

CHAPTER 3 – Research Methodology

3.1 Introduction

Chapters One and Two emphasised the importance of values in an international educational partnership in terms of their capacity for bringing about social change through activities that touch the hearts of participants. In order to conduct research in to the impact of such a partnership a methodology is sought which is suitable for the improvement of learning for social change. In this chapter there is a deeper analysis of that research methodology. The chapter is divided in to two sections. In the first section there is an outline of existing research paradigms and an explanation of how this particular approach to research can be seen as a synthesis of various research paradigms, creating an approach based on self-study and on the notion of developing living educational theory as a practitioner contributing to the knowledge base of the profession. In the second section the research methods for the project are outlined, including reference to the action reflection cycle and the principles of participation and democracy. Data collection methods are explained and the notions of validity and reliability are discussed.

3.2 Section 1 – Methodological Inventiveness

3.2.1 Introduction

Firstly, three different research paradigms are identified and it is argued that the approach adopted here is a synthesis of two of them creating the researcher's own research methodology, hence the phrase methodological inventiveness (Dadds and Hart, 2001). A research paradigm that best fits the

researcher's professional research working needs (Gardner and Coombs, 2009) is developed. An explanation is given as to how this approach fits within the framework of new scholarship as described by Schön (1995) and the approach is also located as new paradigm research (Reason and Rowan, 1981) with its emphasis on participation and democracy. The researcher explains how the adopted approach is an autobiographical form of self-study research, as he becomes deeply personally involved with it and committed to it. Finally in this first section of chapter 3, it is explained how the research project can be seen as the next step in the researcher's living educational theory and how it represents a theoretical underpinning to a new concept of work-based professional learning. This places research design around the needs of the professional and their workplace requirements and is an empowering philosophy that puts *freedom to research* for the researcher into a democratic situation (Gardner and Coombs, 2009)

3.2.2 How does this approach fit with other research paradigms?

Ernest (1994) identifies three paradigms for research, each with different views about how knowledge is acquired and used. The paradigms are:

- Technical rational (empirical) research
- Interpretive research
- Critical theoretic research

3.2.2.1 Technical Rational (Empirical) Research

Technical rational or empirical research assumes that the researcher stands outside the research field to maintain objectivity so that knowledge generated

by the research is uncontaminated by human contact. This outsider view of the researcher concludes that only research conducted by someone outside the group that they are studying is legitimate. This fits with the emphasis on knowledge as objective truth that is discoverable through study and with a clinical research approach as adopted by traditional scientists . The research focus is on cause and effect and results are usually generated through statistical analysis. Another assumption in this paradigm is that the results can be applied and generalised and will be replicable in similar situations. This approach is used throughout scientific enquiry.

The chosen research approach does not fit in to the technical rational (empirical) paradigm because the researcher does not subscribe to the view that there is one way of knowing the world believing instead that there are various ways of knowing and understanding human experience. In the words of Pinnegar and Daynes (2007)

"I accept and value the way in which narrative inquiry allows wondering, tentativeness, and alternative views to exist as part of the research account"
(p25)

The participatory action research approach being adopted by the researcher is more suited to a view of the world that sees phenomena as more complex, organic, non-linear and holistic, whereas the technical rational, empirical or clinical research approach looks at phenomena as capable of being understood through a simple cause and effect model that enables predictions to be made and connections between phenomena to be controlled and

manipulated. Linear and controlled law-like behaviour may operate in the laboratory but in the social world of education behaviour is much more complex and uncertain and these features undermine the value of experiments and a clinical research approach to education (Lewin, 1993). A participatory action research approach can address the complexity and interactivity of education as it can look at situations through the eyes of several participants. As Cohen et al. (2007) argue, *“This approach enables multiple causality, multiple perspectives and multiple effects to be charted”* (P34).

Although the researcher is less concerned with generalizability or theories that can be applied universally than a technical rational approach would deem it necessary, nevertheless it is important that the findings and conclusions from the research are put in to the public domain for testing by other professionals in their contexts. The researcher does not intend to suggest immutable laws that seek to predict or control human life. Instead the researcher seeks to narrate the experience of the work with participants at the partner schools and to better understand the value of relationships in bringing about change in the hope that these lessons can be used by others in other situations and contexts.

Thus there is a limited amount of overlap between the technical rational, empirical or clinical research approach and the participatory approach being adopted in this project.

3.2.2.2 Interpretive Research

Interpretive research assumes that researchers observe people in their natural settings and describe and explain what the people are doing. Data tends to be qualitative and is analysed in terms of meanings of behaviours. Practices are interpreted by the external researcher and it is the external researcher's story that goes in to the public domain. The aim is to understand what is happening in social situations.

In this paradigm there is still an assumption that generalisations about behaviour in social situations can be made. This researcher does not seek to make generalisations about how people will behave in establishing, developing and sustaining an international partnership. This research project has much more limited aims. It is concerned with finding solutions to the particular problems that arise as the international partnership is established, developed and sustained. The emphasis on the "I" in the research question, reinforces the personal nature of the concern. The researcher does however recognise that other teachers may share similar concerns and therefore it is important to make the findings public so that they can be tested in other situations and contexts.

In the interpretive paradigm it is the external researcher's story that goes in to the public domain (McNiff and Whitehead, 2006). The story that this researcher wishes to put in to the public domain is not just his own but also that of the other participants engaged in the partnership between Salisbury High School and Nqabakazulu School. The researcher seeks a participative

approach to research, one that includes the participants and reports their stories as well as his own. There can be issues over power relationships in reporting the results of participative or collaborative research. There are questions about who tells the research story and who speaks on behalf of whom. It may be the researcher's voice that is heard rather than the participants. The participants can be viewed as sources of data rather than actors in the research. In this enquiry, the researcher aims to develop a common understanding about what is being done so that commitments flow between the participants as people. As the partnership is developed and actions are taken to improve the situation for people in the partner communities friendships are being built and a sense of Ubuntu is developing (See section 2.3.2). These shared values and the shared understanding of what the partners are doing negates any need for explanations of power relations, which would be necessary were the researcher to adopt an interpretive paradigm in which he was reporting on data gained from others. Therefore the interpretive paradigm does not meet the researcher's needs.

3.2.2.3 Critical Theoretic Research

The third paradigm is critical theoretic research. This paradigm developed as a critique of existing forms of research, on the basis that research is not neutral, but is used by the researcher for a specific purpose. It is based on the notions that it is necessary to understand a situation in order to change it and that social situations are created by people and can be deconstructed and reconstructed by people. Understanding power relationships is important in this paradigm.

This piece of research can be located within this paradigm in the sense that the researcher emphasises the participatory nature of the research project to combat the issue of power relations. However, research in this paradigm aims only for understanding, not for action. What the researcher seeks to do through this research project is, not merely to understand the situation and the relationships, but to find out how the situation can be changed by actions. The research project goes beyond understanding the social situation to encompass activities that lead to change in the lives of the participants.

Thus the participatory action research approach being adopted by the researcher in this project does not fit easily in to any of the above paradigms identified by Ernest (1994). In looking further as to how it might fit with existing research paradigms a taxonomy was developed as outlined below.

3.2.3 A Taxonomy of Primary Research Paradigms

The table below classifies three radically alternative approaches to conducting research:

Figure 3a Taxonomy of Research Paradigms Developed from Coombs (1995)

Prove Experiment	Improve Experiment	Observe/Understand
Research based on an experimental hypothesis which can be proved or disproved. Data tends to be quantitative in nature and usually falls into the positivist physical science paradigm. The type of classic research question in this	Research based on an experimental improvement agenda, whereby the researcher does not set out to prove anything but instead shows how a social situation can be improved or an objective achieved.	Research which through observation and/or participation and reflection seeks to make sense of a social/cultural situation and to understand it more fully, e.g. ethnography linked to interpretivist research

<p>paradigm might be: “Will the amount of time spent with each individual child in a class increase if more adults are brought into the classroom?” Research can be undertaken which can provide an answer to this question. Much of the research could be quantitative.</p>	<p>The type of sociological research question here might be: “How can I improve the lives of children in the suburb of Mumbai in India?” The research in this case is about looking at the lives of those children and developing and implementing various social change projects leading to an improvement of their lives. The intention is to improve, not to prove or disprove a notion.</p>	<p>and grounded theory. The type of research question that might be asked here is: “How can I understand what makes a difference to the lives of children in a school in inner city Bristol?” The intention here is to gain a better and unique understanding of the embedded social and cultural issues and to report any new social theory and then make informed policy recommendations for any improvements to the children’s lives.</p>
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This taxonomy of paradigms of research developed from the work of Coombs (1995) and Gardner and Coombs (2009) helps the researcher to locate the research methodology. It does not sit within the “prove experiment” paradigm in as shown in the left hand column of figure 3a, with the emphasis on knowledge as objective truth. Such a methodology is defended through research such as the Hawthorne Effect. Within the terms of reference of this paradigm the Hawthorne Effect can be reconceptualised so as to validate the inclusion of the participant researcher (Coombs and Smith 2003). The use of words and visual data in this research account is a form of narrative evidence for discursive discourse analysis (Coombs 2005).

The research methodology can be located as an approach which synthesises the experimental improve and observe/understand research paradigms shown in figure 3a. It can be understood as a “social manifesto approach” (Coombs

1995) in that the researcher is aiming to produce social theory findings as a unique understanding of the social situation, whilst also engaged in an action research approach that engages teachers, students and members of the two respective communities in activities that improve their education and improve the life chances of black South African students. Through a range of activities including: reciprocal visits; curriculum activities; fundraising events and personal contact the partnership is developed and sustained. Through the analysis of videos capturing these events and other data the researcher seeks to show how these activities have influenced the education of the participants. Thus much of the action research involves engagement with teachers and the exploration of teacher development in an international context.

The researcher's aim is to participate in the development of the international CPD partnership and through that participation generate unique social theory so as to understand how CPD actions can be taken to improve the social situations engaged within. Thus, the researcher is operating within the observe/understand paradigm as he comes to a unique understanding of the social and cultural values and the nature of the learning that is being developed through the CPD partnership and in so doing improving the lives of all those involved from Salisbury High School and Nqabakazulu School. The emerged findings from this real-life process can then be looked at and consideration can be given to what transferable pedagogical protocols there may be for other schools entering similar international CPD partnerships (See section 6.2).

This professional freedom for the researcher to synthesise existing research paradigms and to design research around the needs of the professional and their workplace requirements is identified by Gardner and Coombs (2009) as, *“an empowering philosophy that puts freedom to research for the researcher in to the same democratic situation as Rogers’ (Rogers and Freiburg, 1993) original conception of freedom to learn for all participant learners”* (P61).

3.2.4 Grounded Theory Approach

A sophisticated and developed approach to qualitative research is the grounded theory approach as expounded by Glaser and Strauss (1967) and Glaser (1996). Grounded theory is a method of theory generation. It refers to: *“developing a theory based on the experiences of those being researched”* (Gardner and Coombs, 2009, P66) so that: *“the theories emerge from, rather than exist before, the data”* (Cohen et al., 2007, P491). Strauss and Corbin (1994) remark: *“grounded theory is a general methodology for developing theory that is grounded in data systematically gathered and analysed”* (P273). Cohen et al (2007) suggest that *“It is an inductive process in which everything is integrated and in which data pattern themselves rather than having the researcher pattern them, as actions are integrated and interrelated with other actions”* (P491). This allows for the complexity and connectedness of everyday actions and takes account of context. Although grounded theory is similar to positivism in that it is systematic and arose out of quantitative methods, it is different from a positivist approach to research because it starts with data which is then analysed and reviewed to enable the theory to be generated, so that the theory derives from the data. Positivist research on the

other hand is based on existing theories and is undertaken to see whether the data fits the existing theory or not.

The approach being adopted in this research project can be linked to grounded theory in that it is the researcher's intention that an emergent social theory defining the nature of this type of international CPD will become clear from the systematic data analysis, so that it may be replicated elsewhere in the profession. The research design relates to the methodology adopted by a grounded theory approach to conducting social research with uncertain outcomes. This piece of research has uncertain outcomes, the pedagogical protocols that may emerge following analysis of the data are unclear to the researcher. The data that is collected for the project will be analysed systematically so that theories can be derived from it (See chapters 4 and 5). In these senses there is a match between the grounded theory approach and this research project methodology.

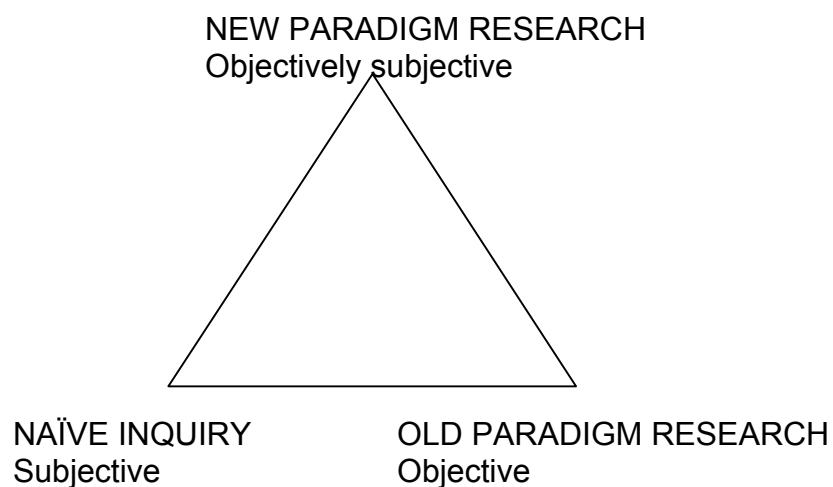
However where the research approach differs from the grounded theory approach is that whereas grounded theory claims to lead to objective outcomes and the research that uses this approach seeks efficiency, the researcher's approach to this inquiry is not one that seeks objectivity and efficiency, instead it is collaborative, experiential, reflective and action-orientated. The researcher recognises that the outcomes of this research will not be objective, nevertheless it is his intention to put them in to the public domain for consideration in other contexts.

3.2.5 New Paradigm Research

The research approach adopted can be seen to be in line with what Rowan and Reason (1981) call the new paradigm approach, which they characterise as follows:

“What we are building in new paradigm research is an approach to inquiry which is a systematic, rigorous search for truth, but which does not kill off all it touches: we are looking for a way of inquiry which can be loosely called objectively subjective (see diagram below). The new paradigm is a synthesis of naïve inquiry and orthodox research, a synthesis which is very much opposed to the antithesis it supersedes.” (Rowan and Reason, 1981, p.X111)

Figure 3b The Place of New Paradigm Research



The researcher does not wish to be bound by the conventions of traditional research with its emphasis on statistical analysis and objectivity. Instead, he wishes to engage in this particular inquiry because he believes that it is worthwhile for himself and the other participants. He believes that it addresses a genuinely important educational question.

In new paradigm research not only is the content of the research significant but the research process itself is also important. Participation and democracy are central to the research process in this new paradigm. These principles are further discussed in section 3.3.3.

3.2.6 A New Form of Scholarship

The researcher's methodology can be seen as very much part of the new scholarship as presented by Ernest Boyer and described by Schön (1995). The researcher agrees with Schön that this new form of scholarship requires a new epistemology that challenges the prevailing epistemology of the academy. The self-study action research approach to this inquiry has supported this new epistemology, in that through action and reflection the researcher created a theoretical framework to explain the actions. This has led to a way of knowing and to learning which is difficult to describe. The researcher has in Schön's (1995, p.28) words, "*descended to the swampy lowlands*". In a memorable section that he calls, the dilemma of rigour or relevance he says:

"In the varied topography of professional practice, there is a high, hard ground overlooking a swamp. On the high ground, manageable problems lend themselves to solution through the use of research-based theory and technique. In the swampy lowlands, problems are messy and confusing and incapable of technical solution. The irony of this situation is that the problems of the high ground tend to be relatively unimportant to individuals or to society at large, however great their technical interest may be, while in the swamp lie the problems of greatest human concern. The practitioner is confronted with a

choice. Shall he remain on the high ground where he can solve relatively unimportant problems according to his standards of rigor, or shall he descend to the swamp of important problems where he cannot be rigorous in any way he knows how to describe.” (Schön 1995, p.28)

It is argued that most practitioners entered teaching aware that they were engaging in problems in the swampy lowlands. Most of the problems encountered in schools and in classrooms are messy and confusing and do not lend themselves to technical solutions. Teachers come to know how to deal with problems through experience, through trial and error, through success and failure. It is not surprising therefore that a teacher's natural approach to research is to take an action reflection based approach. This is one where actions are taken, sometimes these are planned, sometimes not, and impact is then evaluated and this is how knowledge is arrived at. Schon says that our knowing is *“implicit in our patterns of action and in our feel for the stuff with which we are dealing.”* (Schön, 1995) This research inquiry is an attempt to show this knowledge in action in relation to the development of an international educational partnership between two schools. This approach springs from the researcher's view of humans as creative, intelligent beings who wish to create a more decent society. His actions are based on this assumption. The use of video in the narrative is an attempt to capture what is taking place in the partnership and how participants are responding to the activities. This then leads to reflection on what is observed, analysing the data and reflecting on the analysis. The video footage demonstrates the researcher's knowing in action, as Schön calls it.

3.2.7 Action Research

The researcher has chosen to take an action research approach to the study as he has found it to be one that enables him to get on the inside of the issue. He finds that he can be creative in the way that he approaches the subject matter. It drives him to act and to challenge the way that he is acting. It provides a creative energy that can be turned in to positive action for social change. So when he wants to raise money to help students in Nqabakazulu School he is spurred on to do so and to involve others in a democratic way.

The action research “cycle” (Whitehead, 1989 and Elliott, 1991) will be completed several times in this project. Each time participants visit their partner School there will be new themes and issues emerging and the researcher intends to provide a sense of this in the narrative. Each completion of the *cycle* builds on previous cycles providing the researcher with another set of questions, concerns and plans. From these cycles it is also intended that an emergent social theory defining the nature of this type of international CPD will become clear so that it may be replicated elsewhere in the profession. This part of the research design relates to the methodology adopted by a grounded theory approach to conducting social research with uncertain outcomes as outlined earlier in section 3.2.4.

3.2.7.1 Rowan’s Research Cycle

As the researcher seeks to explain how he is carrying out this research, the work of John Rowan (1981, p.98) on the research cycle is helpful. At some point in his professional life the researcher experiences a problem. In McNiff’s

(2006) words, the researcher is not living out his values in his professional life as fully as he would like. In a dialectical sense he recognises that he is a living contradiction and this leads him to explore ways of living out his values more fully. Rowan argues that this now means that the researcher moves in to a phase of thinking when he explores new ways of doing things, constantly asking himself the question “Will this do?” There comes a point when the researcher goes beyond thinking and plans to take action on the main part of the problem. The researcher can identify with this in that he decided that the main contradiction that he needed to address was that he was not living out his values as fully as he might and one way to tackle this contradiction was to plan opportunities for the education of himself and others through actions to strengthen the link between his own school and Nqabakazulu School in South Africa. In this phase others were involved in planning the actions to take. It involved breaking out beyond his own defined role in school and connecting with colleagues and students at both schools. Rowan (1981, p.99) states: “*At a certain point, plans are not needed. Action itself is the thing to get into.*” The researcher found that plans were soon being put in to operation with the organisation of visits and fundraising events. Rowan talks about the disconfirmation experienced during this phase and the benefits to learning that this brings. The researcher found this to be the case as when others suggested that the fundraising would be better directed at supporting Nqabakazulu students through their first year at University and when the researcher was confronted by doubts about the value of the partnership (See section 5.3.3.2). It is in this active phase that commitment to the cause is shown. However, there comes a point when action is not enough and there is

a need to make meaning of the activity that has been undertaken. This is when questions are asked, such as: What is the result of these actions? What impact are the actions having? How is the activity influencing the researcher's own education and the education of others? At this point the researcher thinks of ways of turning the data in to evidence and so the researcher tries to show his meaning through the use of video evidence and through dialogue with others (See chapters 4 and 5). This analysis of data becomes insufficient in itself and the researcher then seeks to communicate the meaning of the experience to others, hence the assemblies that are done in School (See section 5.3.2) and this narrative that is put in to the public domain. Rowan calls this the "*communication*" phase of the cycle. In engaging in this communication the researcher makes meaning of the experience for himself as well as for others. In a sense, Rowan sees this as the sixth point of the process before the researcher starts again at living out his professional life as an educator, but now at a "*higher level*" as a more informed human being. For a moment at least he can be satisfied with this but the cycle then continues as he comes to recognise again that he is still not living out his values as fully as he could be. Rowan says that the sequence can start with any of the six phases.

This analysis of the research process helps the researcher to see how the inquiry fits in with these phases. Rowan's research cycle helps the researcher to understand the process of research and it may help to get unstuck should he reach a point where he is unsure of the next step to take. The researcher is not totally convinced that the phases that Rowan outlines necessarily follow

on one to the next. It is difficult to differentiate for example, when the researcher is acting and when he is reflecting or “*making sense*” as he calls it. Also, the researcher finds that he will often move between these phases, so that he might be communicating as he also plans further actions. This could be interpreted as the researcher going around the research cycle several times as he carries out his inquiry as a way of strengthening its validity.

3.2.7.2 Sanford’s Action Research model

Sanford’s (1981) model of action research requires the analysis of a problem to generate questions, which should be “*practical, although somewhat general and open-ended.*” (p.178) In his view the aim of the research should be to promote individual development. This involves changing an aspect of the person or their behaviour. In the researcher’s view it is difficult to separate out the aspect of the person and their behaviour because by behaving in a different way, a more morally responsible way, this is changing an aspect of the person as they come to live out their values more fully. The researcher seeks to change both an aspect of the person that works with him and their behaviour. The aspect that he seeks to change is to influence them to live out their values more fully and the behaviour change that he seeks to influence is to get them to act in ways that bring about greater social justice, equality and Ubuntu (See sections 2.3.2 and 2.3.3).

3.2.7.3 Criticisms of Action Research

Critics of action research argue that this approach does not allow for differences of opinion and leads to difficulties for action researchers if the

others involved in the research do not sign up to the inclusional ethic. Indeed, the researcher experienced such difficulties as he attempted to get the board of the University of the West of England to accept his proposal for doctoral research. This dichotomy of ethical approach makes the task for action researchers more demanding and means that they have to find ways of living more fully in the direction of their values within a context of being with others who do not share the same underpinning values of inclusion.

Critics also argue that action research does not generate knowledge that is useful because it cannot be generalised or replicated in other situations. This criticism emanates from a different epistemological framework, one where knowledge is viewed as certain and unambiguous. As discussed in Section 3.2.6 on new scholarship (Schön, 1995) this researcher shares the view that knowledge is uncertain and ambiguous and answers are often contradictory, therefore generalisations are difficult. The researcher would argue that his work should be judged on the basis of whether the participants are living out their values more fully as well as whether or not there is a new pedagogy for citizenship emerging from it that can be used by others.

A third criticism levelled at action researchers is that because they operate in a value laden way and participate directly in the research they produce tainted research findings that cannot be objectively proven. As was stated in section 3.2.3, this researcher does not seek to produce findings that prove anything; instead he seeks to improve a situation. Therefore, the fact that the researcher participates in the research and fully accepts that he is

responsible for exercising influence through his actions as part of the research strengthens rather than weakens the research. Action researchers regard themselves as agents (McNiff and Whitehead, 2006: 29) and an agent, says Sen (1999:19) is *“someone who acts and brings about change, and whose achievements can be judged in terms of her own values and objectives, whether or not we assess these in terms of some external criteria as well”*.

Critics argue that the methodology of action research is too risky. They argue that there is no clear plan or idea as to what will emerge from the research. This criticism is based on the methodological assumption that research should be planned and thought out in advance with a clear idea of expected outcomes. Action research does not work like this. It is an open ended process which is untidy, haphazard and experimental. It requires a different mental attitude towards research and a commitment to knowledge creation and following ideas where they lead. Action researchers look for a way forward and try it out. They are open to new possibilities all the time and understand learning as never complete, as they go through cycles of action and reflection.

In this part of section 1 of this chapter the researcher has looked at existing research paradigms and approaches to research and identified where the adopted research methodology fits in with those. In the next part the researcher looks at how the research methodology that he is adopting can be described as a self-study living theory approach to action research.

3.2.8 The Research Methodology

3.2.8.1 An Autobiographical and Heuristic Form of Self-Study Research

One way of characterising the research approach is as an autobiographical form of self-study research. As a qualitative researcher there is “*a humanistic commitment to study the world from the perspective of the interacting individual*” (Denzin and Lincoln, 1994, p.575). The researcher is deeply involved in the study, personally and profoundly. What emerges from his actions in this account matters to him. The researcher concurs with Mooney writing in “*The Researcher Himself*” (1957) when he says;

“Research is a personal venture which, quite aside from its social benefits, is worth doing for its direct contribution to one’s own self-realisation.” (P.154)

Foucault (1977) offers a rationale for self-study work as follows:

“If one is interested in doing work that has political meaning, utility and effectiveness, then this is possible only if one has some kind of involvement with the struggles taking place in the area in question”. (P 64)

The type of research that the researcher is engaging in could be called heuristic research in the sense that Moustakas uses the phrase in his chapter on Human Inquiry (Rowan and Reason, 1981). He refers to his study of loneliness as heuristic research in that he experienced the subject-matter for himself and became totally immersed in it. He allowed it to permeate all aspects of his life. It is rather like that with this study of the partnership with South Africa. The development of the partnership and the values that

underpin it have permeated the researcher's professional life (teaching and managing in a school) and personal life (being a father and a husband). His wife, son and daughter have visited South Africa with him on two occasions and they have been participants in the partnership. The discursive analysis of video footage and text based self-reflective diary has led to critical self inquiry. Moustakas sums up the heuristic approach as:

“a process of searching and studying, of being open to significant dimensions of experience in which comprehension and compassion mingle; in which intellect, emotion, and spirit are integrated; in which intuition, spontaneity and self-exploration are seen as components of unified experience; in which both discovery and creation are reflections of creative research into human ventures, human processes, and human experiences.” (p. 216)

This research project is heuristic in the sense that it is a creative process of discovery. Deep engagement in the process leads to learning about the subject-matter.

The self-study approach brings forth personal commitment to the enquiry from the participants. McNiff and Whitehead (2006) discuss the relationship between the self and the other in a living theory approach to action research.

“Self-study places individual researchers at the centre of their own enquiries. Researchers ask, ‘What am I doing? How do I describe and explain my actions to you?’ The individual ‘I’ is always seen to exist in company with other individual ‘I’s’, and each asks, ‘How do I hold myself accountable to

myself and to you?’ The boundaries begin to dissolve, as researchers come to see themselves as sharing meanings, that is, developing a common understanding about what they are doing and why.” (P.11)

This is the way that the researcher sees his research. It is based on actions and personal commitment from the participants. As they act to improve their own lives and the lives of people in their respective communities they are developing a common understanding of what they are doing and they are developing shared values of social justice and humanity (Ubuntu). This negates any need for explanations of power relations which would be necessary were the researcher acting as a researcher who was reporting on data from others. This living theory approach to action research is explored in more detail next.

3.2.8.2 A Living Theory Approach to Action Research Enquiry

Researchers working in all three of the research traditions identified by Ernest (1994) and commented on earlier in this chapter (Section 3.2.2) treat reality, and ideas about reality, as external things which can be taken apart and studied as separate identities. They fail to recognise that they are part of the reality that they are studying and that they influence that reality. The living theory approach to action research sees things, not as separate from each other, but as in relation with one another. In this approach the aim of the researcher is to hold themselves accountable for their learning and their influence in the learning of others (McNiff and Whitehead, 2006). In seeking to provide *pedagogical protocols* (Coombs and Smith 1998) for the delivery of

citizenship education through an international educational partnership the researcher is looking to hold himself accountable for his own learning and the learning of others. Thus, the living theory approach to action research is the one that best suits his perception of people as human beings who live in relation to each other and who are participants in educating themselves and creating their own lives.

The researcher seeks to explain how he can be said to be continuing the development of his living educational theory as he seeks to influence his own learning, the learning of others and to influence the education of social formations. In conducting the enquiry the researcher is clarifying the meanings of his values by putting them in to practice and reflecting on the results. In clarifying their meaning he is producing living and communicable epistemological standards of judgement.

The term living educational theory is used here in the way that Jack Whitehead uses the term as stated in his address to the 12th International Conference of Teacher Research at McGill University in April 2005.

“I want to see if I can captivate your imaginations with the idea of your living educational theory. I see your accounts of your learning, to the extent that they are explaining your educational influence in this learning, as constituting your own living educational theory” (Whitehead, 2005: P.1)

Living educational theory provides recognition for practitioners as knowledge creators. Through studying their own practice teachers generate their own theories of practice, which they then make available for public testing. The individual practitioner who undertakes the research is at the heart of their own educational enquiry. The practitioner researcher is responsible for holding themselves to account for their potential influence on the learning of others. The researcher's living educational theory comprises of his educational influences on his own learning, on the learning of others and in the education of social formations.

The living theory approach to action research is one that sees the researcher as striving for improvement. The Japanese notion of "kaizen" (Imai, 1987) refers to the idea of seeking methods for continuous improvement. Used by Imai to explain Japan's economic success, Robbins (1986) used it in the context of personal development. In an educational context it can be used to understand the drive for personal and professional development. This view is reinforced by Tim Brighouse (2005) writing about pedagogic imperatives when he says that "*teachers should have learning goals for themselves and treat teaching as a competency to be continuously increased*". The living theory approach to research has been based on the notion that the situation of the researcher himself and of others can be improved. As stated before, the research is not predicated on the notion that it can prove anything. In this sense it is a type of research which seeks to "*improve, not prove*" (Coombs, 2006). There are also social benefits to this approach which produces evidence of social and organizational impact, as well as personal impact. The

“improvement” goal is high on the government’s agenda as it seeks continuous improvement of the teaching profession, through the funding of teacher development.

This piece of research can be seen as the next part of the researcher’s living educational theory. It is living because it is active. It is in the present and through engagement in this research he is embodying his own values as a person and as a professional educator. As he comes to understand and appreciate his own values and to live them out more fully, he is furthering his own professional development and contributing to the social manifesto research agenda.

3.2.9 The Emergence of the Notion of ‘Living Citizenship’

It is the notion of living educational theory (Whitehead, 2006) that gives rise to the idea of “living citizenship” that the researcher has adopted for the title and gives rise to the overarching research question which has now become, *how can I reconceptualise international educational partnerships as a form of ‘living citizenship’?* Just as through the development of living educational theory the researcher is active, in the present and engaged through the research in living out his own values more fully, so through ‘living citizenship’, the participants in the partnership are actively engaged in living out their values more fully through the activities of the partnership. Thus they develop opportunities for living out their values as active citizens. The research question reflects the researchers’ aim to examine how the partnership between Salisbury High School and Nqabakazulu School has enabled the

participants to become more active citizens and in so doing live out their values more fully. The question also suggests that there may be transferable pedagogical protocols that can be drawn out from the research that enable participants to live out their values more fully as active citizens. These might then be applied to other international educational partnerships.

This seems to be a good question as it allows the researcher to be creative in developing an answer to the question. He does not know the answer and nor does he know clearly the direction that the enquiry will take. It seems to be a good question because it resonates with his values of social justice and belief in the significance of education as an agent of social change (See sections 2.3.2, 2.3.3 and 2.4.4).

3.2.10 A Summary of The Research Methodology

As C Wright Mills (1959) argues, *“Every man is his own methodologist”* (p. 123). As the researcher engages in his self-study research he imagines how his practice as a professional educator can be improved. He formulates his question and finds his own ways of solving it. As Mills says *“The methods must not prescribe the problems; rather, problems must prescribe the methods”* (p.72).

This view is supported more recently by Gardner and Coombs (2009) who argue that, *“it is you, as the researcher, that is in charge of identifying and defending your research paradigm that best fits your professional research working needs”* (p.61) and that *“this liberal and commonsense approach to*

research represents a kind of professional freedom and emancipation, as it places research design around the needs of the professional and their workplace requirements (p.61).

The researcher's chosen research methodology is therefore to get involved in the social and situated problem and find ways of solving it. The problem as he sees it from his values base, and supported by evidence from the Dfes (2004), is that there is a great difference in the educational opportunities available to the students of Nqabakazulu School compared to the students of Salisbury High School.

“The UK government is committed to making a major contribution to improving the life chances and circumstances of those living in developing countries – to giving others the opportunities that we in the UK regard as an entitlement”
(p. 14).

These differences in life chances occur as a result of different economic and social conditions and the situation perpetuates the economic and social differences. The challenge for the researcher and the participants in the partnership is to help towards breaking the cycle of deprivation.

To sum up then, this type of research can be described as new paradigm research within the new scholarship described by Schön. Using a typology of research distinguishing between “prove and improve” (Coombs, 2003), the work lies firmly in the “improve” paradigm with the research question based on

an agenda of social improvement (Gardner and Coombs, 2009), referred to by Coombs (2005) as a 'social manifesto approach'. It is firmly outside the "prove" paradigm, in which a piece of research sets out to prove a hypothesis right or wrong, a positivist framework which is common for the physical sciences. To refine it further, the social manifesto approach is a synthesis of the improve paradigm and the observe/understand paradigm (See taxonomy of paradigms, figure 3a, section 3.2.3). This approach to research is not a traditional one and it sits firmly within the category of "new paradigm research" (Rowan and Reason, 1981). A hybrid methodology has been chosen that is 'fit for purpose' relative to the social context and the professional needs of the researcher (Gardner and Coombs, 2009).

A different perspective on action research will be found to triangulate the arguments. By synthesising these different perspectives a new perspective will be authored. The researcher continues to develop his living educational theory, as he extends his own learning about South African culture and education, about international partnerships and about his own values as an educator. He believes that his work carries a message of hope for the future of humanity.

The methodology is intending to show demonstration and exemplification of Dadds & Harts' (2001) claims to support methodological inventiveness within practitioner research and the importance of allowing practitioners the opportunity to account for their own learning and the learning of others through a range of creative means and methods. The extensive use of images and video data for qualitative analysis are examples of these. The adopted

research methodology underpins a self-study action research approach in which the discursive analysis of the video footage and text based self-reflective diary leads to critical self-inquiry and in which full participation in the research process is crucial.

This research approach based on methodological inventiveness is one that is attractive to teachers and other professionals as it allows for a creative approach to tackling the complex problems encountered in their professional lives. Work-based professional learning is a priority for the UK Government as they seek to develop a more highly qualified and skilled workforce. The research approach that has been outlined represents a theoretical underpinning to a new concept of work-based professional learning.

The research methods are based on the action reflection cycle with participation, democracy and the promotion of dialogue as central tenets of the approach. The work of Reason (2005), Heron (1981) and Chomsky (1969) is called upon to support and develop this approach. This leads to data collection methods that are based on these principles. In the next section these research methods are fully explained.

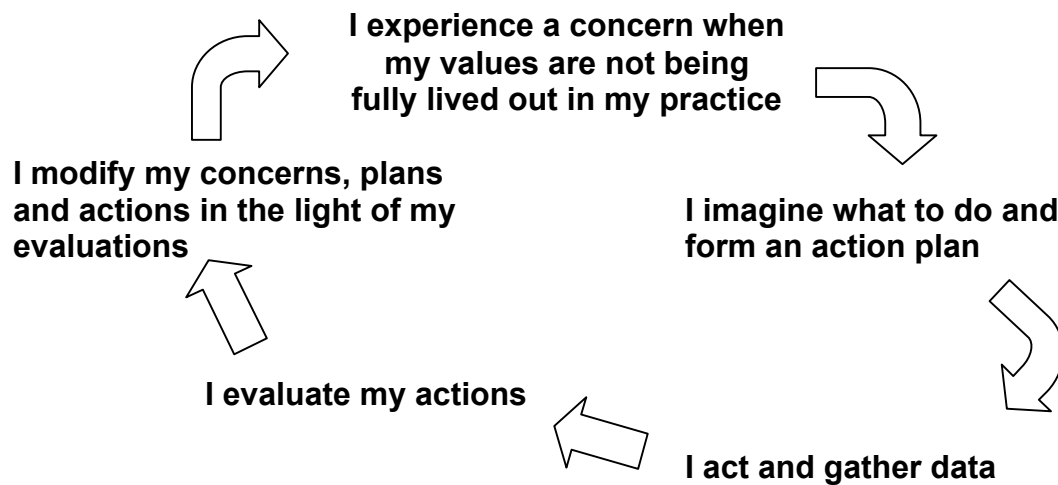
3.3 Section 2 – Research Methods

3.3.1 Introduction

The second section of this chapter on research methodology builds on the previous section by explaining how the researcher has chosen particular research methods as a result of the methodological approach that he is adopting. He explains why a participative action research approach is the most appropriate method for this type of enquiry. The resulting principles that underpin data collection are then outlined and this is followed by identification of the data collection methods themselves. The researcher goes on to explain the ethical issues surrounding the research, how he is tackling them and how it is also factored into the overall research design and framework. This is made very explicit with annotated diagrams and flowcharts so that no reader is in doubt of this conceptual approach. He then outlines the discourse analysis techniques that he will use to systematically analyse the data that he collects. There is consideration of the process of evaluation and an explanation as to how the research project can be judged. With this in mind the researcher recognises the need to ensure that the process that is followed is rigorous and reliable and leads to validated claims. Strategies for ensuring this are outlined. Finally, there is a summary of this chapter and some comments on the purpose of the next chapter.

3.3.2 The Action Reflection Cycle

Figure 3c - **The Action Reflection Cycle** (Adapted from Whitehead 1989 and Elliott 1991)



In explaining the research methods, it is useful to refer to the action-reflection cycle (Figure 3c above) which gives a methodical approach to the enquiry.

This methodology guides the researcher through the enquiry process.

1. First, the researcher has experienced a concern when his values are not being fully lived in practice.

Despite working in a School in a socially deprived area, the deprivation is as nothing compared to that experienced by the students and families of students in the black township of Kwamashu, Durban. Whilst working at Salisbury High School in Salisbury enables the researcher to live out his values to some extent, he seeks to live them out more fully by extending the range of his influence to this other more deprived community. In this way the intention is to enrich the lives of students, educators and families in both communities. In previous action research projects the researcher has examined the influence that he is having as a professional educator with students and colleagues in his own school. He now wants to extend that

sphere of influence connecting in with his values, to encompass communities outside his own school and become an international educator.

This first step in action reflection process is reflected in the work of Paulo Freire (1970) as he writes:

“The starting point ..must be the present, existential, concrete situation, reflecting the aspirations of the people...(We) must pose this existential, concrete, present situation to the people as a problem which challenges them and requires a response-not just at an intellectual level, but at a level of action.” (p85)

Thus the starting point for this researcher in the research process is that there is a concern that requires action.

2. Second, the researcher imagines what to do and forms an action plan.

The attraction of the action research approach is the emphasis on action. The action plan concerns how to act and also how to collect data to judge the effectiveness of the actions. In this case the researcher imagines that he needs to:

- Organise exchange visits and fundraising events in agreement with the partner school.
- Develop activities that will make a difference to the lives of families in the township.

- Disseminate the work of the partnership as widely as possible in the School, in the local community, in the city of Salisbury through the local media and beyond through contacts.
- Develop and maintain an effective and reliable means of communication with the partner school.
- Use research methods to gather data to continuously evaluate the educational value of the partnership work.
- Find a way of analysing the data to turn it in to evidence. Evidence is needed to judge whether the actions have made a difference. A key factor will be the sustainability of the difference made. The intention is for the actions to make a significant difference to the lives of the participants, a long-lasting difference, and not merely a temporary one.

This plan is a long-term plan that articulates general aims. It will be implemented over a number of years. There will be cycles of planning, action, data gathering, evaluation and modification in the shorter term that are more specific and these will feed into the longer term plans.

3. Thirdly, the researcher needs to act and gather data

The researcher has used a video camera extensively in research work in the past. Here is another opportunity to use this powerful tool to capture the voices of the community. Video footage can be used to raise awareness and to portray the immense inequalities that exist in the country. Members of the Nqabakazulu School community can be interviewed to discover:

- What life is like in the township

- How important education is in the lives of the students
- How participants can help to improve their lives

Members of the party that travel to South Africa can be interviewed. There is a cost to them of around £1000. Each of them will have their reasons for going and their impressions once they have been. Using video, their thoughts before going and on their return can be captured to find out what they have learned from the experience. Regular meetings will be held to plan the visits and to discuss the planned activities. These will provide evidence. Subsequent to the trip, there will be fundraising activities. The planning and participation in these will provide a rich source of evidence of participation. Other evidence that can be used is email conversations between the researcher and members of both communities. The researcher will also keep a learning journal in which he will record his thoughts and observations as the partnership develops (See section 3.3.6).

4. Evaluation of actions.

The participants in the partnership in both the UK and in South Africa will act as the main evaluators of the actions of the researcher and of the activities of the partnership. Feedback from them will enable the participants to modify their actions to take the partnership forward. This participative approach is an important aspect of the research as stressed later in section 3.3.3. The researcher sees the research process as a democratic process and giving the participants a voice in evaluating the activities of the partnership and driving it forward is a vital aspect of this. The evaluation process will be enhanced through the use of video footage as it will enable the researcher to share

activities with a wider group of participants. The evaluations from participants will also be recorded on video so that the researcher can analyse the comments made, make sense of them and act accordingly. The significance of the use of video as a data collection method and as a means of enhancing discursive discourse is discussed in section 3.3.6.2.

In addition, the researcher can take advantage of the relationships that have been developed with fellow educators in the Salisbury High School (formerly Westwood St Thomas') Teacher Research Group, and the research group from Bath Spa University to act as critical friends to help to evaluate the actions. The findings from the analysis of data can be shared with them and they can be used as validation groups to see if their interpretation of data is the same as or different to his and the participants. These non-participants might bring a different perspective to the partnership as they stand outside the activity. Thus the researcher seeks the views of the participants and non-participants so that there is an element of triangulation to improve the validity of the findings.

Sanford (1981) stresses the importance of what Michael Scriven (1967) calls "*formative evaluation.*" Sanford (1981) states:

"We institute a procedure, see how it works, and make a change if this seems necessary or wise, always in a spirit of continuous experimentation"

This emphasises the cyclical nature of the process of action research, one where the researcher is constantly checking, re-visiting and changing the

inquiry as necessary - see Figure 3c. This dynamic change process has continuous improvement as its goal.

5. The researcher modifies his concerns, plans and actions in the light of the evaluations.

The tension that moves the enquiry forward is focused on the desire to live out one's values more fully in the face of the experience of their denial in practice. This means that as the researcher reflects on the way that he lives his life and makes decisions in his life, he recognises that he is not living out his values in practice as much as he would like and it is the tension between the desire to live out his values more fully and his actual way of life that drives him forward. In the case of the international partnership, as the evaluations by participants are considered plans and actions will be modified and the activities of the partnership will develop in new ways.

This then brings the researcher back to the starting point in the cycle (See figure 3c) so that concerns that emerge from the evaluations by participants in the partnership give rise to further plans and actions which then lead to the gathering of data and the cycle continues.

3.3.3 Participation and Democracy in a Research Enquiry

In section 3.2.5 the research methodology adopted by the researcher was identified as being consistent with the new paradigm research as outlined by Reason and Rowan (1981). The researcher agrees with Reason (2005) that participation and democracy are key elements in an action research enquiry.

“The establishment of participation in a world increasingly characterized by alienation and individualism is both far more urgent and far more complex than we allow ourselves to believe. We need to keep deepening our understanding of what we are up to” (p.2)

Reason is appealing to researchers to understand the nature of their research and to judge their actions by the extent to which they are extending participation and democracy. This will be a crucial standard of judgement for this research enquiry and is therefore adopted as one of the key research sub-questions (See section 3.5) as follows: *To what extent has the researcher encouraged participation and democracy through his actions in establishing, developing and sustaining the partnership?* A key aspect of this is the establishment of dialogue, which will be linked as research evidence in the form of discursive discourse and analysed within the conversational learning paradigm of Harri-Augstein and Thomas (1991) using discursive discourse analysis tools developed by Coombs (1995) (See chapter 4).

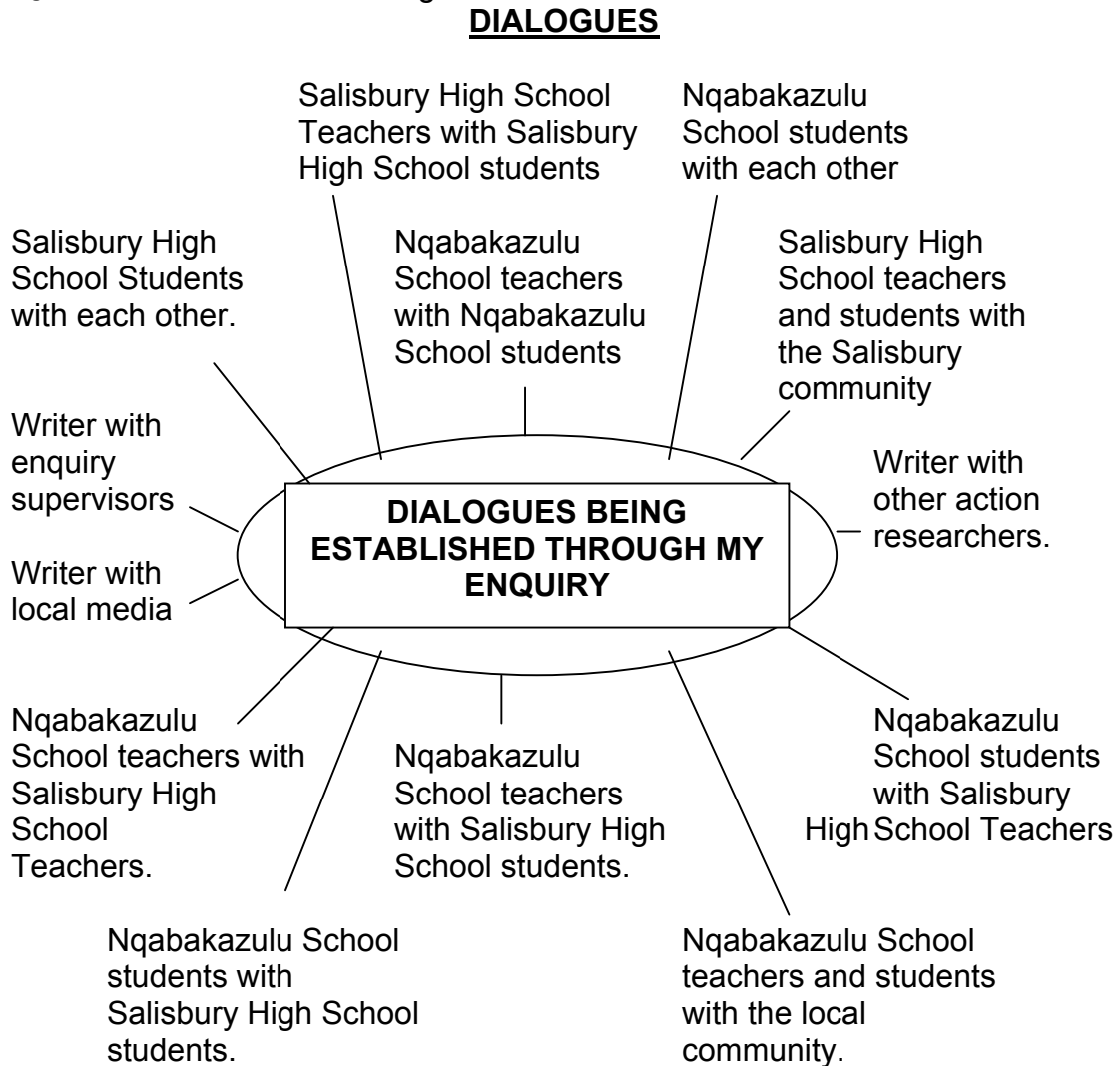
“The establishment of democratic dialogue may well be a far more important and compelling purpose in an action research initiative than the addressing of immediate practical problems” (Reason, 2005)

This statement emphasises the importance of establishing dialogue in the process of action research. The researcher agrees that the establishment of democratic dialogue is very important in an enquiry, even to the extent that it

can be seen as more important than the practical problems themselves. In this inquiry the practical problems that the researcher seeks to address are of great importance in terms of their impact on the lives of the individuals concerned. Providing an opportunity for students to escape poverty and to improve the lives of their families and communities is very important. However, the researcher also believes that the establishment of dialogue between individuals as part of the process of including the participants in a democratic way and solving the problem is crucial not only to its success, but also important in itself.

Through the project the researcher is intending to establish a whole range of dialogues for different purposes. The potential for different dialogues is represented diagrammatically below in figure 8, but it is anticipated that there will be some dialogues that will develop that the researcher has not foreseen:

Figure 3d – The network of dialogues



“The general form of this argument is that human beings are symbolizing beings. They find meaning in and give meaning to their world, through symbolizing their experience in a variety of constructs and actions. This notion of symbolizing activity as an explanatory concept is irreducible to any other, since it is presupposed by and transcends any reductive argument. It points both to a determinant and to an explanation of human behaviour sui generis. To explain human behaviour you have, among other things, to understand this activity, and fully to understand it involves participating in it through overt

dialogue and communication with those who are engaging in it." (Heron, 1981, p.23)

Thus a whole network of dialogues is being established with and between the participants as the researcher conducts this action research enquiry in an attempt to understand the behaviour of the participants and furthermore to motivate them to act to live out their values more fully. These dialogues facilitate decision making by the participants as the inquiry progresses. The quality of this dialogue will be crucial to the success of the partnership. As the participants engage in dialogue they learn how to listen to each other. They learn from each other and they learn how they can help each other. The intention is to develop a shared language, e.g. Use of the term Ubuntu, which expresses the participants' shared values in deepening the partnership (See sections 2.3.2 and 2.3.3). This shared language will help to develop a frame alignment (Goffman, 1974; Snow and Benford, 1988) (See section 2.4.4) in the sense that they can develop a shared view of how the partnership is developing and how it can be perceived by the participants and those outside the partnership. This frame alignment depends on constructive dialogue.

3.3.4 The Participants as Co-researchers

It is therefore important that the research is carried out with the participants in the partnership. The participants are not the subjects or objects of the research, they are co-researchers with the researcher. The philosophical basis for this approach is that as humans they are intelligent creative beings who are self-determining in the sense that John Heron (1981) puts it:

“A self-determining person is one who generates, or takes up freely as his own, the thinking that determines his actions.” (Heron 1981, p.22)

This is why throughout this research the researcher seeks to validate his account by reference to the participants’ view of events, hence the use of video and the inclusion of the voices of the participants throughout. In designing opportunities to influence his own education and the education of participants in the link between Salisbury High School and Nqabakazulu School the researcher is making an important educational commitment. He is in Heron’s (1981, p.35) words:

“Providing conditions under which subjects can enhance their capacity for self-determination in acquiring knowledge about the human condition.”

The researcher prefers the word participants to Heron’s *“subjects”*.

Nevertheless, Heron’s words remind the researcher that he must involve people in his research. Therefore the actions are planned with the participants in the partnership, the actions are carried out together, reflected upon and plans and actions are modified accordingly. Thus, all the participants in this research are subject to social change.

Additionally, for the researcher there is a political and moral element to involvement of the participants. This researcher is aware of the political dimension of knowledge, that knowledge fuels power. In order to live out his

democratic values more fully the researcher is morally obliged to involve the participants in making decisions about the knowledge that is generated by the research and to fully inform them of the reasons for the research so that they can internalise this and become active participants in the research.

3.3.5 Choosing a Democratic Approach to Research

The researcher chooses to be democratic in his approach and to influence others to be democratic. Chomsky (1994, p.31) quotes Thomas Jefferson writing in 1816 about the difference between what he called “*aristocrats*” and “*democrats*”. The aristocrats are “*those who fear and distrust the people and wish to draw all powers from them into the hands of the higher classes.*” The democrats, in contrast, “*identify with the people, have confidence in them, cherish and consider them as the honest and safe depository of the public interest, if not always the most wise.*” The researcher seeks to identify with the people that are participating in this partnership, sharing decision making, as he considers them to have the interests of the schools and their communities at heart. As Chomsky (1994, p42) says;

“The aristocrat’s path is the easy one. That’s the one that the institutions are designed to reward. The other path, the path of the Jeffersonian democrats is one of struggle, often defeat, but also rewards of a kind that can’t even be imagined by those who succumb to the “new spirit of the age, gain wealth, forgetting all but self.”

Thus, both Reason (2005) and Chomsky emphasise the importance of democracy in action. Choosing to be democratic is a difficult option but it brings the greatest rewards for those involved. The researcher draws attention to some of the difficulties in this narrative and he also outlines the rewards that it brings (See section 5.3.2).

3.3.6 Data Collection Methods

3.3.6.1 Choosing Appropriate Data Collection Methods

Given that the approach to the research project as outlined so far is based on the action reflection cycle, participation and democracy, the researcher needs to consider the data collection methods that are most suited to this approach. The methods need to be ethical methods that achieve the following social objectives. They should:

- Retain the integrity of the individual and portray the various participants' contributions to the research enquiry. Their narrative needs to be told in their own terms so that the enquiry is their narrative as much as the researchers. It is important to provide a sense of the voices of others within the narrative and to show what is meant by influencing their learning, i.e. a democratic approach to social research.
- Demonstrate the researcher's own learning, his influence on the learning of others and influence on the education of social formations.
- Show how the participants are reaching a shared understanding and shared values through the development of the partnership between the Schools.

- Enable the researcher to demonstrate how he is living out the values of Ubuntu, equal opportunities and social justice through his work in developing, establishing and sustaining the partnership with Nqabakazulu School.
- Provide opportunities for validation of the narrative and answer questions about the quality of rigour within the research.

Thus, the researcher decided to collect data from diverse sources by:

- Keeping a learning journal, often in the form of video footage, which captures his own inner conversations as he makes meaning from the events and actions as the partnership unfolds. This journal also includes notes from conversations with other participants. The NCSL Middle Leaders Guidance booklet, which encourages participants to keep a learning journal is persuasive when it says, *“Personal reflection and engagement are important elements of the learning process”* (NCSL, 2004, p. 29). Also Jim Murphy (2003) argues that *“Learning journals are a way to engage learners in critical self-evaluation”* (p.1) The keeping of a journal, especially in the form of video footage, supports the action reflection process enabling the researcher and the participants to reflect on events and to analyse the outcomes drawing the learning from the activities. It will also enable the researcher to disseminate the participants’ learning so that others can be brought in to this partnership and other partnerships and act to establish, develop and sustain links with schools in areas of deprivation.
- Using video to provide authentic and rich social narrative by:

- Interviewing participants in the partnership about the impact of the actions that are being taken and to seek their views on how the partnership should be developed. This engagement in dialogue can lead to conversational learning. These interviews can also be used to authenticate the researchers interpretation of events.
- Recording events that occur to illustrate the development of the partnership and to widen participation in the partnership.
- Providing opportunities for validation by critical friends.
- Exchanging emails and letters with participants and using these as independent sources of corroborative evidence.
- Organising CPD visits to the South African School for students and teachers from Salisbury High School and reciprocal visits from students and educators from Nqabakazulu School to Salisbury High School. The intention is to gain funding from the British Council to support these visits. They will enable first-hand accounts of the activities of the partnership to be recorded. The researcher will conduct structured interviews with these participants to identify how they have been influenced by the partnership.
- Organising fundraising events to support students at Nqabakazulu School through their first year of University and to enhance the educational opportunities of the students at the School. This includes sponsored events such as a school sponsored swim and sponsored walk and also getting a fantasy fiction prize winning author to write a series of short stories to sell to raise funds for bursaries.

3.3.6.2 The Importance of Video as a Tool to Enhance Participation in the Partnership.

As indicated earlier in section 3.3.3, participation, dialogue and democracy are key principles for the researcher in his approach to this research project. During this inquiry he seeks to highlight the quality of the dialogues that are taking place and to enhance their importance so that participants are shown to be deciding on the activities that strengthen the partnership. This can best be done through video clips that will enable the researcher and the participants to analyse the quality of the dialogue that is taking place and its impact on the participants. The researcher will decide on focus questions and the recording of the responses to focus questions on video means that the responses can be re-visited many times by a range of audiences, providing the potential for several different interpretations of the same activities, events and conversations. Video is a tool that supports the role of Harri-Augstein & Thomas' (1991) learning coach metaphor in developing deeper learning through enabling the internal self-organised learning conversation. A series of critical thinking scaffolds designed from the conceptual framework of a knowledge elicitation system (KES) first proposed by Coombs (1995) will be designed to support the analysis of the video data. The self-organised thinking steps (Harri-Augstein and Thomas, 1991) underpin the critical thinking scaffolds and enable the researcher to achieve higher order critical reflection and knowledge elicitation relative to the focus questions (See chapter 4).

Video also acts as a potentially motivating tool for learning and therefore represents a rich learning resource, one that has the potential to change the

practice of teaching (Stigler and Gallimore, 2003). Seeing oneself on camera is often a novel experience for people and the intensity of the learning experience is greater and more enriched, thus enhancing the learner's Capacity-to-Learn (Harri-Augstein & Thomas, 1991). Video therefore serves as a useful tool for participation in learning and has the ability to enhance the criticality of a learner-learning event, which is where it can support real-time field learning engaged in by the participatory action researcher.

The researcher wants to use participatory video (<http://www.insightshare.org>) which insightshare claim:

“enhances research and development activity by handing over control to the target communities from project conception through to implementation, monitoring and evaluation. We believe that opening communication channels for project recipients is the key to developing successful participant-led projects with sustainable and far-reaching impacts.”

The intention is that the researcher will encourage other participants to use video to record activities undertaken in the partnership and to record their learning from the partnership, so that their voices can be heard.

The intention is to embed video clips in the work to enable the viewer/reader to make critical judgements about the analysis of the dialogue, so that they too can be participants in the research.

In his Masters dissertation (Potts, 2005), the researcher investigated the notion of presencing through the use of video and analysis of dialogue with co-researchers. This notion of presencing also supports the paradigm of co-operative inquiry. The researcher agrees with Heron (1981) when he says:

“I construe a person more fully as a presence when we are in a very aware committed, concerned, exploratory, inquiring relationship..... Knowledge of persons is most adequate as an empirical base when it involves the fullest sort of presentational construing; that is, when researcher and subject are fully present to each other in a relationship of reciprocal and open inquiry.....And knowing how to construe and encounter persons in this way is a skill, a knack, which is a critical sort of practical knowledge involved in doing effective research on persons. ” (pp.30-31)

It is this “knack”, as Heron calls it, that the researcher sought to develop during his Masters dissertation. It is a skill that needs to be developed in order to evidence influence on the education of others. Use of video is an essential tool in representing this “*presentational construing*” and of representing to the viewer what the “knack” is. The researcher and the viewer can gain an insight in to how the co-participants in the research project manifest themselves as presences as they engage in inquiry.

3.3.7 Ethical Issues and Protocols for the Use of Video in the Research Project

In conducting the research the researcher wishes to draw the readers' attention to two factors that may have a bearing on the work. They are the researcher's "whiteness" and the power relations emanating from the researcher's role in the School hierarchy.

As the reader follows the narrative the researcher asks that they consider his "whiteness" and all that that entails in terms of colonial history and the impact on the power relationships in the world. But, in the words of Eden Charles (2006) the researcher *"invites the reader to move beyond ossified, essentialist notions of race and consider the common humanity that is sometimes defiled by "whiteness"*. Nevertheless the researcher is mindful of the impact of his "whiteness" and of colonial history on relationships with people at the South African School and in the South African community. As South Africa emerges from the Apartheid era, the legacy of white rule is not a favourable one. Memories of power relations based along racial lines will inevitably influence our relationships, making Eden Charles' invitation even more important.

The researcher is also sensitive to perceived power relations in his position as Deputy Head in terms of his relationship with colleagues and students at his own School. Being a member of the School's leadership team brings advantages in terms of strategic decision making and it enables the researcher to have opportunities to weave the international dimension in to the fabric of School life. It does however, place the researcher firmly at a

senior level in the hierarchy of the institution, making his desire for a democratic approach to the development of the partnership more difficult to achieve. As a living educational theorist adopting a participant action research approach the researcher recognises his responsibility for including the participants in the narrative and it is important that their involvement is a willing one.

Given these two factors the researcher is mindful of the importance of sound ethics in the conduct of the research. One of the key ways that the researcher seeks to proceed is to build relationships based on trust. It is recognised that by adopting this participative and collaborative approach to research and by using video footage it is essential that trusting relationships with the participants are developed. Good faith will therefore be maintained at all times and in all situations. The researcher will act in such a way as to develop a reputation for integrity, putting the interests of the participants before his own. This is particularly important because of the inclusion of children in the video footage. Some of the interviews are with students and there are also general shots of classes. In Salisbury High School, parents give their permission to use video for promotional and research purposes by responding to a letter sent out by the school. This is not the case in Nqabakazulu School. There is however existing use of video by educators at the school. When using video in the partner schools and in the communities the researcher will inform the participants that the purpose of the video is for research. He will seek through his actions to gain their trust by only filming events that are directly related to

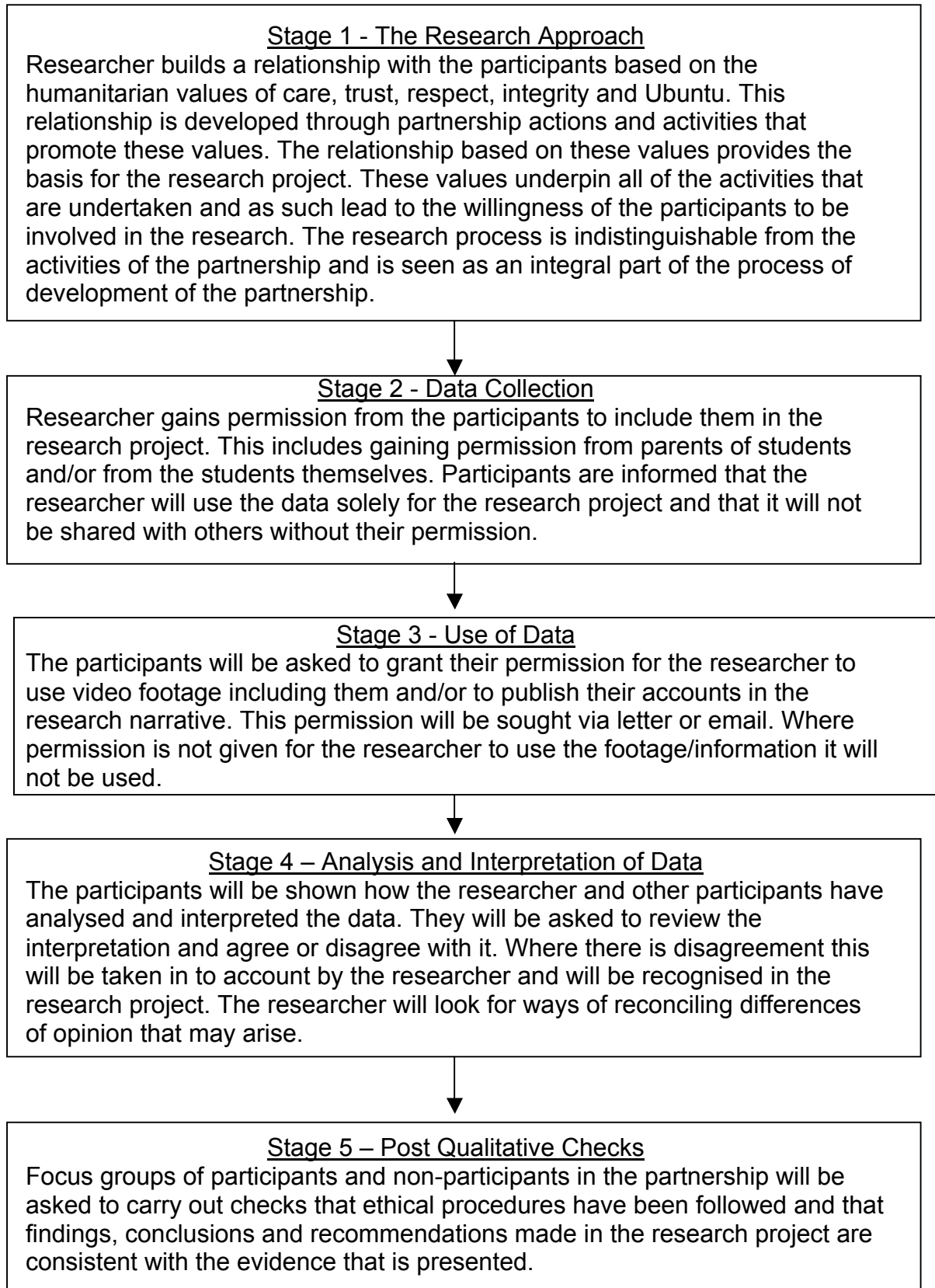
the development of the partnership between Salisbury High School and Nqabakazulu School.

In conducting the research participants will be made aware of what the research project involves and what their expected contribution is to the research. The researcher will seek their permission to use video footage including them and/or to publish their accounts. Copies of emails sent and permissions granted are attached as appendix P. Where they do not grant permission for the footage/information to be used the researcher will not use it. Whenever possible, the researcher will show the participants how the footage has been used in the project or how their words have been used and seek their input on the interpretation to check with them that it is accurate. This may be more difficult with some of the South African participants. Where a section of the narrative names individuals their permission will be sought to use their real name. If they do not agree to this but are happy for the researcher to proceed using a coded name, then this will be done. The data will be kept in a secure environment. The computer on which the video footage is stored and the manuscript is being produced is password protected. The researcher will act in a democratic manner in his relations with the participants in the research. He will always seek to act honestly in reporting events and actions. He will seek to acknowledge all sources appropriately.

In order to make the ethics very explicit the researcher has designed a flowchart and table on the following pages so that no reader is in doubt about the ethical nature of this conceptual approach.

The various ethical measures and checks carried out at each stage of the project can be represented diagrammatically in a flow chart as follows:

Figure 3e - Flow Chart for Ethical Checks in the Research Project



The researcher is also conscious that the ethical procedures will necessarily differ between the UK and South African contexts for social and cultural reasons. The table below outlines the stages of the project and the ethical procedures to be carried out at each stage in the UK and South Africa. The inclusion of the final column cross-references the research steps being taken to the BERA (2004) policy on researcher ethics.

Figure 3f The Similarities and Differences in Ethical Procedures Carried out in the UK and South Africa and the relationship to the BERA (2004) Revised Ethical Guidelines for Educational Research.

Research Stage	Ethical Procedures in UK	Ethical Procedures in South Africa	Relationship to BERA (2004) Revised Ethical Guidelines for Educational Research
The Research Approach	Relationships between participants are based on the values underpinning the partnership and are intended to produce a confidence in the researcher and a trust in the research process.		9. Educational researchers should operate within an ethic of respect for any persons involved directly or indirectly in the research.
Data Collection	Written consent will be gained from parents of students from whom data is gathered. Verbal consent will be gained from adult participants.	Verbal consent will be gained from student and adult participants alike.	11. Researchers must take the steps necessary to ensure that all participants in the research understand the process in which they are to be engaged, how it will be used and to whom it will be reported. 13. Researchers must recognize the right of any participant to withdraw from the research
	Participants who do not give their consent will not be included in the research. The researcher will inform the participants about the purposes of the research project and that the data will not be used for any other purpose without their consent.		
Use of Data	Permission to use video footage and narrative reports from participants in the research project will be gained by verbal consent or letter or email.	Permission to use video footage and narrative reports from participants in the research project will be gained by email or fax.	23. Researchers must recognize the participants' entitlement to privacy and must accord them their rights to confidentiality and anonymity, unless they waive that right.
	If permission to use the data is not given by the participant then it will not be used in the research narrative.		
	Some of the UK	Participants will not be able to view	14. Article 12 of the UN Convention on the

Analysis and Interpretation of Data	participants will be able to view the data, eg video footage, and to participate in the analysis of it thus making a contribution to the analysis and interpretation of the data.	the video footage and contribute to the analysis of it. Interpretation of the data by the researcher and other participants will be sent in text form by email for checking.	Rights of the Child requires that children who are capable of forming their own views should be granted the right to express their views freely in all matters affecting them.
Post Qualitative Checks	Participants in both countries will be asked to confirm that ethical procedures have been followed in conducting the research and to confirm that they agree with the overall findings, conclusions and recommendations from the project.		29. The Association considers it good practice for researchers to debrief participants at the conclusion of the research and to inform them of the outcomes.

As the researcher reviews, evaluates and analyses his actions he will include the ethical standards of the Ontario College of Teachers for the teaching profession, of care, trust, respect and integrity (Oct, 2006). This inclusion will involve a creative engagement with the meanings of the standards as he generates his own living standards of practice and judgment in his contribution to educational knowledge. The reader is invited to judge the work on the basis of whether these ethical principles have been upheld and on the basis of whether the researcher has provided evidence of his living out his values of social justice and humanity (Ubuntu) more fully as a result of the research project.

3.3.8 Data Analysis Procedures

According to Gardner and Coombs (2009):

“Discourse analysis helps the researcher to elicit and deconstruct the veiled ontological and epistemological assumptions contained within text-based and indeed other evidence formats such as pictures and video. It is also often seen as discovering the hidden motivation and greater depth of meaning behind a text, problem or situation, by both challenging and critiquing traditional methodological approaches” (P68).

This unveiling of hidden assumptions and meanings within the data is exactly what the researcher requires as he looks for the values and the actions that are driving the partnership forward and the learning that is emerging from the activities that are engaged in.

Discourse analysis also relates to the conversational learning paradigm of Thomas and Harri-Augstein (1985), which uses social learning tools to make sense of conversational experiences by exploring their assumptions and inner meanings.

Discursive discourse analysis is a researcher based data analysis technique using conversational procedures (Gardner and Coombs, 2009) that builds upon regular discourse analysis. This discursive process is one in which conversations between participants are systematically analysed by the researcher who then, supported by the analysis tools, holds an inner conversation checking and re-formulating the interpretation of the data matching it to pre-agreed focus issues. This holding of the inner conversation supported by the analysis tools makes the process discursive and provides another way of enhancing the validity of the findings. It is a technique that the researcher uses in chapters 4 and 5 to analyse the data that has been collected and to elicit patterns and findings in a systematic way. One of the procedures exemplified in chapter 4 is a manual discourse analysis and the other is a software based procedure. These two methods of discourse analysis are chosen because they provide different systematic frameworks for the analysis of qualitative data. This allows the two procedures to be compared and contrasted.

3.3.9 Evaluating The Research

As a practitioner researcher working within the framework of new paradigm research based on the principles of participation and democracy, the researcher claims the right to evaluate the work on these terms as well as on the University's terms. As he is writing a piece of practitioner self-study research he is central to the work and therefore it is he who holds himself accountable for the work based on his own set of

standards of judgment. In order to make this evaluation process work there is a need to do the following:

1. Clearly articulate the values of social justice, equal opportunities and humanity (Ubuntu) that inspire the work and explain why the researcher has chosen those values. (See sections 2.3)
2. Produce evidence which shows how the researcher is living out those values in practice and using them as standards of judgment for the development of the partnership (See section 5.3.1).
3. Show what the researcher and the participants have learned about the effectiveness of the international partnership in delivering aspects of citizenship education (See section 6.2).
4. Subject claims to the public scrutiny of others, such as co-participants in the research, critical friends and validation groups, to see whether they agree that the claims are reasonable (See section 5.4).
5. Present the claims as provisional, not final, showing that they are open to further testing and modification. If feedback tells the researcher that he needs to rethink his position, he needs to check again whether sufficient evidence has been provided to substantiate the claim (See section 6.7.2).

By engaging in a rigorous self-evaluation process the researcher will be reinforcing the legitimacy of practitioners as capable of valid research relative to the academic community. Public confidence in the ability of practitioners to make judgments about their own work will rise.

The values that inspire the researcher have been articulated in chapters 1-3. The evidence to substantiate claims made by the researcher and to subject the enquiry to further self-evaluation is laid out in chapters 4, 5 and 6. The research project will be evaluated according to evidence showing:

- The extent to which the researcher and the participants can be shown to be living out their values more fully through engaging in the activities of the partnership as 'living citizens' (See section 5.3.3).
- The influence that the activities have on the learning of the researcher and on the participants (See section 5.3.3).
- The extent to which pedagogical protocols for the delivery of citizenship education can be elicited from the partnership (See section 6.2).
- The quality of the advice that can be given to government in developing international partnerships (See section 6.5).

Particular attention needs to be paid to issues of reliability and validity of evidence if the researcher is to be shown to be capable of judging his own work. Readers can then be assured that the findings and conclusions are credible and trustworthy. It is essential that the research process is transparent and that the researcher can show that the claims that he is making are sufficiently robust and rigorous to show validity.

3.3.10 Methods Used to Overcome Researcher Bias

"Validity refers to establishing the truth value of a claim, its authenticity or trustworthiness" (McNiff and Whitehead, 2006).

It is helpful to differentiate between internal validity, or reliability, and external validity. In order to demonstrate internal validity the researcher seeks to produce authenticated, reliable evidence that enables him to make a claim to knowledge. External validity involves engaging in discussions and seeking other's opinions on claims to knowledge.

3.3.10.1 Methods Used to Increase Reliability or Internal Validity

Reliability according to Hammersley (1992) *"refers to the degree of consistency with which instances are assigned to the same category by different observers or by the same observer on different occasions"*. (Pg. 67)

The researcher recognises the need to show that any findings, conclusions and recommendations are based on reliable evidence and the following procedures have been built in to the research design to ensure that this happens:

1. By adopting an action research approach and using the action reflection cycle this means that the researcher will re-visit the research subject on several different occasions. A considerable amount of data will be collected over a period of ten years. Reciprocal visits between the schools will take place on a regular basis over this time period and participants will be involved in activities with the same goals. This will ensure that the researcher and other participants will get to gather similar data on many occasions. This will allow the researcher and other participants to interpret the data to a high degree of consistency. For instance, there will be an analysis of video data collected during the visits to South Africa from UK participants and analysis of the data

collected from reciprocal visits from the South African participants to the UK school (See chapters 4 and 5).

2. By adopting a participative approach the researcher is relying not only on his own interpretation of events but also on others. For example, the researcher will not be the only person collecting data though video recording, participants will also be encouraged to do so (See section 5.3.2.3). This means that they will be given the opportunity to film events and interpret them from their perspective, providing an alternative to the researcher's. This will provide more reliable evidence.
3. The range of data being collected enables the researcher to check the findings and conclusions elicited from the different data sources against each other. Sources of evidence include primarily video footage and the consistency of the interpretation of this data can be checked against the learning journal and against letters and emails from other participants. This process of triangulation allows the researcher to show in a transparent way how reliable judgements are being made about the improvements that can be made to citizenship education through international partnerships. This triangulation of evidence in using video footage for conversational analysis, a reflective journal for conversational learning and emails and letters from participants means that the evidence can be cross-referenced and more than one piece of data can be drawn upon to justify any conclusions (See chapter 5).
4. Interviews with two participants will be held towards the end of the project to identify the long-term impact on them of the partnership activities. This is

intended to provide supporting evidence of the impact on learning and as a corroborative check on findings presented (See section 5.4).

5. In the next chapter two means of making sense of the video data by systematically analysing it are explained and exemplified. Protocols for the use of video are worked out beforehand and the two methods used consist of systematic, content-free tools that enable the researcher to do the following:
 - a) Identify the purposes of the video and develop the key questions to be addressed.
 - b) Provide a rationale for the capture of events on video.
 - c) Provide a post reflection on the video footage that is captured.
 - d) Identify the implications of the responses towards the project goals.
 - e) Provide a reflection on the social context.
 - f) Identify common issues that emerge from the footage.
 - g) Identify the themes that emerge in response to the research questions.

Using two systematic processes for analysis of the video data, as opposed to just one, increases the reliability of the emergent findings and conclusions as the data is considered and then similar data is considered again in a different way.

3.3.10.2. Methods Used to Increase External Validity

The research design process builds in the following external validity checks:

1. Throughout this research the researcher will seek to validate the account by reference to the participant's view of events, hence the use of video by the researcher and by other participants, and the inclusion of the voices of the participants throughout. They will act as critical friends throughout the period of the research project. Capturing events on video enables the re-play of the events to different audiences to check the researcher's explanation of his learning. The researcher will think carefully about their feedback and act on it. This is a way of authenticating the interpretation given to data. Capturing the events on video also enables the researcher to view the events several times and to check his own understanding of the data so that he is engaging in an inner conversation on more than one occasion. This will influence actions as the participants take the partnership forward.
2. Another important way in which the research is to be validated is by the fact that the action reflection cycle is visited several times and that the feedback from participants is used to strengthen the partnership and deepen the learning. Thus, a set of actions are taken and feedback is gained from the participants in that action and new actions are then planned on the basis of the feedback. This loop is repeated several times so that the participants are having an influence on the research. The importance of this type of validation is stressed by Reason and Rowan (1981) in order to distinguish between research inquiry and journalism which:

“Is a hit and run approach which sucks the subject dry and leaves her by the wayside.” (p.248)

Re-visiting and constant reference to feedback from participants over a prolonged period of time prevents this journalistic problem. It is anticipated that the partnership will continue beyond the life of the research project and the constant checking with participants of where we are now with the partnership and where it should go next will continue beyond the research project. In order to be sustainable the partnership will need to develop pockets of activity that are driven by participants other than the researcher as they are touched by the activities of the partnership and motivated to act. It is imagined that these participants will be using the action reflection cycle as a way of operating and of living their values out more fully in their own lives.

3. Three university supervisors will oversee the research project. They will critique the work, ask questions and provide guidance throughout the project. Meetings will take place regularly and outcomes will be noted, agreed and signed by the participants.
4. Evidence will periodically be presented to a peer review group at Bath Spa University. This group of university colleagues and fellow PhD students are mainly non-participants in the research project. They are able to offer informed and constructive feedback on the project and to consider the researcher's claims to knowledge, offering critical feedback. The researcher will provide a brief written summary for the group members to indicate what knowledge claims he is making. The peer review group sessions will be recorded on video so that the researcher can view them again and reflect on the feedback received (See section 5.4).
5. An interim progression assessment meeting will be held with two members of Bath Spa University who are not involved in the research project. This will

provide the researcher with feedback as to the progress being made and any suggested changes that need to be made. In advance of the meeting a paper will be presented to outline the progress made so far and interim findings.

Following the meeting a written summary of the outcomes will be made and confirmed as an accurate report by the participants. This will provide a basis for moving the research project forward.

6. There are clear social benefits to the chosen research approach which produces evidence of personal, social and organizational impact as a key outcome of the “improvement” goal and underpinning research paradigm. The approach gains validity from the fact that it fits in with the government’s improvement agenda for the teaching profession, seen in government funded initiatives such as the Masters in Teaching and Learning.

Thus it can be seen from this list that the researcher seeks through the narrative to provide sufficiently rich data for the readers and users of the research to determine whether transferability of the findings, conclusions and recommendations is possible. These validity checks increase the probability that when the claims to knowledge are put in to the public domain others will find them useful in their own situations and contexts.

3.4 Clarification of Research Questions

Having considered the research methodology and the academic framework the researcher is now in a position to clarify and add to the research questions that were tentatively outlined in section 2.5. These questions now emerge as the agenda for change as part of the social manifesto approach. Due to the emergence of the notion

of 'living citizenship' as a new concept arising from the idea of living theory, the overarching research question has now been formed as:

How can I reconceptualise international educational partnerships as a form of 'living citizenship'?

3.5 Sub-Questions

There are further sub-questions that have emerged as a result of initial engagement in the research process through the action reflection cycle. Using a self-study action research approach new questions are generated throughout the study. These new questions drive the study forward as the researcher acts to address them. The methodology is open-ended and developmental and links to the grounded theory paradigm of emergent social research findings. This approach is based on the assumption that knowledge is created and not discovered and that learning is never complete (See section 3.2.4). The researcher is constantly open to new possibilities. In addressing the key research question the following sub-questions will also be addressed:

1. To what extent have the values of social justice, equal opportunities and Ubuntu been put at the heart of the international partnership between the schools? To what extent have shared values and a shared language for expressing these values been developed in establishing the partnership?
2. To what extent has the researcher encouraged participation and democracy through his actions in establishing, developing and sustaining the partnership?

3. What has been learned from the activities of the partnership by the participants and to what extent have they been able to live out their values as citizens of the world more fully?
4. What are the transferable pedagogical protocols for citizenship education that can be derived from the establishment of an international partnership?
5. What advice can be provided for government ministers on how best to extend educational partnerships and international CPD between UK and South African Schools?
6. How can the researcher validate the narrative and answer questions about the quality of rigour within the research?

3.6 Chapter Summary

The following points have been made in this chapter:

- The research methodology being adopted is a synthesis of the experimental/improve and observe/understand paradigms.
- The researcher is being intentionally methodologically inventive by drawing on aspects of self-study and living theory approaches to action research.
- The idea of living theory (Whitehead, 2006) has given rise to the notion of “living citizenship” which has now become the overarching focus of the research project.
- The research methods involve use of the action reflection cycle and a participatory and democratic approach to research.

- The main data collection method used will be video footage with the rationale that this is a powerful tool for learning and the best way of representing the participatory and democratic nature of the partnership.
- The ethics of the research methods have been carefully considered and made clear. Appropriate steps have been taken in this regard.
- Discursive discourse analysis procedures will be used to analyse the data systematically to elicit findings.
- The evaluation process has been considered and measures to overcome researcher bias have been made clear.

3.7 What Next?

In chapter 4 the two different methods of analysing qualitative data are exemplified and this shows how valid findings or evidence can be drawn from the data to address the research questions. In the subsequent chapter further video data is analysed using these methods and other data is considered. This leads to emergent findings being drawn from a wide range of sources. Subsequently this evidence is used to draw conclusions from the research and to make tentative recommendations about how the education community might gain from it.

Chapter 4 - Review and Evaluation of Two Methods for Analysis of

Qualitative Data.

How can the researcher validate the narrative and answer questions about the quality of rigour within the research?

4.1 Introduction and Rationale

In chapter three the research methodology was identified as a synthesis of standard research paradigms, described by the author as a self-study participant living action research approach that defines the overall research framework for this research project. Consistent with this methodological approach one of the principal research methods used in the project has been video footage of activities and interviews with participants.

This chapter considers how the researcher has designed in to the project review methods for analysing the video evidence and then evaluating the quality of it. The methodology adopted by the researcher is sometimes criticized for leading to insufficiently rigorous findings and conclusions; therefore the researcher has taken care to design methods to provide validation for the work. These methods include:

- using two different transferable methods for analysing similar qualitative data;
- using a range of data sources to cross check evidence;
- completing the action research process several times to check and re-check findings and conclusions.
- post-qualitative checks using focus groups.