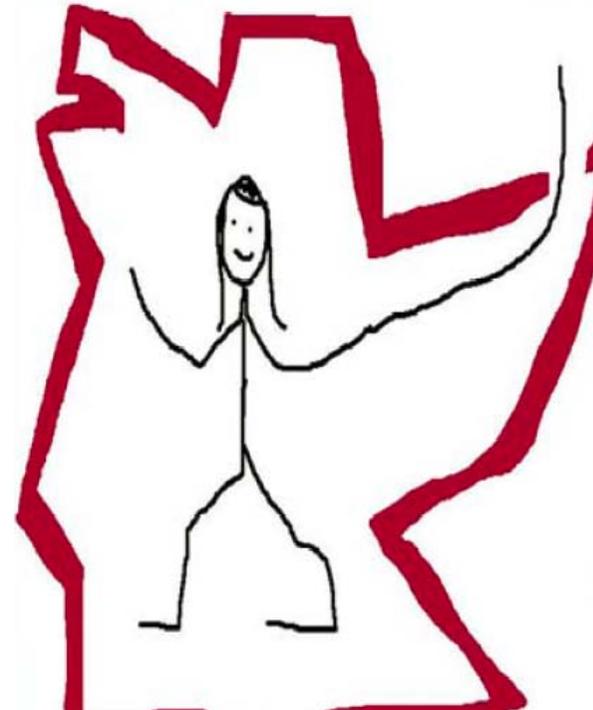
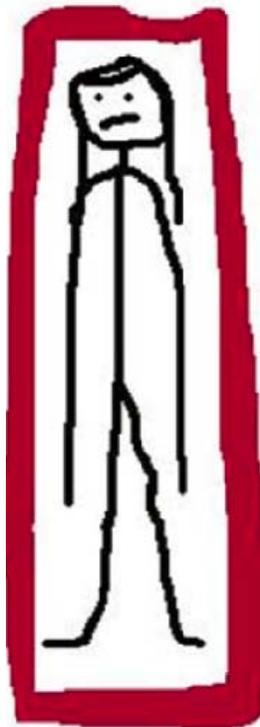


## Value and Virtue in Practice-Based Research

York St John University, UK

1<sup>st</sup> & 2<sup>nd</sup> June 2011

Light shines on teachers  
situation



Edda Kjartansdóttir

# Background

Feeling	Idea	Form
Teachers as a group are getting weaker and weaker	Action research might empower them	Research these ideas of mine and write M Ed thesis
Felt while working as a primary school teacher 1987-2006 mostly in the later years	Arised at a meeting about action research in spring 2008	Worked on 2008-2010

# Goal

- To try to understand my feelings on teachers situation.
- To find out if and how action research as a method or tool could help teachers out of the situation I felt they were in.
- To analyse my personal values when working with teachers

# Self portrait



- In my thesis I draw a picture of my self and my experience

- I frame the picture with ideas from scholars as Evans (2001), Freire (1999), Fullan (2001), Hargreaves (2003), Hopkins (1992), Kincheloe (2006), McNiff (2002), Richardson (1997; 2005), Sergiovanni (2001) Schwarts (2009) and more.

- The frame is built on my experience as a primary school teacher for 19 years, my studies in the university and my work as a project manager in development work with teachers.

# Data

- diaries from 2001-2010
- my own school projects from 2006-2009
- research journal from 2008-2010
- my experience and memories
- other data are academic and literary texts that have occurred in my way and I thought rhymed with what I was looking at.



# Writing as a research method

- a way to learn about yourself and the matters you are researching
- by recreating your own texts, you can discover other aspects of the topic and the relationship between you and the material changes
- routine models prevent that the writing itself is utilized as an effective and creative process, and the models can prevent that researchers who are starting their career want to write about their research.

(Richardson, 2005)



Important to write papers that more than academics are willing to read.

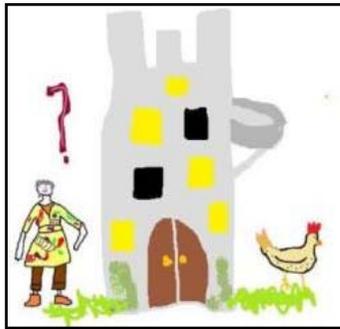
# The story of light

- appeared to me from my data
- is based equally on theory and experience
- helps me to reproduce my own text and introduce my understanding of things which are obvious to me.
- is a description of what I have discovered when I was analyzing my data.



# The journey

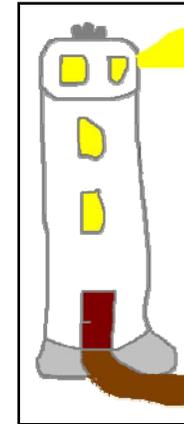
The trinity visits:



- The Academia



- Atypical professionals



- Policy-makers

- Lights people

See the handaout for more information

# End of story

- Brenda's role in the story is to speak their voice that want to get out of the suffocating yoke of tradition.
- The questionmark that cheats its way into the expedition symbols the inevitable questions that constantly are inside me and are pointing out to me that tings may not always be as they appear.
- Light like my self, feels that empowerment is important to her people so they can increase its scope of action and experience a strong impact on their lives.



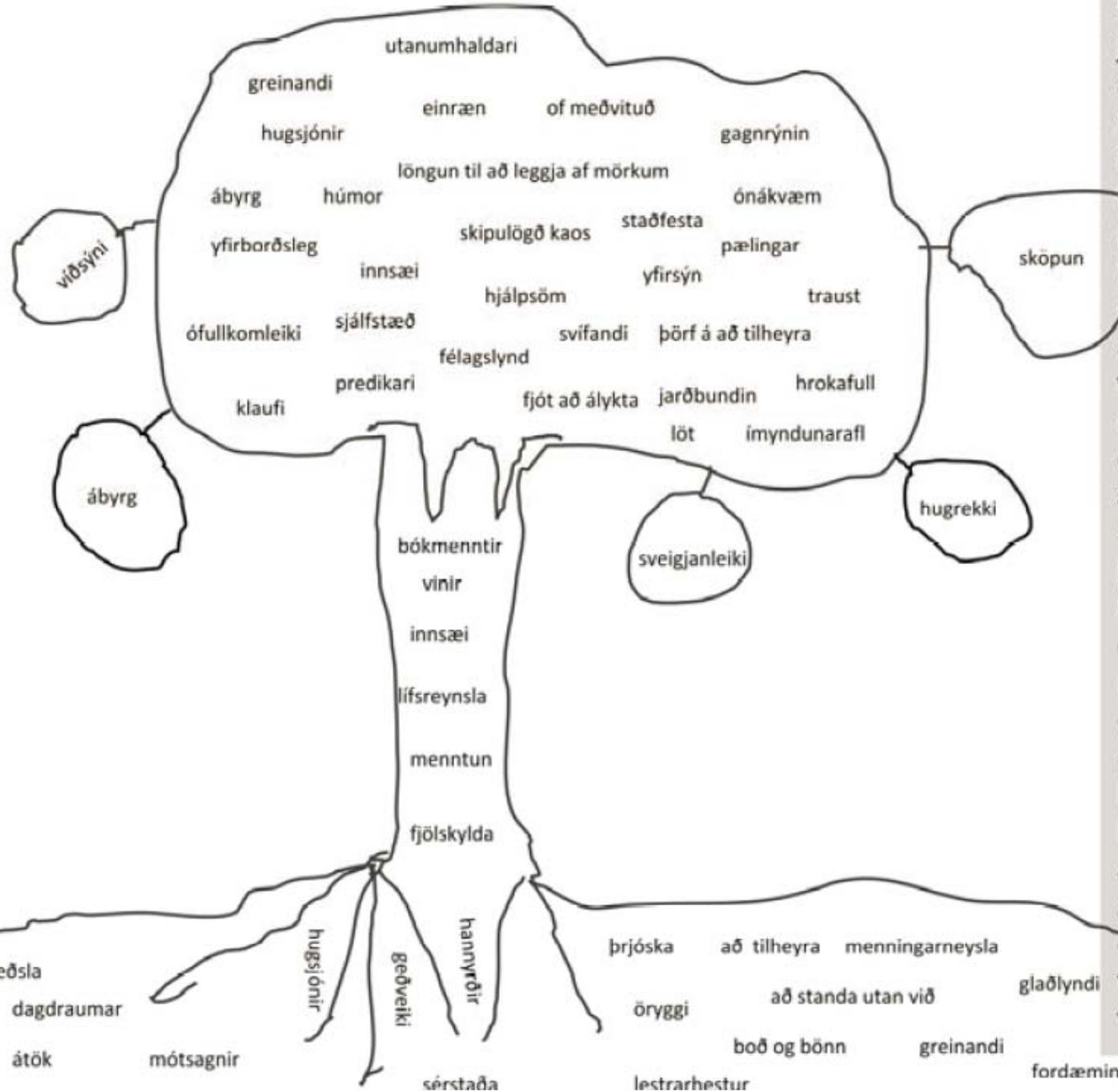
# Conclusion

*“Positivism in its top-down standards disguise tears away at the heart and soul of teachers, sapping energy and dedication. Teachers have to be tough and smart to survive this assault on the profession.”*

(Kincheloe, 2006:15).

Action research can empower teachers and they will be both tough and smart...





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