

**BECOMING-SCHOLAR
PRACTITIONERS:
DEVELOPING CRITICAL,
SITUATED VIEWS OF
RESEARCH IN ED.D
PROGRAMS**

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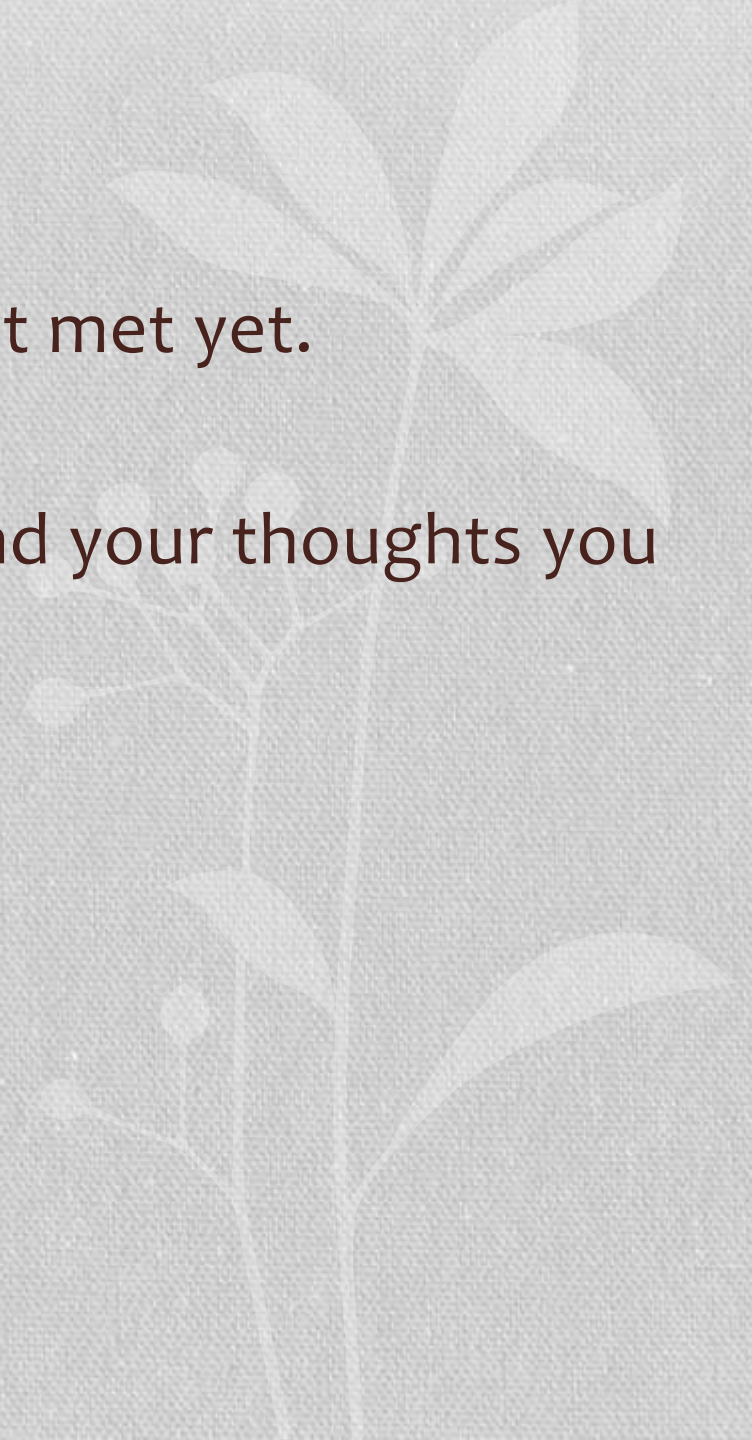


Choose one question to respond to and jot down a few notes.

- What assumptions about ‘good research’ do your students tend to bring into your program?
- What do you consider the major differences between “traditional PhD” and “practitioner-scholar” research?
- What are the qualities of research with the potential for moving forward social justice agendas?

Turn and talk.

- Find someone who you have not met yet.
- Share your name, institution, and your thoughts you jotted down.



Problem of Practice:

- How do we help students:
 - Develop a complex, critical, situated orientation toward, and understandings of, research/inquiry and related knowledge construction processes?
 - Problematize dominant notions of what it means to conduct “good” research?

In CPED EdD programs

- Research should help students blend theory and practice;
 - Should focus on methods that lend themselves to practical application
 - And result in local transformation of schools/communities
- Thus many CPED programs focus on research methods like ACTION RESEARCH, PAR/YPAR, & COLLABORATIVE INQUIRY
- However, these require a paradigm shift away from positivist research norms based on rational humanism

Troubling Dominant Research Paradigms & Assumptions

- **“Distant” Researcher**
 - Uses pre-established, pre-validated protocols/methods/instruments
 - Conducts research and analyses without bias
 - “Finds” an answer and reports it in third person
- **Contradictory to a social justice approach:**
 - Perpetuates knowledge/view of the world from a white, male, Western, elite perspective (research colonialism)
 - Ignores the agency of the researcher- allows researcher to make “truth” claims without accountability
 - Inconsistent with a constructivist understanding of knowledge creation

A Genealogy of Logic: Rational Humanism

- **Dominant forms of research are informed by *rational humanism*.**
 - Hierarchical, dualistic, essentialized thought
 - The world=fixed, stable, ordered, separated by dualisms
 - “I think, therefore I am” allots consciousness and free will to *the rational thinker*.
- **Presented as universal and transcendent of culture/location**
 - Imposes a White hetero Christian male perspective... without acknowledging it
 - Creates duality of self/other: the rational thinker and the inferior being
 - A “restricted notion of what counts as human” that allows for racism, xenophobia, genocide

Practitioner Research for Social Justice

- Recognizing that research is conducted
 - From a particular LOCATION (theoretically, personally, methodologically, politically, culturally...)
 - With a particular population in a particular setting
 - In response to specific contextualized problems of practice and/or social justice issues
 - With the goal of generating local, actionable knowledge

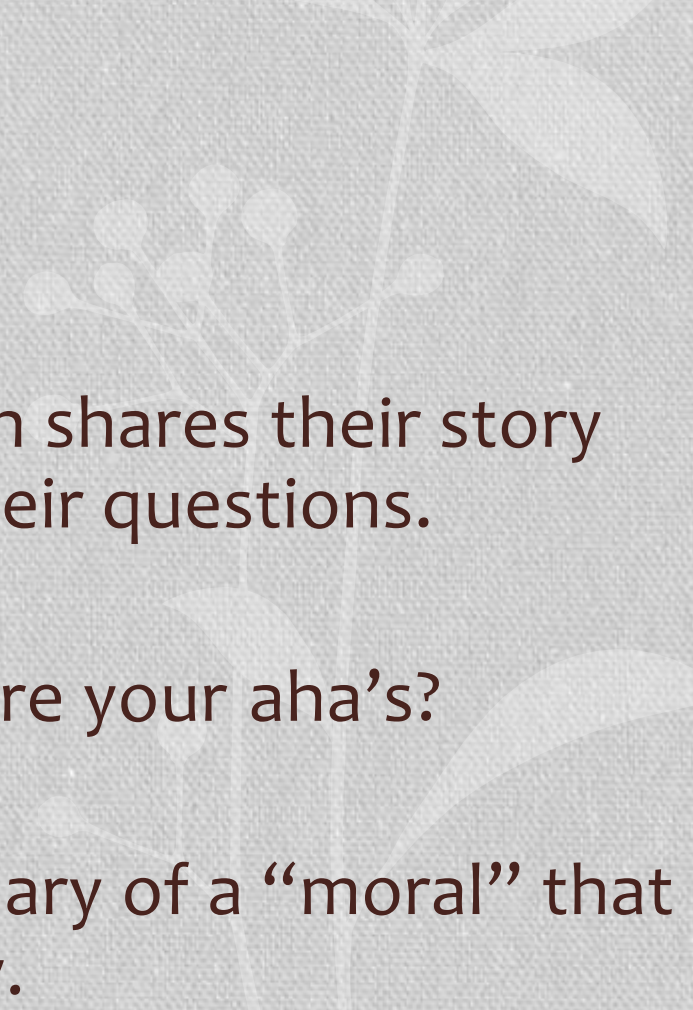
Introductory Lesson: The Danger of a Single Story and the Parable of the 3 Researchers

- Through interaction with media/text and peer dialogue, Students will articulate their ideas about the potential ways that numerous elements—including personal, background, institutional, theoretical, methodological—shape the knowledge they create from research studies.
- Students will recognize and probe ideas about the agency of the researcher in creating particular knowledge or telling particular stories, as well as begin to problematize dominant notions of research as generating one/the objective truth.
- This activity sets the stage for further discussions regarding how internalized assumptions, researcher positionality, theoretical approaches, methodological decisions, institutional constraints, and political contexts all turn the researcher toward particular findings; and the general development of a critical, constructivist epistemology.

The Parable of the 3 Researchers

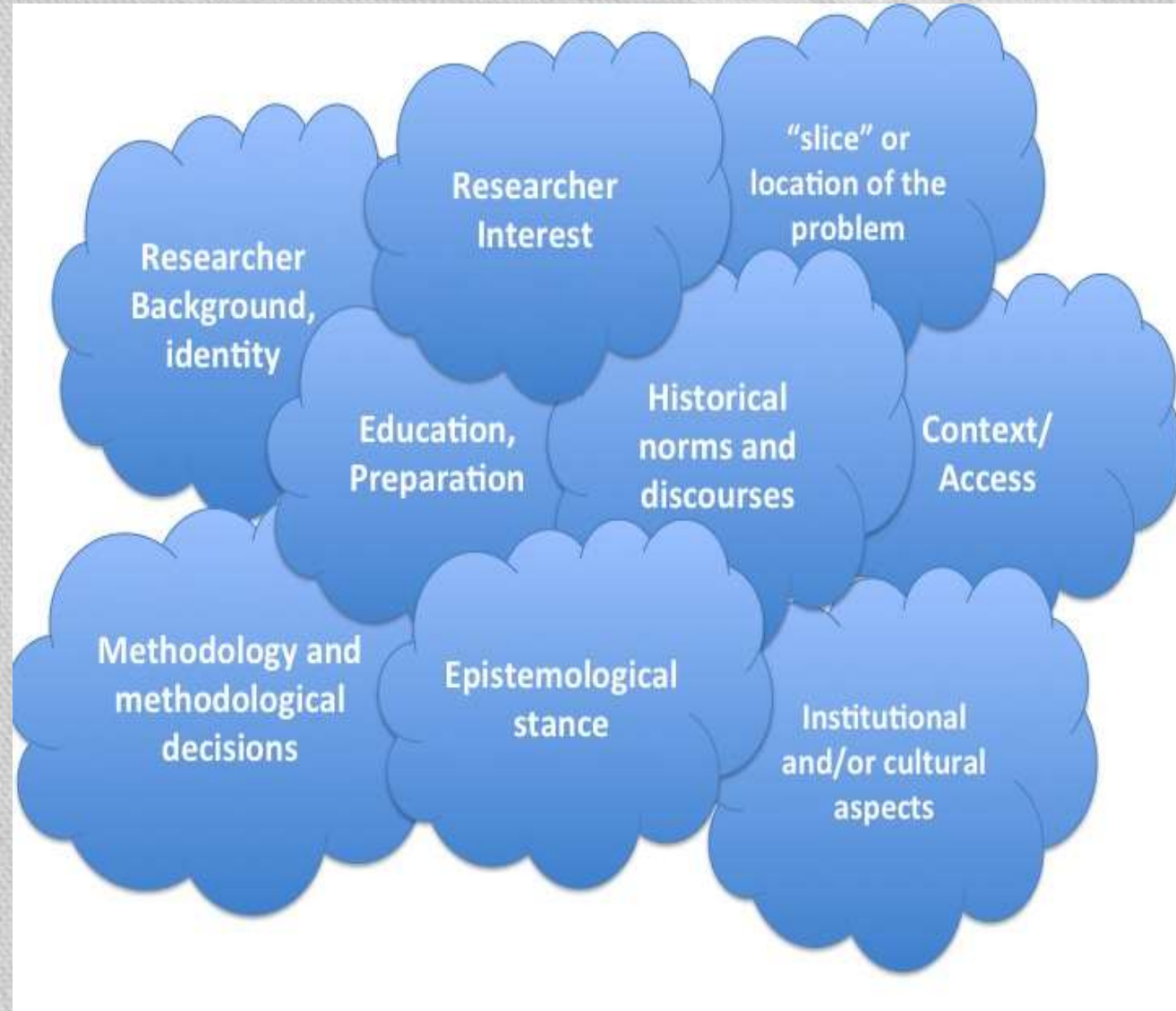
- Please get into 3 groups.
- Group 1 reads Albus, Group 2 reads Artemis, and Group 3 reads Assata.
- Read individually and then work together to answer the questions.

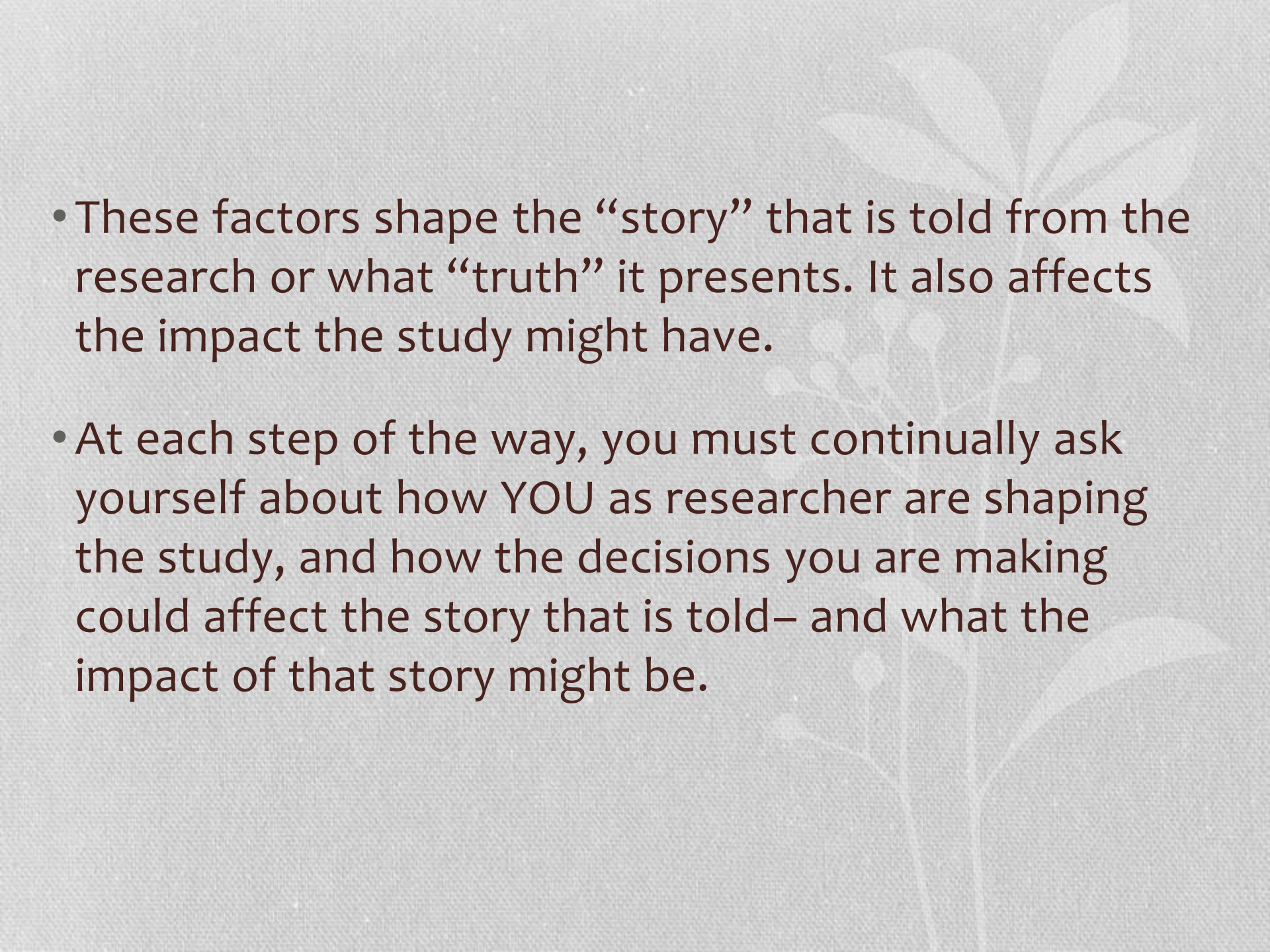
Jigsaw

- In your group, number off 1-3.
 - Get into groups by number.
 - Starting with Albus, each person shares their story and discusses the answers to their questions.
 - Discuss across stories. What were your aha's?
 - In 2-3 sentences, create a summary of a “moral” that could go at the end of this story.
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Research is not a neutral act.

- As a researcher, you have tremendous agency to shape the study, the knowledge it produces, and what that knowledge might do.



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- These factors shape the “story” that is told from the research or what “truth” it presents. It also affects the impact the study might have.
 - At each step of the way, you must continually ask yourself about how YOU as researcher are shaping the study, and how the decisions you are making could affect the story that is told– and what the impact of that story might be.

Theory into practice: My own politics of location

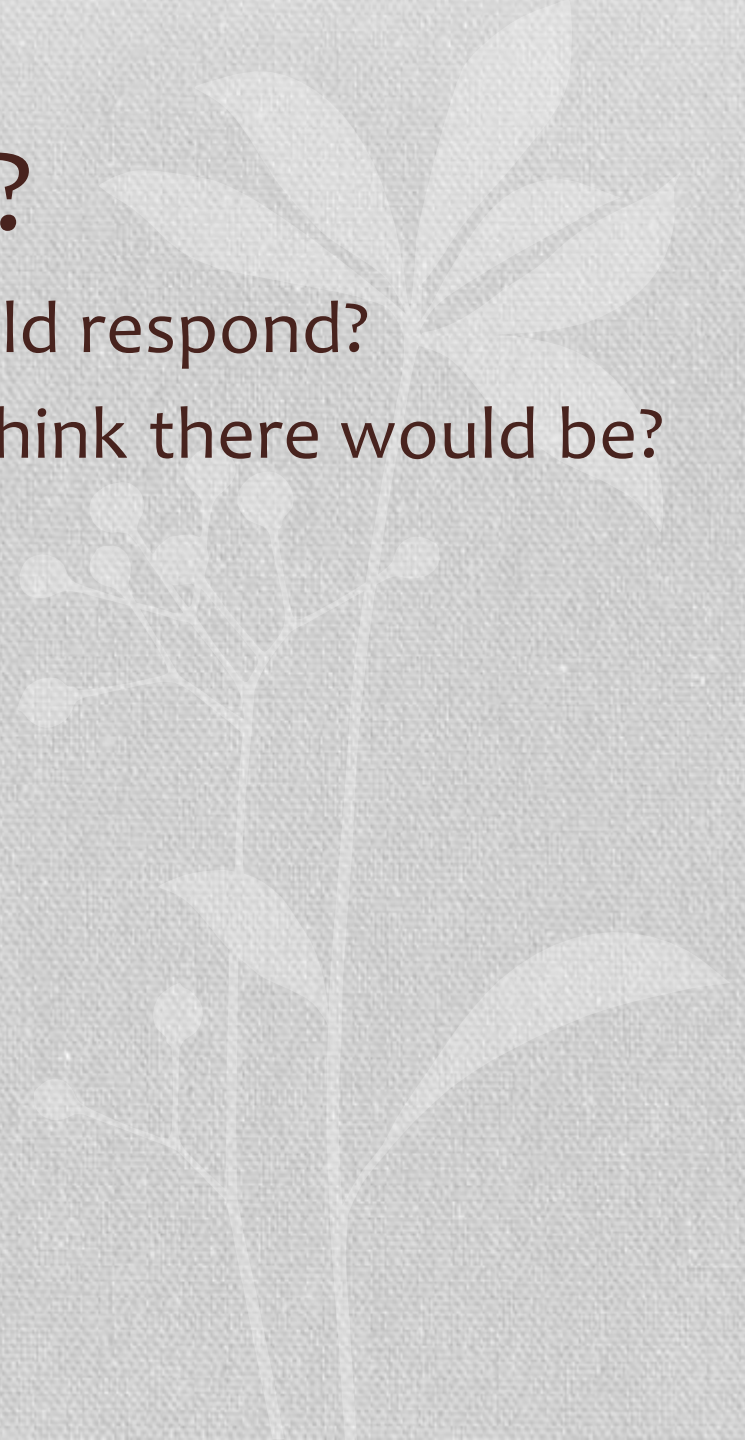
- Professing... or confessing?
- My politics of location:
 - A white/culturally Jewish atheist able-bodied straight cis woman
 - In a liberal “bubble” (SF/Bay area)
 - At an institution with a social justice focus
 - Passionate about social justice and **different ways** of understanding the world

Shifts to Think (and teach and lead and live) Differently...

- From dualism to monism (non-binary; multiplistic)
- From negative difference to positive difference
- From humans as reference point to assemblages of human-material-discursive
- A focus on connections, relational

Thoughts? Reactions?

- How do you think students would respond?
- What “sticking points” do you think there would be?



Initial Reflections

- Some successes

- Several students chose forms of research where the researcher takes a more central role (3 AR or PAR, 2 autoethnography, 2 self-study of professional practices)
- Majority able to generate meaningful positionality statements that discuss their interests, access, and decisions and how these factor into their studies
- Fewer students than previous year resistant to using “I” in writing about their research (some still persist in using “the researcher”)

- Some challenges

- Deeply internalized notions of “good” research as objective
- Conflicts with ‘data driven’ and ‘managerial’ mindsets of K-12 admin
- Student worry that their research ‘won’t be taken seriously’

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