EIPPEE Conference 2012: Advancing the use of research in education across Europe

Presentations

Workshop 1: Knowledge centres: developments, possibilities and limitations

Day one: 9 May 2012 13.00 – 14.30

1. **Wim Groot**
   Maastricht University, Netherlands

   Title: Top Institute on Evidence-based Education Research, TIER

The "Top Institute on Evidence-based Education Research, TIER, is a cooperation between the Universities of Amsterdam, Groningen and Maastricht. TIER research aims at providing a scientific foundation to education policy in the Netherlands.

TIER's four major aims are:
- a) to develop and evaluate effective policy interventions in education by performing (experimental) research;
- b) To study the societal context of education, including the relationship with the education labour market;
- c) To provide a portal between researchers and policy makers;
- d) To set up a "Teacher and Policy-makers Academy" where research outcomes are communicated to teachers.

The "what works"-website provided by TIER provides a portal to a wide group of users throughout education.

2. **Guido Walraven, J. Bakker, E. Denessen, D. Peters**
   Dutch National Knowledge Centre for Mixed Schools, Amsterdam, Netherlands

   Title: Linking Research, Policy and Practice to Promote Quality in Education: the case of the Dutch National Knowledge Centre for Mixed Schools

School segregation is perceived as an unyielding problem worldwide, which is manifest along both ethnic and socio-economic lines. One of the key arguments for integration of all groups in schools is, that all children should learn to live together in a multicultural and socio-economic diverse society. In fact, that might be considered as a crucial part of their citizenship education. The Dutch National Knowledge Centre for Mixed Schools aims at promoting the dissemination of knowledge and good practices regarding desegregation and integration in education. The Centre supports pilots in 12 Dutch cities, where professionals from policy and practice together with parents and other stakeholders cooperate to experiment promising interventions. For instance types of controlled choice and parent initiatives. They exchange experiences and discuss evaluation reports in order to try to learn from one another. Recently, the Centre took the initiative to explore the international knowledge base on combating segregation and advancing dialogue and integration in

(primary) education. The result is a publication (Bakker, Denessen, Peters & Walraven, 2011), which offers an overview of almost 20 countries and an excellent state of the art in this emerging field of research.

The aim of the workshop is to build on that state of the art and exchange additional and new experiences and research results. The workshop will start with a short presentation of the research in the international comparative book and of the Dutch example. Factors that enable or obstruct successful cooperation between research, policy and practice will be highlighted. Next we will start an interactive dialogue on types of policy measures to prevent and counteract segregation as well as promote dialogue and integration, especially in primary education.

Day Two: 10 May 2012 09.00 – 10.30

3. ***Tomislav Tudjman[1], S.E. Severiens[1], O. Treep[2], F.C.P.P Spierings[3], G. Walraven[4]***
   [1]Risbo, Erasmus University Rotterdam, Rotterdam, NL; [2]Dienst JOS, gemeente, Rotterdam, NL; [3]Hogeschool van Rotterdam, Rotterdam, NL; [4]InHolland, Rotterdam, NL

   Title: Knowledge Network on Talent in Rotterdam, An innovative network for policy makers, practitioners and researchers

Very few people will doubt the need to use science to improve the results of educational practice. There seems to be consensus about two elements. One is that educational practice, in order to be efficient and effective, can and should be informed by results from research. The other is that educational theory and research, in order to be valorized, can and should be informed by everyday educational practice. Despite this consensus, it is not common practice yet that educational practice and science inform each other in such a way that they gain from each other.
We argue that this should change. We need to look at new ways of circulating knowledge through learning networks and cooperative knowledge production processes. In Rotterdam, a new innovative network has been set up that aims to bridge the gap: The Knowledge Network on Talent in Rotterdam. It aims to do so by organizing a variety of innovative activities (virtual and real) that involve researchers, practitioners as well as policy makers. An example is the organization of a so-called Knowledge Arena on transitions in education. In this Arena, practitioners, researchers, parents and students discuss these transitions in education and its issues in a set order.

The ultimate goal of the network is to build a community of local educational expertise that supports policy development and educational practice in Rotterdam by bringing together parties that deliver "evidence for practice" as well as "practice based evidence."

Another example: practitioners and researchers are jointly reviewing literature to support the development of a policy plan for poor neighborhoods in Rotterdam.

The presentation will start with a short presentation of the networks' organization, its activities, developmental conditions and first results. The presentation will continue with inviting participants to share their own local best. The presentation will be interactive.

4. *Jan Vanhoof*
   University of Antwerp, Antwerp, Belgium

   Title: Local Knowledge Brokerage for Data Driven Policy and Practice in Education

The concept of 'knowledge brokerage' focuses on promoting the integration of the best available evidence into policy and practice-related decisions. In this study emphasis is put on the knowledge brokerage role of cities. The study aims at finding similarities and differences in existing educational knowledge brokerage initiatives, at exploring the effectiveness of knowledge brokerage initiatives and at explaining differences in the effectiveness of educational knowledge brokerage initiatives. Four medium sized cities were investigated using a case study methodology. During the case studies a qualitative approach using document analysis and in-depth interviews was adopted. The presentation firstly describes the existing knowledge brokerage initiatives. The descriptive part also looks at the effectiveness of the studied knowledge brokerage initiatives by describing their (un)intended results. Afterwards we introduce three clusters of factors the can explain differences in the success of brokerage initiatives of cities: the policy context, the users and their organization and the knowledge brokerage system. The presentation stresses the importance of a context of trust and a context that stimulates data use and elaborates on findings regarding the impact of data literacy, data culture, the organisations' policy making capacities and a sense of urgency.

Workshop 3: Enabling evidence use in education practice

Day one: 9 May 2012 13.00 – 14.30

5. *Kalman Bekesi*
   Self-employed, Budapest, Hungary

   Title: **Best** **practice** **school** **from** **Hungary**

The case is from the "Evidence-based school improvement in Hungary" research project, where the three main research questions were:
   a) Who use evidence for improvements in schools?
   b) In which phase of improvement and how do they use evidence?
   c) What are the sources and characteristics of this evidence?

We investigated more than 100 schools by mixed methods including interviews, classroom- and meeting-observations, document analyses, questionnaires, self-efficacy scale, involving actors from and outside of the schools. We involved local policy-makers and bureaucrats, school principals, team-leaders, teachers and parents. The sample was limited to elementary state schools teaching 1-8th grade students (6-14 years old).

One of our findings is that in Hungary possibly there is almost no direct linkage between research evidence and practice, although research results are in schools by multi-step, often informal and not planned mediating processes. On the other hand we have found excellent examples for using the *best available evidence,* which includes evidence from external evaluations, school-level measurement systems, quality-management systems of schools, local pedagogical experiments and *some* research results. The concrete case, a well-achieving town-school has been developing an evidence-informed school-management system and culture for more than 10 years. This school is an excellent example for how to improve a school towards a kind of management and teaching practice which is for raising quality and effectiveness and using evidence for reaching this aim. Instead of single processes we found that the whole school as an organization, system can be the key of evidence-informed school improvement. Key concepts for understanding the use of evidence in this school are *learning organization, quality management of school, team-work and*

cooperation of staff members, remunerating achievement, support teachers initiations, strategic thinking and shared visions, distributive leadership.

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6. **Zita Lysaght**
   St. Patrick's College, Dublin, Ireland

   Title: Using Evidence of Teachers' Assessment for Learning Practices to Develop Site-Based Professional Development

The focus of this presentation is twofold:
- To trace the development of a measurement instrument designed to help schools in Ireland audit their assessment for learning practices and
- To outline how schools are using aggregated school data derived from their audits to review and reinvent their approaches to learning, teaching and assessment.

Day Two: 10 May 2012 09.00 – 10.30

7. **Mary Sheard, Jonathan Sharples**
   Institute for Effective Education, York, United Kingdom

   Title: School leaders' engagement with the concept of evidence-based practice as a management tool for school improvement.

Aims
The IEE aimed to demonstrate a 'proof-of-concept' for evidence-informed practice through an initiative to provide a small network of schools with consultation on the effective use of research evidence and support in implementing research-proven programmes and practices. The study evaluates the effectiveness of a five stage process of school leaders' engagement with proven programmes and practices as a management tool for evidence informed policy and practice to address the schools' improvement agendas.

Research Question
The research question underpinning the enquiry is 'How are evidence-based programmes and strategies best selected, introduced, implemented and sustained in schools and what are the outcomes in terms of changes in practice and school improvement?'

Theoretical Framework
The enquiry adopts a socio-cultural framework and specifically draws on the concepts of expansive learning (Engestrom & Sannino, 2010) and research-use as social practice.

Methods
Case studies of three Primary schools 'engagement with research evidence were mainly undertaken between October 2010 and May 2011, and concluded in February 2012.

Meetings between senior managers and two researchers in educational effectiveness followed a five stage process of engagement as follows:
Stage 1. Setting the Scene
Stage 2. Digging Deeper
Stage 3. A Way Forward
Stage 4. Managing Change
Stage 5. Capturing Outcomes and Sustaining Change.

Research summaries were produced on the evidence in areas that schools identified for development through the engagement process. Surveys were completed by school leaders at the end of the first year of the enquiry.

Findings
The main findings were sustained changes in practice and positive developments in meeting the schools' improvement agendas. The presentation reports on the process features and outcomes of the five-stage engagement process. including enablers and tensions; summaries of research evidence; the main outcomes for surveys, and findings from interviews with head teachers one year later.

8. ***Anna K Sigurðardóttir***
   University of Iceland - School of Education, Reykjavík, Iceland

   Title: Process and design of a collaborative research project

A research project on teaching and learning in Icelandic schools for age levels 6 to 15 is currently in process in close collaboration of a group of researchers and practitioners in schools and firms. The aim of the study is to contribute to the body of knowledge on teaching and learning in Icelandic schools, with a special emphasis on the development towards individualised learning and student collaboration. It also aims at supporting school development and evidence based policy making. Furthermore, the results will serve as a database for longitudinal research. The overall research team consists of around fifty people. It includes around 20 researchers from two universities in Iceland, a group of master's and doctoral students, several school district officials from four districts and partners from an architectural firm and an information technology firm. The team works in close collaboration with school staff from the 20 participating schools and representatives from teacher's associations.

The study focuses on the learning environment, student learning, teaching strategies and internal structures. The attitudes of students, teachers, parents, and school administrators towards teaching and learning are also explored, as well as the role of parents in their children's learning. In this presentation the focus is on the collaboration that took place in all phases of the study, with the schools and district staff. It includes the design of the study, the involvement of school staff in decision making at different phases, a use of results for policy making and school development, some challenges to overcome and finally future plans.

Workshop 5: Stimulating policy-relevant research

Day one: 9 May 2012 13.00 – 14.30

9. ***Ted Reininga[1] and Dinand Webbink[2]***
   [1]Dutch Ministry of Education, Culture and Science, [2]Erasmus School of Economics of the University of Rotterdam

   Title: Zicht op effectiviteit (Perspective on effectiveness)

The Ministry of Education is developing perspectives on the effectiveness ("zicht op effectiviteit") of new policy interventions. In that context, new policy initiatives are being provided from the start with adequately designed instruments for evaluating. These instruments are being developed in close cooperation with scientific researchers. A

presentation at the EIPPEE conference could include viewpoints on how to stimulate experiments in general (starting from actual experiments, like those on performance-related pay or within the context of "*onderwijsbewijs*", "proven practice in education"). Also, successfully researched experiments concerning community schools or extended school hours will be addressed.

10. Moharram Aghazadeh
Center for Educational Planning and Development , Tehran, Iran

Title: Responsive Research a Way to Advancing Researching Using

Education systems across the world have different issues which rooting from lots of multivariate causes. Eroding of the issues, generally, needs for decision-making. In most of less-developed and developing countries, decisions are taking based on principals and policy-makers personal views. However, because of some pre-assumptions, it is expected that in the developed world, educational decisions to be made on the basis of research results. Evidences indicate concerns in using researches in different dimensions of the education systems of the Europe. In spite of providing most of strategies to set the scene to use research, there are shortages in all the level of the education systems to use research results in practice. On the other hand, there are large mass of non-informed researches that the educations systems do not counseled to use those research findings. Precisely, there are researches that have not been come from results of the proper research needs assessments. Therefore, it is necessary to design a responsive research paradigm to advancing research use.

The hypothesized paradigm is a cubic view to use research in education or rationalizing of views to use research in the education systems. Following figure illustrates the aforementioned idea. As the figure shows, education systems can provide their research needs from different sources, levels, types and so on. The main question is that which research is responsive, can solve problems, erode deficiencies, and extended ideas? Primarily, it is better to say that in using research in education conditionality and outcome-orientedness must be zoomed. However, this paper will try to conceptualize the proposed research use paradigm as responsive research.

Keywords: Education system, Research, Research use

Day Two: 10 May 2012 09.00 – 10.30

11. Daisy Satijn
Ministry of Education, The Netherlands

Title: Special commission: Programming educational research

In 2011 a special commission advised the Minister of Education, Culture and Science on the future of educational research in the Netherlands. The commission proposed to establish a coordinating body ("regie-orgaan") to programme educational research. The implementation of the commission's proposal is currently being prepared. One of the elements to be worked out is the position of evidence-based and/or experimental educational research in the proposed new programming process.

12. Katie Goeman, Barbara Folens
Hogeschool-Universiteit Brussel, Brussels, Belgium

Title: The Role of Practice-Based Research for Continuous Quality Improvement of Adult Education

Different international policy bodies emphasize the importance of adult education as leverage for the global economy and the knowledge society. Europe, for example, refers in its Agenda for Adult Learning and related action plans to opportunities for enhancing employability, social inclusion, active citizenship and personal development. While it is the EU's aim to provide 'opportunities for all', in Belgium, however, one finds low average participation rates in lifelong learning initiatives and in particular some disadvantaged groups are left out. The Hogeschool-Universiteit Brussel, a mid-sized university college in Belgium, has developed several education programmes to tackle adults' problems related to access, flexibility and effectiveness in formal higher education. Some examples include one-semester evening courses, modular education and, more recently, blended learning programmes aimed at mature (employed) students have been introduced. Furthermore, the institution has embedded different research mechanisms and procedures in order to ensure continuous quality improvement. In this contribution the authors will go deeper into the significance of practice-based research for continuous quality improvement in business education for adult learners. On the one hand the focus is on the research instruments i.e. indicators for the monitoring of access and drop-out, student and professors' levels of satisfaction and learning effectiveness. On the other hand, research findings are presented in relation to policy implications and suggested organizational changes with regard to the assessment of skills and competencies, as well as study and learning path counseling. In particular, differences between groups are highlighted e.g. student groups with or without secondary school qualifications, as well as regular versus blended learning programs. In this way we hope to show the vital role of practice-based research for eliminating barriers to adult learning and to set up improved services.

Workshop 6: Using evidence for innovations in education

Day one: 9 May 2012 13.00 – 14.30

13. Erna Hest
VU University Amsterdam, Amsterdam, Netherlands

Title: Making evidence-based research work

Two years ago the Centre for Brain & Learning at VU University Amsterdam started the project 'The development of academic working places for evidence-based interventions in educational institutions' as part of a large-scale research programme on Brain & Cognition. Aim of the project is it to stimulate and support educational institutions in setting up virtual and physical environments for PhD/research projects by teachers in the field of educational development, innovation and applied scientific research. The goal is three-fold: a) to facilitate and stimulate the academic working climate, which contributes to the quality of education; b) to bridge the gap between scientific research and educational practice and c) to contribute to improvements in educational practice and training. All research activities are carried out under the supervision of the Centre for Brain & Learning.

So far four structural research collaborations with universities of applied sciences in the Netherlands have been established. These universities agreed to finance and set up academic working places and to appoint research practitioners involved in applied educational research. Important research topics are: evidence-based interventions on student motivation and student counseling, evidence-based interventions on topics of reading and mathematics, talent development and academic success. In this talk I will focus on the process of organising academic working places. I will talk about

the challenges we faced, the things we learned during the process and the conditions for success.

14. Maartje Smeets[1] and Marleen Kieft[2]
[1] VO-raad (Dutch council for secondary education), [2] Oberon

Title: **Expedition Dare, Share, Do, The Innovation Project**

Expedition Dare, Share, Do is an initiative during which eighteen secondary schools and four research teams (varying from offices for policy research to research institutes linked to universities) learn by innovating.
Expedition Dare, Share, Do is one of the activities of the Innovation Project. The Innovation Project stimulates and facilitates quality improvement in secondary education. Innovative plans with this aim in mind, originating from the schools, will be scientifically investigated and supported. The project will promote the sharing of knowledge between schools. The Innovation Project is a project of the Council for Secondary Education [VO-Raad].

There are three programmes:
- 1. Talent maximization of pupils

Aim: room for all pupils to discover and develop their talents, more attention not only for the high fliers but also for craftsmanship
- 2. Reducing school drop-out rates

Aim: fewer dropouts, more pupils with basic qualifications, better links to further education
- 3. Making teachers proud of their profession

Aim: professionalization of personnel, entrepreneurship, dialogue and inspiration
One important aim of Expedition Dare, Share, Do is not only to help the eighteen participating schools to learn something but also other schools and the sector as a whole.

Day Two: 10 May 2012 09.00 – 10.30

15. Patricio Rodriguez
CIAE - University of Chile, Santiago, Chile

Title: Models of study for ICT-supported educational programs, applications, and generalization to the non-ICT field

Until today, there is no conclusive evidence on the impact of ICT in education. However, can we expect that just introduction of infrastructure, generic and non-intentional uses, or specific applications without connection with the potential of ICT results have an effect in the whole educational system? That brings us to two questions: 1) what is an educational programme supported by ICTs? and 2) how can these programmes designed, implemented and evaluated so they can have the greatest likelihood of success?
We will use two frameworks to study for answering these questions. The first one is denominated ICT for Education programme (ICT4EP), defines what such of kind of interventions are. It has 4 components: implementation, intervention, transference and total cost. The second one, establish an Evolutionary Development Model (EDM) which allow to develop an based on the ICT4E programme by developing each one of its components incrementally, using formative and summative evaluation in real education settings, based on *Design Research* methods. To perform this, we will choose a sample of projects with impact studies which meet rigorous evidence standards. from existing databases such as WWC, BEE (EPPI-Centre). We will use meta-analysis techniques, to express the different results on a common scale for the projects effect sizes and study if there are relationships between these major variables and the effectiveness of programmes. With the information obtained and the validation of the participating agencies, we will model the decision-making processes for the design and implementation of public policies for ICT and

education.

16. Katrin Hille
ZNL -University of Ulm, Ulm, Germany

Title: Research for the educational practice

The Transfer centre for Neuroscience and Learning at the University in Ulm (ZNL), Germany was set up to bring research into educational practice. Founded in 2004, our first goal was to see if knowledge from neuroscience could be useful for educational practice. By now, a team of psychologists, educational scientists and other professions (e.g. biologists, teachers, medical professions, sociologists) works on applying knowledge or using impulses from neuroscience, psychology and educational science to optimize learning in educational practice. This presentation is about our philosophy and our work.