



## **CARN Conference 2015**

**Action Research Across Disciplinary Settings:  
Challenges for change and empowerment**

**6-8 November 2015**

**Braga, Portugal**



## **TITLE**

Action Research Across Disciplinary Settings: Challenges for change and empowerment

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## **YEAR**

2015

## **EDITION**

Research Centre on Child Studies (CIEC)

University of Minho

Braga, Portugal

This is a digital edition.

## Welcome to CARN 2015

On behalf of the Organising Committee, it is my pleasure to welcome you to the annual conference of the Collaborative Action Research Network (CARN) 2015!

The theme of the conference *Action Research Across Disciplinary Settings: Challenges for change and empowerment* will enable the discussion and celebration of our diverse topics, roles and professional contexts. We wish to include the different voices and understandings in Action Research taking a multidimensional and multi-perspective approach. There will be many opportunities for interaction and discussion throughout the conference. Also, take the opportunity to explore the city of Braga and its surroundings.

We look forward to welcoming you in Braga and sharing ideas and experiences with professionals from around the world.

Maria Assunção Flores  
Chair of the Organising Committee

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## **International Advisory Board**

Ana Margarida Veiga Simão, University of Lisbon, Portugal

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Michael T. Wright, Catholic University of Applied Sciences, Berlin, Germany

Rinaldo Molina, Mackenzie Presbyterian University, Brazil

Sigrid Gjøtterud, Norwegian University of Life Sciences, Norway

## Programme Overview

FRIDAY, 6 <sup>TH</sup> NOVEMBER	SATURDAY, 7 <sup>TH</sup> NOVEMBER	SUNDAY, 8 <sup>TH</sup> NOVEMBER
<p>11:00-12:00 <b>Open Forum hosted by the CARN Co-ordinating Group</b></p> <p>12:00-13:30 <b>Registration Lunch Welcome to CARN 2015</b></p>	<p>08:30-09:30 <b>Registration Regional Groups Meetings Special Interest Groups:</b> 1. Teacher Professional Education 2. Youth &amp; Community Studies</p> <p>09:30-10:15 <b>Keynote 2</b></p> <p>10:15-10:45 <b>Coffee Break</b></p> <p>10:45-11:45 <b>Workshops - Parallel Sessions 3</b></p> <p>11:50-13:00 <b>Seminars - Parallel Sessions 4</b></p> <p>13:00-14:00 <b>Lunch</b></p>	<p>08:45-09:30 <b>Keynote 3</b></p> <p>09:35-11:00 <b>Workshops, Seminars and Symposium - Parallel Sessions 8</b></p> <p>11:00-11:15 <b>Coffee break</b></p> <p>11:15-12:00 <b>Exploring Postgraduate Study Together:</b> small group discussions on our experiences of considering, undertaking, supervising, and even examining Advanced Study. Hosted by the CARN Co-ordinating Group</p> <p>12:00-12:45 <b>Conference Reflections and CARN Steering group</b></p> <p>12:45 <b>Conference Closing</b></p> <p>13:00-13:45 <b>Lunch and depart</b></p>
<p>13:30-14:30 <b>Keynote 1</b></p> <p>14:35-15:35 <b>Welcome Groups</b></p> <p>15:40-16:40 <b>Workshops - Parallel Sessions 1</b></p> <p>16:40-17:00 <b>Coffee Break</b></p> <p>17:00-18:30 <b>Symposia and Seminars - Parallel Sessions 2</b></p>	<p>14:00-15:15 <b>Symposium and Seminars - Parallel Sessions 5</b></p> <p>15:20-16:40 <b>Symposium and Seminars - Parallel Sessions 6</b></p> <p>16:45-17:15 <b>Break Posters Display and Presentation</b></p> <p>17:15-18:30 <b>Symposium and Seminars - Parallel Sessions 7</b></p>	
<p>19:00-22:00 <b>Welcome Reception</b> hosted by Educational Action Research Journal and the Mayor of Braga followed by Music and drinks - <b>Palácio dos Biscaínhos (city center)</b> Buses will depart from Bom Jesus Hotels at 18:50</p>	<p>19:15-22:30 <b>Conference Dinner - Colunata de Eventos</b></p>	

## **Teacher as researcher: the ethic engagement in action research**

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This work describes an experience developed with 23 students of an Informatics Engineering degree. This project aimed to understand the impact of gamification in the way students learn. The action research methodological approach was configured as a practice, but also as an investigative activity that drove the process of change. The main propose of this paper is to reflect about the ethical challenges that teacher/researcher has to face during the action-research process.

The researcher, with the support of a consultant supervisor, created and designed the pedagogical experiences, the student evaluation process and the research assessment. There was a transitional relationship between what was investigated and who was investigating that allowed rethinking the educational context. The researcher/teacher documented all the process. It was a procedure that involved reflexivity and questioning. However, in this study, the researcher was both inside and outside of the process. He assumed the role of the researcher, leading the project, collecting the voice of students and of his own, analyzing data, interpreting and reflecting. But he was also a teacher who supported the students, inquiring them about the learning process, leading them to understand their beliefs about what learning is and motivating them to believe in a different approach of learning.

Recognizing himself also as practitioner, advancing and retreating in his understanding about pedagogy, about learning through games and trying to understand the accuracy of his actions.