International Network of Co-operative Inquirers: Vision Document

INCInq (a research network) https://INCInq.csu.domains/

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Land and waterways acknowledgement (international)

The International Network of Co-operative Inquirers (INCInq) recognises the history and ongoing realities of colonialism and its harms around the globe and strives to engage in ethical and inclusive research that responsibly advances the recognition of truth, the fulfilment of reconciliation and the pursuit of equality, human dignity and the inherent worth of all persons.
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Preface

Dear colleagues, INCInq started in 2013 and is a growing, dynamic and evolving network; our memberships, collaborators and partners are interested in researching topics in education, health and human services sectors. Each person and their insights are invaluable; they contribute unique perspectives to inquiries and help answer complex questions.

INCInq members repeatedly are asked by interested parties for information regarding our network - specifically its vision, aims and purpose. In response to the requests, a subgroup comprising Dr Louise Whitaker and Dr Monica Short was formed; they planned a series of group vision meeting sessions that informed this foundational document. Other key people involved in the planning at the time were: Dr Erica Russ, Emma Pascoe, Mark Woolven, Robyn Fitzroy, Brenda Morris, Joanne Rose and Dr. Carmel Halton. On 1-3 February 2022, a series of vision-setting meetings were held; utilising a Program Logic Framework, which had been identified by Dr Louise Whitaker. The members established the aims, purpose and details listed in this document.

With the continuing expansion of INCInq's membership and collaborators, this document, in addition to our website, publications and meetings, facilitates the sharing of members' voices, the current vision of INCInq and our outputs regarding research. Using the program logic framework, INCInq's vision was formulated with consideration of the impact, influence and translation of the outputs on the members of INCInq and the education, health and human services sectors. Our vision is three-fold:

1. Creating and nurturing supportive, safe and inclusive research environments and inquiry opportunities where questions can be answered and professional wisdom shared.
2. Educating people in the co-operative inquiry methodology and growing the network.
3. The generation and regeneration of researchers in industry and academia.

This document presents this vision in detail.

Yours sincerely,

Emma Pascoe - INCInq industry partner and researcher, and, Dr Monica Short - academic and facilitator of INCInq.

(On behalf of the International Network of Co-operative Inquirers)
Background information: Introducing the International Network of Co-operative Inquirers (INCInq) and our research

What is INCInq? Our vision, aim and purpose.

The International Network of Co-operative Inquirers (INCInq) is an international research network whose vision is to utilise and promote the utility of co-operative inquiry for answering research questions significant for the education, health and human services sectors. All members are researchers and are drawn from industry and academia. Our aims are to:

- Collaborate and investigate a range of research topics related to education, health and human services
- Share the methodology and our emerging associated research wisdom with emerging researchers within industry and academia
- Promote the confidence and grow the competency of researchers from a range of disciplines in using co-operative inquiry as a primary research methodology.

Our purpose is twofold:

- To promote participatory research and to co-create, co-design and co-produce research by writing and researching with people rather than about people (Reason, 1994; Reason & Heron, 1995), and,
- As Dr Carmel Halton states, to generate and regenerate the members so people can engage in transformational research and grow.

We are an open network of colleagues from industry and academia, all researchers, with the following qualifications: social work, teaching, philosophy, science, geography, education and psychology.

How did INCInq start?

In 2013 Dr John Healy, Cass Hearn and Dr Monica Short conducted a co-operative inquiry on the topic of believing in students living with disabilities; this inquiry inspired other ones. From 2014 to 2018, colleagues started approaching Monica, requesting training about the methodology and for professional development opportunities where they could transfer their practice wisdom and epistemologies into theory and research opportunities to answer key questions relevant to their fields of practice; for example regarding personhood,
applying case studies within the workplace, rural supervision, field education and church-based community engagements.

On completion of the inquiries, we would ask each other, “When is the next one?”. In 2017-2018, a research network was organically started, with the pioneers being, in alphabetical order, Rohena Duncombe, Dr Carmel Halton, Sara Hitchin, Brenda Morris, Natalie Morton, Dr Emma Rush, Dr Erica Russ, Dr Monica Short, Angela Whitby, Dr Louise Whitaker, and Mark Woolven. Additional inquiries emerged. Dr Monica Short, Sue Trembath, Rohena Duncombe, Dr Louise Whitaker and Gregory Wiman, collaborated throughout 2017, benchmarking and collectively critically reflecting on current approaches to teaching case management. In 2018, Dr. Erica Russ and Dr. Monica Short led discussions regarding professional development events utilising co-operative inquiries within workplace learning. For example, the Combined University Field Education Group (CUFEG) and Australian Association of Social Workers (AASW) NSW Branch hosted in 2018 a workshop facilitated by Monica: *Brief introduction to co-operative inquiry.* Sydney, Australia. In 2020, Louise Whitaker, Fiona Smith, Associate Professor Melissa Petrakis, and Professor Lisa Brophy collectively critically reflected on what educators are preparing students for when they teach mental health social work (Whitaker et al., 2022).

In 2019, INCInq became formalised. We now have 35 members from across 5 countries, with newer colleagues including Caroline Walters, Dr Carmel Halton, Joanne Rose and Dr Caroline Lambert. For a full list of members please visit our website [https://incinq.csu.domains/our-people/](https://incinq.csu.domains/our-people/)

So far, we have completed more than 20 human service related projects and publications using the co-operative inquiry methodology. These include collective, international, multidisciplinary and inter-institutional INCInq projects.

**What is co-operative inquiry?**

Co-operative inquiry is a participatory and inclusive method, pioneered by Reason and Heron (Reason, 1994; Reason & Heron, 1995), which supports in-depth conversations about a focus area. The co-operative inquiry process offers a space for transformational learning, inclusivity, the sharing of power and the promotion of diverse voices through the recording and dissemination of qualitative data. Because of these reasons, INCInq members have been drawn to the co-operative inquiry approach. INCInq utilises co-operative inquiry for research in the education, health and human services sectors.
The four phases of co-operative inquiry are outlined below in Figure 1. An alternative figure representing the four phases can be seen in Appendix E.

**Figure 1**

A co-designed graphic representation of the four phases of co-operative inquiry. Based on Reason & Heron, (2016) and Short & Healy, (2017).

Phase 1: Establish the inquiry

Phase 2: Collect information/resources

Phase 3: Immersed in the inquiry

Phase 4: Finalise & present knowledge

These four phases are cycled through iteratively.

**Phase 1** - Includes forming a research group where all members are equal as co-researchers, co-participants and co-authors. The group spends time getting to know each other and agreeing on group functions and guidelines.
Key ideas and a focus area begin to emerge through inclusive and democratic discussions (Heron & Reason, 2016; Short & Healy, 2017).

**Phase 2**- Co-participants will discuss and reflect on the research focus, this might include the formulation of a research question. Participants will also start collating resources and literature which will inform discussions (Heron & Reason, 2016; Short & Healy, 2017).

**Phase 3**- As the inquiry unfolds, participants will become immersed in the topic area - adding dimension and richness to the data (Short, 2018). Themes may emerge and action may be taken regarding the research. This might include presenting preliminary research to a wider community for feedback. Deep reflection continues.

**Phase 4**- Reflection on the research focus continues, changes may be made depending on the themes and ideas that emerge. Through the further cycling of phases, an agreement may be reached. Participants become co-authors and deliver their findings through the development of a publication such as a journal article, conference presentation, or other outputs (Heron & Reason, 2016; Short & Healy, 2017).

The cycles may be repeated or researchers may double back to an earlier phase throughout the inquiry process.

**What does INClnq do?**

**Annual large INClnq inquiries**

Each year, as a large group, we mutually agree on at least one field of investigation. One of our goals is to turn practice wisdom, emic research epistemologies and lived experience into theory, and to share this publicly. We strive to collect a spectrum of thinking about the intersection between industry and academia rather than consensus. This is done democratically. It is no guilt research, where people do what they can when they can, and as often as they can. All ideas count. Difference and diverse thinking are embraced. We do not shy away from hard thinking regarding the field being researched. For example, regarding education, we have researched and continue to explore topics focusing on innovative workplace learning (WPL) practices across distances where distance is both geographically and sociologically defined.

**INClnq satellite inquiries**

Parallel to the large INClnq group inquiries, subgroups of the network have formed as ‘satellite’ projects such as the student-led and rural-focussed, transnational, inter-institutional co-operative inquiries. Satellite projects are
encouraged and are easy to start. An individual member formulates a field of inquiry and sends messages around the Network, inviting colleagues to form a co-operative inquiry group. The person initiating establishes a regular meeting schedule and creates a shared Google Doc ® for all involved to contribute to. Members not involved cheer on the satellite group and are available as resource people when and if required. In all satellite inquiries, power is shared.

**Two examples of inquiries**

Example one. A large INClng inquiry: Enablers, markers, and aspects of quality innovative placements across distance: insights from a co-operative inquiry

From 2019 to 2022, sixteen colleagues and collaborators concerned about the global situation of workplace learning inquired into innovative placements in four countries: Aotearoa - New Zealand, Australia, Canada and Ireland. Table 1 lists the details of the members involved in this inquiry and their locations.

**Table 1:**

*Academics and students participating in the 'Enablers, markers and aspects of quality innovative placements across distance' co-operative inquiry*

<table>
<thead>
<tr>
<th>Name</th>
<th>University/Organisation</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Monica Short</td>
<td>Charles Sturt University</td>
<td>Australia</td>
</tr>
<tr>
<td>Dr Carmel Halton</td>
<td>University College Cork</td>
<td>Ireland</td>
</tr>
<tr>
<td>Brenda Morris</td>
<td>Carleton University</td>
<td>Canada</td>
</tr>
<tr>
<td>Joanne Rose</td>
<td>University College Cork</td>
<td>Ireland</td>
</tr>
<tr>
<td>Dr Louise Whitaker</td>
<td>Southern Cross University</td>
<td>Australia</td>
</tr>
<tr>
<td>Dr Erica Russ</td>
<td>Southern Cross University</td>
<td>Australia</td>
</tr>
<tr>
<td>Robyn Fitzroy</td>
<td>University Centre for Rural Health - University of Sydney</td>
<td>Australia</td>
</tr>
<tr>
<td>Cherie Appleton</td>
<td>Auckland University</td>
<td>Aotearoa - New Zealand</td>
</tr>
<tr>
<td>Name</td>
<td>University</td>
<td>Location</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Dr Carole Adamson</td>
<td>Auckland University</td>
<td>Aotearoa - New Zealand</td>
</tr>
<tr>
<td>Mark Woolven</td>
<td>Saraha Services</td>
<td>Australia</td>
</tr>
<tr>
<td>Dr Emma Rush</td>
<td>Charles Sturt University</td>
<td>Australia</td>
</tr>
<tr>
<td>Dr Nicola Ivory</td>
<td>Charles Sturt University</td>
<td>Australia</td>
</tr>
<tr>
<td>Lynn Berger</td>
<td>Southern Cross University</td>
<td>Australia</td>
</tr>
<tr>
<td>Natalie Morton</td>
<td>Australian Catholic University</td>
<td>Australia</td>
</tr>
<tr>
<td>Rohena Duncombe</td>
<td>Charles Sturt University</td>
<td>Australia</td>
</tr>
<tr>
<td>Professor Bill Boyd</td>
<td>Southern Cross University</td>
<td>Australia</td>
</tr>
</tbody>
</table>

This international, inter-institutional and multidisciplinary co-operative inquiry described four placements that were undertaken at locations that were physically distanced from the four placing universities. The factors enabling these placements included: respecting Indigenous (First Nations) cultures and being culturally appropriate, respecting the realities and complexities of the workplace and the work, identifying the impact of geographical and professional distance, acknowledging the roles of traditional and non-traditional placement modes and engaging technological affordances. Colleagues involved in the inquiry utilised the findings to inform their approach to workplace learning during and since the international pandemic lockdowns. Figure 2 represents the locations and focus of the inquiry.

**Figure 2:**

*Presenting the quality innovative placements across distance inquiry.*
Example two. A satellite inquiry: Student-led, rural-focussed inquiries: Embracing co-design, co-creation and co-production

Since 2020, three student-led, rural-focussed co-operative inquiries have been completed, comprising people from Ireland and Australia who are studying social work. Please see Table 2 below for a list of these inquiries.

Table 2: Universities, academics and students participating in the student-led, rural-focussed inquiries

<table>
<thead>
<tr>
<th>Year</th>
<th>Student-led, rural-focussed inquiry</th>
<th>University</th>
<th>Led by the following students</th>
<th>Academic Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020-2021</td>
<td>Experiences of social work students undertaking a remote research-based placement during a global pandemic. DOI: 10.1080/02615479.2022.2054980</td>
<td>CSU, SCU, UNE, UCRH - University of Sydney</td>
<td>Georgina Lomas, Laura Gerstenberg, Emma Kennedy, Kelly</td>
<td>Dr Nicola Ivory, Dr Louise Whitaker, Dr Erica Russ,</td>
</tr>
<tr>
<td>Year</td>
<td>Title</td>
<td>Authors</td>
<td>Supervisors</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>2021-22</td>
<td>A New Perspective Regarding the Impact of Rural Disadvantage on Accessing Services: Hearing the Australian and Irish Social Work Student Voice</td>
<td>UCC, CSU, SCU, UNE, UCRH - University of Sydney</td>
<td>Amy McLaughlin, Emma Pascoe, Jessica Lawson, Lizzy Parker, Toni Whalan, Tayyaba Safdar, Georgia Beeton</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Robyn Fitzroy, Dr Monica Short</td>
<td></td>
</tr>
<tr>
<td>2022-23</td>
<td>A transnational student-led, rural-focussed inquiry: Social work educational competency in disaster management</td>
<td>UCC, CSU, SCU, UNE, UCRH - University of Sydney</td>
<td>Sara, Donnarumma, Kim Doyle, Macey Anderson, Emma Pascoe, Kathryn Stoyle, David McDaid</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Rosealie Kennedy, Dr Nicola Ivory, Dr Louise Morley, Dr Carmel Halton, Dr Erica Russ, Dr Scott Gartshore, Dr Monica Short</td>
<td></td>
</tr>
</tbody>
</table>

The three student-led, rural-focused research inquiries are funded by the University Centre for Rural Health (UCRH) and University of Sydney in Australia and University College Cork in Ireland, with additional funding and contracted supervision and leadership from Charles Sturt University (CSU). The UCRH also provides multidisciplinary professional development training and rural health orientations, focussing on the social determinants of health for each inquirer. Academics from the UCRH, CSU and other participating universities guide students in building knowledge around rural practice contexts and discipline-specific practice skills and developing professional identities. The people studying are provided with mentoring and the opportunity to produce high-quality research outputs regarding education and rural issues.

People participating in these inquiries have had the opportunity to be connected to an international research network, present their work at international conferences and have been supported to publish their work in
academic journals. The inquiries have supported people who are studying social work and their career development, particularly those practising or interested in practising in rural locations. Please see Figure 3 for a presentation of the quality innovative placements across distance inquiries. Please see Appendix C and Appendix D for a sample of our student's work.

**Figure 3:**

*Presenting the quality innovative placements across distance inquiries*

![Program logical model diagram](image)

**Methodology- Program Logic Model**

The program logic model structured our vision planning process. We recognised that the utility of program logic models is contested. However, they can assist with planning and evaluation processes by developing insights related to the connection between objectives and outcomes and their impact (Mills et al., 2019). The program logic approach can build clarity, provide an opportunity to think about change and offer guidance on the future of the projects (Peyton & Scicchitano, 2017). For the purpose of this vision planning process, the following program logic model was applied (Figure 4).

**Figure 4:**

*Program logical model. Adapted from Peyton and Scicchitano (2017).*
INCInq members participated in three planning mornings via Zoom (8.30 am, 1st, 2nd and 3rd February 2022) to discuss and work through the subsections of the program logic model. The data collected from those meetings informed this report.

**Inputs**

Since its inception and inspired by Heron and Reason’s foundational work of writing with people, INCInq has been growing research resources about co-operative inquiry. INCInq has facilitated over 20 inquiries and associated outputs with each output becoming an input for future inquiries. Members come together as a community sharing goodwill and resources. Members spend their time collaborating on mutually identified research inquiries, co-producing materials, and supporting each other - with the aim of generating and regenerating their awareness of and/or engagement with the field of research inquiry. Our main meeting is the first Thursday of every month at 7.30am, Canberra, Australia time. These meetings are a large group inquiry where members participate in peer supervision regarding satellite inquiries and work on building the network. Additional meetings occur when needed and for specific satellite projects/inquiries. These are generally conducted online to increase accessibility as members are geographically separated.

Members volunteer their time, knowledge and skills, contributing what they can, when they can, as often as they can. Apart from individual contributions, we have received resources and tangible support from Charles Sturt University - Australia, University College Cork - Ireland and the University Centre for Rural Health, University of Sydney - Australia.

This is no guilt research. New members are always welcome. INCInq values student, practitioner, lived-experience and academic perspectives. It supports the learning of emerging practitioners and the ongoing development of more experienced practitioners and researchers.

INCInq, supported by Charles Sturt University and University Centre for Rural Health, has developed a website [https://incinq.csu.domains/](https://incinq.csu.domains/) that has freely available resources, including information about co-operative inquiry and completed research outputs and partnerships. For example, the site hosts resources for the student-led,
rural-focused co-operative inquiries. It is common for one co-operative inquiry project to generate multiple outputs, and each project often leads to further research and collaborative working relationships.

**Funding and Support**

INClinq received three lots of funding and professional development opportunities from UCRH - University of Sydney in 2021, 2022 and 2023. UCRH contracted Charles Sturt University to facilitate three student-led rural-focused research inquiries and coordinate the student supervision. Two of these student-led projects have become transnational, including staff and students from University College Cork, who also provided funding. Some inquiries have also received a small funding grant from Charles Sturt University.

**Membership**

INClinq is unique. We are international, based in cities and rural/regional locations and have a vast array of knowledge and skills that span different industries involved in the education, health and human services sectors, from local communities to academia. Our members are valued for their unique contributions and practice wisdom. INClinq continues to consistently expand its membership which is adaptive. INClinq's membership has a strong foundation but its strength is in its ability to be collaborative and deal with changeable membership. For a list of current members please visit [https://incinq.csu.domains/our-people/](https://incinq.csu.domains/our-people/).

Figure 5 provides an overview of our member profile as at June 2023.

**Figure 5:**

*December, 2022 INClinq member profile*
Values, characteristics and virtues embodied by INCInq and its members

Our values are informed by the codes of ethics of the professions of members, such as the Australian Association of Social Workers [AASW], Irish Association of Social Workers Code of Ethics and Social Workers Registration Board Code of Professional Conduct and Ethics (AASW, 2020, IASW 2020, SWRB, 2019), and by the characteristics and virtues foundational to participatory research. Projects are not micro-managed, and we do not aim for consensus. Rather we engage with a spectrum of thinking, and we see the process as important as the output.

The inquiries are sometimes described as slow research (similar to slow television, slow cooking etc.). This is because the emphasis is on people actively listening to every member, and ensuring that all people have the opportunity to speak before moving on to the next point of discussion. In this way, power is shared, transformational thinking can be nurtured, and all voices involved in an inquiry are valued and respected. Reflexive and critical self-reflection is encouraged. Uncomfortable or unpopular thinking is embraced, even if it is different to what most of the inquiry members think. Members have listed the following values and virtues they perceive as important for INCInq when undertaking a co-operative inquiry, please see Figure 6.
**Figure 6:**

*Our values and virtues*

<table>
<thead>
<tr>
<th>Wisdom</th>
<th>Humanity</th>
<th>Justice</th>
<th>Transcendence</th>
<th>Temperance</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Critically reflective &amp; reflexive</td>
<td>• Humanity</td>
<td>• Accessible research</td>
<td>• International</td>
<td>• Curiosity</td>
</tr>
<tr>
<td>• Practice wisdom - creating theory</td>
<td>• Accepted</td>
<td>• Inclusive</td>
<td>• Connections</td>
<td>• Welcoming</td>
</tr>
<tr>
<td>• Applying new learnings to real world</td>
<td>• Differences</td>
<td>• Fairness</td>
<td>• Hope</td>
<td>• Valuing others knowledge, contributions and questions</td>
</tr>
<tr>
<td>• Exploring new ways of thinking</td>
<td>• Respect</td>
<td>• Integrity</td>
<td>• Learning</td>
<td>• Valuing not knowing and being open to exploration</td>
</tr>
<tr>
<td>• Collaborative - not competitive</td>
<td>• Wholeheartedness</td>
<td>• Participatory</td>
<td>• Growing</td>
<td>• Humility</td>
</tr>
<tr>
<td>• No egos</td>
<td>• Authentic</td>
<td>• Invitational</td>
<td>• Ambition</td>
<td>• Positivity</td>
</tr>
<tr>
<td></td>
<td>• Dignity</td>
<td>• Safe space</td>
<td>• Commitment</td>
<td>• Process focus</td>
</tr>
<tr>
<td></td>
<td>• Opportunity</td>
<td>• Accountable</td>
<td>• Impact</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Generosity</td>
<td>• Advocacy for</td>
<td>• Generative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Relationship</td>
<td>relationships over</td>
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<tr>
<td></td>
<td></td>
<td>neoliberal regulatory</td>
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<td>forms</td>
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</table>

**Describing our activities, which are grounded in ethics - What we do**

INCInq primarily communicates virtually and conversations are shared using Google Docs ® and Zoom ®. All our inquiries are assessed for the level of ethical risks to ensure compliance with the ethical requirements of the universities and countries where the researchers are located. Our inquiries and other activities are kind, democratic and power is shared. Inquiries happen through meetings and online written communications. The minutes of the meetings and the written communications are our data. *We do not do research on people or animals and we do not collect incidental, second or third-party data*, hence most of our projects tend to be nil to negligible ethical risk.

Collective/overarching inquiries are held regularly. Interested INCInq members are invited to participate, people opt in to join an inquiry and there is no compulsion to join one. This is no guilt research, people contribute to an inquiry what they can, when they can, and as often as they can. The contribution and research of each inquirer participating is respected and valued.

The network also facilitates and provides support to satellite inquiry projects attached by INCInq network membership, and involves additional inquirers representing a range of roles relevant to the research focus of these groups. Satellite projects function autonomously on schedules of their own, and provide regular updates and requests for or offers of support at INCInq network meetings.
We develop resources that are publicly shared and enhance knowledge regarding co-operative inquiry, research practices and fields of practice relevant to the education, health and human services sectors, such as the teaching and learning of social workers. We provide people with platforms where they can share their practice wisdom and extend related theoretical thinking about their fields of practice.

**Outputs**

**Current outputs**

Our current outputs are listed in Figure 7 and include published research articles, conference presentations and workshops. Our website has evolved to include training resources and key information regarding the co-operative inquiry method. Our students have engaged in training to increase their research skills and have produced a number of works, including presenting at international conferences and publishing peer-reviewed articles. Figure 7 below represents an overview of our current research outputs.
Dreams for the future

Members of the network have many ideas for future research. Our network is committed to continuing to research with people and to generating knowledge collaboratively and participatively (Reason, 1994; Reason & Heron, 1995). The network will continue to share practice wisdoms, emic research epistemologies and lived experiences, as it strives to bring clarity to areas of concern within the human and health services.

Our list of short term dreams

- Continue with our approach, such as recognising we undertake no guilt research.
• Advocate for the inclusion of co-operative inquiry methodology in research curricula of social work and other programs.
• Promote more student-led inquiries.
• Promote more rural-focused research.
• Increase access to the co-operative inquiry methodology.
• Increase student and emerging practitioner's capacity and confidence to undertake research.
• Expand our reach to include different disciplines and develop multidisciplinary practice groups.
• In the spirit of co-operative inquiry, to rise above our personal interests and promote positive outcomes for researchers.
• Expand our network to include a diversity of members, disciplines and industries.

Our list of long term dreams

• Publish a research book about co-operative inquiry for education, health and human services sector professionals.
• Extend the reach of the research and publication outputs so as to promote change in social work and other discipline's curricula and in structures and practices within the industry/employing agencies.
• Source long term funding stream/s.
• Continue with satellite groups researching and publishing on behalf of INCInq to extend the reach of the group.
• Promote the value of co-operative inquiry as a participatory action research methodology within education, health and human services sectors.

List of outcomes - current and emerging

Short term

• Promotion (via website and conferences) and development of co-operative inquiry as a methodology that employs the embodiment of social work and other professions principles of respect, social justice and non-violence.
• Envision INCInq as a 'community of practice' that supports large group core and satellite projects concerning the education, health and human services sectors.
• Provision of research mentorship and support to members.
• The commencement of co-operative inquiry into workplaces that make strategic decisions with the community.
• Authoring our experiences of the methodology, using critical perspectives to highlight values framework and alignment with human rights and justice.
• Using co-operative inquiry to explore current, strategic practice-based issues impacting education, health and human services sector delivery issues.
• Capturing the impact of our research - using co-operative unity as well as traditional methods and metrics.
• Discussing how INClinq defines impact.
• Articulating the utility of the methodology and the contribution it brings.
• Enhancing how we explain and position the research we do.
• Deconstruct 'the Monica factor', further uncovering processes of leadership as well as sifting, analysing and interpreting data (cycles of inquiry).
• Maintain the flexibility of the methodology and be accessible, regardless of tensions, for example, the academy's requirements regarding research.

**Longer term**

INClinq is a dynamic network. We wish to acknowledge and capture practice wisdom and develop knowledge, including theorising on:

- Education, health and human services sectors practice
  - Mental health social work
  - Wellbeing of practitioners within education, health and human services
  - Resilience
  - Person-centred projects - GPs
  - City and country divide and health outcomes
- Pedagogy
  - Teaching and learning approaches such as teaching case management
  - Mental health social work education
  - Field education
Rural student-led inquiries

Reviewing the rural student-led inquiries

Anti-othering (binary us and them)

We wish to keep developing a robust network that:

○ Supports generative and regenerative international partnerships
○ Enables early career academics to build research capacity
○ Promotes organisational and cultural change
○ Promotes personal and professional development and identity
○ Encourages and supports diversity
○ Enables continuing practice-based research that draws on practice wisdom and continues to build knowledge and theory

Our aspirations. What is the impact that we want INCInq to make?

We at INCInq are committed to three key areas regarding the impact, influence and translation of the methodology.

First, we are committed to nurturing supportive, safe and inclusive research environments and inquiry opportunities where questions can be answered.

Second, we are committed to growing our network and educating people in the co-operative inquiry methodology.

And third, we are committed to the generation and regeneration of researchers in industry and academia.

This commitment involves supporting:

● Resilient, confident and competent education, health and human services sector practitioners
● Relevant and rigorous practice-based knowledge development in academia and industry
● The translation of social work practice and academic wisdom into theory through inclusive, collaborative and participatory research
● Practitioners and academics in achieving their career goals, for example, supporting female colleagues and novice researchers with their career journeys.
Currently, we are continuing to answer questions relevant to the education, health and human services sectors and persisting with our discussions regarding the impact, influence and translation of the co-operative inquiry methodology.

**Bringing it all together**

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Activities</th>
<th>Outputs</th>
<th>Outcomes</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Time spent collectively</td>
<td>Monthly INCInq meetings</td>
<td>INCInq satellite groups</td>
<td>Short term</td>
<td>Commitment to</td>
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<tr>
<td>• Website resources</td>
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<td>• Produced and published articles</td>
<td>• Promote CI and INCInq via website and conferences</td>
<td>• Impact</td>
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<tr>
<td>• Locating funding</td>
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<td>• Conference presentations</td>
<td>• Community of practice</td>
<td>• Influence</td>
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<td>• Members</td>
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<td>• Facilitated workshops</td>
<td>• Mentorship and support</td>
<td>• Translation of methodology</td>
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<td>• Partnerships</td>
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<td>• CI in communities and workplaces</td>
<td>• Nurturing, supportive, safe and inclusive research environments</td>
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<td>• Completed projects-inform future projects</td>
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<td>• Authoring on experiences of using CI</td>
<td>• Growing our network and educating people in CI</td>
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<tr>
<td>• Student-led rural-focused inquiries</td>
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<td>• Used CI to explore practice-based issues</td>
<td>• Generation and regeneration of researchers</td>
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<td>• In-kind contributions</td>
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<td>• Understanding impact of our research</td>
<td>• Supporting confident, resilient and competent practitioners</td>
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<td>• Articulating CI methodology</td>
<td>• Practice wisdom into theory</td>
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<td>• Motel leadership and democracy</td>
<td>• Empowering others to achieve their career goals</td>
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<td>• Maintained accessibility</td>
<td>• Developing practice-based knowledge in academia and industry</td>
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<td><strong>Free resources on INCInq website</strong></td>
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<td>• What is CI</td>
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<td>• CI workshop handouts</td>
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<td>• Academic support- APA referencing, paraphrasing, academic writing</td>
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<td>• Videos and links to conference presentations</td>
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<td>Maintenance of website, administration tasks</td>
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<td>Developing resources, engaging funding and holding workshops</td>
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**Short term**
- Promote CI and INCInq via website and conferences
- Community of practice
- Mentorship and support
- CI in communities and workplaces
- Authoring on experiences of using CI
- Used CI to explore practice-based issues
- Understanding impact of our research
- Articulating CI methodology
- Motel leadership and democracy
- Maintained accessibility

**Longer term**
- Capture practice wisdom, develop knowledge
- Theorise on education, health and human service sectors and pedagogy
- Developing practice-based knowledge in academia and industry
References


Appendix A. A sample of research articles, conferences and awards.


7. Morris, B., Whitaker, L. & Petrakis, M. (2022) Scholarship of Teaching and Learning Grant (SoTL), Carleton University. To support the “International Perspectives on teaching mental health social work” co-operative inquiry.


10. Contemporising field education: International innovations in delivering social work placements remotely. This research addresses the question: What are the challenges to, and opportunities for, innovative delivery of social work placements in overcoming distance and disaster, where distance is defined geographically and sociologically.


12. 2022 Learning, Teaching & Assessment Enhancement Fund, University College Cork (Teaching Award)
   Award Winners:
   – Carmel Halton
   – Joanne Rose

13. 2020 Field Education-University Collaboration Award:
   Award Winner – Dr. Monica Short, Charles Sturt University

Appendix B: How to join INClInq? Our orientation process

INClInq is a growing network. We have an orientation process for potential members. This involves people reading our website https://incinq.csu.domains/ and watching the videos listed. They then make contact via email with Dr Monica Short at mshort@csu.edu.au for an informal introductory meeting. It is common for people to attach their resumes to this email. Monica talks to people about the network and how the meetings occur. People are then invited to attend an INClInq meeting as a guest. This allows people to meet us and see what we are currently inquiring about. If, after this, people are keen to join the network, then they have follow-up contact with Monica who will explain the next steps.
Appendix D: 3rd Student-led HERDSA 2023 conference poster

Utilising inclusive student-led research methods transnationally for successful work-integrated learning: Developing student capacity and identity regarding practice with disaster-affected rural communities.

Emma Pascoe\(^1\), Kim Doyle\(^1\), Robyn Fitzroy\(^2\), Dr. Enrica Ruas\(^3\), Dr. Monica Short\(^1\)

\(^1\)Charles Sturt University, \(^2\)University of Newcastle, \(^3\)Monash University

Background

Historically, researchers have discussed work-integrated learning (WIL) as a method to enhance students' professional development and prepare them for the workforce. However, the integration of diverse and inclusive research methods can be challenging, especially when aiming to transnationally develop students’ capacity and identity, especially in disaster-affected rural communities. This paper presents a methodology that addresses these challenges.

Methodology

In an effort to address the research question, we engaged with students to develop and employ inclusive student-led research methods. This involved utilizing student-led research workshops and collaboratively developing WIL projects. The students were trained in various methodologies, including qualitative research, co-operative inquiry, and participatory action research.

Results

The project was successful in developing students’ capacity and identity regarding practice in disaster-affected rural communities. The students demonstrated a strong commitment to transnational research and developed a deep understanding of the impact of disasters on rural communities.

Conclusion

This project highlights the potential of inclusive student-led research methods to transnationally develop students’ capacity and identity regarding practice in disaster-affected rural communities. Further research is recommended to build on these findings and explore the long-term impacts of such methodologies.

Appendix E: An alternative diagram

The four phases of co-operative inquiry (Reason & Heron, 2016; Short & Healy, 2017)
Phase 1
Establish the focus area and research team. Develop key ideas

Phase 2
Discuss and reflect on the focus and collect resources

Phase 3
Become immersed in the topic. Agree on and take action

Phase 4
Reflect on actions and refine focus