

Olav Eikeland  
Work Research Institute  
Oslo, Norway  
E-mail: [oleik@online.no](mailto:oleik@online.no)

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My reflected general reasons for working with action research are pretty much told in my article in the Handbook of Action Research. They are the results of many years of trying to understand some very basic, personal experiences from the first part of the 1970ies when my personal road to AR started in my teens as a student at a very experimental and democratic (direct participatory democracy) high school. In this school we had general assemblies every week (students, teachers and others) that made all important decisions after prolonged discussions and suggestions from many different administrative groups (where everyone could, and did participate on a voluntary basis as well). I "got hooked" on the possibilities this organizational structure gave us to learn from what we did directly. I read John Dewey and both my political engagement and my university studies afterwards have been attempts to get a grip on those experiences. Looking back from my study of ancient Greece, my high school years seem like "my personal Athens", if you can understand that.

After having been engaged in radical student politics, and general radical politics of the 1970ies and studying sociology and critical theory at the University, my project of "deconstructing" the concept of experience at the base of so called empirical social science carried me to ancient Greek philosophy and from here you can read a general outline of the rest in the article in the Handbook. On the way, in the middle of the 1980ies, I got a job at the Work Research Institute in Oslo where I still am and I also got connected to action research which to me until then had not been sufficiently intellectually and theoretically reflected to be of any interest. I still think most action research doesn't understand itself in adequate ways, which often, but not always, means that action researchers have better practices than theoretical self-understandings.

In the end what pulled me to action research can be summarised as 1) all the philosophical and theoretical reasons that pushed towards and demanded some kind of practice, 2) my basic and formative democratic experience from my teens which had formed me and given me ideas and goals to strive for and 3) the Norwegian and international AR movement that, after disappointing experiences with student politics, seemed to represent promising practices for receiving impulses from 1) and carrying forwards aspirations to recreate something like 2).

This is the really short version, which is what I have time to write down right now.