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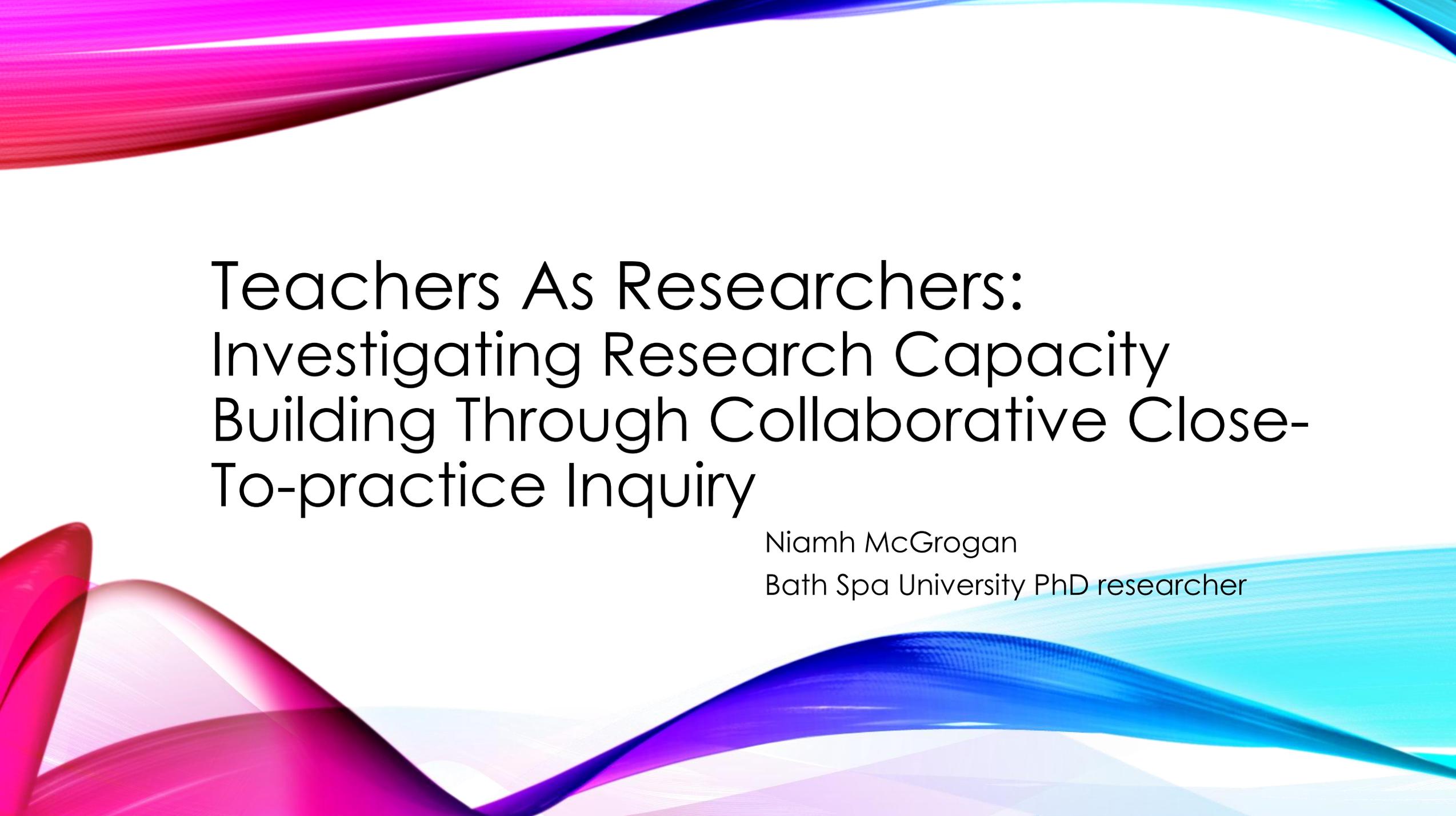
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Teachers As Researchers: Investigating Research Capacity Building Through Collaborative Close- To-practice Inquiry

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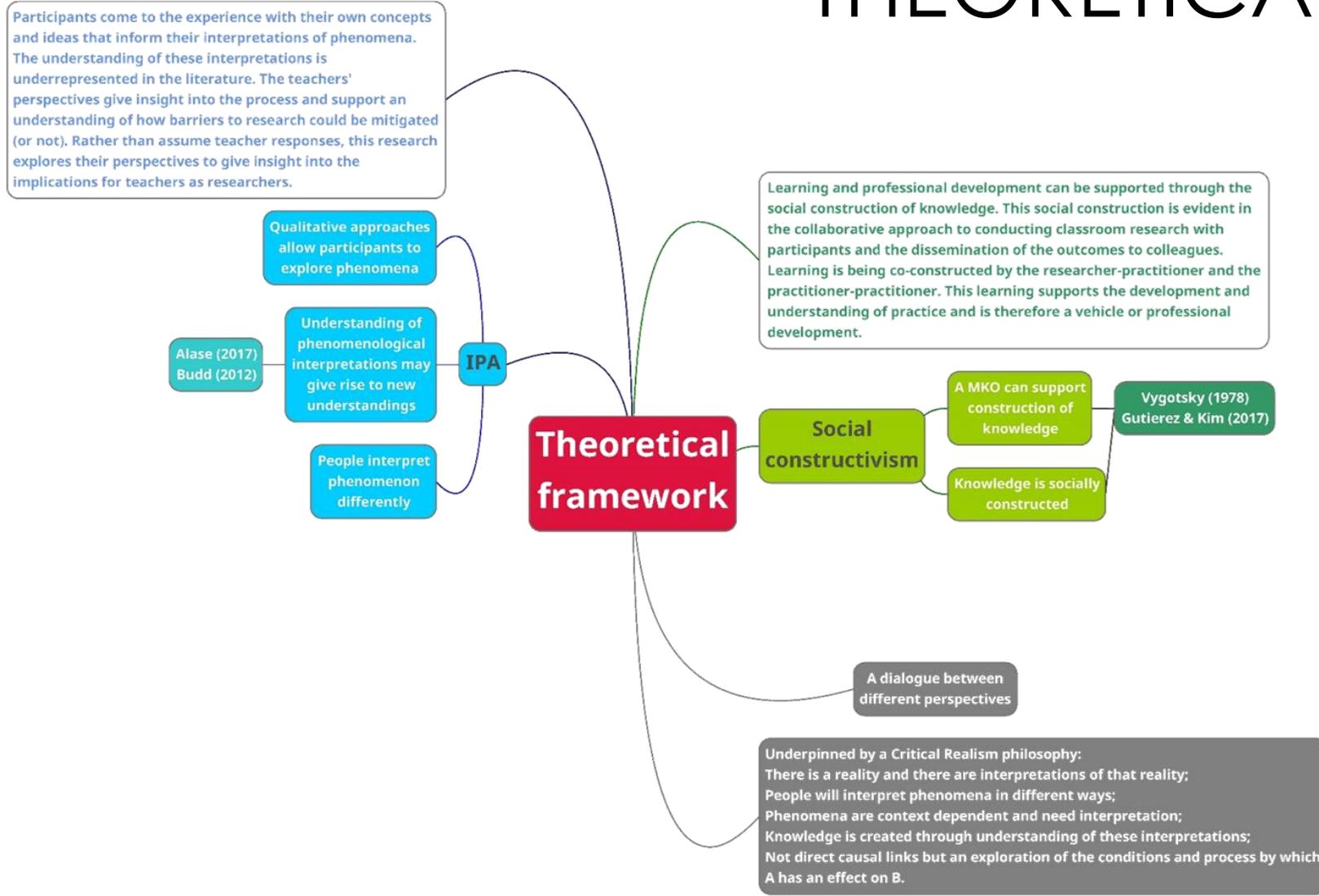
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RESEARCH QUESTIONS

- What are primary teachers' perspectives of research and does this differ from inquiry?
- Does a collaborative approach to small scale inquiry facilitate engagement *in* research?

THEORETICAL FRAMEWORK



THEORETICAL FRAMEWORK

Participants come to the experience with their own concepts and ideas that inform their interpretations of phenomena. The understanding of these interpretations is underrepresented in the literature. The teachers' perspectives give insight into the process and support an understanding of how barriers to research could be mitigated (or not). Rather than assume teacher responses, this research explores their perspectives to give insight into the implications for teachers as researchers.

Qualitative approaches allow participants to explore phenomena

Understanding of phenomenological interpretations may give rise to new understandings

Alase (2017)
Budd (2012)

IPA

People interpret phenomenon differently

Theoretical framework

Learning and professional development can be supported through the social construction of knowledge. This social construction is evident in the collaborative approach to conducting classroom research with participants and the dissemination of the outcomes to colleagues. Learning is being co-constructed by the researcher-practitioner and the practitioner-practitioner. This learning supports the development and understanding of practice and is therefore a vehicle or professional development.

Social constructivism

A MKO can support construction of knowledge

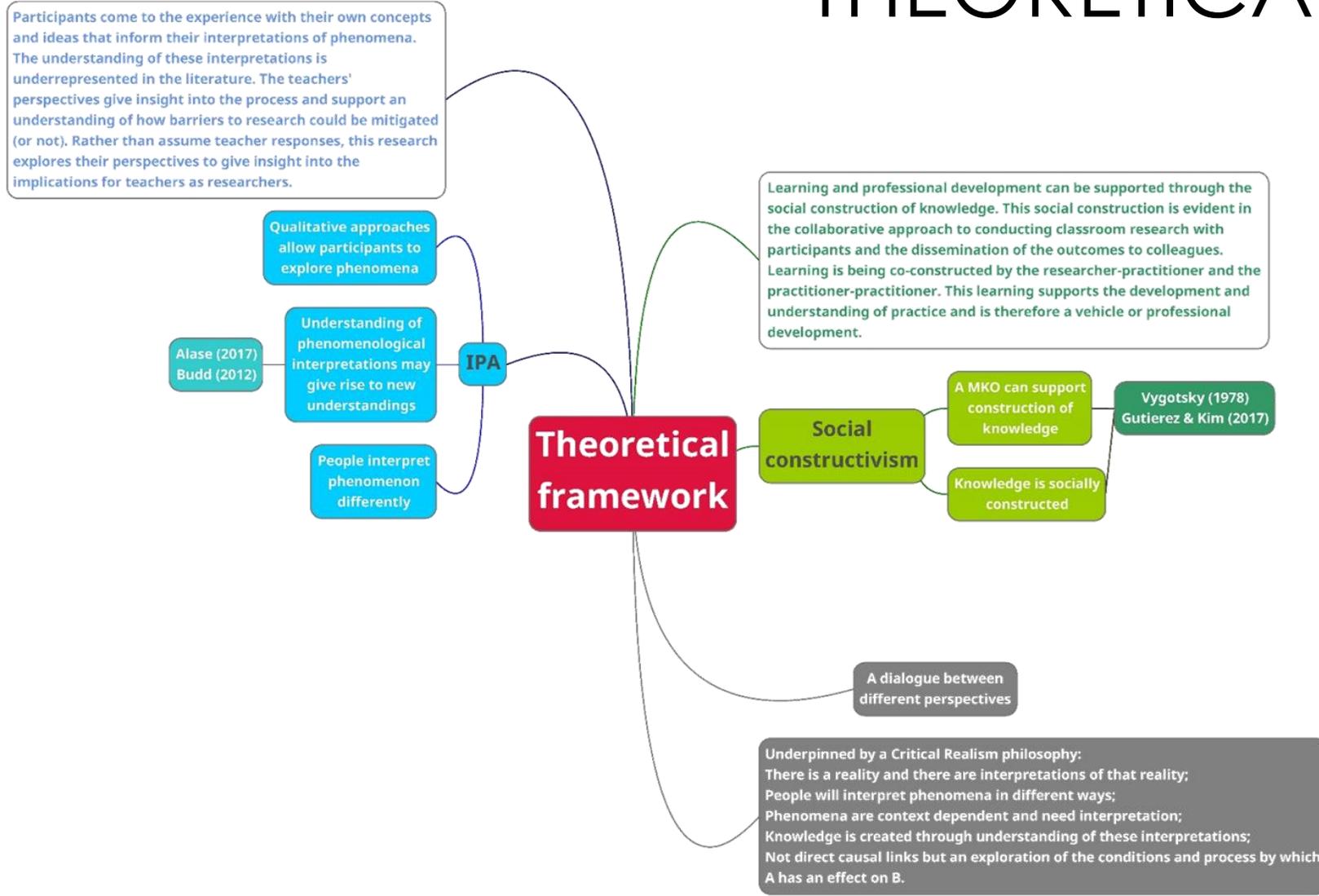
Vygotsky (1978)
Gutierrez & Kim (2017)

Knowledge is socially constructed

A dialogue between different perspectives

Underpinned by a Critical Realism philosophy:
There is a reality and there are interpretations of that reality;
People will interpret phenomena in different ways;
Phenomena are context dependent and need interpretation;
Knowledge is created through understanding of these interpretations;
Not direct causal links but an exploration of the conditions and process by which A has an effect on B.

THEORETICAL FRAMEWORK



BARRIERS TO RESEARCH

- Time (Stenhouse, 1985)
- Workload, the school environment, an unwillingness to engage (Strokova, 2016)
- Skills, resources (EEF, n.d.)
- Lack of support from school leaders (NTRP, 2011)
- The perceived relevance, or lack thereof, to classroom practice (Gutierrez & Kim, 2017)



THE IRONY

THE LITERATURE: THEMES

Teachers as researchers

- Debating the role (Hepburn, 1933; Kearney, 1933)
- Purpose of research in education (Stenhouse, 1985 -)
- Research informed practice (BERA, 2014)
- The self improving system (Godfrey, 2017)

Close to Practice Inquiry

- Inquiry as professional learning (Hedges, 2010)
- Interchangeable terms (Baumfield et al, 2013)
- Evidence based practice and practice based evidence (Bryk, 2015)

Collaboration

- Authentic interest (2015)
- Trust and understanding (Elliot et al, 2002)
- HE & teachers (Leat, Lofthouse & Read (2014; Gutierrez & Kim, 2017)
- Insider – outsider dynamic (Broadhead, 2010)

Barriers to research

- Changing educational landscape
- Capacity building (BERA, 2014; Nelson & Campbell, 2017)
- Previous slide

INTERPRETIVE PHENOMENOLOGICAL ANALYSIS (IPA)

- Lived experiences
 - Participants as 'experiential experts' (Smith & Osborne, 2015)
 - Double hermeneutic
 - Participant numbers
 - Researcher
-
- Influences of others
 - Schools as complex and adaptive systems (Kaufmann, 1995)



DATA... TO DATE

- Online questionnaire
 - 29 responses
- Semi-structured interviews
 - 2 completed
- Research activity
 - Ethics approval
 - Data collection July '19



LOOKING AHEAD

- Participant numbers
- Further data collection

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