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2014-1-BE02-KA201-000432

Title

Farming vs gardening protocol

Sources

Dana, F.N, (2013), Digging deeper into action research. London: Sage publications (p.54): "Lawrence Stenhouse uses the comparison of an agriculturalist and a gardener: the traditional researcher is an agriculturalist, while a teacher is a gardener who creates and tells his or her research story through engagement in summative data analysis ..."
Earl, L. and Katz, S. (2006), Leading schools in a data-rich world, harnessing data for school improvement. California. Corwin Press.

Purpose of the protocol

To discover how an inquiry brief can be structured and to stimulate participants to write their own inquiry brief.

Materials

Photo like the one in addendum. Any picture is ok, preferably even own made.
Second photo in addendum is also just as an example. (Lorna Earl used a painting: "The garden" of Giverny–Monet).
(Post-its).

Time

15 minutes

Roles

Facilitator and participants

Process

The facilitator gives the following information:

(SHOW THE FIRST PICTURE, OR BEAM IT)

Data gathering is like this garden.... Diverse plants, different kinds, some colourful, other colourless, all together they make an equilibrated picture. The diversity makes it beautiful and meaningful. The data and inquiries can differ a lot. That makes the dinner tasty. The garden of data will improve the health of the inhabitants of the house!

(SHOW THE SECOND PICTURE, OR BEAM IT)

Academic research is like this photo: it is massive, gives a lot of data, is reliable but on the other hand a bit focused on one issue only. Explain (if necessary).

Of course the facilitator can allow discussions after presenting this point of view



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Dana, F.N, (2013), Digging deeper into action research. London: Sage publications.
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Exemplification

During the Linpilcare course it was used as follows:
- both pictures were shown, while only the theme (PI versus Ac. Research) was launched. The participants were invited to write key ideas/words on post-its and to stich them underneath the picture the ideas/words link to. (5minutes). The participants then were invited to formulate conclusions.
The discussion gives rise to looking at "Thinking through practice".

Addendum:

One can find or take his own pictures. The ones below only illustrate it.



Compared to



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