

The last word Researched out

STEVE HOLDEN REPORTS ON DISTURBING NEW RESEARCH THAT SHOWS RESEARCH SHOWS WHAT RESEARCH SHOWS.

According to research, studies show that the prevalence of research into the study of research about research studies in schools increased a staggering 100 per cent between 2005 and 2009, and an astonishing nine out of 10 teachers report that they have been the subject of research studies investigating the prevalence of research into the study of research about research studies in schools, with devastating effects. ‘Researched out’ teachers are now struggling in Australia’s classrooms, the research shows.

The disturbing research findings come from interviews with 10 teachers at Bonga Binga Small Good School by Fergus McNikkle-Nakkle, Director of the Department of Investigative Research in Education (DIRE) at the Australian Research into Research Institute. As McNikkle-Nakkle noted in his seminal research paper, ‘What’s up? The prevalence of research into the study of research about research studies in

schools is up’ in the *Journal of the Australian Research into Research Institute*, it’s possible that an astonishing 100 per cent of teachers might’ve been the subject of research studies investigating the prevalence of research into the study of research about research studies in schools – if Sonja Onya had not ‘been busy in the classroom’ the Tuesday he popped by Bonga Binga Small Good School to conduct clinical trials.

Drawing on the data set obtained, McNikkle-Nakkle says a reliable and valid swag of positive and negative correlations prove that his DIRE research is causing strong emotional reactions in teachers. Further, says McNikkle-Nakkle, 10 per cent of them are so fed up with research that they’re likely to prove uncooperative research subjects.

Correlating his data with generally-accepted findings in brain research, McNikkle-Nakkle says the research shows

that differences in how the brain processes information affect the way teachers respond uncooperatively to studies in schools.

In 2005, nine out of 10 teachers were 4.9 times more likely to tolerate research studies in schools because of the way their brains function than the 10 per cent of uncooperative teachers who, says McNikkle-Nakkle, were clearly struggling in the classroom, where they spent inordinate amounts of inefficient and ineffective time, because of the way their brains process information.

Disturbingly, however, a follow-up clinical trial in 2009 indicates that the remaining 90 per cent of Australian teachers appear to be demonstrating the first signs of brain activity function leading to increased uncooperative behaviour. If the remaining 90 per cent of Australian teachers are now struggling in the classroom, McNikkle-Nakkle concludes in ‘What’s up?’ that should be ringing alarm bells for our policy makers.

‘Australian teachers appear to be “researched out,”’ he says. ‘While it may be precipitate to draw substantive conclusions, it’s clear from the research that Australian teachers are becoming more uncooperative, with the alarming consequence that more are struggling more and more often in the classroom.’

Should we worry? McNikkle-Nakkle says, cautiously, we should, a lot, although, he points out, the DIRE research leads to only one conclusive conclusion: more research is needed. **T**

Staff at Bonga Binga Small Good School refused to return phone calls to confirm details for this story.

This month’s Last Word was written subsequent to substantive research of the highest quantitative and qualitative order by Steve Holden, Editor of Teacher, and the 2008 highly commended winner in the Best Columnist category of the Melbourne Press Club Quill Awards for the Last Word.

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