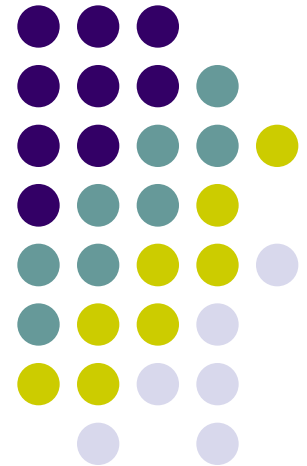


Developing as a researcher in turbulent times: becoming and being an 'extended' professional

SRHE *Society for Research
into Higher Education*

SRHE-hosted pre-conference seminar, ECER 2014,
University of Porto
1st Sept. 2014

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University of Leeds, UK



4 key issues



- Developing as a researcher
 - What does it mean to develop as a researcher?
- ‘Extended’ professional
 - What does it mean?
- How may we, as researchers, develop as/into ‘extended’ professionals?
- Why should we bother?

What do we mean by researcher development?

Which of the following are examples of researcher development?

1. A part-time university teacher who is uninterested in research, unimpressed by research achievement, and is not himself research-active, overhears a conversation in the senior common room in which two colleagues are discussing their recent research findings. Finding these of interest to his non-university work as a practitioner, he joins in the
2. A doctoral student attends a workshop on how to use the bibliographic referencing system, *Endnote*, finds it very
3. An early career academic reads a book on how to win research funding and applies the lessons learned from reading this book to her next funding application. Her application is nevertheless unsuccessful.

What do we mean by researcher development?



- What is it that we're developing when we refer to 'researcher development'?
- Parallels with professional development
- People's professionalism
- Researcher professionalism

Key components of researcher professionalism

- What researchers do
- How they do it
- What they know and understand
- Where and how to gain understanding



researcher professionalism

behavioural component

processual
dimension

procedural
dimension

productive
dimension

competential
dimension

attitudinal component

perceptual
dimension

(e)valuative
dimension

motivational
dimension

intellectual component

epistemological
dimension

rationalistic
dimension

comprehensive
dimension

analytical
dimension

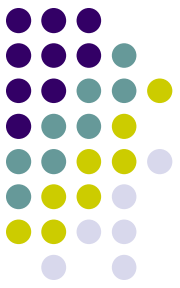
My definition of professionalism

Professionalism is: ‘work practice that is consistent with commonly-held consensual delineations of a specific profession or occupation and that both contributes to and reflects perceptions of the profession’s or occupation’s purpose and status and the specific nature, range and levels of service provided by, and expertise prevalent within, the profession or occupation, as well as the general ethical code underpinning this practice.’

Evans, L. (2011) The ‘shape’ of teacher professionalism in England: professional standards, performance management, professional development, and the changes proposed in the 2010 White Paper, *British Educational Research Journal*, 37 (5), 851-870.

What is researcher development?

The definition



‘Researcher development is the process whereby people’s capacity and willingness to carry out the research components of their work or studies may be considered to be enhanced, with a degree of permanence that exceeds transitoriness.’

Evans, L. (2012) Leadership for researcher development: What research leaders need to know and understand, *Educational Management, Administration and Leadership*, 40 (4), 432-435

researcher professionalism

behavioural component

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procedural dimension

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intellectual component

epistemological dimension

rationalistic dimension

comprehensive dimension

analytical dimension

researcher development

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graph TD; RD[researcher development] --> BD[behavioural development]; RD --> AD[attitudinal development]; RD --> ID[intellectual development]; BD --> PC[processual change]; BD --> PrC[procedural change]; BD --> PrC2[productive change]; BD --> CC[competential change]; AD --> PCh[perceptual change]; AD --> EVCh["(e)valuative change"]; AD --> MCh[motivational change]; ID --> EC[epistemological change]; ID --> RC[rationalistic change]; ID --> CC2[comprehensive change]; ID --> AC[analytical change];
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behavioural development

processual change

procedural change

productive change

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attitudinal development

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researcher
development

behavioural
development

processual
change

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change

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change

Behavioural development is:

*the process whereby people's
research-related behaviour or
performance are modified.*

Processual change is about change in relation to the processes that constitute people's research practice – how they 'do' or 'go about' research-related activity.

Procedural change relates to changes to capacity to deal with or manage procedures within research-related practice.

Productive change refers to change to people's research output: to how much they achieve, produce or 'do'.

Competential change involves the increase or enhancement of research-related skills and competences.

researcher development

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researcher
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motivational
change

Attitudinal development is:

*the process whereby people's
research-related attitudes are*

modified.

Perceptual change refers to change in relation to people's perceptions, viewpoints, beliefs and mindsets – includes **self**-perception.

Evaluative change is about changes to people's research-related values, including the minutiae of what they consider important: i.e. what they value.

Motivational change refers to changes to people's motivation and levels of (job) satisfaction and morale in relation to research practice.

researcher development

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intellectual development

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rationalistic change

comprehensive change

analytical change

Intellectual development is:

the process whereby people's research-related knowledge, understanding or reflective or

comprehensive capacity or competence are modified.

Epistemological change is change in relation to the bases of what people know or understand about research and research practice and their knowledge structures.

Rationalistic change is about change relating to the extent of and the nature of the reasoning that people apply to their research practice.

Comprehensive change involves the enhancement or increase of people's research-related knowledge and understanding.

Analytical change refers to change to the degree or nature of the analyticism that people apply to their research activity.

researcher development

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graph TD; RD[researcher development] --> BD[behavioural development]; RD --> AD[attitudinal development]; RD --> ID[intellectual development]; BD --> PC[processual change]; BD --> PrC[procedural change]; BD --> PrC2[productive change]; BD --> CC[competential change]; AD --> PerC[perceptual change]; AD --> EvC[evaluative change]; AD --> MotC[motivational change]; ID --> EpC[epistemological change]; ID --> RatC[rationalistic change]; ID --> ComC[comprehensive change]; ID --> AnaC[analytical change];
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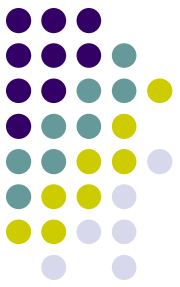
epistemological change

rationalistic change

comprehensive change

analytical change

Professionalism orientation: teachers



Eric Hoyle, 1975

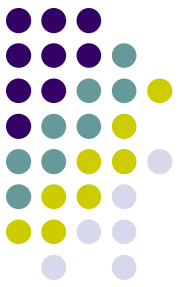
‘Restricted’ professionalism

- Skills derived from experience
- Perspective limited to the immediate in time and place
- Introspective with regard to methods
- Value placed on autonomy
- Infrequent reading of professional literature
- Teaching seen as an intuitive activity

‘Extended’ professionalism

- Skills derived from a mediation between experience & theory
- Perspective embracing the broader social context of education
- Methods compared with those of colleagues and reports of practice
- Value placed on professional collaboration
- Regular reading of professional literature
- Teaching seen as a rational activity

'Restricted' and 'Extended' Professionals (adapted from Hoyle, 1975)



'restricted' professionals:

- adopt an intuitive approach to practice
- use skills derived from practical experience
- do not reflect on or analyse their practice
- are unintellectual in outlook and attitudes
- avoid change and are set in their ways

'extended' professionals:

- adopt a rational approach to practice
- use skills developed from both theory and practice
- are reflective and analytical practitioners
- adopt intellectual approaches to the job
- experiment with and welcome new ideas

'Restricted' and 'Extended' Professionals



Applying the professionalism continuum to researchers



- Can the ‘extended’-‘restricted’ professionalism continuum be applied to researchers?
- What would a ‘restricted’ researcher ‘look like’?
- What would an ‘extended’ researcher ‘look like’?

Characteristics of 'extended' & 'restricted' researchers

The researcher located at the 'extended' extreme of the professionalism continuum typically ...

The researcher located at the 'restricted' extreme of the professionalism continuum typically ...

The researcher located at the ‘restricted’ extreme of the professionalism continuum typically:	The researcher located at the ‘extended’ extreme of the professionalism continuum typically:
conducts research that lacks rigour;	conducts highly rigorous research;
draws upon basic research skills;	draws upon basic and advanced research skills;
fails to develop or extend her/his methodological competence;	strives constantly to develop and extend her/his methodological competence;
utilises only established research methods;	adapts established research methods and develops methodology;
fails to develop basic research findings;	generates and develops theory from research findings;
perceives research methods as tools and methodology as a task-directed, utilitarian process;	perceives research methodology as a field of study in itself;
applies low level analysis to research data;	strives constantly to apply deep levels of analysis to research data;
perceives individual research studies as independent and free-standing;	recognises the value of, and utilises, comparative analysis, meta-analysis, synthesis, replication, etc.;
perceives individual research studies as finite and complete;	constantly reflects upon, and frequently revisits and refines, his/her own studies;
struggles to criticise literature and others’ research effectively;	has developed the skill of effective criticism and applies this to the formulation of his/her own arguments;
publishes mainly in ‘lower grade’ academic journals and in professional journals/magazines;	publishes frequently in ‘high ranking’ academic journals;
is associated mainly with research findings that fall into the ‘tips for practitioners’ category of output;	disseminates ground-breaking theoretical issues and contributes to, and takes a lead in developing, discourse on theory;
perceives research activity as separate and detached from wider contexts requiring interpersonal, organisational and cognitive skills.	recognises the applicability to a range of contexts (including, in particular, work contexts) of generic skills developed within and alongside research activity.

The 'Restricted'-'Extended' Researcher Continuum



1 2 3 4 5 6 7 8 9 10

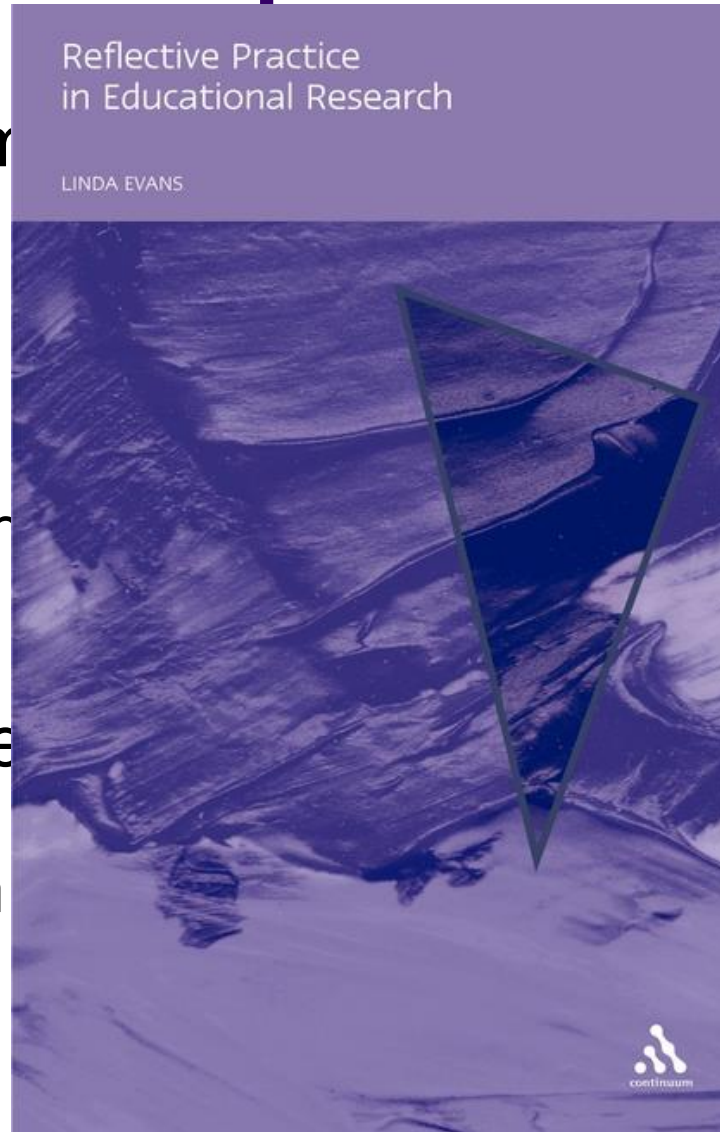
Dispelling some myths

‘Restricted’ professionals are not necessarily:

- incompetent
- lazy
- lacking commitment and interest
- beginners – early career researchers
- little known

How may we develop as or into 'extended' professionals?

- constantly examining
- questioning the
- being reflective
 - not just about the
 - itself;
- adopting a deve
- taking research
- developing and



research practice;

t about the research

research;

research skills.

Injecting rigour into our research



- Conceptual clarity
- Definitional precision
- Presenting and sustaining well thought-out, reasoned argument/discussion
- Thoroughly researching and reviewing the literature
- Incorporating in-depth analysis
- Developing theory

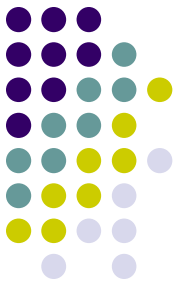
UK REF: 4* criteria

In assessing work as being four star (quality that is world leading in terms of originality, significance and rigour), sub-panels will expect to see evidence of, or potential for, some of the following types of characteristics:

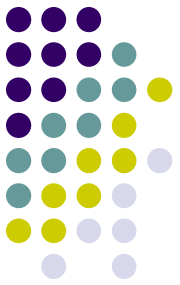
- agenda-setting
- research that is leading or at the forefront of the research area
- great novelty in developing new thinking, new techniques or novel results
- major influence on a research theme or field
- developing new paradigms or fundamental new concepts for research
- major changes in policy or practice
- major influence on processes, production and management
- major influence on user engagement.

What to avoid: an example of flawed research

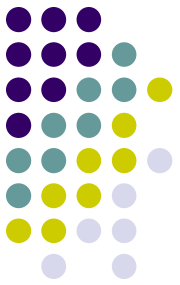
“There have been times, particularly near the start, where you go into the class and it just doesn’t happen for whatever reason, and I come out and come back here or whatever and I’d be annoyed about myself. First and foremost reflect and say, was it me? And you say, what could I have done differently? What could I have done better? And at the start one or two of the things I was annoyed with myself was perhaps down to rushing the preparation, you know, because starting work in January, delivering a course in the third week in January, it was a bit of a rush. So, you learn lessons from that, you know, maybe do less content and more depth or whatever. You know, the reason that I am obviously still here and want to develop on is that there are more good days than bad days, or even to have a bad lecture and then you move onto the next one and think positive.”



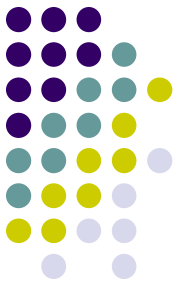
‘There is evidence of a virtuous discourse in the narratives of the new lecturers, which affects the way in which they conceive of the work of a ‘good’ academic and construct their own identity.’



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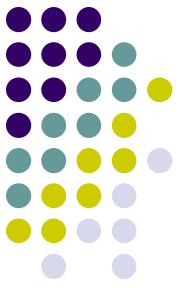


‘There is evidence of a virtuous discourse in the narratives of the new lecturers, which affects the way in which they conceive of the work of a ‘good’ academic **and construct their own identity.**’

‘the values, virtues and beliefs of the individual have emerged as a significant influence on identity construction ...’

What to avoid:

An example of flawed research

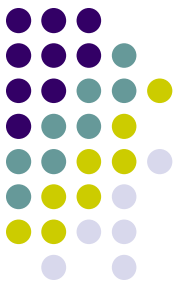


Article on new academics' constructions of professional identity:

'Being an academic is a way of being in the world, and so the dimensions of the role that are most important are teaching, research and service, and this encompasses supporting students and having the opportunity to do original thinking and generating new knowledge. All of the early career academics wanted to teach, research and publish, and the inter-relation of teaching and research was central to their identity.'

What to avoid:

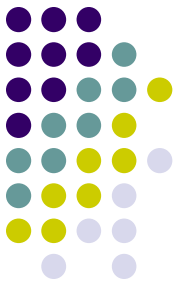
An example of flawed research



Article on new academics' constructions of professional identity:

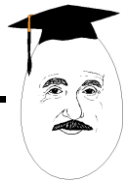
'Being an academic is a way of being in the world, and so the dimensions of the role that are most important are teaching, research and service, and this encompasses supporting students and having the opportunity to do original thinking and generating new knowledge. **All of the early career academics wanted to teach, research and publish, and the inter-relation of teaching and research was central to their identity.**'

Flaws in the article



- There's nothing in the paper - relating to how data collection is reported and described - that inclines me to interpret this as identity:
 - It could just as easily be professionalism.
- None of the quotes presented refer to 'identity' specifically.
- The author decides that because the research participants referred to teaching and research as part of their work, that this represents their identities. This is a spurious conclusion.
- The author doesn't conceptualise identity sufficiently to distinguish it from other concepts. What people do – what they report doing, and even what's important to them – doesn't necessarily equate to their identity.

The 'Restricted'-'Extended' Researcher Continuum



Why bother?



- To be taken seriously
- To win credibility
- To win respect – and admiration
- ‘the academy judges by the theory and scholarship emerging from a particular field and discipline. Can’t be helped, that’s the nature of academic discourse and its self-construction. We stand or fall by the weight others attribute to our scholarship.’

Chapman, V. L. (2005). Attending to the theoretical landscape in adult education, *Adult Education Quarterly*, 55(4).

Why bother?

- ‘Theory is something like physical exercise or taking Vitamin C: some people are hooked on

- ‘The best days, when I’ve just, sort of, walked six inches off the ground, it’s just realising

- ‘I think that feeling of being “on the edge” of

- ‘My research has been in two main areas, and I do get a *huge* amount of satisfaction and excitement from working in those areas.

- Intellectually, it’s exciting to feel you’re doing things which are new.’

novel and is going to inform the debate.

Aspirations and personal agendas



- There are researchers, and there are researchers ...
- Which kind do you want to be?

researcher professionalism

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analytical
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Further reading

Evans, L. (2014) What is effective research leadership? A research-informed perspective, *Higher Education Research and Development*, 33 (1), 46-58

Evans, L. (2013) The professional status of educational research: professionalism and developmentalism in 21st century working life, *British Journal of Educational Studies*, 61 (4), 471-490.

Evans, L. (2011) The scholarship of researcher development: mapping the terrain and pushing back boundaries, *International Journal for Researcher Development*, 2 (2), 75-98.

Evans, L. (2012) Leadership for researcher development: What research leaders need to know and understand, *Educational Management, Administration and Leadership*, 40 (4), 432-435.

Evans, L. (2011) The 'shape' of teacher professionalism in England: professional standards, performance management, professional development, and the changes proposed in the 2010 White Paper, *British Educational Research Journal*, 37 (5), 851-870.

Evans, L. (2009) Developing research capacity in the social sciences: a professionalism-based model, *International Journal for Researcher Development*, 1 (2), 134-149

Evans, L. (2002) *Reflective practice in educational research: Developing advanced skills*, London, Continuum