

# Wisdom beyond language in research and the place of narrative

Martin Gough

Lecturer in Higher Education and Academic Practice  
Unit for the Enhancement of Learning & Teaching  
University of Kent  
A.M.Gough@kent.ac.uk

# Research

(1) A practice which (adults) have to learn how to do  
- *phronesis*

(2) a form of learning, directed at the object of research, the world  
- finding more out about the world

# Skills training requirements for research students: joint statement by the research councils/AHRB (2001)

- A - Research Skills and Techniques
- B - Research Environment
- C - Research Management
- D - Personal Effectiveness
- E - Communication Skills
- F - Networking and Teamworking
- G - Career Management

# UK GRAD (now VITAE)

Launched in 2003 by Research Councils

[www.vitae.ac.uk](http://www.vitae.ac.uk)

- The role of the UK GRAD Programme is to support the academic sector to embed personal and professional skills development into research degree programmes (RDP).
- Our vision is for **all postgraduate researchers to be fully equipped and encouraged to complete their studies and to make a successful transition to their future careers.**

# “Skills Agenda”

Stephen Rowland

- lowest common denominator problem

Diana Leonard – leads to infantilisation

And amounts to external interference

- skills for other employers' interests

Rowland, Frank Furedi - Realist

# Competence and 'Skill'

- **Realism** (ontologically distinct entities):

X is a skill, Y is not a skill

- **Irrealism:**

{A has skill X} = {A is skilled at doing X}

{A is competent at conducting biographical interviewing}  
= {A is skilled at conducting biographical interviewing}

{A is skilled at conducting biographical interviewing}  
= {A has biographical interviewing skills}

# Michael Polanyi

## **Tacit dimension/component**

**knowing vs learning**

**articulated/codified vs inarticulate/practical** knowledge  
(Robert Kirk – “raw feeling”/qualia as pre-linguistic  
– ineffable because too rich – even if mundane)

**focal (explicit) vs subsidiary (implicit)** awareness

**explicit vs hidden** (soln to new problem)

## (2) The object of research

Two sorts of research:

- i) Finding out more of the same (much social science, market research, etc....)
- ii) Discovery of new type of knowledge



# Immanuel Kant:

Phenomenal vs Noumenal

Things-as-they-appear vs Things-in-themselves

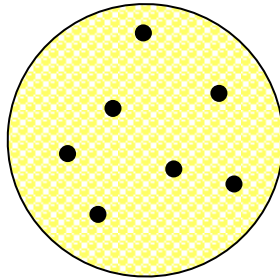
*(the ineffable as mystical, other-worldly)*

Hegel and Peter Strawson apply Occam's Razor

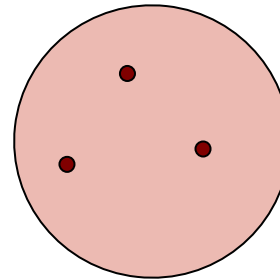
Graham Priest – the “torn boundary” at the limit

# The Limits of Thought

The set of people

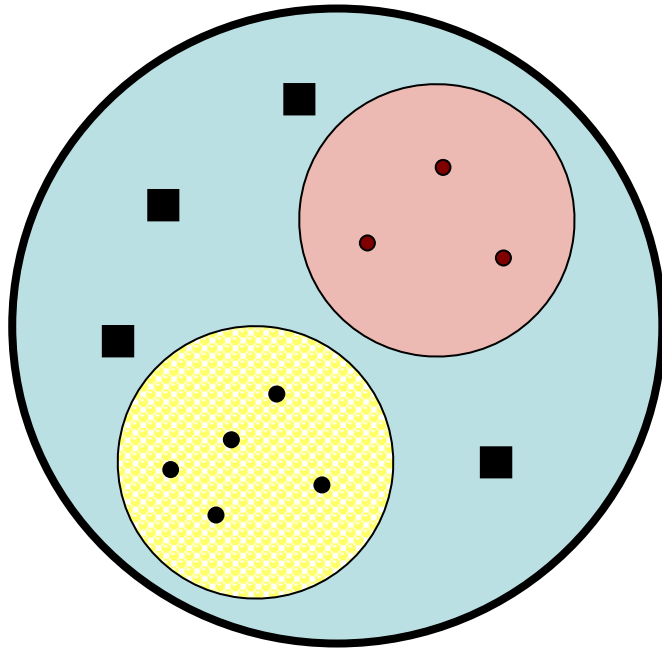


The set of bicycles



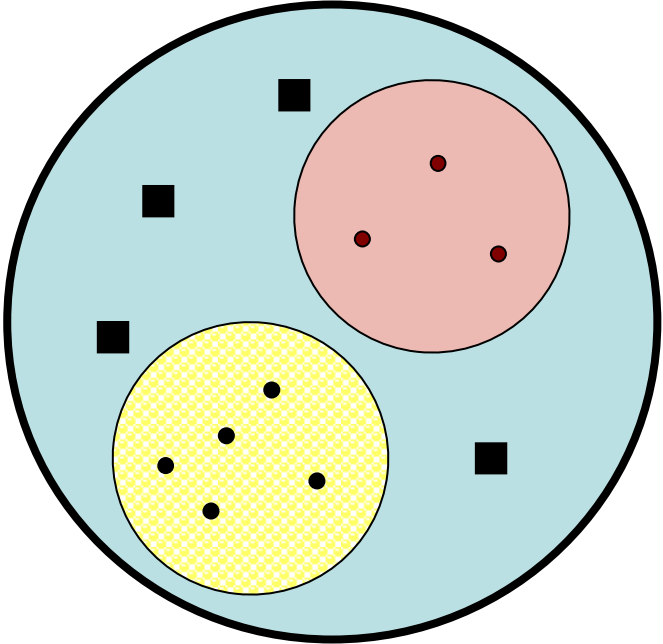
# The Limits of Thought

The set of all  
entities



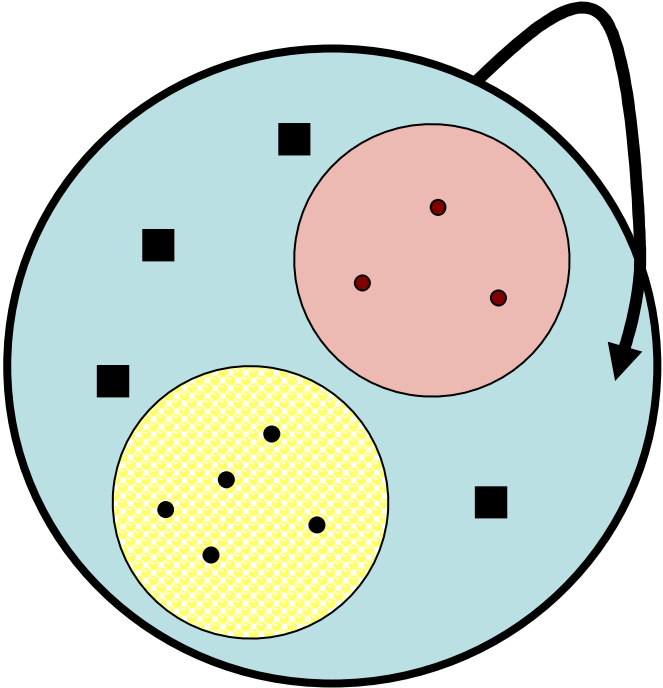
# The Limits of Thought

The set of all entities

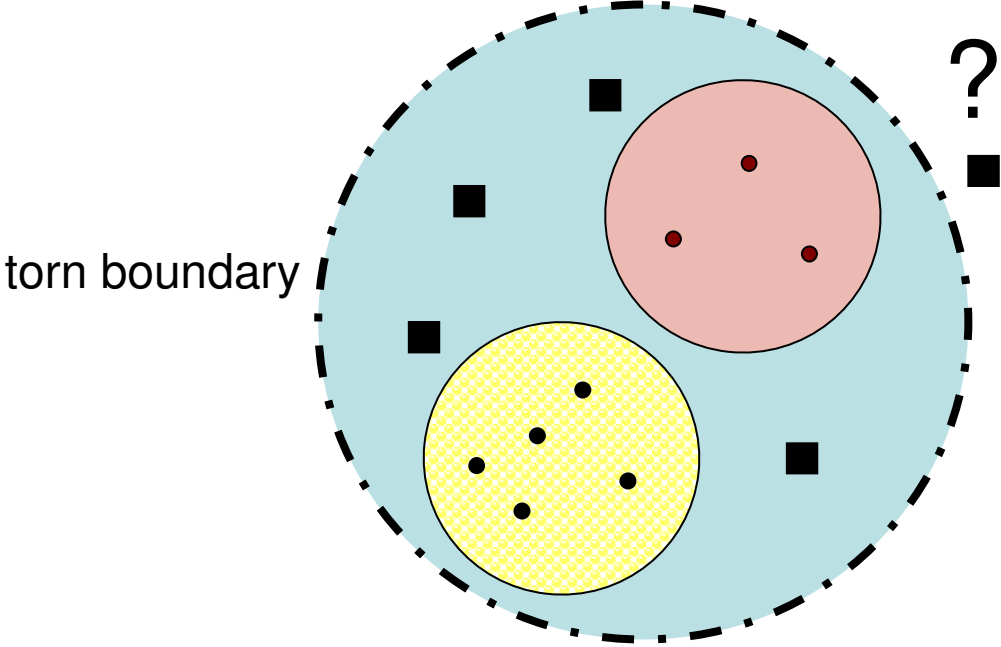


# The Limits of Thought

The set of all entities



# The Limits of Thought



# Biographical Research

As type (i) - finding out more of the same ?

(Galen Strawson: and just too fictional/false)?

Answer: only if not very probing!

# Biographical Research

Type (ii) - The Self as narrative identity

- (a) new ideal type as a Discovery?
- (b) other's self permanently "hidden" in the noumenal realm, beyond the "boundary" of achievement of research



# Questions and comments, please!

Martin Gough

Lecturer in Higher Education and Academic Practice  
Unit for the Enhancement of Learning & Teaching  
University of Kent  
[A.M.Gough@kent.ac.uk](mailto:A.M.Gough@kent.ac.uk)