

Educational Research Award Scheme (2022/23)
Briefing Session

Pedagogic research: How teachers can promote their
professional growth through action research?

Prof LAW Huk Yuen

6 August 2022

1

Myths about teaching

Two kinds of myths about teaching:

1. Working myth
2. Wilting myth

(Adopted from Gian-Carlo Rota, *Indiscrete Thoughts* – Introduction, 1997)

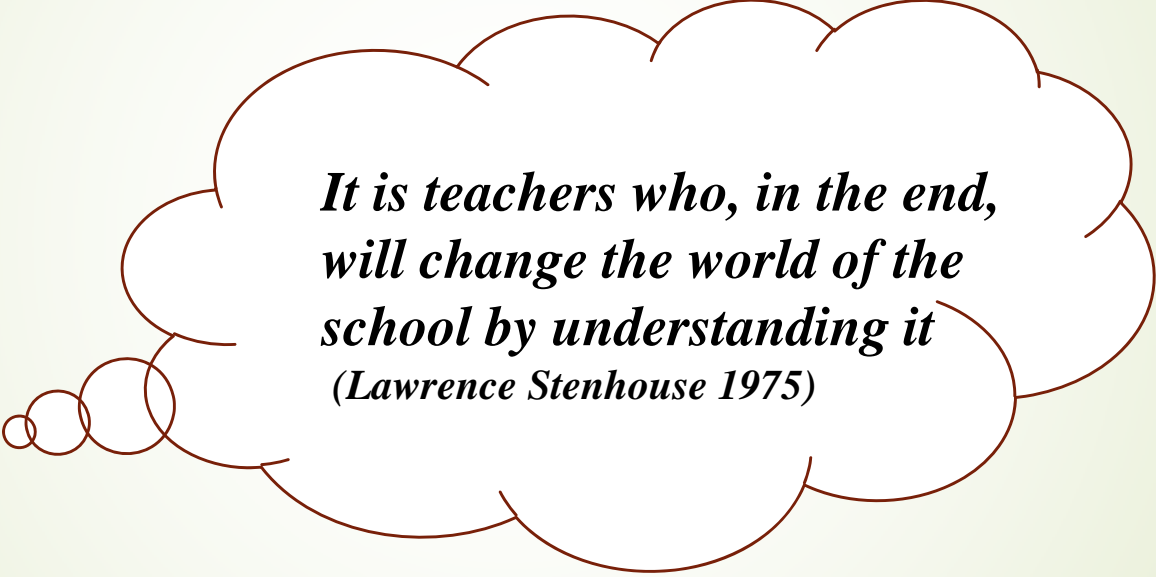
Nature of Teaching

1. Teaching as a 'craft'
2. Teacher as executive technician
3. Teacher as professional

(Chris Winch, Alis Oancea, & Janet Orchard's The Contribution of Educational Research to Teachers' Professional Learning - Philosophical Understandings, BERA, 2013)

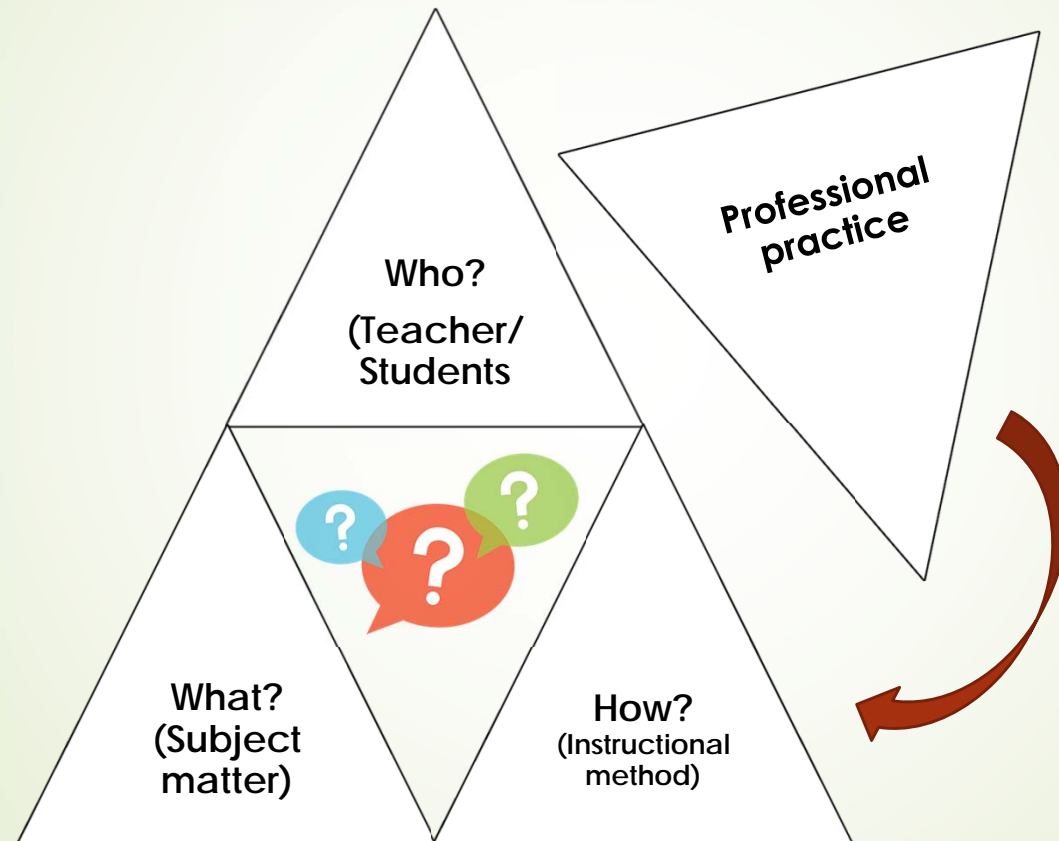
Teachers do research: **Why?**

Teachers as researchers



*It is teachers who, in the end,
will change the world of the
school by understanding it
(Lawrence Stenhouse 1975)*

Didactic triangle



6

Life in Classroom: What's happening and how we understand of it?

Three Aspects of Teachers' Professional Knowledge

1. Situated understanding/ tacit/ intuitive knowledge
2. Technical 'know how'
3. Critical reflection

(Chris Winch, Alis Oancea, & Janet Orchard's The Contribution of Educational Research to Teachers' Professional Learning - Philosophical Understandings, BERA, 2013)

What the dictionary tells us...

► **Profession** (noun):

1. a paid occupation, especially one that involves prolonged training and a formal qualification
2. *A declaration of belief in a religion*

► **Professional** (noun)

1. A person engaged or qualified in a profession
2. *A person competent or skilled in a particular activity*

(Oxford Dictionary of English, 2010[1998], pp. 1417-18)

Teaching as a Profession and Teacher as a Professional

I would advocate strongly that

- ▶ Teaching as a profession constitutes not just 'a paid occupation' but also '***a declaration of belief in a religion' called education.*** (R.S. Peters argues that every educator has his/her own dream of building a chapel in the heart!)
- ▶ Teacher as a professional is not just 'a person engaged or qualified in a profession' but also '***a person competent or skilled in a particular activity' called teaching and learning.***

The **particularity** of being a teacher

A teacher is a **particular** person who learns to design or develop some **particular** tasks (teaching and learning activities) as *interventions* (***action for change***)

For some **particular** learners called students

In some **particular** space called classroom

At some **particular** time called lesson

Pedagogic research: **What** is it?

Action research

Teacher research

Classroom research

Practitioner inquiry

Scholarship of Teaching and Learning (SoTL)

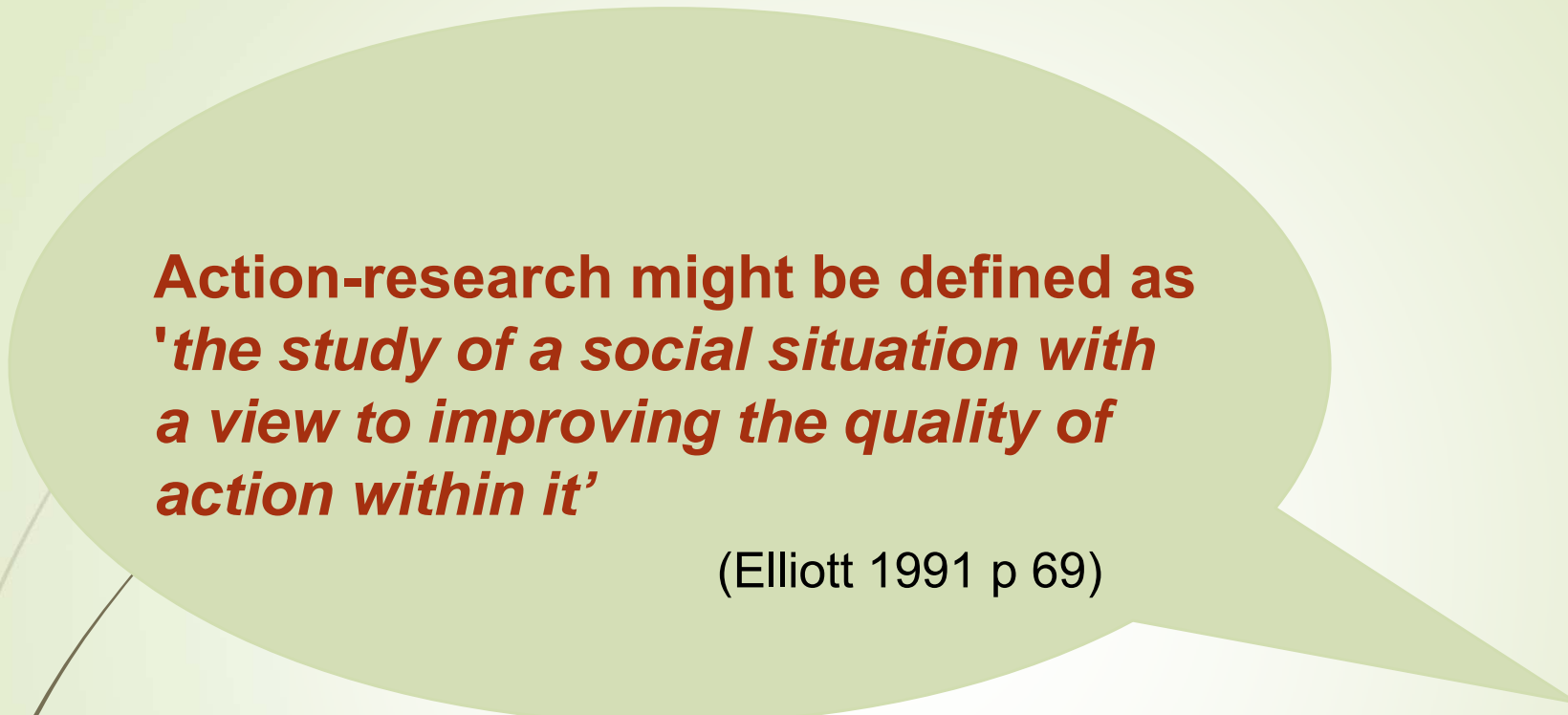
(Nikki Edgecombe's *The Fundamentals of Pedagogical Research*, Community College Research Center, 2011)

Action and research

We need to *assess and reassess* the *situation* we are living in

Action is for **CHANGE** – *Possibility* of making a **difference**

Research is for **UNDERSTANDING** – Making *interpretations* of the *changing* world



**Action-research might be defined as
'*the study of a social situation with
a view to improving the quality of
action within it*'**

(Elliott 1991 p 69)

Action research as a form of inquiry

- Practical
- Participative
- Empowering
- Interpretative
- Tentative
- Critical

(Source: Action Research Guide for Alberta Teachers)

The 'three Rs' of pedagogic research

1. Revelation
2. Reading
3. Rigour

(Evans, L. (2020) 'Developing as an 'extended' pedagogic researcher: addressing the 'three Rs''. In Masika, R. (ed.) *Research Matters: The Pedagogic Research Conference and Articles 2019*, pp.10-21. Brighton: University of Brighton)

How to do with pedagogic research?

Teaching as Research Project

Teachers' professional knowledge

- ▶ Situated understanding/ tacit/ intuitive knowledge
- ▶ Technical 'know how'
- ▶ Critical reflection

(Chris Winch, Alis Oancea, Janet Orchard's The contribution of educational research to Teachers' professional learning - Philosophical understandings, 2013)

7 Steps: Pedagogic Research

1. Identify a research question
2. Consider theoretical underpinnings
3. Formulate a research methodology
4. Obtain ethical approval
5. Analyse data appropriately
6. Disseminate your findings
7. Collaborate

(Source: *7 Steps to: Pedagogic Research*, Educational Development Teaching and Learning, PLYMOUTH UNIVERSITY, 2012[2014])

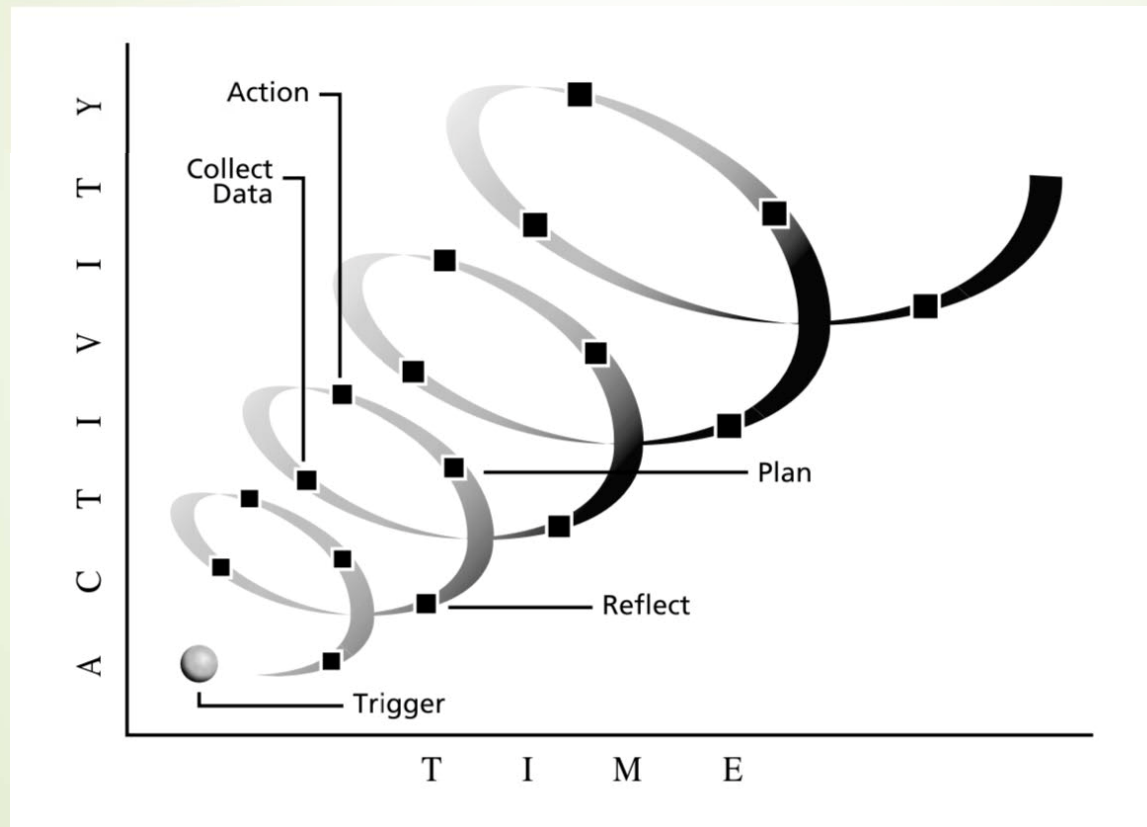
Teaching as Research Project: **How** to develop your own research project?

1. Identify the **problem** and set clear **goals**
2. **Prepare** adequately and begin to implement your development
3. Establish and employ appropriate **methods** of enquiry
4. **Evaluate** results
5. Prepare your **presentation**
6. **Share** your project with others

(Source: Sotiriou, M. UCL Arena Centre for Research-based Education)

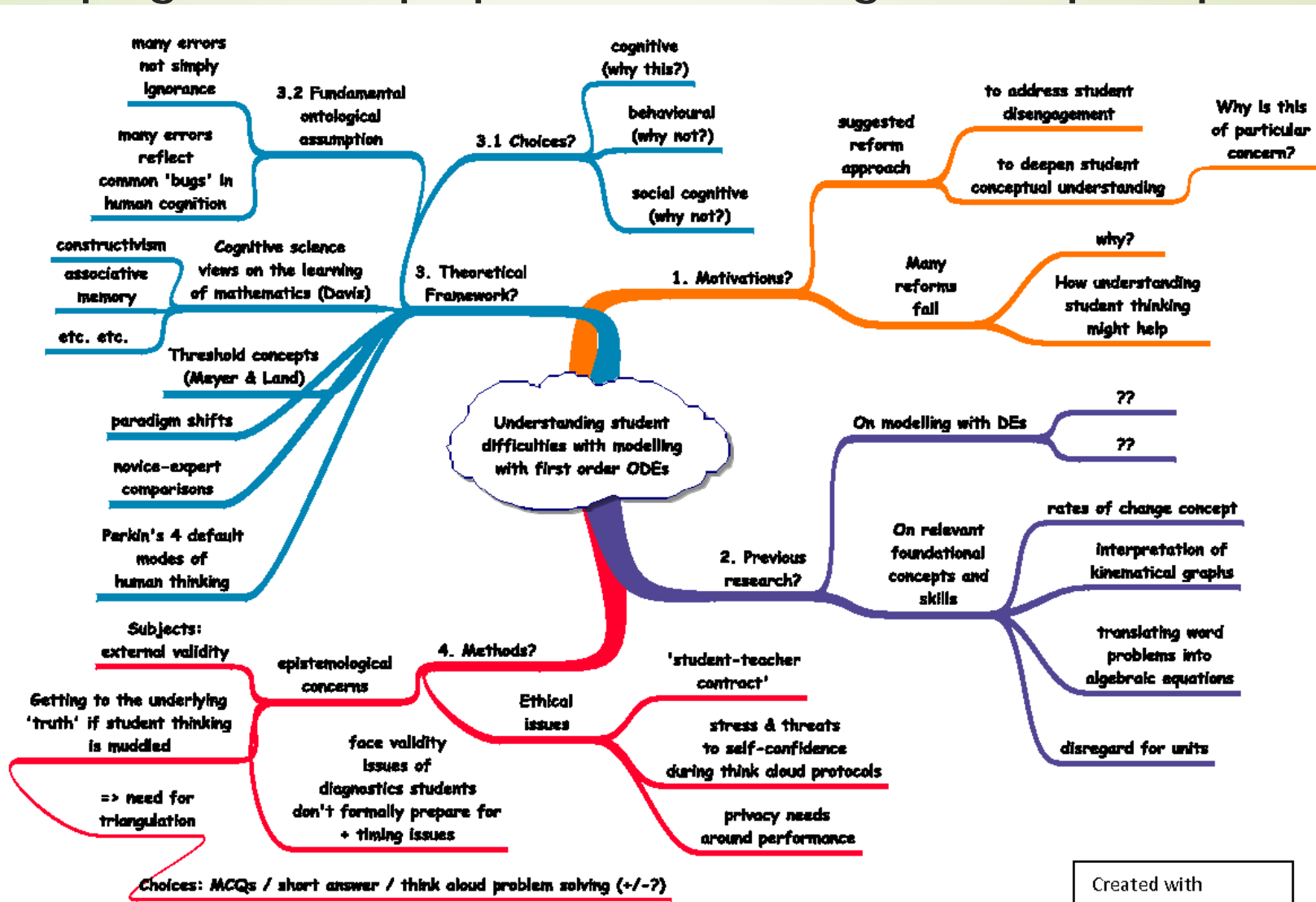


Action research process: A cyclic process of action and reflection



(Source: Action Research Guide for Alberta Teachers)

Developing research proposal ideas through concept map sorting



Created with Inspiration software.

(Source: D.R. Rowland, The Learning Hub, Student Services, The University of Queensland)

Principles of an ethic of care: Research as an ethical journey

A teacher researcher is first of all a teacher – responsible to students, administrators, parents, and the community (Mohr, 2001).

1. Responsibility and Accountability
2. Action and Social Justice
3. Caring and Respect

(Zeni, J. (2009). Ethics and the 'personal' in action research. *The Sage handbook of educational action research*, 254-266)

Thank you for being with me in this presentation?