Qualitative Research Methodologies and the Artificer ~ Reflective Praxis, Heuristic Inquiry, Causal Layered Analysis – as QRM's for application in the Bush Mechanic Action Research Project

BMARPAux5 - Auxiliary Paper 5: Qualitative Research Methodologies and the Artificer ~ Reflective Praxis, Heuristic Inquiry, Causal Layered Analysis – as QRM's for application in the Bush Mechanic Action Research Project

Paul Wildman
Mob 0412027818
V4 11-01-2007 comm 14-02-05
4000 words

Qualitative Research

That is **qualitative research** must needs integrate the external world of the researched and the internal world of the researcher. Here the esoteric thesis becomes in **introspective thesis** cp. the extrospective/conventional/exoteric thesis. This was the thesis I expounded in Reflexive-Praxis in the mid 1990's, developed and then applied in my doctoral research. So in my view a thoroughgoing thesis process must have a methodology to engage each world.

Reflective praxis may be defined as a type of Action Research which in turn is a type of Qualitative Research:

> *A meta process whereby action oriented reflection enters a transformational relationship with a period of extended practice with an eye to generating meta meaning and learning insights that lead to new current praxis.*

Or more technically:

> *A meta process whereby action oriented reflection enters a transformational relationship with a long-run period of practice through a specifically designed research orientated short-run cycle of action & reflection with an eye to generating through this re- processing of ones long-run praxis: meta meaning; efficacious action &, learning insights that lead to redesigning current as well as future praxis.*

Table 1: Reflective Praxis Matrix - incorporating the following key attributes of the Bush Mechanic Action Research Project (BMARP) ~ the 'D'esign process (IDI), the integral component (I/OVH), the braiding of Thinking and Doing (TDL) and Meta Meaning; Efficacious Action &, Learning Insights (MMEALI)

	Definition	Comment
1	A meta process whereby action oriented reflection	Initiating a process of deep action reflection with a view to using learning insights that have arisen through agency expressed in redesign of future praxis/projects
2	enters a transformational relationship	The learning insights transform present action ie. praxis
3	with a long-run period of practice	(external experience **building the movie theatre**) A decade or so of praxis inc. for instance: journals, field notes & learning insights, articles, projects undertaken etc.
4	through a specifically designed research oriented short-run cycle of action & reflection	(**a new style of movie in the movie theatre**) In a process covering up to six months wherein an action based on learning's from past praxis (see 3) are braided with reflections on same.
5	with an eye to *generating*	(**the movie projector** inc. electricity & operator skills) With an aim of *generating* ie. elicit, to uncover, to learn, to discover from the particulars, details, disappointments and insights of this extended period of praxis – this then is *generating* a '3D' space I/OVH (Inner/Outer, Vertical, Horizontal) - the integral component - for colonisation by the outcomes from No. 3 TDL (Thinking | Doing | Learning) leading through 6 to 7 ie. MMEALI based on this extended period of praxis. The 3D space generator of praxis of TDL (input), I/OVH (processing), and TDL (output) **Input – TDL – from previous action cycle/praxis period**: (undertaking a particular project eg. from Learning Insights)) (1) Thinking – reflection, plan (2) Doing - action (3) Learning – learning insights

		(re)Processing - I/OVH – *Reflectively Generating*:(Heuristic Inquiry, Grounded Theory, Local Theory) (1) Inner/Outer – personal meaning, agency, synthesis, I/O relation to action its meaning & priority, understanding from TDL (2) Vertical – synergy, interface, levels of consciousness, layered analysis, syntheis & actions, collective meaning from TDL (3) Horizontal – various knowledge disciplines & action areas, prima mobile for action, analysis from TDL **Output – Design TDL – for next action cycle/praxis period:** (1) Thinking - I/OVH (2) Doing - I/OVH (3) Learning - I/OVH **Outcomes** – longer run results from application of this process to the next action cycle/praxis period
6	through this re-processing of ones long-run praxis:	(**the 3D movie** inner & outer experience through building/artificing** & understanding) <u>horizontal</u> (as in the various content areas of ones praxis) and <u>vertical</u> (as in meaning & understanding from immediate and deeper layers or experience & holonic/nested systems understanding) and <u>inner/outer</u> (as in meaning & learning's from what it has meant for the researcher and her future praxis) praxis. The purpose of RP then is this see(k)ing, generation & recognition of the underlying research question, & its dimensions, based on patterns & insights from this period of reflective praxis (horizontal, vertical, inner/outer) ie column 3, e.g through methodologies such as Heuristic Inquiry, Grounded Theory, CLA.
7	<mark>Meta Meaning; Efficacious Action &, Learning Insights (MMEALI)</mark>	(**the moviegoer**) That are the reasons for choosing the research question itself, supports & helps explicate this research in terms of understanding efficacious action, linking local results to more general theory & next steps, (emerging) issues relevant the research topic/question as well as how the previous praxis has contributed to the 'social holon' comprising the action research question, its outworking in praxis (<u>horizontal/exoteric</u>) & understanding in reflection (<u>inner/outer</u>) as well as how same relates to the bigger 'global problematique' picture (<u>vertical/esoteric</u>). Using the above sequence to **reflectively (re)process ones praxis** ie. cut it a different way to see what **patterns**, heuristics, fractals, communities of praxis emerge ie. I/OVH cp. TDL so that future action cycles of TDL may be better accomplished & more efficacious. The above reflective praxis process esp. through 5 above will generate MMEALI which in turn will provide the patterns, fractals, heuristics for the next cycle of reflective praxis and its associated exemplar project(s).
8	That through IDI lead to redesigning current as well as future praxis	Thus current action, commencing future praxis after this cycle of reflective praxis, is modified and understanding thereof deepened through <mark>IDI this Design process of I (idea)	D (design)	I (Implementation)</mark> of: reconceptualising, reshaping and undertaking further (TDL) praxis/exemplar projects/anew

Source: P Wildman 06-02-05 comm. 06-02-93 * praxis in this sense is an engaged research <u>process</u> for a long-run period including potentially several 'exemplar projects' – the <u>products</u>; ** building here means 'D'esign process inc. idea | design | implementation | learning ie. artificing a movie theatre as representative of an exemplar project; CLA Causal Layered Analysis – a method of deep futures.

Table 2: Application of Reflective Praxis Matrix to Paul Wildman's Praxis 1994-2004

Definition	R/P Matrix Applied to PW 1994-2004
1. A meta process whereby action oriented reflection	**R/P:** Initiating a process of deep action reflection with a view to using learning insights that have arisen through agency expressed in redesign of future praxis/projects **PW R/Praxis:**Initiating a process of deep action reflection (01-2005 to 06-2005) with a view to using learning insights that have arisen through agency expressed in redesign of my future praxis/projects (2005-2010)
2. enters a transformational relationship	**R/P:** The learning insights transform present action ie. praxis **PW R/Praxis:**The learning insights recorded over the past two years transform present action ie. praxis
3. with a long-run period of practice	**R/P:** (external experience **building the movie theatre**) A decade or so of praxis inc. for instance: journals, field notes & learning insights, articles, projects undertaken etc. **PW Praxis:** P1 - In 1994 as I moved into the academic world one of the issues that I was keen to explore was the extent

to which academia could embrace an empowering embodied form of learning based on informal learning - a form of action learning which, ultimately which to be called 'artificer learning'. After the academic world I looked to management in the training area (Manager New Apprenticeship Centre) 98-2000 & found this profoundly more bureaucratised than bureaucracy – no flexibility & 100% compliance even to stupid & meaningless rules – no professional autonomy & inspite of my qualifications & experience we were at best only seen as 'operatives'.

P2 - Specifically covering the period mid 1994 -early 2005 yet drawing from 1986 on. From commencing as an academic at Southern Cross University to completing my exemplar marine project Boat II ie. a decade or so of praxis inc. for instance including: journals, field notes & learning insights, articles, projects undertaken specifically getting married, renovations downstairs (2000comp) and upstairs (2003comp) boats 1 & II and conceptualising and then coming across a different way of learning through meeting and working with its expositors – bush mechanics.

P3- This project is a direct application of my 2001 work on developing an ideal engaged & embodied learning process that braids thinking & doing & understanding which in turn is based on the frustration from 1994-7 at the almost complete focus on the noosphere and linguistics focus of conventional university operations inc. promotional schemes & courses inc. those that I was required to develop i.e. they are all about words and their manipulation & nothing about the manipulation of external physical reality – physiosphere for a better world. In effect by lack of demonstrating of alternative realities, Marxism and Postmodernism and Feminism not withstanding, through exemplar projects academia trenchantly demonstrates its conservativeness. This experience assured me that introducing engaged courses on Community Economy Development would not be possible in conventional University systems. Idea (Noosphere) | Design (archiosphere) | Implementation (Physiosphere) is the 'D'esign process embedded in an artificers conception of praxis it is not uniquely materialist & certainly not anti intellectual rather this approach maintains that to better the lot of humanity today efficacious implementation of ideas esp. in the arean of social relations & governance are critical as one observes the global problematique. So in this sense the three aspects of Design are braided.

P4 - Which in turn grew out of my gut-wrenching experience of the lack of interest in mainstream bureaucracy on empowerment & use of the informal community economy systems in Australian labour market programs in favour of behaviourist competency based training for existing jobs.

P5 - This experience arose during the period 1986-2003 when I managed a Division (Employment & Training Qld 2000-03)that designed developed and introduced several such programs however, as was the case Australia wide they were displaced by CBT – competency i.e. behaviour (not learning) based apprenticeship and traineeship programs which in turn flowed from the emergence of globalisation with the transition of the GATT (General Agreement of Trade & Tariffs) in the late 1980's and into the FTA by 1992. In particular this divergence was most pronounced by my involvement as state rep on the National Advisory Group on Local Employment Initiatives (NAGLEI) 1985-87. This basic philosophic clash ultimately led to my removal as Director.

P6 - In even longer term sense the CBT represents a logical end to the concept of specialisation of labour as developed by Taylor and other T&M theorists in the early 1900's. This in turn was simply the then present day application of the Greek separation of thinking and doing with the thinking part of the equation splitting up the doing part so that relatively uneducated workers could accomplish appropriate service of the machines of the industrial revolution.

P7 - Somewhat by accident in early 2002 I came across a person who did substantial work for me in the marine arena. As I got to know him it slowly dawned on me (illumination) that he was manifesting many of the characteristics (& then some) that I had identified in my artificer learning project 2000-2. I decided to document these alignments & other insights & did this for some 2 years. With this illumination came basic documentation& categorisation allowing me to establish some 8 or so pro tem criteria for identifying a BM/A. This then allowed me to identify several other BM/A's & to seek to work with them to help explicate their heuristic. I did this 2003-4 in all I identified some half dozen BM/A's & included these experiences in the recorded Learning Insights documentation.

P8 - Which in terms of my present understanding, rests in part, on a largely forgotten system of artificing from the more informal system of village economies of the early 1500's predating the Industrial Revolution, whereby the master artificer or master tradesman gained his membership of the collective guild or mutual aid through an exemplar project called the 'journeyman's piece'. Many but not all of the aspects of this form of engaged learning are directly relevant today to 'bush mechanics' and also where the majority of grunt labour can be done by intelligent machines.

| 4. through a specifically designed research oriented short-run cycle of action & reflection *[a type of backcast whereby one does not seek to relive the past and progress it to the present rather to interpret the past from the critical vantage point of the illuminated present]* | **R/P: (a new style of movie in the movie theatre)** In a process covering up to six months wherein an action based on learning's from past praxis (see 3) are braided with reflections on same. **PW R/Praxis**: 01-05 to 06-05 applying Reflective Praxis to the above for example via. a Grounded Theory analysis & synthesis of the 61learning insights developed over the two year (2003-4) action research grounded theory project into 'what makes a much mechanic tick', wherein bushies represent a contempary illustration of artificer learning while ultimately |

	seeking a local theory of bush mechanics/ artificer learning.
5. with an eye to *generating*	**R/P: the movie projector** inc. electricity & operator skills) With an aim of *generating* ie. elicit, to uncover, to learn, to discover from the particulars, details, disappointments and insights of this extended period of praxis – this then is *generating* a '3D' space (inner/outer, horizontal, vertical) for colonisation by the outcomes from No. 3 TDL (Thinking | Doing | Learning) leading through 6 to 7 ie. MMEALI based on this extended period of praxis. The 3D space generator of praxis of TDL (input), I/OVH (processing), and TDL (output) **Input – TDL – from previous action cycle/praxis period**: (undertaking a particular project eg. from Learning Insights)) (1) Thinking – reflection, plan (2) Doing - action (3) Learning – learning insights **(re)Processing - I/OVH** – *Reflectively Generating*:(Heuristic Inquiry, Grounded Theory, Local Theory) (1) Inner/Outer – personal meaning, agency, synthesis, I/O relation to action its meaning & priority, understanding from TDL (2) Vertical – synergy, interface, levels of consciousness, layered analysis, syntheis & actions, collective meaning from TDL (3) Horizontal – various knowledge disciplines & action areas, prima mobile for action, analysis from TDL **Output – Design TDL – for next action cycle/praxis period:** (1) Thinking - I/OVH (2) Doing - I/OVH (3) Learning - I/OVH **Outcomes** – longer run results from application of this process to the next action cycle/praxis period **PW R/Praxis:** In this instance over a 6 mth period to mid 2005 to use tools such as Heuristic Inquiry, CLA and Grounded Theory to establish the historicity and key parameters of a modern day western (Australian) Bush Mechanic.
6. through this re-processing of ones long-run praxis	**R/P:** (**the 3D movie** inner & outer experience through building/artificing** & understanding) <u>horizontal</u> (as in the various content areas of ones praxis) and <u>vertical</u> (as in meaning & understanding from immediate and deeper layers or experience & holonic/nested systems understanding) and <u>inner/outer</u> (as in meaning & learning's from what it has meant for the researcher and her future praxis) praxis. The purpose of RP then is this see(k)ing, generation & recognition of the underlying research question, & its dimensions, based on patterns & insights from this period of reflective praxis (horizontal, vertical, inner/outer) ie column 3, e.g through methodologies such as Heuristic Inquiry, Grounded Theory, CLA. Using the above sequence to **reflectively (re)process ones praxis** ie. cut it a different way to see what **patterns**, heuristics, fractals, communities of praxis emerge ie. I/OVH cp. TDL so that future action cycles of TDL may be better accomplished & more efficacious. **PW R/Praxis**: Over this 6 month period to apply these tools or a selection thereof to my praxis viz. the learning insights (20003-4)
7. meta meaning; efficacious action &, learning insights (MMEALI)	**R/P:** (**the moviegoer**) That are the reasons for choosing the research question itself, supports & helps explicate this research in terms of understanding efficacious action, linking local results to more general theory & next steps, (emerging) issues relevant the research topic/question as well as how the previous praxis has contributed to the 'social holon' comprising the action research question, its outworking in praxis (<u>horizontal/exoteric</u>) & understanding in reflection (<u>inner/outer</u>) as well as how same relates to the bigger 'global problematique' picture (<u>vertical/esoteric</u>). Using the above sequence to **reflectively (re)process ones praxis** ie. cut it a different way to see what **patterns**, heuristics, fractals, communities of praxis emerge ie. I/OVH cp. TDL so that future action cycles of TDL may be better accomplished & more efficacious. The above reflective praxis process esp. through 5 above will generate MMEALI which in turn will provide the patterns, fractals, heuristics for the next cycle of reflective praxis and its associated exemplar project(s). **PW R/Praxis:** In the instance of this RP 10 year cycle concludes with the application of Grounded theory is about coding and categorising ones field notes/learning insights and then aggregating categories until a key or central category is identified then to establish links and the strength thereof of the other supportive categories leading to an emergent MMEALI based local theory of Bush Mechanic's/Artificers and associated definition. THE PRINCIPAL FUNCTION OF THIS STUDY
8. that lead to redesigning current as well as future praxis (TDL)	**R/P:** Thus current action, commencing future praxis after this cycle of reflective praxis, is modified and understanding thereof deepened through this Design process of I (idea) | D (design) | I (Implementation) of: reconceptualising, reshaping and undertaking further (TDL) praxis/exemplar projects/anew **PW R/Praxis:** Macro structural and process design for the next RP period 2004-2010 and associated contained exemplar projects eg Boat II & maybe Boat III & any social exemplar project/design I am involved in.

Source: P Wildman (02-05)

RP steps 5 & 6 in Table 2 (above) explicated for RP period 1994-2004

Bush Mechanics/Artificer – an application of CLA – Table 3

Table 3: Causal Layered Analysis applied to Bush Mechanics/Artificer

CLA Layers	Application – a BM/A:	Bushie Principle
Litany	Fixes things with fencing wire; wild & woolly, uneducated, does things his way; handy but quaint; jack of all trades, used to be more important – not really needed now, now only usually found in the bush (beyond civilisation)	Exemplar **Project** BP 1
Systems	generally is an autodidact ie. makes his own, and informal, systems so to speak as nothing else available; agency useful in necessitous times when nothing else is avail. otherwise the system provides specialised answers & consumer items; job seen as fractal interface of many sub & supra systems requiring an overall design as well as efficacious interfacing	Holon BP 2
Myth	& others generally see bushyness as closer to Nature – touch of village agrarianism; artisan, person & their work & interface are braided; Learning, Earning, Yearning, Concerning	**Exemplar** Project BP 1; Learning BP 4

Source: P Wildman 17-02-05

Observations on Table 3:

1. BM learning requires a change of story about learning – deep change needed not system or events (fixing breakdowns)
2. Exemplar Project touches litany and myth most deeply (as well as systems and paradigm)
3. BM/A as a model for learning has disappeared from the top three layers and is only dimly included in layer 4
4. This analysis suggests BM/A is now a bit of a side show

Bush Mechanics/Artificer analysed through Heuristic Inquiry- Table 4

Table 4: Heuristic Inquiry applied to Bush Mechanics/Artificer

HI Stages	Time line	Comment	Table 2 ref
Immersion	1994-2004	Triggered by bureaucratic experience 86-94 then academia 94-97 management 98-2000 then one key bushie then 3 others 02-04	Row 1, 2 & 3 Para 1-2
Incubation	2002-2004	Access to other bushies, Learning Insights	Row 3 Para 7
Illumination	Jan to Feb-2005	Application of GT, CLA, HI	Row 3 Para 7-8, Row 4 & 5
Explication	March –April 2005	This research report	Row 4, 7
Creative Synthesis	Jan-April 2005	Local Theory of BM/A, r/praxis illuminations for next cycle, publishing, workshopping	Row 6, 7

Source: P Wildman 17-02-05 * **Table 2: Application of Reflective Praxis Matrix to Paul Wildman's Praxis 1994-2004**

Observations on Table 4:

1. HI is useful though mainly serves in this application to provide an overall structure for positioning LI's

Bush Mechanics/Artificer as explicated by Grounded Theory

See: Exploring the application of Grounded Theory and its extension into Local Theory - through a Bush Mechanic Action Research Process aimed at developing and supporting exemplar projects

BMARP Auxiliary 3: Applying Grounded Theory and its extension Local Theory to Bush Mechanics

Conclusion - the Artificer and Qualitative Research and the Bush Mechanic Action Research Project

This Auxiliary paper has sought to demonstrate that the Artificer concept is a Qualitative Research Methodology and in turn can use several QMR's in its operation. Possibly one could coin the term Qualitative Action Research Methodologies with a posited subset Qualitative Artificer Research Methodologies and thus it is somewhat clearer how the artificer viz. the Bush Mechanic Action Research Project fits within the qualitative research rubric.

Resources

Jantsch, E. (1975). *Design for Evolution: Self-Organisation in the Life of Human Systems*. New York: George Braziller. 320.

Wildman, P. (1997). *Communities Working and Learning: An explication of the philosophical, epistemological and methodological underpinnings of a community economic development process that seeks to enhance sustainable local employment and training opportunities by linking local economic development and community development through action learning and action research.* 1993, International Management Centres (1993) and Southern Cross University (1997).300pgs

Wildman, P. (1995). Research by Looking Backwards: Reflective Praxis as an Action Research Model. *Action Research Case Studies Newsletter (ARCS.)* (published by - ALARPM, Prosperity Press and Interchange), *3*(1), 20-47.

Wildman, P. and L. Cundy. (2002). *The Esoteric Thesis: Making inner sense of the ineffability of knowledge obtained during the exoteric research process.* ALAR (Action Learning and Action Research). **7**(2): p. 3-21.