

**What is research and what has it
got to do with my classroom?**

A CONVERSATION

Kate Christopher



Q1: Has research or reading
directly had an impact on
your teaching?





What is Research?

QUALITATIVE/ QUANTITATIVE

**What is the type of data?
What can the data tell you?
What can it not tell you?**

RESEARCH METHODS

**How is the data gathered?
What is reliable and less
reliable about this method?**

RESEARCH QUESTIONS

**What are you trying to find
out? Does the data tell you
what you want to know?**

LITERATURE REVIEW

**What other literature has
been written by others
about this topic? What
conclusions drawn?**

THE FIELD

**What area of study is asking
research questions like
yours? What
analysis already exists?**

CRITICAL ENGAGEMENT

**Can you spot flaws in an
argument? Does the data
collection seem unreliable?
Do you draw different
conclusions?**



Critical engagement

Russell, B (1946) *A History of Western Philosophy*, Routledge

Bertrand Russell on Aquinas

‘There is little of the true philosophical spirit in Aquinas. He does not, like the Platonic Socrates, set out to follow wherever the argument may lead. He is not engaged in an enquiry, the result of which it is impossible to know in advance. Before he begins to philosophize, he already knows the truth; it is declared in the Catholic faith. If he can find apparently rational arguments for some parts of the faith, so much the better; if he cannot, he need only fall back on revelation. The finding of arguments for a conclusion given in advance is not philosophy, but special pleading. I cannot, therefore, feel that he deserves to be put on a level with the best philosophers either of Greece or of modern times.’ (p. 453- 454)



Critical engagement

Hilton, J (2018) *Ten Traits of Resilience*, Bloomsbury Education
How to manage stress at school, enjoy your job and move into leadership?

‘My name is James and I spent 26 years in Primary education (which is more than you get for murder these days). 23 of those years were spent in senior leadership positions in the Midlands. I was a deputy head of a large primary school for eight years and a headteacher for 15 years.

Latterly I was the head of one of the largest primary schools in Britain, a job that I loved but found very challenging, and in 2006 to 2007 I had a nervous breakdown brought on by work-related stress’ (p. 1).



Critical engagement

Mary Myatt (2018) 'Making the Case for More Demanding Religious Education'

in Castelli, M. and Chater, M. (eds) *We Need to Talk About Religious Education: Manifestos for the Future of RE*, Jessica Kingsley Publishers

We enjoy puzzles, testing ourselves and the experience of deep thinking.

'The reason why planning for learning is not framed appropriate difficulty is, I believe, a result of misguided notions about pupils' self-esteem. In many cases the preservation of pupils' self-esteem is at the expense of deep learning. This manifests itself in classrooms where pupils are given low-level tasks, often based around worksheets, where one word or limited responses are sufficient, and where the teacher signs off low-quality answers as 'fantastic' or 'brilliant' when they are anything but.' (p. 134)

Q2: What do you understand by the idea of critical engagement with ideas, theories or arguments?



Q3: Are there any thinkers
or ideas that have changed
the way you see?

