

Friday Parallel Session 4 11.00 – 12.30				
Main Hall	A	<b>Symposium</b>	Arizona State Action Research: (1) Remembering the value of voice in tradition: re-examining Bharata-Natyam education in the US (2) Promoting socioemotional capacities in young adolescents through pedagogical Collaborative Action Research (3) Encouraging unique voices: a collective movement investigation influenced by authentic movement practices and Laban movement analysis for hip hop dancers	Becky Dyer, Sumana Sen Mandala, Zijia Kong and Hannah Thomas, Arizona State University
G1	B	<b>Individual paper session: Health and Wellbeing</b>	Enriching relational knowing on stroke units through appreciative action research	Claire Gordon, Bournemouth University
			Empowerment under difficult circumstances: chances and limitations for action research in a long-term care facility in Germany	Marilena von Köppen, Hochschule Fulda University of Applied Sciences
			Undertaking 'collaborative' research with women involved in prostitution	Melanie Boyce and Anna Dadswell, Anglia Ruskin University
G3	C	<b>Symposium</b>	Exploring authentic co-researcher participation: thematic syntheses of literature, reports of action research with young people and adults and a video made by young people from Blackpool young people's co-production group.	Catherine Kelly, Tricia Euston, Michelle Harwood and Leanne Greenwood, University of Manchester

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G4	D	<b>Symposium</b>	Analysing transformative ways of knowing and acting in teacher education	Maria Alfredo Moreira and Flávia Vieira University of Minho, Deolinda Ribeiro and Maria José Araújo, Oporto Polytechnic Institute, Ana Maria Peixoto, Viana do Castelo Polytechnic Institute  The Network of Collaborative Action Research in the Portuguese-speaking world.
F12	E	<b>Symposium</b>	Collaborative learning with research-active classroom support assistants	Elaine Mattinson, Bishop Auckland College Cath McPartland and Diana Pearson, Redcar College
F13	F	<b>Individual paper session: Education and Educative Change</b>	Identifying learning conditions in an action research course for promoting pre-service teachers' critical reflection on actions	Jeerawan Ketsing, Kasetsart University
			Early years foundation stage: no place for men? A critical life history investigation of the under representation of men in ECEC	Clarissa Frigerio, Edge Hill University
			Practicum advisors as critical friends in the view of teacher students: feedback from teacher students about advice and support during action research projects	Katharina Heissenberger, University College of Teacher Education, Styria