be "full participants in the life of the research" (Kemmis et al., 2014: 7). Yet, concerning our ethical considerations, the project partners are dedicated to keeping the research process transparent and participants informed. As research is grounded in the middle of ongoing action and meaningful dialogue between the parties involved, it is necessary to consider the possibilities and limits of participation and collaboration carefully (Chevalier & Buckles, 2019).

Participatory action researchers are involved in the process and also the consequences of participation in the research. Building relationships and involvement are essential to the research and need spaces for reflection as well as moments of 'distancing'. In this way, reflexivity "becomes key – for analytical reasons as well as to address power inequalities and other ethical issues that

arise during the collaboration" (Unger et al., 2022: 2). This process of unlearning⁴ is supported by documenting perceptions, feelings, atmospheres, and sensations during the trialling – the lived body of the researchers is a source of knowledge.

Ethical commitment may be supported by a process field book to collect:

- field-specific formulations and reactions
- felt atmospheres during encounters or practices
- moments of discomfort
- sketches of specific architectural or spatial settings or relations of participants
- other material found within the projects
- relational maps
- notes from project meetings
- any other impressions

Ethical commitment in the AECED project

For the continuous reflection of the PAR methodology during the case trialling and the specific demands of participatory research with participants of different ages and ways of involvement, the AECED project has established an Ethics group. The appointed ethics advisor, Dr. Simo Kyllönen, supports the Ethics group. This group is committed to securing and supporting any ethical questions and demands for reflection during the project duration.

Ethical Standards for the Research

All national partners must receive approval to conduct the case studies according to their national standards. For the generation and use of personal data received at any stage of the project, the General Data Protection Regulation (GDPR) as implemented by the European Union in 2018 has to be followed.

As an effect, the research teams develop:

- 1) Consent forms for participants according to the following points⁵:

⁴ See Brunner (2021) on epistemic violence.

⁵ For an overview, see: <https://qdpr.eu/what-is-qdpr/>

- Consent must be “freely given, specific, informed, and unambiguous.”
- Requests for consent must be “clearly distinguishable from the other matters” and presented in “clear and plain language.”
- Data subjects can withdraw previously given consent whenever they want, and their decision must be honoured.
- Specific instructions concerning minors will be followed according to national standards.
- Documentary evidence of consent forms must be archived properly.

2) A data management plan led by the Finnish team

According to Recital 78 of the GDPR:

- <https://gdpr.eu/recital-78-appropriate-technical-and-organisational-measures/>

In short: In the AECED project, researchers

- 1) establish themselves as active listeners – to the field, the stakeholders, the research partners, and their own embodied and felt sense.
- 2) are involved in a collaborative learning process that involves being open to critique and the opportunities of transdisciplinary cooperation and the situated knowledges present.
- 3) pay attention to commonalities, differences, and things that (don't) work.
- 4) consider the building of relationships as key to PAR.
- 5) respect and integrate the different time needs/ways of learning of participants, stakeholders, social movements and organisations/institutions.

We are committed to reflecting these three dimensions from an intersectional perspective critically and sensitively in our research fields and in communication with our stakeholders/participants.

In this way, we pay attention to the participants' social practices, the embeddedness in organisational arrangements, and their ways of world-making. This gives way to explorations of research processes through participation and involvement and perspectives from 'within.'

6 Research Design in the AECED Project

6.1 Guiding Research Questions⁶

Based on the measures of achievement and the criteria stated in the Grant Agreement, the following research questions (RQs) are put forward:

RQ1. Regarding process: a) How do participants experience being introduced to and working with the Prototype Framework and Guides? b) In what ways is AELD co-created and facilitated through ABE methods?

RQ2. Regarding the transformational change in participants: In what ways do the Prototype Framework and Guides, by facilitating the co-creative design of AEL for democracy using ABE pedagogies, lead to individual and collective growth in regard to

- feelings for democracy,
- aesthetic awareness and qualities (such as empathic, ethical, and spiritual sensibilities),
- collaborative, reflexive and critical capabilities,
- openness to newly 'seeing' the other,
- willingness to move towards more reflexive and critical modes of awareness and knowing that reconnect with the body as a source of learning,
- capacity to challenge social injustices and engage creatively with conflict and antagonisms
- any other aspects that will be developed in and through the PAR process

RQ3. What influence, if any, did the researchers have on how the Framework and Guides were used and the designs of AEL for democracy that emerged in the trials?

RQ4. What evidence-based conclusions for revision and refinement of the Prototype Framework and Guides emerge from the experience of using the Prototypes and addressing RQ1, RQ2, and RQ3?

The project aims to trial how well the Framework and Guides work in inspiring and supporting co-creative design of AED using ABE pedagogies. The multi-case trials, therefore, need to provide insight into how well the Framework and Guides will effectively do this later in the project when they are published and used without the project's researchers, by educators, learners, and policy actors who have not been involved in the trials. Hence, RQ3 is included to help address this aim.

⁶ The source for this sub-section is the Grant Agreement, Part B, pages 6, 7 and 11.

Further specifications of the research questions by each national team are attached at the end of the document (see attachment 8.1).

6.2 Case Design

All national partners design, conduct, analyse and report on their own research according to a PAR methodology to develop, trial, analyse and evaluate the Prototype Framework and Guides.

As WP4 leader, the German team collects the national case designs for Deliverable 4.2 (due January 31st 2024) in the form of templates. The case designs will be discussed and receive feedback in WP4 meetings. There are 19 cases in total spanning primary, secondary, higher, and adult/professional and organisational education settings:

Partner	No. of Cases	VEN focus	Phase	ABE pedagogical activities
Croatia	4	N	Primary	Storytelling; theatre
		N+E	Primary	
		N	Higher Education	
		N+E	Higher Education	
Finland	2	E	Higher Education	Movement & sensory-based methods
		E	Adult/professional	
Germany	4	V	Higher Education	Pattern language cards; aesthetic pattern cards, Social Presencing Theatre
		E	Higher Education	
		V	Adult/professional	
		E	Adult/professional	
Latvia	3	V+E+N	Secondary	Drama sketch
		V+E+N	Adult/professional	
		V+E+N	Inter-generational	
Portugal	4	V+N	Primary	Visual imagery; storytelling
		V+N	Primary	
		V+N	Adult/professional	
		V+N	Adult/professional	
UK	2	V+E+N	Secondary	Collage; gesture-response; narrative expression
		V+E	Adult/professional	
Total	19			

Table 2: Overview of cases of all partner countries

Each partner will design the cases they are undertaking and use the Methodological Framework (phase 2) to Guide the research design. In the 19 cases, each partner will conduct a minimum of two cases (see Table 2).

Common features of the cases

The following are core, common features of the cases. These enable the comparison of interventions between the cases and cross-case evaluation of the Prototype Guides to pedagogical practice.

C1. Common intervention. Each case applies a common intervention: trialling the Prototype Framework and Guides and creating opportunities for AELD involving aesthetic experience and ABE pedagogical approaches (as described in D4 below). These enable self-expression through different aesthetic or artistic approaches, aesthetic reflection, cooperation, and collective processes.

C2. Participatory. Each case will be participatory, involving collaborative and transformative interactive activities as described in section A1.

C3. Methodological Framework. Partners will design each case guided by the Methodological Framework designed and agreed on in Phase 2. Each case will, therefore, involve a common core data collection method (ABER methods), a specified, systematic, staged process of analysis, and the use of a core set of evaluation criteria.

C4. Report template. There will be a common template for each case study report.

The following are differentiating features of the cases. These enable the multi-case design to investigate the common intervention (trailing the Prototypes) in differing contexts and across different ABE pedagogical approaches.

Differentiating features of the cases

D1. Phases of education. Each case will cover the trialling of the Framework and Guides in a specific phase of education. Partners will design a case for each of their chosen phases of education, as indicated in Table 3. The multi-case design will, therefore, cover all of the phases of education in order to trial the common intervention in these significantly different educational contexts.

In any phase of education, there may be very different stakeholders and participants involved, such as educators, involved artists, or parents.

Educational Phase	Primary (incl. Early Years)	Secondary	Higher Education	Adult / professional learning
Countries	Croatia	Latvia	Croatia	Finland
	Portugal	UK	Finland	Germany
			Germany	Latvia
				Portugal
				UK

Table 3: Phases of Education for each partner

D2. Partner countries. The majority of cases will be realised in the country of the partner undertaking the case. Exceptions may be one case in Austria (led by the German project partner). There will be at least two cases per partner.

D3. Methods additional to the ones mentioned in the Methodological Framework. Each case will have data collection and analysis methods designed to complement the core data collection methods – arts-based and embodied methods – to capture data relevant to the differing contexts of cases. As researchers, we stay open to the participants’ experiences, ideas, and wilful adaptation of the Framework and Guides and perceive them as valuable for the analysis and adaption for the launch-ready design.

D4. Introducing Arts-based and Embodied Learning for Democracy (AELD). Each partner will have a focus in their case(s) on particular approaches to aesthetic and embodied learning:

Some ABE pedagogical approaches emphasise the visual (such as collage-creation); some emphasise narrative (such as story-telling); some emphasise the embodied (gesture-response), and some are a combination of these approaches (such as drama which integrates narrative and embodied elements). The multi-case trials will encompass a range of ABE pedagogical approaches that emphasise all of these; each partner will design into their case(s) visual, narrative, and/or embodied (VEN) approaches.

Designing, using, and evaluating new ABE pedagogies and learning opportunities for AELD is at the core of the project. Therefore, it is important to stay responsive to the participants’ needs and ideas throughout the trialing. The research itself is understood as a responsive and open process (see data collection principles, p. 24).

D5. Scope of the cases. The Framework and Guides are epistemic devices that introduce a certain understanding of education practices and educational institutions – AELD, responsive pedagogies, and democracy-as-becoming. Therefore, they will be introduced to very different stakeholders and participants, and with that, the scope of their trialling will vary: from trialling methods of professional training for educators, to organisational change processes with policy actors, institutional representatives, or social movements, etc. It is important to note that the scope of the cases is realised on different levels and that the data material generated from these interactions will be part of the cross-case analysis (see chapter 4.5)

6.3 Case Trialling

Foundational Perspective

With a PAR methodology, we understand research as an ‘iterative process’.

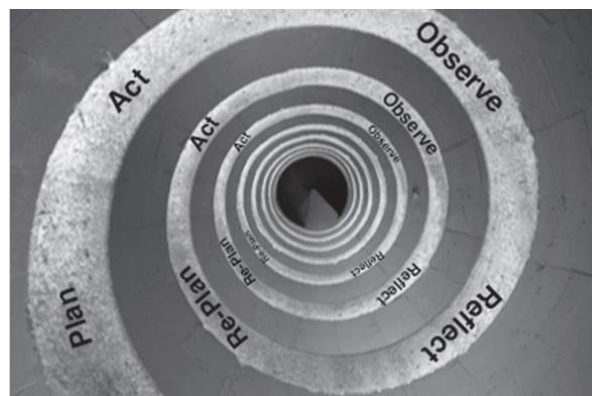


Image 3: Action research spiral (see: Kemmis et al., 2014)

This project has a series of phases, which are outlined in detail below. They include designing (planning), trialling (acting and observing), analysing (reflecting), and re-designing (re-planning) with an intention to change social practices in education toward responsive pedagogies in regard to democracy-as-becoming.

PAR is a methodology for “identifying a shared felt concern” (Kemmis et al., 2014: 149) and creating collective processes of transforming practices through learning together: “Focusing on practices in a concrete and specific way makes them accessible for reflection, discussion and reconstruction as products of past circumstances that are capable of being modified in and for present and future circumstances (Kemmis et al., 2014: 21). In addition to that, MacDonald (2012) points out that PAR “is democratic, thus enabling the participation of all people; equitable,

as it acknowledges equity of people's worth; liberating, in that it provides freedom from oppressive, debilitating conditions; and life-enhancing, which enables the expression of people's full human potential" (2012: 39).

Therefore, this AECED project aspires to live the democratic idea of the PAR methodology as a group of researchers and in the encounters with other participants and stakeholders.

Case Trialling

The intervention in the case is the introduction and use of the Prototype Framework and Guides as 'activating resources' in the creation of innovative ABE pedagogies and opportunities for AELD.⁷ Innovative creation is henceforth referred to as the 'AELD innovation.' The intervention is therefore:

- the provision by the research team of the Prototype Framework and Guides and the invitation to participants not in the research team to use and interpret these to create AELD innovations.
- the research team working collaboratively with participants to evaluate the intervention (the introduction and use of the Framework and Guides as 'activating resources') and the AELD innovation.

Facilitating is understood as the process by which the Prototype Framework and Guides are provided for participants and how the participants are encouraged to design and implement an AELD innovation.

A protocol for this process of facilitating should be followed which will be part of the case and offer some degree of standardisation across the cases, which in turn will aid comparison. The following protocol is proposed here. The process of facilitating should comprise working with participants so that they go through six stages:

1. Introduction – viewing an introductory presentation (possibly a project video created for the purpose)
2. Familiarisation with the Framework and the Guide – reading the Framework and the Guide (relevant to the case phase)

⁷ By 'activating resources', we mean that systematic attention is given to the Framework and Guide before and during the design of the innovative pedagogy. That is, consideration is given to the Framework and each of the sections in the Guide and what the guidance means for the design of the AELD innovation. Nevertheless, it is for participants to decide in the light of that attention how they design the pedagogy.

3. Collaborative reflection – carrying out a collaborative reflection activity using the Guide to decide priorities and the focus for an AELD innovation
4. Planning – formulating an Action Plan for implementing their AELD innovation
5. Action – carrying out the Action Plan
6. Reflection – meeting to reflect on experiences, learnings, and possible adjustments to the Framework and Guides

Stages 1 to 4 are facilitated by the research team to enable participants to become familiar and work with the Framework and Guide and creatively design an AELD innovation. In Stage 5, participants put the design into action, and in Stage 6, they collaborate with the research team in reflecting on their experiences evaluating the Guide and their AELD innovation.

Within this protocol, the facilitating by the research team may be passive concerning the content of the AELD innovation – that is, the team does not contribute to decisions on the focus or pedagogy of the AELD innovation. In some cases, the research team may influence the content, though it is the participants who should have the leading role in working with the Guides and creatively designing the AELD innovation.

The research team should note how stages of the facilitation are undertaken and any influence that the research teams has on the content of the AELD innovation. This detail of the facilitating process will form an important part of the case study data and help compare cases and assess what conclusions can be drawn about the Framework and the Guides.

Learning for democracy through ABE methods highlights the grounding of any learning process as aesthetic and embodied.

Data collection principles and methods

The methods of data collection and analysis are informed by approaches to qualitative research that emphasise the role of reflexivity and research participants and researchers through which sense-making, critique and transformational ideas are created.

A range of data collection methods will be used, including more ‘traditional’ methods, such as interviews, focus groups, and questionnaires, as well as ABER methods. This range is designed to facilitate differing ways in which trial participants can share their experiences and views of the trials and find their own constructs and meanings about AELD.

Hence, data collection methods will be multi-modal and predominantly qualitative whilst allowing for quantitative methods which might offer insight into scale and patterns relevant to certain cases. Methods will elicit data through speech, writing, and creative or embodied expression. As

part of the case design, partners will seek to collect different types of data from more than one source.

The research design fundamentally follows the theoretical and methodological position of presence as an asset to any qualitative research methodology. Involvement not only means the prominence of interactions and positionality of all participants in a research situation but hints at the potential of bodies and their habitus that articulates as “hereness”: “The hereness of the lived body in a felt bodily presence is thus initially a stillness, a here-presence that is unchanging, hence an atemporal spatial presence” (Sheets-Johnstone 2019: 6). This is also mentioned by Langley and Cloutier (2020) who address the importance of lived experience in the re-construction of processes which “implies paying particular attention to temporality and change over time” (2020: 3).

Especially, arts-based and embodied methods in qualitative research can capture this aspect of the lived experience as they build upon the subjective, sensory and felt experience of participants (and researchers) (Merleau-Ponty 1962). Arts-based and embodied methods correspond particularly well with the PAR methodology of the AECED project as they invite participation, exploration and co-creation. In that way, they enable participants to find new / alternative perspectives on their fields of practice and established habits (Kämpf-Jansen 2021). Correspondingly, the AECED project has developed a research design that aims at an overlap of the trialled AELD materials and the methods with which the experience and practice of these is conducted. Importantly, arts-based and embodied methods allow participants to express and capture their experiences in a non-verbal way and by that enable a more inclusive process and equalizing relationship between researchers and participants.

The following methods will be drawn upon and designed into the multi-case trials (phase 3) to reflect the particularities of each case. Methods will be chosen for their ability to evaluate the value of the Guides to pedagogical practice and to achieve the project aims formulated in the Methodological Framework (phase 2). They include but are not limited to:

- arts-based and embodied research methods (ABER)
- interviews, including image-based peer interviews
- written reflections (by trial participants and researchers)
- self-completion questionnaires
- researcher reflections and observations
- quantitative inquiries for comparisons between the cases

A common set of questions will be designed by partners (during phase 2) to support the process of evaluating the Guides to pedagogical practice. Key to this will be questions to elicit, for

example, participants' enjoyment and experience of trialling the Guides (to address the 'process' and 'transformational change in participants' criteria set out above in discussing Phase 2).

Each case uses at least two data collection methods (from the above list), one of which will be a core data collection approach using ABER methods.

ABER methods align with the principles and theory of ABE pedagogical approaches and are particularly important for exploring trial participants' experience and responses to AELD. ABER methods are ways of enabling trial participants to explore, surface and creatively share their experience and perspectives as active contributors to the evaluation process in the cases.

ABER methods may have a dual function in that they can be part of an ABE pedagogical approach as well as being a method to collect data for research purposes. ABER methods that will be used are:

- visual data collection methods such as collage creation
- embodied data collection methods such as gesture-response
- narrative data collection methods such as story-telling
- combined VEN approaches

In Short

We distinguish between ABER research methods and AELD pedagogical approaches:

ABER refers to methods of data collection.

AELD refers to methods used for teaching and learning purposes and is integral to the guides for pedagogical practice.

6.4. Structure of Case Analysis

Data generated by each case will be analysed following a systematic, staged approach. Data analysis will begin during data collection and continue beyond data collection. As with the data collection methods, the data analysis design and the stages outlined below are informed by approaches to research that emphasise the role of reflexivity and of research participants and researchers creating meaning through discussion, collective learning and knowledge translation.

The purpose of the analysis process is to facilitate analytical progression; agreeing on the details of the process will be a key discussion point during Phase 2.

Details of the process will be agreed through a collaborative exploration between research teams and trial participants, the result will be a theorisation and tentative generalisation that analyses

the intervention and suggests how the Prototype pedagogical Framework and Guides may be improved to maximise possibilities for their effective reflexive translation into other contexts (see: Weber, 2012).

The process of data analysis for each case will follow the stages below.

Data organization

Organising the raw data in preparation for analysis. A template will be devised to orientate the analysis towards evaluating the intervention. Each partner will store their raw data locally; hyperlinks will be added to the template by each partner to facilitate their local process of analysis.

Preparatory

Familiarisation with the 'building blocks' of the case's data sets (interviews, data from ABER methods, etc.) and preparation of thick descriptions²⁶ (as a basis for credibility and transferability of findings).

Preliminary

Initial coding, quantitative analyses and preliminary constructions of explanatory concepts, and initial narrative accounts and 'storylines' that allow an analysis of process and generate first ideas concerning outcomes.

Firming

A systematic review of the emerging codes and concepts, initial case 'storylines' and theorising against the evaluation criteria in the agreed Methodological Framework (section 1.2.3), a firming up of these and assessment of the research against principles for validation of action research such as workability and evocativeness.

Reporting

Writing up case reports and formulation of conclusions; this is part of the analysis because the process of writing up and presenting the findings is iterative and often raises critical ideas and fresh thoughts that contribute to further development and specification of concepts, theories and the finalisation of conclusions.

Communicating/Publishing

Throughout the project, there will be opportunities to share and discuss ideas, analyses, and findings with stakeholders and a wider public. This will be coordinated by the WP2 leaders.

The WP4 group will create regular opportunities for exchange and collaborative learning from each other throughout the “case design”, the “multi-case trialling” and “cross-case analysis” phases.

6.5. Phase 4 – Cross-case Analysis led by the German Team



Cross-case analysis across all the partners’ cases will be undertaken to facilitate critical and collaborative exploration of the case-by-case findings (phase 3). At the core of this process is an evaluation of the intervention used in the multi-case trials. Analysing multi-cases in this way will identify common features across different contexts through transnational and trans-educational-phase comparisons. Cross-case analysis will have two stages led by a cross-case analysis group on which each partner is represented.

Regarding the transnational setting, the cross-case analysis will offer an opportunity to compare and enrich the participants’ experiences with the Prototype Framework and Guides. The material generated through PAR methods will offer insights into the range of different educational settings and their ideas about how AELD can ‘make a difference’ in the educational fields and educators’ experiences.

Discussions and critical consideration of case reports

Each partner will present analyses of their cases based on their case reports. Individual partner analyses will be viewed from differing perspectives through collaborative transnational discussions and critical consideration of the evidence and conclusions that they offer for

evaluation of the pedagogical Framework and Guides. This will involve the identification of differences and commonalities between national and cultural contexts, exploration of the impact of these contexts, different phases of education, different visual, embodied, and narrative (trans-VEN) analyses, shared reflections on assumptions, and collaborative refinement of conceptual and theoretical conclusions, including challenges and alternative interpretations that add to the scientific rigour and transparency of the project.

Measures of achievement

- Completion by partners of research studies and analysis of data
- Evaluation of the Prototypes against specific criteria:
 - process: the users' experiences in facilitating the co-creative design of AELD responsive to cultures, place, intersectionality, participants, and policy context. Users here means any case study participants willing to trial and feedback the Prototype pedagogical Framework and Guides.
 - transformational change
 - in participants: individual and collective growth in grounding for democratic citizenship (section 1.1) – that is, in feelings for democracy, aesthetic awareness, and qualities, collaborative, reflexive and critical capabilities, openness to newly 'seeing' the other, willingness to move towards more reflexive and critical modes of awareness reconnecting with the body as a source of learning, and capacity to challenge social injustices and engage creatively with conflict and antagonisms.
 - in organisations/institutions: impulses for organisational learning and transformation through the application of the Prototype Framework and Guides with the aim of democracy-as-becoming in response to organisational governance structure, patterns of communication, participatory decision-taking, for instance.
 - Epistemic knowledge translations through AELD:
 - As co-creators of PAR: Based on systematically different perspectives between research and practice fields, the research process generates points of encounter that initiate shared processes of reflection and translation (Dewe, Ferchhoff & Radtke, 1992)
 - In educational fields: a common reflection of regular pedagogical and educational practices for transforming educational cultures in social movements, organisations and institutions.
- Formulation of evidence-based conclusions for revision and refinement of the Prototype Framework and Guides.

Development of project findings and conclusions

Based on the first stage, the cross-case analysis group will prepare a report that formulates the project's key findings and conclusions and identifies implications for improving the pedagogical Framework and Guides.

Cross-Case Analysis in the AECED project

The cross-case analysis will be supported by a meta-analytical matrix developed by Karine Oganisjana.

[https://res.cdn.office.net/assets/mail/file-icon/png/xlsx_16x16.png]conceptual_model_for_comaparative analysis_KO_KK_28.11.2023.xlsx
 <https://rtucloud1-my.sharepoint.com/:x/g/person/konstantins_kozlovskis_rtu_lv/Efzpt83wELJHuiqYFLQgFT4BgcL4VkaGzfTs-E3pzNDcbA?e=okP6rs>

This matrix will provide a space for shared research memos and reflections for a systematic cross-case analysis.

As Cloutier & Langley (2020: 17) discuss four styles of process theorizing, in general, the PAR Projects developed within the AECED Project will connect to the recursive and conjunctive styles explained here.

Table 2. Four Styles of Process Theorizing.

Theorizing style	Basic approach	Potential modes of complexification. . .
Linear	Staged	- Contingencies affecting processes at each stage and across stages - Contingencies explaining transitions between stages
Parallel	Co-evolutionary Bifurcating	- Conditions for convergence/divergence - Conditions explaining alternate paths
Recursive	Interactive Systemic Cyclical Dialectical Evolutionary	- Conditions that explain cadence, rhythm or speed - Conditions that explain stability maintenance - Contingencies that explain amplification/dissipation - Conditions that moderate dialectical interactions - Conditions that affect variation/selection/retention
Conjunctive	Enmeshed	- Reframing of dualisms as dualities

In this sense, process is understood as interactive, systemic, cyclical, dialectical and evolutionary emergence. Following this, the dualism between researchers and participants is left behind for an understanding of co-creation that stays sensitive to the different positionalities and situated ways of being involved. Putting ourselves in the shoes of one another supports multiperspectivity and the creation of democratising methodologies, which fundamentally explore and include an integral whole-body learning.

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8. Appendices

8.1. Specification of the Purpose and Research Questions by the Project Partners

8.1.1 Croatia

RQ1 Regarding process, how could be described the connection between democracy as becoming and using ABE methodologies in different educational institutions?

RQ2 What individuals' reactions, emotions, and experiences arise from their contact with Framework and Guides?

RQ3 How would researchers involved in the implementation of the Framework and Guides describe their involvement, contribution and growth during the PAR research?

RQ4 Which topics and questions have opened during the PAR process that lead towards improvement of the Framework and Guides in order for them to be more applicable and usable for different institutional and personal realities?

8.1.2 Finland

RQ1. How are we able to recognize and transform the ways we move/act in relational entanglements in higher education and adult- and professional learning contexts toward practices that support democracy?

RQ2. How can the acceptive gaze as an embodied intervention for democracy transform disembodied institutional practices in higher education and adult- and professional learning that cause organizational numbness and cynicism?

8.1.3 Germany

RQ1 How do the Framework and Guides support student's professionalisation as future design agents for democracy-as-becoming in their own contexts based on AELD? (organisational contexts: social work, adult education and organisational learning)

RQ2 How can AELD support professionalisation of practitioners in the educational field towards (commoning as potential for) organisational democracy?

RQ3 How can the methodologies and methods of commoning practitioners contribute to the Framework and Guides towards a threefold understanding of democracy-as-becoming encompassing social togetherness, political self-governance and care-economy?

RQ4 How can the practices and attitudes of arts education facilitators contribute to the Framework and Guides through aesthetic transformation towards democracy-as-becoming? How do their own experiences in interprofessional contexts enrich the development of the Framework and Guide?

8.1.4 Latvia

RQ1. How do teachers/trainers use the Prototype Framework and Guide to create new learning opportunities for AEL for democracy using ABE teaching and learning methods?

RQ2. What is the effect of AELD using ABE methods in accordance with the Prototype Framework and Guide on participants' individual and collective growth from the perspective of getting democracy-as-becoming experience and fulfilling related feelings, thinking, qualities, attitudes and behaviours?

(To get evidence that there is a transformative effect on participants related to intentions formulated in the project proposal)

RQ3. To what extent are users ready/willing to base their pedagogical practice on the democracy-as-becoming principles offering learners AELD using ABE methods?

(To explore users' readiness/ willingness to make what we offer part of their pedagogical reality)

RQ4. What are the main PAR-based (PAR concluded) principles/findings/conclusions/recommendations that should make the base/system for the launch-ready versions of the pedagogical Framework and Guides?

8.1.5 Portugal

RQ1. Do the direct participants find the Prototype Framework and Guides appealing and motivating to use with their audiences? (before)

RQ2. How have the direct participants appropriated and used the Prototype Framework and Guide to create learning opportunities using arts based and embodied methods towards democracy as becoming? (during)

RQ3. What role did the Prototype Framework and Guides had in the development of activities using ABED methods to foster collative ad individual growth and democracy-as-becoming experiences and feelings? (during)

RQ4. What kind of difficulties did the participants experience when carrying out the activities based on the Prototype Framework and Guides? (during)

RQ5. Are users ready/willing to base their pedagogical practice on ABE methods to foster experiences and feelings of democracy-as-becoming? (after)

RQ6. What research-based improvements should be made in the Prototype Framework and Guide to prepare their launch-ready versions to be more inspiring to embed AELD using ABED methods? (after)

8.1.6 UK

UK professional learning case

RQ1. Regarding process, to what extent do the prototype framework and guides lead to positive doctoral supervisors' experience and success in facilitating co-creative design of AELD to support the development of democratic supervision practices using ABE pedagogies?

RQ2. Regarding transformational change in participants, to what extent do the prototype framework and guides, by facilitating co-creative design of AELD to support the development of democratic supervision practices using ABE pedagogies, lead to positive individual and collective growth?

RQ3. What influence, if any, in the trials did the researchers have on how the framework and guides were used and the designs of AELD that emerged?

RQ4. What evidence-based conclusions for revision and refinement of the prototype framework and guides emerge from the experience of using the prototypes and addressing RQ1, RQ2 and RQ3?

UK secondary education case

RQ1. Regarding process, to what extent do the prototype framework and guides lead to positive secondary educators' experience and success in facilitating co-creative design of AELD to support the development of AELD practices in a secondary setting using ABE pedagogies?

RQ2. Regarding transformational change in participants, to what extent do the prototype framework and guides, by facilitating co-creative design of AELD to support the development of AELD in a secondary setting using ABE pedagogies, lead to positive individual and collective growth?

RQ3. What influence, if any, in the trials did the researchers have on how the framework and guides were used and the designs of AELD that emerged?

RQ4. What evidence-based conclusions for revision and refinement of the prototype framework and guides emerge from the experience of using the prototypes and addressing RQ1, RQ2 and RQ3?

RQ3. What influence, if any, in the trials did the researchers have on how the framework and guides were used and the designs of AELD that emerged?

RQ4. What evidence-based conclusions for revision and refinement of the prototype framework and guides emerge from the experience of using the prototypes and addressing RQ1, RQ2 and RQ3?

Secondary research questions for both cases

RQ1a. How do users of the prototype framework and guides translate (Todd, 2023; Bergdahl & Langmann, 2018) these as they design a learning opportunity offering AELD using ABE pedagogical methods?

RQ1b. As users of the prototype framework and guides translate these and design and implement a learning opportunity offering AELD using ABE pedagogical methods, to what extent do they conduct themselves according to the principles and features of democracy-as-becoming?

RQ1c. What evidence is there of the prototype framework and guides encouraging creativity and innovation in education for democracy?

RQ2a. To what extent do participants view or come to view democracy as democracy-as-becoming?