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UNIVERSITY OF PELOPONNESE
DEPARTMENT OF SOCIAL AND EDUCATIONAL POLICY

in collaboration with

HELLENIC - AMERICAN EDUCATIONAL FOUNDATION
ATHENS COLLEGE - PSYCHICO COLLEGE

**33rd Collaborative Action Research Network (CARN)
International Conference**



Practical wisdom, then, must be a reasoned and true state of capacity to act with regard to human goods. [It] issues commands, since its end is what ought to be done or not to be done; but understanding judges

Aristotle's Nichomachean Ethics

***Action Research for Improvement in Schools,
Communities and Organizational Spaces.
What is to be done?***



30 October - 1 November 2009

Campus of Athens College - Psychico College

**Psychico, Athens
Greece**

International Advisory Committee

- Andy Convery, University of Sunderland, UK
- Lars Dahlstrom, Umea University, Sweden
- David Frost, University of Cambridge, UK
- Rocio Anguita Martinez, Valladolid University, Spain
- Cathie Pearce, Manchester Metropolitan University, UK
- Milan Pol, Masaryk University, Czech Republic
- Petra Ponte, Utrecht University of Applied Sciences, The Netherlands
- Franz Rauch, Klagenfurt University, Austria
- Geisha Rebolledo, UPEL, Venezuela
- Anna Traianou, Goldsmiths University of London, UK

Local Organizing Committee

- Lefki Biniari, Experimental Gymnasium of Anavryta
- Kiki Demertzi, 3rd Directorate of Secondary Education of Athens
- Sofia Georgiadou, Education Research Centre of Greece
- Anna Kokla, Psychico College
- Pavlos Kosmidis, Directorate of Secondary Education of East Attica
- Nick Mantarakis, Psychico College
- Vicky Papadopoulou, 54th Gymnasium of Athens
- Marianna Tsemperlidou, 3rd Directorate of Secondary Education of Athens
- Poly Tsigou, Athens College
- Zoi Vitsaki, University of Peloponnese

Co-ordinator : George Bagakis, University of Peloponnese

Information

Elly Stratis, email: estratis@haef.gr tel. 0030-210-6798105, fax:0030-210-6727964

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PROGRAMME

FRIDAY, 30 October

13.00-14.00: Registrations (coffee-refreshments)

INTRODUCTORY SESSION

Chair: Andy Convery, University of Sunderland, UK

14.00-14.30: Welcome

14.30-15.00: Activities for participants to familiarize themselves with the theme and the scope of the conference, as well as to get acquainted with each other

A. PLENARY SESSION

Chair: Herbert Altrichter, Johann Kepler University Linz, Austria

15.00-16.15: Localization or Globalization? The Dynamics of Action Research

Bridget Somekh, Manchester Metropolitan University, UK

16.15-16.45: Coffee break

16.45-18.45:

B. PARALLEL SESSIONS

1. FORMS OF ACTION RESEARCH 1

Chair: Kostas Magos

Media education as a proposal for action research. Children and young people as video makers (Digital video as a support for life long learning)

Alfonso Gutiérrez Martín, Departamento de Pedagogía, Universidad de Valladolid, Spain

Action Research in Kindergarten

Three kindergarten teachers describe their experience in doing action research

Kostas Magos, University of Thessaly, Greece

The role of norms in early stages of long term business relationships: An action research approach

Christoph M. Ott, Björn Sven Ivens, Faculty of Business and Economics, University of Lausanne, Switzerland

How we have used research circles in the implementation of new theories in social care

Marianne Westring Nordh, Department of Research and Development, Mid Sweden University, Sweden

2. FORMS OF ACTION RESEARCH 2

Chair: Tony Wall

Awakening

H. M. S. Watagodakumbura, Kandy Model School, Sri Lanka

Visioning/realising whole Honours degrees through action inquiries

Tony Wall, York St John University, UK

Breathing inquiry - life long inquiry as life long inquiry

Tony Wall, York St John University, UK

Women empowerment: An action research experience in rural Spain

Fátima Cruz, Psychology Department, University of Valladolid,
Elena García-Gómez, University of Valladolid, Spain

3. PROFESSIONAL DEVELOPMENT 1

Chair: Thomas Stern

PDD(T) - A research partnership for the exploration of teachers' professional development

Anna Streissler, University of Vienna, and Thomas Stern, University of Klagenfurt, Austria

They would teach any subject irrespective of their appointment

Vipla Nellihela, Ella Education Division, Badulla, Sri Lanka

Exploring the views of undergraduate students and in-service primary teachers about the formation of their professional identity. A case study

Amalia A. Ifanti, Vasiliki Fotopoulou, University of Patras, Greece

4. LEARNING COMMUNITIES

Chair: Pam Nason

Learning Communities and New Technologies in Higher Education

Anthony Edwards, Liverpool Hope University, UK

The work of county CPDS between reflection and action

Dubravka Kovačević, Education and Teacher Training Agency, Croatia

Critical Transformative Dialogue: The role of talk for teaching change within communities of practice

Christine Edwards-Groves, School of Education, Charles Sturt University, Australia

Action research for the creation of learning communities and networks: where does gossip fit?

Pam Nason, Anne Hunt, University of New Brunswick, Canada

5. DIFFERENT DISCIPLINES 1

Chair: José Penalva

A new approach to teachers' professionalism

José Penalva, Universidad de Murcia, Spain

Action research journey via the TESOL course

V. D. C. P. Perera, Department of English, National Institute of Education, Maharagama, Sri Lanka

Action Research for Secondary Mathematics through History and Culture

Ioanna Georgiou, University of Warwick, UK

Language Learning strategies and metacognition: An Action Research with one's own students

M^a de la Calle Alonso Ramírez, Department of Didactic of the Language and the Literature, University of Valladolid, Spain

6. TOOLS

Chair: Steve Mee

What are the similarities and differences that occur in the reflective papers of teachers?

Angela Schuster, Fakultät für interdisziplinäre Forschung und Fortbildung der Universität Klagenfurt, Austria

Portfolio: An instrument for change and development of the nursery school

K. Tsaoula, T. Sidiropoulou, M. Poubrou, A. Karakoulidou, Greece

Don't Dance with the Girls! An oral history of life in a long stay institution

Steve Mee, University of Cumbria, UK

Narratives as action research tools in interprofessional contexts

Kaz Stuart, University of Cumbria, UK

7. EXPRESSION

Chair: Ruth Balogh

Forum Theatre in Action Research

Anne Eriksen, Faculty of Art, University of Tromsø, Norway

Poetic expression and poetic form in practice-based research

Helen Burchell, University of Hertfordshire, UK

'In dreams begins responsibility'. A self-study about how insights from dreams may be brought into the sphere of action

Ruth Balogh, University of Cumbria, UK

8. SCHOOL DEVELOPMENT 1

Chair: Sally Fowler Davis

Building enterprise capacity: participation issues in an improvement project

Sally Fowler Davis, York St. John University, UK

Individual and organizational change in Collaborative Action-Research: towards a conceptualization from several case studies

Caetano, Ana Paula, Freire, I., Education Institute, Lisbon University, Portugal

Collective knowledge building and school development

Marit Aas, Department of Teacher Education and School Development, University of Oslo, Norway

Bridging Teacher and Researcher discourses: Norwegian Religious Education Teachers and Researchers Negotiating and Reshaping their Roles in an Action Learning Project

Øystein Lund Johannessen, University of Stavanger, Norway

18.45-19.30: CARN Welcoming Reception

19.30-20.30: Dinner

20.30: Return to the hotel

21.00: Optional short tour to archeological and other sites of interest in the centre of Athens

SATURDAY, 31 October

09.00-11.00:

C. PARALLEL SESSIONS

1. FORMS OF ACTION RESEARCH 3

Chair: Mary McAteer

Researching the long-term impact of teachers' action research

Stefan Zehetmeier, University of Klagenfurt, Austria

Contrasting worldviews and processes of teaching and professional learning: action research with Sudanese adult education teachers

Paul Fean, Centre for International Education, University of Sussex, UK

Teacher Research and its Contribution to the Development of Educational Theory

Nicole Hollenbach, Barbara Koch-Priewe, University of Bielefeld, Germany

Jane's story: Action research as a form of personalised learning

Mary McAteer, Edge Hill University, UK

2. FORMS OF ACTION RESEARCH 4

Chair: Cait Simpson

Initiating an action research project: lessons to be learned

Miranda Snoeren, Fontys University of Applied Sciences, The Netherlands

Action Research in Ethical Teacher Education – some tools for change and improvement

Ana Paula Caetano, Maria Teresa Estrela, Joana Marques, Lurdes Silva, Mariana Feio, Institute of Education, Lisbon University, Portugal

Blending technological and non-technological initiatives with action research to foster change and improvement in doctoral students' research practices

Rossana Espinoza, Michael Hammond, University of Warwick, UK

Explorer or Sightseer: The impact of working with museum professionals upon student teachers' perceptions of cultural institutions

Cait Simpson, Edge Hill University, UK

3. PROFESSIONAL DEVELOPMENT 2

Chair: Poly Tsigou

Initiating a framework of Action Research in a pilot programme of Professional Development at the Hellenic American Educational Foundation (Greece)

George Bagakis, University of Peloponnese
Poly Tsigou, Athens College
Nick Mantarakis, Psychico College
Greece

Relevant Vocational Education – Methodological Approach and Results in an Action Research Project

Hilde Hiim, Jan Staalhane, Department of Vocational Teacher Education, Akershus University College, Norway

Changing the professional learning dynamics between student teachers, school mentors and a university tutor: How the involvement in a government initiative provided the opportunity for action research

Sue Cronin, Liverpool Hope University, UK

Teachers learning at the workplace – in what ways do expert participants contribute to the processes of knowledge building?

Kristin Helstad, Department of Teacher Education and School Development, University of Oslo, Norway

4. STUDENT TEACHERS 1

Chair: Gina Haines

Exploring shifting conceptions of knowledge and learning: A collaborative project in teacher education

Jane Abbiss, School of Maori, Social and Cultural Studies in Education, College of Education, University of Canterbury, New Zealand

Walking the talk – the challenge of accessing your authenticity in the teaching profession

Gina Haines, University of Canterbury, New Zealand

Constructing “self” and “other” within school: an action research project focusing on a child's rights of growth and development within a particular context

Anna Koutsouri, School of In-Service Education, Institute “D. Glinos”, Aristotle University of Thessaloniki, Greece

5. DIFFERENT DISCIPLINES 2

Chair: Katerina Skia

Participatory action research on support needs of families with disabled children

Debbie Kramer-Roy, Brunel University, UK

Exploring leading praxis through the lens of practice architectures: An international comparison

Anette Olin, Torbjorn Lund, Monica Nyvaller, Jane Wilkinson and Ann Ahlberg., University of Gothenburg, Sweden

Action research for written communication in the teaching of Modern Greek as a first language

Katerina Skia, Regional Directorate of Attica, Greece

Science learning through research in life science projects – Research Education Co-operations reorganized through Action Research

Franz Radits, University of Vienna, Austria
Franz Rauch, University of Klagenfurt, Austria
Barbara Strametz, University of Vienna, Austria

6. LEARNER VOICES

Chair: Ben Smit

Let's learn from the children

R.M.M.C. Ratnayake, Sri Lanka Institute of Advanced Technological Education, Sri Lanka

Special Voices: A collaborative project exploring how special schools can promote and listen to the “voice” of their children

Mary Rees, Julie Steer, University of Hertfordshire, UK

Pupils as co-researchers: Finding evidence for changes in the pedagogical relation of pupils and teachers

Leon Plomp, Ben Smit & Petra Ponte, Research Group “Behaviour and research in the educational praxis”, Faculty of Education, Utrecht University of Applied Sciences, The Netherlands

Action Research and Learner Voice: the impact of teacher action research into learner voice on classroom practice and MA provision

Sue Lyle, Swansea Metropolitan University, UK

7. TRANSITION AND OTHER STRATEGIES OF EARLY CHILDHOOD EDUCATION

Chair: Luis Ortiz Jimenez

Strategies of learning in childhood education: investigation and new proposals

Luis Ortiz Jimenez, University of Almería, Spain
María Jesús Ruiz Colmenero, University of Jaén, Spain

The role of action research in introducing innovations during a school activities programme designed to facilitate the transition from kindergarten to primary school

Helen Carida, Regional Directorate of Attica, Greece
Michael Kasoutas, University of Athens, Greece

An Initial Approach to Internal Evaluation in a Kindergarten of Evros: The Possibilities, the Problems and the Questions

Galini Rekalidou, Efthymia Penderi, Democritus University of Thrace, Greece

Teachers' self-education and professional development: An example through cooperation between preschool and primary teachers on children's transition

Eleni Didahou, George Bagakis, Mania Loumakou, Manolis Pomonis, Fanis Valmas, University of Peloponnese, Greece

8. SCHOOL DEVELOPMENT 2

Chair: Cathie Pearce

Action Research participants with different roles and equal status

Janne Madsen, Buskerud University College, Norway

**Relations between "groups of collective action" teachers and researchers of education
Examining closely the opinions of researchers**

Panagiota Pavlineri and Vasilis Yialamas, University of Athens, Greece

Collaborative action research as a systematic approach to bring improvement in the performance of university faculty: hopes and challenges identified when training teacher educators

Jeylan Wolylie Hussein, Haramaya University, Ethiopia

Nomadic Spaces

Cathie Pearce, Education and Social Research Institute, Manchester Metropolitan University, UK

11.00-11.30: Coffee

D. PLENARY SESSION

Chair: David Frost, University of Cambridge, UK

11.30-12.45: School self-evaluation as action research

John MacBeath, University of Cambridge, UK

12.45-13.45: Lunch

13.45-15.15:

E. PARALLEL SESSIONS

1. SYMPOSIUM: TEACHER LEADERSHIP IN ACTION

David Frost, University of Cambridge, UK
with a team of nine teachers from the UK:
Adrienne Bullen - Ponsbourne St Mary's Primary School,
Laura Campbell - The Bushey Academy
Caroline Montgomery - The Bushey Academy
Paul Barnett - Barnwell School
Tom Murphy - Sir John Lawes School
Clare Herbert - Woolenwick Junior School
Cindy Impey - Sandridge Primary School
Sophie Brace - Barnwell School
Mona-Lissa Chiriac - The Barclay School

**2. SYMPOSIUM: A NEW DIRECTION OF ACTION RESEARCH - THEORY AND PRACTICE
LEARNED FROM A JAPANESE CONTEXT**

Kenichi Uchiyama, Satoshi Suzuki, Daito Bunka University and Japan Association of Action Research, Japan

A new concept of Action Research and A new methodology of Action Research

A case study: Evaluation of Organizational Improvement utilizing SSM based Action Research

3. SYMPOSIUM: MORAL PROFESSIONAL DEVELOPMENT IN DIALOGIC RESEARCH RELATIONSHIPS

Convener: Gaby Jacobs, Fontys University of Applied Sciences, The Netherlands

“I can only learn in Dialogue!” Moral Professional Development and Professional Identities in Teacher Education

Kara Vloet, Fontys University of Applied Sciences, The Netherlands

Reciprocity in international collaborative research and projects

Jacqueline van Swet, Fontys University of Applied Sciences, The Netherlands

Collaborative Action Research towards moral professional development

Gaby Jacobs, Fontys University of Applied Sciences, The Netherlands

4. SYMPOSIUM: DEVELOPING A CULTURE OF ACTION RESEARCH IN A PROFESSIONAL SCHOOL: A CALIFORNIA MODEL FOR A SCHOOL OF LEADERSHIP AND EDUCATION SCIENCES

Lonnie Rowell, School of Leadership and Education Sciences, University of San Diego, USA

Presenters:

Heather Lattimer, Rose Cook and Yvonne Wong

5. SYMPOSIUM: THE PROCESS-ORIENTED, INEXPERIENCED CONDUCTOR AND THE UNPREDICTABLE PARTICIPANT(S) - WHAT ARE THE LESSONS LEARNED?

Solveig Strangstadstuen, Sigrid Gjotterud, Edvin Ostergaard,
The Norwegian University of Life Sciences, Norway

6. SYMPOSIUM: IMPROVING EQUALITY AND DIVERSITY PROVISION ACROSS A TEACHER EDUCATION PARTNERSHIP

Presenters:

John Illsley	East Durham College
Tina Weir	Tyne Metropolitan College
Fiona Lawrence	Tyne Metropolitan College
Margot Cambridge	City of Sunderland College
Julie-Ann Stobo	Gateshead College
David Clues	Northumberland College
Linda Hay	South Tyneside College
Andy Convery	University of Sunderland
UK	

Symposium Session 1: Getting Real – Ensuring Theory Becomes Practice

Planning for Inclusivity

John Illsley, East Durham College, UK

Developing and Evaluating Transferable Approaches To Diversity

Tina Weir, Fiona Lawrence, Tyne Metropolitan College, UK

Professional Formation and Cardboard Cut-Outs

Margot Cambridge, City of Sunderland College, UK

7. SOCIAL WORK

Chair: Maria Anastasiadis

Capacity enhancement of development workers in Botswana through action research

Marietjie van der Merwe, Centre for Environment, Agriculture and Development, and University of KwaZulu Natal, South Africa

Delphi oracle approach. A participatory research tool for change and improvement in Social Enterprises

Maria Anastasiadis, University of Graz, Austria

8. NETWORKS 1

Chair: Franz Rauch

Regional Networks in Education: Structures for learning by exchange

Franz Rauch, University of Klagenfurt, Austria

Action Research in International Networks

Annelise Brox Larsen, University of Tromsø, Norway

Using networks to advance collaborative work: The Future(s) of Education Project

E. Alana James and Maria April, joint project of Jones International University, Walden University and Colorado University, Florida, USA

15.15-15.45: Coffee

F. PARALLEL SESSIONS

1. SYMPOSIUM CONTINUATION: IMPROVING EQUALITY AND DIVERSITY PROVISION ACROSS A TEACHER EDUCATION PARTNERSHIP, UK

Workshop Part 2: Diversity: Empathy and Identity

Beyond Widening Participation

Julie-Ann Stobo, Gateshead College, UK

Developing Diversity Awareness – Learning Through Teaching

David Clues, Northumberland College, UK

Planning for Inclusion

Linda Hay, South Tyneside College, UK

Excuses for Avoiding Equality and Diversity

Andy Convery, University of Sunderland, UK

2. SYMPOSIUM: LESSONS LEARNED FROM NETWORKED PARTICIPATORY ACTION RESEARCH AS INTERNATIONAL GROUPS DISCUSS THE FUTURE OF EDUCATION

E. Alana James and Maria April, joint project of Jones International University, Walden University and Colorado University, Florida, USA
Charles Opolot-Okurut and/or Fr. Peter Neema, Makarerer University, Kampala, Uganda

Overview of the Project

Report from South Florida, USA

Report from Kampala, Uganda

Report from Kansas, USA on Changes in Education of Military Officers

Overview Report on the Network's First Year

3. SYMPOSIUM: ACTION RESEARCH AND IN-SERVICE UNIVERSITY COURSES IN AUSTRIA: CONCEPTS, EVALUATION AND REFLECTION

University in-service action research courses for teachers and teacher trainers: goals and concepts

Franz Rauch, University of Klagenfurt, Austria
Regina Steiner, FORUM Environmental Education, Austria

Case Studies in the Practicum Phases of Teacher Education

Eva Prammer-Semmler, University of Education Linz, Austria

Education for Sustainable Development in Teacher Education and Action Research: Reflections on concepts and implementation

Franz Rauch, University of Klagenfurt, Austria
Franz Radits, University of Vienna, Austria

Teaching Action Research in an award-bearing in-service programme in Austria A Retrospective Evaluation

Katharina Soukup-Altrichter, University of Education Linz, Austria
Herbert Altrichter, Johann Kepler University Linz, Austria

4. SYMPOSIUM: COMMUNITIES OF PRACTICE: FINDING A SPACE

Una Hanley, Manchester Metropolitan University, UK

Are communities of practice a thing of the past in Teacher Education?

Una Hanley, Manchester Metropolitan University, UK

Being and becoming

Andy Pickard, Manchester Metropolitan University, UK

Becoming visible – dilemmas for new teachers of being seen as rightfully integrated into the professional community

John Powell, Manchester Metropolitan University, UK

5. SYMPOSIUM: DOUBLE LOOP LEARNING IN THE DOUBLE LOOP OF ACTION RESEARCH SCHOOL IMPROVEMENT AS ACTION RESEARCH

Dhyan Vermeulen, Atty Tordoir and Hella Kroon, APS National Centre for School Improvement, The Netherlands

6. SYMPOSIUM: ACTION RESEARCH (AR) ENVIRONMENT IN SRI LANKA: PHILOSOPHICAL ROOTS, COUNTRY SPECIFIC DEVELOPMENTAL PATTERNS AND CURRENT PRACTICES

Godwin Kodituwakku, Department of Research and Development, National Institute of Education, Maharagama, Sri Lanka

Abstract of overall symposium:

Buddhism and Action Research

Rev. Mavila Anomadassi Thero, Sri Lanka.

V. D. C. P. Perera, Department of English, National Institute of Education, Sri Lanka

Action Research Environment in Sri Lanka

Godwin Kodituwakku, Department of Research and Development, National Institute of Education, Sri Lanka

N. D. Dissanayake, Department of Research and Development, National Institute of Education, Maharagama, Sri Lanka

The Collaborative Action Research and Policy Formulation

R.M.M.C. Rathnayake, Sri Lanka Institute of Advanced Technological Education, Sri Lanka

H. M. S. Watagodakumbura, Wt/ Kandy Model School, Sri Lanka

7. LEADERSHIP

Chair: David Frost

Knowing in the making in workshops for school leaders - an intervention study

Charles Hammersvik and Ruth Jensen, Department of Teacher Education and School Development, University of Oslo, Norway

The International Teacher Leadership project: a case of an international action research project

David Frost, University of Cambridge Faculty of Education and Wolfson College, Cambridge, UK
with

George Bagakis, University of Peloponnese, Greece

Paul Barnett, Barnwell School and Wolfson College, University of Cambridge, UK

Lefki Biniari, Peiramatiko Gymnasium of Anavryta, Greece

Ozgur Bolat, Turkish Education Foundation, Turkey and Wolfson College, University of Cambridge, UK

Jose Penalva Buitrago, Facultad de Educación, Universidad de Murcia, Spain

Ivana Cosic, Ministry of Education, Croatia and Wolfson College, University of Cambridge, UK

Kiki Demertzi, 3rd Directorate of Secondary Education of Athens, Greece

Judy Durrant, Canterbury Christ Church University, UK

Maria Flores, University of Minho, Portugal

Sofia Georgiadou, Education Research Centre of Greece, Greece

Val Hill, Birchwood High School and Wolfson College, University of Cambridge, UK

Stavroula Kaissari, Petroupolis 2nd Gymnasium, Greece

Pavlos Kosmidis, Directorate of East Attica, Greece

Iris Marusic, Centre for Educational Research and Development, University of Zagreb, Croatia

Jo Mylles, Sir John Lawes School and Wolfson College, University of Cambridge, UK

Ljubica Petrovic, Agency for Mobility and EU Programmes, Croatia and Wolfson College, University of Cambridge, UK

Amanda Roberts, University of Hertfordshire, UK

Thanasis Stamatis, Greece

Marianna Tsemperlidou, 3rd Directorate of Secondary Education of Athens, Greece

School Leadership and its Impact on Educational Effectiveness

Despina Papangeli-Vouliouri, Regional Directorate of Attica, Greece

8. NETWORKS 2

Chair: Andrew Townsend

Lonely, isolated, invisible? Teachers becoming action researchers and the need for developing supportive networks

Zoë Williamson, Moray House School of Education, University of Edinburgh, UK

Participatory change through networked action research

Andrew Townsend, The Warwick Institute of Education, University of Warwick, UK.

17.30: Depart from the College for the hotel

20.00: Depart from the hotel for return to the College

20.30: Formal Dinner with live Greek music

23.00-23.30: Depart from the College for the hotel

SUNDAY, 1 November

09.00-11.00:

G. PARALLEL SESSIONS

1. FORMS OF ACTION RESEARCH 5

Chair: Geisha Rebolledo

Action research as scientific methodology: Applying cooperative research in the classroom - the reflective process and the intersubjective communication of the participants

Chara Cosseyan, Regional Directorate of Attica, Greece

Bridging the gap between doing and teaching Action Research: The experience of teaching at the Environmental Doctorate of UPEL-IPC, Caracas, Venezuela

Geisha Rebolledo, Universidad Pedagógica Experimental Libertador, Venezuela

Researching ICT Learning through Action Research

Andrew Townsend, Ian Abbott, Sue Johnston-Wilder, Lynne Reynolds, University of Warwick, UK

Harmony with occasional discord: integrating different voices in Participatory Action Research

Jane Springett, Liverpool John Moores University, UK

Margaret Ledwith, University of Cumbria, UK

2. PROFESSIONAL DEVELOPMENT 3

Chair: Angus Hikairo Macfarlane

The continuing debate of training vs. education through CPD: the case of police school liaison officers

Dave Hendley, Swansea Metropolitan University, UK

Action research as a tool for professional development of advisers and teachers in Croatia

Sanja Milović, Education and Teacher Training Agency (ETTA), Croatia

Tim Cain, School of Education, University of Southampton, UK

Collaborative action research as a means of teachers' professional development

Venetia Kapahtsi, Domna- Mika Kakana, University of Thessaly, Greece

Nau te rourou, naku te rourou

Your food-basket and my food-basket

Angus Hikairo Macfarlane, University of Canterbury, New Zealand

3. STUDENT-TEACHERS 2

Chair: Eleni Katsarou

Analysis of Action Research done by Student-Teachers and its Facilitation by Teacher Educators at the Faculty of Education, Haramaya University, Ethiopia

Adinew Tadesse Degago, Haramaya University, Ethiopia

Student-teachers as partners in school based development

Tor Vidar Eilertsen, Eli M Furu, University of Tromsø, Norway.

Using action research to shape dynamic learning networks for future teachers: The role of their initial education at University

Eleni Katsarou, University of Crete and Vassilis Tsafos, University of Athens, Greece

Improving the practice of student-teachers in Further Education colleges through collaborative Action Research

Steven Fletcher, University of Sunderland and Elaine Mattinson, Bishop Auckland College, UK

4. FACILITATORS

Chair: Sofia Avgitidou

Improving teachers' practices through collaborative action research: Teachers' and facilitators' reflective accounts

Sofia Avgitidou, University of Western Macedonia, Greece

My role as a teacher of guidance and counseling

Padma Nandani Batagoda, Resource Center of Southern Province, Sri Lanka

An exploration for an empowering advisor-advisee relationship inside the conventional academic structure

Kedir Assefa Tessema, Addis Ababa University, Ethiopia

Action research and activity theory in the creation of a new pedagogic practice: the role of the facilitator in ‘Informal Learning Environment’

Bronya Calderón, Manchester Metropolitan University, UK

5. PRAXIS

Chair: Ian Hardy

Teaching as learning: Flexible learning and praxis development in an Australian university

Ian Hardy, Christine Edwards-Groves, Stephen Kemmis, Jane Wilkinson, Charles Sturt University, Australia

‘Something of Nothing’ - A - Voiding Action in Action Research

Debra Kidd, Rebecca Patterson, Manchester Metropolitan University, UK

Taking action for action

Famke van Lieshout, Fontys University of Applied Sciences, The Netherlands

Action research in the educational praxis: knowing why, what, and how

Jan Ax, University of Amsterdam and Petra Ponte, Utrecht University of Applied Sciences, The Netherlands

6. HEALTH

Chair: Marianne Ekman

Developing a national system to guide the continued competence assessment of Registered Nurse Prescribers in Ireland

T. Kearns, Irish Nursing Board, Ireland

Action Research: a “sine que non” in Health Education

Malamati Bakali, Greece

Experience-based innovations in organisational performance in health care through action research

Marianne Ekman, The Royal Swedish Institute of Technology, Sweden

7. INCLUSION

Chair: Peter Hick

We, too, love to learn-Why not teach us too

E.P. Padma Ekanayake, Pothuvil Sinhala School, Sri Lanka

Inclusive education as action research: Towards a research-engaged school network

Peter Hick, Manchester Metropolitan University, UK

8. CURRICULUM

Chair: Susan Lovett

Enhancing school improvement processes towards curriculum integration: using action research as a vehicle for change

Fanny Hirshenberger, Rivka Glaubman, Hananyah Glaubman, Bar Ilan University, Israel

Students as partners in cyclic, continuous curriculum design

Susan Lovett, School of Educational Studies and Human Development, University of Canterbury, New Zealand

Every Child Matters: the impact on learning

Mary Rees, University of Hertfordshire and Maggie Woods, Hertfordshire: Children Schools and Families, UK

Academic writing in bilingual and intercultural situations in higher education: an action research in Colombia

Doris Santos, Gloria Mora, Universidad Nacional de Colombia, Colombia

11.00-11.30: Coffee

I. PLENARY SESSION

Chair: Petra Ponte, Utrecht University of Applied Sciences, The Netherlands

11.30 12.45: What is to be done? The place of action research

Stephen Kemmis, Charles Sturt University, Australia

CLOSING SESSION

Chair: Cathie Pearce, Manchester Metropolitan University, UK

12.45 13.15: Closing

13.15-14.15: CARN Steering Group and Lunch