Contents

'The Long and Winding Road' — Collective action among people experiencing homelessness.

Håvard Aaslund and Sissel Seim

Abstract

What possibilities exist for collective action among marginalised people? Through participatory action research (PAR), we study possibilities for collective action among people affected by homelessness and substance use. We describe the process of collective action in a single case, the X-street project, and scrutinise how collective identity can contribute to understandings of collective action. Findings of collective identity in boundary work, consciousness-raising and negotiations suggest that identity work and collective action are closely linked in processes of empowerment and created in mutually reinforcing processes. The case shows that the group succeeded in building a collective action project by simultaneously challenging its members' public identity and providing them with home and work. More research is needed about the processes of collective action, and the relationship between material change and identity work.

Key words: Participatory action research, self-organisation, collective identity, collective action, homelessness, substance use

El camino largo y sinuoso: Acción colectiva entre personas que viven sin hogar

Resumen

¿Qué posibilidades existen para la acción colectiva entre personas marginalizadas? A través de la Investigación-Acción Participativa (IAP), estudiamos las posibilidades para de acción colectiva entre las personas afectadas por la falta de vivienda y el uso de sustancias. Describimos el proceso de acción colectiva en un solo caso, el proyecto de la calle-X, y examinamos cómo la identidad colectiva puede contribuir para comprensiones de la acción colectiva. Los hallazgos de identidad colectiva en el trabajo de frontera, en la concientización y en las negociaciones, sugieren que el trabajo de identidad y la acción colectiva están estrechamente vinculados en procesos de empoderamiento y creados en procesos que se refuerzan mutuamente. El caso muestra que el grupo consiguió construir un proyecto de acción colectiva desafiando simultáneamente la identidad pública de sus miembros y proporcionándoles una vivienda y trabajo. Se necesita más investigación sobre los procesos de acción colectiva y la relación entre el cambio material y el trabajo de identidad.

Palabras clave: Investigación-Acción Participativa, auto-organización, identidad colectiva, acción colectiva, falta de vivienda, uso de sustancias

Introduction

This article aims to explore the possibilities and challenges of collective action for marginalised people through the lens of collective identity. We discuss findings from a Norwegian participatory action research project, the "X-street project", that emerged amongst people with problematic relations to substances and marginalisation in the housing market. The homeless population in Norway is small compared to other countries, but the group is more marginalised and problem-ridden than in many other countries. Norwegian housing policy is largely based on home ownership and free market policy. Shelters are widely available, but run in a way that resembles institutions rather than homes (Dyb, 2016, 2017). In contrast with multiple examples from USA (Cress & Snow, 2000; Snow, Soule & Cress, 2005), Norway has not seen any organised protest from homeless people, but there have been collective actions related to poverty and substance use, sometimes also addressing housing problems (Seim, 2014).

The collective action X-street took place in Oslo, the capital of Norway, and started at a shelter for women without a stable housing situation. The shelter was managed in partnership between employees and the women using the shelter. Together with an NGO, the women and the employees initiated a project aimed at mobilising people who were homeless after substance treatment or prison, with the intention of creating a self-managed housing facility with attached social enterprises. They named the project "X-street": a collective action project attempting to establish their own affordable self-governed solution to homelessness and unemployment. By carrying out the project they also wanted to challenge the public image of 'people like us' by showing that they were capable of running their own housing facility and related enterprises.

In this article we will discuss possibilities and challenges for collective action among marginalised people, using the X-street project as a case study. We ask:

– How can collective identity contribute to understandings of collective action among people experiencing problems relating to housing and substance use?
– How was collective identity negotiated and developed in the X-street project, and how did the action researchers contribute in this process?

Collective identity has been suggested as a prerequisite for collective action and the pluralities and tensions constituting it, especially regarding new social movements (Calhoun, 1995; Melucci, 1995).[1] This study aims to expand earlier knowledge on action research with homeless populations, by using theories from the social movement literature and describing the process of mobilisation for action through collective identity. Our study links earlier findings related to shifts away from the homeless identity (Clover, 2011; Wang, Cash & Powers, 2000), with findings related to empowerment, service delivery and grassroot organisation (Paradis, 2009; Walters & East, 2001; Yeich, 1996). We thereby show how action research processes can simultaneously lead to actual housing and identity development for the homeless.

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1   Resource mobilisation theory (Cress & Snow 1996) may also shed light on the support and possibilities necessary for such an action, and this will be discussed elsewhere.

In the following pages, we present our theoretical framework, previous research on collective action and action research related to substance use and homelessness, and describe the subject of our study, the X-Street project. After that, we present the methodology for this study, followed by a presentation and discussion of the findings.

Theoretical framework

Collective action may take several forms, and it is difficult to find an analytical definition that distinguishes collective action from similar phenomena, such as interest groups, political parties, social movements or forms of political protest (Diani & Eyerman, 1992). Collective action must be understood as complicated processes where the actors participate in constructing their action (Melucci, 1996).

Collective identity can be described as the way a group experiences and defines themselves as a group: the 'we, that distinguishes from 'the others' who do not belong to the group (Calhoun, 1995). Collective identity must be understood as a process, an agreed definition of common traits in a group, a definition that is open to negotiation and change regarding ends, means and relationship with the environment (Melucci, 1995). The social construction of a "we" is continually at work when collective action occurs and may with Giddens (1991:54) be understood "in the capacity *to keep a particular narrative going*", in this case to keep a narrative about 'we', going.

Collective identity may have a more comprehensive meaning, including that "[the actors] also share (a) ideas and beliefs which allow them to frame such issues into broader and more meaningful perspective; (b) solidarity and sense of belongingness." (Diani, 1992:111).

Collective identity also touches upon *public identity and politics of identity* (Calhoun, 1995; Johnston, Laraña & Gusfield 1994). The concept *public identity* refers to the dominant or prevailing perceptions of the group in wider society, as "the influences that the external public have on the way social movement adherents think about themselves." (Johnston et al., 1994:18). The *politics of identity* may involve consciousness raising, a group's engagement to change their own understanding of their situation, their experience of self-respect and recognition; as well as changing the public identity of a group that is marginal or excluded (Calhoun, 1995; Johnston et al., 1994). Another important aspect of the politics of identity is fighting for recognition of the group's material interests and rights to representation and participation.

We understand the processes of collective identity, public identity and the politics of identity as ongoing negotiations about relations and status, which also include structures of power. Taylor and Whittier (1992) suggest three analytical elements to study collective action and collective identity: boundaries, consciousness and negotiation.

Boundaries mark the social territories of the group by highlighting differences between the group and others. However, a dilemma often overlooked by collective identity scholars is that identity categories are the basis both for oppression *and* for resistance. For example, the queer movement specifically aims at deconstructing such identities, seeking liberation through a demolition of collective identity (Gamson, 1995). This dilemma is even more

Consistency of socio-economic theory of organisations and organisational innovation: An example of customer complaint management strategy

Anh Tu Nguyen

Abstract

This present study discusses appropriate selection of research paradigm and research strategy of socio-economic theory of organisations for organisational innovation in general, customer complaint management (CCM) in particular. Ontology and epistemology of socio-economic approach to management (SEAM) methodology, mixed quantitative and qualitative methods are proved to be consistent with the implementation of CCM in small-to-medium sized enterprises (SMEs).

The research indicates how to produce and generalise theoretical and practical knowledge through abductive reasoning and early-versus-latter-stage research design for a pragmatic-oriented action research. The conceptual model highlights that CCM can positively and simultaneously impact technical innovation, economic performance and social performance. One more interesting result is that economic performance can positively affect social performance.

The research process includes two five-step action plans in the early stage and empirical study in latter stage. The two five-step action plans (2015-2016 and 2017-2018) analyse customer complaints, explore the causes of customer complaints from employees' viewpoints, put forward action plans, implement action plans and evaluate organisational performance. The empirical study applies structure equation modeling, to test whether technical innovation mediates the relationship between CCM and organisational performance.

Keywords: Action research, Customer complaint management, SEAM, organisational innovation, abductive reasoning

Consistencia de la teoría socioeconómica de las organizaciones e innovación organizacional: Un ejemplo de estrategia de gestión de reclamos de clientes

Resumen

El presente estudio discute la selección apropiada del paradigma de investigación y la estrategia de investigación de la teoría socioeconómica de las organizaciones para la innovación organizacional en general, y la Gestión de Reclamos de Clientes (GRC) en particular. La ontología y la epistemología de la metodología del enfoque socioeconómico para la gestión (SEAM, en inglés) y los métodos mixtos cuantitativos y cualitativos, han demostrado ser consistentes con la implementación de la GRC en pequeñas y medianas empresas (PYMES). La investigación indica cómo producir y generalizar cono-

cimientos teóricos y prácticos a través del razonamiento abductivo y el diseño de la investigación de etapa inicial versus etapa tardía para una investigación de acción orientada y pragmática. El modelo conceptual destaca que la GRC puede impactar positiva y simultáneamente en la innovación técnica, el desempeño económico y el desempeño social. Otro resultado interesante es que el desempeño económico puede afectar positivamente el desempeño social. El proceso de investigación incluye dos planes de acción de cinco pasos en la etapa inicial y un estudio empírico en la última etapa. Los dos planes de acción de cinco pasos (2015-2016 y 2017-2018) analizan las quejas de los clientes exploran las causas de las quejas de los clientes desde el punto de vista de los empleados, presentan planes de acción, implementan planes de acción y evalúan el desempeño organizacional. El estudio empírico aplica el modelo de ecuaciones de estructura para probar si la innovación técnica media la relación entre la GCR y el desempeño organizacional.

Palabras clave: Investigación-Acción, gestión de reclamos de clientes, SEAM, inovación organizacional, raciocínio abductivo

Introduction

The relationship between action research and organisational innovation attracts attention from numerous researchers with regard to topics such as action research and organisational learning (Eikeland, 2012), action research and individual knowledge use in organisational innovation process (Sousa et al., 2015), action research innovation cycle (Salehi et al., 2015), systematic approaches to designing and implementing change in organisations (Benn and Baker, 2009; Molineux, 2018), and design-led innovation (Price, 2018). They confirm that "flexible loop which allows action (exploration and exploitation Innovation) and research (organisational learning and feedback system) to be achieved at the same time". However, evaluation of the strategic action plans after implementation stage of action research and generalisation of the case study research have not been focused. Therefore, SEAM is considered as a methodology to shorten this gap.

Customer complaint management (CCM) strategy is often considered at functional level by empirical studies applying deductive reasoning. A few researchers implement this strategy, based on action research with deductive reasoning. Therefore, there has not been any research adopting abductive reasoning and SEAM to recognise both operational specificities of organisation as well as stability of core knowledge for broader community of SMEs over the world.

The study including two stages: early and latter, uses abductive reasoning that means a process of deductive – inductive – deductive logics. In the abductive approach, the research starts with "surprising facts", and then is devoted to their explanation (Bryman et al., 2015).

First, deductive reasoning is applied to suggest a CCM project. The reason is that the intervention research project starts with "puzzles" of a SME in passenger transport industry of Vietnam such as significant decline of customers, strong decrease of profits of flagship service: inter-city bus, high turnover rate of employees, receiving many customer complaints about service quality, serious competition on the crowded market, and needs a framework with specific intentions to be implemented as soon as possible. In the early stage or production of knowledge called professional knowledge (or practice knowledge), a five-

step CCM framework is suggested with regard to analysing problems of the company and literature review on intervention methodology, customer relationship management (CRM) and customer complaint management combined with SEAM. In this stage, knowledge is science-based, with characteristics of relevance and responsibility. CCM framework is approached from system and relational approach of relationship marketing; integrated and holistic combination between people, process and technology of CRM from a strategic angle; aggregate complaint analysis; organic aspects of exit-voice theory; led to achieve multifaceted organisational performance, and human capital development.

Second, inductive reasoning is applied during the implementation of the CCM project. Key ideas occurred through transformations created by the processes of interactions between researcher and organisational actors, as well as transferring tools of management. These keywords are necessary actions formulated in the CCM project. Then, they are coded into constructs including organisational learning, human resource management and strategic management led to form customer complaint management; as a result technical innovation of innovation capabilities is created, including types of innovations such as service, process, technology and marketing; economic performance, social performance, customer complaint management profitability, and hidden costs are coded into organisational performance.

Third, deductive logic is repeated. The three variables stemmed from the inductive process are customer complaint management, technical innovation and organisational performance, that will be tested through an empirical research in order to be actionable in a larger social context, applied and disseminated to a broad network of audiences.

Research design

Buono et al. (2018) suggest a research process applying SEAM methodology including two stages as presented in the below figure.
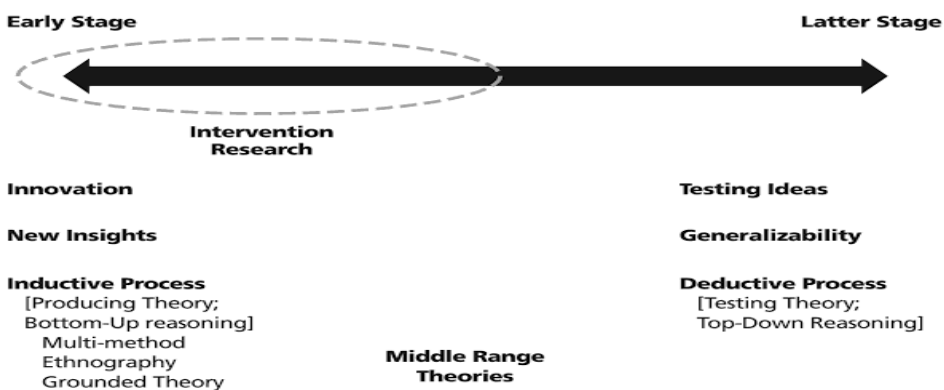

Figure 1:   Conceptualising intervention research: Early-versus latter-stage research
                (*Source*: Buono et al., 2018)

Enhancing English Speaking Skills through Self-Assessment-Based Action Research

Ariadna Pinto Avilez and Claudio Díaz Larenas

Abstract

This paper presents an action research study conducted in an English communicative course at a Chilean university. This investigation aimed to improve university students' speaking skills through the self-assessment methodology. The intervention was held during four weeks, in which participants were exposed to English through task-based lessons that required their systematic self-assessment to develop their speaking skills. With the use of an analytic rubric to measure whether or not there was improvement in pre and post oral interviews, a learning journal and a focus group interview, findings showed that there was a positive change in their speaking performances, and learners appreciated this methodology as a way to improve their academic results.

Key words: self-assessment, awareness, speaking, English language, action research.

Mejoramiento de las habilidades de expresión oral en inglés mediante la investigación-acción sustentada en la autoevaluación

Resumen

Este artículo presenta una investigación-acción realizada en un curso de inglés comunicativo en una universidad chilena. El objetivo del estudio fue mejorar las habilidades de expresión oral de los estudiantes mediante la metodología de la auto-evaluación. La intervención tuvo una duración de cuatro semanas en las cuales los participantes estuvieron expuestos al inglés mediante clases basadas en tareas que requirieron una constante autoevaluación para el desarrollo de su habilidad de expresión oral. Se utilizó una rúbrica analítica para medir si es que hubo mejoras en las entrevistas pre y post, una bitácora de aprendizaje y un grupo focal. Los resultados mostraron que hubo un cambio positivo en sus desempeños orales y que los estudiantes apreciaron esta metodología como una forma de mejorar sus resultados académicos.

Palabras clave: auto-evaluación, conciencia, expresión oral, lengua inglesa, investigación-acción.

Introduction

As English has become a worldwide language, learning how to speak it is a must now for most people around the globe, especially for students who are not born in English speaking countries, in which the foreign language is seen as a very important professional skill, and educational systems work hard to implement foreign language curriculums that are not always successful in allowing learners to really master the language. Aware of this situation, a private university in Concepción, Chile, developed an online multimedia platform, in which students from most majors in their first or second year, have access to practice all four English language skills: speaking, reading, writing and listening, as part of their curriculum. This English online course is not yet compulsory to all majors in the university, because it is currently financially impossible.

Speaking is the skill that the English Online Programme focuses on in more detail. The main aim of the course is to provide students with the necessary tools to help them communicate in English as fluently as possible, managing appropriate vocabulary, intonation, and grammar. Students should be able to comprehend and produce the language in a natural, contextualised way. Oral interviews are part of this English course and are conducted at three different stages: initial, midterm and final. The last two oral interviews are graded, 25% and 35% of their final course load, respectively. 20% is awarded to written online quizzes and the remaining 20% is assigned to oral recordings students submit through the platform, which can be rehearsed and recorded as many times as they want before the submission of the final draft to be graded. The course modules are divided into four levels, following *The Common European Framework* scale starting from the A1 level and finishing in B2.

However, many of these university students have failed to accomplish the minimum requirements to pass from one module to another; therefore, they cannot move from A1 to the higher levels. Students have stated that this is because they do not know how they are assessed; they claim they have not received feedback about their performance, and/or simply because they have never understood the requirements needed in order to achieve satisfactory results to be promoted from one level to another. Unaware of how the speaking assessment process works, students keep failing the course. In some cases, students have had to take the course even three times. In some other worse scenarios, some students have had to drop their majors, since the university policy allows them to fail any subject only a maximum of three times.

The university in which this action research was conducted has twenty-five thousand students and it offers classes to diverse majors. Most of these students come from different parts of the country. Their English proficiency level is measured when they have to take the English course, since the Chilean reality is extremely different, depending on their secondary studies. Few students come to the university with a reasonably good English level, and most of them do not recognise the very basic language commands.

Chilean education distinguishes three types of educational establishments at the primary, secondary and tertiary levels: public, semi-public and private. Several official reports have claimed that these three levels are unfortunately associated with education quality. Private education is almost always the one that achieves the best academic results in terms of national exams, and the number of students who successfully enter higher education.

Universities receive students who come from all three public, semi-public and private sectors, which translates into having students who have different language levels. Once again those learners who come from semi-public and private education tend to be the ones who have better entrance English levels and, therefore, seem to achieve better results in their university studies. That is why all learners have to initially go through a diagnostic process to place them in the right level, and specifically support those students whose entrance oral performance in English is weak.

Not all the students of the university have this course as a compulsory requirement of their majors. Yet, all of the university majors will eventually include it as mandatory. That is why we chose one of the classes in which there is mixture of majors; most of them belong to Engineering. These students show great enthusiasm towards learning English, and all of them have a basic language level, that is why they are so eager to learn. They all recognise how valuable to master a second language will be once they graduate. They all agreed that, despite the fact that this could be hard for them, learning English would be beneficial for their future professional careers. On this line, the self-assessment methodology seemed appealing for them. Since they showed great willingness to learn, being aware of their learning and assessment process became something urgent to them as well.

Self-assessment can be offered as an opportunity to understand the quality requirements involved in a specific speaking task, especially for students who claim to be confused about the assessment criteria used when giving their oral interviews. In this action research, learners will be required to assess themselves in order to raise awareness of their own learning process and thus improve their academic results by the end of the course. To conduct this self-assessment intervention, students were offered mock interview sessions after midterms. They were asked to record themselves, and self-assess based on a self-assessment rubric. Teacher guidance and feedback were offered throughout this study. This paper is in the context of the research grant FONDECYT 1191021 entitled *Estudio correlacional y propuesta de intervención en evaluación del aprendizaje del inglés: las dimensiones cognitiva, afectiva y social del proceso evaluativo del idioma extranjero.*

Theoretical Framework

Language Assessment

Many teachers confuse the term grading with the term assessment. This usually happens because sometimes assessing leads to a grade. According to Martinez del Campo (2013), assessment goes beyond grading, and it presents itself as a procedural phenomenon of the students' development. To assess, teachers do not necessarily need to grade their students. The main goal of assessing students is to gather information to check if in the process of learning, they have acquired all the knowledge, skills and attitudes they are supposed to.

Martinez del Campo (2013) states that there are three different phases in the process of assessing a student. The first stage involves a systematic gathering of information about the student's performance. The second stage is where the teacher gets all the information possible that would help him or her determine the student's progress and flaws, which would allow teachers to take action in order to improve and facilitate the student's learning. Dur-

How Indonesian Junior High School Students Comprehend the Reading Text? A Digital Media Literacy Utilisation

Dwi Bambang Putut Setiyadi and Hersulastuti

Abstract

Digital media is currently very familiar with the students'daily activities. However, as one of school policies, most Junior High Schools in Klaten, including SMPN 5 Klaten, prohibit their students from using digital media, specifically Smartphones, in the learning process. The objective of this present study was to describe the improvement of students' ability in comprehending the reading text through digital media literacy. This research applied Classroom Action Research with its cycles. Each cycle was executed through sets of activities consisting of planning, acting, observing, and reflecting. By involving the eighth graders of SMPN 5 in Klaten, tests, observations, interviews, and document studies were used to obtain the data, and the data were qualitatively and quantitatively analysed. The results showed that the use of digital media literacy could improve the students' ability in comprehending the texts. The improvement was shown by the increase of the percentage of the students obtaining the mastery criteria stated by the school by 22% in pre-cycle, increased to 63% in the first cycle, and 100% in the second cycle. How their ability in comprehending texts improved by the use of digital media literacy is also discussed.

Keywords: digital literacy, digital media, reading comprehension skills, e-learning media

¿Cómo comprenden la lectura de los textos los estudiantes indonesios de la secundaria? Una utilización de la alfabetización de medios digitales

Los medios digitales están actualmente muy familiarizados con las actividades diarias de los estudiantes. Sin embargo, como una de las políticas escolares, la mayoría de las escuelas secundarias en Katlen, incluido el SMP N5 Katlen, prohíbe a sus estudiantes usar medios digitales, específicamente Smartphones, en el proceso de aprendizaje. El objetivo del presente estudio fue describir la mejora de la habilidad de los estudiantes para comprender la lectura del texto a través de la alfabetización de los medios digitales. Esta investigación utilizó la Investigación-Acción en el aula con sus ciclos. Cada ciclo se ejecutó a través de un conjunto de actividades que consistieron en planificar, actuar, observar y reflexionar. Al involucrar a los alumnos de octavo grado de SMPN 5 en Katlen, se utilizaron pruebas, observaciones, entrevistas y documentos de estudio para obtener los datos y los datos se analizaron cualitativa y cuantitativamente. Los resultados mostraron que el uso de la alfabetización en los medios digitales podría mejorar la habilidad de los estudiantes para comprender los textos. La mejora se mostró por el incremento del porcentaje de estudiantes que obtuvieron los criterios de dominio es-

tablecidos por la escuela en un 22%en el pre-ciclo, se incrementó al 63% en el primer ciclo y al 100% en el segundo ciclo. También se discutió como su habilidad para comprender textos mejoró por el uso de la alfabetización de medios digitales.

Palabras clave: Alfabetización digital, medios digitales, habilidades de comprensión lectora, medios de aprendizaje electrónico.

Introduction

The reading ability of Indonesian students at the international level is classified as low, based on the literacy test by PIRLS (Progress in International Reading Literacy Study) in 2011 and the PISA (Program for International Student Assessment) in 2012 (Wiedarti & Kisyani, 2016, Eds.). In this regard, it is necessary to improve students' literacy skills. To that end, the government has made efforts to improve the literacy capability by conducting the National School Literacy Movement (Gerakan Literasi Sekolah – GLS) which is then called the National Literacy Movement (Gerakan Literasi Nasional – GLN). Literacy activities then become part of students' activities in schools.

This article is focused on the students' ability or capability (literacy) in using the digital media in order to enhance their reading interest in comprehending the various texts. We believe that the students' lack of interest in reading would be solved by improving their digital media literacy; knowledge and ability in using or utilising digital media. We do not only define literacy as the ability in writing, reading, and mathematics, but literacy has now a broad definition that refers to the ability or capability in certain area or aspect, including the digital or electronic media use. We hope that their literacy on digital media will become their learning experiences, especially in how they comprehend the texts in various contents and contexts. We hope that the schools would be concerned with providing their students more digital or electronic media of reading to enhance students' interest in reading.

However, it turns out there are still many schools that lack reading materials, what is more digital or electronic reading materials in the context of learning at Junior High School, specifically digital reading materials provided by the schools. For this reason, it is necessary to provide reading materials not only from printed books, but also electronic reading materials obtained through digital media and at the same time "reduce the cost of using printed books" (Medley-Rath, 2018) and the students' familiarity with such media can improve their skills in literacy, especially for comprehending the reading texts (Pischetola, 2011). Digital media requires other tools in the form of internet networks. With the internet network, digital devices such as computers and smartphones can be used. However, Babarinde, Babarinde, & Dike (2017) suggest that "interesting books are still available and accessible to students. In addition, students must find ways to utilise electronic media to read". Things that need to be considered in this regard are the age of the child, because 1-4 year olds prefer to read printed books rather than electronic or digital books, specifically printed picture books (Strouse & Ganea, 2017), likewise for children in grades four and five of elementary school, Halamish & Elbaz (2019) and Kao, Tsai, Liu, & Yang (2016) show that children's reading comprehension is better when reading on paper (improving motivation, understanding, and chromatic concepts) rather than on screen, because reading on the

screen (electronic) can interfere with children's understanding, compared to reading on paper (print).

In addition to the implementation of the GLS programme, in the teaching and learning process, various media have also been used by teachers. Among the various media, there are some that have not yet been utilised, namely digital media while still considering the results of research on the age and use of printed reading material. Moreover, research conducted by Hou, Rashid, & Lee (2017) shows that it is not a matter of reading material; printed or electronic, but on the issue "the extent to which text presentations facilitate or hinder the reader's ability to construct cognitive maps that affect the reading process". Indeed, if it is associated with reading comprehension, children have more significant results when reading on paper, however, if it is associated with preferences then children prefer to read on a digital screen (Dahan Golan, Barzillai, & Katzir, 2018). Digital media is currently very familiar in student life, but in the teaching and learning process has not been widely used and this preference can be utilised. It can be said that in this era, digital media has never been separated from student activities, since they were in elementary school. The familiarity of students with the media can be utilised to improve their skills in literacy, especially in understanding reading texts.

For the implementation of the use of these media, the presence of digital media in schools is crucial. The lack of digital media in schools is also an obstacle in this activity. However, the lack of it can take advantage of smartphones that are currently generally owned by students. Thus, the prohibition on carrying a smartphone needs to be reviewed. As long as the smartphone is used as a learning medium, it can be tolerated while using it to prevent dyslexic use in children (He, et al., 2014). The use of newer technology, such as the internet, can also increase students' interaction with a reading text (Peregoy & Boyle, 2013). The advantage of using media also makes students' knowledge increase. Based on his knowledge of all things (knowledge of the world) obtained through the readings contained in digital media, students are expected to be able to more easily understand various kinds of texts, so that they can more easily understand different types of reading.

Based on the description, the problem was formulated: (1) Can digital media literacy improve the skills in comprehending reading texts of junior high school students in Klaten Regency? (2) Does the habit of using digital media make it easier for students to understand reading texts? While the specific objectives of the study are to: (1) reveal increased reading comprehension skills through digital media literacy for junior high school students in Klaten Regency, (2) describe the level of activeness and ease of students in understanding reading text using digital media?

This research has urgency for the development of education and teaching technology, in this case digital or electronic media, which is expected to be an alternative learning model. With digital media literacy, it is also expected to be able to improve students' skills in reading according to the type of text. Because the ability to understand reading is related to understanding knowledge and with digital media literacy, it is hoped that it can improve the digital media literacy rank, not only their reading literacy, of students at the international level. With successful reading, learning can simultaneously support the development of the Indonesian nation's Science, Technology, Social, and Culture (IPTEKSOSBUD).

Community Engagement and Action Research

Danilo Streck

Wilson, Patrícia (2019). *The Heart of Community Engagement: Practitioner Stories from Across the Globe*. London & New York: Routledge.

A learning journey

> I offer these stories as a mirror for community-engaged professionals to reflect on their own practice as catalysts for sustainable community development and social justice. The readers may see themselves and their work in these stories and draw their own meanings from them. Practitioners will likely recognise many of these turning points in their stories (p. 4)

This quotation from the Introduction captures the spirit that guides Patricia Wilson's thinking and writing in the book. The stories she shares with us are presented as "parables for learning". A parable, as we know, is an instructive example, a comparison that entails lessons that connect with our daily life experience. It is this apparent simplicity that makes the reading so captivating and inspiring. I say apparent because, as with parables, the stories lead us to deep reflections on what we do, and how we do it, when we engage in research or in transformation projects.

The book is structured as a journey. In the first part, "The Journey Begins", we have two practices from Latin America where practitioners are confronted with questions and dilemmas, faced while beginning a change process in their communities. Patricia helps us to reflect on how to deal with defensiveness, with distrust within a divided neighborhood, with dissention and opposition. However, it is not only a beginning for local practitioners and community leaders. It is also a beginning for the "outsider" who constantly asks herself about her role in these places. In the case of the "Cabildo Abierto" (Open Municipal Council) in El Salvador, Patricia realised that it was necessary to build the awareness of a bigger picture while conducting *dialogic interviewing*. The name she gave to this larger social, historical, cultural and economic picture is *issue ecosystem*. This is just one example of how Patricia uses reflexivity in her research practice for developing relevant concepts, and contributing to theory building in action research.