

Research Space

Unpublished conference or workshop item

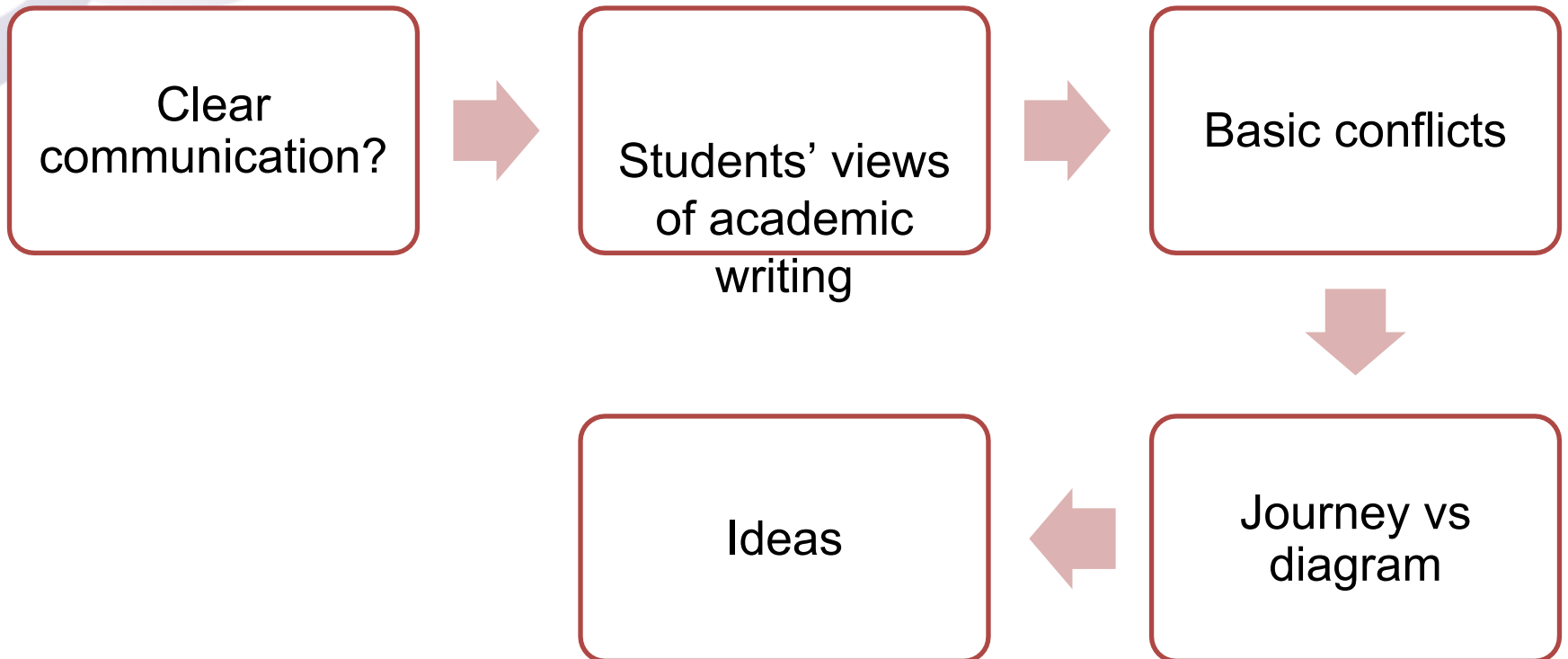
**Mapping diagrams in research supervision: paths through
conflicting writing practices**

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plan



Not just about the FHEQ...

Professional training

- “a **research communications programme**, including an annual research conference for the sector and a research bulletin, in order to give practitioners **access to useful research** and **vehicles by which to share** their own research. (ETF Operational plan, 2014, p.15)

“Policing Vision 2016”

- “**reviewing and communicating** current knowledge and research about what works” (College of Policing Delivery plan, 2013:9)

Journey on a road to nowhere?

- Looking at here from there?
- Conflating identity, trajectory and narrative?
- If ID is the trajectory, how does the identified navigate this “journey”

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“But enough of this”

“I cannot but wonder at (...) one who had so often censured the scholastics for wishing to explain obscure things by occult qualities”

Spinoza, E V,II, 279



From there to here: Students' views

Foreign language?

- “it’s like learning a **new language** (...) I'd be expected to also use these terms.
“ (student A, MA)
- “thought I was learning about education, not a

Elitism?

- “....sometimes it is written in a complex manner in order to **limit its appeal** to just traditional 'academics'.”
(Student B, MA)
- “why publish something that is only going to be read **by a few**” (Student E, MA)

In or out: Students' views

Exclusion?

Inflexibility?

- “The meaning is hinted and alluded to, but sometimes I feel that **if I don't know it, then I really shouldn't be reading this paper**”
- “it does act as a type of quality assurance [but] I suppose for me the biggest issue with academic writing is its **lack of**

Conflicts

A step forwards

A step backwards

For myself

For others

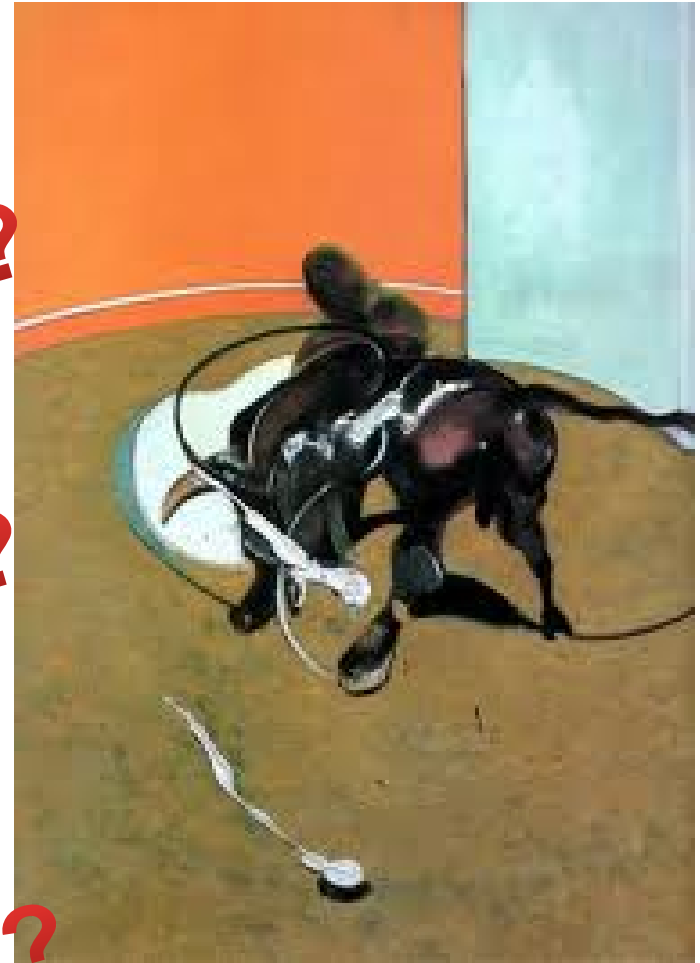
A task for me to do

A job to do for someone else

Where?

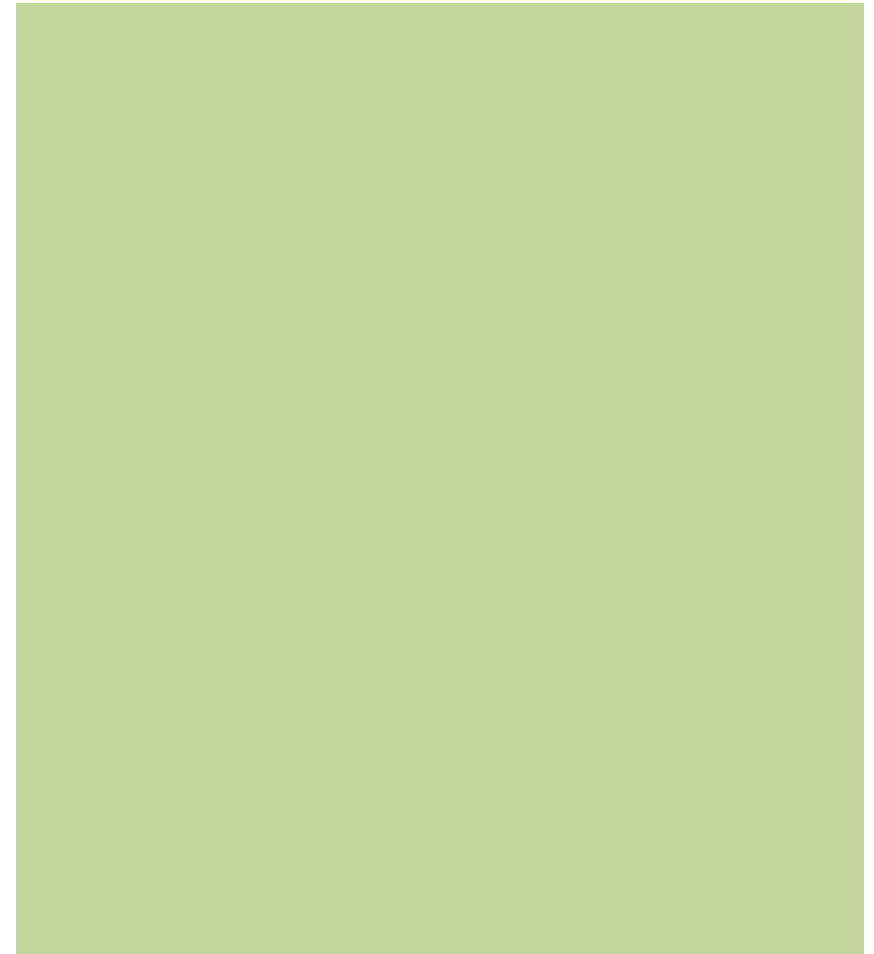
Who?

Why?



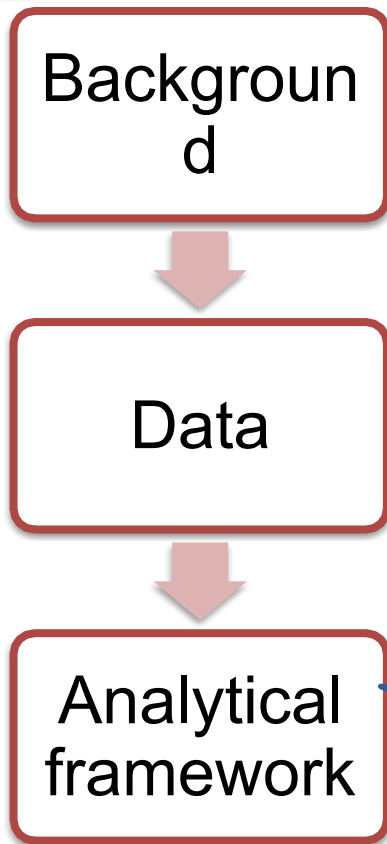
Example 1: a step backwards

“they told us not to write like that at school...it seems so childish” (Student F, PGCE L7 student)

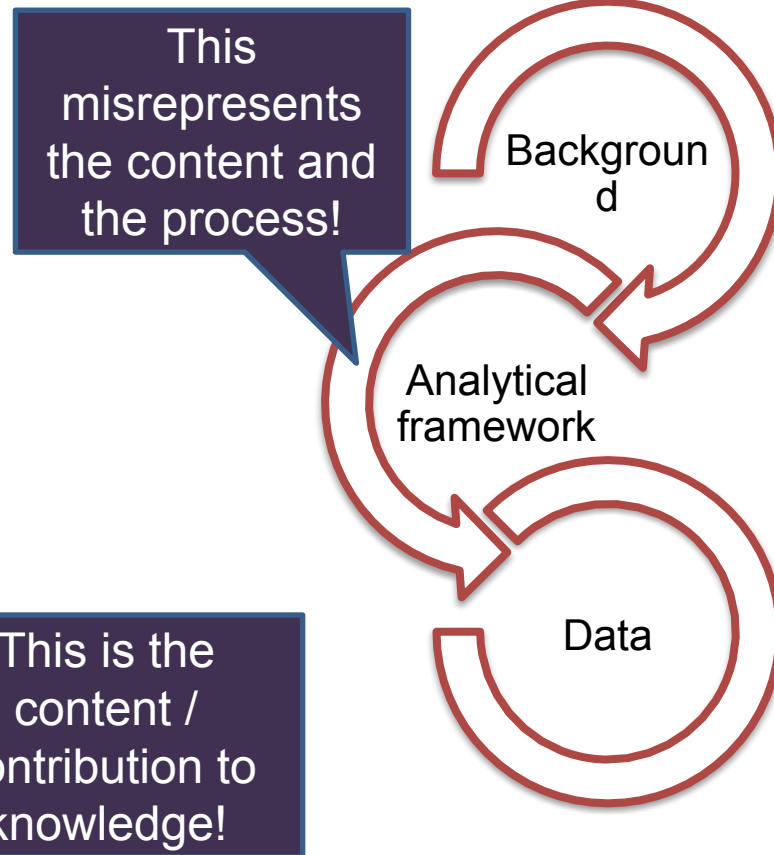


Example 2: writing for others

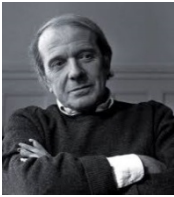
Plan A: before review



Plan B : After review



An alternative: interlocking diagrams?



- an abstract pattern of a real situation which operates as

- ü Writing is **not a subjective act**: powerful forces inside and outside shape what we write and how
- ü Development is non-linear, and occult

the map: how to get there

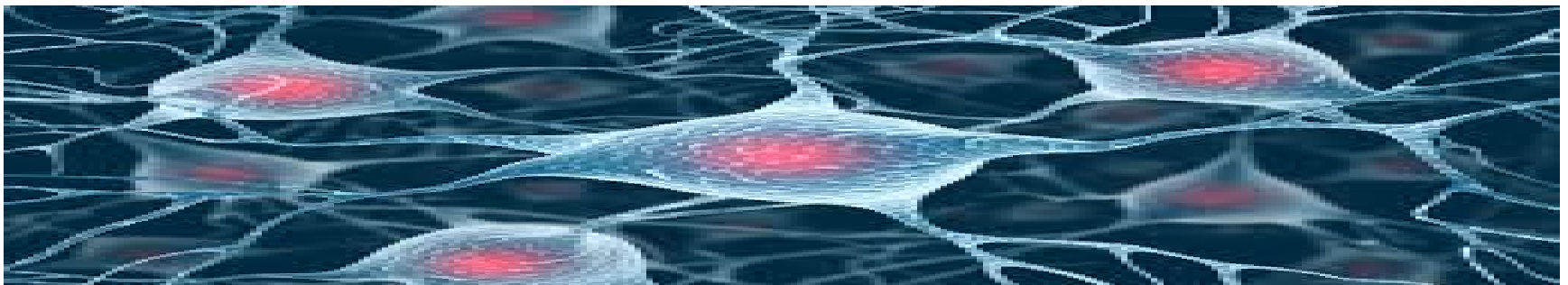
Diagram 1... “wish you were here”

1. Inductive teaching
2. Self-development
3. Own shifting understanding
4. Evolving centres of interest
5. Performing uncertainty

Diagram 2... “wish you were there”

1. Deductive approach
2. Development of Others
3. Immobilised understanding
4. Snapshot of centre of interest
5. Performing certainty

connected



Mapping diagrams



1. *Co-enquiry*...“I do not know”

“I am engaging with it, in the hope that one day I can submit something different from the norm (...) and it still be considered and validated within that area.” (Clairiscia C)

references