

EXPLORATION OF TRANSFORMATIVE PARADIGM WITH PRAGMATIC TWIST TO CONTRIBUTE TO EDUCATIONAL CHANGE

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ABSTRACT

In this paper I consider the contours of a transformative research paradigm with pragmatic twist. I offer an account of various ways of activating transformative paradigmatic intentions to contribute to social justice. I propose that situating one's research work within a social justice agenda in the field of education requires taking cognisance of the necessary impact of all research on the way in which people envisage and activate possibilities for enhancing educational quality. I also show how this links up with a particular way of seeing pragmatism as an epistemological stance, where "validity" is closely tied to furthering equitable social outcomes. I refer to an instance of embracing such a paradigmatic orientation in (inclusive) educational research, by focusing on the principles and practice of a research project undertaken in South Africa (Nel, Romm, and Tlale), where we re-tuned the remit of a larger international project.

Key Words: Transformative paradigm, pragmatic twist, educational change.