

Table conversations

Chapter 4: The (true) nature of educational research

By Annonay Andersson

On the **relevance** of research:

- *I really believe that in this mystic world science has an important role to play to give **feedback** to existence.*
- *It's hard to get access to good research. There's another plea to get **more access** to research articles. Some of the research is being published in popular reviews. You need to have some knowledge of research in order to make a **right interpretation**. People have strange ideas about causality for example. Before you know it, that becomes a common thing. Opening up the research library can help, but also using it correctly.*
- *If research is really well interpreted, it's about **re-search**, not finding things.*
- *Research has gained in significance in our teaching at the teacher-training. I do wonder if the students see the relevance of it. We teach them how to do action research but also how to be curious and open, and how to be objective.*

On the **essence** of research:

- *I think it's incorrect to give results from the university a monopoly on that word: 'research'. It could just as well be **philosophical**, just sharpening your knowledge.*
- *We have to develop a **research-mind**. That is the true spirit of research. Teacher students think that they have to know everything.*
- *Is knowledge only relevant when it comes from research? I acknowledge **knowledge from the body**.*

On **doing** educational research:

- *We're trying to implement things from Hatties research. On giving feedback to the students, feedbackloops. One example: the NRO has come in our school and they do objective research on our feedbackloops in relation with self confidence and self guidance of children. **Kids are researchers**. I think it's important researchers are in the school.*
- *We do more and more research ourselves in the school I work in. We use questionnaires to ask parents and kids how they experience the school [tevredenheidsonderzoek].*
- *We at NIVOZ start with **small examples** (story about Max van Maanen and the bear hug). It's not science, it's an experience. Van Maanen talks about the appeal.*
- *Research in a very 'clean' room is easy, but schools are not 'clean'. Teachers who love their topic, science in fact, they are **researchers in their mind**. But in the end they want facts.*

On the **improvement** of educational research:

- *What would help is if researchers end with **questions**.*
- *Not enough people are willing to **reflect** in a way that is relevant.*
- *I hear that teachers want things to grasp, want facts. Every time you think you've got it, it's all psychological, mechanical. A whole different approach. Teachers panic when they can't grasp that, don't have boxes to think. I would like to **plea for uncertainty**. We need another kind of knowledge: like lived experience. Research can also be just talking about what we need and what we can do.*
- *I think that **action research** is very useful. Intuition is the start of this.*

- *There should be people who can **read and translate** the difficult practice.*
- ***Phenomenological** research is based on experience. It's the kind of research you can very well conduct.*