

Authors	Co-author	Title	Methodology	Abstract
Adam Masri		Physicsc Teacher's perceptions on the gender gap in Physics	This research employs critical discourse analysis methodology to analyse teachers' perceptions on the gender gap in physics. This approach aims to uncover the hidden messages and unconscious biases that might be evident in teachers' pedagogies and how they contribute to shaping girls' physics identity.	This study is part of a PhD thesis that is still in progress. The aim of this presentation is to explore the influence of physics teachers' perceptions on shaping girls' physics identity. Critical Discourse Analysis was employed to uncover the hidden messages that may influence girls' physics identity. The efforts to close the gender gap, as well as research in the field, do not seem to consider physics teachers' identity and how it shapes their perception towards the issue. It became clear during the data generation that teacher perceptions influence their pedagogy regarding the gender gap. Additionally, they sometimes expressed contradictory views on the issue, for instance showing an understanding of a particular aspect of the gendered nature of physics, yet implicitly continuing to practise the gender bias. The analysis therefore focused not only on their directly expressed views, but also the hidden messages across the discourse.
Ann Osman		Narrative inquiry: quality and credibility	How can the credibility of qualitative inquiry be ensured when used in education research? This question has sparked much debate related to the use of narrative inquiry (example of qualitative inquiry) in education research that seeks to capture and analyse the opinions and thinking of a diverse group of participants	The narrative or story that underpins education policies and practices contributes to how research questions are phrased, how data is collected and analysed and, how outcomes and recommendations from the research are presented. The use of narrative inquiry supports the researcher to explore this story by examining how the participants' experiences have shaped their perceptions and understandings of education and the likely impact these may have on the development, implementation and evaluation of new policies and practices. However, the use of narrative inquiry is not without risks due to the researcher's duality of roles- one as a participant and the other as the producer of the narrative. How the researcher manages the inherent tensions between these two roles impacts the credibility of the research. This presentation will show how one researcher addressed the issue of credibility when using narrative inquiry to prevent the narrative becoming just a 'good yarn'.
Bronwyn Sutton		Decentring the self in Self Study	Enacting a Self-Study of Practice, while thinking with posthuman and new materialist perspectives, accentuated a dilemma: how is it possible to decentre the self in self-study research? Approaches to critical collaborative inquiry which account for multispecies and more-than-human entanglements are productive in thinking through (re)figuring a self-study methodology.	My presentation draws on experiences of enacting a Self-Study of Practice (Pinnegar & Hamilton, 2009, 2020). I am exploring transformative learning by changing my approach to practice in informal and non-formal spaces of environmental learning. Enacting Self-Study, while thinking with posthumanist and new materialist theories and perspectives, has accentuated a need to "decentre the human" in research/practice. This highlights a methodological problem – how is it possible to decentre the 'self' in self-study, when its purpose is to address a dilemma in our own education practice? My response has involved experimenting with different approaches to critical collaborative inquiry and knowledge production (Samaras, 2011) that acknowledge multispecies and more than human entanglements and affective encounters in living/research/practice. I think through the ways a "body like mine" shapes and is shaped by such entanglements and encounters to consider how they might be productive in thinking through possibilities for decentring the self in a (re)figuring Self-Study.

Coral Campbell	Linda Hobbs, Lihua Xu, Chris Speldewinde	Co-design in practice: a complex process of collaboration.	A collaborative co-design partnership was established between three Victorian Universities to scope out the possibility of the development of a STEM Hub resource that would provide teachers, parents and students with opportunities for STEM engagement. Effective collaboration was essential to determine key directions and engagement with research to capture important insights.	With an awareness of the complexity of social, political or educational issues, increasingly industries, government groups, philanthropic organisations and other non-government organisations are calling on collaboration in the development of solutions through the co-production of knowledge. A collaborative approach brings together the breadth and diversity of skills and knowledge to solve problems and incorporates the views of multiple groups. Collaborative partnerships are not always successful, highlighting that certain elements, such as reciprocity, mutuality, and respect are essential to developing effective partnership. This presentation will report on a collaborative partnership of both academic and administration staff across three Victorian universities as the group negotiated a co-design process in a scoping exercise for the development of a STEM Hub resource. A philanthropic partner featured strongly in bringing the three university groups together, but then withdrew to allow the universities to establish their own patterns of interaction, planning and co-design.
Elias Euler		Representing video data in qualitative education research	I will deal with the following methodological consideration: how can/should one represent qualitative video data in education research outputs such as journal articles?	Video data increasingly feature in education research projects and – especially when analytic attention is paid to multimodally-rich aspects of meaning making such as gesture, gaze, the manipulation of objects, etc. – these data often appear in academic publications by way of screenshots or illustrations alongside written transcripts. In this talk, I examine how video data is represented in the education sciences, using physics education research as a model context. I pay particular attention to the use of line illustrations, which I argue can be beneficial in relation to communicational, analytical, and ethical concerns of contemporary qualitative education research.
Emily Rochette		An Ethical Dilemma Inspiring Exploration into Netnography	This presentation seeks to explore a methodology new to the author and possibly of interest to conference attendees who are seeking to conduct research in the online space. The focus will be on netnography as a methodology and the ethical implications of conducting research over social media.	The COVID-19 pandemic has brought challenges to students completing short-term research subjects. Some may be inspired to turn to social media to conduct research perceived to be straightforward to implement while avoiding the ethical pitfalls that often accompany doing face-to-face research with humans. This presentation seeks to tell the story of an ethical dilemma that sparked exploration into netnography, a methodological approach seeking to ‘understand the cultural experiences that encompass and are reflected within the traces, practices, networks and systems of social media’ (Kozinets, 2020, p. 14). The presentation aims to engage the audience in conversation about doing research in the online space by exploring the similarities and differences between netnography and other approaches applied in the online context. At the same time, the presentation will explain the ethical practices enabling netnographic research to be conducted over social media through collection, participation in and interpretation of online traces.

Jesse Ashley	Makaringe Gezani Given	Life orientation teachers' perceptions of HIV education for diverse sexual identities	There are three ethical issues in relation to conducting research with students: power relations, informed consent and confidentiality. Two key methodological issues were identifiable in relation to conducting research with the students. One is epistemological and relates to the different cultures of childhood and adulthood and the second relates to the heterogenous nature of childhood itself. Task-based activities are being increasingly used to establish rapport and as a method of data collection	This paper deals with the perceptions of Life Orientation (L.O) Educator's responsiveness to diverse sexual identities. The paper focuses on Life Orientation as a core platform for HIV and Sexuality Education. It is therefore concerned with the challenges that are faced by diverse sexual identities and the Educators' experiences in teaching HIV and Sexuality Education to Lesbians, gays, bisexual, transgender and queer(epistemological) in schools. The LO curriculum, educational policies are discuss to understand the role of educators in teaching diverse sexual identities about HIV prevention in schools. The paper further deals with methodological problems and the challenges faced by LO educator in teaching diverse sexual identities in schools. The s It uses constructivism theory, social learning theory to allude the perceptions of LO educators in regards to learning of diverse sexual identities. The paper uses qualitative research to collect data.The findings of the paper showed that educators do not teach the whole curriculum but choses certain content which suits their need but not learners.
Jill Brown	Carly Sawatzki, Wanty Widjaja	Design, disruption and discomfort: Getting comfortable feeling uncomfortable	Educational design research methodology (also termed design-based research methodology) is recognised as a robust and practical approach to understanding and influencing better teaching and learning. In educational design research, principles from theory and research, together with thoughtful analysis of a problem, shape quite specific and informed design ideas for interventions (Walker, 2006) which are subject to iterative cycles of testing and refinement (Gravemeijer & Cobb, 2006). Agile methodology (Australian Institute of Project Management, 2021), on the other hand, is a set of core principles and applications used in project management, particularly software development. The language and practice of agile have infiltrated neoliberal workplaces, including government bureaucracies and universities, where short and flexible development cycles that prioritise satisfying the customer are expected.	In this presentation, we will reflect on the methodological bearings and guiding principles that shaped the design and delivery of a Graduate Certificate of Secondary Mathematics for the Department of Education Victoria's Secondary Mathematics and Science Initiative (SMSI) for out-of-field teachers. The course aims to address the problem of disengagement and declining mathematics achievement in secondary schools by giving out of field maths teachers time to study and upskill. We will compare the distinguishing characteristics of educational design research methodology and agile methodology, focusing on the question, "What is a cycle?" Through this discussion, we will examine the tensions that a blurring of the lines between the two methodologies produced for us as academics and mathematics teacher educators working to disrupt the status quo and improve the conditions for secondary school students to learn mathematics.
Joanne Vakil	Linda Hobbs	Collaborative self-study supporting a "peer review" mentoring process	Self-study is "systematic," (Stenhouse, 1975, p. 144), has distinguishing characteristics of methodological rigor (LaBoskey, 2004), and the involvement of critical friends (Schuck & Russell, 2005). By using the method of self-study (Stenhouse, 1975), the researcher-participants were able to take into account how peer review is informed and improved through introspection	Employing the method of self-study (Stenhouse, 1975), this study centers on the dyadic interactions between an established science education author/editor/peer reviewer and a novice peer reviewer/PhD candidate. The aim of this project is to examine how this a mentoring program impacts the mentee as a reviewer and the mentor as a more experienced other, and how the development of trust, mutuality (shared understanding), reciprocity (exchange for the benefit of each other) and knowledge gained (understanding of the reviewing process) manifests itself over the months. The study was guided by the theoretical framework of boundary crossing (Bakker & Akkerman, 2013) which states that the boundary represents a discontinuity and learning potential, which can be crossed with the support of a boundary spanner or boundary objects. The self-study process involved four major steps: 1. the definition of the construct of peer review mentoring; 2. virtual interactions between the mentor and mentee, occurring

John Cripps Clark	Catherine Legg, Joeseeph Ferguson	Using Peirce's Semiotics to better teach student graphing in Mathematics and Science	The evaluation and pedagogy of graphing arguably currently constitutes more of an art than a science, due to the lack of an overarching theoretical framework. This paper explores and advocates for Charles S. Peirce's semiotic methodology for example, triad of icon, index and symbol, as a tool to better understand, evaluate and teach graphs in Mathematics and Science, K-10.	Teachers of mathematics and science strive to better support their students to appreciate the value of graphs, and to both create their own graphs and critique those of others. Science and Mathematics education researchers have struggled to determine a framework to critically analyse the effectiveness of student-generated graphs as part of classroom teaching practice, effectively falling back on contingent embedded cultural norms, rather than principled theoretical insight (May, 2017). We extend Peirce's semiotics - especially his icon / index / symbol distinction (Stjernfelt, 2007) from diagrams to graphs, as a means to deconstruct student-generated graphs considered as diagrams. By learning how to subject such graphs to semiotic analysis, we can better support teachers to teach graphing in ways that can scaffold powerful induction into the meaning-making practices of Mathematics and Science. May, M. (2017). Graphs as Images vs. Graphs as Diagrams: A Problem at the Intersection of Semiotics and Didactics.
Joseph Ferguson	Melinda Kirk	Utilising literature visualisation tools to discover new territory and get a lay of the land – Creativity in primary science education as a case	The next generation of literature visualisation tools is upon us, but what do they specifically afford the science education researcher who is new to the field and wants a lay of the land and/or the experienced researcher who wants to discover new territory? We consider these questions and suggest answers.	The literature on creativity in science education is rapidly growing such that those new to this field often struggle to know 'what's out there' and what to pay attention to, while more experienced researchers are constantly striving to hone in on what is most novel, to forge connections between different research approaches/traditions, all in the pursuit of innovative research. We explore the affordances of Litmaps and ConnectedPapers as new generation literature visualisation tools that can generatively map the literature landscape, with a specific focus on the increasingly vast and constantly changing literature on creativity in primary science education. We show that such tools make this dynamic mapping possible as they constitute algorithmically driven systems that not only aid the navigation of this rapidly changing field through showing originary publications and the latest trends, but also exposing the apparent links between the two.
Juuso Nieminen		Students and the assessment culture of mathematics: Methodological issues	This presentation discusses methodologies to understand students' perspective in the co-creation of mathematical assessment cultures. Both direct and indirect methodologies are introduced. Direct methods include practices such as interviews and surveys that explicitly map out students' perspectives: how do you think mathematics should be assessed? On the other hand, indirect methods would aim to disrupt students' beliefs through, for example, story completion methods: how would you study if there were no exams at all in mathematics? The promises and pitfalls of both approaches are discussed.	Students are important co-creators of the assessment culture of mathematics, yet thus far their perspective in the construction of such cultures has been understudied. For example, the students might resist Assessment for Learning practices (e.g., self- and peer-assessment) and, on the other, they might strive for student-centered practices amidst exam-driven assessment cultures. In this presentation, the methodological issues related to studying students' perspectives of mathematics assessment are discussed. Drawing on the author's earlier studies, it is noted that students are not always equipped with reflexive tools to examine mathematics assessment critically. This is why we need both direct and indirect methodologies while studying students' perspectives on mathematics assessment; both of these are discussed in the presentation. It is argued that creative and novel methodologies are needed to understand how students do not simply take the assessment culture of mathematics for granted but actively co-construct it.

Lihua Xu	Kennedy Chan, Amanda Berry, Joe Ferguson, Gahyoung Kim, Jan van Driel, Colleen Vale, and Wanty Widjaja	Exploring teachers' adaptive expertise in STEM: A scoping review methodology	This presentation will discuss the employment of a scoping review methodology to map literature on adaptive expertise in education. Scoping review, as a relatively new qualitative research synthesis approach, involves purposeful sampling of information-rich cases that contain issues of central importance to the purpose of the inquiry (Suri, 2011).	Adaptive experts are “those who not only perform procedural skills efficiently but also understand the meaning of the skills and nature of their object” (Hatano & Inagaki, 1984, p. 28). The notion of adaptive expertise is not new, but its characteristics and development remain under-researched in education (Soslau, 2012; Anthony, Hunter & Hunter, 2015) with limited empirical evidence regarding “the characteristics of adaptive teachers or their impact on students” (Parsons et al., 2018, p. 207). Given this relatively new field, we employed a scoping review methodology to examine the types of available evidence, clarify key concepts and characteristics associated with the construct of adaptive expertise, and to identify research gaps in the existing literature (Arksey and O’Malley, 2005; Munn, et al., 2018). In this presentation, we will discuss the sampling strategies employed and the opportunities and challenges encountered when conducting a research synthesis in a new field of research.
Linda Hobbs	Coral Campbell, Seamus Delaney, Jared Carpendale, Colleen Vale, Susan Caldis, Lucinda McKnight and Leissa Kelly	Collaborating across disciplinary lines: Generating a framework for out-of-field teachers in the Sciences, English, Design technologies and the Humanities	Collaborative and interdisciplinary research (Given, 2012; Mansilla and Gardner, 2003) is used to invite dialogue between different disciplinary experts. Aligned to this is the Theory of collaborative advantage (Huxham, 2003), which is used as a practice-oriented theory that focuses on how joint working across disciplines can enhance practical understanding. Boundary crossing (Akkerman & Bakker) is used to recognise the educative nature of crossing boundaries through collaboration.	Interdisciplinary research and collaboration is being encouraged at all levels of research and practice to promote sharing of ideas and enhanced innovation. Collaborative research enables “researching “with” rather than research “on”” (Given, 2012, p.2); while interdisciplinary research advances understandings through juxtaposition of what constitutes disciplinary knowledge, practice and identity (Mansilla and Gardner, 2003). This research involves teacher educators/researchers from different disciplines generating a framework of subject specific expertise for out-of-field teachers that is translatable across disciplines. Using the lens of signature pedagogies (Shulman, 2005) and boundary crossings (Akkerman & Bakker, 2011), the researchers draw on what is currently known (through their lived experience, practice and the literature) to elaborate on and differentiate subject ways of knowing (knowledge and expertise), doing (practice) and being (identity). This collaborative research is experiential, with the researchers crossing boundaries into other disciplinary fields and experiencing out-of-field-ness as they negotiate salient elements for disciplinary/subject comparison.
Margaret Jakovac		How are the impacts of Out-of-Field Teaching represented through online content?	The overarching approach is a Mixed Methods Research design (Cresswell 2009) comprising a scoping review (Baachi 2000 and Tricco et al 2016), Critical Content Analysis (Utt and Short 2018), and Reflexive Thematic Analysis (Braun and Clarke 2013). Underpinning this are a constructivist-interpretivist world view (Creswell and Creswell 2018), and Wenger’s (1998) social learning theory.	The Out-of-Field teaching phenomenon is complex and multi-layered Hobbs (et al. 2020), leading to its description as a “global pandemic” (Du Plessis 2020). As well, OOFT lacks international consensus on a singular definition, precise workforce data about its occurrence (Du Plessis 2020), insights into its causes/impacts, yet persists due to education policies and school funds' misalignment (Vale and Drake 2019). Therefore, this Mixed Methods Research approach uses a scoping review of online public-access mainstream and education-specialist content to do a ‘reconnaissance’, delineating working definitions and conceptual boundaries (Peters et al. 2015). Critical Content Analysis (Baachi 2000 and Tricco et al 2016) will help identify, then quantify representational types in the sample and qualitative analysing using the lens of Reflexive Thematic Analysis (Braun and Clarke 2013) for further analysis, followed by integration of the results. Wenger’s (1998) social learning theory places the teacher as the unit of analysis.

Peta White	Shelley Hannigan, Jo Raphael	Deepening Our Scholarship through Collaborative Arts-based Autoethnography (CABAE)	The methodological focus is on enacting Self Study of Practice while thinking with posthuman and new materialist perspectives that advocate a decentring of the human. The issue is how to “decentre the self” in Self Study, given its purpose is generally on addressing issues arising within our own education practice.	My presentation draws on experiences of enacting a Self-Study of Practice (Pinnegar & Hamilton, 2009, 2020), that involves exploring transformative learning by changing my approach to practice in informal and non-formal spaces of environmental learning. Thinking with posthumanist and new materialist theories, perspectives and practices, has accentuated a need to “decentre the human” in my research/practice. This highlights a methodological problem – how is it possible to decentre the ‘self’ in self-study, when its purpose is addressing dilemmas in our own education practice? My response has involved experimenting with different approaches to critical collaborative inquiry and knowledge production (Samaras, 2011) that acknowledge multispecies and more than human entanglements and affective encounters in living/research/practice. This presentation considers the ways a “body like mine” shapes and is shaped by such entanglements and encounters to consider how they might be productive in thinking through possibilities for decentring the self in a (re)figuring Self-Study.
Russell Tytler	Peta White	Working with teachers in reform initiatives	The focus is on the respective roles of researchers and teachers in a design-based research methodology. We analyse the way that teachers play differing roles in different stages of DBR, and the respective knowledges, practices and commitments of researchers and teachers in a research-informed process of ongoing system reform.	As interpreters and producers of contemporary research, teacher educators have a key role as advocates and agents of educational system reform. Design based research is increasingly used as a critical research methodology aimed at reform, a key aspect of which involves working with teachers in a collaborative process involving the production, trialling and refining of innovations in curriculum and pedagogy. This presentation explores the relative roles of the researcher and teacher given that they bring potentially differing perspectives and responsibilities to a DBR process intended to stimulate teacher and system change. We draw on our experience of an interdisciplinary primary school mathematics and science project involving challenges to traditional expectations, disciplinary structures and epistemological and pedagogical beliefs. We describe how the DBR process involved teachers with different degrees of alignment with the innovation, and the ways that teachers’ knowledge and commitments intersected with but were differentiated from those of the research team. We argue that these differences are generative for DBR as a driver of the reform processes important for an adaptive education system.
Russell Tytler		Researching for system reform: Giving voice to the authoritative outsider	This presentation examines the nature of research practices that aim to provide critical, reform-oriented perspectives through the strategic selection of research informants. I trace a consistent history of research design of a reform oriented researcher to tease out the logic of research designs advocating change in science education at a system level.	There are many research methods tracts discussing the role of informants in phenomenological or ethnographic studies probing insider experiences of and views about educational processes at classroom, school and system level. For researchers who advocate reform processes, however, there is a problem with such inside informants who may have limited perspectives on possible alternative educational purposes and practices. In this presentation I trace the methodological innovations of a reform-oriented researcher, David Symington, over a number of projects involving external commentators on school science education. I trace David’s own history that brought an outsider’s perspective, and the consistency with which he strove to identify and give voice to critically informed and wider perspectives on the appropriate purposes and practices in science education. From this I develop a set of principles that might guide the selection of informants for research focused on system change.

Saeed Salimpour	Russell Tytler, Michael Fitzgerald, Urban Eriksson	Cosmic Aesthetics: Harmonising varying theoretical perspectives in a thesis by publication	The focus is on the challenges concerning the methodological approach of bringing together various theoretical perspectives that connect the aesthetic experiences and epistemic practices of the field of cosmology into a coherent line of inquiry in a thesis by publication, focussing on cosmology education at high school.	The cosmos encapsulates a certain innate mystery and awe, but with that is associated a spectrum of aesthetic experiences from those grounded in everyday experiences to those grounded in the discipline of cosmology. This spectrum of aesthetics is an important part of the teaching and learning of cosmology; owing to the nature of the field where there is an interplay between declarative knowledge and speculation. Although, aesthetics has been widely discussed in education research and various other fields, it is still a concept that is layered and abstract. This presentation is a personal statement highlighting the methodological journey of exploring cosmology education from three lenses: Social Semiotics, Aesthetics, and Conceptions & Reasoning. Each of these lenses have theoretical frameworks associated with them, the challenges and decisions made in bringing frameworks together into a coherent line of inquiry in a thesis by publication is discussed.
Saeed Salimpour	Russell Tytler, Michael Fitzgerald, Urban Eriksson	Cosmic Progression: Methodological challenges of building a preliminary Cosmology Learning Progression	The focus is on the methodological approach of developing a learning progression for cosmology aimed at a school level. The complexity is owing to the nature of cosmology as a discipline where there is a certain level of declarative knowledge; however, equally there is a certain degree of speculation interacting within non-intuitive concepts.	Cosmology concepts are perhaps among the most counter-intuitive, and this makes it challenging for teachers to unpack in a way that scaffolds students appropriately with regards to pre-(alternative) conceptions, nuances of reasoning and making connections between concepts. Furthermore, to appreciate the epistemic practices and the aesthetic associated with the discipline, students need to be able to reason beyond simple declarative knowledge in cosmology. This presentation highlights the methodological approach of developing a preliminary learning progression for cosmology that takes into consideration the various “types of knowledge” in cosmology. The approach to using a Partial Credit Model to unpack the levels of reasoning and the interactions between declarative and speculative knowledge are also discussed.
Scott Webster		Making explicit the political & moral agenda within research methodologies	Educational research is inescapably political and moral. However, research methodology often ignores these by reducing the concern to a ‘problem’ which is mainly technical in nature, and often only needs ‘solving’. My presentation will therefore encourage a focus on making the political and moral aspects explicit for methodologies into education.	Schostack and Goodson (2020, p. 5) claim that educational research has been reduced to “an instrument of social manipulation, exploitation and control” as a result of the decline of democracy. Educational research methodology is never value-neutral regarding politics or morality because its findings, if acted upon, directly affects educational practices and policies which are never apolitical or amoral. However, many educational concerns are often reduced to narrowly defined technical ‘problems’ which often need ‘solutions’. Such a reduction glosses over the political context and moral implications of the research itself. Therefore, in this presentation I would like to place the moral and political aspects of educational concerns as being of central importance for research methodology. This will require a politically oriented aspect to its rationale, potential implications, a careful choice of language where education is valued over ‘teaching and learning’ (Beista 2017), and a concern for people becoming democratic beings.

Seamus Delaney		"Honouring the ethos of co-design methodology in contemporary socio-scientific teaching innovation focussed research"	Co-design research, particularly with practising teachers, fascinates me because most teachers have an innate ability to detect insincerity when 'innovative' teaching practice is presented to them. Consequently, the methodological issue of how much of the 'co' in co-design research we should honour is worthy of discussion amongst researchers, particularly when trying to implement socio-scientific teaching innovation where the benefits to the students are as uncertain as are their futures	Tangible benefits of science education innovation risk not being realised unless teachers and practitioners are meaningfully involved. Design-based research has been proposed as a means to develop and refine interventions whilst keeping the theory and practice relationship at the forefront for all involved. Co-design research with educators however provides significant rights and duties to the classroom teacher. How they are supported and how their voice is heard are perhaps bigger determining factors on whether they integrate the teaching innovation into their evolving teaching practice, more so than the validity of the benefits and affordances of the teaching innovation itself. This presentation will explore how co-design methodology has driven the design of an ongoing professional learning communities project, which has the research aim to inform on and support secondary chemistry teachers to implement chemistry education research (CER) relevant to chemistry's contribution in addressing the global challenge of sustainable development.
Teresa Beck		Interviews and the Documentary Method. Collective orientations about teacher's action practice	The Documentary Method is used in my dissertation on professionalisation processes of out-of-field-teaching teachers. The method shows the practice of action by reconstructing collective orientation figures. These orientations show the habituated and incorporated orientation knowledge and reveal the underlying patterns of the practice, mostly independent of the subjectively intended meaning.	The 'Documentary Method' is to be understood as a reconstructive methodology as well as a methodical approach, rooted in the tradition of the sociology of knowledge. In the reconstruction of social reality, which is produced in social practice, the action-guided knowledge of the individual actors is consequently a reflective understanding of action practice. Therefore, the method can be used by reconstructing individual narratives while providing conclusions about collective orientations. This methodology is an instrument for practice. It is about what is common, how the practice of action of a group is constructed, what is the common framework or the common orientation so that one can talk about something being typical for this milieu. In my presentation I would like to go into more detail about the genesis of the method, the individual methodological steps and possible applications, as it allows numerous possibilities of application, e.g. for teaching research, didactic research, etc.