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

Niamh McGrogan

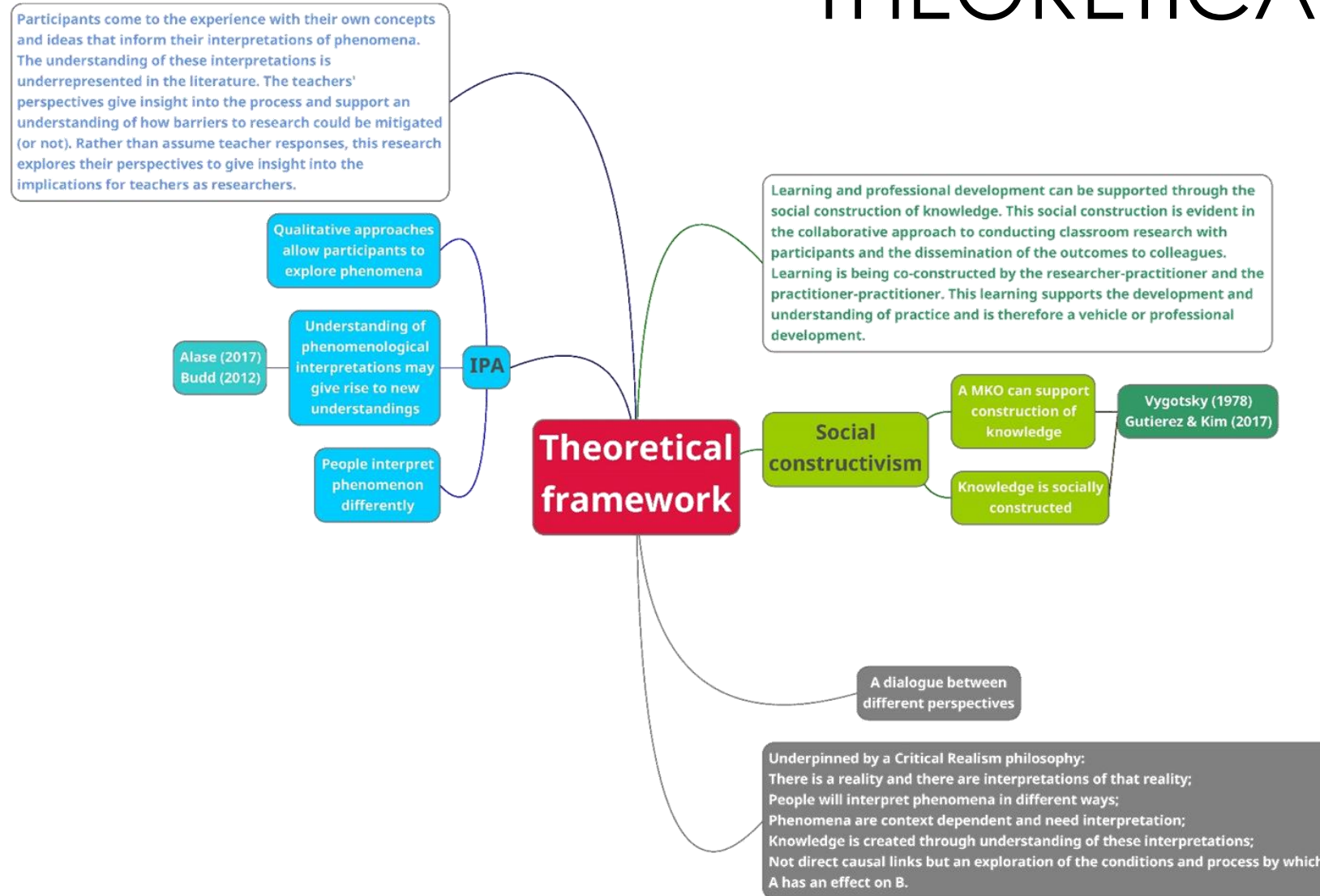
Bath Spa University PhD researcher



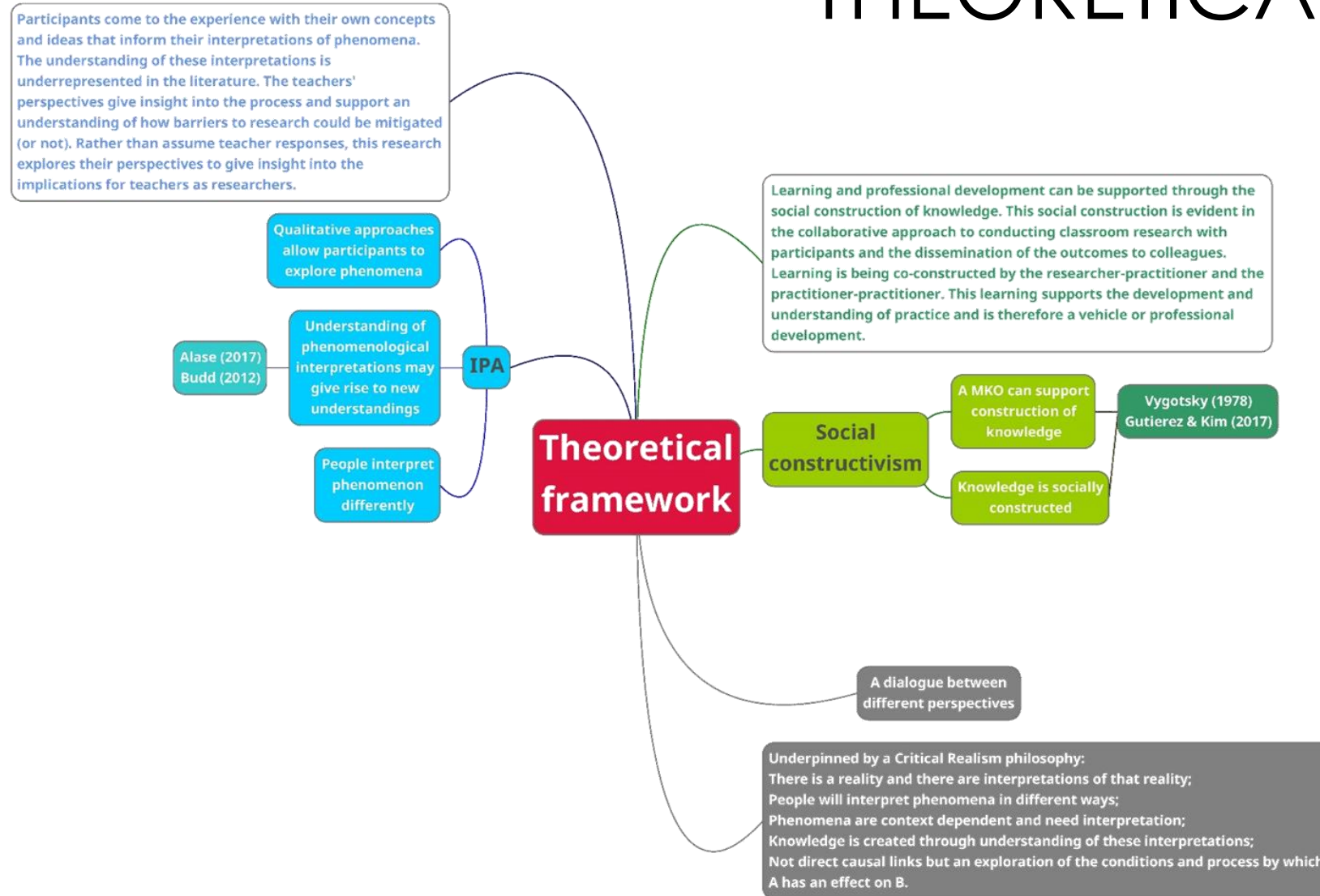
RESEARCH QUESTIONS

- 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?

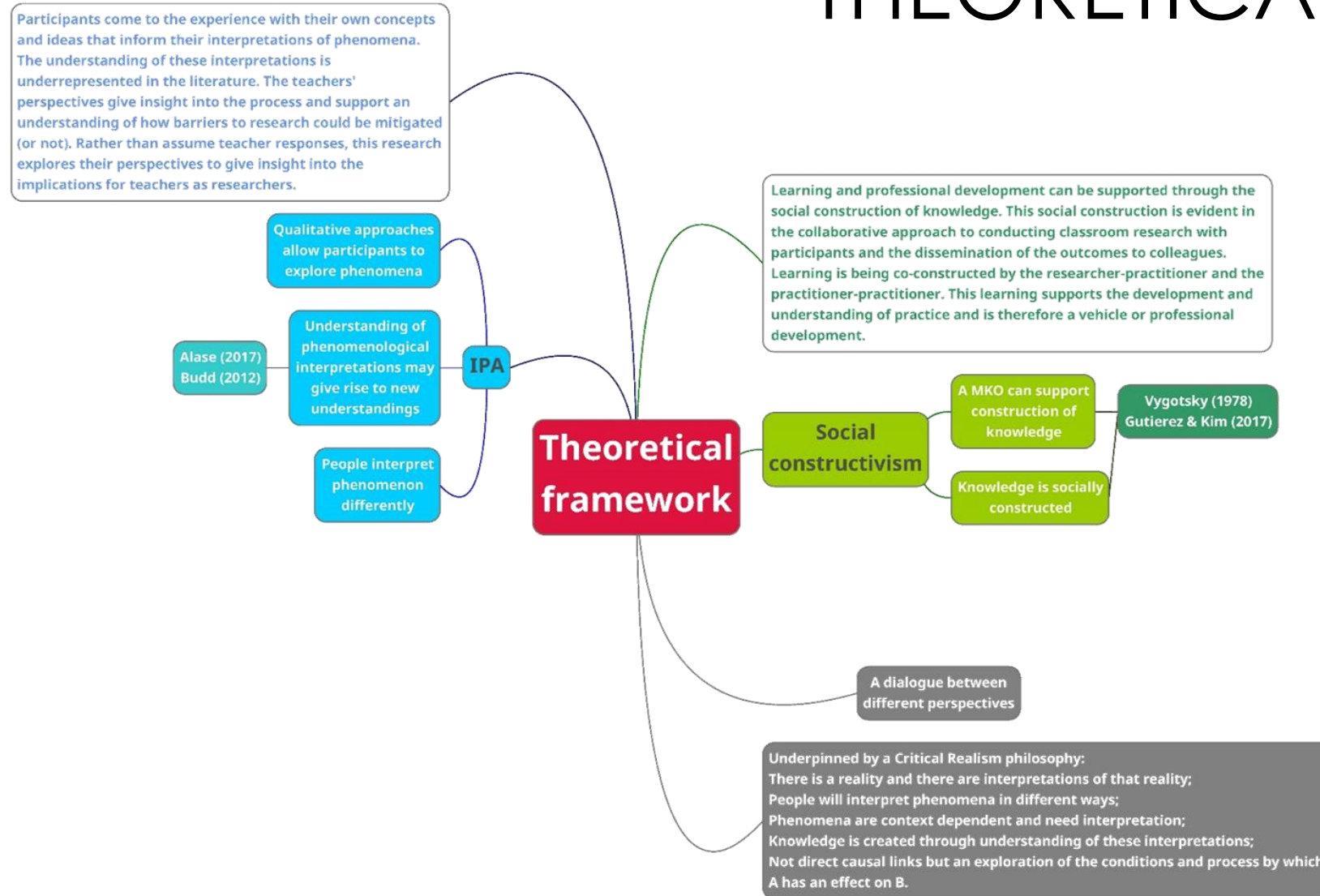
THEORETICAL FRAMEWORK



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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)

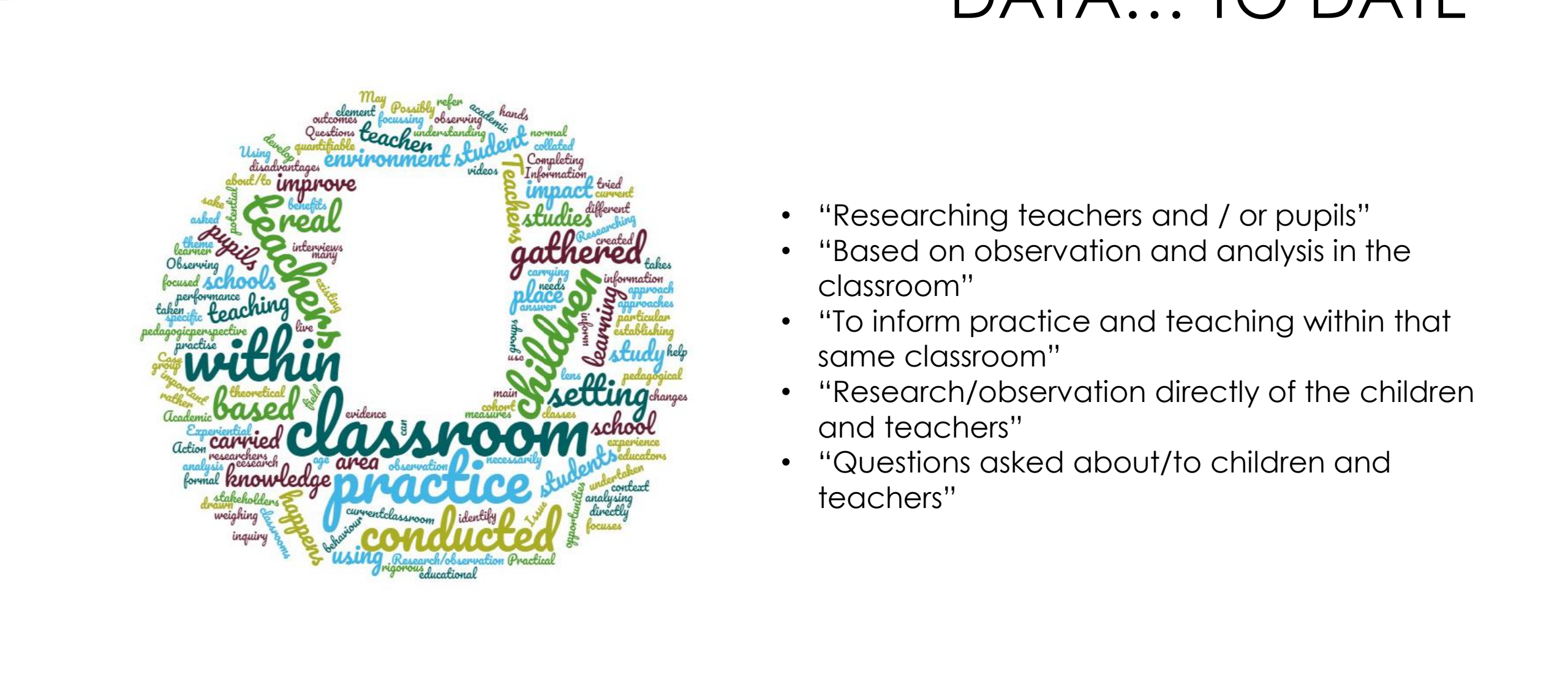


DATA... TO DATE

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

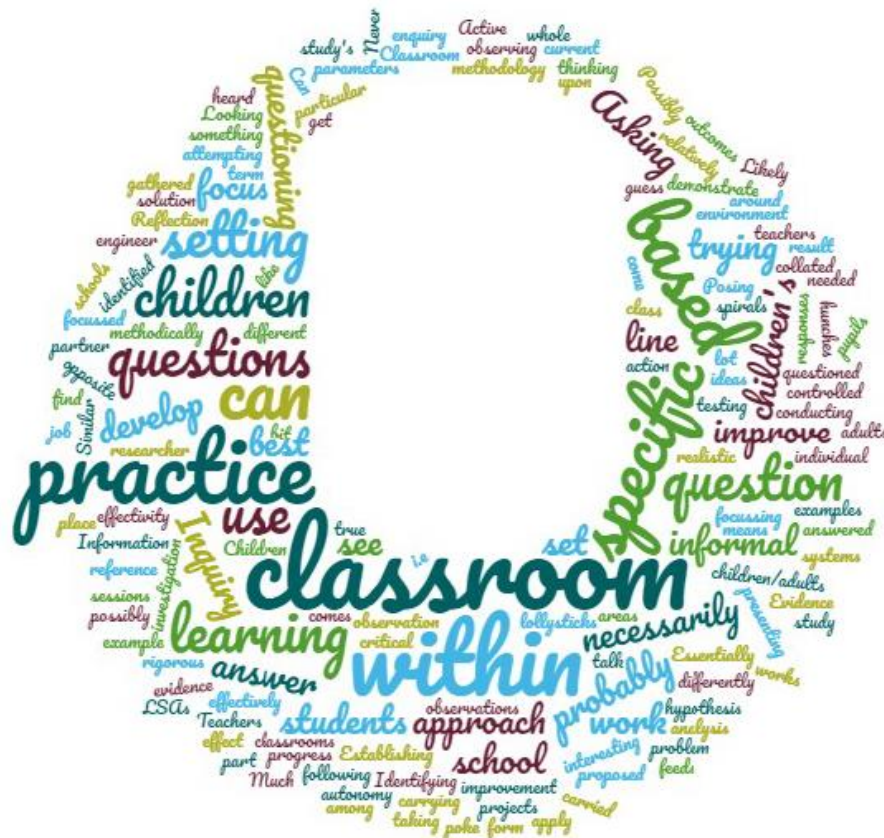


DATA TO DATE



- “Researching teachers and / or pupils”
- “Based on observation and analysis in the classroom”
- “To inform practice and teaching within that same classroom”
- “Research/observation directly of the children and teachers”
- “Questions asked about/to children and teachers”

DATA... TO DATE



- “A specific line of questioning”
- “Comes from observations in the classroom for example how can we best use...”
- “Inquiry feeds the research”
- “Identifying a 'question' you would like to answer”
- “Essentially informal research following spirals of inquiry”
- “Teachers attempting to develop systems that work effectively”



LOOKING AHEAD

- Participant numbers
- Further data collection

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