CARN
Collaborative Action Research Network

CARN Conference 2018

Voicing and Valuing: Daring and Doing

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CARN 2018

BOOK OF ABSTRACTS

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Theodora Agapoglou, Aristotle University of Thessaloniki

1. Empowering minoritized adolescents for a symmetrical intercultural interaction: Reflections of a critical-emancipatory action research

In modern societies, where social injustice and democratic deficits exist, the interactions between different cultural groups take place in a complex (historical, social, political, economic, cultural, technological) context, which is closely related to each person's access to social power. As a result, adolescents from oppressed groups, who are not aware of this situation, are vulnerable to adopt a passive attitude or even internalize negative stereotypes or a strong belief of cultural inferiority, when interacting with privileged groups. However, the theoretical background of Critical Multicultural Education and the impact of critical Action Research, that combines theory with practice, can contribute to grassroots democracy with the use of suitable pedagogical tools. This presentation focuses on the deliberating practices related to the personal and social empowerment that derived from a critical-emancipatory action research with participants adolescents from a Muslim Roma minority that face double discrimination, on the one hand from the privileged groups and on the other hand within their Muslim minority group. The adolescents explored their identity, critically reflect on the reasons of their social constructed difference, developed a 'language of possibility' that promoted their cultural, political, economic and social awareness and led to their deliberation but also to the promotion of empathy of their oppressors through intercultural interaction. The results of an action research do not allow generalized conclusions to be adapted to other groups with similar characteristics, as they are produced in a certain context with regard to a specific group of people, it is important to draw on interesting good practices and innovative tools that can enrich the deliberative teaching repertoire of other action-researchers. This becomes even more imperative, if we consider that critical multicultural pedagogy is an under-researched area and also that in recent years international literature has stressed the importance of illustrations of actual practice.

Dr Sarah Amsler, Pete Sorensen, and **Dr Phil Taylor**, University of Nottingham

2. Voicing and valuing the possibilities of educational practice-based inquiry

This presentation explores three examples of practice-based inquiry carried out by educational practitioners through the perspectives of three tutors or 'agents of inquiry'. The examples illustrate the conference theme of 'voicing and valuing: daring and doing', both in terms of the practitioners' processes of inquiring into their professional work and of the three tutors who support them in a team, each with their own ways of making-meaning through collaboration. One example considers the affective and relational learning required in projects of practice-based inquiry that challenge – and run up against – normalised power structures within educational institutions. The second example looks at the way in which those involved in school governance and leadership can involve pupil voice within collaborative inquiry models designed to challenge and develop practice. A third example considers practice-based inquiry as a vehicle for developing leadership capability through appreciative forms of inquiry, in the context of increasingly complex educational contexts and the 'wicked' issues that leaders face.

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Dr Shai-Sarah Aran, David Yellin Academic College of Education Jerusalem

3. Effective change makers in the age of change: are you making the most of change leadership in your work place? A thoughtful workshop for instigators of change and researching practitioners.

Change makers can be staff or external agents. They cost a lot. Policy makers place them in strategic places in schools, public organizations and private enterprises. But, change makers often fail to meet up with high expectations. In this thinking exchange, we will unpack four critical characteristics of successful leaders of change and growth and will explore how the change making process could become more fruitful. This discussion is underpinned by my own experience as a leader of educational change. I will propose four, clearly identified parameters of successful change making, that bring about quantifiable improvement and sustainable innovation.

Thus: (1) change makers must be goal focused; (2) they must find ways to work with designated leaders, not just with practitioners; (3) they must deeply understand and respect the practitioners they are working with; (4) they need a sound understanding of curriculum/vision of the workplace they are involved in.

After I present and unpack of each of the four parameters, participants in the workshop will be encouraged to consider these areas and then, working in small groups, on exploring meaning and potential of these features of change-making and possibilities of relating the parameters to their own practice and work place. During the discussion, groups will produce a representative position poster. Then, toward the end, one person from each group will present the poster to everybody, thereby "reporting" and thus enlarging the knowledge circle.

Dr Lydia Arnold, Harper Adams University
Prof Lin Norton, Liverpool Hope University

4. A critical discussion of the role of action research in academic staff development

The use of action research within staff development in higher education practice is widespread. Action research is included to provide opportunities to develop scholarship, allow specialisation of professional development, and to enable partnerships in the advancement of teaching and support methods. We propose that for many, engagement with pedagogic action research is an uncomfortable shift away from the familiarity of discipline traditions. Venturing into this new territory, bringing in the notion of challenge and change through action research, can be daunting. There is a tendency for many undertaking action research to stick to safer ground where work takes the form of implementing a change to get an immediate reaction from students, or making incremental changes to personal practice without contesting the wider status quo. In this paper we consider whether undertaking action research in the context of staff development brings only timid action. This may be because the discourse is unfamiliar, and individuals may not see their ideas as valid, and their voices as worthy. It could be because assessment processes inadvertently promote neat, mechanistic projects rather than ones which have messy boundaries, higher risk, and outcomes tied to values rather than more tangible practices. In turn this raises questions about a possible tension between action research for compliance and action

research for change. Part of the problem, we argue, is in a sector wide narrative that celebrates the relatively minor changes that are made, while remaining silent on significant, troubling issues. While consumerism rises, bureaucracy bloats and collegiality gives way to competitive academia, under the guise of change-based research there is a focus on micro-issues with limited reach.

We offer a critical discussion of the role of action research in academic staff development. We ask, how can we make sure that new action researchers are truly daring and doing?

Prof George Bagakis, University of Peloponnese

5. The Greek version of the "International Teacher Leadership Programme": theoretical, methodological and practical dimensions.

In this paper will be presented theoretical, methodological and practical dimensions of the 'International Teacher Leadership Programme', as a result of its realization in Greek schools of Athens. In relevance to the theoretical references, the programme was based on shared leadership. Methodologically, various diagnostic tools were used regarding the culture of the participating schools and the forms of teacher leadership within participating schools. Moreover, practical tools were also used in the classwork, promoting taking initiative, reflection, collaboration and networking among teachers. All these contributed to the development of a portfolio of teacher professional development, showing the professional development during the programme.

The results of this research were to improve the understanding of the use of innovative tools in order to foster teacher leadership in real class situations of Greek schools, in particular the conditions, the difficulties and the advantages of these school-based approaches. A general conclusion which derives from the realization of the programme is: Under appropriate conditions of support, systematic work it is feasible to foster teacher leadership within the Greek schools. Taking advantage of the program, an innovative programme of professional development was developed for newly qualified teachers, in addition to doctoral dissertations and materials for postgraduate programmes.

Dr Ruth Balogh, University of Glasgow
Prof Carol Munn-Giddings, Anglia Ruskin University

6. Getting published in the CARN Bulletin and in Educational Action Research (EARJ)

This session will be co-presented by members of the CARN Co-ordinating Group and members of the Editorial Board of Educational Action Research.

The session aims to help participants think about publication routes for their CARN presentations and covers:
• An introduction to the origins, nature and scope of the two publications
• Processes for getting published
• Top Tips for getting published
• Useful resources

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The session draws on the experience of the participants as well as the presenters and takes the format of short overviews of the key areas, followed by Q&A and discussions.

Dr Ruth Balogh, University of Glasgow
Prof Margaret Ledwith, University of Cumbria,

7.   Bringing it all back home: exploring the potential for creating critical reflective spaces in your workplace

This workshop will offer participants an interactive opportunity to identify and reflect on the potential within their own work settings for creating critical reflective spaces.
We all experience how opportunities for sharing scholarship in the neo-liberal context of competition and the commodification of education have become ever scarcer. Yet the thirst for learning remains unquenched. How are we then to prise open spaces where real intellectual inquiry is allowed to flourish, and where we can be honest about the challenges we all face as researchers? We believe this needs to be done and that the best way to start is to use a critical approach to pool our experiences. We will introduce the workshop by briefly discussing the way that a long-running university-based CARN group operated – how we approached it, how it developed, its difficulties and its successes. We will then invite participants to consider and map the possibilities within their workplaces, and to share their insights in a final open forum.

Prof Sarah Banks, Durham University
Prof Mary Brydon-Miller, University of Louisville

8.   The intricate ethics of participatory action research: negotiating partnership, power and boundaries

This presentation will discuss some of the ethical challenges arising in participatory action research involving academics or professional practitioners working together with members of community-based groups and/or users of health and social care services. It may be tempting to assume that potential ethical challenges (e.g. avoiding exploitation, ensuring mutual respect, agreeing ownership of intellectual property) can be anticipated, mitigated in advance and checked off by Research Ethics Committees or Institutional Review Boards. However, this rarely reflects the messy reality of what happens in practice. This presentation outlines some of the day-to-day and unexpected ethical challenges negotiated by people from different backgrounds working together as co-researchers. It draws on 28 case examples from around the world, collected for a recently published book, 'Ethics in participatory research for health and social well-being' (2019) edited by Sarah Banks and Mary Brydon-Miller. Many case examples are accounts of 'small' issues occurring during the research process, often not reported in publications, for example: should a community researcher in Southern Africa adapt research questions to avoid hurting people she knows?; how should a Dutch academic respond to a community-based co-researcher's request to correct her written language?; where are the boundaries between 'friend' and 'co-researcher' for a UK PhD student?; should a Canadian researcher also function as a therapist during a research project? These questions are not easily answered by Research Ethics Committees, or through consulting ethical codes. The responses rely on careful reflection and deliberation between parties involved, based on particular circumstances and relationships. This requires

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a situated, relationship-based approach to ethics, drawing on an ethics of care, virtue ethics and the practice of 'ethics work', details of which will be outlined in this presentation.

Femke Bijker, University of Groningen

9. Voices of students' experiences on labour market entry after graduation from the basic level of secondary vocational education in the Netherlands

Students who graduated from the basic level of secondary vocational education (SVET) in the Netherlands can meet challenges entering the labour market. There is a need to increase access and opportunities to participate in the labour market for those with basic qualifications (Social-Economic Council, 2017). Already in 2009, De Grip stated that the Dutch government considers individuals responsible for their own employability, even though citizens with a basic level of qualification face difficulties in overseeing the consequences of developments in the labour market and can be considered vulnerable in their labour market position. Capturing students' experiences entering the labour market is part of a participatory action research in two fields of basic SVET in the North of the Netherlands: car mechanics and assistants in care and welfare. Unique in this PhD research is the collaboration between apprenticeship supervisors and teachers, the role of apprenticeship supervisors is often overlooked in educational research. The main objective of this research is to develop an effective method with educators to guide students at basic SVET to become a responsive and sustainable craftsman, with in mind the concepts of lifelong learning and employability. Contributing to this bigger study, interviews are being used to capture students' experiences in the labour market. One of the preliminary findings is that there is little to no guidance for personal professional development goals. A former student working in home care, cleaning houses, reported: 'I don't even know who my boss is'. The reflections of these experiences will be brought into a paper together with visualizations on a poster, to give voice to this vulnerable new generation in the labour market. These voices will inform the researchers reflections on the role of apprenticeship supervisors and teachers in the guidance on labour market entry.

Marit Blaak, University of Groningen

10. Pushing the limits of adaptiveness: organisational dilemmas in balancing multiple voices in the delivery of non-formal sexual reproductive health rights education in Uganda

Non-formal education (NFE) is often ascribed the potential to empower marginalized groups in society. This is, because more than formal education interventions, NFE is associated with tailored delivery, a flexible curriculum and a strong community connection. In reality however, NFE ceases to promote social inclusion (Hoppers, 2006). Hoppers (2006) points out that this empowerment agenda is not in line with development strategies of donors, whereas Indabawa and Mpofu (2006) point to (neo-) colonial experiences inherited by leaders and policy makers. To explore how NGOs can strengthen the flexible delivery of NFE, this Participatory Action Research (PAR) uses an organisational learning lens focusing on spaces for double loop learning with external actors such as local leaders, youth, parents, and policy makers. This session will incorporate preliminary findings of this PAR and interactively explore the perceived and existing limits of adaptiveness in Sexual

Reproductive Health Rights (SRHR) education for out-of-school-youth in Uganda. The audience will be presented with real-life dilemmas faced by a youth development organisation seeking to transform the SRHR capabilities of youth in rural communities. These dilemmas include value-contradictions in a sensitive domain (SRHR), the position of young volunteers in a complex education intervention and accountability paradoxes between the NGO and funders, head offices, community as well as youth. The researcher will position these dilemmas in the internal organisational and external community and broader aid fields using field theory. Together with the researcher, participants in this proposed conference session will explore the capability of education NGOs to adapt their non-formal education programme towards emerging dynamics in the targeted communities.

Mette Bladt, Signe Thingstrup and **Ditte Tofteng**, University College Copenhagen
Janne Gleerup, Roskilde University

11. Critical utopian action research: critique and utopias as strategies for analysis and activism; creating new futures?

This workshop will present the core perspectives within the Critical Utopian Action Research (CUAR). Trough theoretical presentation, methodological discussions and case stories, we will discuss how CUAR can contribute to the creation of societal change together with groups of people who face structures of inequality in their daily lives. Action research is a family of research approaches, philosophies of knowledge, and methods which all share the view that research processes are connected to an action perspective or performative element (Reason & Bradbury, 2008). CUAR, as part of this family, emerged in Denmark and was inspired by a critical theoretical research tradition, a critical pedagogical research tradition, and a future oriented research tradition (Nielsen & Nielsen 2016), underscoring the importance of democracy, empowerment, and participation in research and in society at large. One of CUAR's new contributions to Action Research is the theoretic and methodological focus on critique and utopias as a way of developing democratic analysis of society and of widening-out of responsibility and participation among lay people. Future Creating Workshops (FCW) (Jungk and Müllert 1987) are a central methodological approach as a method for creating action or social activism and for systematically investigating and analysing how we can create changes that draw up on people's own discomfort, ambivalence, critique, and utopian ideas. Working with social imagination, FCW holds both the ability to create space for action and to create space for analysis and reflection that fosters new understandings of how to meet and engage with society and everyday life. Program:

- CUAR's theoretical and normative approach (Janne Gleerup and Signe Hvid Thingstrup)
- CUAR's methodological approach, including critique and utopia as analytic categories within the research process (Mette Bladt and Ditte Tofteng
- Examples of CUAR research from the presenters' own work (Bladt & Nielsen 2013, Husted & Tofteng 2013, Thingstrup 2018).
- Discussion

Dr Josephine Bleach, National College of Ireland

12. 10 years of voicing and valuing: daring and doing community action research

The Early Learning Initiative (ELI) in the National College of Ireland, is a community-based initiative aimed at addressing educational disadvantage through the provision, from birth, of an integrated program of activities, training and support for children, their parents and families, and professionals from early years up to third level. Community Action Research (CAR) helps us address the generational, long-term problems of social deprivation, poverty, poor educational attainment and mass unemployment in the area. Our aim is to collectively improve outcomes for children, families, services and communities by changing our relationships, theories, policies and practices. ELI has experienced rapid growth over the past ten years with the number of participants growing from 400 in 2008 to 9,188 in 2018. While much has changed, ELI's partnership approach and can-do attitude continues to be valued. Learning is seen as enjoyable and something to be shared between families, schools, services and our corporate partners. Described as ambitious and innovative in both the Irish and international context, ELI achievements are the result of people having the vision and courage to explore new possibilities and work collaboratively to 'nurture and support children and young people to grow into strong individuals with the capacity and resolution to achieve their dreams' (ELI 2018). However, sustaining the levels of engagement, support and resources needed for deep-rooted viable change remains challenging. The demands from funders, evaluators and policy makers have to be balanced with the inherent tensions of a community development project. Managing these conflicting positions is an on-going challenge, particularly as local stakeholders applaud ELI's CAR approach and see it as key to successful long-term change. This presentation highlights the learning and impact of ELI's 10 years of Voicing and Valuing: Daring and Doing CAR.

Heather Booth-Martin, University of Huddersfield

13. Crossing boundaries: Learning to teach in Further Education. An action research study of how FE teacher educators use modelling to teach values.

Developing professional and personal values is a key aspect of initial teacher training within Further Education and yet there is a lack of research into how this is done in practice and the impact that this has on trainee teachers and ultimately their own students. There is some research around the pedagogy of teacher educators although to date, the inclusion of Further Education practitioners is minimal. As a Further Education teacher educator, I am interested in developing initial teacher training to include opportunities for trainee teachers to explore their values in order that their learning is improved and that they will have an impact on their own students. Modelling by teacher educators has been investigated although to a lesser extent in Further Education. In the constant change that is Further Education, with an increasing emphasis on managerialism and neoliberalism, how can the Further Education teacher educator model values within a culture of compliance? The aim of the research is that Further Education teacher educators are aware of their impact on trainees and the moral work of teachers in order that they have a positive impact on trainee teachers and their future career in teaching. The result will involve changes to practice for Further Education teacher educators. The research into how teacher educators teach values is particularly resonant within Further Education where values such as equality and social justice are pertinent and where much of the vocational learning involves the implicit

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development of values. The presentation will be on the initial research using a participatory action research approach which will start in September 2018.

Dr Melanie Boyce and **Anna Dadswell**
Anglia Ruskin University

14. Undertaking 'collaborative' research with women involved in prostitution

The focus, of this work-in-progress presentation, is to share some of the methodological dilemmas and challenges faced in undertaking collaborative research with women involved in prostitution. The presentation will begin by providing a brief background to the client group, funder and overall aims of the research. The methodological approach, which is informed and guided by a feminist, participatory approach, will be discussed. The focus of this discussion will present the theoretical ideals of this approach with its emphasis on participation, empowerment and social justice principles. Critical reflections on the realities of applying a feminist, participatory approach with a client group that have multiple and complex needs will be shared. The presentation will conclude by sharing and seeking practical ways to support meaningful collaboration when undertaking research with women involved in prostitution.

Dr Annelise Brox Larsen, University of Tromsø - The Arctic University of Norway

15. Student teachers' conceptions of cultural diversity

This paper presents the results from a case study discussing how action research can be used to enhance second and foreign language student teachers' conceptualization of the term cultural diversity. Cultural diversity, i.e., the existence of a variety of cultural or ethnic groups within a society, is one of the global keywords employed excessively in both legislative documents and curricula to depict and define modern society. In their future roles as second and foreign language teachers, the term cultural diversity is particularly relevant to those who specialize in cultural and intercultural studies. The student teachers encounter the term cultural diversity in multifaceted contexts, both in theoretical studies, and in their practical experience in school. In the case presented here, the teacher, firstly introduced the term in a lecture, secondly, discussed it in class, and, thirdly, the term was subject to individual reflection in narrative texts. This study shows that the term is mainly perceived as a theoretical term when teaching methods involving introductory lecture, plenary discussion and individual narrative writing are used. To enhance the students' perception and comprehension of cultural diversity the teachers/researchers decided to introduce role- play methods in which the students dramatized different episodes involving them in finding solutions to various ethical dilemmas caused by cultural diversity. Translation theory is used as an intake to discuss how students interpreted the term cultural diversity. When role-plays were used to dramatize and translate the term, the students' perception of the term was amplified, thereby providing the students with a deeper understanding.

Prof Mary Brydon-Miller, University of Louisville

16. Creating the future together in Gloucestershire through collaborative action research

The Gloucestershire Gateway Trust supports communities in southern Gloucestershire through a partnership with the Gloucester Motorway Services sites located on the M5 in Southwest England. This unique example of community-led social entrepreneurship focuses on an asset-based model of development beginning over fifteen years ago when the organizers of this project sought to turn the presence of the motorway—an obvious deficit in terms of environmental impact and cost to the region—into an asset by creating a set of services that were designed to serve the local community by employing local residents, supporting local farmers and other suppliers, and by providing funds from the services to local non-profit organizations working to encourage community engagement and empowerment. Using a collaborative action research process we have worked together to better understand the impact of this model of partnership on local communities and to enhance general public understanding of the trust and its role in supporting this development.

In this session we will present the results of our first year of formal data gathering focusing on the outcomes of three Future Creating Workshops held in the Summer 2018. This process was developed by researchers from Roskilde University in Denmark as a way of engaging participants in imagining more creative and inclusive strategies for innovation in organizations and communities. Our own adaptation of this method involved participants in a series of three workshops—one for representatives of the local non-profit organizations which receive support from the Trust, one for local residents and other stakeholders, and one for members of the Board of Trustees of the Trust. We will report on the process and results of these three sessions and on our plans to further the dialogue about community goals and initiatives over the coming years.

Vicky Butterby, Darlington Learning & Skills
Judy Hunter, Community First North East
Mel Crosby, Gateshead Council

17. Adopting practitioner action research to improve services for marginalised learners in the community

This roundtable shares the experiences of teachers working with learners on the margins of formal education. Practitioners from three north-east Adult & Community Learning settings share their experiences of using a participative action research approach to help re-engage a range of vulnerable young adult students who are taught in alternative education and local authority settings. The three projects consider how addressing the emotional needs of vulnerable adults were central to enabling this re-engagement which lead to more purposeful development. The practitioners' accounts explain how they attempted to introduce both generic approaches (such as the promotion of diversity and Mindfulness) and also rethought strategies for supporting learners through the practicalities of mandatory initial and diagnostic assessment. The projects worked under the umbrella of the UK Education & Training Foundation's OTLA NEC programme which is aimed at encouraging practitioner-focused collaborative research, and all projects recognised that for changes to be effective, they had to win the confidence of teaching colleagues across the organisation. This

roundtable will use critical incidents to illustrate key learning points when encouraging colleagues to commit to adopting shared approaches. These three projects, which all led by experienced practitioners who are new researchers, are eager to share the learning from their experiences, and hope that others can suggest productive ways to take their new learning forward.

Dr Brenda Capobianco and **Jeff Radloff**, Purdue University

18. Exploring the influence of action research on the creation and use of shared instructional products by university science faculty

The purpose of this study was to profile three university science faculty (biology chemistry, and physics educators) who utilized action research as a means of learning how to develop and integrate a novel curriculum innovation – engineering design – in their respective science courses. In this study, action research was used as a form of instructor-driven professional development in an attempt to meet the demands of new science education reform. Drawing upon Morris and Hobart's (2010) framework for creating shared instructional products, we explicated ways that faculty utilized action research to: 1) share the same problems for which the products offer solutions; 2) make small and iterative improvements to existing products; and 3) jointly construct and continuously improve the contributions to the overall project. Data included instructional products themselves (e.g., curriculum maps, lesson plans and assessments); formal notes from bi-weekly group meetings; and faculty reflections. Data analysis included document review and thematic analysis. Findings from this study suggest that action research effectively enabled faculty to: 1) establish shared ownership of the project goal - to improve preservice teachers' learning of science through engineering design; 2) continuously test, revise, and recalibrate their shared instructional products; and 3) leverage multiple sources of innovation. Knowledge generated and used by faculty represented different kinds of knowledge and distributed expertise resulting in products that are more useful and of higher quality than products created by individuals working along. Consequently, this resulted in increased use of the products and increased faculty commitment to improve them over time. By simultaneously engaging in research and consequently taking specific action to inform their practice, science faculty in this study successfully created shared instructional products that both guided and enhanced their classroom teaching.

Paul Carney, Independent Researcher

19. Drawing for science, innovation and well-being (even if you can't draw)

Research has shown that visual art & drawing can have an effect on improving psychological resilience in adulthood, improve functional connectivity in the brain, lower stress, anxiety and depression. However, for most people the last time they participated in drawing activities is at school and so as adults most don't draw. The common misconception is that drawing is a skill of realism that must be mastered but this is only one way to draw of many. Everyone who can write their name can draw because writing is drawing and everything in nature is made up of the simple geometric forms we use to write with.
The purpose of this course is to show how the regular practice of simple, accessible drawing techniques can not only improve our mental health but also help us become more creative STEM practitioners. As Root-Bernstein stated in his book Discovering, inventing and

problem solving at the frontiers of scientific knowledge: "Our attempts to improve science education seem to focus solely on more and more facts in the brains of ever younger individuals… This is nonsense. Not only is it impossible to understand facts divorced from theory, it is impossible to understand theory without imagination…"

This workshop shows you how to access creative thinking processes through drawing, regardless of your ability and in doing so shows you how some of the world's greatest inventions and innovations came about in science, technology, engineering and mathematics. By linking these innovative processes to the methods artists use in their work we can understand creativity better and use non-specialist drawing activities to promote them in our own practice. The drawing exercises could suit professionals from any field as a tool to alleviate stress or as an educational tool to demonstrate to students how vital scientific, mathematical and technological breakthroughs have been made.

Dr Andrew Clapham, Nottingham Trent University
Dr Rob Vickers, University of Lincoln

20. Avoiding the pitfalls: mapping primary teacher's critical action research.

In this paper, we argue that undertaking critical action research in über performative conditions is increasingly problematic. Drawing on the work of Foucault, Lyotard and Ball, we suggest that performative and panoptic drivers, increasingly direct what constitutes 'real' research and 'legitimate' knowledge. We present teachers' self-reports, outlining how they mobilised a Critical Action Research framework (CARF) based upon Stephen Kemmis' theorisation of action research. Set within the performative context of 'maths mastery', we maintain that CARF was a powerful tool for formulating critical action research. It was unusual for us to talk with teachers who had not been tasked with producing hard data - data aimed toward evidencing performative requirements. We consider how the participants employed CARF in light of these demands. We conclude that criticality is central, if action research is to successfully negotiate the über performative conditions which, some argue, position action research at the bottom of the current methodological hierarchy.

Marlena Dorniak, University and Laboratory School Bielefeld

21. Early school leaving - new perspectives on an old phenomenon

Dropout, Early School Leavers (ESL), Not In Education, Employment Or Training (NEET), etc.: There are various terms and definitions for the fact that young people do not complete their schooling. Depending on which definition is referenced and which database is used, the numbers of dropouts vary considerably. The explanatory approaches for the causes of early school leaving and how individual countries and institutions deal with it also differ significantly. While the causes of early school leaving are often seen at the micro level, i.e. in the individual person, efforts are also being made to examine the phenomenon at the meso level (school institutions) and macro level (education system) (cf. Steiner et al. 2016, p. 177). This contribution focuses on analysing early school leaving as a multi-faceted process with various causes. Early school leavers are often affected by negative image and stigmatisation. Their situation is seen as a personal fault because they refused the education they were offered (cf. Sturzenhecker 2008, p. 39). However, the PISA results and recent studies confirmed that the education system in Germany does not offer equal opportunities.

Success in school and educational opportunities are largely determined by the social background (cf. Bundesjugendkuratorium, 2005, p. 5). Research shows that early school leavers are frequently the ones who previously got systematically refused from education (cf. Sturzenhecker 2008, p. 39). Because of the lack of prospects, from the perspective of early school leavers it often makes sense to leave school (Steiner et al. 2016). The aim of this research is to take early school leavers seriously and support them in bringing in their voice. By using participatory research methods should be explored which alternative pathways early school leavers are taking. Perspectively, their participation in research should lead to a new understanding of the phenomenon of early school leaving.

Dr Becky Dyer, **Zijia Kong**, **Hannah Thomas** and **Sumana Sen Mandala**,
Arizona State University

22. Arizona State action research symposium

Promoting socioemotional capacities in young adolescents through pedagogical Collaborative Action Research
Presenters will share their objectives, processes, conclusions and a short documentary made from a collaborative pedagogical action research project conducted in a metropolitan middle school in the Western United States. The researchers included a university dance pedagogy professor, three MFA dance students pursuing advanced pedagogical training, and a middle school dance teacher whose classroom was the site of the study. The middle school's ethnic demographic was predominantly non-white and the school had Title I status, meaning the majority of the school's students come from low-income families and the institution is in need of federal financial assistance. A social emotional learning program had been implemented by the school district two years previously as a tool to improve student emotional management, situational awareness, and to provide skills to manage the stresses of middle school and life. Goals of the project were to create an opportunity for the researchers to hone their pedagogical philosophies and practices, and to develop effective teaching constructs through collaborative action research methodologies. Researchers examined how experiences involving power relationships affect children's physical, social, emotional and cognitive development. Instructional content and approaches were designed to help early adolescent students increase social and emotional capacities in order to better navigate the challenging developmental contexts they encounter (i.e. social groups, family/community environments, and cultural, socio-economic, political and institutional power structures) that impact development. During the session, participants will be led through several experiential activities that illustrate the pedagogical perspectives and approaches implemented in the project. The session will conclude with a discussion about the potential of collaborative educational action research to transform personal teaching practices in ways that foster socioemotional capacities in early adolescent learners while also encouraging equity, social awareness and community building in the classroom.

Remembering the Value of Voice in Tradition: Re-examining Bharata-Natyam education in the United States
Bharata-Natyam education in the US tends to follow a simplified interpretation of the teacher-disciple tradition. The limitations of such a pedagogy become apparent when the student moves away from home and finds their Bharata-Natyam movement vocabulary difficult to translate to their personal experience in a world outside Bharata-Natyam

scenarios. I read this difficulty as a spiritual conundrum and feel that it falls to the guru to guide the student towards a satisfactory resolution. As a Bharata-Natyam teacher, how do I use my experiences to offer students the tools to arrive at their own spiritual discoveries and remind them that tradition values their voices as they create space for themselves in the dominant discourse?

My questions have propelled action research to examine tradition as a path to spiritual growth, rather than a reason to box the mostly female students into a cycle of stagnant rituals. Phenomenological investigation to this end—exploring weight-sensing, Alexander's "use of self,"" Bharata-Nrityam, and the body's import in the spiritual quest—has demonstrated a symbiotic relationship between somatic practices and Bharata-Natyam tradition. The resulting discoveries prompted re-examination of Bharata-Natyam pedagogical philosophies in the US, leading to pilot experiments with my students. The data resulting from these and surveys currently underway will be further developed into practical tools to share with teachers and students around the US.

Reflection, academic studies and action research over three decades of personal practice and teaching have naturally evolved into a critical pedagogy, via which I aim to offer Bharata-Natyam students agency in their dance. The student can use this agency to overcome cultural/gender biases and bridge her dual identity as a child of immigrants and as an American, while recognizing that tradition thrives on the value of her voice."

Encouraging Unique Voices: a collection movement investigation influenced by authentic movement practices and Laban movement analysis for hip-hop dancers

The purpose of this research was to discover a process that encouraged hip-hop dancers to access their unique voices through a collective somatic movement investigation experience. The three-step creative embodiment process helped dancers enhance movement connections, realize sociocultural influences on their embodiment and identities, and form meaningful relationships with others through authentic movement practices, Laban Movement Analysis (LMA) Effort phrasing, and creative tools for movement discovery and expression. The goal of the pedagogical action research was to engage students in processes of inquiry, community building and meaning making in group learning settings and performance environments. Participants of the research were from the researcher's non-majors university hip-hop class in the Western United States. The pedagogical framework for this study was designed to create safe spaces for dancers to express themselves and cultivate meaningful learning exchanges through somatic perspectives. Investigations of LMA concepts created structures for personal and collective knowledge construction and offered students opportunities to discover and express themselves in new ways. Questions of the research included: Can guided Authentic Movement experiences with others stimulate the expression of personal voice and allow dancers to discover original material reflective of their sociocultural experiences, values and aesthetic interests? Do processes of collective movement inquiry and development encourage students' voices and empower them to become agents of change? Findings of the study suggest such sociocultural, somatics-based frameworks for studying dance challenge long-held authoritarian teaching structures pervasive in university dance teams, competition training, and hip-hop dance classes. Learning processes for this action research allowed students to transcend insecurities, self-constructions and socio-political scripts to express their authentic voices through Hip-hop movement. The pedagogical framework developed for this study provides a valuable model for teaching culturally embedded dance forms that encourage student development of sociocultural awareness and self-identity within a hip-hop movement context that is reflective of each individual's unique experiences in society.

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Anne Eriksen and **Tove Leming**, UIT The Arctic University of Norway
23. Acting as action? Drama as action strategy in teacher education

In this presentation, we will discuss how acting can be an important element in the process of becoming a professional teacher. Through this process we want to enhance awareness among the students about qualities that has to be developed in order to establish confidence in the role as a teacher. We discuss the action element in this learning process by using the three different dimensions of learning; the cognitive, emotional and social (Illeris, 2013). The presentation is based on several years of experience as teacher educators, using drama as a learning strategy in various workshops and seminars. One of the most recent experiences that we will present is a workshop on "democracy and citizenship" for first year students in the teacher education program. We will discuss the following issues: How can drama be an action strategy to enhance learning? And can acting in roleplays be an action in an action research project?

Prof Maria A. Flores and **Dr Ana Maria Silva**, University of Minho
24. Dilemmas in action research: issues of voice and participation

The workshop discusses conceptual and practical dilemmas in Action Research related to issues of voice and participation. How do participants in AR make decisions? Whose voice is heard? How does AR enhance the participation of various stakeholders? How is participation understood? These and other questions will be discussed in this workshop. The main goal is to discuss two critical elements in AR to enhance equity and social justice. It is therefore important to question AR from the point of view of the voices of the unheard in order to foster educational change.

Clarissa Frigerio, Edge Hill University
25. Early years foundation stage: No place for men? A critical life history investigation of the under representation of men in ECEC

The study focuses on the pivotal role gender plays in education, with a specific focus on male under representation in early year's education in the UK. Research has shown that, despite numerous campaigns carried out by the governments and organizations of several European countries to increase the number of men employed in Early Childhood Education and Care (ECEC), the field remains heavily female dominated, with only 2% of men currently employed in the UK (Early Years Workforce Strategy, 2017, Warin, 2017, Brody, 2014). Utilizing gender theory and hegemonic masculinity theory as developed by Connell (1985), I am going to investigate how (and if) gender (and more precisely 'masculinity') affects the working and leadership dynamics of the British ECEC. In order to achieve my research aims, I am going to report on the life stories of 6 males currently employed in ECEC, to investigate the reasons and personal motivations that led them to pursue a career in a 'feminine' field. Men that disrupt the gender 'binary' and pursue a career teaching and educating young children, are particularly significant as they also provide insights into gender in education and if men are still treated as the 'privileged gender' even in a field that has always been considered for centuries 'a woman's job'. It is hoped that through this study gender barriers

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in the field of early years education will be challenged, leading the ECEC to become a more gender-sensitive and gender flexible community.

Dr Angela Gallagher-Brett, SOAS, University of London
Prof Christine Lechner, Pedagogical University, Tirol

26. Developing voices and changing classrooms? The experience of language teachers in an action research community of practice

The Action Research Communities for language teachers (ARC) project set out to contribute towards quality enhancement in the language classroom and the empowerment of language teachers through the application of action research approaches. As members of an ECML project team (European Centre for Modern Languages of the Council of Europe), we had the opportunity to hold a workshop during the first year of the project. During the workshop on action research the 30 nominated language teachers and teacher educators became acquainted with AR approaches and developed cross-national projects. In parallel, we have been working on the development of specific AR tools to support teachers taking their first AR steps. Participants subsequently presented their action research at a project network meeting in May 2018. In this presentation, we consider the teachers' progress with their action research and the extent to which it has helped them to develop a voice for articulating and reflecting on classroom practice and for bringing about pedagogical change. As well as discussing their achievements and successes, we explore the challenges encountered by the teachers in collaborating with one another, using action research methods, writing up their outputs and distinguishing between focused lesson planning and action research. We conclude by reflecting on the ways in which the teachers have been supported on their journeys to action research and in developing their voices by the AR tools developed for their specific use by the project team and by the critical friendship of the wider project network. We would like to demonstrate selected tools in an interactive way. This will be the starting point for the discussion.

Prof Angela Gastager and **Daniela Moser**, University College of Teacher Education Styria

27. Reflective ways of pre-service teachers in lecturing

In the study the following research question is of our interest: In which kind is the scientific attitude as key indicator (Zeichner 2015, p. 377) scaffolded and developed in respect to the individual teaching role of the pre-service teachers? It means that in the focus is the promotion of the development of the reflective competencies (Schön 1987, 1991, Brookfield 2010; van Manen 2015) of pre-service teachers concerning their teaching role in general as well as their practical acting in lecturing. For investigating this question, a mixed-method-research design (Tashakkori 2010) with an intervention in usage of action research methods has been done in a pre-testing phase in the summer term 2018 at the University of Teacher Education Styria, Austria. Secondary school pre-service teachers (N=41) answered pre and post a quantitative-qualitative questionnaire in a seminar. They were asked about their inner picture of teaching, their emotions in respect to their teaching practice until now, and some more dimensions concerning educational theories. During the term each pre-service teacher reflected and self-observed her or his own chosen scientific starting point (in the action research process) for good teaching. Following Elliott (1989, p. 85) the pre-service teachers improved the knowledge produced during this self-observing (reflection upon action and

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action upon reflection). Finally, a group-discussion was done to self-explore more deeply the experiences. In the presentation, we focus on the results of the intervention, and how the exploring of her/his inner-self of the pre-service teachers made a significant switch in the action research process.

Dr Katy Goldstraw, Edge Hill University
Helen Chicot, Dave Broome, Chris Spankie, Andrew Johnson and **Kate Lowerson**, Rochdale Borough Council

28. Citizens Hearings: co-operative democracy in Action

A Citizens Hearing Project has been developed by Rochdale Borough Council and Edge Hill University give voice to the insights of citizens of the borough, enabling them to have a direct influence on some key decisions and actions. The Citizens Hearing Model aims to shift the power balance, through a series of hearings, so that the power in that space resides with citizens of the borough, rather than leaders, decision makers or officers of the public-sector system. The purpose of the hearings is to reach a point where, for each theme, a series of key issues have been identified, from the point of view of the citizens present. These issues will then be converted into recommendations for action to be taken. These actions will be converted into a challenge for Rochdale borough's Leading GM challenge team. This team of leaders (which will include citizen representation) will work on the challenge for 12 months, as part of the Leading GM development programme. The paper will critically evaluate the Citizens Hearing as a method of working to build a polyvocal conversation, that recognises and gives voice to citizens experience and knowledge of their localities. Arguably by creating space for the citizens' hearings, a piece of participatory democracy is being created. The hearings are speaking to the history of democratic change that sits within the cooperative movement of Rochdale, emulating the inclusive, co-operative values of Rochdale's Co-operative ancestors. This process is one of equality of voice; professionals and community members are all citizens and will share in this process as equals. This paper will consider the Citizens Hearings Approach to collaboratively co-produced knowledge, reflecting on successes and learning points for the future of this ongoing project.

Clare Gordon, Bournemouth University

29. Enriching relational knowing on stroke units through appreciative action research

Background: Improvements in stroke care in the UK have focussed on national monitoring of quantitative clinical outcomes. However, this approach does not account for the context of care or the quality of care experiences. Patients and relatives have asked for an increased focus on personal recovery, and stroke services staff report feeling increasingly disenfranchised with a process focussed approach.

Aims:
1.To identify valued relational care experiences on stroke units;
2. Co-develop ways to enrich relationship-focussed approaches for all.

Method:
CG collaborated with two specialist stroke units in district hospitals in England. Using Appreciative Action Research, participants identified and developed approaches that support meaningful experiences for all.

Participants:
 (i)   Current in-patients on stroke units (n=17)
 (ii)   Relatives (n=7)
 (iii) Stroke unit staff (n=65)

Data were generated over 20 months through 16 semi-structured interviews, observations of usual stroke unit care (213 hours) and 10 discussion groups. Co-analysis of the data with participants developed themes around their most valued care experiences. Further in-depth analysis was conducted by the authors to confirm themes.

Findings:
All participants described similar valued experiences of forming a human connection. Human connection strengthened a sense of community between all participants, leading to co-created moments of well-being during ward life. The processes that supported connecting with each other included:
1.   Sensitising to experiences
(a) Getting to know me, not why I'm here
(b) Noticing what matters through appreciation
2.   Sharing and reflecting
(a)   Co-creating stories about the person
(b)   Sharing experiences together
(c)   Reflecting on what is meaningful
3.   Trying out ways to connect
(a)   Being open and curious to others' perspectives
(b)   Being opportunistic and not over-formalising
(c)   Having freedom to act

The majority of staff participants reported improved well-being, and connecting with their colleagues more, which then appeared to support their relationships with patients and relatives.

Anne Harju and **Birgitta Nordén**, Malmö University
Annika Åkerblom, Gothenburg University
Helen Avery, Lund University

30. Space of action for pedagogues and researchers in action research projects

The aim of the presentation is to discuss the possibilities of action research to make profound and long-lived educational changes. We discuss this in relation to an ongoing action research project carried out with pedagogues in a preschool section in southern Sweden. The section is in a phase when they need to review the organisation in relation to inner and outer structure and pedagogy. One challenge that has been identified during the research process is that the section is perceived as being 'isolated' and 'invisible'. This perception relates to the surrounding organisational, juridical and economic structures,

which, according to the pedagogues, make it difficult to work with the organisational and pedagogical changes they feel are needed. Based on these results, we want to address the possibilities of change-making in an action research project in relation to power relations between different organisational levels of power (pedagogues, preschool management, municipality management, researchers). We draw on the concept of practice 'architectures' (Kemmis and Smith 2008; Kemmis 2009) to explore how scope for change at the section is shaped and formed by mediating preconditions for practice, that is, how cultural–discursive, material–economic and social–political preconditions shape and give content to the 'thinking, ´doing´ and ´relating' that orient and justify the practices.

Dr Michaela Harrison, Manchester Metropolitan University

31. Deleuze-inspired action research in the university: mobilising Deleuzo-Guattarian concepts to rethink the writing practices of student teachers.

The classroom action research project from which this paper draws constituted a critical analysis, a subsequent rethinking and then a further analysis of the practice and possibilities of reflective writing for student teachers as part of an initial teacher education programme in England. The rethinking of the students' reflective writing involved reconceptualising text (writing) in the Deleuzo-Guattarian sense, as an agent that acts outside of itself, and as a multiplicity of connections between people, places, things and other texts. As part of this process, the student teachers and I used 'non-academic' texts such as film or television serials to facilitate a different form of reflection on practice. We called the process 'implicated reading'.

In this paper, I offer a transcript from an audio recording of a seminar in which I attempted to model the process of implicated reading to a group of student teachers. The seminar was intended as a demonstration of the ways in which teaching practice 'captured' within writing can be reflected on differently. Analysing the transcript, I argue that the action research project allowed both the student teachers and I to challenge the restrictive nature of representational thought, by encouraging us to examine the passages and transformations at the outer edges of the phenomena (Roy, 2003) captured by our writing. These edges contain within them the promise of reconceptualisation, moving us away from representationalist ways of constructing practice-based boundary distinctions and hierarchies of good and bad practice, and towards a process of engagement with the subtleties of difference that occur continuously in the teaching and learning event. Additionally, the paper includes an analysis of my practice as a teacher educator and the 'rhizomatic praxis' that occurred, in part, as a result of the ways in which the action research project unfolded.

Melissa Hauber-Özer, George Mason University

32. Examining the unintentional reproduction of power structures in PAR through reconstructive horizon analysis

As equity and democratic decision-making are core epistemological commitments of participatory action research (PAR), scholars who engage in PAR with youth seek to share power and disrupt traditional adult/child or knower/learner binaries (Dennis & Huf, 2017). Yet, despite our best efforts, these binaries can be unintentionally reproduced as we exhibit

care for younger co-researchers and attempt to 'give voice' to their ideas and concerns. This effectively reinforces a deficit perspective of children as dependent on adult guidance and direction to become "empowered"; as a result, such research often mirrors typical pedagogical rituals, normative expectations of adult and child roles, and power differentials. In this presentation, I will present a co-authored paper that examines three scenes from recent youth participatory action research projects using reconstructive horizon analysis (Carspecken, 1996) to surface and explore backgrounded validity claims and facilitate intersubjective position-taking (Dennis, 2017). This analysis exposes assumptions embedded in typical adult-child interactions and highlights the tensions between our efforts to democratize the research process and our commitment to an ethic of care for those with whom we engage in participatory knowledge production. The findings suggest that explicit attention to these tensions as part of the inquiry process is important for making participatory research with youth a more democratic endeavour throughout the collection, analysis, and interpretation of data. By negotiating unequal relationships with youth co-researchers through critical dialogue and joint reflexivity, the authors suggest that we can increase the potential for greater understanding, more fluid roles, and more equitable participation among members of the research collective, and by so doing build the validity of our work.

Dr Melissa Hawkins, Newcastle University

33. Action research and complexity theory: empirical findings from an interdisciplinary perspective.

Complexity theory assumes an ontology of the social world that is composed of multiple non-linear interactions, making cause and effect impossible to isolate, and that individual contexts will determine how individual systems will learn and evolve (Sumara and Davis, 2009). As such, complexity theory offers a persuasive argument at the paradigmatic level for a research approach which is coherent with the messiness of social actions. Although there are implicit connections between complex systems theory and action research in this regard, there is a surprising lack of empirical literature currently in the field linking action research methodology to a complexity worldview (Phelps and Hase, 2002). We argue that action research can bring complexity to the fore at the practitioner level to create a praxis for impact, addressing criticisms that complexity theory provides little guidance for practice. In turn, complexity theory provides action researchers with a sensitising worldview to understand and make sense of complex phenomena. We will discuss how action research and complexity theory can be blended as an interdisciplinary methodology to create such learning opportunities for both practitioners and service-users. We report on an ongoing action research project which is developing complexity-informed practice in the public and third-sectors. The project is a response to a need to challenge the dominant discourse and practice of social interventions, which don't always acknowledge complexity (Davison-Knight et al., 2017). We discuss how we have enabled learning to occur through a process of reflexivity, co-production and collaboration. We describe how action research can enable actors to better understand complex phenomena and improve their practice by enabling learning at the local level through a process of interaction, feedback, and co-evolution.

Louise Hawxwell, Edge Hill University and University of Edinburgh

34. Daring to tell my story - challenges of doing a self-study

My PhD research is a first-person self-study, exploring my beliefs about the outdoors and my outdoor learning practices as a teacher educator. This self-study will generate an understanding of the ways in which my beliefs influence my practice as a teacher educator, and also of 'the manner in which actions and beliefs intertwine' (Childs, 2005, p.143). Both Vozzo (2011) and Hamilton (2004) note that self-study can contribute to the professional knowledge of teachers and teaching, as well as generating understanding of the world. Connelly and Clandinin (2007) believe that self-study research has the potential to generate knowledge about the educational landscape on 'the personal, professional, and program and institutional levels' (Samaras, 2011, p.70). This is through the opportunities offered by self-study to 'capture, unpack and portray the complexities of teaching and learning about teaching' (Loughran, 2005, p.13) where research and the practice of teaching can mutually inform and support one another. However, much of what lies at the core of self-study research relates to the 'uniqueness of the methodology' (Brandenburg, 2008, p.38). There are no single set of prescribed methods for self-study research (LaBoskey, 2004; Loughran, 2004; Smaras, 2011). How it is carried out depends on what needs to be understood (Loughran, 2004) with Pithouse-Morgan et al. (2016, p.444) commenting that the appropriate methods are those that inform the inquiry'. I am in the relatively initial stages of my study but have already encountered a number of challenges linked to first-person research and self-study methodology. This workshop aims to share some of these challenges and discuss possible ways of addressing them. The paper will encourage audience participation and I value any contributions people wish to make during this workshop.

Dr Susan Haywood, University of South Wales

35. Professional learning through action research: can practitioner research add value to other 'investments' in education?

In June 2016 the States of Guernsey announced the introduction of a new curriculum intended to prepare children and young people for the opportunities and challenges of the 21st century. Similar to curriculum developments elsewhere, the policy is intended "to develop all children as successful learners, confident individuals, responsible citizens and effective contributors". The new curriculum recognised digital empowerment as one of the central elements in children's lives and states that learning with digital technology should be integral to all aspects of education. To this end Guernsey invested in technology, teacher training and professional development. Substantial investment was made into the technology infrastructure for schools; a commercial education consultancy provided training on new resources such as Google Classroom; a project run in partnership with the University of South Wales provided professional learning opportunities for teachers to research technology enhanced learning and teaching. The professional learning offer was a 60 credit Postgraduate Certificate of Higher Education delivered in Guernsey by tutors from the university. Teachers undertook Action Research into an aspect of practice of their own choice but linked to a common theme: technology enhanced learning and teaching. The teacher researchers were drawn from twelve of Guernsey's eighteen state-funded schools and included participants from primary, secondary and special schools. It was felt that the combination of infrastructure investment, teacher training and professional learning could provide a unique opportunity to derive new and useful insights into the effective use of

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technology to support learning. This session will present some of the outcomes of the Action Research projects and highlight some of the challenges involved in a project of this nature.

Dr Katharina Heissenberger, University College of Teacher Education, Styria

36. Practicum advisors as critical friends in the view of teacher students: feedback from teacher students about advice and support during action research projects

A worldwide growth in interest concerning teacher students' research competences can be noted during the last decade (Haberfellner, 2016). However there are various approaches to define research-based learning and to implement concepts of research-based teacher education (Mieg & Lehmann, 2017). The concept "PPS-PR" (Personalized Professionalization in Pedagogical Fields trough Practitioner Research) is built on the approach of action research (Fichten & Meyer, 2014; Altrichter & Posch, 2007) and based on the assumption that different aspects of professionalization can be fostered by conducting action research projects during internships (Eliott, 1989; Burns, 2010).   In the concept "PPS-PR" practicum advisors take over the role of "critical friends" (Stenhouse, 1975), they are seen as facilitators who provide research-orientated and didactical-methodical advice and support. Publications show that critical friends or facilitators overtake different roles (Kember et al. 1997). Different patterns of facilitating (Ponte, 2002) or rather guiding principles (Spencer & Molina, 2017) can be derived as successful. The present contribution focuses on feedback of teacher students about advice and support provided by practicum advisors. 312 teacher students were surveyed after conducting action research projects about subjective relevant topics. Answers concerning feedback about advice and support were analysed with content analysis.   Results show that more students gave positive feedback (89%) than critical feedback (13%). The positive feedback referred especially to "feedback- and reflection-talks" (29%), "practice-orientated tips" (26%) and "openness and availability of the practicum advisor" (21%). Research-orientated support was not a prime concern (7%). The critical feedback was in particular related to the request for more feedback and advice (11%). The study reveals that students primarily reported how and how often feedback was given by their practicum advisors. Furthermore, feedback and reflection-talks promoted reflection processes and practice-orientation was highly appreciated.

Angeline van der Kamp, Petra Kerstens and **Marianne den Otter**, Fontys University of Applied Sciences

37. Value diversity in educational contexts: to hear the voice of all participants to make them shine and flourish

In this round table session, two researchers will present a brief interactive introduction to their personal research subject, both related to the general theme of the research group: 'Appreciate Diversity in Education'. General goals of this research group are aimed at two topics: teachers expectations of students' possibilities and providing to diversity. Angeline van der Kamp starts her research project on professional freedom in educational contexts with colleagues of the Master of Education at Fontys University of Applied Sciences. She will present the first results of personal interviews and multiple school visits regarding

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professional freedom for lecturers, master trained teachers, students and educational development. The final goal of this research project is to provide tools for teachers to flourish in their profession by utilizing their available professional freedom. Petra Kerstens' research is about how Art, Creativity and Play interventions in educational contexts can contribute to teachers recognizing and appreciating diversity in their classroom. She will present first data from interviews and questionnaires with expert professionals in Art and Education about their experiences and expectations related to this theme and their own vision and expectations concerning diversity related to their expectations. She offers and supports creative and expressive workshops for teachers to explore their own strengths in supporting their students to find their growth mindset and 'shine'. After both presentations the attendees are invited to join the round tables to discuss each subject and add their opinions, examples and ideas to each of the research projects. Aim of the session is to integrate international perspectives the research themes.

Dr Eva Kane, Stockholm University

38. Voicing and valuing children's needs and interests in school-age educare

This three year study, starting autumn 2018, aims to explore and develop systematic quality development work in Swedish school-age educare together with staff. According to the curriculum (SNAE, 2017) the starting point for such work should be the needs and interests of the children. We want to explore which factors supports and limits such work in primary schools. Outcome based management of school-age educare is relatively new and tend to be driven by a school discourse which does not start with the children but the outcomes in the subjects. Since school management lack knowledge about the uniqueness of school-age educare (SSI, 2018) this study could inform school development based on voicing and valuing children. Together with staff we will explore what methods, both formal and informal, are already used to find out about children's needs and interests. We will then go on to develop new ways to do this work. Action research together with the theory of practice architecture (Kemmis et al, 2014) will be used to inform the initial analysis. We will also explore what power relationships lies behind different views of children, their interests and needs (Qvortrup, 2005). Whose perspectives are taken into account? How are children supposed to be at this setting? (Holmberg, 2017; Saar, Hägglund, & Löfdahl, 2009). We will also introduce theories that avoid fixed categorisations of children since the talk about the children in different ways will limit or allow change (Holmberg, 2017).

Dr Catherine Kelly, Dr Tricia Euston, Dr Michelle Harwood and **Dr Leanne Greenwood**
University of Manchester

39. Blackpool Headstart young people's co-production group: Authentic co-researcher participation

Action research is increasingly located in schools facilitated by, amongst others, educational psychologists. This symposium considers authentic co-researcher participation through presentation of thematic syntheses of literature, reports of action research with young people and adults and a video made by young people. Literature exploring how action researchers report on projects where adults and young people participate as co-researchers is reviewed and a model of authentic participation presented. Research exploring methodologies used to facilitate looked after children's participation in research is also reviewed with examination of

reflections and evaluations of their effectiveness. Both reviews highlight greater need for clear exposition of co-researcher evaluation and reflections on participatory experience. Three empirical projects are also presented: an appreciative inquiry (AI) with a group of looked after young people and local authority virtual school staff, exploring how best to support children in care develop a sense of school belonging. A cooperative inquiry (CI) with seven school staff exploring understanding and practice around primary to high school transition is also presented with critical reflection on the factors that facilitated partnership, mutual engagement and positive collaboration towards agreed outcomes. Learning from the AI and CI support the utility of participatory and collaborative approaches in development of understanding, systems and practice within schools and local authorities. Thirdly, an evaluation of a participatory research project within an English high school concerning looked after children's perspectives on 'What makes a good school?' is presented. An account of the researcher's journey and the participants' evaluation of the process are offered. Findings indicate that a flexible approach including a variety of methods was motivating and engaging for the adolescents. The paper offers a critical reflection of the role of adults and the impact of ethical issues on participatory research. Finally, a video made by young people explaining consent giving is presented.

Prof Jeerawan Ketsing and **Prof Chatree Faikhamta**, Kasetsart University
Prof Noriyuki Inoue, Waseda University

40. Identifying learning conditions in an action research course for promoting pre-service teachers' critical reflection on actions

Critical reflection in action research has been reviewed as a key driving agent for pre-service teacher's professional growth. Previous literature notes that by uncritically following multiple cycles of action in the practitioner research does not guaranteed the teacher's self-transformation on teaching profession. The secret recipe underneath this research methodology is the quality of reflection the pre-service teachers have on their actions. However, a number of studies documents teacher educators struggling to create learning activities and conditions to promote critical reflection among pre-service teachers. Therefore, this interpretive study aims to explore the way in which our action research course helps to support 44 pre-service teachers' critical reflection on actions. Data were drawn from two cohorts of pre-service science teachers who had enrolled in our action research course in 2015 and 2016 academic years. Data analysis from classroom observation, classroom artifacts, pre-service teacher's journal, and instructor's journal reveals three conditions that lead to critical reflection: a) the promotion of open-mindedness mindset among the class members; b) the utilization of dialogue and deep-listening technique in peer review activity; and c) the implementation of goal-orientation guideline and thought-provoking questions for cultivating productive discussion. Findings of the current study help teacher educators by mapping a missing-piece in literature on promoting critical reflection among pre-service teachers. As a result, teacher preparation institutions may use these findings to design reflective learning community. The paper also calls for further discussions on alternative approaches used for supporting novice teacher's critical reflection on teaching actions.

Prof Jeerawan Ketsing, Kasetsart University

41. Understanding nature of pre-service teachers' reflective dialogues and instructor's role in an online learning platform: an action research study

Recently, online learning platform, such as Google classroom, Cloud classroom, has been documented as a powerful tool to support teacher professional learning. A number of studies reported that the online learning helps teachers to show, share, and investigate new pedagogical approaches that improve student learning. However, a few evidences are available on how the online learning platform help pre-service teachers to enrich their learning capabilities and what teacher educators do to support the pre-service teachers' learning. Specifically, literature does not provide a clear picture on how pre-service teacher interact with one another using this online learning community. What reflective dialogues in which the pre-service teachers build up together as means to learn new concept. And, in what way the instructor facilitates student learning. Therefore, this ongoing action research study aims to find out the nature of pre-service teachers' reflective dialogues and the role of instructor in an online learning platform – Google classroom. Participates were 35 third year pre-service teachers who had enrolled in Taxonomy course and their instructor. The students were from a bachelor degree program of education in a public university nearby Bangkok. Data were obtained from online discussions on Google classroom and the instructor' memo. Discourse analysis is employed for eliciting patterns of reflective dialogues the pre-service teachers and the instructor posted on the online learning community. For this research-in-progress, we hope to come up with patterns of reflective dialogues of both pre-service teachers and the instructor. We wish we could compare and contrast our findings with whom their studies focused on reflective discourses inside classroom. We also hope that the findings could help teacher educators, particularly who are interested in reflective quality, to understand the way in which we could facilitate pre-service teachers' learning.

Marilena von Köppen and **Susanne Kümpers,** Hochschule Fulda University of Applied Sciences

42. Empowerment under difficult circumstances: chances and limitations for action research in a long-term care facility in Germany

Care homes in Germany are a challenging setting for participatory action research: many inhabitants suffer from cognitive impairment in addition to care needs due to physical handicaps; the management is often confronted with funding problems; a high level of staff turnover severely affects care homes, and many staff positions remain vacant; and finally, the organisational culture in nursing homes is traditionally dismissive to participation. Despite these difficulties, the PaStA project (Participation in long-term care for older people, funded by the German Ministry of Education and Research) tries to empower inhabitants and personnel in a nursing home in Fulda (Germany) and wants to strengthen their means to participate in everyday life. By establishing a steering committee consisting of members of the home council, two staff members and a volunteer we were able to initiate a meaningful project together with the inhabitants. Based on findings from this process, we will present various inhibiting factors of participation in long-term care, such as reduced physical strength and interests of participants at the end of life or limited scope of action on behalf of staff. However, we will also be able to discuss chances of empowerment including the evidence of the onset of critical reflection processes on the part of all steering committee members.

Altogether, we conclude that action research in long-term care seems a promising endeavour if its limitations are taken into account.

Dhiraj Kumar, Ambedkar University of Delhi

43. Caste of women: an inquiry into the differences in inter-caste marriages in an Adivasi samaj

This paper seeks to present a part of an ongoing action-research at Gadh-Bansla, a village in Bhanupratappur Block in the Kanker District of Chhattisgarh State, India. The paper asks how the caste system regulates a woman's life-world in marriages in an Adivasi village. I am working with six couples who have married outside their caste. The samaj (the Adivasi village's society) charges a fine on couples who have married outside their caste however the amount charged depends on the caste of the woman. Additionally, if the caste of the woman is lower in the hierarchy than that of the husband then she has to face caste discrimination (untouchability, humiliation, etc.) from the husband's family. She is not accepted either by the husband's family or the samaj. The same does not hold true if the caste of the woman is higher in the hierarchy than that of the husband. The child however is accepted in both cases. It is generally accepted that caste society does not operate in Adivasi villages. By using literature on Humiliation studies as well as that on intersectionality of gender and caste I hope to explore this difference in inter-caste marriages, and attempt to show how, even in an Adivasi context, it is the regulation of the rural lower caste woman's life-world that is at the core of the reproduction of hierarchy in the Samaj.

Sanjana Kumari, Ambedkar University Delhi

44. Working towards alternative to 'development' with the (abandoned) wrinkled: Coming together in abuse, illness and death

The paper discusses the ongoing attempt of 'actioning' an alternative imagination to 'development' anchored in (i) care for the old-aged, (ii) transformation of the relationship between old and young, in Kondh-adivasi dominated village Emaliguda in Odisha, India. It is an imagination not reduced to economic-growth where the 'dependent-population' is neither deemed ill nor is just a beneficiary of pension. Emaliguda is linked to the circuits of global capital through dominance of labour-intensive cotton-cultivation increasing per-capita income in "backward" adivasi village(s), making it a model village. Young and elderly Kondh-adivasi, who can perform rigorous agricultural labour, expand land under cotton-cultivation at the expense of land for the old-aged who can cultivate lesser labour-intensive food-crops for subsistence, thereby marginalizing old-aged who are already rendered landless after abandonment by married sons. It seems, 'development' has silenced the old-aged scarring their intimate space with abandonment, abuse and neglect, and for State, old-aged are pathological pension-beneficiaries only in need of medicines for cure. Such silence(d) old-aged women (60 to 93 years old) come together every 6th night and share with each other their experiences of deprivation, abuse, neglect of illness by family and fear of dying in neglect. They contribute towards Health Fund- saving for medicines and for rituals of their own death as they fear that their family will avoid spending on these. Thus, the action-research 'with' the old-aged women's 'collective' questions development as hitherto practiced, that is, ignorant to 'dependent' old-aged, it therefore asks if the relationship

between old and young can be transformed by reducing fear among old-aged of dying in neglect. It questions care for old in 'development' as medicalised cure, as from the perspective of Kondh-adivasi old-aged, old-age is embedded in human-nature interaction, it is neither longevity of life nor postponement of death. Thus, the paper concludes by opening question(s) emerging from old-aged women's collective, for 'developed societies', in the direction of re-thinking care for old-aged beyond the rationality of control over life and death.

Prof Christine Lechner, Pedagogical University, Tirol
Franz Rauch and **Angela Schuster**, University of Klagenfurt

45. Redesigning the PFLs (action research based postgraduate courses for teachers on pedagogy and subject-didactics)

The paper will address issues confronted during the dynamic process to adapt established action-research-based CPD courses for teachers in Austria to meet current frameworks and needs.

The PFL postgraduate courses for teachers of different subjects have been run by the IUS , University of Klagenfurt, without interruption since 1982. Research has shown up how the courses have impacted in many ways to enhance teacher self-efficacy and, in turn, impacted on learning in the classroom. Due to overall national developments, funding reductions and the dynamics of education there has been much uncertainty over the past year as to whether the courses were to fall victim to constraints. However, through tremendous efforts on the part of the institute responsible continuation will now be possible.
The presentation will open with a succinct overview of the structure and history of the courses and a look at the parameters of change. The main focus will be on the redevelopment of the courses through the course teams based on team research into participant satisfaction and participant outcomes compiled applying collaborative approaches. We will highlight aspects of the new curricula to evolve from these processes and conclude with an outlook on the new courses to run from Spring 2019. For the first time the target group will be primarily teachers working in the Primary and Lower Secondary sectors already involved or seeking to become involved in CPD.

Christine Lewis, Edge Hill University

46. Balancing vulnerability and catharsis in an autoethnography about adoption.

University research ethics panels recognise 'autoethnography can be a very challenging, even troubling, experience for the author' (Dashper 2015, p. 511).
By inhabiting multiple female roles, namely I am an adoptee, who has adopted children and I am a University tutor, I realise the multifaceted lenses I look through could actually intensify my vulnerability as an autoethnographic researcher. Nevertheless, each of my roles are central to achieving the balance between catharsis and vulnerability, in informing how I would balance my decisions of what narratives to share and indeed how to share them.

Significantly, as I occupy multiple female roles, I am part of the salient adoption discourse on several levels, which 'is, on the whole, gendered as feminine' (Chen 2016, p. 162). Once a child is adopted, particularly in closed adoptions, they are inserted into a social system of concealment, into a minority. This works to reduce the power of uniqueness and different

expression for the adoptee. Specifically, in my research, through self-reflexivity and self-introspection, it became clear that gender and hierarchy were intertwined and crucial in balancing vulnerability and catharsis, and so became important factors in my decision making of what to share. On the one hand, sharing emotional gendered interactions could place me in a vulnerable position inter-relationally. Yet through the synthesis of my voice and the voices of participants, I could cathartically and potentially act as an agent for social justice, in voicing the subjugated and subverted experience of adoptees and adoptive mothers.

Dr Erica Lewis, Edge Hill University

47. Daring, doing and muddling through

This reflective paper draws on my experiences as a doctoral student in pursuing my first action research project. A multi-year inquiry within a global women's organisations undertaken through their young women's leadership development work. A process that might well be described as daring, doing and muddling through. While my project may have started with daring, as I began the muddling through (Mead 2008) dampened some of that daring. When I wrote up my thesis, I was then advised to tidy my muddling. However, now post PhD, I have been encouraged to consider how I might tell the story of my research if I was more daring. A task I hope to develop through this paper and our discussion. There are a number of other papers written about the difficulties of undertaking action research projects (McArdle 2002, Mead 2008, Zhang et al. 2014), and as those papers offered comfort and guidance to me, this paper seeks to add to that tradition.

Dr Paulette Luff, **Dr Mallika Kanyal**, **Dr Daniela Mangione**, **Kay Aaronricks** and **Michelle Wisbey**, Anglia Ruskin University

48. Valuing voices within collaborative action research for professional learning

In this symposium we consider collaborative action research for professional learning, with a focus upon ways and means of valuing the voices of participants. Contributions are drawn from five projects across education sectors and in three different countries: early childhood education, in England and in Malawi; primary schooling, in England; social education, in Italy; and higher education, in England. The researchers take different theoretical stances but share three assumptions: the active agency of educators and students; the centrality of reflective and reflexive practice; and the importance of voice and participation. With these in mind, each contributor outlines their approaches to listening to, hearing and amplifying co-researchers' voices: The voices of childminders in England are rarely heard in policy making and research. Kay Aaronricks is working with a group of childminders to explore features of effective continuing professional development to meet their needs. Michelle Wisbey is undertaking a project with teachers and young children in rural Malawi, adapting Montessori philosophy and practice to create a culturally relevant learning environment to promote early educational opportunities and support well-being. In a Creative Writing through the Arts project, Paulette Luff is attending to teachers' voices through their classroom narratives, whilst Mallika Kanyal brings together inspirations from pupil voice work in schools and from listening to children in research. Daniela Mangione also works through the arts, engaging with social educators and mothers in Italy through a Drama Learning Space methodology. Finally, as student voice gains policy attention within the higher education sector, Mallika

Kanyal utilises student voice to develop an Early Childhood Resource and Research room, as a curriculum enhancement space for Early Childhood Studies. In summary, we argue that collaborative action research can lead to insights for professional learning, and inclusive forms of knowing, that are co-constructed through valuing the voices of various participants.

Dr Mary McAteer, Edge Hill University
Dr Janel Seely, University of Wyoming
Dr César Osario Sánchez, Universidad Pedagogica Nacional, Bogota
Dr Yuliana G. Kenfield, University of Texas at the Permian Basin

49. Creating a space for global dialogue on knowledge democracy

The study employed phenomenological and semi-structured structured interviews within an action research approach, to explore participants' experiences around the Global Assembly for Knowledge Democracy (The Assembly) following the Conference of the Action Research Network of the Americas in Cartagena, Colombia. We sought to promote the inclusion of the diverse voices from the Global North and South who convened in the event, by understanding the participants' experiences as part of this assembly, and its possible impact after the event.

We found that Assembly participants' experiences helped us understand Global North-South critical dialogues that challenge traditional notions of knowledge democracy that have held back, maybe unintentionally, the voices of those in the Global South. The Assembly participants promoted critical dialogues when presenting their visual metaphors, dances and other ways of producing knowledge during the Assembly. Although, Global North and South participants struggled with language barriers, they found enabling spaces at the Assembly to share their proposals, at both individual and community levels, framing actions and building partnerships with organizations within collective international efforts.

Further, having a research team comprising both Global North and Global South voices, gave greater vision and authenticity to recognize and appreciate alternative methodologies of participation, which reconfigured the Global Assembly for Knowledge Democracy process.

Dr Caitriona McDonagh, **Dr Bernie Sullivan**, **Dr Mary Roche** and **Dr Máirín Glenn**
Network of Educational Action Research in Ireland (NEARI)

50. Questioning assumptions around what counts as best practice in research networks

The co-convenors of the Network of Educational Action Research Ireland (NEARI) wish to host a roundtable discussion on the experience of providing an active space for (i) diverse research voices (ii) filling a need for educational discourse leading to educative change (iii) valuing practitioners ongoing professional learning and (iv) potentially influencing practice and policy development. We, Drs. Caitriona McDonagh, Bernie Sullivan, Mary Roche and Máirín Glenn (educational consultants), are practitioners and researchers. Together we set up a research network to voice, and act in the direction of, our educational values of inclusion, collaboration, equality, democracy, fairness, and respect. We also value ourselves as knowledge creators. We now wish to pose questions about the process of interrogating best practice in our research network.

Here we invite all who are interested in educational dialogue around this topic, to join us in discussing the following:

Abstracts are alphabetical by the first author's family name

(i)   Providing an active space for diverse research voices. Dr Caitriona McDonagh on developing opportunities for those new to action research. How do research networks give voice to collaborations between practitioners working at all levels of education, who are conducting a variety of forms of research?

(ii)   Filling a need for educational discourse leading to educative change. Dr Bernie Sullivan on how providing a space for educators to articulate their own needs/concerns/ideas /theories can empower them to initiate change in their practice.

(iii)   Valuing practitioners' ongoing professional learning. Dr Máirín Glenn on whether NEARI actively contributes to valuing of practitioners' ongoing professional learning. How does it enhance the quality of teaching and learning?

(iv)   The potential for influencing practice and policy development. Dr Mary Roche on the potential that a research network like NEARI might have for influencing practice and policy development.

Dr Patricia Mata-Benito, UNED, Spanish University of Distance Education

51. The included school: planning and implementing curricular educational practices linked to the territory

The aim of this research is planning, implementing and applying community analysis to educational practices linked to the territory by means of participatory action research processes. We use the concept of "included school", coined in a previous study, in order to define a type of school institution that operates in its environment as a fundamental agent of social and educational improvement. Our main goal is to build collaboratively applied knowledge about the way in which participatory action research processes promote the development of school practices linked to the territory, on the reformulation of existing curricular practices, and on the social and educational transformations that occur from these processes. We have been working in a school, located in a municipality in the metropolitan area of Madrid; it was selected taking into account its previous commitment to improvement processes based on an intercultural and inclusive approach, as well as the participation of families and community agents in the school life. Methodological process started with the development of a Participatory Social Diagnosis (PSD), with the purpose of problematizing some of their current curricular practices and generating collective reflection and knowledge aimed to propose new ways of action. In this paper I will discuss some of the results of the PSD phase that raise relevant issues: who are the "owners" of the curriculum; who, and up to what limits, are entitled to participate in the school decision making; and how innovative and participative school processes could break the territorial link on displacing community residents and attracting a new profile of students and families.

Mohd Mat Noor, University College London

52. How I theorise my own practices through a classroom action research study

Teachers are often led by university researchers on how their practices should be conducted. Research has long indicated that action research allows teachers to derive their own theories from action. Accordingly, teachers are to be recognized as knowledge generators and not merely as passive followers of research findings. Action research

focuses on closing the gap between the roles of theorists and practitioners, both involve theoretical and action activities, practitioners are theorists, and theorists are practitioners. In this paper, I address these issues as I show, in episodes from my own doctoral research, how I generate my own theory of practice as a science teacher in a primary school. As a teacher researcher, I have a tremendous desire to innovate and improve practice which is a fundamental characteristic of action research. I came to this study with a great passion, full of curiosity as well as with the spirit to improve my practice without any pressure from anyone else. I see the potential of action research that allows practitioners to enhance their practice to develop into 'practical philosophy'. Thus, as a 'philosopher in the classroom', I brought an inside perspective to theorising about my own practice, without which knowledge of classrooms would be necessarily partial and incomplete. It provided me with a systematic way of examining my current practice and a structure to enable me to plot my professional development path for the future. My actions, from my own doctoral research, are a manifestation of my learning. The generation of new learning in this way can be seen to constitute a holistic and integrated process of theorising. By positioning learning and theorising as complementary I believe that new thinking grounded in my practice informs new theories of practice. This idea challenges the traditional view of practice and theory as separate.

Mohd Mat Noor, University College London

53. Leveraging video for self-reflection

Video is a powerful tool for teacher reflection. As a teacher researcher, self-reflection plays an important role in my professional growth. Reflecting on my own practice requires remembering past actions, evaluating what did or did not work, and using those judgments to drive a theory of action for future practice. By recording myself, I can re-experience the specific details of what happened during a lesson, rather than rely on memory alone. It allows me the opportunity to notice challenges that are otherwise difficult to perceive while teaching and enables me to more effectively 'reflect on practice'. This workshop addresses the practical challenges associated with recording video by one's own self in classroom settings and explores some of the technical solutions available to teacher researchers working in schools or similar settings. Video can provide a fine-grained record of an event detailing gaze, expression, body posture, gesture, and so on. In doing so, this workshop explores the broader potential for digital technologies to support methodological advances in leveraging video for self-reflection through advances in the functionality, compactness, usability, and affordability of the latest recording equipment. Certainly, watching one's own self on video is not an automatic ticket to professional growth. In this workshop attention is drawn to the use of intentional, structured self-analysis. This structured protocol can help one to choose their own focus and look past unimportant details, such as what they are wearing or how many times they use the word 'like' and focus on the students. If used well, video allows one to reflect on the on-the-moment practice, accelerate the process of expanding critical self-reflection and leads on improving one's practice.

Elaine Mattinson, Bishop Auckland College
Dr Cath McPartland and Diana Pearson, Redcar College

54. Collaborative learning with research-active classroom support assistants

This roundtable shares the experiences of six Further Education classroom learner support assistants and the teachers with whom they are working in two north-east UK colleges. They began researching into their individual and collaborative practices when they became engaged with the UK Education & Training Foundation's OTLA NEC programme which is aimed at encouraging practitioner-focused collaborative research. In research terms, UK learner support assistants are typically marginally a problematic resource requiring more needing effective utilisation as demonstrated by the Education Endowment Foundation's 2015 report "Making Best Use of Teaching Assistants". The report was largely guided by estimations from teachers, together with observations of teaching assistants. However, in these action research projects, Learning Support Assistants were encouraged to work with their teaching colleagues to actively address the learned behaviour of their students and to encourage them into being more active learners who could take greater responsibility for their progress in lessons. LSAs planned changes in their practices and kept diaries recording their interventions together with evidence of learners' progress. The college project leaders encouraged the support assistants to critically evaluate EEF findings and to contribute their perspectives. The main findings from the research indicate that encouraging LSAs to engage in action research disrupts the learners' passive expectations (and LSAs responses) which inhibit their development. Traditionally, reports into LSA work focuses upon pre and post-lesson discussion between the teacher; in this project, LSAs and teachers designed formative resources to promote teacher, LSA and learner discussion during lessons when teacher-led interventions can be most effectively implemented. However, projects discovered that long-term gains can be jeopardised by the frequent redeployment of key support staff. Teachers and support staff from both colleges welcome the opportunity to discuss this initiative.

Prof Maria Alfredo Moreira and **Prof Flávia Vieira**, University of Minho
Prof Deolinda Ribeiro and **Maria José Araújo**, OPorto Polytechnic Institute
Ana Maria Peixoto, Viana do Castelo Polytechnic Institute

Analysing transformative ways of knowing and acting in teacher education

In line with the 2018 theme, 'Voicing and Valuing: Daring and Doing', this symposium proposal aims at problematizing the role of higher education institutions in enhancing critical teacher education through action research. Action research provides the tools and skills teachers need in order to be effective in supporting student learning, while critically analysing the educational, social and economic forces and inequalities that affect the quality of education and de-professionalise teachers' work (cf. Zeichner, 2018). It has a huge potential as a philosophical, epistemological, and practical tool in teacher education. Its well-known cyclical method privileges participation, collaboration, reflection, and educational change and innovation. However, it's the epistemological and philosophical underpinnings of action research as a critical participatory practice (Kemmis, McTaggart, & Nixon, 2014) that make it highly appropriate to question the supposedly 'universal', scientific, technicist dominant epistemologies that still underlie the practice of modern education (Carr & Kemmis, 2005). Such dominant epistemologies are often present in teacher education practices also, which explains why teacher education institutions often do a disservice to

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schools, contributing to reinforce rather than transform established regimes. The three papers in the symposium will analyse examples of teacher education programmes in the authors' institutions (both pre-service and in-service) that take action research as a tool for educational change and innovation. In these programmes, action research is educative for all stakeholders involved (teachers, students, parents, and others) but, at the same time, it creates epistemological dissonances and disruptions as it pushes the limits of tacitly accepted understandings of both research and teacher education in academic settings. The examples provided will show how action research fuels educative change in participants and promotes educational innovation, but also its shortcomings in valuing and legitimizing transformative ways of knowing and acting in (teacher) education.

Dr Michaela Moser, Fachhochschule St. Poelten University of Applied Science

55. Fostering better conversation in Action Research. Exploring analogue and digital methods

Good quality conversation between the people and communities involved in Collaborative Action Research Project is usually crucial for their success. Traditional group discussions are not necessarily the most helpful approach, especially when involving people who have language or learning difficulties ore are not very used to talking in (larger) groups. The workshop thus will introduce and give an opportunity to check out a number of analogue and digital methods that have proven to improve and foster good conversation in groups of various sizes, encouraging and enabling the involvement of all participants. The methods presented will include "Appreciative inquiry" (D. Copperrider et al) and "Dynamic Facilitation/Wisdom council" (J. Rough et al) as well as a number of digital tools that haven proven to be useful for implementing "analogue" methods such as storytelling, brainstorming or mind mapping in new ways. All the methods presented have proven to be useful to bring about change processes and help people move towards action and activism by focusing on and unveil their strengths and experiences, ideas and possibilities. Pros and cons on applying the methods in Action Research will be discussed, thereby drawing on examples and experiences of their implementation in projects with excluded communities and neighbourhoods in Austria as well as with civil society activist groups and citizen participation projects. This will be combined with training elements in order to get a concrete idea and first-hand experience on how to apply the instruments and methods for future projects.

Dr Gary Motteram and **Dr Susan Dawson,** University of Manchester

56. Puzzling about practice with language teachers in the Cote d'Ivoire through WhatsApp: a critical reflection

This paper narrates our ongoing experience of introducing and supporting Exploratory Practice (a form of inclusive practitioner research) through the medium of WhatsApp, as a grass roots and sustainable way of helping teachers who work in the global south in a range of challenging contexts to explore their practice. After giving a brief introduction to Exploratory Practice (EP), we explain our rationale for using both EP and WhatsApp in such a context. We are currently working with the English Language Teachers Association in Cote d'Ivoire but are also connecting to projects where similar activity is taking place in other sub-

Saharan countries like Cameroon and Rwanda. We outline the different stages we worked through with the teachers to introduce them to EP, including our attempt to run a remote teacher education session as a part of a local conference. Using qualitative data from the WhatsApp chat, alongside interviews with some of the teachers, and initial data about specific puzzles collected from the learners, we look at the process of supporting EP through WhatsApp. We trace the different understandings that the teachers develop and consider how teacher development is revealed as they engage in that process. We highlight both the possibilities and the challenges of attempting to undertake this type of work through such a medium. Throughout, we critically analyse the use of WhatsApp as a medium for introducing practitioner research to teacher communities in challenging contexts. We also critically consider the role of sustainable forms of practitioner research, such as EP, in enhancing the classroom lives of teachers and learners, and increasing the ongoing professional development opportunities for those working in challenging contexts.

Neha Narayanan Ambedkar University Delhi

57. Gendered reconstruction of language: an action research to transcend space

The paper tries to explore the role of language in determining spaces occupied by women in everyday lives. It is inspired from an ongoing action-research in a Kondh-adivasi village, Kirkalpadu in Odisha, India. In the dominant development discourse, language is associated with preservation of endangered language or empowerment through language. Beyond these, is the discourse of language as a structure, with the hegemonic quality to organise lifeworld in a specific manner. This rigid structure leads to an experience of constriction of space for women. The action-research is with a group of young and unmarried women (aged 15-25). During daytime, these women are either in the agricultural field or in the "bari" -the backyard of the house whose rooms are linearly arranged one after the other ending with the kitchen followed by an open space called "bari" which is an intimate and gendered space-where they are not easily visible. The experience of restriction in mobility and fear of moving out of the village alone is justified with the argument that the place and the men are not good. These women, who have dropped out of school early to contribute to (surplus) labour requirement in the household, want to learn English to be able to read signboards when they are on the road, to fill forms at a bank and use mobile phones to communicate with their romantic partner(s). But the incapacity to have within one's grasp the province of language and the take the mobile phone to the kind of requirements marked by the above-mentioned impossible transactions with space restricts them to the "bari". The paper concludes by seeking to explore the possibilities of learning and reconstructing languages which takes into cognizance the gendered experience of women and the desire of women to cross the borders and occupy spaces restricted to them.

Dr Niamh O'Brien, Prof Maritta Torronen and **Prof Carol Munn-Giddings,**
Anglia Ruskin University

58. Reflections on involving young adult care leavers as co-researchers: successes and challenges

During the period 2016-2018, the research team undertook an EU funded project 'Reciprocal encounters – young adults leaving care' in England. The project built on an earlier study in Finland aiming to explore, what young adults with leaving care experiences, feel are the

most important supports they require as they transition to independent living. In both countries young adults with direct experiences of leaving care were trained as peer researchers – six young adults in England and ten in Finland. Altogether the peer researchers interviewed 74 of their peers across both countries. The methodology adopted for the project was Participatory Action Research involving young adults in research about aspects of their own lives. Peer researchers were involved in the design, data collection, analysis and dissemination of the findings. In our workshop we will provide an overview of the ways in which we supported peer researchers in this process. We will focus particularly on how the young adults in England were involved in co-analysing and making sense of the research data - with hands-on opportunity for workshop participants to try one of the methods. We will reflect critically on the successes and challenges of our approach (using the axis model of participation developed by O'Brien from several studies with young people as co-researchers). The proposed workshop fits with the overall theme of the Conference as well as sub-themes: voices of the unheard and health & well-being.

Ella O'Doherty, David Allan, Paul Smalley and **David Boorman**, Edge Hill University

59. What, still no methodology? Philosophising a pedagogy of the event: Lesson Study as good research for teachers.

Participatory action research is a praxis methodology distinguished by the degree of control exercised by practitioners; alternatively, the political dimensions of Lesson Study (LS) are under theorised and its privileging of the local proof route problematic, deceptively simple processes leading Stylianou and Zembylas (2018) to pose the question: 'What constitutes the ethical and political basis of knowledge creation in LS? In response, this paper explores the implications of positioning LS 'beyond methodology', examining the potential agency afforded teachers for risking the enactment of a value-based pedagogy capable of generating 'good' research.

The teleology of teacher professional education is one of lost promise and troubling this discourse requires engaging with a neoliberal context positioning teachers as 'servants', collectively, 'a blob'. This conceptual analysis draws upon the narratives of teachers engaged in an EEF Lesson Study project in the north-west of England. Taking as its starting point, Stenhouse's aim to ground teacher research within practical philosophy, further developed by Elliott as a form of democratic rationality, it extends the discussion by taking into account Biesta's arguments as to how the current democratic deficit can be challenged. First by rediscovering teaching, of 'being taught' rather than 'learning from', to address contradictions in modern narratives of emancipation that marginalise the profession; secondly, a democratic professionalism must be exercised through 'good' research that moves beyond the causal logic of a performative culture.

The processes of Lesson Study as experienced by teachers are mapped in relation to Biesta's notion of a pedagogy of the event and the conceptual model developed is examined using the lens of ecological agency. Crucially, the agentic orientation of LS starts from the assumption of equality and is shown to offer space for teachers themselves to be taught to exercise wise judgment, to ask - effective for what and for whom? The paper concludes that in creating the necessary conditions for virtuous action, Lesson Study appears to offer the means of interrogating rather than maintaining the hegemony of evidence-based methodology, 'what works'.

Dr Michele O'Sullivan, Dublin City University

60. Reflections on deliberative problem-solving and collaborative action in developing school age childcare within a school community.

In line with this year's conference theme, this story starts, in Dublin in 2000, with a school-yard conversation among four mothers. All had the same issue with access to school age childcare, resulting in each leaving employment. They decided to try to do something about it and raised the issue with the school's parents' council. From voicing concerns, contemplating 'what if…', daring to think of the possibility and propose a likely scenario that would make it possible, these women and parents on the parents' council garnered provisional support from the various school partners. The idea, and support for it, grew, and by September, 2002, a pilot in school age childcare began. By daring and doing, these women successfully in established childcare services as part of the school community. By 2005, the service was a financially sustainable social enterprise with its own building, thanks to a government grant and support of the school Trustees. By 2009, it became an approved charity, and in 2010 expanded its services to pre-school childcare and education. In 2011, it moved to larger premises, again thanks to support from the Trustees. Today, the service is a thriving and integral part of the school community. The values underpinning this action research project adopt a Deweyan pragmatist philosophy of education as a democratic process, of learning by doing, involving ourselves in a process of critical enquiry and community problem solving leading to genuine solutions. The study also draws on Coghlan & Brannick's advice on action research and reflective practice in 'Doing Action Research in Your Own Organisation.' This paper reflects on the project in line with some of sub-themes of the conference, including community action and activism, women's voices, and the voices of the unheard, i.e. the children, who also had a large part to play in how the service developed.

Marianne den Otter, Fontys University of Applied Science

61. The teaching and examination of voicing and valuing as a holistic, individual and collaborative process in a master educational needs programme.

At Fontys University of applied sciences we are developing new ways for students to examine their learning outcome achievements, knowledge development and requirement of the Master level in Educational Needs Program. In this workshop the meaning of high quality educational professionals in society is considered. Bruijn (2018) applies to three domains of professional qualification: knowledge, skills and empathy as an integrated system of holistic building. In his theory he refers to Biesta's educational aims: qualification, objectivation and subjectivity. A main element of holistic education is its focus on the interconnectedness of experience and reality. Holistic education attempts to develop a pedagogy that is interconnected and dynamic and thus is in harmony with the (micro and macro) environment (Mahmoudi, 2012 et al p. 179). How can we examine this in a Master EN program? The theoretical model the 'Test-Web', form Van Schilt (Knecht, 2018) will be the starting point of collaboration and dialogue with each other. The Test-web is intended to be sustainable model of quality development of the practice by examining on four orientations: activity-, process-, system- and chain-partnership orientated. How can Fontys in the M EN program examine these orientation by providing voicing and valuing in collaboration? To raise questions and find answers on this topic, is the challenge of this workshop.

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Derbhile de Paor, Mary Immaculate College, University of Limerick

62.   A triple tale: The pied piper, The Wizard of Oz and The Emperor's New Clothes. Voicing, valuing: daring and doing

The tale, aims to give voice and value to the lived professional experience of practicing teachers undertaking the extended professional activities required by recent policy developments in the Continuum of Teacher Education in Ireland. (Teaching Council of Ireland 2013- 2016). In this context, "The pied piper of neoliberalism calls the tune" (Mooney Simmie 2012) and the counter melody of teachers' experience remains unheard by the Wizard of Oz (Policy makers). Conceived as a narrative inquiry, the triple tale is brought to light through the journey of researcher-as-briocoleur-theorist. (Denzin and Lincoln 2011) Beginning with the autobiographical lens of my personal narrative, the narrative of teacher, school leader, policy maker and teacher educator I give voice to the first lens through which I seek to understand the Pied Piper, and communicate with Wizard of Oz. Exploring, "Who is the self that teaches?" (Palmer 2007) and attempting to escape the "tentacles of the grand narrative of formalistic research" (Clandinin and Connelly 2000) I build the second lens, my personal philosophical framework. Daring to bring unheard voices into the light, I Reflexively consider if I am Dorothy on the yellow brick road of formalistic research or if I am the innocent child in the tale of The Emperors' New Clothes proclaiming that 'The king is in the altogether' in the policy parade. The tale is explored through doing, by 'speaking personally, academically' though engagement with creative approaches to 'life writing' and fiction as research practice (Leavy 2013). The research text is built through the co presence of performance and ethnography, (Spry 2006). In taking an autoethnographic approach, the performative – I, this triple tale argues the personal, professional, political, emancipatory potential of auto ethnographic performance.

Dr Cathie Pearce, Manchester Metropolitan University

63. Questions of trust: a roundtable discussion

"Trust: a confident relation with the unknown" (Rachel Botsman)

We are in turbulent times in HE, in education, and in our schools. The institutions which used to mediate (or made claims to mediate for us) e.g. hospitals, schools, churches are themselves under suspicion. We are increasingly left to decide questions of trust for ourselves - who to trust, what to trust, when to trust and importantly how trust. As power is directly focussed on units (whether they are people, institutions, departments) the mediating influences, for good or ill are losing their influence.

We work within performance targets but remain complacent about the insidious nature that such cultures create. We work collaboratively yet neglect the fact that hierarchy nearly always orders and determines. We give our data away and fail to methodically record what we value and wonder why what we do is forgotten or gets lost. We aspire to give students what they want but we neglect more modest aims to meaningfully challenge and engage their minds, thoughts and imaginations. A sense of trust is crucial for both research and teaching but I am left wondering what I mean by trust. Each and all of us needs trust in our lives, professionally, personally and in our relations with the world. Is trust failing us? Are we losing a sense of trust? or is trust just shifting in different ways?

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This roundtable discussion seeks to provoke debate, share examples and offer some tentative thoughts about how we might understand and work with the changing nature of trust. Do you trust me enough to come?…..

Prof Barry Percy-Smith, University of Huddersfield

64. Youth participation and the promise of Action research: A critique

Providing young people with a voice has been seen as a way of enabling excluded young people to become more included. Yet in reality, for many young people on the margins, little changes. Participation and so called participatory approaches have tended to be enacted with little more than positivist intent of giving young people a 'voice' or allocating roles as researchers that do little more than mimic adult researchers. Moreover, participation in relation to mainstream systems and structures can reinforce marginalisation by creating a dependency on those institutions from which they have already been excluded. However, there is a growing discourse that focuses attention on interpretations of participation in terms of young people's own agency and activism as actors of change in the context of their own everyday lives. Action research potentially offers a way of building individual capacity for action and self-determination through collaborative social learning and critically reflective inquiry to contest exclusion and improve their lives and life chances. This paper draws on two recent EU youth participation projects that used action research to engage young people in making sense of opportunities for active citizenship and constructing their own 'alternative' forms of participation through critical inquiry.

The paper will provide a critique of the strengths and limitations of action research as a strategy for innovating approaches to youth participation that has meaning in the context of young people's everyday lived realities. It will in particular highlight the value of experiential 'social learning' (in action) and critically reflexive action inquiry as a basis for developing social capital and action for change; and in so doing emphasise the valuing participation as a process of learning for change rather than simplistic manifestations of voice. The paper will also critically reflect on the role of the professional action research facilitator.

Rachel Piekarczyk and **Dr Rebecca Patterson**, Manchester Metropolitan University

65. Moving reflections on reflective practice

In response to the themes of education and educative change, and critical pedagogies, this workshop will investigate current pedagogical practices around reflective practice in higher education. Two academics, one dance practitioner and one drama education practitioner will share their experiences of facilitating reflective practice in 'non-traditional' learning environments where movement is foregrounded and knowledge is largely embodied. Reflection is generally considered to be 'a cognitive process carried out to learn from experience' (Sööt & Viskus, 2015: 1941). Dance scholar Stinson (2015: 50) proposes that 'thinking is an active verb'; in recognising that reflective thinking incorporates mind and body holistically, we intend to question the validity of 'traditional' methods of reflection such as learning journals and essay writing. Exploring the relationship between mind and body, Pfeifer and Bongard (2007: 8-9) suggest that 'cognition can emerge from a physically embodied system' and that the body is responsible for shaping our thinking processes. In light of this research, through a participatory workshop, we will explore the potential of

alternative approaches to reflection with a particular focus on inviting the body into the reflective process. In a safe, supportive space, participants will be invited to use their bodies to reflect on the ideas being explored, as we guide them through a series of experiential activities. We will investigate how such approaches might be positioned within the academy in multi-disciplinary contexts. We will consider how the quality of a learner's reflection can be judged when non-traditional methods are used. We are particularly interested to hear about the ways in which the body might be used as a focus of learning and as a generative source of knowledge creation beyond the performing arts. We will contemplate these ideas in relation to the empowerment of HE students, questioning whether a mixed-method approach can enable deeper engagement with reflective practice, leading to more meaningful reflection.

Aoife Prendergast, Limerick Institute of Technology

66. Action Research - Reflections on the Unpredictable Learning Curve in Social Care Practice Education

In the wider context of social care practice, supervision in the practice education setting as an important and intrinsic aspect of the social care profession. One can argue that the supervision aspect of students is a foundation and fundamental aspect of basic social care practice. In the forty-year history of social care education (Courtney, 2012) the experiences, practices and perceptions of social care practice educators has received little attention in the context of third-level professional education and training programmes in Ireland. The traditional focus in supervision privileged hierarchical relationships, describing a "right" way to practice that students had to be taught as they were inexperienced and needed expert supervisors. Students who did not fit the expected patterns were "pathologised" and the language of therapy became the language of supervision (Gardiner, 1989: 6). A community of practice is a new and original way of considering the learning required by those who share a universal concern for a particular area of interest (Lave and Wagner, 1991). Inducting new members into the community through situated learning and legitimate peripheral participation is a core activity of a community of practice. Professional supervision creates situated learning and experience gained under the guidance of a student supervisor (IASCE, 2013) provides legitimate peripheral participation. This paper aims to explore the nature and dynamic of the supervisory relationship in contemporary social care practice education. It seeks to integrate perspectives and findings from action research conducted in a variety of sites across Ireland to inform the evolving communities of practice in social care. In recent times, social care as a discipline has embraced a professional orientation by seeking to be relevant to practitioners at various levels. This paper poses questions regarding the role of the current social care practice educator in Ireland – their identity, credibility and their deep connection with the supervisory process and experience.

Roshan Raju, Ambedkar University Delhi

67. Ecology, Cotton and the Agri'culture'

The introduction of green revolution by the Indian state in 1960s resulted in the transformation of agricultural practices in the country. The consecutive policies linked the agriculture sector to the circuits of global capital. This new agricultural invasion transformed the relationship of the Kondh community with nature. Drawing from the ongoing action

research, this paper aims to see the reflections of these policies and how it is affecting the life of people and their relations with each other through the lens of ecology, caste, class and gender in a Kondh adivasi village Mahendrapur in Odisha.

The paper talks about the way the complex web of moneylenders, agricultural companies and the state destroyed the life and culture of the Kondh people through the agricultural policies and how the people are understanding, but unable to come out of the debt traps created by the Bt cotton cultivation. The seed companies and its politics with the help of state mechanisms have almost colonised the seed market. Seeds colonised by multinational corporations paves the market for excessive production and consumption of fertilisers, pesticides and herbicides through controlling seed market. Caste, class and gender relationship between the people within and outside the community works in a different way in the midst of the vicious circle of debt induced by this agriculture practice. Thus the paper gives a micro level view about the cotton cultivation from the perspective of seed, women and the state and its complex web of relationship. As the history of cotton the slave labour replaced with the labour of the women and the feudal lords got displaced by the men and the middle men.

Dr Amy Rector-Aranda, Kelsey Betancourt, Delaney Couri, Landry Hollums, Kim Huynh and **Logan Yosko**, Texas A&M University

68. Understanding the nature of Texas A&M University teacher preparation for diverse classrooms

This student-led collaborative action research project engages undergraduate students as partners in the research process in structured examination of a topic that is personally meaningful to us. As students who felt significantly impacted by two multicultural education teacher education courses, we wanted to better understand contributions to teacher quality at Texas A&M University in relation to diverse and underserved pK-12 students. In the state of Texas where most of our students will end up teaching, there is a rapidly racially/ethnically/culturally diversifying student body, with particularly large populations of African American and Latinx students. Nationally, it is estimated that by 2026, students of colour will account for 65% of U.S. learners. However, our program's pre-service teachers are 90% White and female, and the majority have attended culturally homogeneous schools during their own formative years.

In order to mediate the negative effects noted in the literature that underprepared teachers can have on their students of colour, we are examining the intersections of policies and practices at TAMU in teacher education recruitment, program acceptance and induction, curriculum and professional preparation, support systems, and other factors that can contribute to both diversifying the teacher workforce and preparing all teachers we send into the field to enact culturally responsive and equitable practices that contribute to social justice for underserved students. This critical qualitative study is guided by the frameworks of critical race theory and critical whiteness studies. This is the first cycle of our research after which we will focus on the strengths and issues we've identified, present initial recommendations to the program, and make a plan for future research cycles that may involve qualitative and participatory research with students and other various local stakeholders.

Sue Roberts, Dr Susan Haywood and **Matthew Hutt**, University of South Wales

69. Trusting to dare and to do: how is the Welsh context challenging the 'rules' and how can a university contribute?

Recent reports into curriculum reform, the future of initial teacher education and the national 'mission' to improve education in Wales, emphasise the need for collaboration and mutual trust between professionals. Nevertheless, inter-relational trust within schools is in danger of becoming a scarce commodity. Pressures from a broad range of accountability processes, combined with tensions around the nature of professional autonomy, have undercut the foundations of mutual trust for many teachers. Increasingly, however, they are also being asked to develop collaborative working practices which imply high levels of trust. As a result, teachers are generating new narratives of professionalism, attempting to accommodate these tensions which are also apparent at a local authority (LA) level. LA officers are required to hold school leaders to account whilst also supporting them through a period of intense change. One Welsh LA is responding by promoting cultural shift through a 'Festival of Learning', exploring pedagogical change against a backdrop of financial pressures and this session will explore the contribution of university tutors in this process. In this landscape of competing pressures university tutors have worked with teachers undertaking their own Action Research. Mostly, after an initial university-based introduction, the teaching and tutorial support is conducted in colleagues' own settings with teachers researching their own identified priority, often within a school-determined theme. As well as changes to policy and practice these multi-level initiatives have resulted in renewed professional empowerment for practitioners and their organisations. This session will argue that the approaches explored can facilitate changes to practice but may be constrained by lack of trust and other systemic factors thus limiting their potential benefit. Conversely, it will explore how HEIs working with teachers in the field of 'Professional Learning', can overcome this challenge and contribute to the establishment of a high-trust culture.

Dr Claire Robson, Simon Fraser University
Dr Dennis Sumara, University of Calgary
Dr Joy Butler, University of British Columbia

70. Participatory action research for social change: three Canadian initiatives.

"CARN's strength is that it promotes flexibility and tolerance and works to be inclusive of a wide range of methods and approaches that espouse action research principles" Somekh, 2010. In this symposium, we present three Canadian initiatives that employ collective critical approaches to the promotion of equity and social justice. The first, from The University of Calgary, focuses on the capacity of critical literary practices to disturb and complicate the stories we tell about ourselves and others. Following the traditions established by Freire (2000), Haug (1992), and Boal (1997), it suggests that acts of fictionalizing and revision can offer greater degrees of freedom for the negotiation of identity by those who have been marginalized. The second, from The University of British Columbia, discusses the ways in which researchers, physical educators, and their students used game invention to promote the skills and attitudes required for participation in democratic structures both on and off the field. As students co-created their own games and refined them to make them more fair, more flowing, and more fun, students also discussed their methods of debating, resolving conflicts, and making decisions. The third initiative, from Simon Fraser University describes an intergenerational community arts project designed to raise public awareness about elder

abuse in the queer community. Participants designed, scripted and filmed three short videos and illustrated fact sheets on this topic. Youth and elder participants and members of the research team then toured the five health regions of the province to present the materials (the first of their kind to be produced in Canada). Presenters will conclude by hosting a structured discussion to tease out commonalities and differences in these approaches and others like them.

Prof Lars Aage Rotvold, UiT University of the Arctic, Tromsø
71. Action learning as a tool for leadership development in kindergartens

In this presentation I will focus on a program where 22 kindergarten leaders develop their organizations and leadership role through a systematic and action-oriented work. The program is an 18 months ECTS course. I will start by describing and discussing the tools and systems that are used in the process of developmental work. Each leader will systematically analyse and develop their work in order to improve the leadership-role and by develop the kindergarten as an organization. The kindergarten leaders are organized in groups of 3-4 people. The groups will discuss the action learning process through working with a text together. The size of the work will be 80 to 100 pages, and this will be their final assignment. The text consists of an introductory chapter in which the individual leader describes his kindergartens and leadership challenges at 3 levels; on individual level, group level and on organizational level. The next four chapters, will have four different themes. These chapters will have a theoretical and a practical approach. Each leader must individually reflect on his own leadership role and development work in the kindergarten. In each chapter, the group will also summarize what they learn from each other. Finally in the assignment, the leaders will reflect individually and together on their "journey of learning" through the course. In my presentation, the various theoretical development tools will be discussed. I also reflect on using writing processes as a tool for individual and organizational development.

Colette Saunders, Institute of Technology Sligo, Ireland
72. How do I improve my practice as a volunteer activist supporting trade unionisation of Ireland's early childhood care and education workforce?

This research is currently a Work in Progress. An explicit aim of my research is to identify how I can improve my practice as a volunteer activist supporting Trade Unionisation of Irelands Early Childhood Care and Education (ECCE) workforce. The workforce is predominantly female. Characteristic of employment in the sector is low pay and precarious working conditions. The workforce is dispersed with 75% approx. of all childcare in Ireland delivered by private providers. The remaining 25% approx. is catered for within community settings. To explore this topic the approach chosen was Action Research which is based within the Interpretivist camp. The research strategy is abductive, in itself an iterative process which links with the AR cycles that have developed during the research process. The mode of enquiry chosen is feminist mainly because the point of feminism, as described by Stanley (1990) "is to change the world, not only to study it" (Stanley 1990, p15 cited in Reason and Bradbury, 2001, p.60). This perspective echoes that of Levin and Marx. According to Maguire (2001), "feminist theories, epistemologies and methodologies have inspired and grounded many action researchers" so that they have the tools needed to

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"expose and challenge the web of forces" contributing to oppressive practices. Ethical Guidelines will be followed as in accordance with the general principles of the Sociological Association of Ireland (SAI) and in accordance with the requirements outlined by the Institute of Technology, Sligo. Findings from an undergraduate study, from which this MA was developed, highlighted trade unionisation was recognised as a need if pay and conditions are to improve for the workforce. Consequently, improved pay and conditions for the early years workforce must be considered as essential determinants of quality by all stakeholders concerned, alongside the importance and value of early childhood care and education for wider society.

Dr Angela Schuster, University of Klagenfurt

73. The development of the German speaking CARN – from the idea to an annual symposium

In November 2011 the CARN conference was organized in Vienna by members of the University of Klagenfurt (Austria). Due to the venue, many participants came from Austria, some from Germany and a few from Switzerland. As the conference language was English as usual, the question occurred, if there could be arranged a meeting in German. Two years later, on October 5th, 2013, the first meeting of the German speaking CARN took place. It was organized in Vienna by the Institute of Instructural- and School Development at the University of Klagenfurt. 21 participants from Austria, Germany, Switzerland and the Czech Republic followed the invitation. The meeting offered possibilities for presentation and sharing of experiences with action research. Further topics were aims, structure and activities of the network and a brainstorming about next steps. Meanwhile there were further meetings in Vienna, Graz and Bremen, Linz and Bielefeld which were designed as conferences with plenary speeches and symposia where theory behind action research was discussed and participants introduced their work. There will be annual meetings in January in a German speaking country. The next conference will be held in Innsbruck, Austria, January 18 – 20, 2019, and in 2020 a team from the University of Brixen, Italy, will host the meeting. The workshop provides the opportunity to introduce the network to CARN members who do not speak German and on the other hand to encourage other countries to establish a network and organize meetings in their own language.

Dr Joseph Shosh, Moravian College Education Department

74. Pennsylvania teacher researchers promote knowledge democracy

At a regional workshop in advance of the 1st Global Assembly for Knowledge Democracy held in conjunction with the 5th annual ARNA conference in Cartagena, Colombia, a 14-member participatory action research team from Moravian College met to prepare a report of its work and recommendations on knowledge ecologies and knowledge democracy (Hall, 2013). Building on its own inquiry into K-8 student leadership in the schools of the Lehigh Valley of eastern Pennsylvania with a population 850,000 residents, the team explains how and why it attempts to: 1. Embrace paradigm shifts with a futures orientation; 2. Empower student voices to be heard as students lead, create, and inspire change—confronting rather than denying or ignoring unwelcome truths; 3. Create systems of shared leadership for all educational stakeholders; 4. Promote active learning for all in the school community; 5. Support inquiry approaches and authentic learning for the entire school community—

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students, teachers, parents, and administrators—through what the students do; 6. Maintain accountability through continuous cycles of learning and improvement, acknowledging and acting upon the expertise within the community; 7. Support participatory action research efforts that engage students as active members of their community, ensuring that well-intentioned efforts to protect participants do not unnecessarily restrict their participation; 8. Challenge prevailing stereotypes by exploring data from a multiplicity of points of view, helping stakeholders achieve their potential; 9. Ensure multiple opportunities for "going public;" and 10. Build and enhance community, public, and higher education partnerships for the greater good of the communities served.

Kay Sidebottom and Lou Mycroft, Leeds University
75. Nomad enquiry - towards a new ethics for research practice

We live in troubling times. Issues such as environmental degradation, mass migration, species extinction, increasing technological mediation, widening equality gaps, precarity, and overt and violent racism and extremism comprise just some of the global challenges facing the planet today. What do these issues mean for the way we educate and research? And what new ethical frameworks should be enacted to take account of this 'posthuman' predicament?

As white researchers of privilege, working within the academy but also with community groups and online participants, we are also troubled by our own positionality. Traditional research practice often fails to acknowledge our embodied, entangled and complex roles. Anxious to avoid the 'God-trick' (Haraway, 1988) of the all-seeing and all-knowing observer, we are seeking out new modes of enquiry that avoid terratorialised, striated spaces, and make room for the new. We consider the colonising nature of academia and with each new project, ask, in the words of Leigh Patel (2016), 'Why me? Why now? Why here?' This session will open up a space for dialogue where we can explore these ethical complexities together. Sharing practical examples from recent research projects, and drawing on critical posthumanism, postcolonialism and feminist theory, we will allow time for 'spaces of pause' (Patel, 2016) which enable collaborative reflection in a spirit of researcher humility.

Dr Ana Maria Silva and **Prof Maria A. Flores**, (Chairs)
University of Minho and The Network of Collaborative Action Research in the Portuguese-speaking world
76. Learning communities: knowledge ecologies and social mediation

This symposium is organised within the Network of Collaborative Action Research in the Portuguese-speaking world. The network was founded in November 2015 at the CARN annual conference. The symposium includes four papers drawing upon ongoing projects involving several participants of the Portuguese network. A brief summary of each paper is presented below.

Paper 1 - Building European Mediation Space for Social Inclusion: a collaborative AR project Ana Maria Silva, University of Minho, Portugal, André Moisan, CNAM, France and Francine Kinet, Haute École de la Province de Liége, Belgium

CreE-A is a funded European project in which 7 countries participate: Germany, Belgium, Spain, France, Italy, Luxembourg and Portugal. This project is the follow-up of an earlier project that allowed the validation of the non-explicit action-research methodology from the start. One of its objectives was the constitution of a professional and European community for Social Mediation. It did not start from a previous explicit intention of attaining its objectives through a process based on an approach of collaborative research and training. However, the process and the results achieved permitted the validation of this methodology and the construction of a community of practice and learning. This process is considered appropriate for the professionalization of Social Mediators, as Social Mediation is an emerging profession and the professionalization is construed by the identification of its diversity of practices and by its knowledge and mutual sharing.

Paper 2 - Museum of Cultural Recognition: participatory digital learning and interaction museum
Ana Maria Silva, Luís Santos and Marta Soares, University of Minho, Portugal

This Museum is part of a mediation experience in a preventive and intercultural dimension as an appropriate and important approach for the promotion and appreciation of cultural knowledge, facilitating communication and recognition of the diverse cultures in the community. The Museum of Cultural Recognition aims to create a virtual space for expression and presentation of diverse cultures, within a view of knowledge and recognition of the different cultures. By means of the symbolic recreation "to put on the shoes of the other", the aim is to help each visitor to access different cultures from individual narratives of people, accompanied by images of the country and its culture of origin. In addition, it is suggested the possibility of using a symbolic object to visit the museum as a way of trying to "put oneself in the other's place".

Paper 3 - Diversity, participation and dialogue: the voices of books and readers-listeners in the Human Library
Vinicius Ramos and Ana Maria Silva, University of Minho, Portugal

The Human Library is a method of approaching storytellers with their reader-listeners with the intention of creating dialogue and interaction between them. Human books tell their stories and experiences of emigration and immigration, enhancing respect for human rights and stimulating mutual understanding and recognition. This work is the result of an ongoing research-action project under a collaboration protocol between the Institute of Education of the University of Minho and the Municipality of Braga, Portugal. It aims to promote interculturality in the city of Braga by mobilizing available resources through intercultural mediation. Its objectives are to understand the potential of mediation for the promotion of interculturality and to analyse new ways of promoting the inclusion of migrants in the city of Braga. The main objectives of intervention are to promote intercultural dialogue and to promote the recognition of different cultures. The Human Library was implemented in different contexts: in a Public Library with young people and adults and a Basic and Secondary School with students from the 9th and 12th grades. The results prove to be an important method for knowledge and cultural recognition and for human appreciation particularly revealing to young listeners and human readers.

Paper 4 – Teacher leadership and Action Research: Potential and limits for developing learning communities,
Maria Assunção Flores, University of Minho, Portugal

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This paper aims at discussing potential and limits of TL and AR for developing learning communities in schools. It draws on a wider project aiming at enhancing teacher professional development through teachers' involvement in joint refection and small-scale AR projects. The goals of the project were: to stimulate teachers' reflection upon their role as teachers and their sense of professionalism; to analyse issues related to school and professional cultures; to reflect and improve teachers' practice in classrooms. The paper explores key findings, namely in regard to challenging and changing teachers' views and practice in regard to collaboration at school; adapting pedagogy inside the classroom in order to foster student motivation; developing collaborative planning and teaching. Data suggest the importance of collaborative action research as a stimulus for teacher professional development in context. Teachers were involved in reflection and research both as individuals and as a group.

Konstantinos Sipitanos and **Dr Eleni Katsarou**, University of Crete
Dr Vassilis Tsafos, National and Kapodistrian University of Athens

77. Co-creating a European educational project: "bridging languages and memories to foster multiple identities"

The aim of our presentation is to show how the European Educational Project entitled Bridging languages and memories to foster multiple identities: "Never leave your backpack behind!" is being developed through bottom-up approach giving voice to all partners. More specifically, we focus on the ways the participants gave meaning to the theoretical principles that supported the Project (Multiple Identities) and developed them in their classrooms. Our presentation will be based on the diverse educational processes the participant-teachers developed, as they emerge from: a) students' artefacts produced during the Project and b) teachers' representations reflected on their interviews. Specifically, we will present four cases from four different contexts of Greece. The differences refer to students' population, the socio-economic status they come from, the percentages of immigrant students per school and the teachers' identity. The collected data are analysed through qualitative methods on the following categories: a) teachers' perceptions of students' multiple identities, b) their attitudes towards the way the Project has been developed, c) the educational processes developed in the framework of multiple identities, and d) difficulties and limitations to their effort. Finally, the first results of this on-going case-study will be presented, highlighting the various perspectives a European Project can open for the participants when it has a bottom-up orientation.

Dimitra Spyropoulou and **Prof Amalia A. Ifanti**, University of Patras

78. Undergraduate students' views for a healthy university: a case study in Greece.

In this empirical case study, we aim to analyse research data from a sample of undergraduate students in the University of Patras, Greece, about their views on how they perceive a healthy university, based on their everyday experiences. A quantitative research was carried out in a sample of 30 undergraduate students on their fourth year of study in the Department of Early Childhood Education of the University of Patras. Research data were collected with the use of an anonymously filled-in questionnaire during the spring semester of the academic year 2017-2018. The results of this first study have provided us with important

information on the health promotion policies that the university provides, as well as how students adopt these policies. The findings of our study suggest that the undergraduate students have different ideas about a healthy university in relation to the current literature on the topic. Their background seems to influence the way they identify a healthy university. More specifically, personality, social background, gender, socioeconomic status and social capital revealed to be the main factors affecting the way students adopt health promotion policies in the place of their studies. Summing up, the students of our sample believe that a university that promotes health is a university that cares about them. Our research indicates that if universities pursue to develop health promotion policies, they have to build up a healthy learning and living environment for their students. In order to achieve this, universities need to promote a healthy lifestyle, improve health services for their students, encourage them to have responsibility for their health and wellbeing, and finally make sure that students will follow the principles of health promotion in their everyday life.

Mike Stoddart, Dr Charlotte Hastings, Martin Ford, Dr Jack Sugden, Sylvia Crowder, Jo Watt and **Umit Yildiz**, Edge Hill University

79. 'Action for Refugees': a multi-faceted response to the crisis by staff and students at Edge Hill University

Action for Refugees was formed as a grouping of academics, support staff and students at Edge Hill University who felt a common need to respond to the plight of refugees and asylum seekers in the UK and abroad. The initial spark was created by a presentation given by members of staff on their work as volunteers in the Calais Jungle. This prompted a multi-faceted response that included fund-raising, volunteering, curriculum developments and knowledge sharing and transfer events. Perhaps most importantly, the group engages on a number of levels with refugees, asylum seekers and organisations working to support them. We are keen to ensure that notions of social justice inform policy and practice. We want developments to be led by those we seek to support and provide an environment for nurturing critical reflection and mutual learning. The symposium will provide an insight into several important aspects of our work so far and an opportunity to share reflections and thoughts that will inform future developments.

Topics will include:

1. The development of the group including support provided to refugees and asylum seekers in our area and abroad. Presented by Joanne Watt and Mike Stoddart.
2. Case Study: Access to Teacher Education. What are the barriers to accessing education for those who have interrupted studies due to their refugee status? What support is available and what further needs to be done? Presented by Dr Charlotte Hastings and Martin Ford.
3. The book bench: Giving refugees a voice to share their lived experiences in order to challenge perceptions, promote understanding and develop collaborative networks. Presented by Sylvia Crowder.
4. Sport in Divided Societies: the prospects of sport and integration. Presented by Dr Jack Sugden.

Lina Stölting and **Jasmin Greskötter**, Ostfalia, University of Applied Sciences, Wolfsburg
Prof Martina Hasseler, University of Medicine, Heidelberg

80. Development of a health assessment instrument for people with intellectual disabilities - a participatory approach

Background / Purpose
In Germany life expectancy of people with intellectual disabilities has been approximating that of the general population. Staff of inpatient or residential facilities and professionals of different health care sectors are not able to approach to the increasing health and care needs of people with intellectual disabilities. Older people and those with profound and multiple disabilities are particularly affected. People with intellectual disabilities experience health disparities. They have a higher prevalence of premature death, morbidity and mortality than the general population due to a limited access to the health care system. Yet, a special health assessment instrument to provide adequate and comprehensive care does not exist in Germany.

Methodological and theoretical focus
A qualitative approach was chosen to interview people with intellectual disabilities who live in residential homes run by three different social welfare bodies in the greater area of Braunschweig / Germany. We developed and applied an open guideline interview supported by pictograms, visual scales and pictures. The qualitative content analysis by Kuckartz was used to code the interviews. The theoretical and methodological framework was based on life situation concept and person- environment analysis.

Results
We identified barriers and beneficial factors according to health care and need of care in residential homes and cross-sector measures from the perspective of the participants. Furthermore, we found appropriate methods how to actively involve people with intellectual disabilities in a future health assessment instrument. Conclusions The people with intellectual disabilities interviewed have provided explicit information about their health and nursing care and have supplied important indications to develop a special instrument to deliver comprehensive care.

Dr Kaz Stuart, University of Cumbria

81. Voicing and valuing equality literacy by daring to do equality-based practices and research

This workshop is based on a three-year research project investigating the relative equality and equity in educational systems across the UK, Norway and Denmark. There is a common acceptance that everyone should have equal access and opportunity to education. Indeed this has been the basis of legislation and development work for the past century. Despite this commitment education remains unequally worldwide (Wilkinson and Pickett, 2010). A less understood but equally important concept is that people will need different approaches to education to give them an equitable chance of success (Chapman and West-Burnham, 2010). As a result of narrow and restrictive 'equal' systems, many young people become 'Early School Leavers', 'Drop Outs', or 'Not in Education, Employment or Training (NEET)'. Some commentators state the education system has pushed young people out of schools,

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rather than young people quitting school (Fine, 2018). We propose an 'equalities literacy' framework reveals such tensions and can inform an alternative approach to education in its broadest sense. This workshop will provide an opportunity to walk through the equalities literacy framework in order to both map your personal experiences of education and in order to use the tool for future practice and research. The Erasmus+ funded team are about to collect the narratives of 250 young people in a participatory action research project. Our challenge will be to achieve an impact with these narratives rather than merely curating them – we will facilitate a conversation on how to move from micro scale research to macro impact to conclude the workshop.

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

82. SSM Workshop by using rich picture: discussing an 'actual feeling of situation' through 'accommological AR' based on soft systems methodology

The aim of this workshop is that the participants can learn practically how to discuss "actual feeling of situation" using Rich Picture (RP) in the way of the Accommological AR. And they can have experience of "ba ("virtual (implicit)" place for accommodation)". Considering this aim, the presenters as facilitators manage discussion process so as to create "ba" between participants as follows:
(1) Every participant expresses his/her own "actual feeling of situation" by drawing a picture on RP. After finished drawing, all participants are included in the following process of discussion by taking "Rich Picture" to create "Accommodation" between them.
(2) A participant presents "actual feeling of situation" by using his/her picture.
(3) After its presentation, the other participants speak honestly their awareness as a comment which was affected in the presentation, and the presenter respond to it honestly.
(4) Once the presenter and the participants can get into honest discussion under management of facilitators, "ba" naturally emerges there among them (Now and Here).
(5) In this group discussion, an honest communication is carried out with "ba" where an awareness of own "actual feeling of situation" is affected.
(6) The facilitators also comment on the group discussion and its process in order to give significance its discussion.
(7) To return to (2) for the next participant's presentation. Repeating this cycle, all participants can get learning based on co-owned awareness.

Dr Hjördís Thorgeirsdottir, Sund Upper Secondary School

83. Modalities of learning through action research

This presentation describes the modalities of learning through action research of a teacher in Sociology in an upper secondary school in Iceland. The learning is a mixture of individual and collective learning processes. Individual learning through carrying out the research and collective learning through participation in the action research group in the school. My aim is to improve my practice by implementing formative assessment in my classroom. The purpose is to create new knowledge about classroom practice that is grounded in my own practice. My action research is guided by the ideas of Jean McNiff. The data collection methods include my research diary, survey among the students and discussions with my students. The conceptual framework of the activity theory is used to analyse the data. The

concept participatory appropriation by Rogoff is used to connect individual and collective learning. The theory about formative assessment by Black and Wiliam is used to guide my work. The research showed that the main modalities of individual learning are affirmation, transferability and creating own professional theory and the main collective modalities of learning are knotworking and collaborative analysis of tensions. I have started to introduce formative assessment in my classroom through goal setting, rubrics, self- and peer assessment and interviews with students but I have also faced some challenges especially giving verbal feedback to the students and organising group work so everybody can work with any group of students within the class. My agency to change practice is enhanced through the learning processes.

Bernie Tobin and **Dr Margaret Farren**, Dublin City University

84. Understanding the direct involvement of parents in policy development and school activities in a primary school

It is acknowledged that parental engagement with children's learning and education is of vital importance. Research finds that differences "in parental involvement have a much bigger impact on achievement than differences associated with the effects of school in the primary age range (Desforges and Abouchaar 2003). While all types of parental involvement can have a positive effect, it is what parents do with their child at home that has the greatest impact. However, Goodall (2015, p. 174) explains that if "the engagement of parents in learning is not at the heart of the teaching and learning policy ... [it] is unlikely to be either as effective as possible or as deeply embedded in the life and thinking of the school as it needs to be in order to be effective". This paper documents a study that explored the inclusion of parents and home values in the construction of the teaching and learning environment. In recognising the self-determination of each person, as we support and learn with and from others, while taking appropriate "responsibility for doing things to and for other people for the sake of their future autonomy" (ibid p. 127), the principles of Heron's (1996) co-operative inquiry are adopted. This study was a small step towards positive parent-teacher collaboration, which allowed an exchange of knowledge, values and cultural background experiences. In acknowledging the ways in which the parents already engaged with their children's learning, it began to enhance self-efficacy in their ability to directly affect this learning. This research significantly influenced the researchers thinking about how we would enter "a community to create with parents a shared landscape" (Pushor 2012, p. 469), in which there is reciprocity of mutual engagement in the development of whole-school processes to directly involve parents in policy development and school activities.

Heisuke Uchiyama and **Satoshi Suzuki**, Japan Association of Action Research
Hideyuki Maeda, JEF United Ichihara Chiba

85. An Impact of introducing Action Research with Accommodation to the management process of Home Town Activity on the professional football club team

This symposia discusses reflectively the outcomes and process which was brought out on the reforming project using Action Research with Accommodation* on the professional football club team whose name is JEF United Corporation in Japan. This project was

organized in order to improve a way of working regarding to the Home Town Activity(HTA)** by staffs' self-development with their learning through accommodation.

This symposia consists of three parts as follows.
(1)   Abstract of Part-1 The staff improved their way of management of the HTA with three learning as an outcome through the exploring process to the situation which the staffs as an action researcher created with accommodation. These three learning outcomes are (a) re-shaping their "readiness" relevant to intervening to community activity on HT, (b) reconsidering the orientation of keeping and creating relationship with various stakeholders and (c) co-owing experienced knowledge as a tacit knowledge about managing HTA.

(2)   Abstract of Part-2 Tracing the transformation of stuff's "readiness" about "What is it like to be making relationship with HT people as stuff of JEF" in the expression of the Rich Pictures***, we make sense of the re-shaping process of staff's "readiness".

(3)   Abstract of Part-3 The JEF's executive describes the impact and significance of improving the stuffs' way of management between the club and various stakeholders of the hometown as a community, as referring to his awareness with actual feeling about stuffs' action.

*Accommodation: Living with different individual worldviews on a tacit level.
**Home Town Activity: This activity is defined in the provision of JAPAN PROFESSIONAL FOOTBALL LEAGUE as follow, each club should try to spread the soccer culture and promote sports through making relationship with their local community.
***Rich Picture: The device of the Soft Systems Methodology.

Prof Kenichi Uchiyama, Daito Bunka University
86. Crisis management and Action Research

It seems to me that it could be said today is the age of crisis when the unexpected incident happens everywhere in the world. Someone would like to build the wall between nations, crying this is the only solution to reconcile the battles. Nevertheless, the battles are not settled but the more fired. The definition of crisis is characterized by beyond expectation, while the risk can be defined by statistics. We could not approach to the crisis by using reactive science but Action Research, especially the proactive concept of "accommodation" in Soft Systems Methodology (SSM) could remove the wall from the "actuality" point of view. I would like to show you a case of Fukusima (serious Nuclear Accident in 2011) as an example for using SSM to make the crisis situation resilient.

Dr Joan Walton, Charlotte Haines Lyon and **Janice Darkes-Sutcliffe**, York St John University
87. Valuing the voice of practitioners through the entanglement of theory and action

Action Research "is a contradiction in terms" according to Hammersley (2004), due to the apparent need to prioritise either action or research, and the impossibility of giving both

theory and action equal status. This symposium challenges this position, and argues that theory is thoroughly entangled in our action.

Janice Darkes-Sutcliffe takes an action research approach to her collaborative work with early years practitioners. By valuing the practitioners, and recognising the significance of different forms of knowing including "tacit knowing" (Polanyi 1966), the research uses Heron's (1996) extended epistemology of fourfold knowing. Through building their own learning, and engaging in dialogue in a relational environment, early years practitioners become knowledge creators who are responsive to children's inner worlds.

Refuting Hammersley's positivistic notion that Action Research is about cultivating the perfect way of working, Charlotte Haines Lyon argues that a more destabilizing approach to Action Research affords not only political action, but also importantly, engages participants in the process of in-depth theoretical analysis. In working with parents, Charlotte demonstrates how the entanglement of theory and action on a micro-scale enabled a deeper theorisation of democratic parent engagement, which in turn provided a greater insight into the democratic deficit in the English education system.

Drawing on the work of quantum physicist, philosopher and radical feminist Karen Barad (2007, 2017), Joan Walton explores the relevance to action research of Barad's concept of 'intra-action', where the ability to act materialises from within a relationship, not outside it. Agency does not pre-exist separately, but emerges from relationships in intra-actions. The walls that contain and divide theory and action are torn down, to reveal the contrived boundaries we forgot we created. This symposium will offer different perspectives on the importance of valuing theory, daring to do theory with participants, and voicing its value to political change.

Dr Catja Warmelink, University of Groningen and Midwifery Academy Amsterdam/Groningen (AVAG)

88. Identifying and improving tailored care interventions for vulnerable pregnant women

Background:
In the north of the Netherlands many pregnant women have a low socioeconomic status (SES, 36%), and other risk factors for pregnancy complications (obesity, smoking, alcohol), and are more at risk to develop perinatal mortality and morbidity. For this vulnerable group, it is unclear whether the offered care matches their wishes, needs and capacities. Many interventions are developed and implemented for vulnerable pregnant woman. However, an evaluation of suitability and outcomes of these interventions lacks in many cases. Furthermore, results from interventions for vulnerable women in other parts of the Netherlands cannot simply be adopted to the northern region. The characteristics and social context of vulnerable women differ. By involving pregnant women and by understanding the context in which she and her partner live, it is possible to adjust interventions that permeate the real needs of this group. Participation of the target population in decision making in health care, and in our study as co-researchers, is essential because this has been associated with improved health care outcomes.

Aim:
Improve implementation of pregnancy interventions for vulnerable women and with that to improve perinatal and maternal health by:
Exploring the interventions directed to improve pregnancy outcomes for vulnerable pregnant women in the north of the Netherlands, and assessing the implementation stage of these interventions improving the stage of implementation and effectiveness of at least one by using participatory action research (PAR) in a learning community (LC).

Method:
In project A, first an overview of interventions will be generated. Next, by using qualitative research, facilitators and barriers regarding the implementation of these interventions will be inventoried. In addition, per intervention the stage of implementation measured as with the Measurement Instrument for Determinants of Innovations (MIDI) will be generated. In project B we will use a PAR-design.

Results: The project will start on first of November 2018.

Dawn Warren, Edge Hill University

89. 'I was struggling to fit in, and it wasn't something that I was used to' – an auto-ethnographic study that aims to explore experiences of accent in the lives of first year undergraduate students transitioning into higher education.

Everyone wants to be part of a community, to feel a sense of belonging. Drawing on my own higher education experiences and the narratives of the participants within the study, the aim of the initial pilot study is to find out whether experiences of accent shape a student's sense of belonging in higher education. I will be drawing on the work of Pierre Bourdieu, as a theoretical framework to explore key issues, particularly the power of accent – how societal attitudes towards accent are influenced by wider social, cultural and economic discourses, and the extent to which classed notions of accent may challenge social justice in the lives of first year undergraduate students.

The primary research method will be the use of narrative style interviews, which will provide participants with the opportunity to tell their own stories. While the generalisability of narrative research is well contested within the literature, the aim here is not to generalise. I want to find out about the lived experiences of accent in the lives of first year undergraduate students - the role that accent has played in forming their own narratives and their sense of self, and to embrace the subjective research findings that this interpretivist approach to research will present. The research findings will not only inform my practice, but will ultimately form the foundations on which to build further research. I am particularly interested in exploring the extent to which accent plays a role in the decision-making process of higher education choice.

At the time of submitting this proposal, my research is very much in its infancy. I am in the early stages of seeking ethical approval to undertake a pilot study. Presenting at CARN will provide me with the opportunity to stimulate an informed discussion with experienced and knowledgeable researchers within a supportive environment.

Dr Mark Watson, Concordia University

90. What is Nipivut ('Our Voice')? the story of the co-formation of a Montreal Inuit radio show through the critical lens of "projectitis"

Montreal is a city with one of the largest and fastest growing urban Inuit populations in Canada. In this presentation, I focus on 'Nipivut' an Inuit radio show in Montreal founded out of a collaboration between Inuit community members and university researchers. Listening together to snippets from the show, we begin to understand how Nipivut provides a community-based radio platform for Inuit to share information, it promotes the usage of Inuktitut and counteracts negative stereotyping in the public domain through the production and broadcasting of Inuit stories by Inuit – indeed, Nipivut means 'Our Voice' in Inuktitut. Interestingly, the show is helping to craft a collective sense of self in the city in new if unexpected ways. By thinking of Nipivut as a community-based form of communicative praxis, I suggest we can talk of 'knowledge-exchange' as an agent of social change for Inuit in Montreal. While highlighting the positive aspects of this story, in this this case study I will also engage with the politics of engagement in anthropology and the everyday problems that - what I call - "projectitis" causes for the functioning of community-based research.

Tara Webster-Deakin and **Dr Stephanie Lewthwaite**, University of Nottingham

91. Finding the "spark"; participatory action research to transform teaching in higher education.

Shulman and Shulman, in their research on teacher learning and development identify two models of teacher learning which they refer to as providing "accomplished teacher development" (2007; 260), one relating to a community level and one which is at the individual teacher level. This latter model has four areas of teacher development: Vision; Understanding; Practice and Motivation and these are linked and developed via the central tenet of Individual Reflection. This model can be seen share a number of elements with the action research process as developed from Lewin (1946) by Kemmis and McTaggart (1988) comprising a cycle of Plan, Act, Observe, Reflect. In recent research I have undertaken with academic colleagues in a highly performative higher education context, the opportunity to reflect collectively on our practise has been what one colleague and co-researcher referred to as "the spark"; the moment in which we could take a pause from our daily labours to reflect on the perspective of the learners we teach and to share our frustrations, concerns and ambitions for our teaching. This "spark" engages the research team in planning for action (the "practise" in the teacher learning model) and the action or "practise" then, in turn, provides the opportunity for transformation through reflecting on and questioning our practise. As Kuhne and Quigley suggest, in a sense, action research "never really ends" and, as a research team the community of practice we have built during the research continues in ongoing pedagogical dialogue and debate (1997; 25). Communities of practice are constructed through "joint enterprise and identity" (Smith, 2003; 2) and our experience as a learning community of teachers has been one in which real transformation of teaching has occurred and a deeper understanding of ourselves as practitioners has emerged. In the spirit of PAR, the experience of one of my co-researchers (as recounted by her) will be the focus of this conference paper, examining how the "spark" re-ignited her passion for a creative approach to teaching.

Emma Wheatley and **Michelle Moore**, Early Learning Initiative, The National College of Ireland

92. 'Let's Talk' - emotional literacy programme

This presentation intends to give attendees an insight into the impact of the 'Let's Talk' emotional literacy book on parents, children and practitioners in Dublin's inner-city area. Research shows that inadequate levels of social and emotional functioning are central to many social issues affecting marginalised communities e.g. education, employment, criminal activity, substance use, and mental health. Central to 'Let's Talk' is the development of emotional literacy and the attitudes, knowledge, and expertise regarding five key emotional skills: recognising emotions in the self and others, understanding the causes and consequences of emotions, labelling emotional experiences with an accurate and diverse vocabulary, and expressing and regulating emotions in ways that promote both intra- and interpersonal growth. 'Let's Talk' promotes restorative practice principles that provide children and families with the skills and methods to support the growth of young voices locally; encourage respectful relationships; and build community cohesion. It is an asset-building approach whereby children and adults develop a greater sense of self-efficacy, self-esteem, sense of community, empathy and emotional literacy. In line with an early intervention and prevention approach, 'Let's Talk' was developed as a programme that would support parents and practitioners to enable children to develop a greater sense of self-efficacy, self-esteem and emotional literacy. Participatory action research was the method used to monitor and measure the impact that this book has had on the family unit in Dublin's inner city.

Attending this workshop, will enable participants to;
1.Understand the background to the community and the reasons why the 'Let's Talk' book was produced.
2. Interpret the impact of emotional literacy on the home learning environment, parent-child relationship and future health and well-being.
3. Evaluate the action research model used.
4. Apply and modify practices employed in their own setting.

Dr Michael Wrentschur, University of Graz

93. Building communities, transforming realities, acting for social justice: a participatory image theatre workshop to make the unheard voices heard.

Participatory Theatre techniques and methods in the tradition of the "Theatre of the Oppressed" or "Theatre for Living" can support groups to become aware of their hidden voices, emotions and desires. Using the nonverbal language of Image Theatre can make them visible and heard. Image Theatre uses the emotional and symbolic language of theatre to create image made of body shapes. This can help a group analyse, where solutions exist and ways to manifest them, especially a workshop or project deals about hard to talk issues. Image Theatre can therefore be part of participatory research projects as well as a common ground for community actions and activities. The workshop will consist of two parts: In the first part, all the participants will get a practical experience and theoretical introduction into Image Theatre and how it can be used to explore issues of social justice, conflicts and oppressions. We will use theatrical games and exercises of to explore moments of struggle out of workshop participants' lives. In the second part we will discuss and reflect on the

possibilities of Image Theatre regarding different fields of social justice and community work. I will bring some examples from different participatory theatre and research projects regarding issues of social justice, that show possibilities of sensitive "Researching the Vulnerable" (Liamputtong 2007) (Voices if the unheard, Social Justice and Equity, Community action and activism)

Prof Michael T. Wright and **Theresa Allweiss**, Catholic University of Applied Sciences, Berlin
Prof Susanne Kümpers, Fulda University of Applied Sciences

94. Participatory health research at municipal level: findings after three years of research in the German Research Consortium for Healthy Communities (PartKommPlus)

PartKommPlus – the German Research Consortium for Healthy Communities conducts research on participation and community health promotion. The consortium is a project of the German Network for Participatory Health Research (PartNet) and has members from six different states: Berlin, Brandenburg, Hamburg, Hesse, Lower Saxony, and Baden-Wuerttemberg. In Participatory Health Research, academic researchers, practitioners, engaged citizens, and addressees of health promotion work together to understand what people need to stay healthy. It is not research about, but with people in order to gain knowledge which can contribute to enhancing their living or working conditions and strengthening health equity. Adhering to a participatory research paradigm, the member projects of the consortium are examining how citizen involvement can be maximized and how collaborations between various stakeholders can be strengthened within municipal health promotion strategies. Methods like Photovoice or Appreciative Inquiry, as well as the approach of peer research are applied. After the first funding period from 2015-2018 we present findings and recommendations covering the following topics: cooperation and governance of municipal health promotion, forms of participation of different groups of actors and addressees in community health promotion, effects of participation on community health promotion, the contribution of participatory health research to community health promotion and participatory health monitoring. Within the symposium, two member projects – Age4Health and HEALTH! – share selected insights and recommendations focusing on the issue of participation of addressees and various municipal stakeholders in community health promotion and research. Age4Health is focused on marginalized older people in two different settings (urban and rural); whereas HEALTH! is working with people with learning difficulties. Based on the presentations we will exchange experiences and discuss different aspects of our findings with the conference delegates.

POSTERS

Prof Annette Bilfeldt, Aalborg University, Copenhagen, Denmark
Prof Hanne Meyer-Johansen, University College Copenhagen

1. Giving voice to residents and relatives in public nursing homes in Denmark – How can action research contribute to an inclusive praxis in elder care?

The Context:
Residents report being treated without respect towards their individual needs and perspectives and feeling socially isolated. Relatives reported that they were not listened to and that they have conflicts with the staff. Employees report feeling trapped in a negative spiral of stress due to the administrational focus on cost efficiency and standardized measurements in public care service.   The project goal was to develop a democratic and inclusive praxis for more autonomy, participation and social life for the residents and a better working life for the employees.   The methods were action research with group interviews, future creating workshops, network conferences and task force groups with residents, relatives and staff.

The results: The initiation of learning processes, enabling employees to engage in dialogue with residents and relatives; the involvement of residents and their relatives in decision making at all levels of nursing home life.   The project led to the empowerment of residents. The project played an important role in the development of democratic knowledge building based on the perspectives of the residents and the relatives. Thus, the contours of an alternative strategy to counter the New Public Management agenda of standardized care service, has been made visible.

A conclusion may be drawn, that in spite of the challenge of power inequities between employees and residents/relatives, the project contributed to the commencement of a more reflective praxis focused on the empowering of primary 'stakeholders' in nursing home daily life. Furthermore, it led to higher job satisfaction for the staff.

Dr Elia Fernández-Díaz, **Dr Carlos Rodríguez-Hoyos** and **Dr Adelina Calvo-Salvador**
University of Cantabria
Gloria Braga, University of Oviedo, **Lorea Fernández**, University of The Basque Country) & Prudencia Gutiérrez, University of Extremadura

2. Rethinking the role of the university: interuniversity action research to promote community action and activism

In the current climate of standardisation and commercialisation in Higher Education, there is an urgent need to demand research spaces where students and teachers can mutually acknowledge each other and share concerns and actions for generating transformations in our community environment. Within this context, we began an interuniversity action research project, in which we are currently involved, to include our Pre-School and Primary Education students from different Spanish Faculties of Education with the objective of contributing to redefining the social, political and ethical dimensions of the university.   The actions designed in this work scenario are aimed at generating a model of responsibility based on social connection. This responsibility is characterised by its shared nature which requires

activism from everyone in order to be able to assert collective influence by taking action in the face of maintained processes that cause injustices. In this regard, we aim to generate practices that enable us to recognise that the search for solutions of a projective nature is only possible through collective action. Reflection on the development of the process has allowed us to rethink, in a participatory way, pedagogic strategies that allow students to identify situations of social injustice and seek solutions so that people can reach their full potential in a world which is profoundly unequal. We have been able to systematise a shared inquiry so that our students can develop a comprehensive and complex vision of reality, addressing the existing relationships between the different contexts of the planet, the ongoing dialectic between local and global issues and the differences and similarities of the problems which all societies and minority groups have to face, among other aspects. Furthermore, using different languages and formats we have involved students in the investigation of disruptive actions that we have developed to promote activism.

Dr Rivka Glaubman and **Dr Hananyah Glaubman**, Bar-Ilan University
Dr Riki Yogev, The Center for Academic Studies College

3. Establishing a support centre for college students with learning disabilities: an action research study

The present paper reports the process of establishing a support center for students with Learning Disabilities (LD) at The Center for Academic Studies College in a framework of an Action Research.

Stage 1.
A survey intended to identify more specifically the needs of students with LD was performed. 136 students responded to a questionnaire and were recognized as needing support in different degrees of severity. Based on the information gathered in the survey, a draft defining the measures to deal with these needs was prepared, and methods of support as well as monitoring measurement tools were suggested. The support focused on the following issues: Getting organized, Time management, Learning strategies, Tests anxiety, and Emotional support. Measuring consisted of triangulation of questionnaires and interviews data. A pilot was executed, a process of reflection was performed in which the program was evaluated, and finally a modified program was prepared and executed in stage 2.
Stage 2.
The revised program was applied and monitored, and by the end of this stage evaluated. Following the lessons from stage 1 the program included appointing students as tutors, holding personal meetings with students with special needs, small group workshops, and guidance for self-aid. The whole activity was monitored. At the end of this stage the data showed that the students improved both in mental welfare, satisfaction and self-esteem as well as in academic achievement. It also showed that involvement of the regular college teachers in the program was missing.
Stage 3.
The same program with minor modifications was performed with the addition of special workshops for the teachers and scheduled meetings with them according to the students' difficulties. The results showed again improvements in mental welfare, satisfaction and self-esteem as well as in academic achievements. In conclusion, the study supported the claim that support center for LD students is essential in a higher education institute, and that the program devised in the present center proved to be effective.

Dr Marlies Matischek-Jauk, University College of Teacher Education, Styria

4. Motives of Teacher Students for Conducting Action Research Projects in the frame of the Concept "Personalized Professionalization in Pedagogical Fields through Practitioner Research"

Recent publications show a consensus concerning the importance of research-based learning in teacher education (Mieg & Lehmann, 2017; Flores, 2017). One approach of research-based learning that focuses on science-orientation as well as on the complexity of teaching practices is action research (Koch-Priewe & Thiele, 2009). Therefore the concept "Personalized Professionalization in Pedagogical Fields through Practitioner Research" (PPS-PR) is based on the approach of action research (Fichten & Meyer, 2015; Altrichter & Posch, 2007) and aims at developing reflection, teaching and research competence.   In the frame of the concept "PPS-PR" teacher students conducted action research projects during their internships. An exploratory study was carried out to examine the concept. 312 teacher students took part in an online-survey at the end of the semester. In addition a group discussion with eight practicum advisors was conducted. The contribution will focus on the research question "What makes students chose a topic for a research project (motives)?" Answers from teacher students and practicum advisors concerning this question provided qualitative data that was analyzed using content analysis.   The content analysis of motives mentioned by teacher students established two main categories: internal (46% of codings) and external motives (54%). The following internal motives were distinguished: personal development; reflection; connection to bachelor thesis. The specific setting of the class, the need to promote pupils, the focus of the class und recommendations were derived as external motives. The analysis of answers from advisors concerning the motives of teacher students established the same main categories, though there are minor differences concerning the subcategories.   The analysis of motives shows that aspects like personal development and the special setting of the class are important for topic choice. However gaining research competence – which is highlighted in curriculums (Entwicklungsverbund Süd-Ost, 2016) and literature – cannot be derived as motive for conducting action research projects.

Konstantinos Sipitanos and **Dr Eleni Katsarou**, University of Crete
Dr Vassilis Tsafos, University of Athens

5. Creating classrooms as spaces of everyday democracy practices

This refers to the implementation of a critical language education program in which students as co-researchers took an active role, combining Critical Discourse Analysis with participatory action research in a rural area in Crete Greece.   Following the critical literacy practices based mainly on Bakhtin's polyvocality, the intercultural reading and the flow of concepts that shape the meanings and identities, the students chose the texts they brought to the classroom, linked the texts with specific identities and found that specific voices were reproduced and others were silenced. At the same time, as co-researchers, they collected data through diaries, drawings and questionnaires. Through reflective sessions, where the data were analyzed, the students re-shaped the educational process and proceeded with suggestions and changes, making the class a space of daily democracy.   An important element that enhanced the democratic values in that project was that the dissemination of knowledge with the participants in local and national level.   Through the combination of

critical language education and participatory action research, students and teachers negotiated their roles with the centralized curriculum. Recognition of the power relations led to the awareness of subjectivities, creating the necessary conditions for new forms of culture, alternative and social practices, new forms of communication and a practical vision for the future.

Prof Karl Wegenschimmel and **Prof Margit Severa**, University of Education, Upper Austria

6. Social and affective learning in the mentoring project *Nightingale*

The project Nightingale is a mentoring project in which children in underprivileged situations like migration background, insufficient language skills in their L2, children living in socially deprived families and generally children with low self-esteem get to know different ways of spending their free time meaningfully. This is done in tandem settings of one student of our university and one child aged between 8 -12 years, who has been nominated for the project by her/ his class teacher. Our interest is to find out how the project contributes to social and affective learning for both mentors and mentees. In our presentation it will be explained what is done in the project and how that can lead to deeper understanding for existing differences in cultures and the way of living. Coping with emotions as well as the importance of trustful relationships are also essential aspects of our research.   The data are taken from 12 reflective students' reports evaluated by qualitative content analyses according to Mayring. The progress of that evaluation is still going on and results are expected soon.

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and a linked / searchable version of this document:

https://carnconference.wordpress.com