



Practitioner research: A hidden secret for professional development

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Keynote abstract

Within the debate about the nature and relation between educational research and educational practice, different voices describe this relation as problematic or characterise it as a gap. During the last years, a focus shift has been realised in research and policy documents on this topic. After a time of problem analysis, more and more attention is nowadays paid to scenarios that can bridge the gap between educational research and educational practice. In this respect, practitioner research has the potential to bridge the gap between research and practice, but it can also support school improvement and individual professional development. This keynote will focus on why practitioner research is a powerful tool in supporting the professional development of teachers, teacher educators, and other professionals. The keynote will explore how characteristics of practitioner research correspond to effective design principles for professional development. This will be illustrated with concrete research results. More particularly, the keynote lecture will clarify how practitioner research conducted by teacher educators can influence teacher educators' practices, but also how it can support their professional development. In this context, teacher educators' professional development can be better understood by conceptualizing it as the development of a 'researcherly disposition'; or the habit of mind to engage in research - as both consumers and producers of research - to improve one's own practice and contribute to the knowledge base. Ideas for future professional development activities for all kind of professionals will be discussed.

Biography

Prof. Dr. Ruben Vanderlinde is a Tenure Track professor at the Department of Educational Studies at Ghent University in Belgium. His research interests are in the field of educational innovation, teacher training and professionalisation, and the integration of Information and Communication Technologies (ICT) in education. He publishes widely on these topics, both in ISI listed journals and more practitioner oriented journals. He teaches "Educational Innovation" and "Pedagogy of Teaching" to the bachelors and masters of Educational Sciences, and "Teaching Methodology" in the Specific Teacher Training Programme (Ghent University). Dr. Ruben Vanderlinde is methodologically experienced in mixed method research, and currently responsible for the Specific Teacher Training Programme of Ghent University. He is also secretary of the Flemish Forum for Educational Research (VFO), and founding member of InFo-TED (International Forum for Teacher Educator Development). He is a visiting research scholar at the Curry School of Education (University of Virginia), and at the Open University of Catalonia (Barcelona). During the last years, he was a member of the EAPRIL-board (2012-2015).