

The Uniqueness of Practice Research in Education, I

- The teaching and learning of practice research can involve special knowledge
- This knowledge can be:
 - Practical and practicable
 - Collaboratively shaped by educators and students
 - Reflective of the moment and milieu
 - Considerate of but not tethered to specific theories, methodologies, or areas of substantive expertise

The Uniqueness of Practice Research in Education, II

- In practice research academic efforts, educators and students may:
 - Steep in practice at multiple levels
 - Attend to diverse agency and cultural settings
 - Consider and appreciate the specific needs of service users
 - Draw upon and share varieties of evidence in relation to practice
 - Question authority gently while supporting participatory processes

The Uniqueness of Practice Research in Education, III

For these and other reasons, we practice researchers and our student-colleagues often:

- Appreciate small-scale seminars, in which
- Formal roles are balanced as appropriate with less-formal (participatory and collaborative) roles, and
- Focus dialogically and collectively
- On the basic question of “how to listen better to service users and practitioners”
- While using our skills in evidence-informed practice and diverse research methodologies