

Thursday Parallel Session 1 15:30 – 17:00				
Main Hall	A	Workshops (45 minutes per workshop)	Moving reflections on reflective practice	Rachel Piekarczyk and Rebecca Patterson, Manchester Metropolitan University
			Let's Talk: emotional literacy programme	Emma Wheatley and Michelle Moore, Early Learning Initiative, National College of Ireland
G1	B	Workshops (45 minutes per workshop)	Critical utopian action research: critique and utopias as strategies for analysis and activism; creating new futures?	Mette Bladt and Signe Thingstrup, University College Copenhagen
			Acting as action? Drama as action strategy in teacher education	Anne Ericksen and Tove Leming, University of Tromsø - The Arctic University of Norway
G3	C	Individual paper session: Social Cohesion	The included school: planning and implementing curricular educational practices linked to the Territory	Patricia Mata Benito, UNED, Spanish University of Distance Education
			Finding the "spark"; participatory action research to transform teaching in higher education.	Tara Webster-Deakin and Stephanie Lewthwaite, University of Nottingham
			Student teachers' conceptions of cultural diversity	Annelise Brox Larsen, University of Tromsø - The Arctic University of Norway

Cancellations and updates will also be posted in the Plenary Space during the event

Thursday Parallel Session 1 15:30 – 17:00 (...cont)				
G4	D	Individual paper session: Education and Educative Change	Avoiding the pitfalls: mapping primary teacher's critical action research.	Andrew Clapham, Nottingham Trent University
			The Greek version of the "International Teacher Leadership Programme." Theoretical, methodological and practical dimensions.	George Bagakis, University of Peloponnese
			Reflective ways of pre-service teachers in lecturing	Angela Gastager and Daniela Moser, University College of Teacher Education, Styria
F11	E	Individual paper session: Critical Pedagogies	Early school leaving: New perspectives on an old phenomenon	Marlena Dorniak, University and Laboratory School Bielefeld
			The intricate ethics of participatory action research: negotiating partnership, power and boundaries	Sarah Banks, Durham University Mary Brydon-Miller, University of Louisville
			Crossing boundaries: Learning to teach in Further Education. An action research study of how FE teacher educators use modelling to teach values.	Heather Booth-Martin, University of Huddersfield

For the latest version of the programme: <https://carconference.wordpress.com/conference-schedule/>