



Practitioner research

Introduction to practitioner research

VOICE OVER:

Text Practitioner research brings an insider perspective to educational research and has the potential to make a significant contribution to transforming pedagogical practice. So, how as a practitioner do you undertake a research project? In this audio you will hear Janet Soler and Mary Kellet from the Open University discussing practitioner research. They explore the research process from formulating a research question to final dissemination. You can listen to this audio as a single discussion or skip to chapters you want to focus on .

MARY KELLET:

I'm Mary Kellet. I'm Professor of Childhood And Youth at the Open University and I'm also a Director of the Children's Research Centre there, which is quite a unique Centre, we only support research by children and young people, so it's not a Centre where we do research on, about or even with children and young people. We actually train and support them to lead their own research and set their own agendas.

And to date we've got about, 130 original research studies by children and young people which you can find on our website if, if you are interested.

JANET SOLER:

As you know, the course that we are now developing is a course looking at practitioner based research. How do you see the sort of research you're engaged with impacting on practitioner research?

MARY KELLET:

I think practitioner research is really important and very undervalued in the research community. Practitioners often feel that the kind of research that they will do or the interest that they have won't be as well received in an academic community, which of course, isn't the case at all.

There are many different kinds of research. They all have their value in different ways. And what's really important and really exciting about the kind of research that practitioners do is that they can get an inside perspective, if you like, they can really get to the heart of what the issues are from the inside - so doing practitioner research, they're there seeing what the problems are, inside and outside.

In a way that resonates with quite a lot of what I do in empowering children and young people to do their own research because what we're interested in there is their inside perspective.

So how these how they see the world, the windows that they can open for us into their world, in the same practitioners can open windows for everyone else in, in order to share good practice.