

PROGRAMME

FRIDAY 6TH NOVEMBER 2015

13.30 – 14.30

Keynote 1 – Action Research in the Practicum? A Controversial Strategy in Pre-Service Teacher Education

Flávia Vieira, University of Minho, Portugal

Workshops - Parallel Sessions 1/Connection with the ALARA Conference in South Africa

15.40 – 16.40
Workshops

Room 1	30. Can Action Research save national healthcare organisations such as the NHS? Mark Rickenbach, Winchester University, UK
Room 2	60. SSM Workshop Part-1 by using Rich Picture; Discussing “actual feeling of situation” based on Soft Systems Methodology in Japanese mode Suzuki Satoshi, Japan Association of Action Research and Kenichi Uchiyama, Daito Bunka University, Japan
Room 3	77. Developing an International Module to support ERASMUS Incomings & future Outgoings: Grassroots European Co-operations Christine Lechner, Anita Konrad and Melanie Steiner, Pädagogische Hochschule Tirol, Austria
Room 4	103. Action Researchers: A Force for Positive Change Sarah Goodwin Thiel, University of Kansas Libraries and Andi Witczak, Kansas State University Olathe, USA
Room 5	156. Getting published in the CARN Bulletin and in Educational Action Research. (EARJ) Carol Munn-Giddings, School of Education and Social Care Faculty of Health, Social Care and Education, UK

Symposia – Parallel Sessions 2

17.00 – 18.30

Room 1	38. Community engagement and education for promoting social change – possibilities and challenges. Experiences from the Uluguru mountains in Morogoro, Tanzania Athman Ahmad; Vituce Kalungwizi, Sokoine University of Agriculture, Norwegian University of Life Sciences, Norway; Sigrid Gjøtterud, Norwegian University of Life Sciences, Norway
Room 2	58. Theory and Practice of the Accommodational Action Research developed based on Japanese context Kenichi Uchiyama, Daito Bunka University and Suzuki Satoshi, Japan Association of Action Research, Japan Paper 1: The problem of Authenticity of Action Research; Development the Accommodational AR Kenichi Uchiyama, Daito Bunka University, Japan

	<p>Paper 2: Toward the new direction of “Trans-Science problem”; A trial of “ACOMMO. FORUM” in Japan Suzuki Satoshi, Japan Association of Action Research, Japan</p> <p>Reflection on these presentations including Q &A</p>
Room 3	<p>72. Action Research in School Counseling Lonnie Rowell, The University of San Diego, USA</p> <p>Paper 1: Graduate Student Action Research: First Steps in Formulating an Action Research Question Tina Alcorn, Jesse Sweeney, Natalie Crook, Rebecca Bernhardt, Michael Briney, Sara Cowan, Lisa Gutierrez, Margaret McClung, Maria Morales, Betsy Perez and Allyson Wilkins, The University of San Diego, USA</p> <p>Paper 2: Facilitating Youth Participatory Action Research in Alternative High School Morgan Urbany, The University of San Diego, USA</p> <p>Paper 3: Performance Based Micro-Scholarships: Awarding Student Achievement in Real Time Scott Merkel, The University of San Diego, USA</p> <p>Paper 4: Action Research in School Counseling website presentation Scott Merkel, Morgan Urbany, Tina Alcorn, Jesse Sweeney, Natalie Crook and Alexis Wilson, The University of San Diego, USA</p>

Seminars – Parallel Sessions 2

17.00 – 18.30

Room 4	<p>Chair: Ruth Balogh, University of Glasgow, UK</p> <p>18. Researching sustainability and scale-up of professional development programmes' impacts Stefan Zehetmeier, University of Klagenfurt, Austria</p> <p>20. Pedagogical and didactical common denominators for relevant vocational education and professions education Ann Lisa Sylte, Oslo and Akershus University College of Applied Sciences, Faculty of Education and International Studies, Centre for the Study of Professions, Norway</p> <p>124. Developing linguistic competence and methodology awareness through action research Janaina Cardoso, Bianca Walsh and Matheus Figueiredo, State University of Rio de Janeiro, Brazil</p> <p>135. On the critical role of public communication practices in action research processes: Voices from a teacher education context Íris Susana Pires Pereira and Flávia Vieira, University of Minho, Portugal</p>
Room 5	<p>Chair: Franz Rauch, University of Klagenfurt, Austria</p> <p>42. Networking for Education for Sustainable Development in Austria: A case study Franz Rauch, University of Klagenfurt, Austria</p> <p>55. Lesson Study – a method for improving teaching and collaborative learning in Norwegian elementary schools Nina Vasseljen and Hanne Kristin Aas, HIST/ALT, Norway</p> <p>71. Participatory Evaluation for Health Promotion and Prevention on Adolescent Mental Health – a Co-Construction of Knowledge between Research and Practice Martina Block and Michael T. Wright, Catholic University of Applied Sciences Berlin, Institute for Social Health, and Kerstin Andresen Hamburgische Arbeitsgemeinschaft für Gesundheitsförderung e. V. Germany</p> <p>127. Participatory research with children: some features about the Portuguese contribution Natália Fernandes and Maria João Pereira, University of Minho, Portugal</p>

SATURDAY 7TH NOVEMBER

09.30 - 10.15	Keynote 2 – ‘A silver jubilee’: How the passage of twenty five years has led to a personal re-evaluation of action research in health care Heather Waterman, University of Cardiff, UK	
Workshops - Parallel Sessions 3		
10.45 - 11.45	Room 1	52. How can we as a teacher education contribute to a Pedagogy for sustainable development? Solveig Strangstadstuen and Sigrid Gjøtterud, Norwegian University of Life Sciences, Norway
	Room 2	59. SSM Workshop Part-2 by using Rich Picture; Making significance to the discussion of SSM Workshop Part-1 by reflecting and co-owing awareness in it Suzuki Satoshi, Japan Association of Action Research, Japan
	Room 3	89. Promoting Change through action research in adverse conditions: a social dreaming matrix Ruth Balogh, Glasgow University, UK
	Room 4	131. Interdisciplinarity in care production in the health context Lina Berardinelli, State University of Rio de Janeiro, Brazil; Irma Brito, Fernando Mendes, Elizabeth Martins, School of Nursing of Coimbra, Portugal and Sonia Acioli, Maria Lucia Cavaliere, State University of Rio de Janeiro, Brazil and Vera Saboia and Veronica Pinheiro, Federal Fluminense University, Brazil
	Room 5	148. Neoliberalism and Action Research Una Hanley, CARN; Andy Pickard and John Powell, Manchester Metropolitan University, UK
Seminars – Parallel Sessions 4		
11.50 - 13.00	Room 1	Chair: Mark Rickenbach, University of Winchester, UK 14. School doctor care in Austria as a from socioeconomic state independent medical care for children and teenager Angela Huber-Stuhlpfarrer, WIKU BRG Sandgasse, Austria 29. Action Research in medical education over 20yrs Mark Rickenbach, University of Winchester, UK 50. Proqualis: a participatory work and research project with people with learning disabilities Gabriele Trautendorfer and Birgit Peboeck, Kompetenznetzwerk KI-I, Austria
	Room 2	Chair: Angela Schuster, University of Klagenfurt, Austria 6. Reflecting professional work in case studies – a cross case analysis Angela Schuster, University of Klagenfurt, Austria 17. Creating inclusive learning environments through dialogue: a case study outlining the use of autistic students’ critical autobiographical narratives in informing academic Jonathan Vincent, York St John University, UK

		<p>24. Changing teaching beliefs and practices with collaborative action research Ana Margarida Veiga Simão, Leonor Cadório, University of Lisbon and Luciana Avila and Lourdes Frison, Faculty of Education/ PPGE/ FAE/ UFPEL, Portugal</p>
11.50 - 13.00	Room 3	<p>Chair: Hjordis Thorgeirsdottir, Menntaskólinn við Sund, Iceland</p> <p>22. The Change Room promotes teachers' agency to change their practice Hjordis Thorgeirsdottir, Menntaskólinn við Sund, Iceland</p> <p>35. Practical tasks in theoretical teaching in lower secondary school Janne Madsen and May Britt Postholm, Buskerud and Vestfold University College, Norway</p> <p>143. Implementing Participatory Action Research Methodology in Developing Schools as Sustainable Cultures of Learning Organizations Tamar Zohar Harel, Jerusalem Municipality Educational Psychology Service, Israel and Revital Heimann, David Yellin Academic College of Education, Israel</p>
	Room 4	<p>Chair: Monika Alisch, University of Applied Sciences, Fulda, Germany</p> <p>7. "We are many" – Recognition and highlighting of the skills of young mothers in the scope of (international) social sciences Patricia Hofmann and Monika Alisch, University of Applied Sciences, Fulda, Germany</p> <p>32. Learning to Cooperate. An Action Research in Early Childhood Education in Spain Concepción Sánchez-Blanco, University of A Coruña, Faculty of Educational Sciences, Spain</p> <p>117. Participatory research in health: A documentary analysis Vera Maria Sabóia, Federal Fluminense University, Brazil; Sonia Acioli, Federal University of Rio de Janeiro, Brazil; Donizete Vago Daher, Federal Fluminense University, Brazil; Irma Brito School of Nursing of Coimbra, Portugal; and Verônica Pinheiro Viana, Federal Fluminense University, Brazil</p>
	Room 5	<p>Chair: Shai Aran, David Yellin Academic College Jerusalem, Israel</p> <p>2. "Who trains trainers? Trained mentors ease entrance of new teachers, avert their drop out and significantly contribute to their own work place Shai Aran, David Yellin Academic College Jerusalem, Israel</p> <p>120. Teacher as researcher: the ethic engagement in action research Rui Lopes and Cristina Mesquita, Polytechnic Institute of Bragança, Portugal</p> <p>158. Emancipatory action research: seeking a critical living praxis. Margaret Ledwith</p>

Symposium – Parallel Sessions 5

14.00 - 15.15

Room 1

142. Developing teacher professionalism through teacher leadership
David Frost, University of Cambridge, UK

Paper 1:

Restoring teachers' self-esteem through teacher leadership in Portugal
Maria Assunção Flores, University of Minho, Portugal

Paper 2:

The Teach-in Project: teacher leadership that mobilises communities
Gisela Redondo Sama and David Frost, University of Cambridge and HertsCam Network, UK

Paper 3:

Emancipatory models of teacher and school development in Palestine
Hanan Ramahi, American School of Palestine and University of Cambridge

Paper 4:

A profession-led masters degree based on the principles of teacher-led development work

Val Hill, Birchwood High School, Bishops Stortford and the HertsCam Network

With Sheila Ball, The Aspire Academy, Harlow, UK and the HertsCam Network

Tracy Gaiteri, Wormley Primary School, Broxbourne and the HertsCam Network

Clare Herbert, Peartree Primary School, Welwyn Garden City and the HertsCam Network UK, Sarah Lightfoot, the HertsCam Network, Jo Mylles, Sir John Lawes school, Harpenden UK and the HertsCam Network, Paul Rose, John Henry Newman School, Stevenage HertsCam Network, UK

Seminars – Parallel Sessions 5

14.00 - 15.15

Room 2 **Chair: Jane Jervis, Keele University, UK**

25. Accompanying innovation in schools through an inter-university action research project

Elia Fernández-Díaz, University of Cantabria, School of Education; Prudencia Gutiérrez Esteban, University of Extremadura; and Lorea Fernández Olaskoaga, University of the Basque Country, School of Education, Spain

84. Teacher writing in a research-formation project -The role of the writing habit in the professional performance and development of 1st grade Teachers in a research-formation integrated project

Luís Mestre, P.E.B., Portugal and Ana Paula Caetano, University of Lisbon, Portugal

100. Action research and teacher training: the use of research in the classroom for the transformation of reality

Nilda Stecanela, Federal University of Rio Grande do Sul; and Alessandra Chaves Zen, Vacaria, RS, Brazil

118. Snakes and Ladders: Conducting Action Research in Contemporary Healthcare Practice

Jane Jervis, Sue Read and Michael Murray, Keele University, UK

Room 3 **Chair: Sigrid Gjøtterud, Norwegian University of Life Sciences, Norway**

69. Transformative action research – orphans from victims to agents for change

Sigrid Gjøtterud, Norwegian University of Life Sciences, Norway

82. Promoting Social Justice, Student Success and Professional Development Through Action Research

Diane Corrigan, Cleveland State University; and Ronald Beebe, University of Houston - Downtown, USA

Room 4 **Chair: Sarah Watkins, University of Limerick/Health Service Executive, Ireland**

31. The multi-paradigmatic nature of action research: a blessing or a menace?

Eleni Katsarou, University of Crete, Greece

49. Challenging government policy on English language teaching in Japan from bottom-up through collaborative action research

Tamiko Kondo, York St John University, UK

111. Appreciative Inquiry as an intervention to change nursing practise focusing on in-patient settings: a systematic review

Sarah Watkins, Health Service Executive; Belinda Dewar, University of the West of Scotland, UK of Great Britain and Northern Ireland; and Catriona Kennedy, University of Limerick, Ireland

147. Creative curriculum change through collaboration: early career teachers' action research on arts and cultural activity

Paulette Luff and Geraldine Davis, Anglia Ruskin University, UK

14.00 - 15.15	Room 5	Chair: Maria Raquel Da Costa, Liverpool Hope University, UK
		3. Classroom Action Research in Thai Context: Challenges and Solutions Jeerawan Ketsing, Kasetsart University, Thailand
		94. Participatory action research with carers of young children in Botswana Maria Raquel Da Costa and Henry Kum, Liverpool Hope University, UK
		122. Participatory Research in health professionals training: does it have a positive impact? Irma Brito, School of Nursing of Coimbra & ICPHR, Portugal
		137. Comprehensive external evaluation using a collaborative research-action methodology Isabel Viana, University of Minho, Portugal and Maria José Magalhães, University of Porto, Portugal

Symposium – Parallel Sessions 6

15.20 - 16.40	Room 1	149. Employability and The Study Of Education: Widening Notions, Challenging the Agenda And New Identities Andy Pickard, Manchester Metropolitan University, UK
		Paper 1: Collaborative Action Research: Becoming researcher David Menendez Alvarez-Hevia, Manchester Metropolitan University, UK
		Paper 2: Framing the HEA employability project in a wider context Jane Bates, Manchester Metropolitan University, UK
		Paper 3: Notions of employability: Changing contexts, wider horizons Steven Naylor, Manchester Metropolitan University, UK
		Paper 4: To place or not to place: an exploration of the role of placements in academic degree programmes Susan Lewis, Manchester Metropolitan University, UK

Seminars – Parallel Sessions 6

15.20 – 16.40

Room 2	<p>Chair: Lonnie Rowell, Action Research Network of the Americas, USA</p> <p>12. A German campaign against poverty: Evaluation of Community Work as a Learning Process Monika Alisch, CeSSt Centre of Research for Society and Sustainability; and Patricia Hofmann, Fulda University of Applied Sciences, Germany</p> <p>23. Networking for Sustainability: Challenges and Opportunities from Sparkling Science Andrea Sieber, Alps-Adria-University Klagenfurt, Austria</p> <p>36. Walking side by side down quality street: participatory approaches to reflexivity Edel Roddy, UWS, UK</p> <p>66. Action Research in the Americas: Update on The Work of ARNA Lonnie Rowell, Action Research Network of the Americas, USA</p>
Room 3	<p>Chair: Michael T. Wright, Catholic University of Applied Sciences Berlin, Germany</p> <p>34. Building a Community of Inquiry at a National Level? Challenges Faced by PartKommPlus – German Research Consortium for Healthy Communities Michael T. Wright, Catholic University of Applied Sciences; Gesine Bär, Alice Salomon University of Applied Sciences; Martina Block, Catholic University of Applied Sciences; Susanne Hartung, Catholic University of Applied Sciences; and Daniela Manke, University of Applied Sciences Fulda, Berlin, Germany</p> <p>37. Accentuating the positive: Action Research and promoting change in adversity. Richard Jefferson, Headway SELNWK, UK</p> <p>75. Action research as a tool for internal program evaluation in education Oscar Schefers and Melanie Groten, City Academy, USA</p> <p>126. Voicing in Collaboration Marianne Den Otter, Fontys University of Applied Sciences, OSO, Netherlands</p>
Room 4	<p>Chair: Yvonne Hill, Bishop Grosseteste University, UK</p> <p>40. Positioning in teacher collaboration: Further questions Ans Boosten, Fontys University of Applied Sciences, Netherlands</p> <p>56. The Loneliness of the Long-distance Lecturer: Phase two of research on 'Critical pedagogy and Critical Learners' Yvonne Hill, Bishop Grosseteste University, UK</p> <p>79. Early childhood conflict mediation through collaborative action research Catarina Sobral, University of Lisbon, Portugal</p> <p>88. Language building in participatory action research Martina Ukowitz, University of Klagenfurt, Austria</p>

15.20 – 16.40	Room 5	Chair: Famke van Lieshout, Fontys University of Applied Sciences, Netherlands
		<p>44. Person-centred relationships, a means to and/or outcome of action research? Famke van Lieshout and Shaun Cardiff, Fontys University of Applied Sciences, Netherlands</p>
		<p>51. The role of action-research in the field of ethical teachers' training Mariana Feio and Ana Paula Caetano, Institute of Education, University of Lisbon, Portugal</p>
		<p>119. The action research on praxeological transformation Cristina Mesquita, Polytechnic Institute of Bragança, Portugal</p>

Posters Display and Presentation

16.45 – 17.15

11. Co-Researcher, Participant or Human Guinea Pig? Critical issues in Action Research with physicians, nutritionists and social scientists
Monika Alisch, CeSSt Centre of Research for Society and Sustainability; and Julia Brunner, Fulda University of Applied Sciences, Germany

13. Improving Science Teaching In Inclusion Classrooms: An action Research Study
Rivka Glaubman and Hananyah Glaubman, Bar-Ilan University, Israel

78. Training subject-teachers in Austria to meet new challenges within current contexts for Content & Language Integrated Learning
Christine Lechner, Pädagogische Hochschule Tirol, Austria

97. Service user involvement in adult mental health settings: Reflections on taking an action research approach
Sophie Neech, Staffordshire and Keele Universities, UK

113. Searching for and problematizing the emancipatory elements in nursing higher education
José Renato Gatto Júnior and Sonia Maria Villela Bueno, EERP-University of São Paulo, Brazil

114. Co-teaching with medium arrangements in the inclusive classroom for children with linguistic challenges
Angeline van der Kamp, Fontys University of Applied Sciences, Netherlands

128. Building possibilities in a preceptor health program: workshop of experience exchange
Donizete Vago Daher and Flávia de Jesus Ribeiro Chagas, Federal Fluminense University, Brazil

136. Developing and Implementing Authentic Inquiry Learning Environments in School Science meets Action research
Franz Radits, University of Vienna; University of Education, Baden bei Wien, Austria

152. The OBAMA Project: Researching how to help vocational trainee-teachers to improve their teaching of Maths in their subject areas
Andy Covery, Post-compulsory Education & Training, University of Sunderland, UK

159. The potential of action research for teacher and school development in challenging times: a practitioner perspective
Ermelinda Correia, Maria Lima Ferreira and Maria Assunção Flores, University of Minho, Portugal

Seminars – Parallel Sessions 7

17.15 – 18.30

Room 1

Chair: Ariadna Pereira Siqueira Effgen, UFES, Brazil (Session in Portuguese)

27. Pesquisa-ação colaborativo-crítica e práticas pedagógicas: possibilidades e tensões para pensarmos os processos inclusivos
Ariadna Pereira Siqueira Effgen, UFES, Brazil

85. O cuidado pessoal da pessoa com doença crônica: repercussão de uma pesquisa-ação

Alexandra Bittencourt Madureira, Universidade Federal do Paraná/Universidade Estadual do Centro-Oeste; and Elis Martins Ulbrich, Maria de Fátima Mantovani, Ângela Taís Mattei and Juliana Perez Arthur, Universidade Federal do Paraná, Brazil

141. Investigação colaborativa na formação continuada de professores de educação especial

Sonia Victor, Sumika Hernandez-Piloto and Lucas Santos, Universidade Federal do Espírito Santo, Brazil

150. Applicability of the Action Research: Adjustments and adaptations to Freire's Liberating Education

Sonia Maria Villela Bueno and José Renato Gatto Júnior, EERP-USP, Brazil

Room 2

Chair: Jean McNiff, York St John University, UK

9. Sustaining the Bilingual Education Policy Effectively at School Level
Dona Yvonne Shyamalie Samarawickrama, Sri Parakrama National School, Kobeigane, Sri Lanka

41. Developing an action research approach to knowledge creation for nursing

Peter McDonnell and Jean McNiff, York St John University, UK

67. Introducing a New Resource: The Palgrave International Handbook of Action Research

Lonnie Rowell, University of San Diego, USA; Ruth Balogh, University of Glasgow, UK, Allan Feldman, Margaret Ledwith, University of Cumbria, UK and Karin Rönnerman, University of Gothenburg, Sweden

146. Insights from a participatory project with students in a higher education institution

Mallika Kanyal and Tim Waller, Anglia Ruskin University, UK

Room 3

Chair: Sandra Stewart, University of Johannesburg, South Africa

53. Challenges in the field: using participatory action research in rural schools in South Africa

Maropeng Modiba and Sandra Stewart, University of Johannesburg, South Africa

63. Supervising graduation theses based on action research programs: a perspective on the professional development of student teachers

Vassilis Tsafos, University of Athens, Greece

101. Building transformative citizenship through research

Patricia Mata, Belén Ballesteros, Teresa Aguado and Beatriz Malik, UNED, Spain

154. Teacher Education, Reflexivity and Cultural Diversity – The Potentialities of Collaborative Action Research

Isabel Pacheco, D. João II Secondary School, Setúbal, Portugal and Isabel Freire, University of Lisbon, Portugal

Room 4

Chair: Revital Heimann, David Yellin Academic College of Education, Israel

5. Developing interdependent multilingual literacies from own sites: A reflective tale of two South African early literacy teachers

Leketi Makalela, University of the Witwatersrand, South Africa

33. The Reciprocal Encounters and Security in Child Welfare

Maritta Törrönen, University of Helsinki and Riitta Vornanen, University of Eastern Finland, Finland

64. Pedagogical Action Research: Collaborative practices of empowerment and participation

Maria Amelia Santoro Franco, Catholic University of Santos, Brazil

144. The Role of Feedback in Learning School Organizations Cultures That Implement Participatory Action Research

Revital Heimann, David Yellin Academic College of Education, Israel and Tamar Zohar Harel, Jerusalem Municipality Educational Psychology Service, Israel

Symposium – Parallel Sessions 7

17.15 – 18.30

Room 5

98. Action Research for Social Justice: Empowering Voices Through Collaborative Educational Practices

Chair: Ana Cruz, St. Louis Community College, Meramec, USA

Discussant: Dr. Ann Taylor, University of Missouri-St. Louis, USA

Paper 1:

Towards Justice: The Inquiry into My Practice (IMP) as a Design-based Educational Approaches to Collaborative, Practice-centered Teacher Change

Ann Taylor, Ralph Córdova, University of Missouri, St. Louis, USA and Phyllis Balcerzak, Washington University, St. Louis, USA

Paper 2:

The Scholarship of Teaching and Learning (SoTL) and the U.S. Community College: Action Research Across Disciplines for Social Justice

Ana Cruz and Joachim Dorsch, St. Louis Community College, Meramec, USA

Paper 3:

Building Discursive Classroom Spaces Where Students Care About Community and Each Other

Pat Paugh, University of Massachusetts, Boston, USA

SUNDAY 8TH NOVEMBER 2015

08.45 – 09.30

Keynote 3 - Narratives of Empowerment, Justice and Compassion: the 'Discipline' of Action Research
Richard Winter, Anglia Ruskin University, Cambridge, UK

Seminars – Parallel Sessions 8

09.35 – 11.00

Room 1

Chair: Allan Feldman, University of South Florida, USA

48. Content analysis of educational action research coordinated by Teacher Center, Nikaweratiya, Sri Lanka
Godwin Kodituwakku, Institute for Research and Development; W. M. Chandana Wijayakoon and H. M. Ganga D. Herath, Teacher Center, Nikaweratiya; and D. Yvonne S. Samarawickrama, Sri Parakrama National School, Sri Lanka

62. Relevant and meaningful practices and teaching in vocational teacher education

Jorunn Dahlback, Anne Catrine Wolden and Hanne Berg Olstad, Oslo and Akershus, University College of Applied Sciences, Norway

90. Insider, Outsider or emergent and socially constructed positionalities? The role of action researchers in communities and organisations

Roz Fox and Stephen Powell, Manchester Metropolitan University, UK

91. Trust in action research

Allan Feldman, University of South Florida, USA

Room 2

Chair: Una Hanley, CARN, UK

8. Public Health in Rural Cambodia: An Exploration of Volunteer Community Health Workers (VCHW) using Photovoice Techniques
Kim Ozano, Liverpool JMU, UK

10. BUSLAR – Citizen Self-Organisation between service and participation. Action Research in rural areas in Germany

Monika Alisch, Martina Ritter, Yvonne Rubin and Roger Glaser, Fulda University of Applied Sciences, Department of Social Work, Germany

112. Comparative analysis of the research methods: Action Research and Design Science Research

Dalila Cisco Collatto, GMAP | UNISINOS e PPGEPS; Aline Dresch, GMAP | UNISINOS e PPGEF/UFSC; and Daniel Pacheco Lacerda, GMAP | UNISINOS e PPGEF/UFSC, Brazil

132. Collaborative, reflective, classroom inquiry: an action research study
Emma Snowden, Goldsmiths Teachers Centre, University of London, UK

09.35 – 11.00	Room 3 (Session in Portuguese)	<p>Chair: Lucia Y. Izumi Nichiata, FAPESP/EEUSP, Brazil</p> <p>28. Pesquisa-ação: formação docente e educar na diferença Denise Meyrelles de Jesus, Camila Rodrigues and Alexsandro Vieira, Universidade Federal do Espírito Santo, Brazil</p> <p>107. Pesquisa-ação aplicada no aprimoramento das ações de prevenção às DST e HIV na Atenção Primária em Saúde Luciane Ferreira Do Val, FAPESP/EEUSP; Adriana Gomes Pinto, HC UNICAMP; Afonso Henrique V. Da Silva, EEUSP; Paula De Oliveira Sousa and Ivone De Paula, CRT DST/AIDS-SP and Lucia Yasuko Izumi Nichiata, EEUSP, Brazil</p> <p>108. A adesão ao tratamento não medicamentoso de hipertensos e percepção de saúde: contribuições para educação em saúde Alexandra Bittencourt Madureira, Universidade Federal do Paraná/Universidade Estadual do Centro-Oeste; Jennyfer Chantel Pellini de Siqueira, Universidade Federal do Paraná, Carina Bortolato-Major, Universidade Federal do Paraná/Universidade Estadual do Norte do Paraná, Maria De Fátima Mantovani e Elis Martins Ulbrich, Universidade Federal do Paraná, Brazil</p> <p>157. Oficina para elaboração do instrumento da pesquisa-ação que investiga a prevenção ao HIV/aids na Atenção Primária em Saúde Lucia Y. Izumi Nichiata, Adriana Gomes Pinto, Afonso Henrique V. da Silva, Paula de Oliveira Sousa, Ivone de Paula and Luciane Ferreira do Val, Universidade de São Paulo, Escola de Enfermagem, Brazil</p>
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Workshops – Parallel Sessions 8

09.35 – 11.00	Room 4	<p>121. Educational technology for the empowering persons with chronic health conditions Lina Berardinelli, Nathalia Guedes, Regina Henriques, Anna Chaves and Juliana Ramos, State University of Rio de Janeiro, Brazil</p>
	Room 5	<p>160. Pesquisa-ação: Desafios e direções futuras na criação de uma CARN em Língua Portuguesa (Session in Portuguese) Maria Assunção Flores and Clara Coutinho, University of Minho, Portugal</p>

Symposium – Parallel Sessions 8

09.35 – 11.00	Room 6	<p>61. Relevant curriculum development in vocational education and training (VET). A project combining action research and conventional research approaches Chair: Hilde Hiim, Oslo and Akershus University College of Applied Sciences, Norway Discussant: Jean McNiff, York St John University, UK Contributors: Hilde Hiim, Eva Schwenke, Karin Herudsløkken, Marit Lensjø, Nina Aakernes, Kjersti Johnsen and Jan Stålhane Oslo and Akershus University College of Applied Sciences, Norway</p>
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Notes:

Sponsors:

