Action Research Network of the Americas
2nd Annual Conference

MAY 23-24, 2014

PROGRAM

Bethlehem, Pennsylvania, USA

MORAVIAN COLLEGE

DEPARTMENT OF EDUCATION

WELCOME TO ARNA 2014

Fellow Action Researchers,

Welcome to the historic Priscilla Payne Hurd Campus of Moravian College, host site of an impressive roster of presentations, workshops, symposia, and master class sessions for the second annual conference of the Action Research Network of the Americas. When early Moravians fled religious persecution in Europe and made their way in 1741 to found the settlement on the banks of the Lehigh River that they named Bethlehem, they thought differently, living in harmony with native Americans and, in 1742, founding the first boarding school for women in the American colonies.

We action researchers think differently, too. We believe that reflection and understanding without action is ethically, intellectually and socially flawed. The transformative nature of research is central to our action research work and, as such, we conjecture that research without action is ineffectual. One could argue that action research is necessarily, and by nature, action oriented, but how much attention are we paying to and reporting on explicit outcomes of action research for participants? How, and in what circumstances, is participation in action research beneficial and for whom? Has the research had any impact on the larger community? How do we know? How does action research shift or transform practice, actions and ways of engaging in our complex world? Together, here in the historic Moravian Bethlehem national landmark district, we explore the theme of "Enacting our Beliefs—The So-What of Action Research."

As we do so, we are mindful of ARNA's vision for collaborative action and ask participants to consider how well we are contributing to the vision that ARNA laid out at our inaugural conference in San Francisco. How are our local action research efforts improving our professional practice and leading to a demonstrable greater good for all participants? To what extent are our practitioner inquiries, where appropriate, coordinated and celebrated across regions, extending the benefits of the inquiry to wider constituencies? How well are we sharing our action research methodologies and findings within nations to form openly accessible databases of practitioner inquiries and to inform policy decisions? As we bring together action researchers from diverse points of the Americas and around the world both virtually and physically at ARNA 2014, how well are we supporting one another in promoting local, regional, national, and international practitioner inquiry agendas?

Clearly, there's much important work to be done during this special time together on the Moravian Campus and at the Hotel Bethlehem. As you make your way to conference sessions, be sure to stroll up Church Street and enjoy the best-preserved Colonial Germanic architecture in the United States of America. Be sure to visit the Gemeinhaus—home of the Moravian Museum of Bethlehem—and the 1762 Waterworks, the first pumped municipal water system in the country. As you make presentations and attend sessions in the 1748 Single Brethren's House, you walk the same hallways as George Washington, John Adams, Benjamin Franklin, the Marquis de Lafayette and other important colonial American leaders. We will be so bold as to suggest that your work as a leader of practitioner inquiry is no less important in a world that faces so many challenges and yet holds so much promise for new forms of inquiry and collaboration.

Joseph M. Shosh & Catherine D. Bruce,

ARNA 2014 Conference Co-Chairs

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Dr. Joseph M. Shosh

Dr. Catherine D. Bruce

KEYNOTE ADDRESSES

Friday, May 23 at 4:45 p.m., Foy Concert Hall: "Practitioner Inquiry: For what? So what? Now What?"

For almost 25+ years, Marilyn Cochran-Smith and Susan L. Lytle have worked with and in practitioner inquiry communities, primarily in Boston and Philadelphia. Marilyn Cochran Smith is Cawthorne Professor at the Lynch School of Education, Boston College. Susan L. Lytle is Professor Emerita at the Graduate School of Education, University of Pennsylvania. In theorizing this work from the perspective of university scholars and practitioners, they have argued that the perspectives and knowledge of practitioners, who work more closely to children, youth, and other school and district based educators than many other players in the educational discourse, are essential to larger efforts to improve the learning and life chances of children and youth in under-resourced schools and communities and to challenge societal and school inequities from the inside.

Cochran-Smith and Lytle have co-authored dozens of articles and chapters related to practitioner inquiry as well as two books on this topic--*Inside/Outside: Teacher Research and Knowledge* (1993) and *Inquiry as Stance: Practitioner Research for the Next Generation* (2009), both of which have been acknowledged with national awards. They co-edit the Teachers College Press "Practitioner Inquiry Series", which includes 40-some books about practitioner research/action research and/or written by practitioner researchers in school and other educational settings. They are widely known as leaders and architects of the practitioner inquiry community, which extends worldwide.

Saturday, May 24 at 8:30 a.m., Foy Concert Hall: "Communitarian Process & Peace Building in a Colombian Context"

César Osorio Sánchez is Profesor Investigador Sociojurídico in the Faculty of Education at Universidad Pedagógica Nacional, Colombia. In his address, Professor Sánchez will share an overview of the IAP in a Colombian context. His work has applied principles and methodologies of action research to a communitarian process of constructing historical memory and solving conflicts from a perspective of peace building. He champions the ideas of Orlando Fals Borda and their legacy in the social and academic development of Colombia, noting that his work is not only an academic project but a commitment to ethical and pedagogical justice.

MASTER CLASS SESSIONS

Friday, May 23 from 10:15 a.m.-11:45 a.m. in Peter Hall: "Storytelling"

Nelson Lauver overcame functional illiteracy as a result of undiagnosed dyslexia at the age of 29 to go on to become an award-winning author dubbed the "Rockwell of Radio" for his nationally syndicated *American Storyteller* Radio Journal.

Friday, May 23 from 1:00 p.m.-2:30 p.m. in Peter Hall: "Action Research Writing"

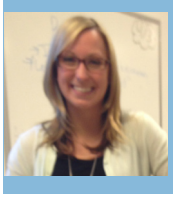
Jean McNiff is professor of educational research at Britain's York St. John University and holds visiting positions at Beijing Normal University, Ningxia Teachers University, the University of Tromsø, and Nelson Mandela Metropolitan University.

Friday, May 23 from 3:00 p.m.-4:30 p.m. in Peter Hall: "Professional Learning Through Collaborative Action Research in Mathematics: Canadian, Australian, and UK Perspectives"

Janette Bobis is a mathematics educator and researcher in the Faculty of Education and Social Work at the University of Sydney, Australia.

Catherine D. Bruce is an Associate Professor at Ontario's Trent University, where she teaches mathematics methods courses at the School of Education and Professional Learning.

Mary McAteer directs Edge Hill University's Specialist Primary Mathematics Practice programs in the UK, founded on principles of teacher development through reflective practice and action research.



Saturday, May 24 from 1:00 p.m.-2:30 p.m. in Peter Hall: "A Master Class on Getting Started with Teacher Action Research"

Emmaus High School English teacher and Moravian College B.A. and M.Ed. alumna **Bridget Doklan** will offer advice and support to fellow teachers who want to learn more about how to take control of their own professional development through action research.

FRIDAY, MAY 23, 2014 SCHEDULE

	Foy Hall	Peter Hall	Brethren's House Room 202	Payne Art Gallery OR Brethren's House Room 203	Brethren's House Room 207	The HILL Room 209	The HILL Room 310	The HILL Room 410	Hotel Bethlehem, Moravian Room
7:30 a.m.-8:30 a.m. Registration and Continental Breakfast at FOY HALL LOBBY									
8:30 a.m.-9:45 a.m. Opening Session at FOY HALL									
9:45 a.m.-10:15 a.m. Refreshment Break at FOY HALL LOBBY, HEARST HALL									
10:15 a.m.-11:45 a.m. (F1)	La tecnología en la formación inicial docente: el empleo de una plataforma virtual	Storytelling	Turning Conflicting Values into Virtues when Conducting Action Research in an Urban Pennsylvania School System		Reflective Writing in a High-Ability Middle School Social Studies Classroom	Action Research as a Tool for Reflective Practice and Tangible Change: A Decade of Projects and Partnerships in School Counseling	Practitioner Action Research and the Ivory Towerr	A Collaborative Investigation into the Mathematical Potential of Algonquin Loom Beading	ARNA School Counselors Working Group
	Teorización sobre una Episteme Ambiental del Proyecto Educativo Institucional, Universidad de Antioquia				Using Anime and Manga in the Japanese Language Classroom		Supporting Graduate Students to Implement Action Research	Transforming Primary Schools in Kenya Through Action Research: Experiences from a Post Experience Diploma in Educational Management	
					Developing Resonating Emotional Intelligence in the University Classroom: Critical Theory, Living Educational Theory, and the Collective Consciousness		Using Micro-Feedback Loops as Formative Assessment to Enhance Feedback in Doctoral Supervision	Impacting Mongolian Educational Reform with an Action Research Lens	
11:45 a.m.-1:00 p.m. Lunch									
1:00 p.m.-2:30 p.m. (F2)	Ámbitos de Investigación alrededor de la Investigación Formativa: Método y resultados en la perspectiva de la Investigación-Acción	Action Research Writing	Redesigning Foundations of Teacher Action Research for the Post-Backpack Generation	Considering and Art Gallery as a "Thinking Space" (Payne Art Gallery)		Online Action Research Course/Tutorial	The Effects of Using Metacognition to Bridge the Gap Between Phonics and Comprehension with Struggling Intermediate Readers	Collaborative Action Research as a 'Design Research' Process: Products that Bridge Research and Practice	ARNA Early Childhood Working Group
				ARNA en Español Working Group (Brethren's House Room 203)			Critical Love Praxis: A Methodology of Systematic Study and Loving Practice	Action Research in the Americas: A Photo-Collage Timeline	
							Creating and Sustaining a Teacher Inquiry Group: Tensions of Facilitation in a Participatory Learning Community	Supporting Multiple Collaborative AR Partnerships	
2:30 p.m.-3:00 p.m. Refreshment Break at FOY HALL LOBBY, HEARST HALL									
3:00 p.m.-4:30 p.m. (F3)	Voices from the Field: A Real-Time Chat with Teachers in Rural Nicaragua	Professional Learning Through Collaborative Action Research in Mathematics: Canadian, Australian and UK Perspectives	Casting Knowledge: Building an On-Line Community of Practice with Leadercast		Developing Critical Thinking as Part of the Process of Becoming an Early Years Teacher: Tutor and Students Learning in Partnership	What Action Should We Take? A Qualitative Research Project in Rwanda	Coming Full Circle: Learning to Think Critically and Cooperatively	Student-Centered Learning in the High School English Language Arts Classroom: Literature Circles, Socratic Circles, and Peer Revision	ARNA Web Development Working Group
			Relevant, Practice Based Vocational Education. Results from an Action Research Project on Curriculum Development in Norwegian Vocational High School Education		Issues Surrounding the Learning and Teaching of Student Teachers: How Can We Help Them to be Enquirers of Primary Mathematics?		Action Research as Training Strategy for Conflict Mediation in an Early Childhood Collaborative Context		
					Transforming the World through Transforming Ourselves: Exploring Resistances of Pre-Service Teachers to Researching their Own Practice from an Authoethnographic Perspective		Coming in from the Cold: How a Professional Journalist Became an Action Researcher		
4:45 p.m.-6:00 p.m. Cochran-Smith and Lytle Keynote Address at FOY HALL									
6:00 p.m.-7:00 p.m. Moravian Faculty Jazz Trio & Cash Bar at GRAND BALLROOM, HOTEL BETHLEHEM									
7:00 p.m.-9:00 p.m. Conference Dinner at GRAND BALLROOM, HOTEL BETHLEHEM									

SATURDAY, MAY 24, 2014 SCHEDULE

	Foy Hall	Peter Hall	South Hall	Brethren's House Room 202	Brethren's House Room 207	The HILL Room 209	The HILL Room 310	The HILL Room 410	Hotel Bethlehem, Moravian Room
	7:30 a.m.-8:30 a.m. Registration and Continental Breakfast at FOY HALL LOBBY								
	8:30 a.m.-10:00 a.m. Sánchez Keynote Address at FOY HALL								
	10:00 a.m.-10:15 a.m. Refreshment Break at FOY HALL LOBBY, HEARST HALL								
10:15 a.m.-11:45 a.m. (S1)	Participatory Action and Drought as a Symbolic Context: The Case of Aldama Chihuahua, Mexico El uso de la investigación en la política educativa: ¿Qué se hace en México? Environmental Management of Nonprofit Organizations for Collective Sustainable Value in America	Research Question Development in the Education Environment	Action Research and Student Choice: How a North Korean Prison Camp Escapee Led to the Creation of a Nuclear Proliferation Module Intentional Reading Strategies Embedded in Authentic Literature for Pre-Adolescent and Adolescent Students with Literacy Challenges The "Course Narratives" Framework: Investigating White Teachers' Engagement in Multicultural Education Courses Teacher Action Research? What is it?: Kindergarten Teachers' Perspectives on Action Research in Korea How Can We Co-Construct New Knowledge about our Practice for the Benefit of our Student Teachers? The Goldilocks Approach: Five Elementary Teachers in Search of a Writing Program That's "Just Right" for Them….and their Students TIC en las prácticas pedagógicas de los formadores de docentes Grammar in L1 for Pupils 8-11 Years Old	ARNA School Leadership Working Group	A Collaborative Approach to Transforming Art Education Practice	The Impact of Action Research in Mathematics Education: Co-Developing Field-Tested Teacher Resources in Fractions		Letters to Param: Perceptions versus Realities between Monitored & Post-Monitored ELLs and their Teachers in the Mainstreamed Secondary Classroom The Fluency Puzzle: Effectively Putting the Pieces Together to Create Successful Readers Voice, Choice, and Megasmiles: Coaching Young Leaders	ARNA Pennsylvania Working Group: Developing and Maintaining Connections for Action Research
	11:45 a.m.-1:00 p.m. Lunch								
1:00 p.m.-2:30 p.m. (S2)	La Autoevaluación Institucional Participativa: Propuesta de metodología de síntesis entre el Estudio de Caso y la Investigación Acción Participativa (IAP) PAR	A Master Class on Getting Started with Teacher Action Research			Principals for Education, Culture, and Formation of an Environmental Conscience based Action Research	Action Research & The Common Core: A Workshop	Don't Panic! There's Light at the End of the Tunnel: Differentiated Instruction in a Kindergarten Classroom It Takes Two: Co-Teaching in the Inclusionary Science Classroom The Effects of Using Hands-On Activities and On-Line Reading Exercises on the Phonemic Awareness of Grade 3 Spanish Speaking Students		ARNA 2015 Conference Planning Working Group
	2:30 p.m.-2:45 p.m. Refreshment Break at FOY HALL LOBBY, HEARST HALL								
	2:45 p.m.-4:00 p.m. Plenary Session/ Business Meeting at FOY HALL								
	4:00 p.m.-5:00 p.m. Conference Sponsor Recognition at BLUE PARLOUR, MAIN HALL								

FRIDAY, MAY 23, 2014

7:30 a.m.-8:30 a.m. Foy Hall Lobby
Registration and Continental Breakfast

8:30 a.m.-9:45 a.m. Foy Hall
Opening Session

9:45 a.m.-10:15 a.m. Foy Hall Lobby, Hearst Hall
Refreshment Break

10:15 a.m.-11:45 a.m.
Friday Breakout Session One

F1.1 **Turning Conflicting Values into Virtues when Conducting Action Research in an Urban Pennsylvania School System**
Symposium Brethren's House Room 202
Michelle Wallach, Mark Lesh, and Sandra Chabot, Bethlehem Area School District, PA, USA; Dr. Joseph Shosh, Moravian College, PA, USA; Dr. Jean McNiff, York St. John University, York, England

F1.2 **Action Research as a Tool for Reflective Practice and Tangible Change: A Decade of Projects and Partnerships in School Counseling**
Workshop The HILL Room 209
Dr. Suzy Thomas, Saint Mary's College of California, CA, USA

F1.3 **Examining the Role of Action Research in Post-Graduate Studies**
Individual Presentations The HILL Room 310
Discussant: Dr. Robert Mayer, Moravian College, PA, USA

Practitioner Action Research and the Ivory Tower
Dr. Timothy Sibbald, Nipissing University, ON, Canada

Supporting Graduate Students to Implement Action Research
Dr. Audrey Falk, Merrimack College, MA, USA

Using Micro-Feedback Loops as Formative Assessment to Enhance Feedback in Doctoral Supervision
Dr. Linnea L. Rademaker, Northcentral University, IL, USA

F1.4 **Deeping Understanding of Culturally Responsive Education through Action Research**
Individual Presentations The HILL Room 410
Discussant: Dr. Joel Nathan Rosen, Moravian College, PA, USA

A Collaborative Investigation into the Mathematical Potential of Algonquin Loom Beading
Dr. Ruth Beatty, Lakehead University, and Danielle Blair, Ministry of Education, ON, Canada

Transforming Primary Schools in Kenya Through Action Research: Experiences from a Post Experience Diploma in Educational Management
Dr. Catherine Dean and Margaret Kariuki, Strathmore University, Nairobi, Kenya

Impacting Mongolian Educational Reform with an Action Research Lens
Dr. Candace Kaye, New Mexico State University, NM, USA, Dr. D. Naranceceg, Dr. J. Batdelger, Dr. B. Chultem, and Dr. O. Altangoo, Mongolian State University of Education, Mongolia

F1.5 **Sharing Experiences of Action Research in the Classroom**
Individual Presentations Brethren's House Room 207
Discussant: David Walp, Pennridge Central Middle School, PA, USA

Reflective Writing in a High-Ability Middle School Social Studies Classroom
David Walp, Pennridge Central Middle School, PA, USA

Using Anime and Manga in the Japanese Language Classroom
Deirdre Sumpter, Easton Area School District, PA, USA

Developing Resonating Emotional Intelligence in the University Classroom: Critical Theory, Living Educational Theory, and the Collective Consciousness
Dr. William Barry, Notre Dame de Namur University, CA, USA

F1.6 **Lessons Learned through Action Research**
Individual Presentations Foy Hall
Discussant: Dr. Karina Alejandra Cruz Pallares, Institución Benemérita y Centenaria Escuela Normal del Estado de Chihuahua, MX

La tecnología en la formación inicial docente: el empleo de una plataforma virtual
Dr. Karina Alejandra Cruz Pallares, Institución Benemérita y Centenaria Escuela Normal del Estado de Chihuahua, MX
Lidia Trinidad Holguín Ruiz, Laura Irene Dino Morales

Teorización sobre una Episteme Ambiental del Proyecto Educativo Institucional, Universidad de Antioquia
Ruben Dario Amaya Morales, Universidad de Antioquia, Columbia

F1.7 **Storytelling**
Master Class Peter Hall
Nelson Lauver, Lauver Foundation, Bethlehem, PA, USA

F1.8 **ARNA School Counselors Working Group**
Working Group Session — Moravian Room, Hotel Bethlehem
School Counselors ARNA Working Group

11:45 a.m.-1:00 p.m.
Lunch

1:00 p.m.-2:30 p.m.
Friday Breakout Session Two

F2.1 **Redesigning Foundations of Teacher Action Research for the Post-Backpack Generation**
Symposium — Brethren's House Room 202
Dr. Joseph Shosh, Moravian College, PA, USA; Dr. Randy Ziegenfuss, Moravian College & Salisbury Township School District, PA, USA

F2.2 **Online Action Research Course/Tutorial**
Workshop — The HILL Room 209
Dr. Margaret Riel, Pepperdine University, CA, USA

F2.3 **Considering an Art Gallery as a "Thinking Space"**
Workshop — Payne Art Gallery
Dr. Kristin Baxter, Moravian College, PA, USA

F2.4 **Professional Learning through Action Research**
Individual Presentations — The HILL Room 310
Discussant: Dr. Kathleen Riley, West Chester University of Pennsylvania, PA, USA

Critical Love Praxis: A Methodology of Systematic Study and Loving Practice
Dr. Jessica Ann Blanchard, Las Cruces Public Schools and New Mexico State University, NM, USA

Creating and Sustaining a Teacher Inquiry Group: Tensions of Facilitation in a Participatory Learning Community
Dr. Kathleen Riley, West Chester University of Pennsylvania, PA, USA

The Effects of Using Metacognition to Bridge the Gap Between Phonics and Comprehension with Struggling Intermediate Readers
Wendy Elvin-Thomas, Nazareth Area School District, PA, USA

F2.5 **Mobilizing Knowledge of Action Research**
Individual Presentations — The HILL Room 410
Discussant: Lonnie Rowell, University of San Diego, CA, USA

Collaborative Action Research as a 'Design Research' Process: Products that Bridge Research and Practice
Tara Flynn, Dr. Cathy Bruce, and Sarah Bennett, Trent University, and Shelley Yearley, Ontario Ministry of Education, ON, Canada

Action Research in the Americas: A Photo-Collage Timeline
Lonnie Rowell, University of San Diego, CA, USA; Goldie Chan, University of San Diego, CA, USA

Supporting Multiple Collaborative AR Partnerships
Jennifer Robins, University of Central Missouri, MO, USA

F2.6 **Ámbitos de Investigación alrededor de la Investigación Formativa: Método y resultados en la perspectiva de la Investigación-Acción**
Workshop — Foy Hall
Dr. John Freddy Ramírez Casallas, del grupo Investigacion Formativa Universidad Cooperativa de Colombia, Ibaque, Columbia

F2.7 **Action Research Writing**
Master Class — Peter Hall
Dr. Jean McNiff, York St. John University, York, England

F2.8 **ARNA Early Childhood Working Group**
Working Group Session — Moravian Room, Hotel Bethlehem
Early Childhood Education Working Group

F2.9 **ARNA en Español Working Group**
Working Group Session — Brethren's House Room 203
ARNA en Espanol

2:30 a.m.-3:00 p.m. — Foy Hall Lobby, Hearst Hall
Refreshment Break

3:00 p.m.-4:30 p.m.
Friday Breakout Session Three

F3.1 **Professional Learning Through Collaborative Action Research in Mathematics: Canadian, Australian and UK Perspectives**
Master Class — Peter Hall
Dr. Catherine D. Bruce, Trent University, ON, Canada; Dr. Janette Bobis, University of Sydney, Australia; Dr. Mary McAteer, Edge Hill University, UK

F3.2 **What Action Should We Take? A Qualitative Research Project in Rwanda**
Workshop — The HILL Room 209
Dr. Kathleen Malu, William Paterson University, NJ, USA

F3.3 **Voices from the Field: A Real-Time Chat with Teachers in Rural Nicaragua**
Spanish Virtual Session — Foy Hall
Dr. Lonnie Rowell, University of San Diego, Ca, USA; Dr. Suzy Thomas, St. Mary's College of California, CA, USA; Dr. Geitza Robolledo, Instituto Pedagógico de Caracas, Venezuela

F3.4 **Enhancing Self-Awareness through Action Research**
Individual Presentations — The HILL Room 310
Discussant: Dr. Charlotte Zales, Moravian College, PA, USA

Coming in from the Cold: How a Professional Journalist Became an Action Researcher
Peter Richmond, Moravian College, PA, USA

Coming Full Circle: Learning to Think Critically and Cooperatively
Damian Beaman, Lehigh Valley Academy Charter School, Bethlehem, PA, USA

Action Research as Training Strategy for Conflict Mediation in an Early Childhood Collaborative Context
Dr. Catarina Sobral, University of Lisbon, Portugal

F3.5 **Transforming Teacher Practice through Action Research**
Individual Presentations — Brethren's House Room 207
Discussant: Jenny Carpenter, York St. John University, York, UK

Developing Critical Thinking as Part of the Process of Becoming an Early Years Teacher: Tutor and Students Learning in Partnership
Madelaine Lockwood, York St. John University, York, UK

Issues Surrounding the Learning and Teaching of Student Teachers: How Can We Help Them to be Enquirers of Primary Mathematics?
Jenny Carpenter, York St. John University, York, UK

Transforming the World through Transforming Ourselves: Exploring Resistances of Pre-Service Teachers to Researching their Own Practice from an Autoethnographic Perspective
Dr. William Barry, Notre Dame de Namur University, CA, USA

F3.6 **Action Research as a Means to Addressing Needs**
Individual Presentations — Brethren's House Room 202
Discussant: Dr. Martha Reid, Moravian College, PA, USA

Casting Knowledge: Building an On-Line Community of Practice with Leadercast
Jonathan Silk, Major, United States Army, United States Military Academy, NY, USA

Relevant, Practice Based Vocational Education. Results from an Action Research Project on Curriculum Development in Norwegian Vocational High School Education
Hilde Hiim and Jan Stålhane, The University College of Oslo and Akershus, Oslo, Norway

F3.7 **ARNA Web Development Working Group**
Working Group Session — Moravian Room, Hotel Bethlehem
Web Development Working Group

F3.8 **Student-Centered Learning in the High School English Language Arts Classroom: Socratic Circles and Peer Revision**
Symposium — The HILL Room 410
Bridget Doklan and Jamie Ott, East Penn School District, PA, USA

4:45 p.m.-6:00 p.m. — Foy Hall
Cochran-Smith & Lytle Keynote Address

6:00 p.m.-7:00 p.m. — Grand Ballroom Lobby, Hotel Bethlehem
Moravian Faculty Jazz Trio & Cash Bar

7:00 p.m.-9:00 p.m. — Grand Ballroom, Hotel Bethlehem
Conference Dinner

SATURDAY, MAY 24, 2014

7:30 a.m.-8:30 a.m. — Foy Hall Lobby
Registration and Continental Breakfast

8:30 a.m.-10:00 a.m. — Foy Hall
Sánchez Keynote Address

10:00 a.m.-10:15 a.m. — Foy Hall Lobby, Hearst Hall
Refreshment Break

10:15 a.m.-11:45 a.m.
Saturday Breakout Session One

S1.1 **A Collaborative Approach to Transforming Art Education Practice**
Symposium — Brethren's House Room 207
Leslie Gates, Elizabeth Blackledge, Nathan Boring, Julia Cruse, Angela Kost, Stephanie Lapp, Millersville University, Millersville, PA, USA

S1.2 **Research Question Development in the Education Environment**
Workshop — Peter Hall
Kathryn G. Shafer, Ball State University, IN, USA

S1.3 **Roundtable Sessions** — South Hall
Roundtable 1
Action Research and Student Choice: How a North Korean Prison Camp Escapee Led to the Creation of a Nuclear Proliferation Module
Nathan Snyder, NYC iSchool, NY, USA

Roundtable 2
Intentional Reading Strategies Embedded in Authentic Literature for Pre-Adolescent and Adolescent Students with Literacy Challenges
Jean L. DesJardin, Moravian College, Bethlehem, PA, USA; Wendy Thomas and Alissa Quinn, Nazareth Area School District, PA, USA

Roundtable 3
The "Course Narratives" Framework: Investigating White Teachers' Engagement in Multicultural Education Courses
Dr. Ellie Fitts Fulmer, Ithaca College, NY, USA

Roundtable 4
Teacher Action Research? What is it? Kindergarten Teachers' Perspectives on Action Research in Korea
Dr. Mina Kim, San Francisco State University, CA, USA

Roundtable 5
How Can We Co-Construct New Knowledge about our Practice for the Benefit of our Student Teachers?
Madelaine Lockwood and Jenny Carpenter, York St. John University, York, UK

Roundtable 6
Grammar in L1 for Pupils 8-11 Years Old
Dr. Caroline Doktar, Stipendieforskare på Åbo Akademi University, NC, USA

Roundtable 7
The Goldilocks Approach: Five Elementary Teachers in Search of a Writing Program That's "Just Right" for Them….and their Students
Dr. Alan Amtzis, The College of New Jersey, NJ, USA

Roundtable 8
TIC en las prácticas pedagógicas de los formadores de docentes
Karina Alejandra Cruz Pallares, Karla Carol Perdomo Lajas

S1.4 **ARNA Pennsylvania Working Group: Developing and Maintaining Connections for Action Research**
Working Group Session — Moravian Room, Hotel Bethlehem
Dr. Connie DiLucchio, Dr. Heather Leaman, and Dr. Kathleen Riley, West Chester University of Pennsylvania, PA, USA; Yvonne McCarthy, Independent Researcher, PA, USA; Joseph Shosh, Moravian College, PA, USA

S1.5 **The Impact of Action Research in Mathematics Education: Co-Developing Field-Tested Teacher Resources in Fractions**
Workshop — The HILL Room 209
Dr. Cathy Bruce, Tara Flynn, and Sarah Bennett, Trent University, ON, Canada; Shelley Yearley, Ontario Ministry of Education, ON, Canada

S1.6 **Increasing Precision in Reading and Language Instruction through Action Research**
Individual Presentations — The HILL Room 410
Discussant: Camie Modjadidi, Moravian College, PA, USA

Letters to Param: Perceptions versus Realities between Monitored & Post-Monitored ELLs and their Teachers in the Mainstreamed Secondary Classroom
Meredith Cohen, Upper Moreland Middle School, PA, USA

The Fluency Puzzle: Effectively Putting the Pieces Together to Create Successful Readers
Megan L. Vogel, Wilson Area School District, PA, USA

Voice, Choice, and Megasmiles: Coaching Young Leaders
Michelle Carlstrom, Bethlehem Area School District, PA, USA

S1.7 **Action Research in Mexico and South America**
Individual Presentations — Foy Hall
Discussant: Dr. Suzy Thomas, St. Mary's College of CA, CA, USA

Participatory Action and Drought as a Symbolic Context: The Case of Aldama Chihuahua, Mexico
Dr. Sara S. Garcia, Santa Clara University, CA, USA

El uso de la investigación en la política educativa: ¿Qué se hace en México?
Dr. Romelia Hinojosa Lujan, Jafa del Departmento de Investigación de la Secretaría de Educación Culturay Deporte del Gohiero del Estado de Chihuahua, Secretaria de Edcación Culturay Deporte, MX

Environmental Management of Nonprofit Organizations for Collective Sustainable Value in America
Ruben Amaya, The Fowler Center for Sustainable Value" with "Case Western Reserve University, Ohio, USA

S1.8 **ARNA School Leadership Working Group**
Working Group Session — Brethren's House Room 202

11:45 a.m.-1:00 p.m.
Lunch

1:00 p.m.-2:30 p.m.
Saturday Breakout Session Two

S2.1 **A Master Class on Getting Started with Teacher Action Research**
Master Class — Peter Hall
Bridget Doklan, East Penn School District, PA, USA

S2.2 **Teacher Action Research Projects**
Individual Presentations The HILL Room 310
Discussant: Dr. Kristin Baxter, Moravian College, PA, USA

Don't Panic! There's Light at the End of the Tunnel: Differentiated Instruction in a Kindergarten Classroom
Kelly Liberto, Bethlehem Area School District, PA, USA

It Takes Two: Co-Teaching in the Inclusionary Science Classroom
William Neal, Northampton School District, PA, USA

The Effects of Using Hands-On Activities and On-Line Reading Exercises on the Phonemic Awareness of Grade 3 Spanish Speaking Students
Irene Paxton, Bethlehem Area School District, PA, USA

S2.3 **Principals for Education, Culture, and Formation of an Environmental Conscience based Action Research**
Workshop Brethren's House Room 207
Ruben Amaya, The Fowler Center for Sustainable Value" with "Case Western Reserve University, Ohio, USA

S2.4 **La Autoevaluación Institucional Participativa: Propuesta de metodología de síntesis entre el Estudio de Caso y la Investigación Acción Participativa (IAP) PAR**
Workshop Foy Hall
Dr. John Freddy Ramírez Casallas, del grupo Investigacion Formativa Universidad Cooperativa de Columbia, Ibaque, Columbia

S2.5 **ARNA 2015 Conference Planning Working Group**
Working Group Moravian Room,
2015 Conference Planning Working Group Hotel Bethlehem

S2.6 **Action Research & The Common Core: A Workshop Sponsored by the PA Working Group**
Workshop The Hill Room 209
PA Working Group: Connie DiLucchio, Heather Leaman, Kathleen Riley, West Chester University of Pennsylvania, PA, USA; Sandra Fluck and Joseph Shosh, Moravian College, PA, USA; Rashmi Kumar, University of Pennsylvania, PA, USA

2:30 p.m.-2:45 p.m. Foy Hall Lobby, Hearst Hall
Refreshment Break

2:45 p.m.-4:00 p.m. Foy Hall
Plenary Session/ Business Meeting

4:00 p.m.-5:00 p.m. Blue Parlour, Main Hall
Conference Sponsor Recognition

Special Interpretation/ Translation Session

For your convenience and reference, all session descriptions can be found on the USB drive provided with your registration information packet.

NOTES

ACKNOWLEDGEMENTS

ARNA 2014 Conference Planning Committee

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ARNA Payment Portal Design

E. Blair Flintom
Music Center Facilities Manager

Scott Hughes
Craig Underwood
Jim Beers
Tom Mondschein
Brittany Wilczewski
Center for Information Technology

Entertainment

Denise Parker & Northeast Middle School Singers

Jennifer Volpato-Huntsberger & Freedom High School Les Chanteurs

Dave Roth (piano), Paul Rostock (bass), Tony Gairo (tenor sax), Moravian College Faculty Jazz Trio
Chris Aguayo, Coordinator, Moravian College Student Jazz Trio

Sean O'Boyle, *Moravian College Artist-Lecturer & Artist in Residence*
Suzanne Kompass, *Moravian College Artist-Lecturer & Artist in Residence*
Graeme Burgan, *Moravian College Artist-Lecturer & Artist in Residence, Piano*

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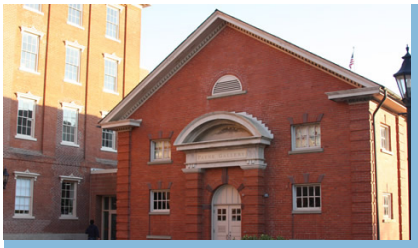


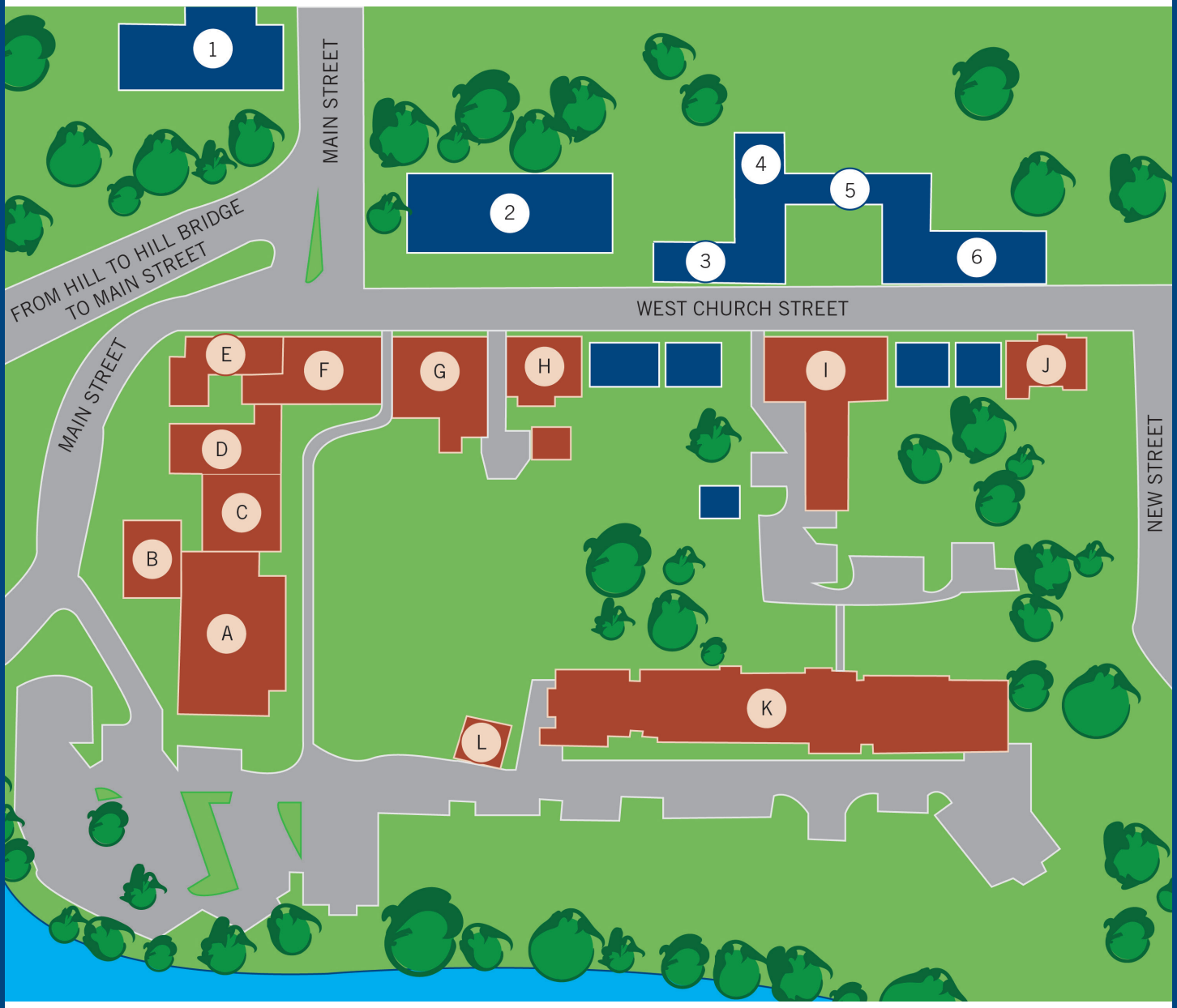
Middle & High School Student Voices: Highlights from the Payne Gallery Permanent Collection

Middle and high school students from Bethlehem, PA collaborated with David Leidich, Assistant Director of Payne Art Gallery; Stacy Zellner, art teacher, Broughal Middle School; and Kristin Baxter, Assistant Professor of Art, Moravian College to curate this show of works from Payne Art Gallery's permanent collection. The students chose the works, determined the groupings for the works of art, wrote reflective essays on this process, and engaged in a culminating group dialogue/interview. During the process, the students discussed the possibility of using curatorial and artistic investigations as research methods. Works of art that are on view include outstanding examples by the Pennsylvania Impressionists such as Walter Schofield and Fern Coppedge, as well as contemporary paper works by Jeong Han Yun.

Visitors to the gallery are invited to read the reflective essays prepared by the young curators and consider the unique groupings of artwork including combinations of paintings and sculptures and combinations of historical and contemporary works. In doing so, it is hoped that viewers will consider new ways of constructing narratives about works of art and the possibility of meaning evoked by them.

MORAVIAN COLLEGE

BETHLEHEM, PENNSYLVANIA



Priscilla Payne Hurd Campus Map & Historic Buildings

A Foy Concert Hall
B Payne Art Gallery (1890)
C South Hall (1873)
D Peter Hall - 1867 Chapel
E West Hall (1859)
F Single Brethren's House (1748)
G Main Hall (Residence)
H President's House (1819)
I Widow's House (1768)
J Clewell Hall (Residence)
K The HILL
L Day House (1840)

1 Hotel Bethlehem
2 Central Moravian Church (1803)
3 Gemein House (1742)
4 Old Chapel (1751)
5 Bell House (1746)
6 Sister's House (1744)

Thank you for attending and participating in the ARNA 2014 Conference!