

EIPPEE Conference 2012

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Netherlands

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**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) 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?

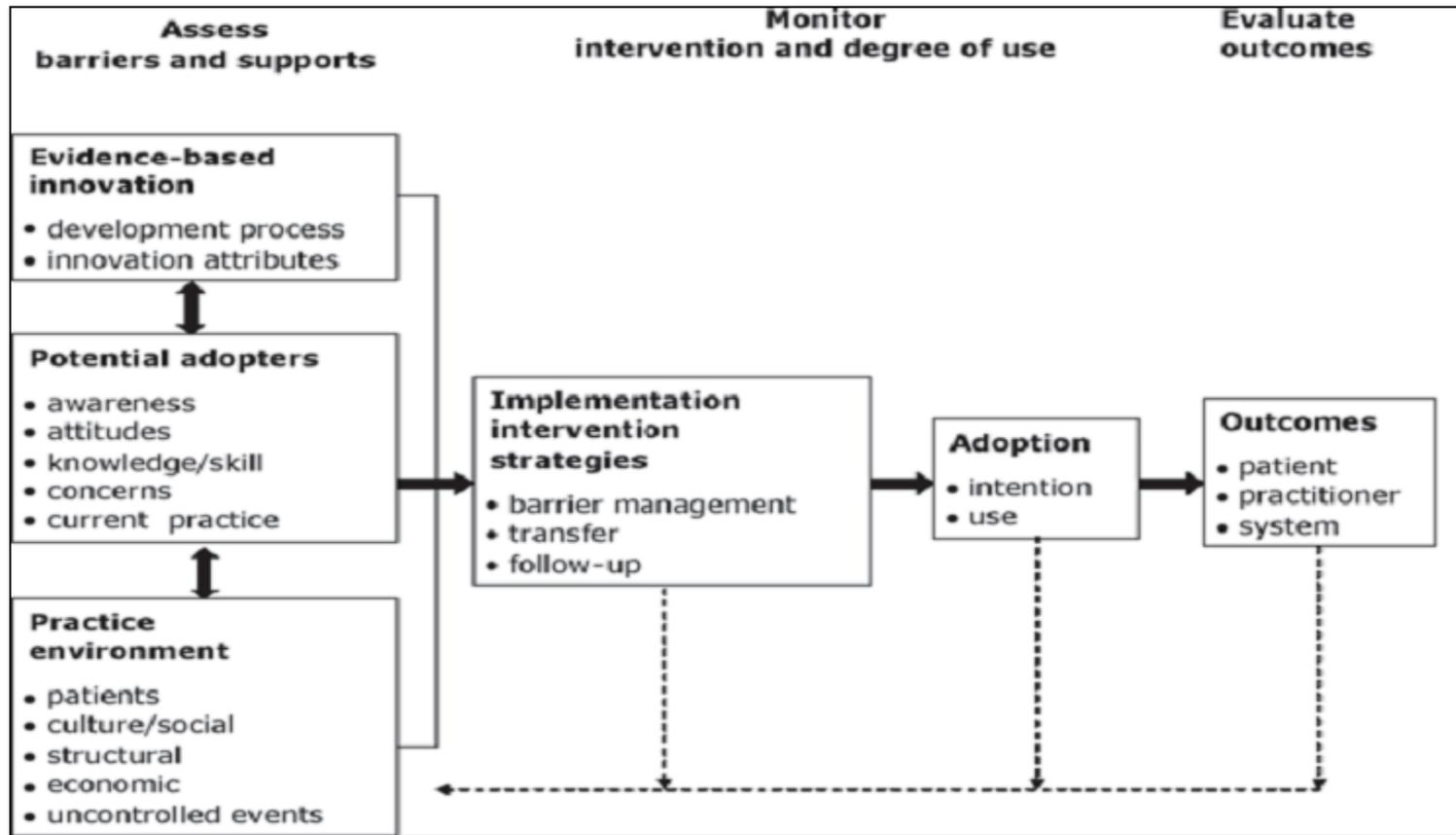
Options:

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

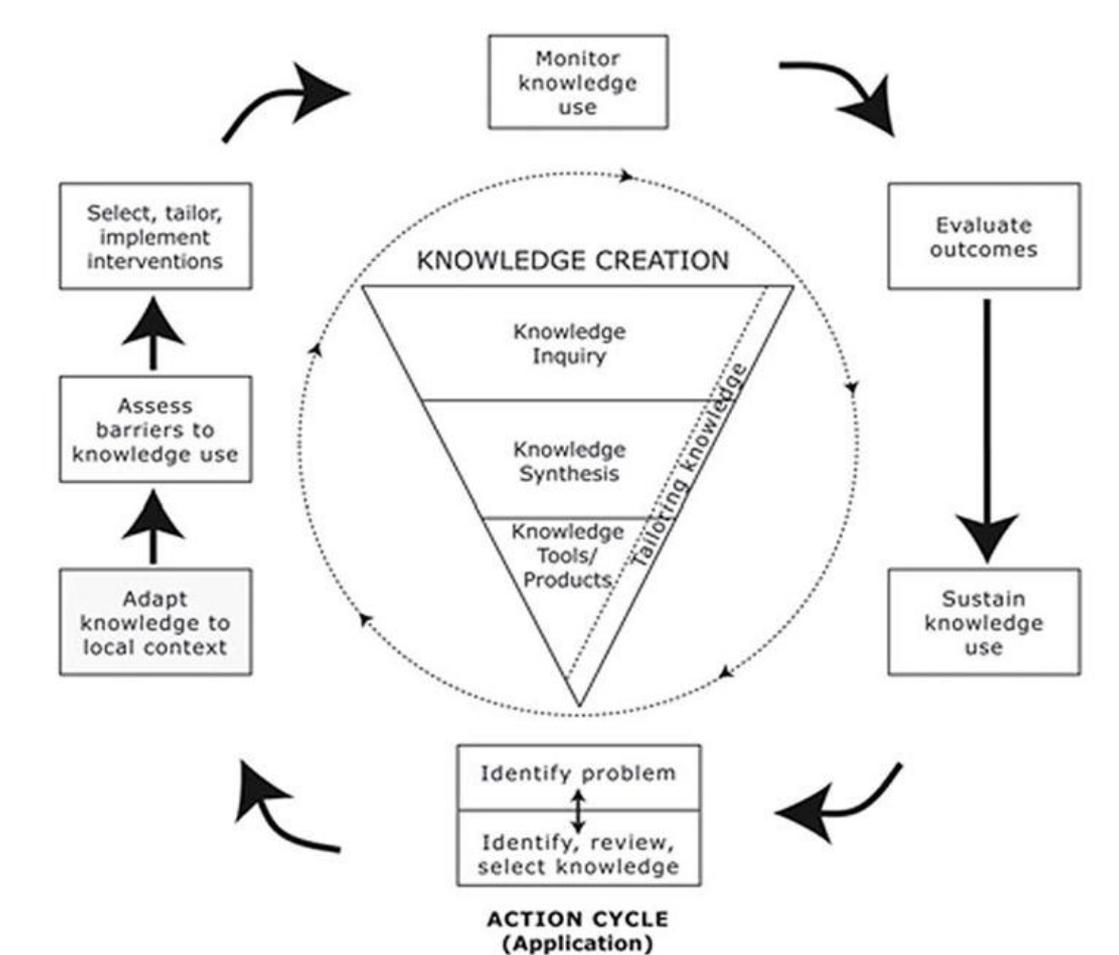
- Many different models and frameworks have been developed to explain the process.
- People used to see it as being simple, but now recognised as a lot more complicated
- This is no preferred model

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

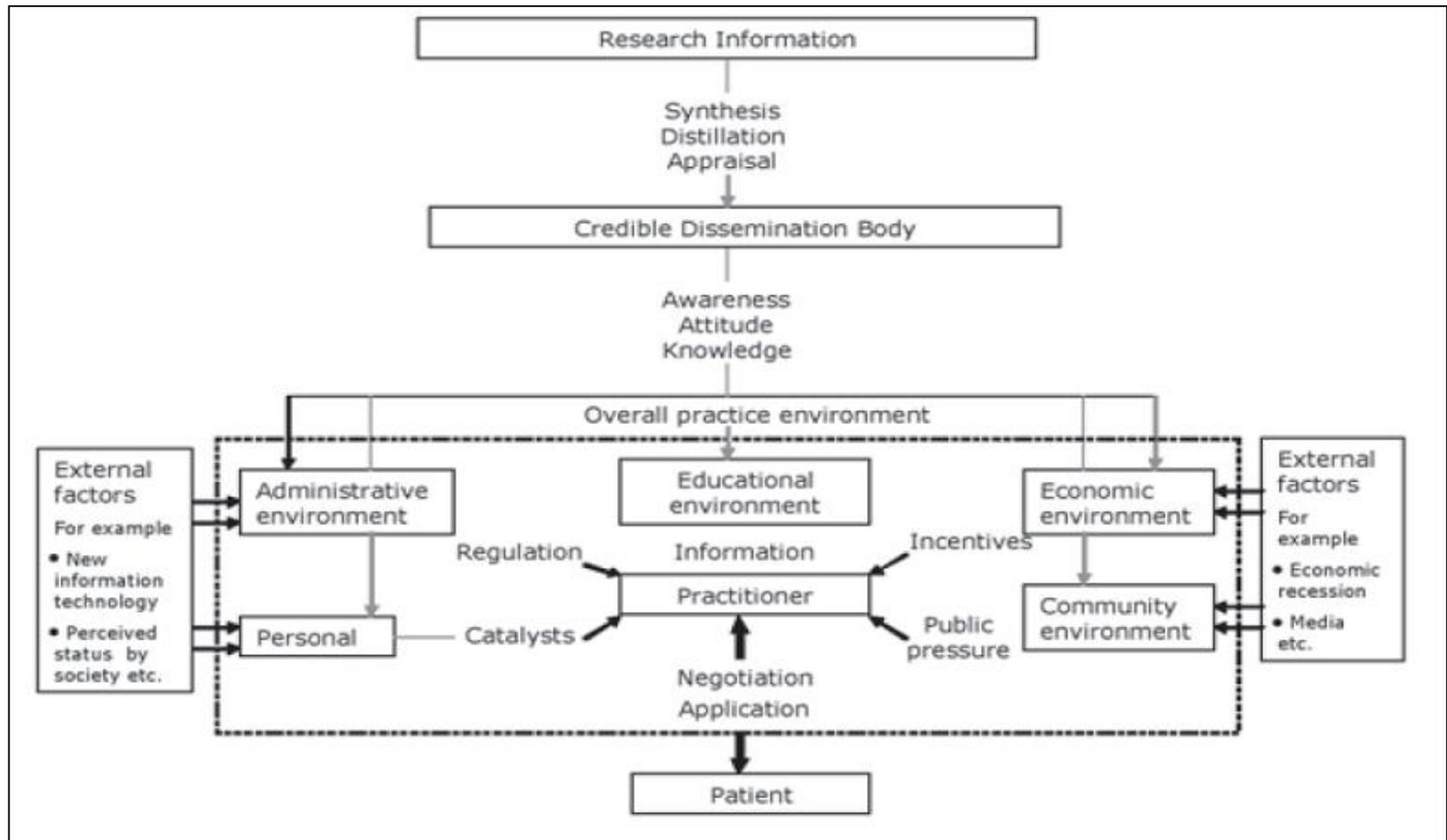


Source: Graham ID, Logan J (2004) 'Innovations in knowledge transfer and community of care'.
Canadian Journal of Nursing Research 36, 89-103.

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

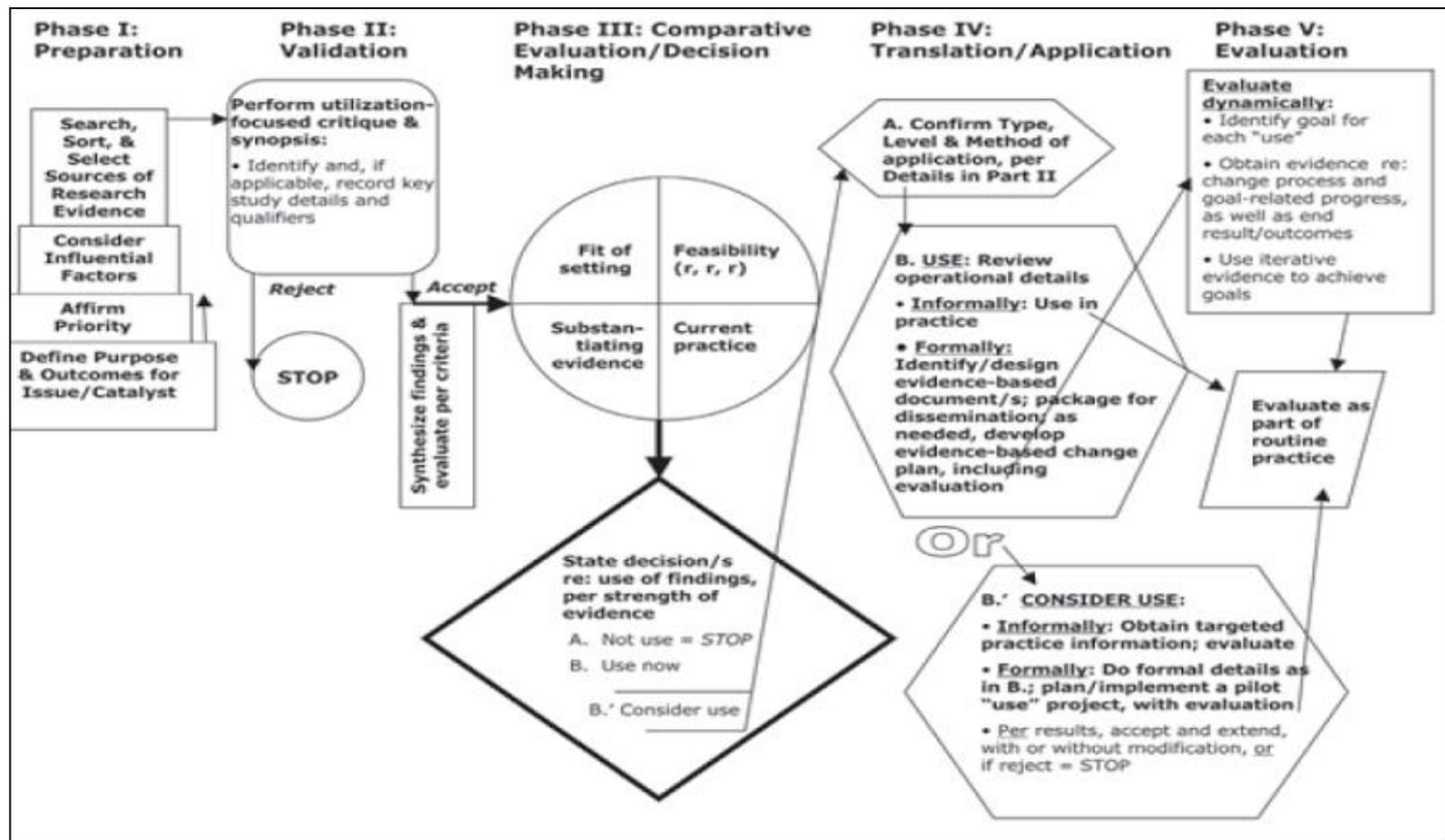


Coordinated Implementation Model (Lomas, 1993)



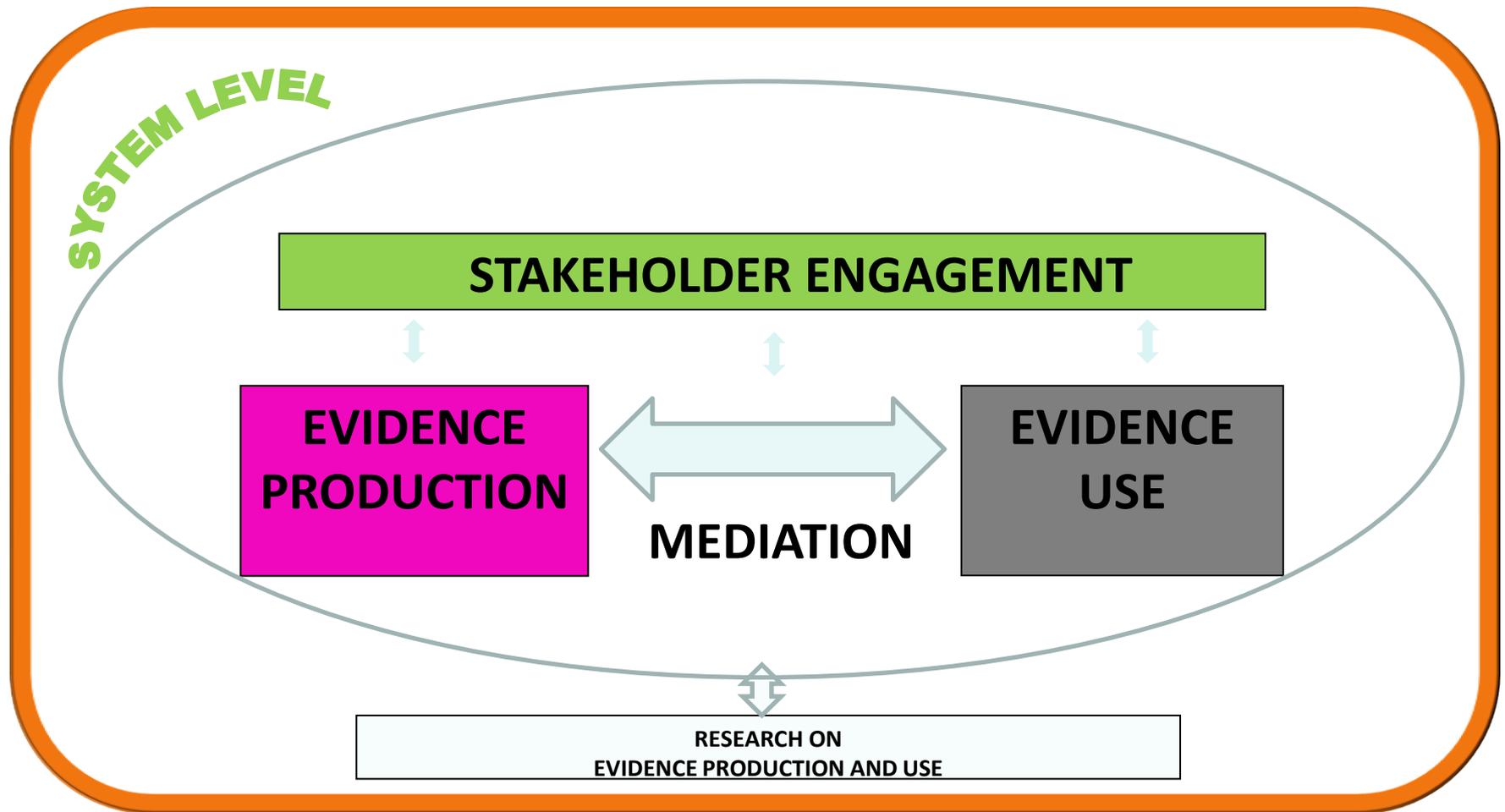
Source: Lomas J (1993) 'Retailing research: Increasing the role of evidence in clinical services for childbirth'. *Milbank Quarterly* 71, 439–475.

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?