I've got the power: how LCT will change your life

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Knowledge is everything and nothing (Maton, 2014, p. 1). It is the basis of education, however it is itself under-researched and undertheorised, leading to what Maton calls knowledge blindness in the field of education (and elsewhere). It could be suggested that knowers are even less well understood when it comes to theorising how they contribute to progress and knowledge-building in a field. Legitimation Code Theory (LCT), with its conception of knowledge-knower structures, provides a suite of powerful tools with which to interrogate intellectual fields (and other objects of study). Its use together with other theories leads to greater explanatory power than either theory would have on its own, making possible both deeper insight into the object of study and theoretical advancements, as theories used together pose questions and problems which stretch them towards further advancement (Maton, Martin, & Matruglio, 2016).

In this presentation I will show how a systemic functional linguist 'fell in love' with LCT. Through showcasing some of my work using LCT, I will demonstrate the power it has provided me, as a linguist and a literacy researcher, to build an understanding of important educational issues. The flexibility of LCT as a theory has enabled its use in research on topics as broad as disciplinary approaches to knowledge and knowers (Matruglio, 2015), pedagogy for cumulative knowledge-building (Macnaught, Maton, Martin, & Matruglio, 2013; Matruglio, Maton, & Martin, 2013), the values underlying school subjects (Martin, Maton, & Matruglio, 2010) and issues of educational inequity (Matruglio, 2019). I will outline some of the empirical and theoretical advancements resulting from my research using LCT (Martin & Matruglio, 2013) and also demonstrate how different dimensions of LCT may be used together with systemic functional linguistics. By showing how a number of different LCT concepts can be used in a broad range of research contexts, it is intended that this presentation will be thought-provoking for researchers investigating a variety of research problems, both within and outside of education.

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