



Centre for Educational Research and Innovation



From pockets to structures

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Challenge 1: Evidence varies

- Not only primary research but also reviews produce diverse results (for example in terms of effectiveness) because of different research traditions, inclusion criteria etc
- How to assess those differences?
- What does this mean for education practice and policy?





Challenge 2: Basic structures lacking

- “I’m struck by how much enthusiasm there is for trials and evidence based practice in some parts of teaching: but I’m also struck that much of this enthusiasm dies out before it gets to do good, because the basic structures needed to support evidence based practice are lacking.”

(Ben Goldacre, Building evidence into education, 2013)

- “Policy recommendations should be formulated in a separate trajectory of valorisation where all relevant stakeholders are involved.”

(Summary report EIPPEE partner seminar November 2017)





Basic structures? Creating an ecosystem

- Disseminating research in accessible formats
- Training of teachers in the basics of research (types, nature)
- Professional development of teachers: career paths
- Bigger research projects (rather than stand alone individual projects)
- ‘Dating services’ between practice and research
- Multidisciplinary research teams

▫ (Based on Goldacre, 2013)





Possible structures or institutionalised trajectories: school / regional / national level

- EEF Research Schools Network
 - Currently 23 (retrieved from website 8-6-2018)
 - Competitive application process
 - Aim to support surrounding schools through communication, training and professional development, providing expertise to evaluate innovative practices
 - Overseen by an Advisory Board
- Dutch Education Council Academic hospital model
 - Close cooperation hospital – university
 - Academics combining research and practice
 - Research integrated in practice
 - Aimed at excellence and top science
- Dutch Workplaces education research
 - In primary education
 - Started 2016, currently 6 (retrieved from [NRO website](#) 8-6-18)
 - Structural cooperation school – university (of applied science)
 - Aimed at school improvement, based on practice issues
 - Collaborative research





Possible structures or institutionalised trajectories: national / international level

- Public Panel Model
 - Authoritative public assessment of research
 - By a multidisciplinary panel of researchers
 - Through expert consensus study (example: Elliott, Computers and the Future of Skill Demand, OECD 2017)
 - Careful selection of experts
 - Two days meeting
 - Agreement on approach of the meeting
 - Assessment of research could be extended with an evaluation of practice and policy consequences
 - By a mixed panel of practitioners, policy makers and experts





Questions

- What kind of structures would be useful?
- How to scale up effective school level structures?
- How to accelerate and create mass?





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Thank you!

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