EIPPEE Conference 2012

Bel Air Hotel
Johan de Wittlaan 30
2517 JR The Hague
Netherlands

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Advancing the use of research in education across Europe

9-10 May 2012

Education and Culture DG

Welcome and introduction

Chair: Maria Ranieri, Department of Sciences of Education and Cultural and Formative Processes, (DSEPCF), University of Florence, Italy
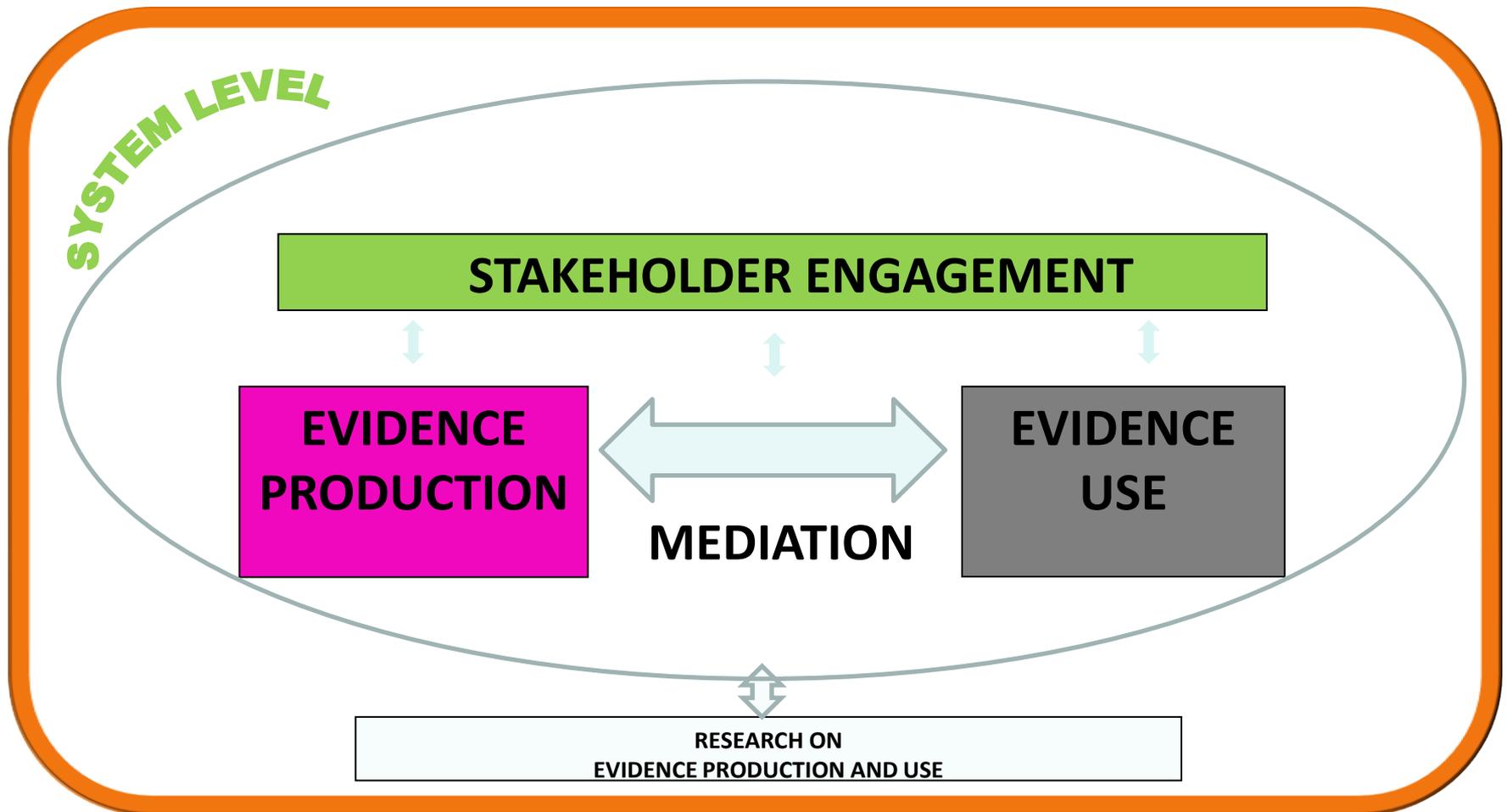
Outline of the session

- Measuring research use: a brief introduction

- Presentation by Richard Deiss, European Commission

- Indicator development: issues and challenges
- Workshop activity (small-groups)
- Whole-group discussion

- Final thoughts on 'studying research utilisation'

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Objectives

To engage with and discuss the issue of developing an indicator (or indicators) to measure research use/impact

Evidence-to-Use System (Gough et al., 2011)

SYSTEM LEVEL

STAKEHOLDER ENGAGEMENT

EVIDENCE PRODUCTION

MEDIATION

EVIDENCE USE

RESEARCH ON EVIDENCE PRODUCTION AND USE

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Measuring research use

- Few empirical studies in the field of education
  - ➤ Most existing studies are qualitative; quantitative studies about prevalence and impact are very scarce

- One possible explanation: lack of common, standardised instrument for measuring research use

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What's in a name?

Indicator = milestone or marker with the capacity to show where we are in an activity, that we are making progress, and that we are heading in the right direction

Depending on the complexity of what concept is being measured, one indicator may not be enough. It is often the case that more than one indicator will be used to build a *questionnaire* which is used to analyse/measure the concept.

- Measurement *instrument*
- Assessment *tool*

- Self-assessment

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Existing tools

	Hakkennes & Green (2006)	Skinner (2007)	Weiner et al. (2008)	French et al. (2009)	Van Eerd et al. (2011)
No. of tools	228	5	43	18	54
Focus of measurement	'effectiveness of strategies aimed at improving development, dissemination, and implementation of clinical practice guidelines'	'KE outcomes'	'organisational readiness for change' (including readiness for evidence-based interventions)	'organisational contexts for evidence-based practice'	'implementation and impact of KTE applications'
Field/domain	health	health	health services, sociology, psychology, business	health care and management	healthcare, education, agriculture, business

Richard Deiss, European Commission

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Indicator development: issues and challenges to consider

- Time and money
- How is the information provided by the indicator going to be used?

- Different uses of indicators
- Different types of indicators
- Different types and levels of change

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Indicators: different uses

- Changes over time (e.g., % change in policy-makers' use of research evidence)

- Differences between population sub-groups (e.g., the number of teachers using research evidence in school A compared with school B)

- Achievement towards targets (e.g., the % of headteachers sending their staff on training related to the use of research evidence vis-à-vis originally planned)

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Indicators: different types

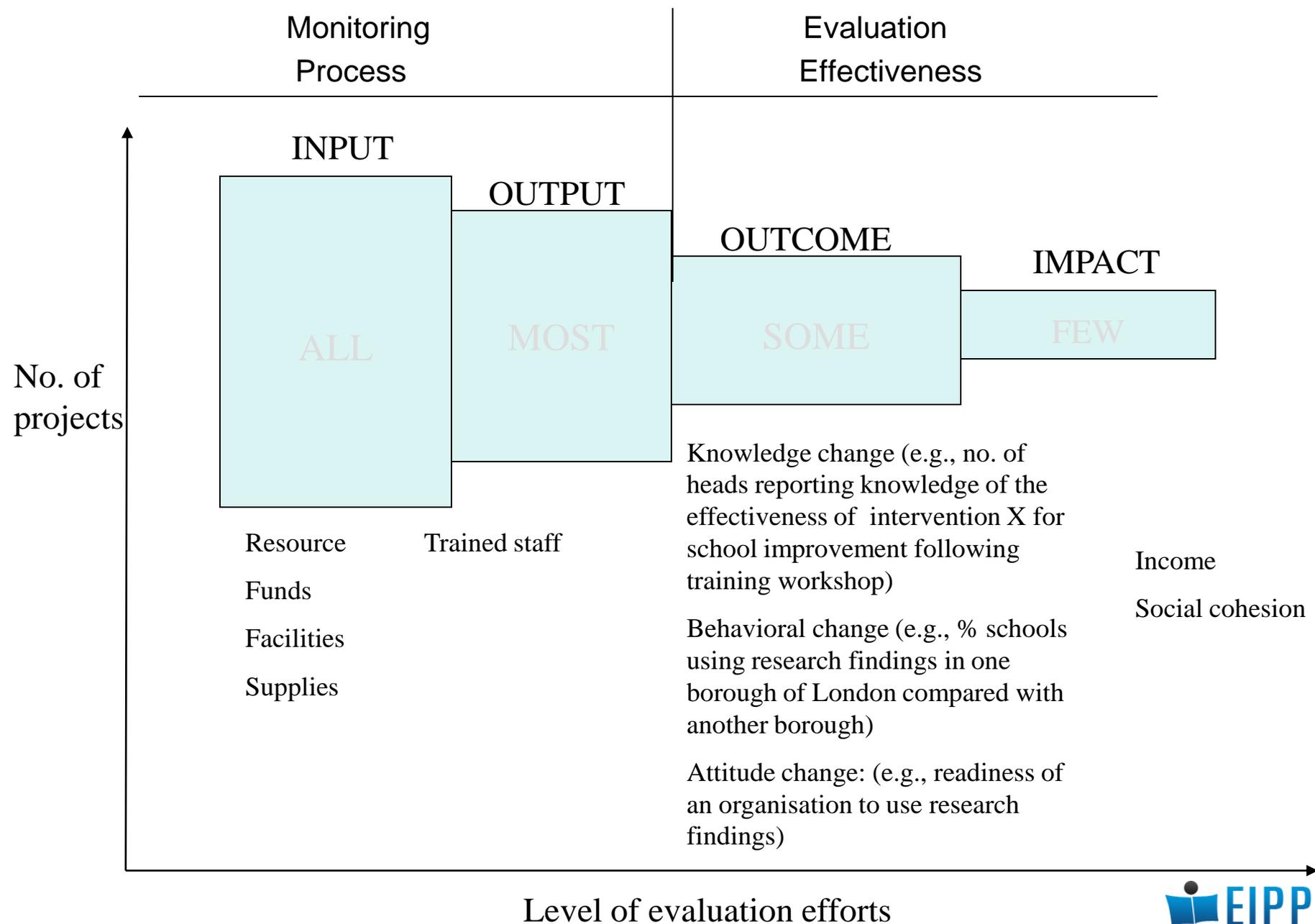| Numerical	Provides exact numbers that will be counted
Scaling or ranking	Provides graduated descriptions of assessment
Classifying	Provides answers in categories (yes/no etc)
Descriptive	Describes the state of something in words

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Types of change and level of change

What type of change is implied?

- knowledge
- attitudes
- practice
- economic
- ....

At what level?

- individual
- group
- community
- organisation
- ....

Monitoring
Process

Evaluation
Effectiveness

No. of
projects

INPUT

OUTPUT

OUTCOME

IMPACT

ALL

MOST

SOME

FEW

Resource

Trained staff

Funds

Facilities

Supplies

Knowledge change (e.g., no. of
heads reporting knowledge of the
effectiveness of intervention X for
school improvement following
training workshop)

Behavioral change (e.g., % schools
using research findings in one
borough of London compared with
another borough)

Attitude change: (e.g., readiness of
an organisation to use research
findings)

Income

Social cohesion

Level of evaluation efforts

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Develop an indicator/tool/instrument?

EIPPEE problem:

- recognise the lack of a tool for measuring research use *and* that the concept/process that needs measured is very complex

- limited resources

Options:

- adapt an existing tool?

Task

In small-groups discuss the CHSRF self-assessment tool

Consider:

(a) whether – for your type of organisation – an adapted version of this tool would be (i) appropriate and (ii) used

(a) In what respects does it need adapted? *(you may wish to consider different uses/types of indicators and the different types and levels of change discussed earlier)*

(b) Is an tool such as this 'enough'? On its own, can it be used to improve 'performance'?

Final discussion

What do you think should be part of the strategy for encouraging new studies on research use?

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