

# EIPPEE Conference 2012

Bel Air Hotel  
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#EIPPEE2012

**Advancing the use of research  
in education across Europe**  
9-10 May 2012



# Welcome and introduction

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

# Workshop 4 objectives

- To engage with and discuss the usefulness of a framework (toolkit) for the study of research use;
- To further develop the framework, incorporating the perspectives of different types of stakeholders;
- To apply this (or an adjusted framework) to developing research priorities and strategies for the study of research use.
- Learn from each other.....to quote Bruno Della Chiesa “I believe in collective intelligence”

# Workshop 4 lead

**EIPPEE project core team:** Janice Tripney,  
EPPI-Centre, Social Science Research Unit,  
Institute of Education, University of London

# Why study research use?

The study of research use, in particular how to assess its impact, is of growing interest to funders, policy makers and researchers.

Several key reasons, including...

- To demonstrate the benefit to society from advances in knowledge
- To understand the value of investments
- To ensure sufficient returns on investment
- To support future appeals for funding
- To increase accountability
- To provide benchmarks for comparison
- Others?

# Why produce a framework to encourage research use?

## (1) Few studies; tend of answer these types of question....

- How do teachers, heads, and policy makers (such as local authority officers), perceive and value educational research?
- When, how, and under what conditions, do they use research evidence for school improvement?
- What factors (e.g., features of the research itself, opinion leaders, diffusion networks and change agents) influence their decisions to use or not use research evidence?
- What are the obstacles to practitioner engagement *in* research?
- What other sources of information do teachers, heads, etc, rely on?

## What's not answered?

## (2) The EIPPEE project....

- does not have resources to conduct studies itself
- thinks the next best approach is to encourage and support others to do so

# What is this framework and who is it for?

## The framework/toolkit ...

- an online resource (on [www.eippee.eu](http://www.eippee.eu)) comprised of publications, websites, organisations, other networks, etc, that may be useful for people studying in this area
- to provide a structured way for people to think about research in this area
- to help focus the issues we need to address in order to start doing this research

## Who is the toolkit for?

- higher education students considering a dissertation topic
- teachers wishing to engage *in* research
- who else?

# Key elements of the framework/toolkit

- Modes/approaches to research funding
- Conceptual framework
- Research topics/questions
- Methodologies and tools
- Practical issues
- Ethics
- Dissemination

# Developing research questions: things to consider

- What do we already know?
- What do we need to know?
  - Are there priority questions – from a user perspective

# Activity: what are the questions that users want answered?

Working in small groups, using flipchart paper....

- write down the questions / priority areas you think need addressed in future research
- record what type of stakeholder you are

# Whole-group feedback on task

# What next in terms of the toolkit?

Options:

1. list questions/priority areas collected here today
  2. collect further questions/priority areas via the EIPPEE website (or?)
  3. provide people with a structure for thinking about the range of different questions that need addressed
- If opt for no.3, what might this look like?

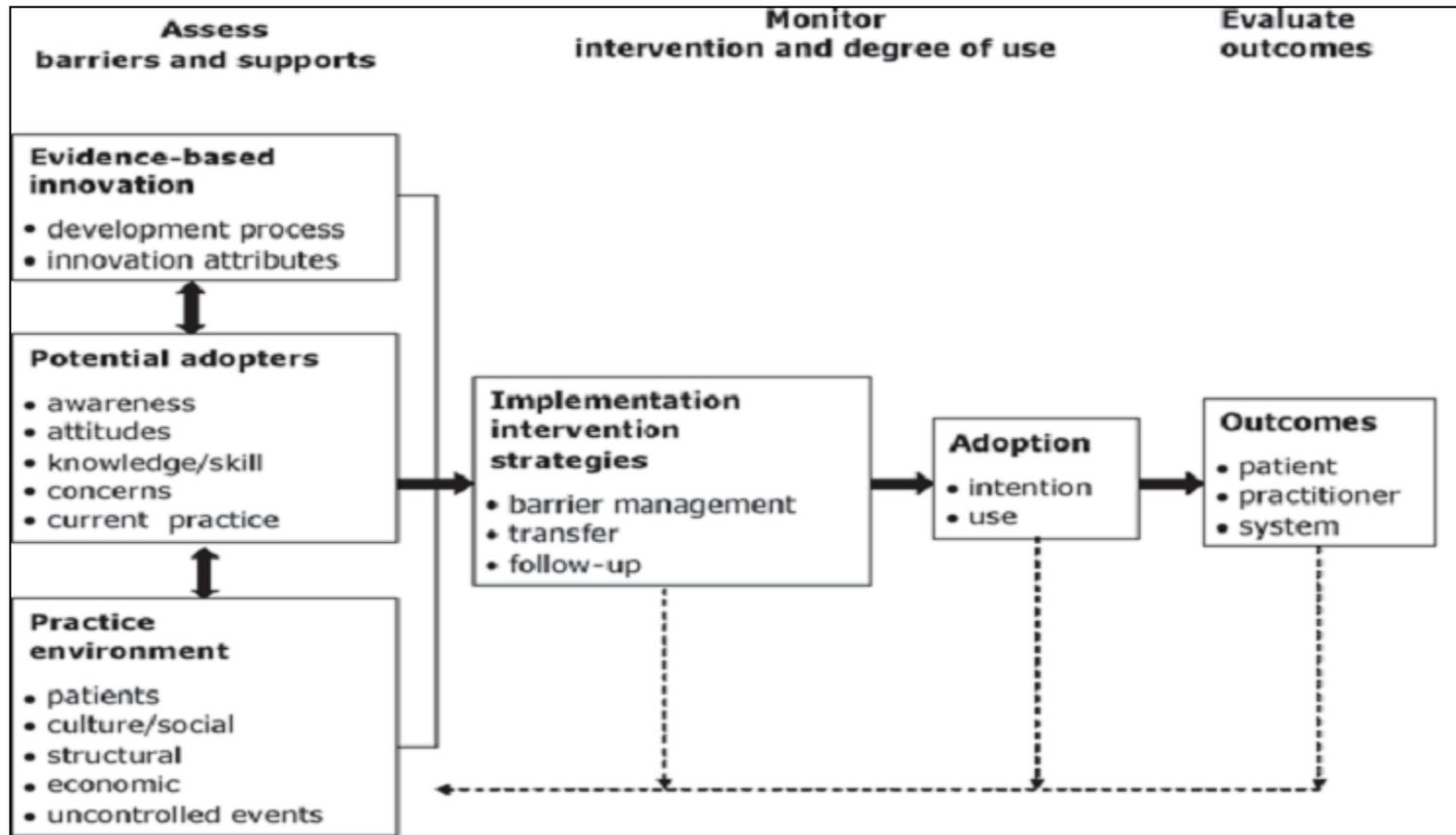
# Options:

1. Focus on *types* of questions: needs, views, impact/effectiveness, implementation, process/explanation, relationships/correlation, etc
2. What about using a conceptualisation of the evidence production-to-use system to frame thinking about questions that need addressed?

# Models used to explain the process

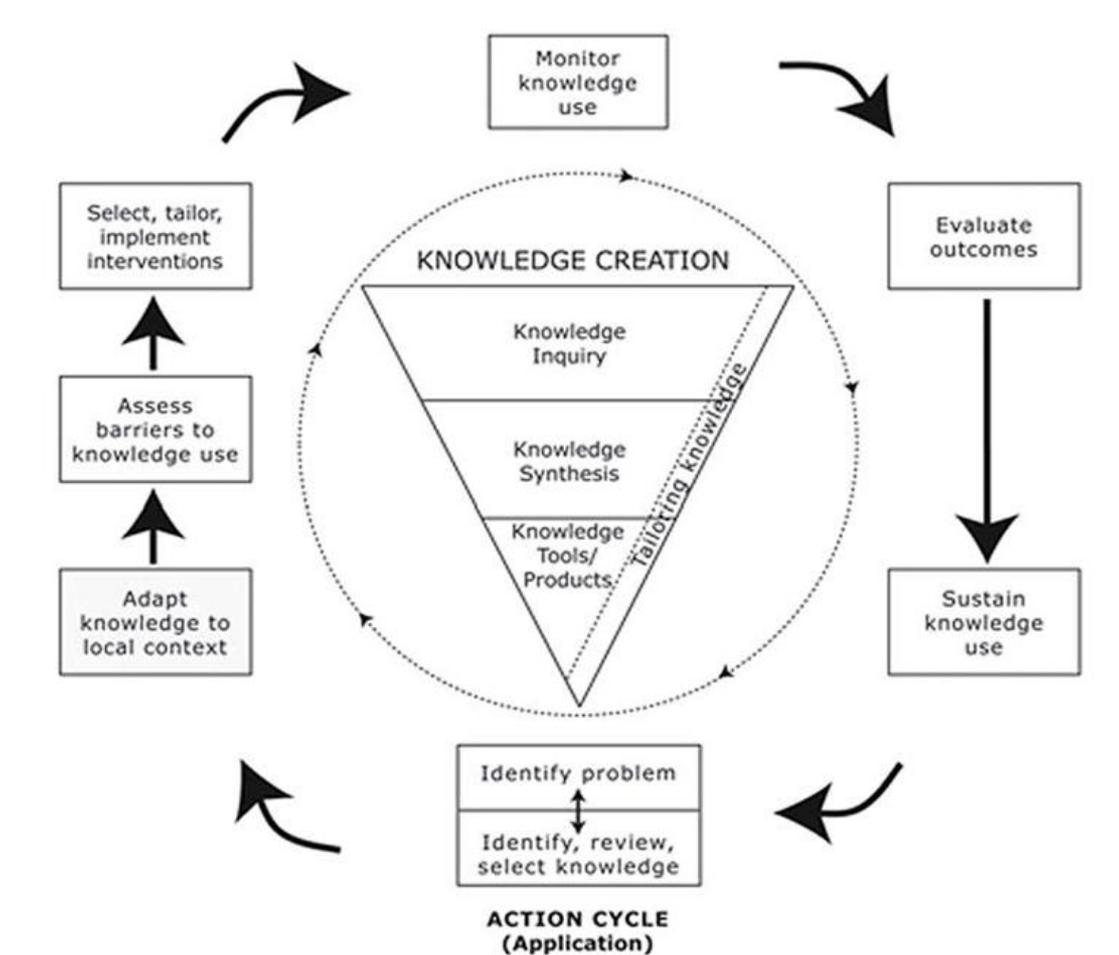
- Many different models and frameworks have been developed to explain the process.
- People used to see it as being simple, but now recognised as a lot more complicated
- This is no preferred model

# Ottawa Model of Research Use (Graham and Logan, 2004)

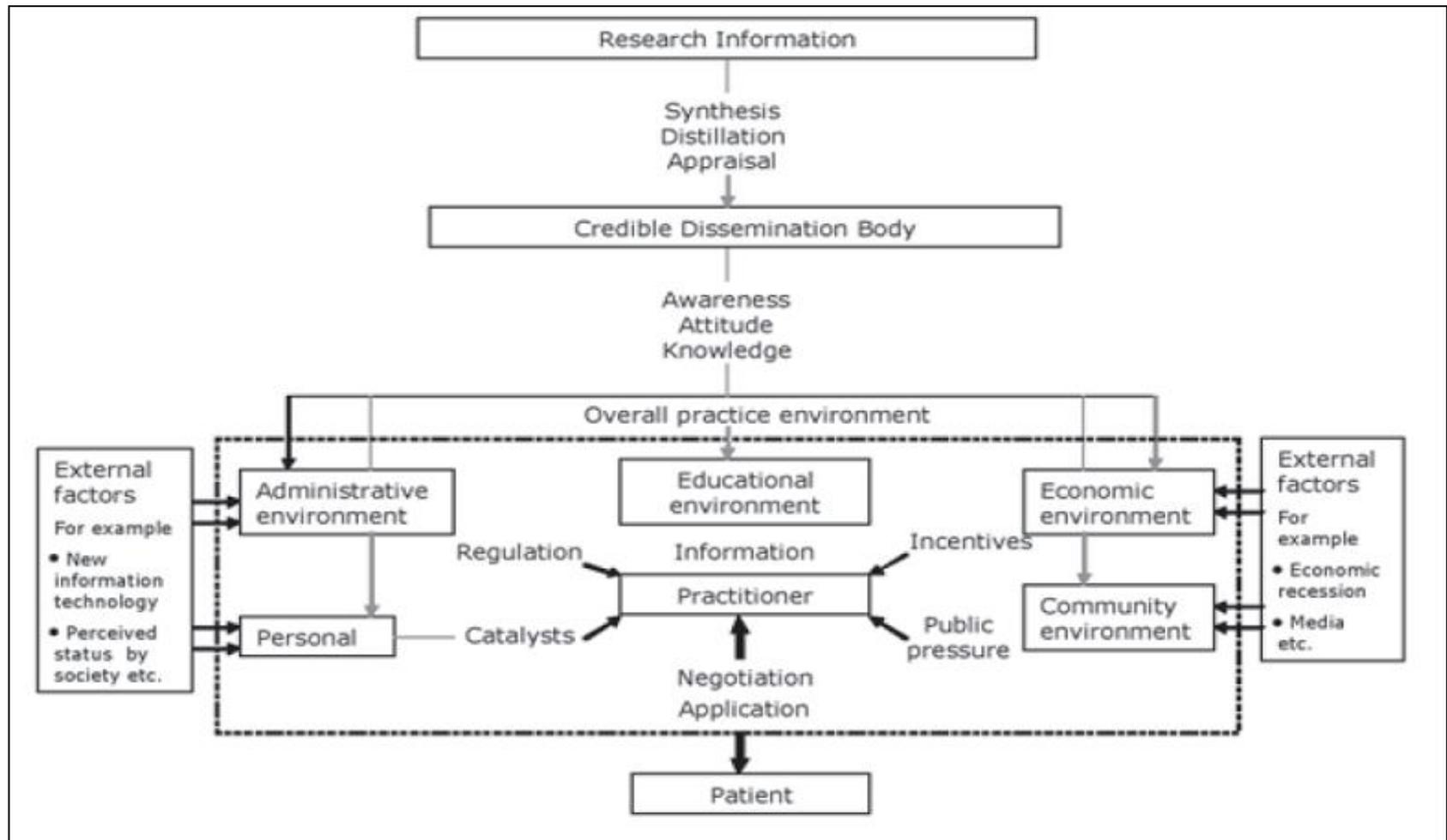


Source: Graham ID, Logan J (2004) 'Innovations in knowledge transfer and community of care'.  
*Canadian Journal of Nursing Research* 36, 89-103.

## Knowledge to Action Process (Graham et al., 2006)

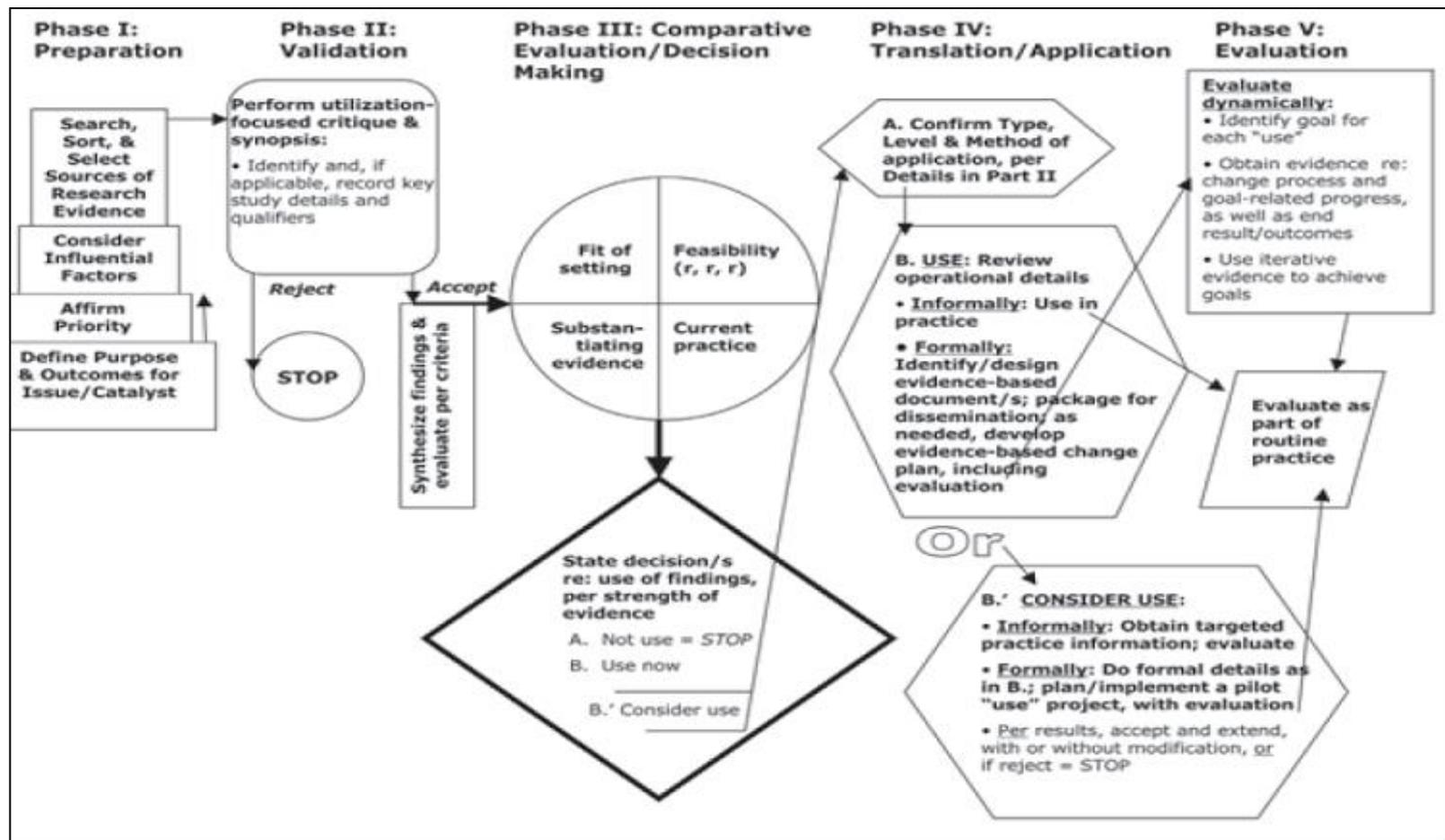


## Coordinated Implementation Model (Lomas, 1993)



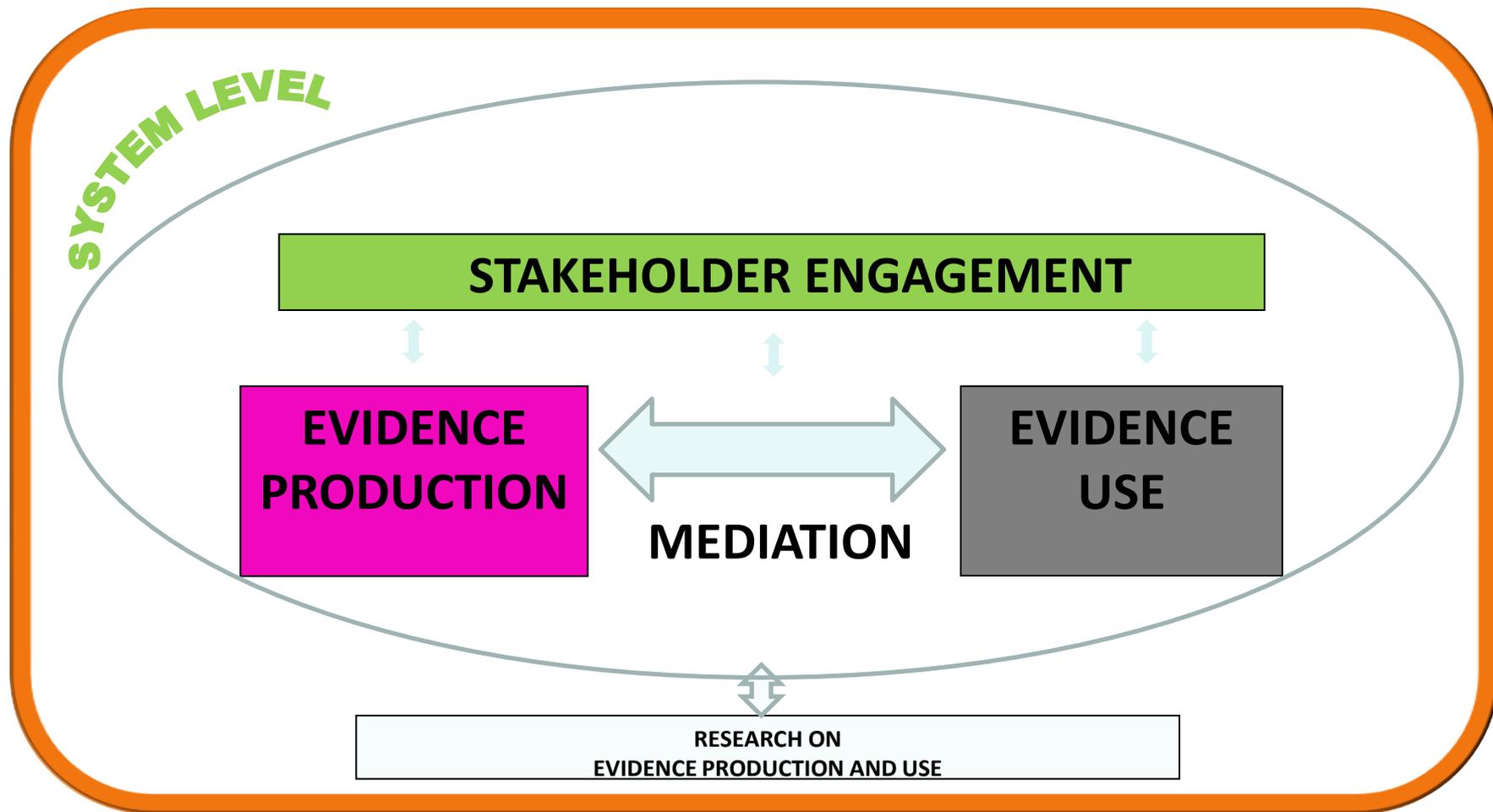
Source: Lomas J (1993) 'Retailing research: Increasing the role of evidence in clinical services for childbirth'. *Milbank Quarterly* 71, 439–475.

# Stetler Model of Research Utilization (Stetler, 1976; 2001)



Source: Stetler CB (2001) 'Updating the Stetler model of research utilization to facilitate evidence-based practice'. *Nursing Outlook* 49, 272–279.

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



Source: Gough D, Tripney J, Kenny C, Buk-Berge E (2011) *Evidence Informed Policy in Education in Europe: EIPEE final project report*. London: EPPI-Centre, Social Science Research Unit, Institute of Education, University of London

# TASK

What do the models have in common? How do they differ?

Is it possible to identify desirable elements/dimension that a model should have?

Can we come up with a list of key dimensions that would be useful for people who are thinking about questions that need addressed? In other words, dimensions that can help as a reminder of the range of questions that remain unanswered.

# Whole group feedback on task

# Closing discussion

Key messages?

Action points?