

# Kent Academic Repository

## Full text document (pdf)

### Citation for published version

Gough, A.Martin (2011) The language of research and the importance of the tacit dimension.  
In: Philosophy of Education Society of Great Britain Annual Conference, 1-3 April 2011, New College, Univ.of Oxford. (Unpublished)

### DOI

### Link to record in KAR

<https://kar.kent.ac.uk/27869/>

### Document Version

UNSPECIFIED

#### Copyright & reuse

Content in the Kent Academic Repository is made available for research purposes. Unless otherwise stated all content is protected by copyright and in the absence of an open licence (eg Creative Commons), permissions for further reuse of content should be sought from the publisher, author or other copyright holder.

#### Versions of research

The version in the Kent Academic Repository may differ from the final published version.

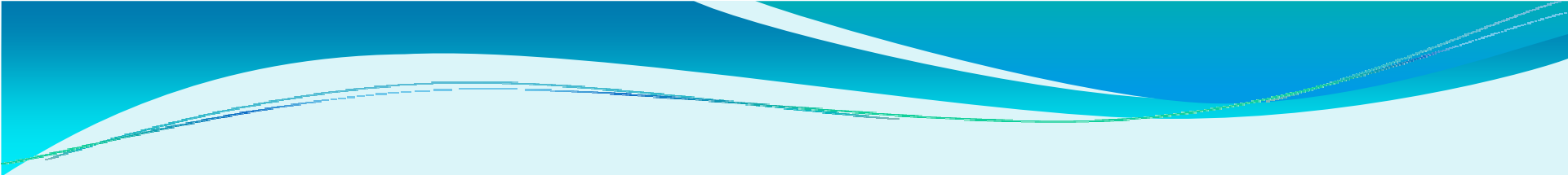
Users are advised to check <http://kar.kent.ac.uk> for the status of the paper. **Users should always cite the published version of record.**

#### Enquiries

For any further enquiries regarding the licence status of this document, please contact:

[researchsupport@kent.ac.uk](mailto:researchsupport@kent.ac.uk)

If you believe this document infringes copyright then please contact the KAR admin team with the take-down information provided at <http://kar.kent.ac.uk/contact.html>



# **The language of research and the importance of the tacit dimension**

PESGB annual conference, New College Oxford, 1-3 April 2011

***Martin Gough***

Lecturer in Higher Education & Academic Practice

University of Kent

[a.m.gough@kent.ac.uk](mailto: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

# “Skills Agenda”

Stephen Rowland

- lowest common denominator problem

Diana Leonard – leads to infantilisation

And amounts to external interference

- skills for other employers' interests
- top-down imposition and autonomy problem

Rowland, Frank Furedi – misguided Realists

# Competence and 'skills' (knowledge practices)

- **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 lab work}  
= {A is skilled at conducting lab work}

{A is skilled at conducting lab work}  
= {A has lab work 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

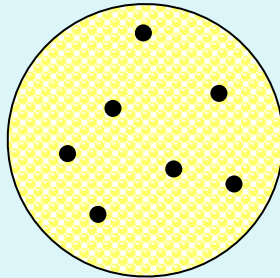
*(the ineffable as mystical, other-worldly)*

Hegel and Peter Strawson apply Occam's Razor

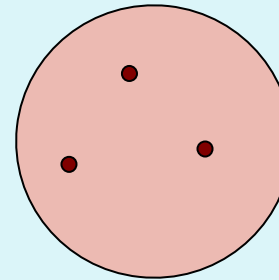
Graham Priest – the “torn boundary” at the limit

# The Limits of Thought

The set of people

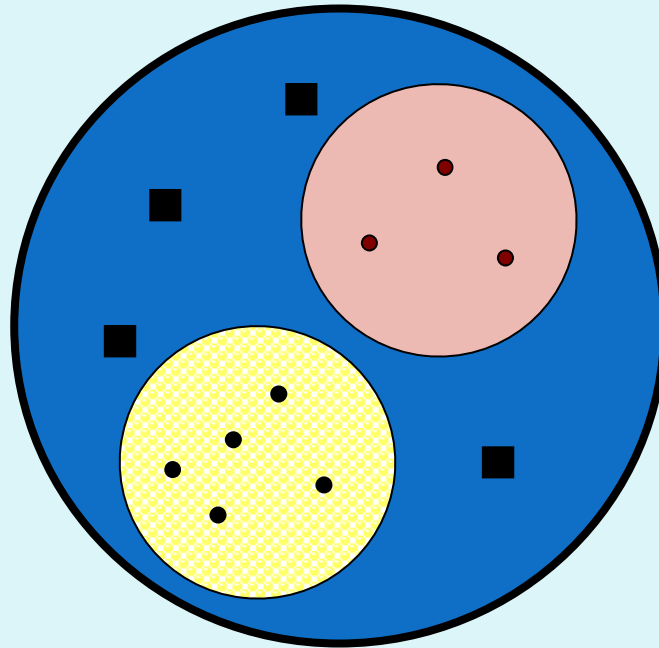


The set of bicycles



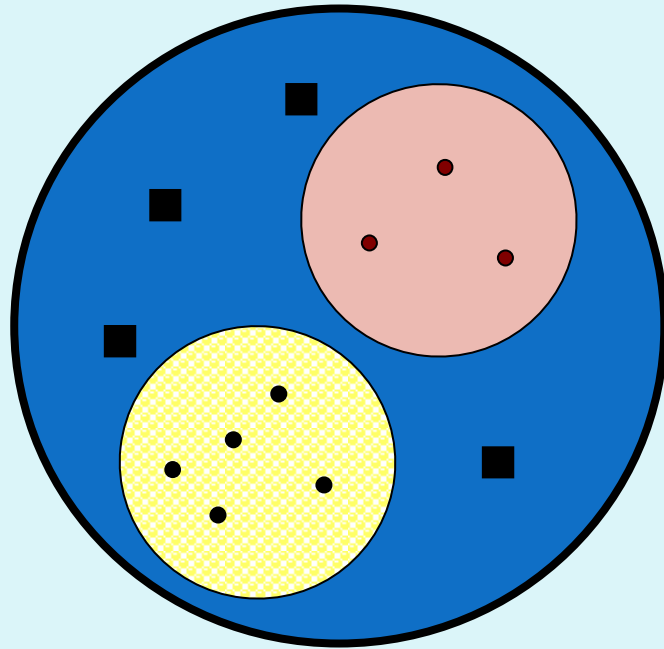
# The Limits of Thought

The set of all  
entities



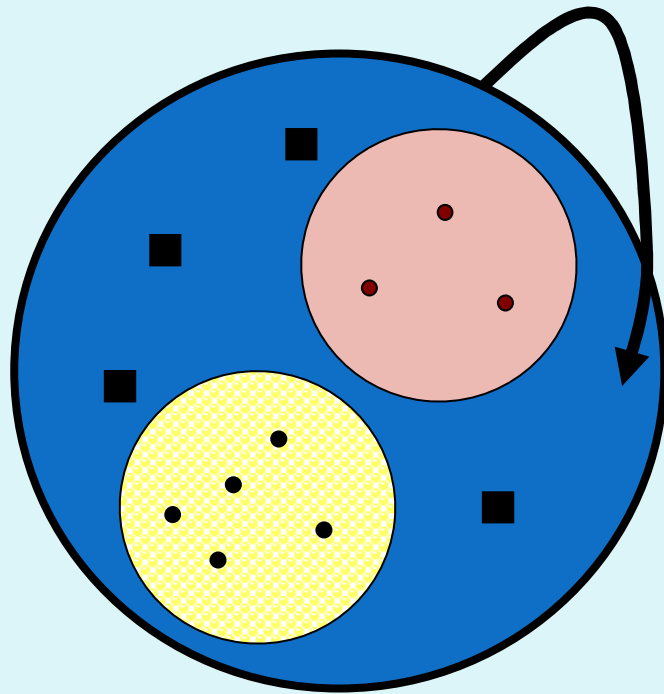
# The Limits of Thought

The set of all  
entities



# The Limits of Thought

The set of all  
entities



# The Limits of Thought

