

Bridging knowledge and building aspirations: the power of networking

Dr Cristina Devecchi

Comparing inclusive and special education policies, practices and research in Brazil and the UK

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Becoming visible and the journey so far: 2006-2015

2007 – Cristina PhD student met Filippo through email exchange for help with literature searches



Cambridge

2010– Cristina and Filippo present at ECER, Helsinki and co-write a paper



2006 – Cristina PhD student works with Cleo and meets Carmen de Mattos, UERJ

2012 – meets Carmen again

2013 - Cristina wins a Santander mobility grant and visits Carmen in Rio

2014 – 2nd attempt for BC grant – **WON!**



2013 – first attempt for BC grant



2014 – VI Brazilian Congress on Special Education, UFSCAR

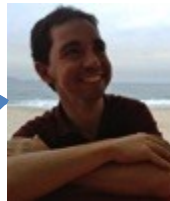
2012– Filippo invites Cristina to Rome



2012– Cristina meets Leonardo, PhD student, who spends 1 month in Northampton



2013 – Leo comes to Rio



2012 – Leo comes to Northampton



2014 – Memorandum of Understanding signed between UERJ and UN

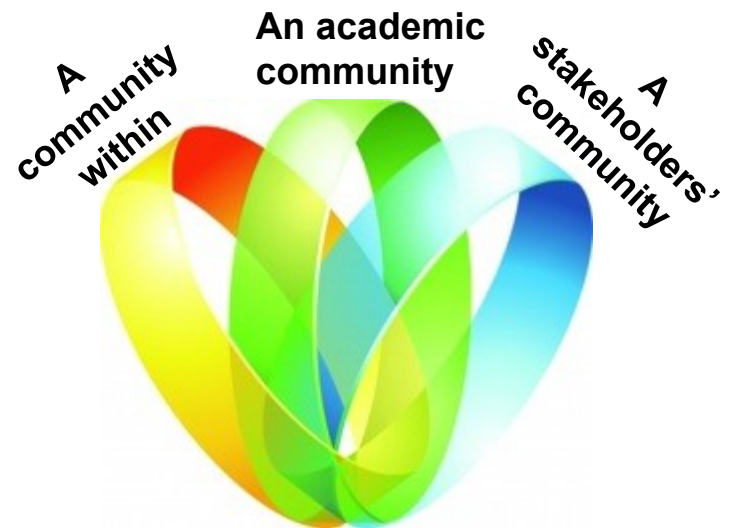


NETWORKING

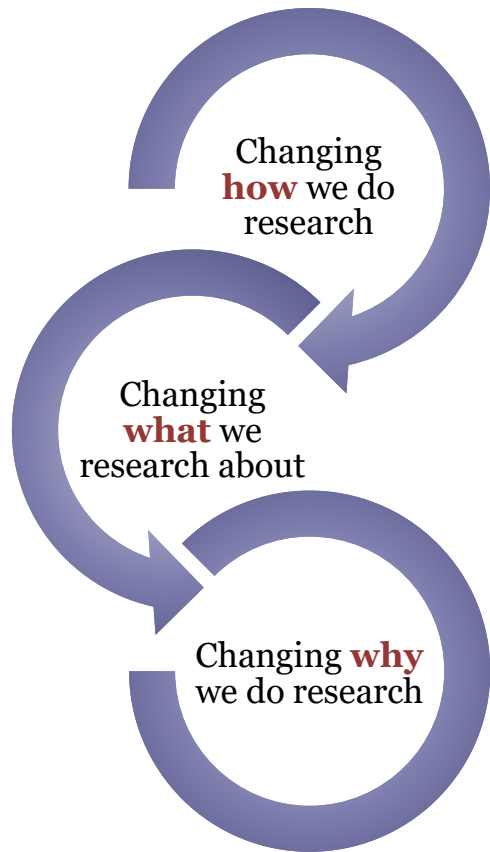
BUILDING A GLOBAL COMMUNITY OF EDUCATORS

If, as McIntyre (2003) argued, teaching is any act which facilitates learning, then we are all responsible for it regardless of whether we have a teaching qualification, whether we carry out that act in a school or university.

By facilitating the learning of others and our own, we are all fostering education.



Networking to change: new ways to do research



There are many reasons why we need to network.

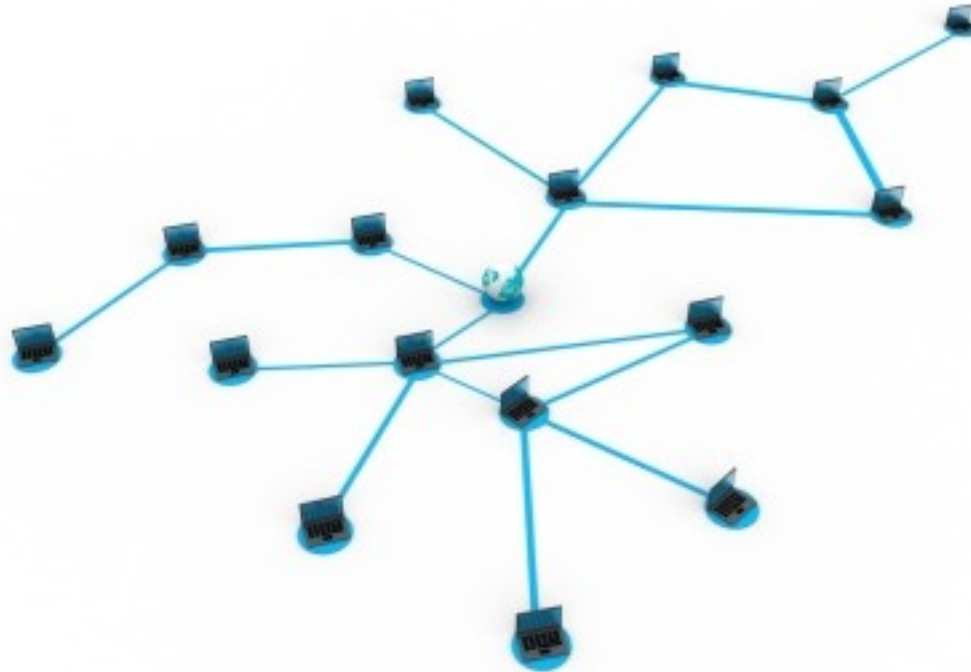
In small groups discuss **how** you plan to contribute **and why** this matters to you and to the early career researchers' community **and what** you think you need.

Think positively!
Think innovatively!

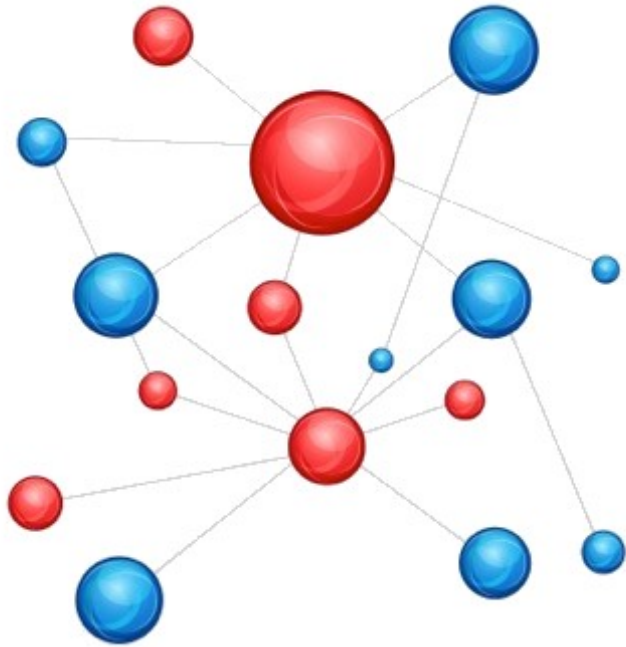


Building bridges with other academic communities

Building new networks and exchanges



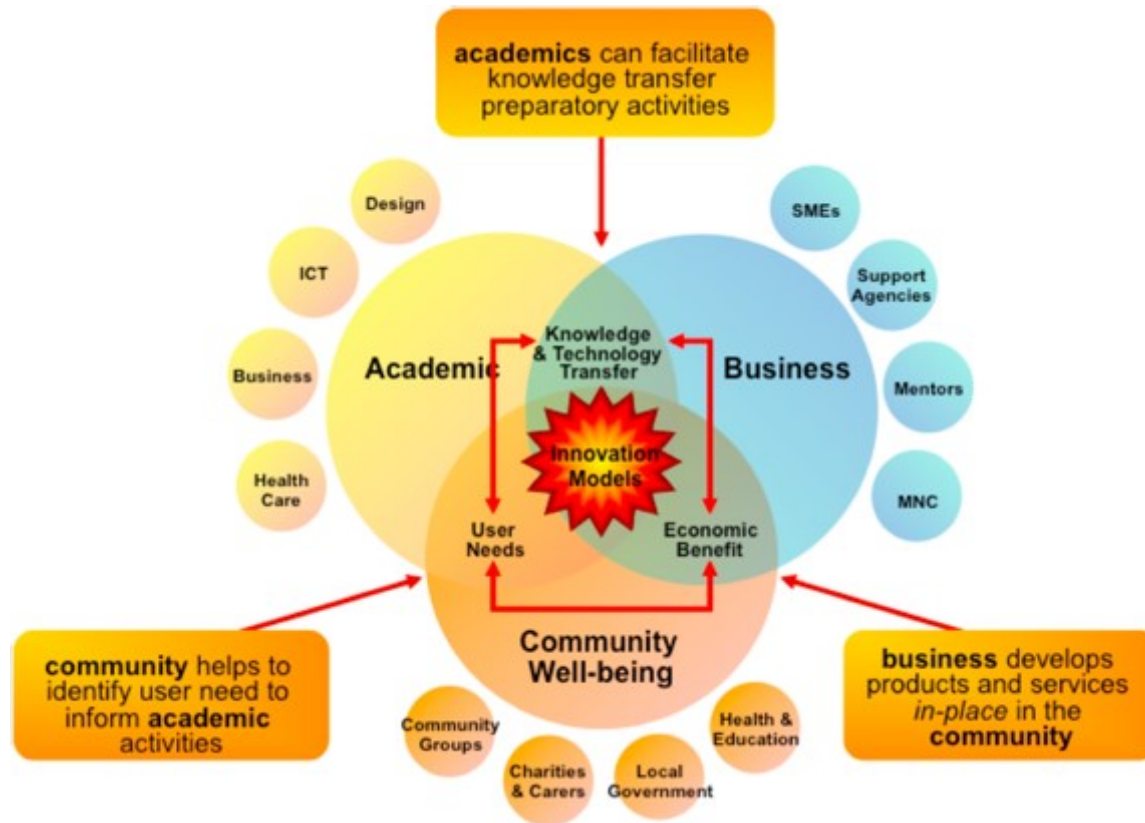
Individually, jot down the networks you are linked to. Are you pleased with them? Are there gaps you want to fill? Are these gaps linked to your career development, wishes, aspirations



Reaching out to the wider community

Research and Higher Education in
the 21st Century

The Triple Helix: researchers working *with*, *in* and *for* the community

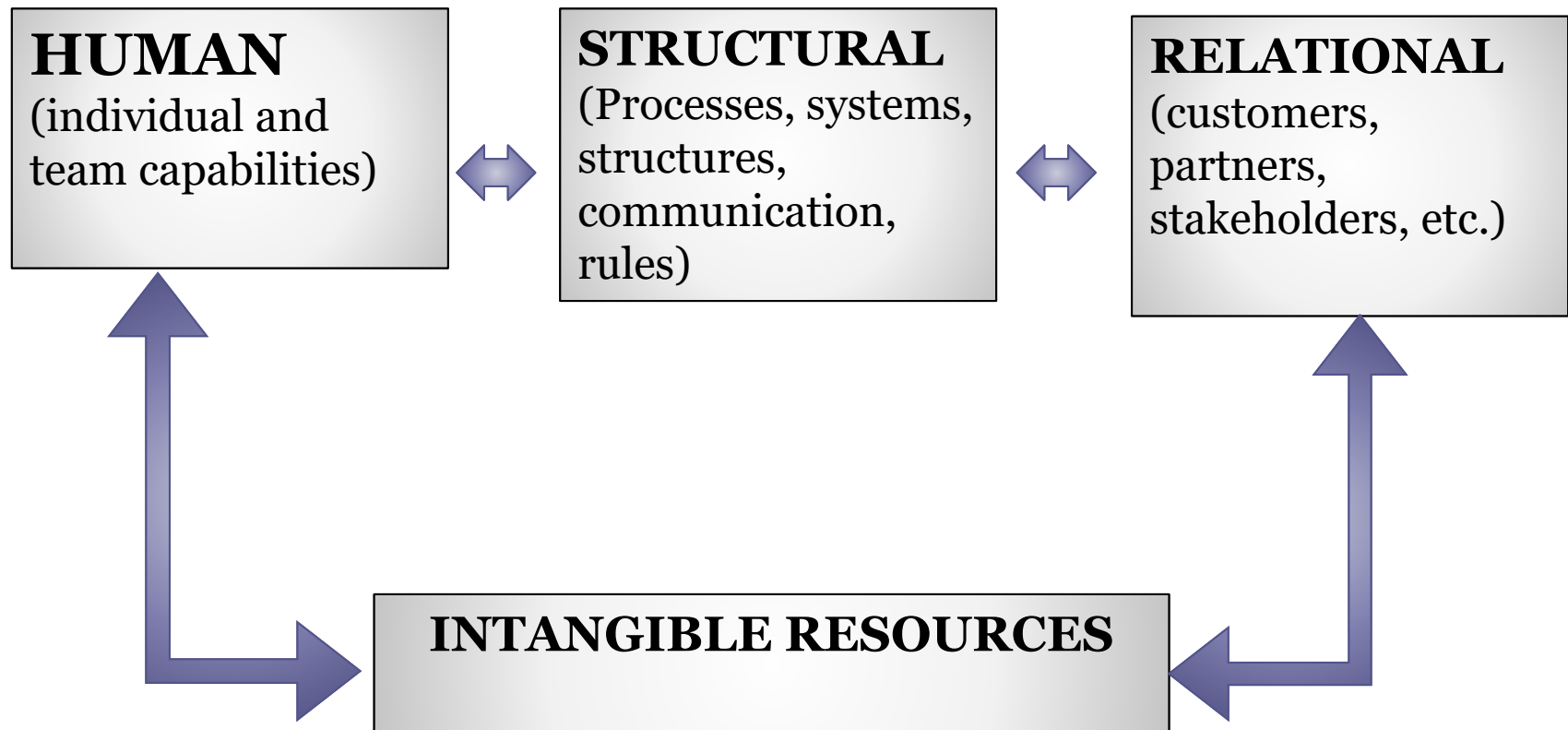




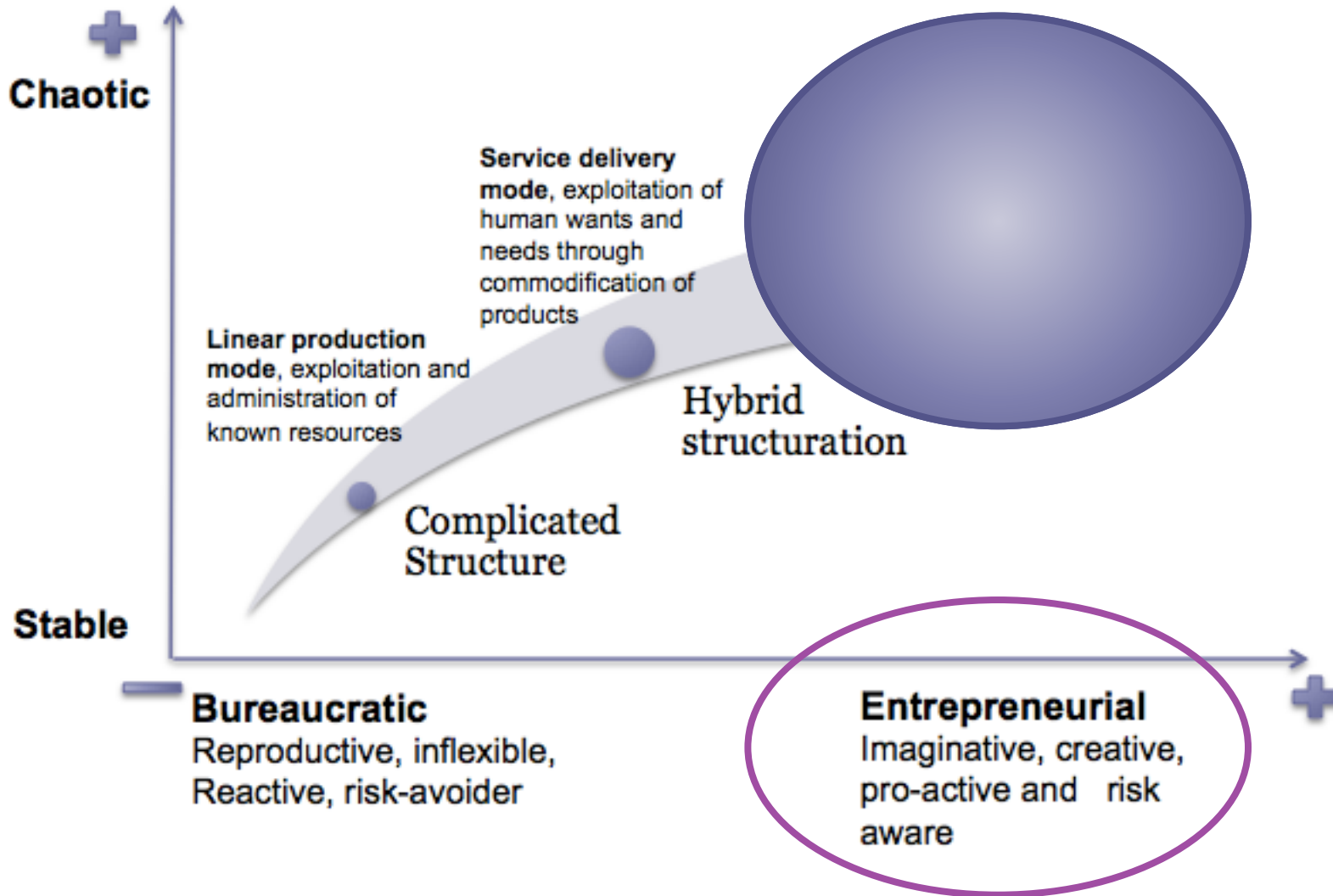
Networking as developing intellectual capital

MANAGING KNOWLEDGE

Intellectual capital



IC & Knowledge : from complicated administration to complex systems management



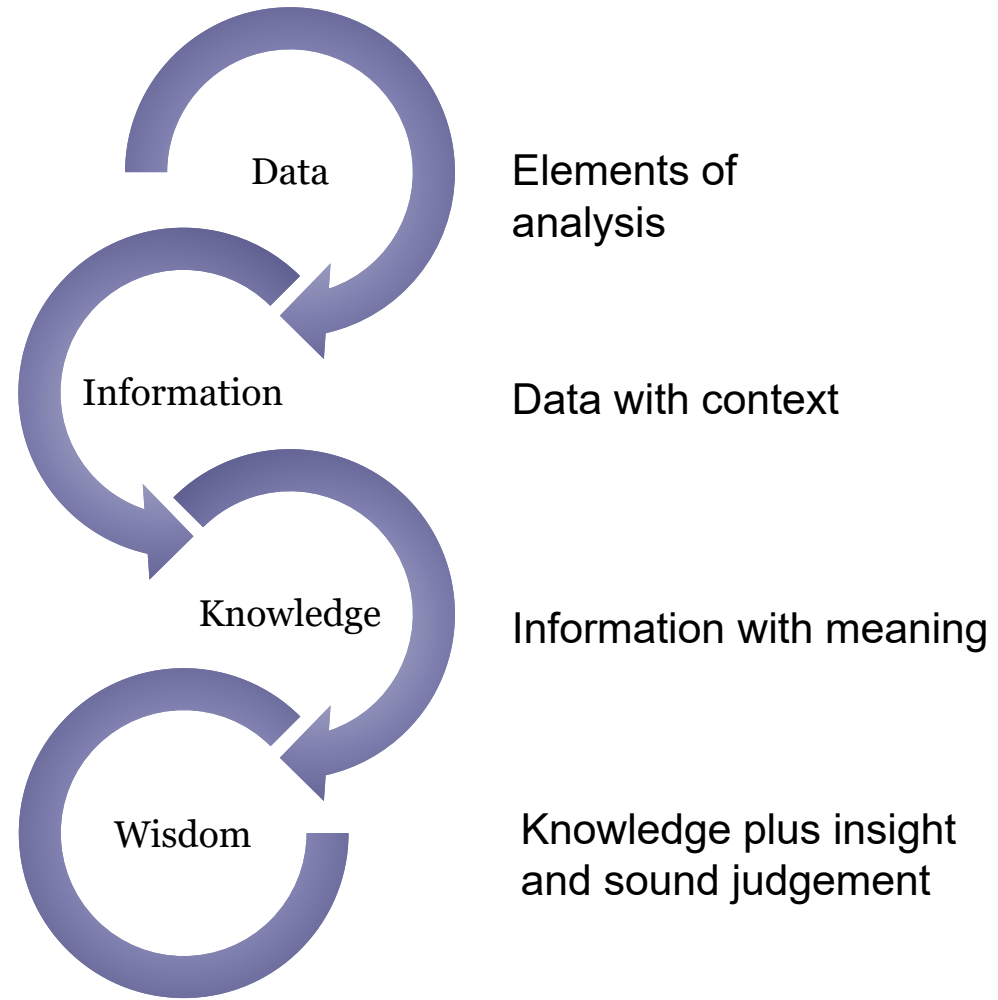
Conceptions about the nature of knowledge

Technical knowledge – knowledge which serves the purpose of accounting and making generalisable predictions. It requires stability, order and tangible factors.

Relational knowledge – knowledge which serves the purpose of creating meaning and relationship between actors, activities and parts of the system.

Critical knowledge – knowledge which serves the purpose of combining technical and relational knowledge into action by weighting information with possibilities and opportunities.

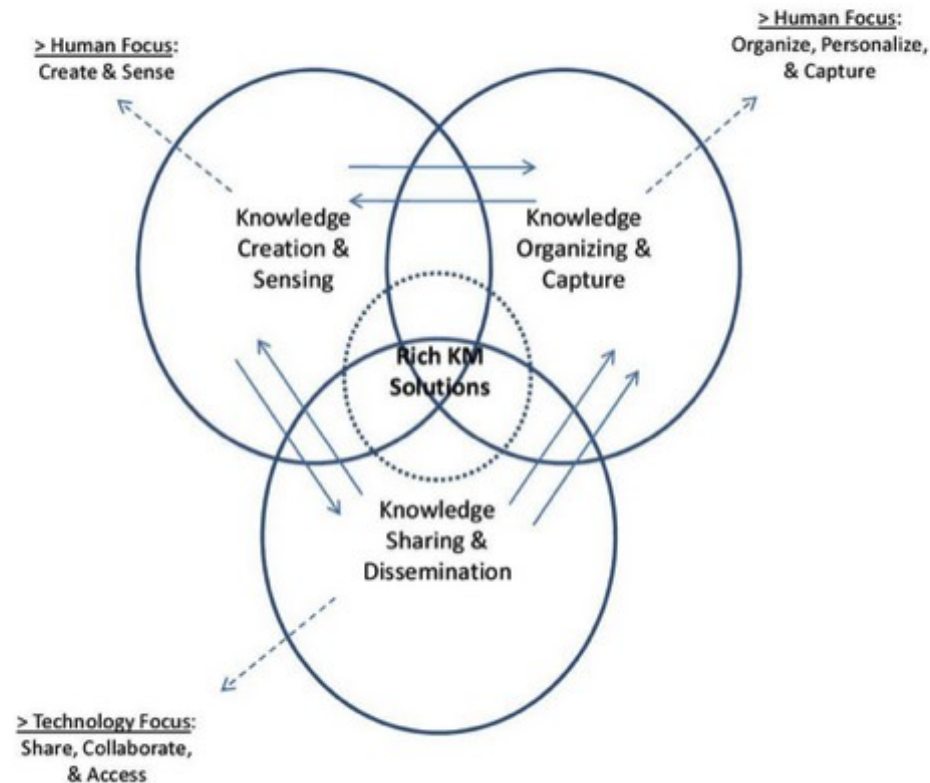
Adapted from Habermas, J. (1971) *Knowledge and Human Interest*. Boston: Beacon Press



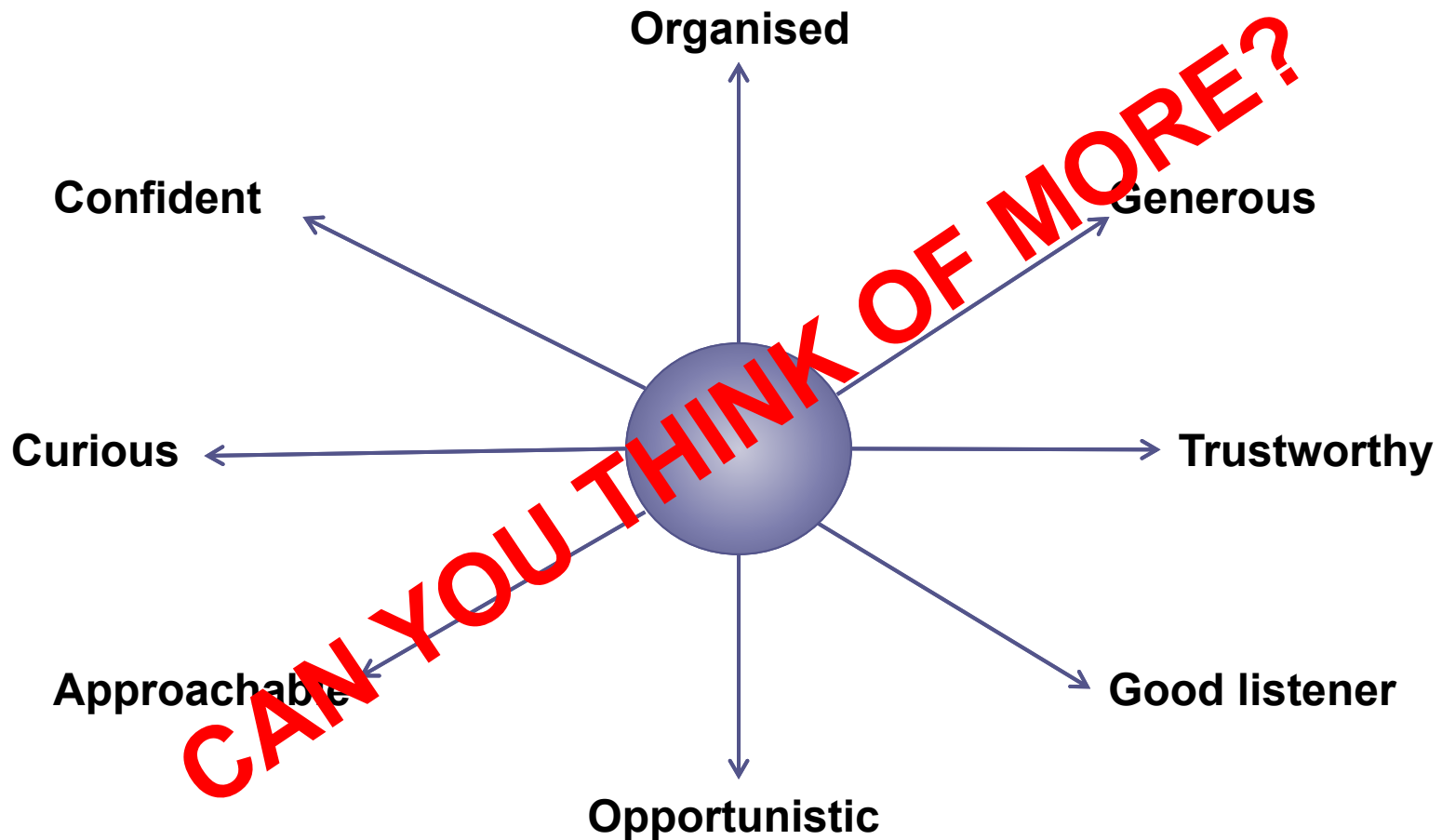
Leibold, M., Gilbert P., Gibbert M.I (2002) *Strategic management in the knowledge economy. Approaches and business applications*. Erlangen: Wiley

Networking as a means and end: acquiring, sharing and applying knowledge

The Knowledge Management Process Model by Botha et al (2008)

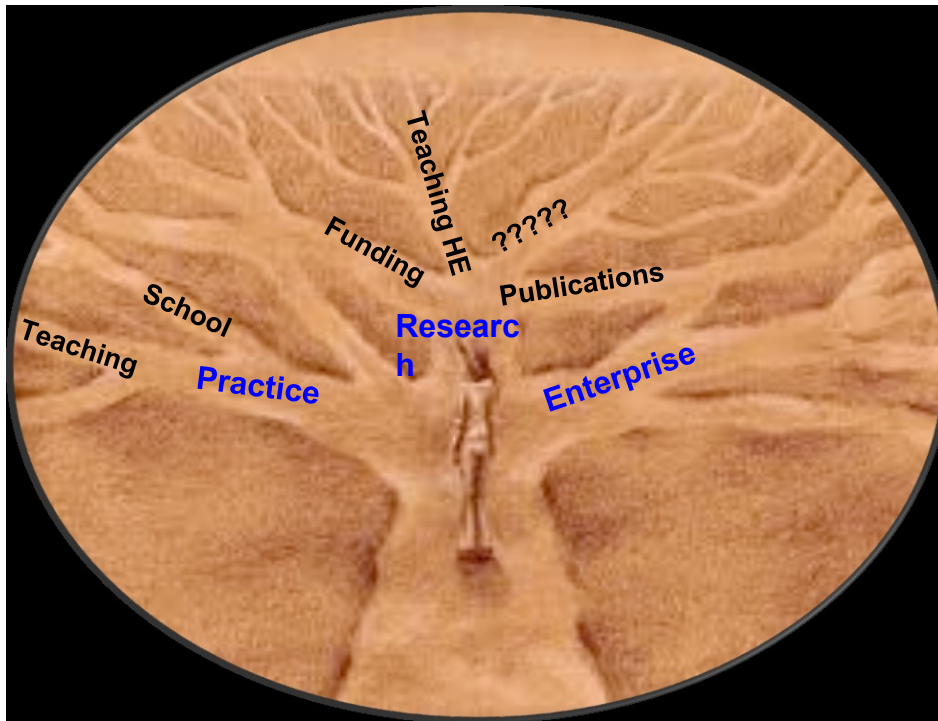


Qualities of good networkers



The Becoming Visible journey

Planning your journey



Use the three days of the workshop to walk different paths, to discover, to learn, to teach, to challenge yourself, to seek new ideas, to build new roads.

Above all

**ENJOY YOURSELF
AND
THANK YOU ALL FOR BEING
HERE**