

# Pedagogical Practice, evidence and evidence informed pedagogical practice

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# Danish Clearinghouse for Educational Research

- Research unit at Aarhus University with a staff of 10.
- Established 2006

- Website:

<http://edu.au.dk/forskning/omraader/>

<http://edu.au.dk/en/research/research-areas/danish-clearinghouse-for-educational-research/>

3 strands on evidence:

1. Evidence what is it? How is it produced?
2. The production of evidence.
3. The distribution, dissemination, and application of evidence.

# Recent Danish policy quotes

- Teacher education:

“Teacher education must be based on the newest evidence based knowledge on what works in primary and lower secondary schooling.”

(Political agreement on Teacher education 2012)

- Teaching practice:

“Teachers must have better access to knowledge on which teaching methods works in order to provide high quality modern teaching”

(Government plan on primary and lower secondary schools 2013)

# Next Steps

- Teacher education:

Starting next week:

Evidence Workshops for staff working in teacher education.

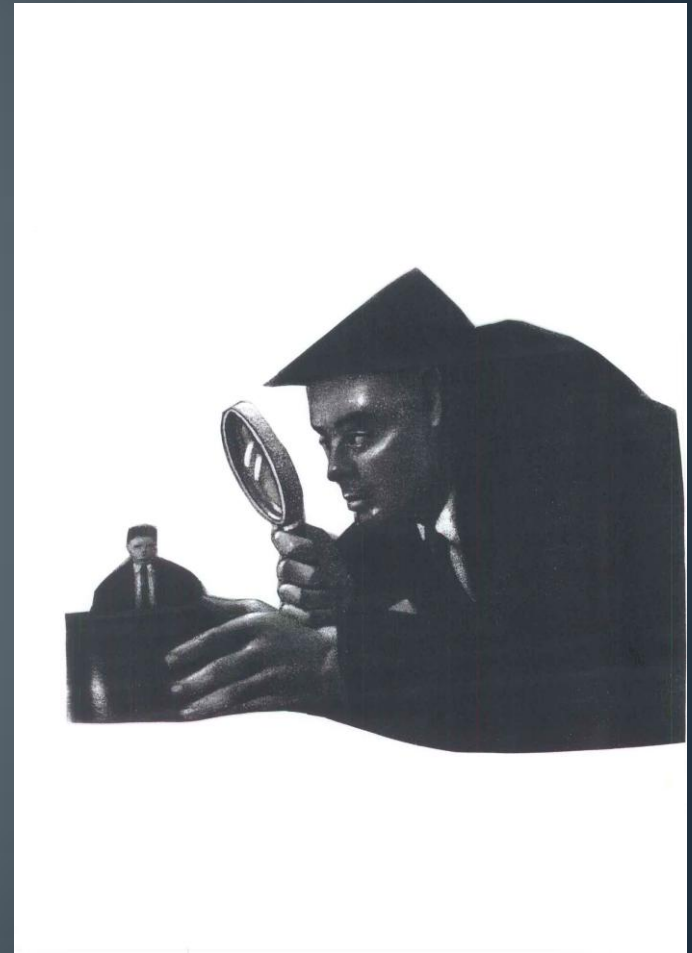
- Teaching practice:

Already started:

Evidence Workshops for single schools, municipal school systems, teacher union members.

# Share and discuss

- The background for workshops.
- The conceptions of knowledge involved?
- The challenges involved?



# Evidence in Education

**General meaning:** A practice, policy or statement in education is based on or informed by evidence when it is supported by the best - most reliable, relevant and available –knowledge

**Narrow meaning:** Second order knowledge offered in research mappings or systematic reviews with synthesis of what is known on a given topic in education

# Knowledge 1: Classic concepts



Two basic forms:

- Knowledge about the world (epistémé)
- Knowledge on what can be done in the world (techne)

## Knowledge 2: What does it mean to know something?

Person S knows X when:

- X is true
- S believes X to be true
- S has good reasons to believe that X is true.





# Knowledge 3: Transparency

1. Transparent knowledge: can be described and transmitted in professional education.
2. Tacit knowledge: not directly available for inspection.



# Knowledge 4: the individual and the community

- Knowledge as a phenomenon held by the single member of the profession - the individual teacher.
- Knowledge as a collaborative phenomenon created and held by communities of practice – the teaching staff at one school.



# Knowledge 5: The Scientific Culture

- Poses significant questions which can be answered empirically
- Links research to relevant theory
- Uses methods that permits direct investigation of the question
- Provides a coherent and explicit chain of reasoning
- Replicates and generalises across studies
- Discloses research to encourage professional scrutiny and critique

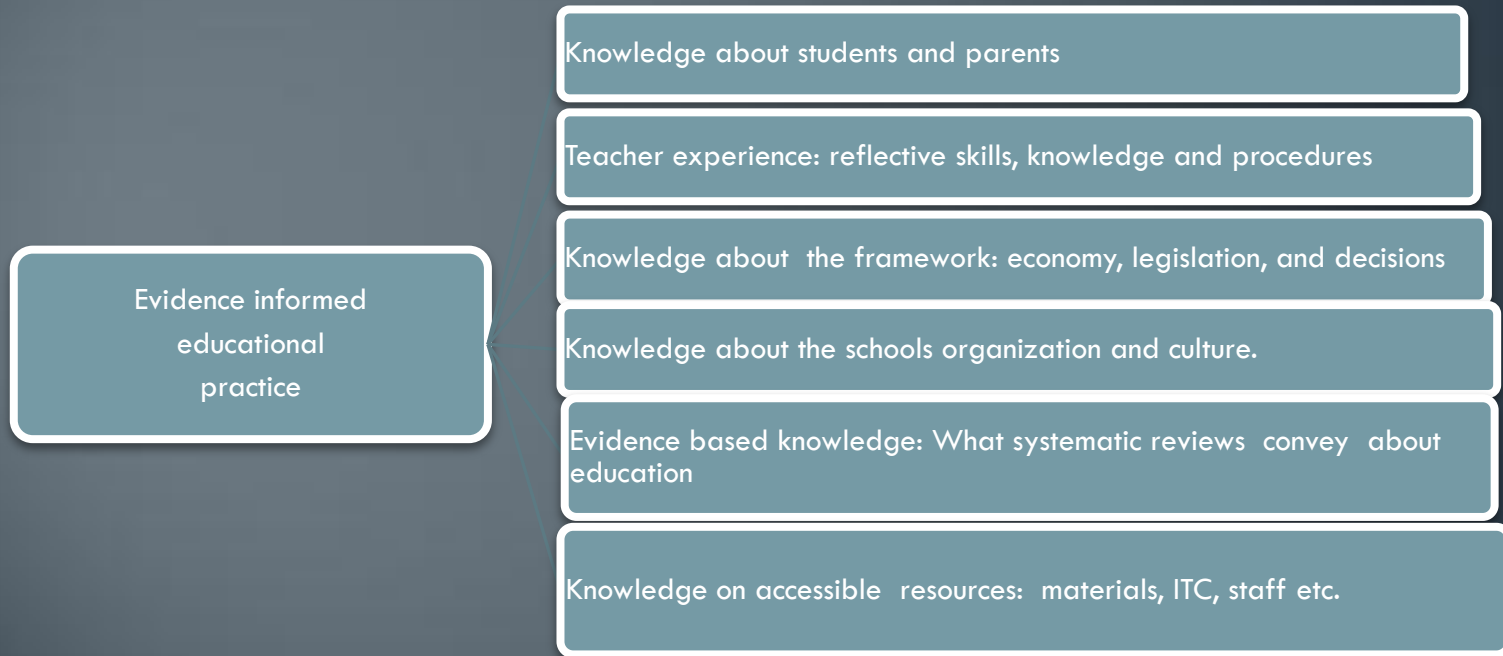
From: Shavelson, R.J. & Towne, L. (eds) (2002) *Scientific research in education*. Washington DC, National Academy Press.

# Challenge 1

- Making room for different conceptions of knowledge



# Challenge 2: The combining of knowledge from different sources



## Challenge 3 The preconceptions of evidence





# Challenge 4: Implementation

Sammenfatning af en meta-analyse af effekterne af uddannelse og supervision på læreres implementering i klassen (Joyce & Showers, 2002)			
UDDANNELSESKOMPONENTER	Udbytte (Procentdel af deltagere som demonstrerer viden, demonstrerer nye kompetencer i uddannelseskonteksten og benytter nye kompetencer i klassen)		
	NY VIDEN	NY KUNNEN	ANVENDELSE I KLASSEN
Teori og diskussion	10%	5%	0%
+ Praktisk demonstration	30%	20%	0%
+ Praktisk øvelse med feedback	60%	60%	5%
+ Supervision i klassen	95%	95%	95%

# Thank you: Evidence informed practice is not easy

- I am fully aware of the challenged position I am in.

