



ERASMUS+



2014-1-BE02-KA201-000432

**Protocol Reference Number: 013**

**Developed by:** (name of the institution) Catholic Education Flanders

**Title**

**Farming versus gardening**

**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**

People usually interpret research as an activity carried out by university researchers, following high standard procedures. Inquiry is an activity done by teachers, gathering evidence to give direction on how to improve their practice. To make clear that both activities do not conflict, but that each has its role a discussion can help. A metaphor helps to visualize both activities. This protocol provokes discussion to clarify each activity and to put both in the correct perspective.

- How rich PI can be and how it adds value to the profession of education
- the difference between academic research and practitioners inquiry

**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 min**

**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



ERASMUS+



2014-1-BE02-KA201-000432

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

### References

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

Earl, L. and Katz, S. (2006), *Leading schools in a data-rich world, harnessing data for school improvement*. California: Corwin Press

### 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. (5 minutes). The participants then were invited to formulate conclusions.

The discussion gives rise to looking at "Thinking through practice" , section 3.3.1

### Addendum:

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



ERASMUS+



2014-1-BE02-KA201-000432



OR





ERASMUS+



2014-1-BE02-KA201-000432

**COMPARED to**

