Introduction to the LIW project processes and methodology
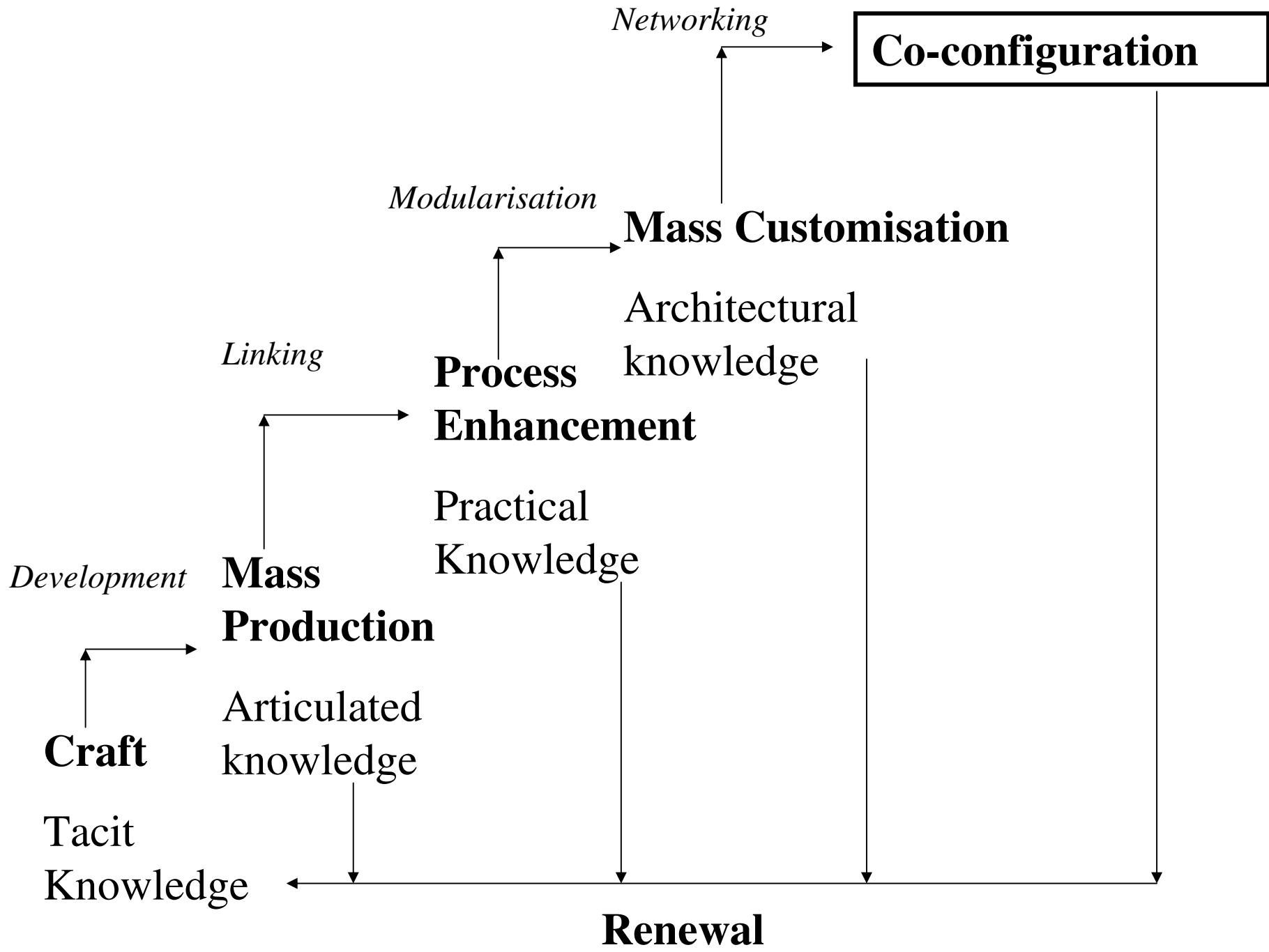
Harry Daniels

University of Bath

Researching Professional learning

- organisation of work and learning
- changing conceptions of professional expertise
- knowledge creation

Networking

Co-configuration

Modularisation

Mass Customisation

Architectural
knowledge

Linking

**Process
Enhancement**

Practical
Knowledge

Development

**Mass
Production**

Craft

Articulated
knowledge

Tacit
Knowledge

Renewal

Expansive learning

- Such learning occurs in situations where professionals are learning something that has not been created or constructed before.

- This implies that knowledge they are acquiring is constantly changing and they are not necessarily finding a solution to the problem but are redefining the problems themselves

Learning something that 'isn't there yet'

'You know, if you use the …analogy of a jigsaw, not of a painting …if you were painting a garden, we'd be doing very elaborate daffodils and painting an oak tree and stuff like that this but we don't actually know the dimensions of the garden yet and what we've got to do is to define the scope in which people can make decisions.'
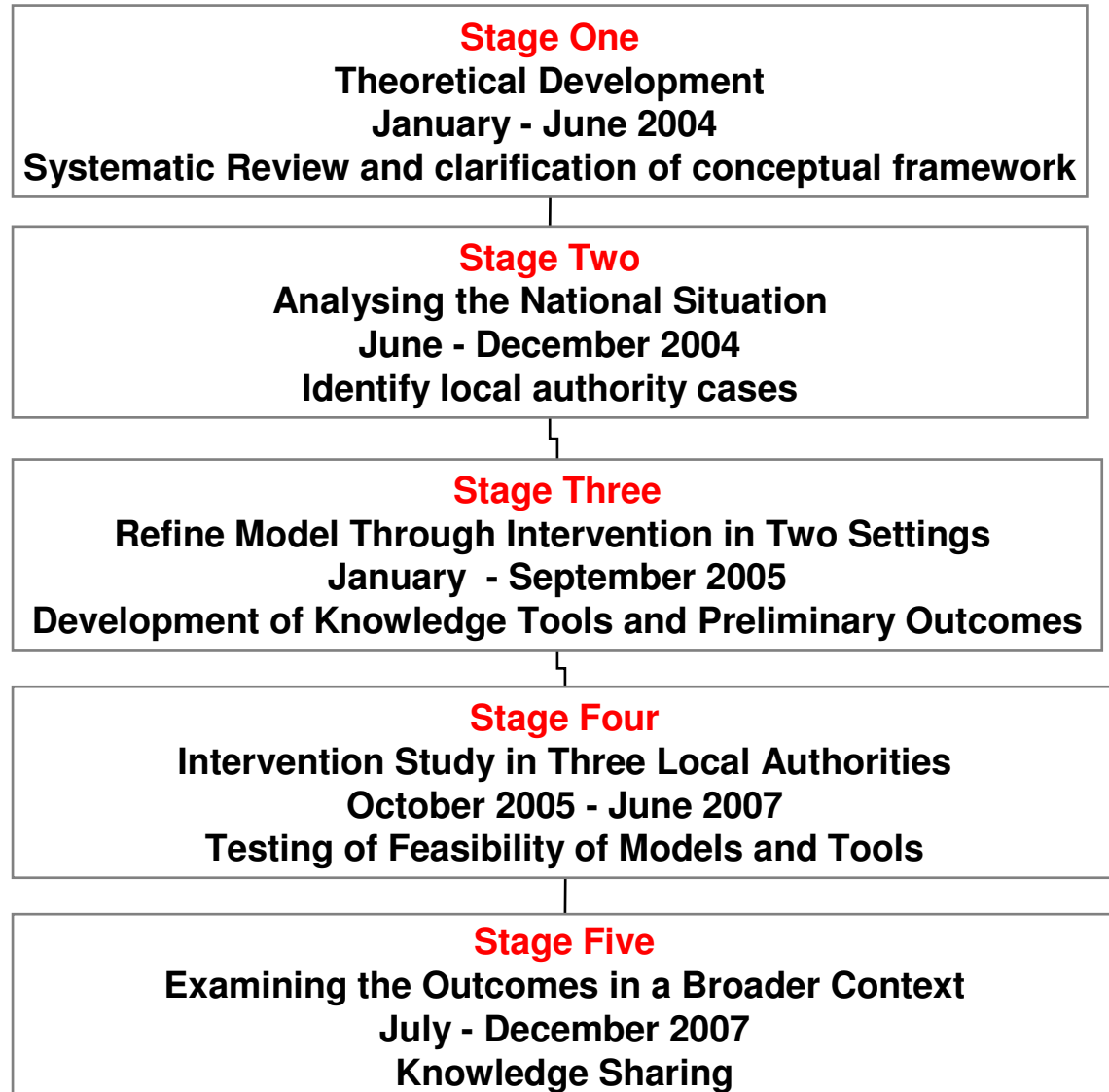
(Local Authority B)

Boundaries

- Crossing
- Communicating
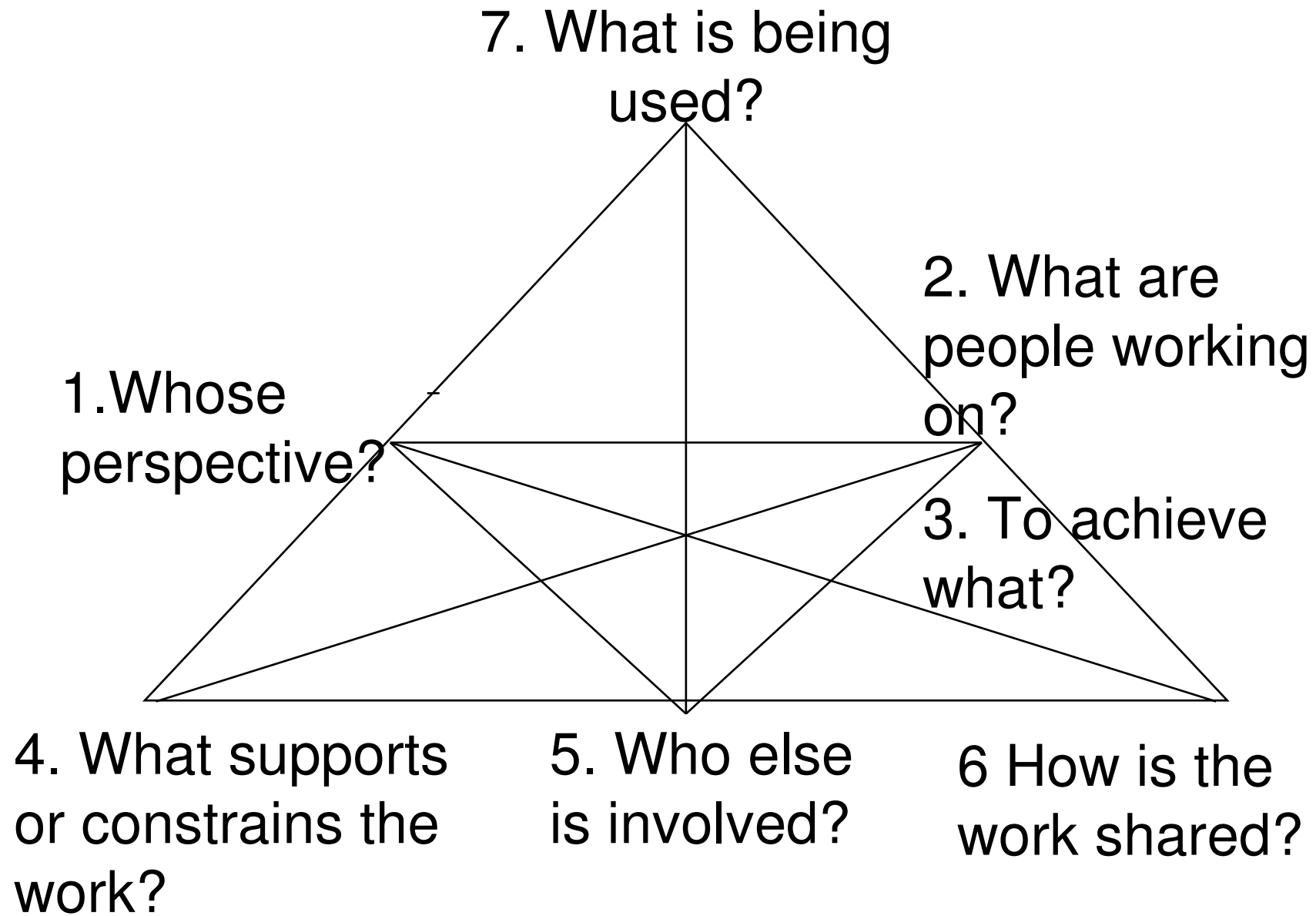- Changing
- Vertical and horizontal

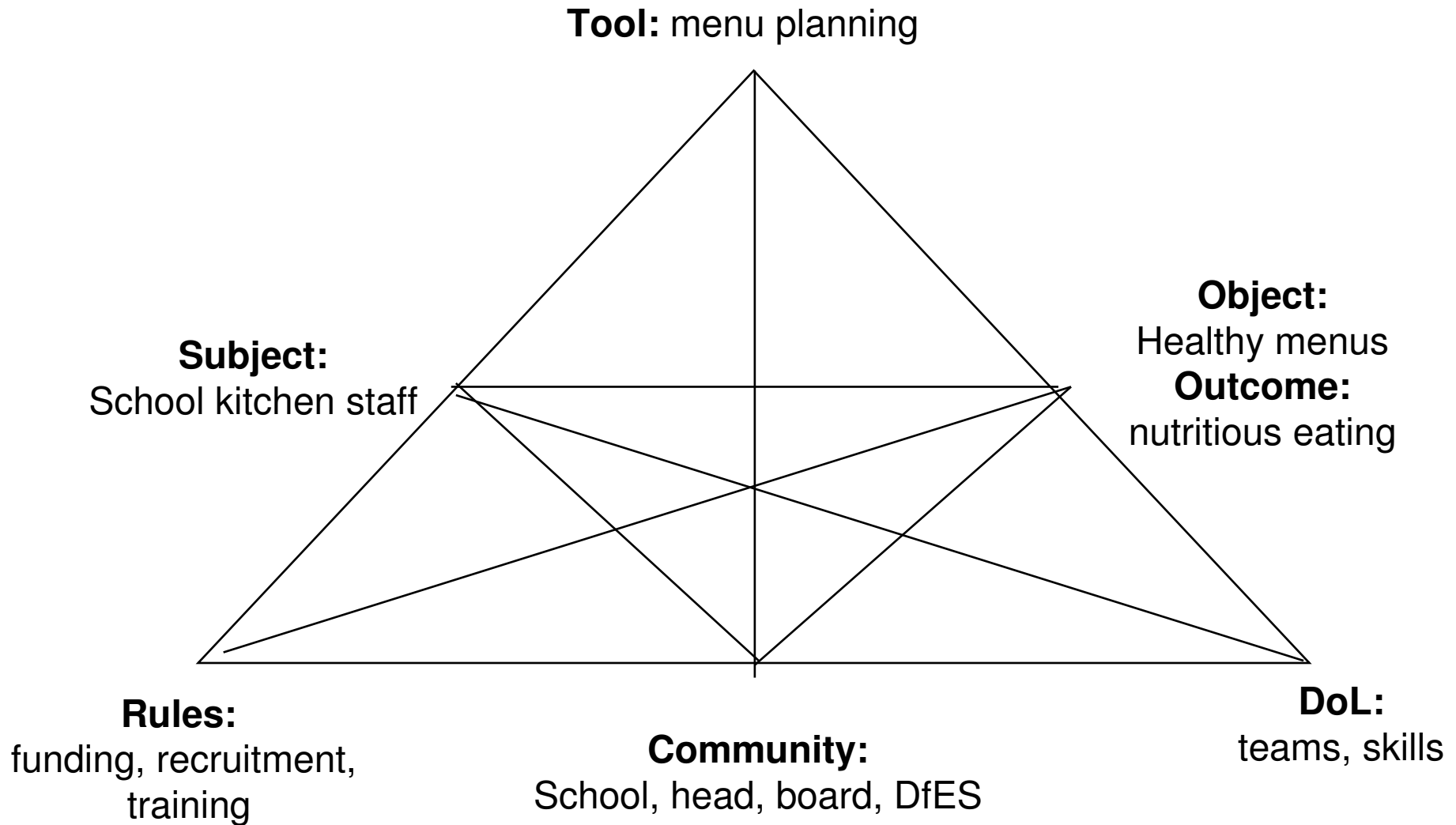# New work – new tools

- "what",
- "how",
- "why"
- "where to"

Five Stages of LIW Project

Stage One
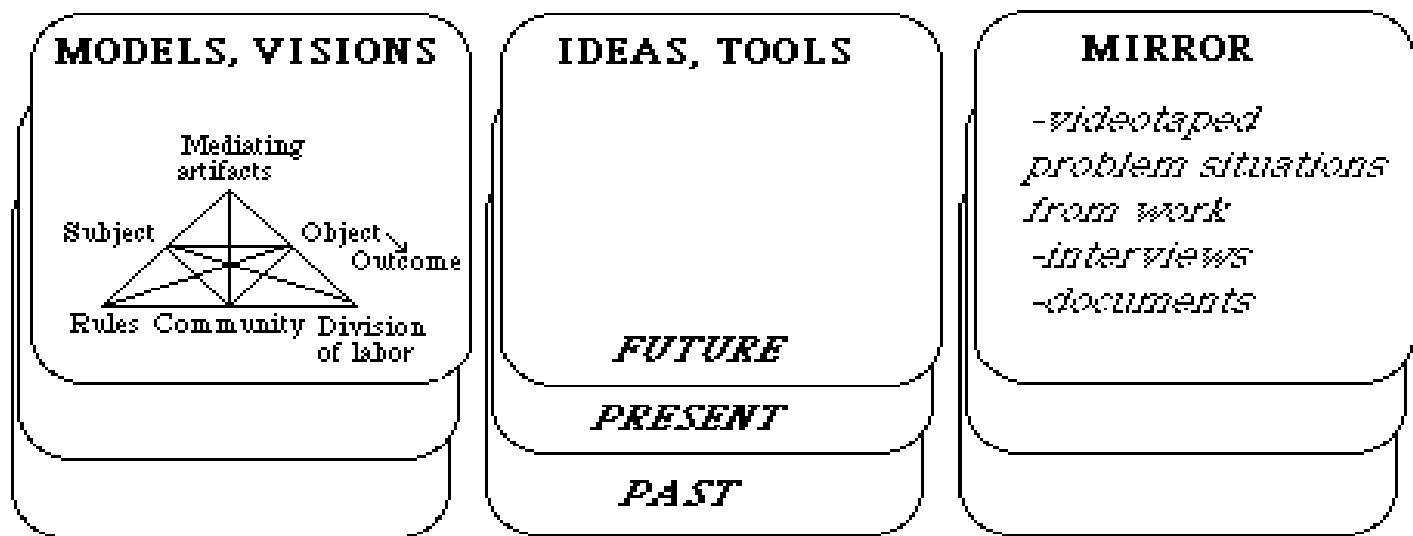**Theoretical Development**
January - June 2004
Systematic Review and clarification of conceptual framework

Stage Two
Analysing the National Situation
June - December 2004
Identify local authority cases

Stage Three
Refine Model Through Intervention in Two Settings
January - September 2005
Development of Knowledge Tools and Preliminary Outcomes

Stage Four
Intervention Study in Three Local Authorities
October 2005 - June 2007
Testing of Feasibility of Models and Tools

Stage Five
Examining the Outcomes in a Broader Context
July - December 2007
Knowledge Sharing

7. What is being used?

2. What are people working on?

1. Whose perspective?

3. To achieve what?

4. What supports or constrains the work?

5. Who else is involved?

6 How is the work shared?

Jamie's School Dinners

Tool: menu planning

Object:
Healthy menus
Outcome:
nutritious eating

Subject:
School kitchen staff

DoL:
teams, skills

Rules:
funding, recruitment,
training

Community:
School, head, board, DfES

Development

- **development** is both object of study and general research methodology
- formative experimentation: active participation and monitoring of the developmental changes of the study participants
- **cultural-historical methods** that track the history and development of a practice have also become important in recent work
- confronting **scientific** and **everyday** concepts

Developmental Work Research

- Drawing on evidence to question existing practices
  (i.e. learning in and for interagency working)

- Analysing the historical origins of existing practices
  (past, present, future)

- Modelling new practices

  (i.e. expansive learning)

- Interrogating the model

- Implementing and monitoring the model

- Reflecting on the processes and outcomes.

MODELS, VISIONS

Mediating artifacts

Subject — Object → Outcome

Rules Community Division of labor

IDEAS, TOOLS

FUTURE

PRESENT

PAST

MIRROR

-*videotaped problem situations from work*
-*interviews*
-*documents*

SCRIBE

VIDEO PROJECTOR

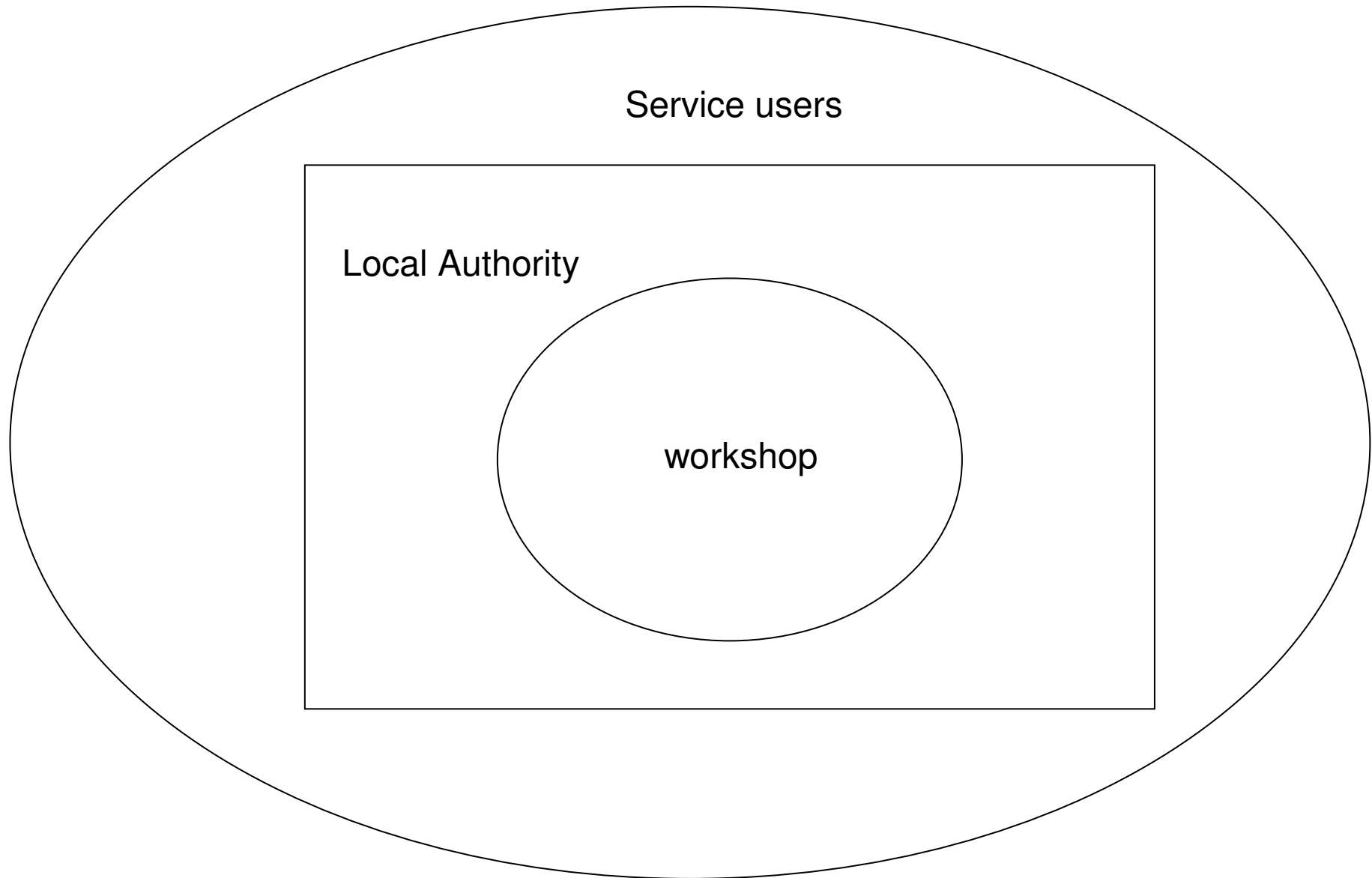RESEARCHER- INTERVENTIONISTS

VIDEO CAMERA

PRACTITIONERS

Inside the workshops

- drawing on mirror data – question existing practices (contradictions)

- analysing historical origins of practices

- confronting 'everyday' and 'scientific'

- shift to 'situation-free' conceptualisation
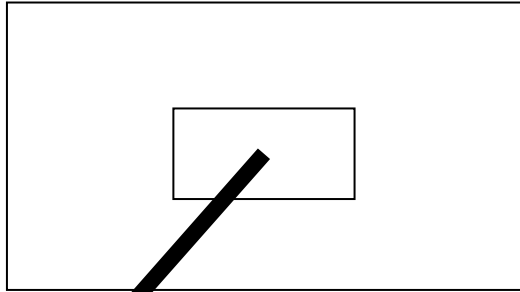
- modelling new representations > practices

Learning through DWR

- reflective systemic analysis

- activity theory as shared analytical practice (researchers and practitioners)

- capacity to interpret the object of practice in enriched ways

- conceptual resources: bring together 'scientific' and 'everyday' (via mirror data)

- production of new patterns of activity (i.e. new representations and new practice)

    (i) collective learning challenges
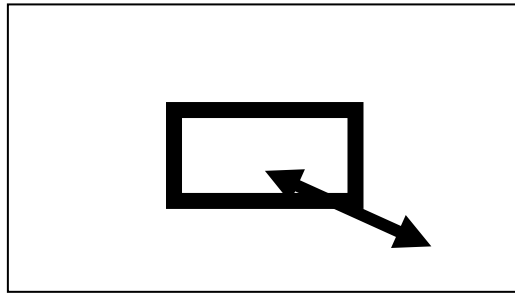
    (ii) contradictions as change mechanism

Teaching and Learning Research Programme

T·L·R·P TEACHING & LEARNING RESEARCH PROGRAMME   E·S·R·C ECONOMIC & SOCIAL RESEARCH COUNCIL

Model for the description of sites

Service users

Local Authority

workshop

Wildside

Seaside
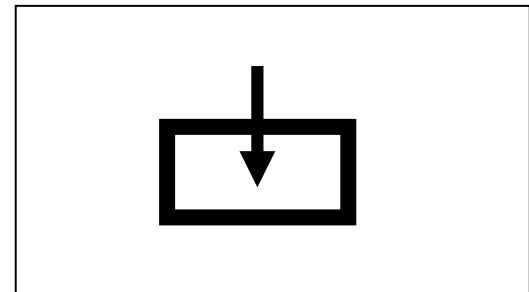
Liberton

Tentative typology of hybridities

	F-	F+
C+	Switching between specialisms	Collection of distinct specialists
C-	Generalists 'melting pot' NB values may come to foreground	Succession of generalists (people)

ongoing analysis of workshop data from the emergent network

- In each case study we carried out six two hour developmental workshops over one year.
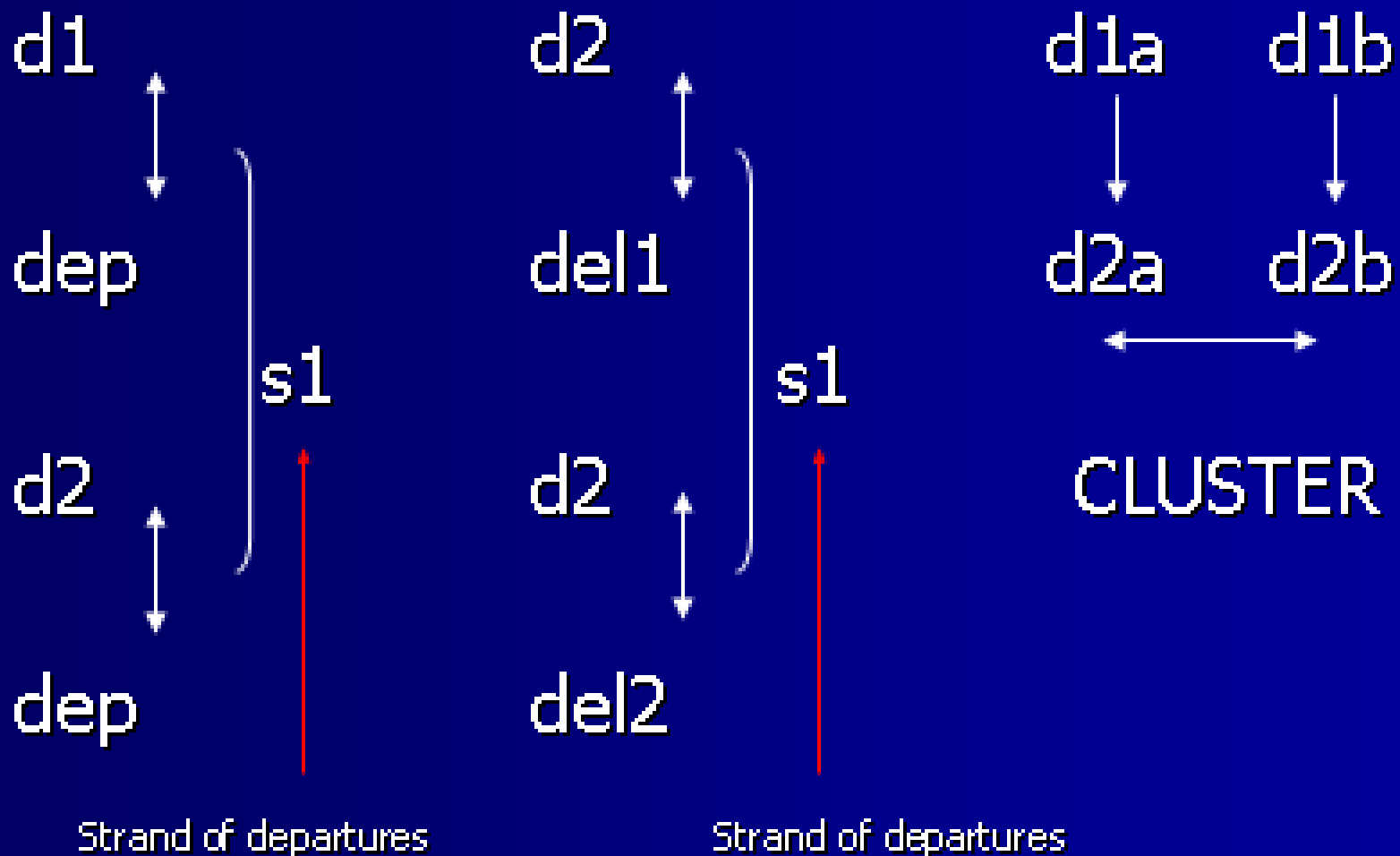- Workshops comprised the practitioners who were working together or were moving towards working together.

model a minimal process of learning

as accomplishing distinctions that make the difference in terms of cycles of:

- **Diexis**
- **Delineations**
- **Deliberations**
- **Departures**
- **Developments.**

Short description of the topic as it occurs in the discourse	Workshop	Transcript page
VERTICAL RELATIONS		
Understanding, recognising and accepting others' expertise is related to their power and authority (vertical division of labour)	DS1	p. 17
Rule conflict between operation, strategy and monitoring	DS1	p. 38
Professional confidence in the light of power and hierarchy (it takes a lot of confidence and experience to be a lonely voice expressing a different opinion)	DS2	p. 40-42
Researcher intervention: How do strategists learn about problems operation faces?	DS4 DS5	p. 10, 12, 27 p. 41, 43
Ideas how to communicate with strategists	DS4 DS5 DS7	p. 28-29, 32, 41 p. 44, 48, 52 p. 37

Strands of delineations and departures and clusters

CONCEPTS MATRIX				
Concept	**Evidence**		**Interpretation in relation to CHAT**	
seaside: Rule bending and risk taking 2	Development	DS2 (p. 19-22) DS2 (p. 25-29) DS3 (p. 19-28) DS3 (p. 36, 51-52) **DS3 (p. 38-41)**	Between old rules and new division of labour	Justification of breaking the old rules (based on taking the responsibility of the child), i.e. based on the expanded moral-ideological object.
seaside: Rule bending and risk taking 3	Delineation	DS3 (p. 42) DS4 (p. 56) DS6 (p26, 28) DS7 (p. 20, 26-28)	Between old rules and new division of labour	No resolution: Identification of factors related to the issue of breaking rules
seaside: work on understanding oneself and professional values 1	Development	**DS1 (pp.10-11)**	Between the subject and new shared object and new tools	Clarification of the subject position

Bringing it all together

- analyse interaction as mediated by / in the institutional context

- see how attention is directed and deflected by history of professional cultures

- evidence the ways in which the institution itself is shaped as well as shapes the possibilities for action