

Further resources – Insights into researchers' journeys

Akerlind, Gerlese S 2008, 'Growing and developing as a university researcher', *Higher Education*, vol. 55, no. 2, pp. 241-254, DOI 10.1007/s10734-007-9052-x.
<http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=3&hid=10&sid=d22a7ae0-3ffa-4a65-be67-1a7bd7c24ccd%40sessionmgr13>

According to Gerlese Akerlind the author, there is little literature associated with researchers' development beyond PhD. What also has been discovered by the author is the recognition that there are four qualitative ways of understanding researcher development. Additionally, comparisons between both university and teacher researchers are made.

Castleden, H & Kurszewski, D 2000, 'Re/searchers as co-learners: life narratives on collaborative re/search in Aboriginal communities', in *Proceedings of the 41st Annual Adult Education Research Conference - papers 1-34*, eds. T J Sork, V-L Chapman, R St Clair & U of British Columbia Department of Educational Studies, University of British Columbia, Department of Educational Studies, Vancouver, pp.71-75. Paper presented at the Adult Education Research Conference.

The paper describes the authors' experiences when they collaborated on a research project on Aboriginal education in four Aboriginal communities, particularly the unanticipated learning that they each gained. They reflect on the ethical and cultural issues involved in the cross-cultural research, as Castleden is Euro-Canadian and Kurszewski is Gwich'in and Metis-Cree. This examination of their research methods highlights the importance of research as a story, journey or exploration and stresses the necessity of developing more ethical, culturally-sensitive methods of research, particularly with Aboriginal communities.

Clancy, K 2007, 'Experiences of a novice researcher,' *Nurse Researcher*, vol. 14, no. 4, pp. 27-38.

Karen Clancy, a nurse consultant and clinician, offers insight that will assist other novice researchers.

Douglas, J, Flood, Y, Morris, S, & Rushton, C 2008, 'Dipping our toes in the research pool: novice researchers in a collaborate project', *Nurse Researcher*, vol. 15, no. 3, pp. 59-68.

The authors collaboratively engaged in a project working as part of their professional development, subsequently contributing to institutional development.

Hamilton, M, Davies, P & James, K (eds) 2007, *Practitioners leading research: a report of action research projects from the NRDC Practitioner-Led Research Initiative (PLRI)*, NRDC, London, viewed 29 Oct 2011,
http://www.nrdc.org.uk/uploads/documents/doc_3554.pdf

Moulding, LR, & Hadley, KM 2010, 'Graduate students' understanding of educational research in a master of education program', *New Horizons in Education*, vol. 58, no. 1, pp. 48-52.

This article refers to how teachers become research teachers. Associated with a review of the differences in students' knowledge and understanding; a study in America of the 21 to 57 age group was undertaken and analysed.

Priest, H 2007, 'Novice researchers', *Nurse Researcher*, vol. 14, no. 4, pp. 4-6.

Helena Priest the author of this issue has utilised the experiences of three researchers who embarked on their own research journeys. The purpose of this issue is to set an example for others wishing to pursue purposeful and quality research.

Renwick, K & Burrows, J 2008, 'Metacognition and adaptive expertise: building research capability through effective use of online technology', NCVER, Adelaide. Paper presented at the 17th National Vocational Education and Training Research Conference. (8 pages)
<http://hdl.voced.edu.au/10707/74403>

In building its capacity to deliver degree programs, the teaching staff at Box Hill Institute (BHI) began to address the need for scholarship as an integral part of their practice. Within this process, staff made use of an Applied Research Community of Practice (CoP) to identify how they were learning about their learning as researchers and make use of their VET expertise to build their research capabilities. This paper identifies how an institute with minimal research capacity has been able to promote change through the use of metacognition (Flavell 1979) and adaptive expertise (Popovic 2001) to build a research community. An integral part of the CoP is the use of a wiki to foster communication, connectedness and as a repository of information.

Taylor, R 2003, 'Reflections of a novice researcher: how it all started', *Nurse Researcher*, vol. 10, no.4, pp. 83-85.

Renay Taylor, the author of this article, has affirmed that clinical practice research is crucial. Through her own personal experiences, Renay shares her reflections with the goal to offer insight that will inform novice researchers.

Valen, M, & Vogrinc, J 2009, 'Action research in schools - an important factor in teachers' professional development', *Educational Studies*, vol. 35, no. 1, pp. 53-63.

When both Teachers and Researchers work collaboratively together there are significant benefits to all, forming an integral component and value experience in Teachers' professional development. This article highlights these key points.