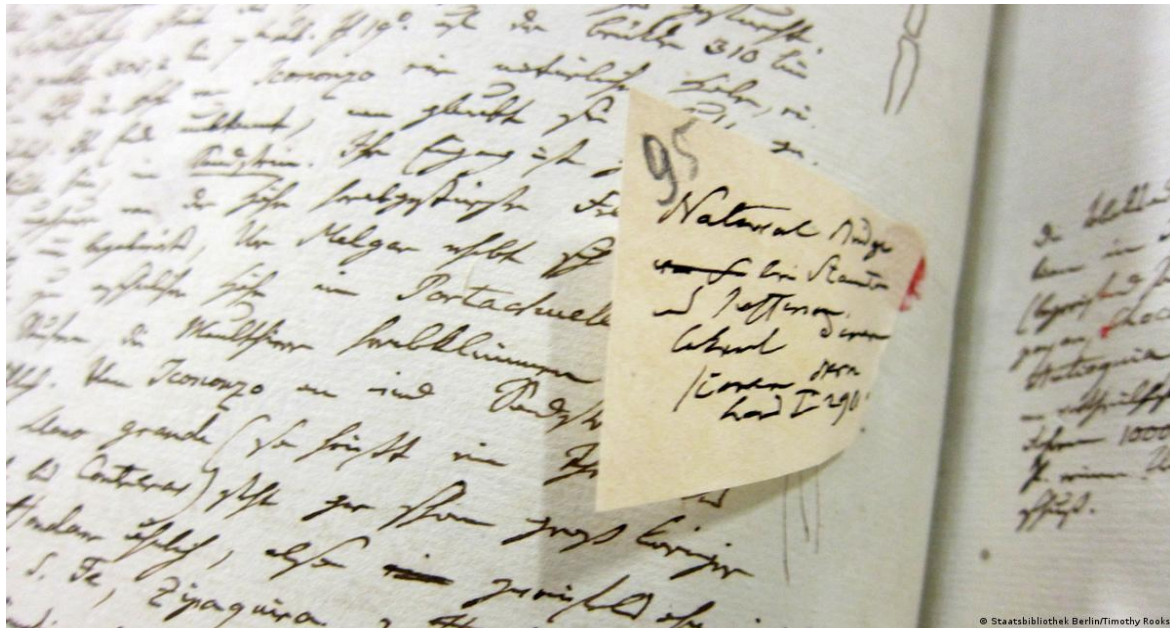


What does research in the classroom actually look like? “Reflective Accounts” from the STE*M Classroom

Rather than asking teachers to imitate fixed academic templates, the workshop invites participants to ask: *What kind of account does this particular educational inquiry require?*

In doing so, the workshop aims to strengthen the presence of teacher voices within educational research and to support forms of publication that recognise classroom practice as a site of situated knowledge production.

From: Alexander von Humboldt: The Complete Drawings from the American Travel Journals (Prestel, 2018)



STE*M education increasingly values experimentation, interdisciplinarity, creativity, and situated learning processes. Yet when innovative classroom projects are documented for publication or dissemination, the voices of teachers themselves often remain absent. Teachers frequently withdraw from publication processes due to lack of time, confidence, experience with academic writing, or uncertainty about how to articulate classroom experience as research.

This workshop addresses the question of how teachers can develop meaningful research accounts of classroom practice that are both analytically rigorous and grounded in lived educational experience. Drawing on the distinction proposed by Geert Kelchtermans and Katrijn Ballet between “examples of good practice” and “good practice examples,” the workshop explores how reflective, contextualised accounts can move beyond normative success stories toward situated forms of professional inquiry. Rather than presenting classroom innovation as something merely transferable or replicable, participants will investigate how educational practices emerge through interpretation, uncertainty, negotiation, material conditions, and creative decision-making.

The workshop also engages perspectives from practitioner research, reflective practice, narrative inquiry, and arts-based research methodologies. Particular attention will be given to how STE*M education shapes ways of knowing and learning: if creative practice is not an “add-on” but a consequential dimension of inquiry itself, then classroom research may require forms of writing capable of holding together process, reflection, experimentation, subjectivity, and analysis. Such accounts do not simply report outcomes or validate predetermined objectives, but attempt to remain attentive to how learning emerges through interaction, uncertainty, material engagement,

interpretation, and pedagogical encounter. In this sense, the workshop approaches classroom writing not merely as documentation after the fact, but as part of the reflective and transformative process through which educational meaning is produced.

Participants will explore:

- the difference between reporting outcomes and constructing reflective accounts;
- how to document classroom processes, tensions, and turning points;
- how practitioner experience can function as research knowledge;
- and how to balance academic rigour with forms of writing that remain faithful to classroom realities.

The workshop is conceived as an extended 180-minute session combining conceptual discussion, close reading of examples, collaborative reflection, and practical writing exercises. Participants may include classroom practitioners, conference presenters, teacher educators, postgraduate students, and researchers interested in reflective and practice-based educational inquiry.

The session is designed to accommodate different levels of experience with research and academic writing. While participation in the workshop does not presuppose an existing research project or intention to publish, participants who wish to further develop a classroom-based account for inclusion in the conference proceedings will be invited into a follow-up online coaching trajectory. This process will combine editorial support with peer-to-peer exchange, enabling participants to refine their writing while remaining attentive to the situated and reflective nature of their practice.

To support meaningful engagement during the workshop, participants will be encouraged to bring materials connected to a classroom experience, project, presentation, or pedagogical question. These may include notes, sketches, classroom artefacts, lesson documentation, photographs, reflective fragments, or preliminary research ideas. The workshop approaches such materials not as finished evidence, but as starting points for developing reflective accounts of educational inquiry and practice.

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