

Upcoming ECERs

01.09.2014 ECER'14, Porto

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Previous ECERs

- ⇒ 2013: Istanbul
- ⇒ 2012: Cádiz
- ⇒ 2011: Berlin
- ⇒ 2010: Helsinki
- ⇒ 2009: Vienna
- ⇒ 2008: Göteborg
- ⇒ 2007: Ghent
- ⇒ 2006: Geneva
- ⇒ 2005: Dublin
- ⇒ 2004: Crete
- ⇒ 2003: Hamburg
- ⇒ 2002: Lisbon
- ⇒ 2001: Lille
- ⇒ 2000: Edinburgh

Conferences before 2000

- 1999: Lahti
- 1998: Ljubljana
- 1997: Frankfurt
- 1996: Seville
- 1995: Bath (joint BERA/EERA)
- 1992: Twente, 22- 25 June

ECER 2012, Cádiz

The European Conference on Educational Research 2012 will take place in the University of Cádiz.

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What is ECER about?

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ECER 2012



ECER 2012, Cádiz

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Important Dates

15.11.2011	Submission starts
01.02.2012	Submission ends
01.04.2012	Review results sent out, Early Bird starts
30.05.2012	Early Bird ends
06.07.2012	Presentation times announced

The Project RRC: A Partnership Based on Action Research



Author(s): [Francisco Sousa](#) (submitting/presenting)
Conference: ECER 2012, The Need for Educational Research to Champion Freedom, Education and Development for All
Network: [03. Curriculum Innovation by Schools and Teachers](#)
Format: Symposium Paper

Session Information

03 SES 14, Partnerships Between Schools and Universities in Curriculum Innovation
Symposium
Time: 2012-09-21
15:30-17:00
Room: FFL - Aula 4 A
Chair/Discussant: Francisco Sousa/ Jan Berkvens

Programme Planner

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Contribution

The Project RRC: A Partnership Based on Action Research

For the past five years the University of the Azores has worked with schools of elementary and secondary education from this Portuguese Autonomous Region in a partnership based on a project of collaborative research on curriculum. The project RRC (Researching for a Relevant Curriculum) has addressed teachers' worries about the lack of interest shown by some of their students with regard to the school and the curriculum. Accordingly, successive cycles of action research have been carried out by a team that includes university scholars and teachers from those schools. Data has been collected mainly through classroom field notes that provide evidence of given students' lack of interest, and through interviews with them. Each action research cycle is one school year long. Data have been analyzed and interpreted both individually and collectively. Such interpretation of data has inspired teachers in designing new teaching strategies, which have been continuously monitored and reviewed. The project has generated not only improvements in the students' acknowledgment of curriculum relevance but also some changes in the teachers' approach to their work, especially an increased sense of ownership of the curriculum and the adoption, to some extent, of research as a means of curriculum innovation.

Author Information

[Francisco Sousa](#) (submitting/presenting)
Universidade dos Açores, Portugal and CIEC