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Information

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Postal Address: Elly Stratis, 15 Stefanou Delta Street, Psychico 15452, Athens
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
Mª 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. Poumbrou, 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
Maria 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 Wolyie 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 Tromso, 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, Makererer 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

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 Binari, 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 Demertzii, 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 Kaisari, 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

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: Sofía Avgitidou

Improving teachers’ practices through collaborative action research: Teachers’ and facilitators’ reflective accounts
Sofía 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 qua 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 Herfordshire 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