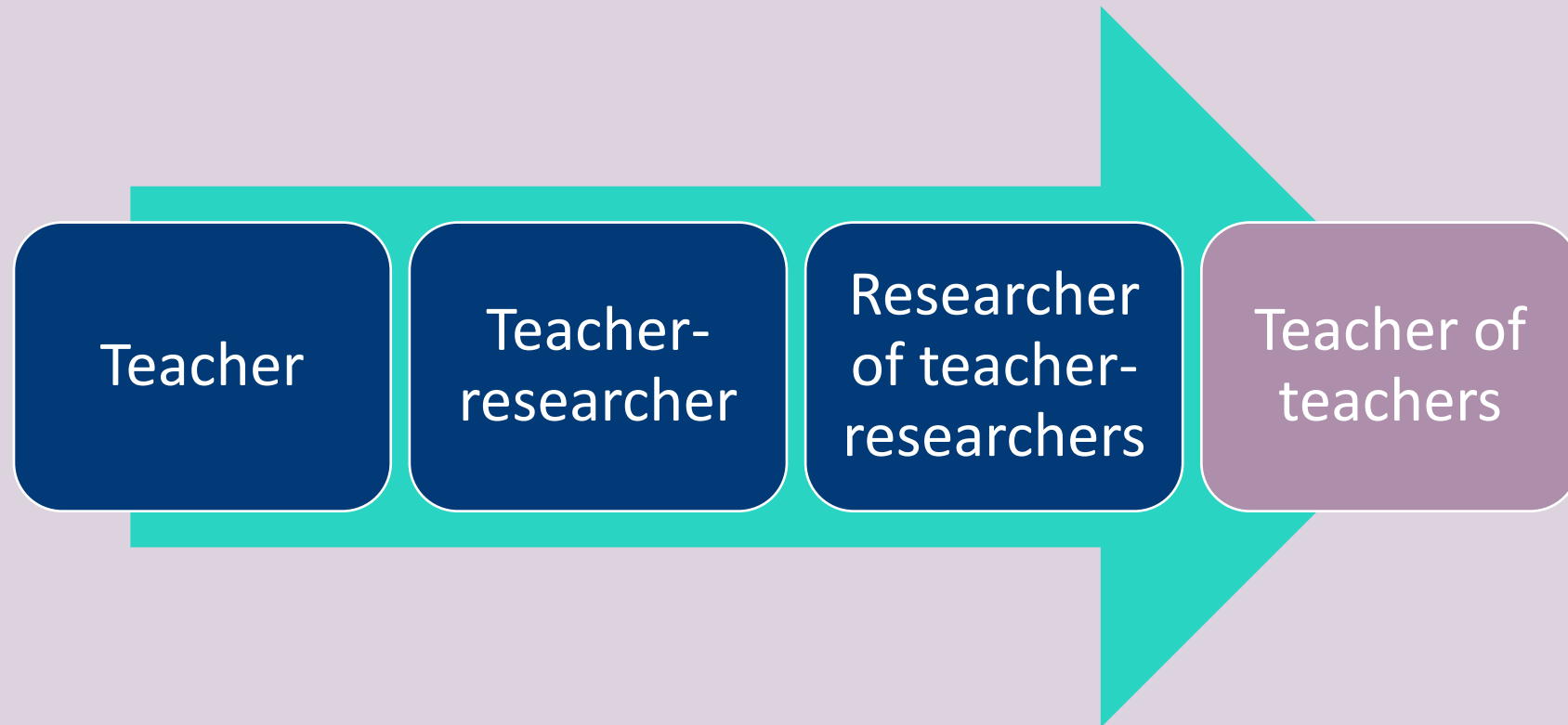




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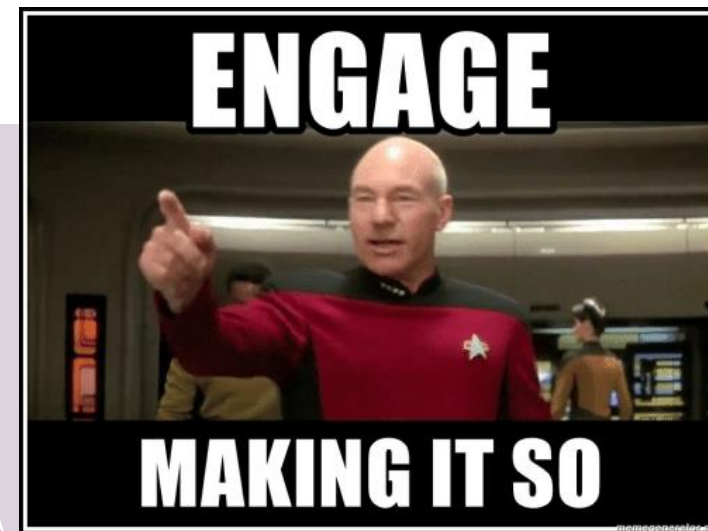
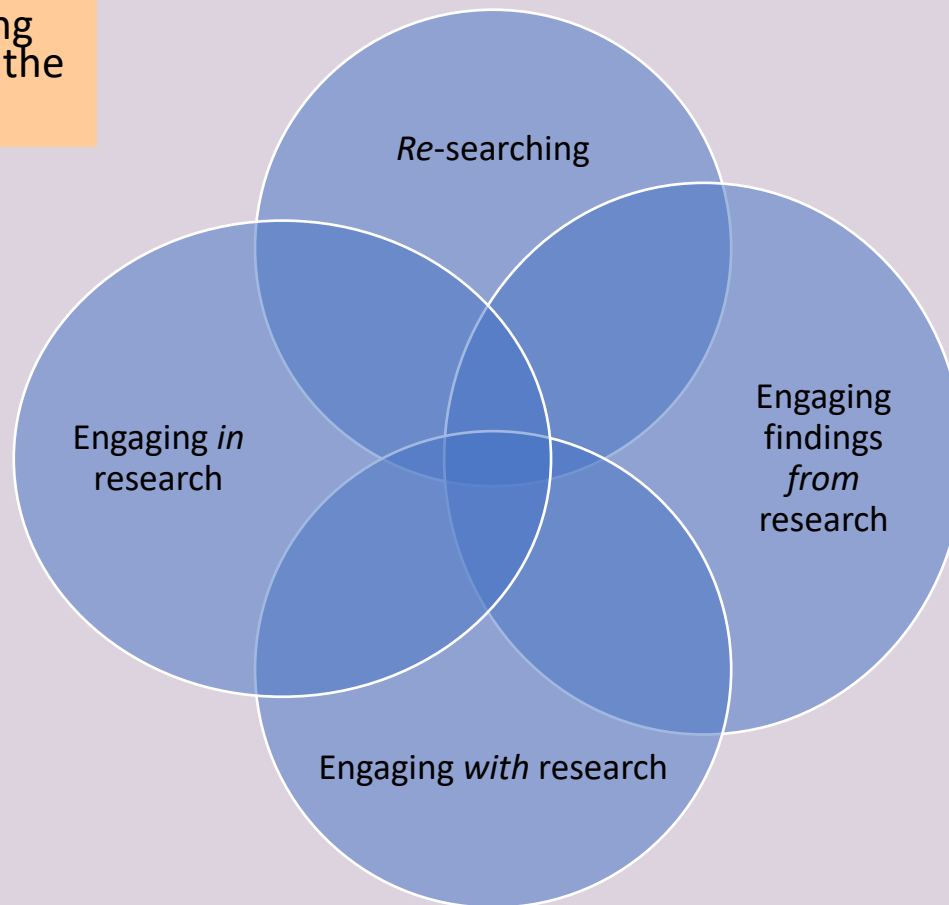
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'REsearch would come to mean looking and looking again at what happens in the classroom' Berthoff (1981:31)

Research by the National College for Teaching and Leadership found that 'staff are far less confident about engaging in their own research than engaging with research' (NCTL, Spring 2015:6)



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"You're looking at the evidence base of your own practice".
'Ms Diploma'

"I find that the discipline of academic research at a high level helpful in tangential ways. Because it makes you think of things, think things through quite clearly".
'Mr Independent'

"It's given me quite a bit of gravitas".
'Mr Independent'

"the school has a policy of giving £600 per year for each of the first two years of somebody doing a Master's course".
'Mr Independent'

"a lot of the people struggled to conceptualise that you weren't doing like a *(laughs)* you know control group *(laughs)*".
'Ms Scitt'

"You need that sort of meatiness behind you. You need to be able to refer to valid research that backs up what you're trying to say".
'Ms Academy'

Ms Academy: we were lucky enough to have... the Master's was taught on site at school



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"we're part of a Multi-Academy Trust. There are different priorities and different pressures and I don't think there is a will to support that kind of Continual Professional Development anymore".
'Ms Academy'

"I'm quite involved with three universities... and that stemmed from me doing my Master's degree".
Mr Head

"I could see the benefits of... doing some action research within the school setting. So, what was good was when I came to school a deputy head teacher was very focused on action research". 'Mr Head'

"Everyone in the school takes part in an action research project".
'Mr Send'

'whether a Senior Leadership Team makes it a priority'
Survey Respondent



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Why Engage with/ in research?

- Aubrey and Riley (2021) – close collaboration between school teachers and researchers to make links with their practice
- Universities should aid teachers' continuing professional development, which should be underpinned by robust research (DfE, 2016).



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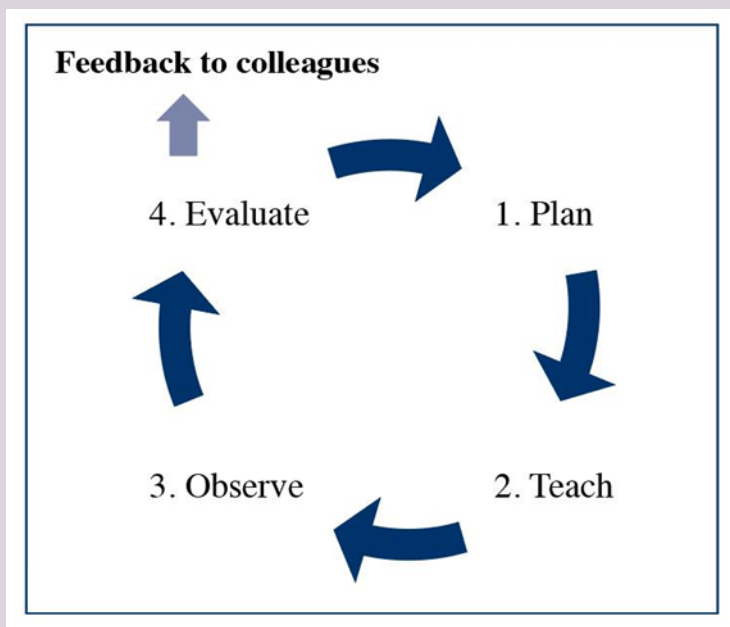


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Lesson Study



Professor Pete Dudley:
<https://lessonstudy.co.uk/lesson-study-a-handbook/>

Collaborative
planning using
research

Reflect upon
own practice
and research

Share ideas

Professional
autonomy

Observing
colleagues teach a
Research Lesson

View learning
from a different
perspective

See theory into
practice

Professional
confidence



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Lesson Study as part of ITE

- Cajkler and Wood (2016) - two cycles of Lesson Study
 - difficult to do in the timeframe of a single placement
 - school-based mentors found it difficult to focus their observations on the learning of the pupils, as opposed to the teaching of the student teacher
- Sousa et al. (2020: 165) 'horizontal' communities of learning
 - PGCE graduates who remain in the local area may eventually become the mentors that work with future cohorts of student teachers
- Allan (2022) – PGDE trainees of FET staged a Lesson Study
 - Learnt together how to plan for learning
 - Became more collegial in their evaluation of learning





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Challenges

- Can immediate learning be evaluated? How?
- Logistics – alternative placement in PGCE?
- Shared understandings
- Power dynamic (Hulme et al., 2011)
- Access to research



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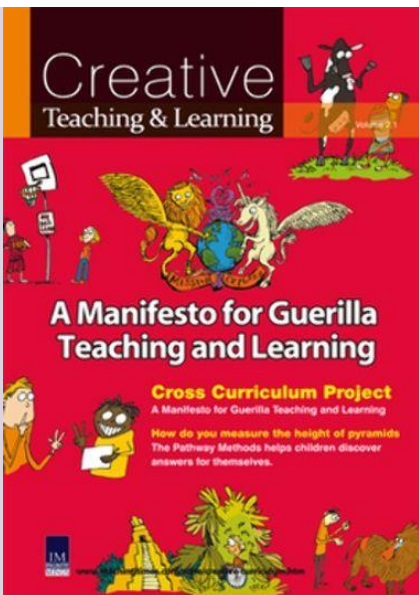
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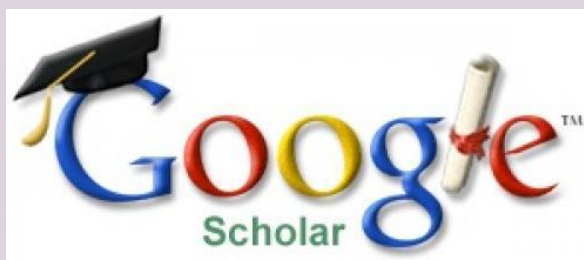
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IRIS resources and materials are primarily designed for use by college and university faculty, professional development providers, and practicing educators



ies
WHAT WORKS
CLEARINGHOUSE

‘there is evidence for almost every hobby horse or bandwagon imaginable’ (Petty, 2014:62)

‘the professional teacher exercises discretion and judgment to evaluate educational research’ (Winch, Oancea and Orchard, 2013:2)



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Research Engagement 'Hacks'



THE **CON**VERSATION

- <http://meshagain.meshguides.org/articles/>
- <https://theconversation.com/uk/education>
- <https://educationmediacentre.org/>
- <https://core.ac.uk/>

EMC

**Education
Media Centre**

making evidence make news

- Unpaywall: <https://unpaywall.org/>



'The findings must be so presented that a teacher is invited not to accept them but to test them by mounting a verification procedure in his [sic] own situation' (Stenhouse, 1975:136)



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Declaration of competing interest

Acknowledgements

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Table 2

Table 3

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Volume 112, April 2022, 103647

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Gillian Peiser✉, Andrea Pratt, David Putwain

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Highlights

Personal epistemologies strongly influence student teachers' views about

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Original Paper

What exactly do RCT findings tell us in education research?

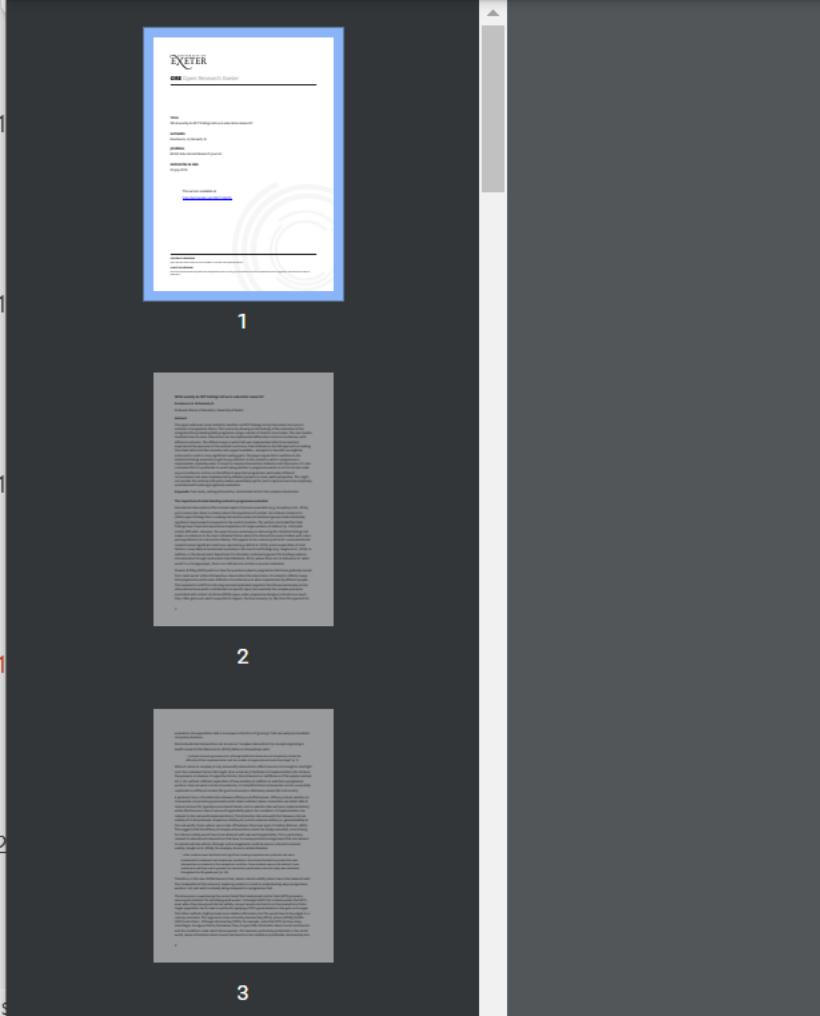
George Koutsouris✉, Brahm Norwich

First published: 06 August 2018 |

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Abstract

This article addresses issues of how RCT findings can by themselves be used to draw on the findings of the programme using a number of different ways. The same intervention can be in different ways. The different ways experienced the pressures of reading, the school ethos, IGR use might be enhanced that in addition to the statis



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TITLE

What exactly do RCT findings tell us in education research?

AUTHORS

Koutsouris, G; Norwich, B

JOURNAL

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Thank you!



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