

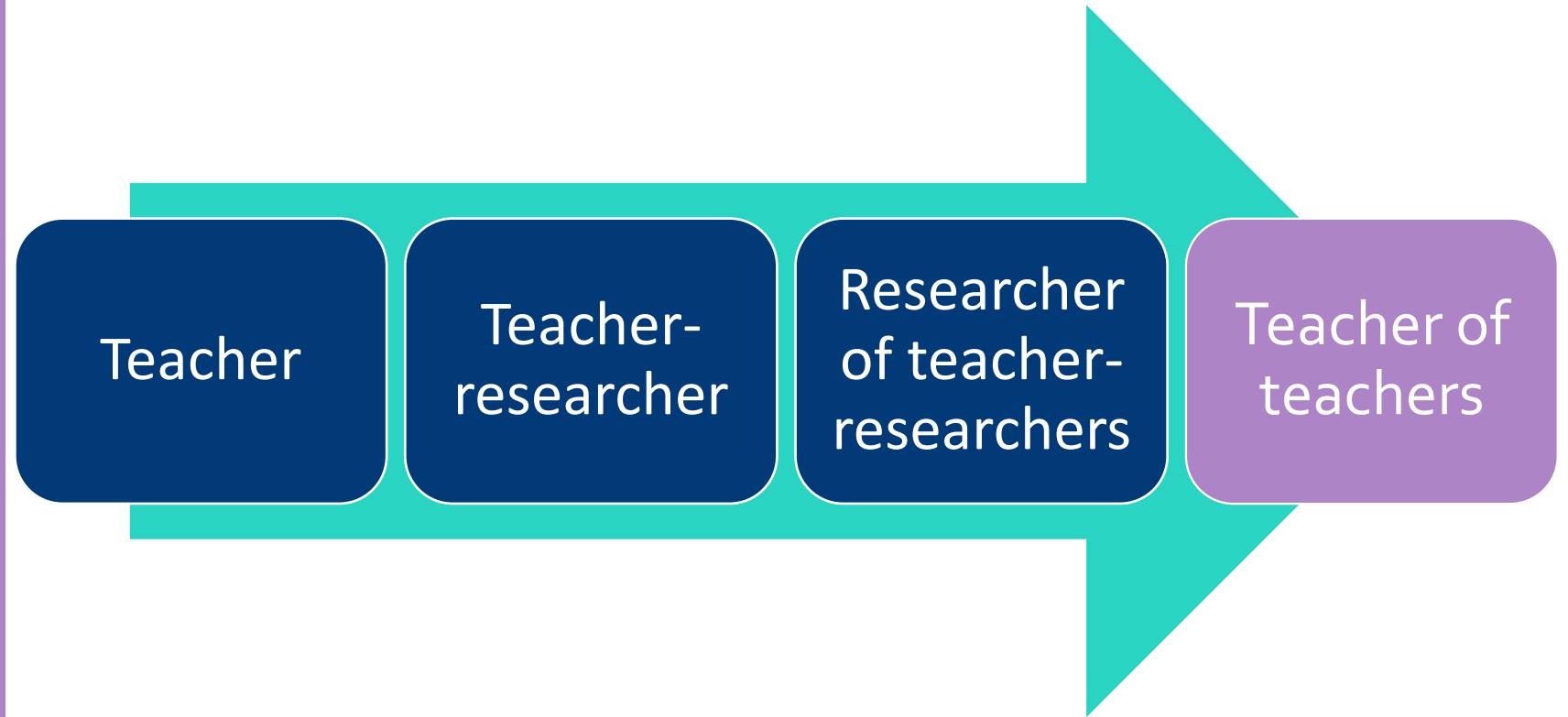
# Transforming Research-informed Teaching

What does policy say about research engagement in the teaching profession?

What does research engagement look like in practice?

How can teachers engage with and in research?

What more could be done to bridge research and practice?



Dr Rachel Marsden



<https://twitter.com/teacherresearch>

[marsdenr@edgehill.ac.uk](mailto:marsdenr@edgehill.ac.uk)



# Transforming Research-informed Teaching



## Evidence-informed practice



2. Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.

DfE (2017:5)

- enable the trainee to access, utilise and interpret robust educational research to inform their teaching.
- reflect systematically on the effectiveness of lessons and approaches to teaching
- *Engaging critically with research and using evidence to critique practice.*

2. Professional development should be underpinned by robust evidence and expertise.

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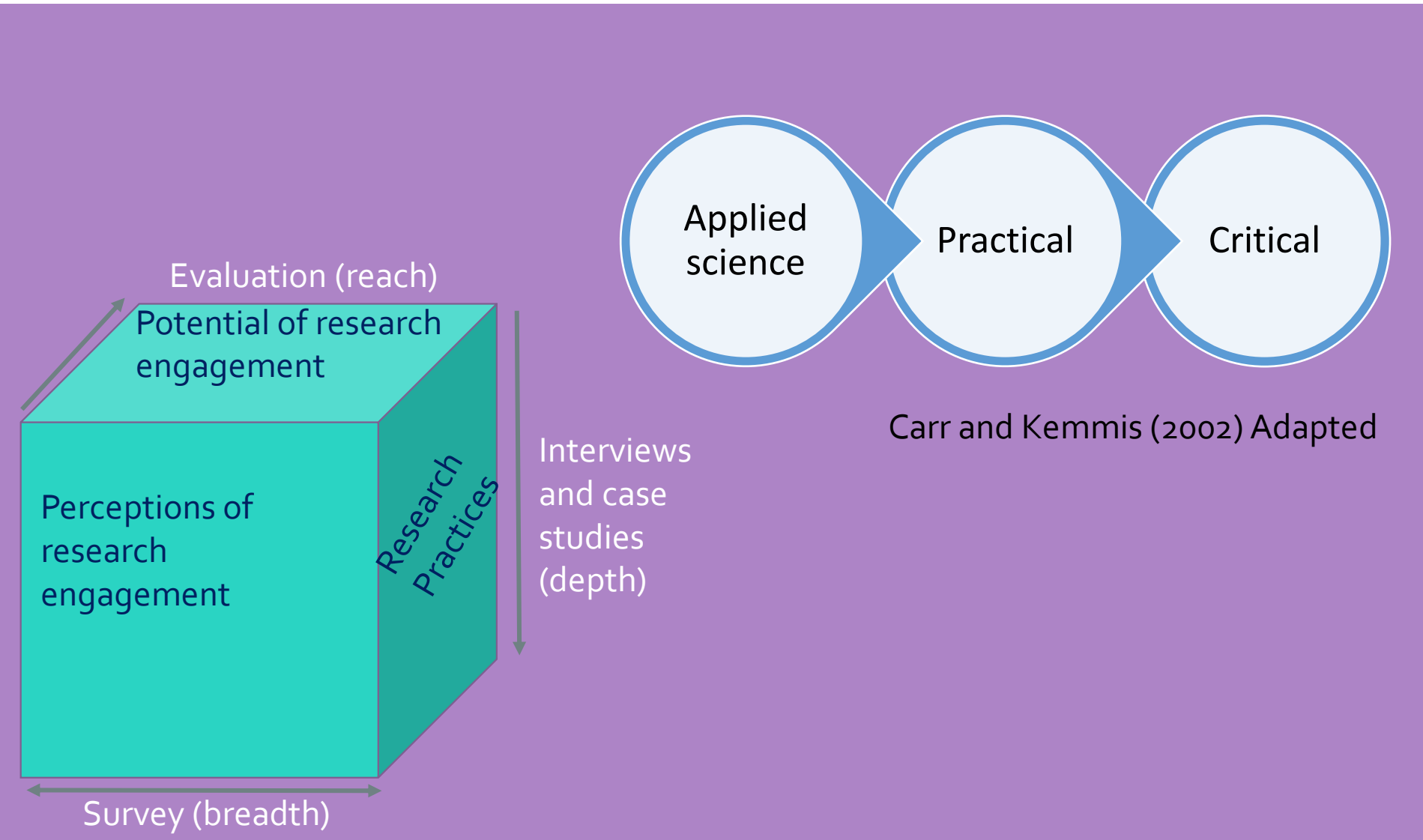
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# A '3D' View of Research Engagement in the Teaching Profession



# Methodology and Theoretical Framework



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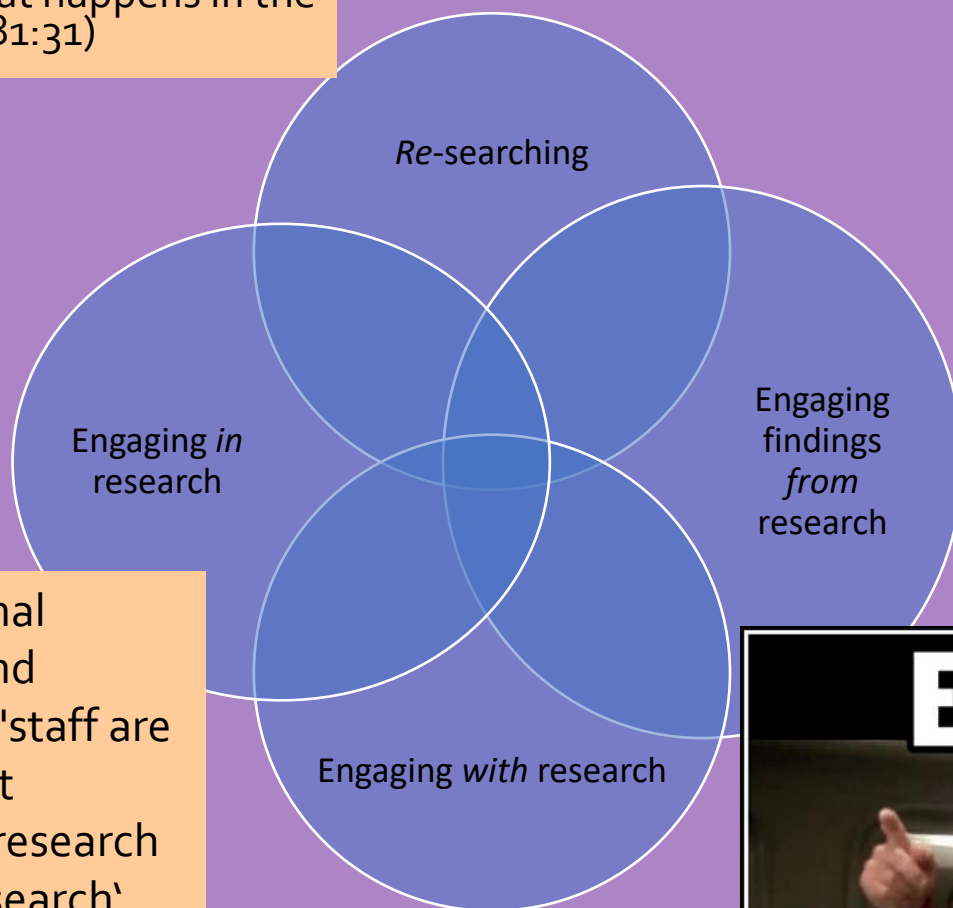
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# Transforming Research-informed Teaching

'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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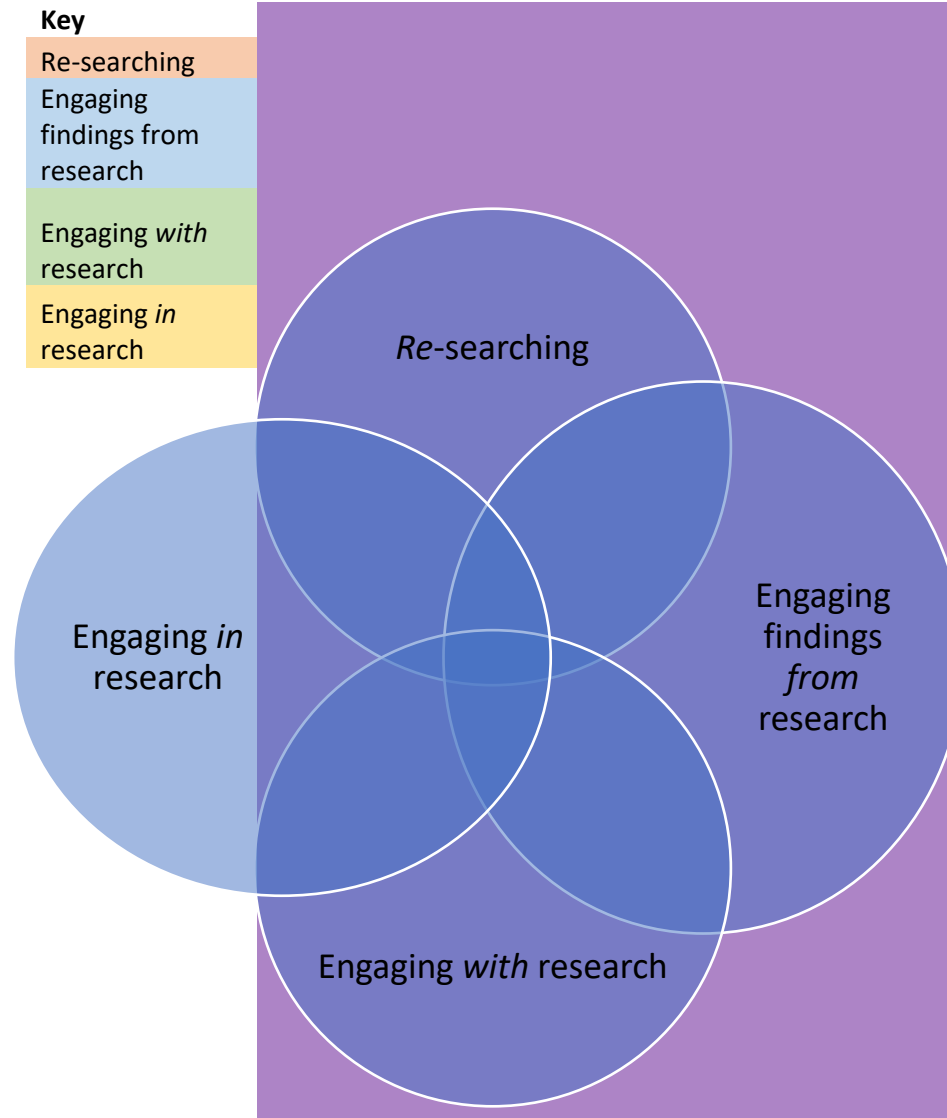
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# Transforming Research-informed Teaching

	N	Mean
Being critically reflective	109	3.51
Sharing experiences with colleagues, maybe as part of a Joint Practice Development	109	3.43
Working in a development group i.e. to address parts of the school development plan	108	3.05
Understanding why research is important	108	2.96
Knowing the implications of research for your day-to-day practice	108	2.95
Understanding what can be learnt from research	109	2.94
Knowing the implications of research for education generally	108	2.93
Combining information gained from your own practice with academic theories	109	2.86
Using the results of evidence gathered from strategies trialled elsewhere	109	2.79
Using web-based materials to research issues related to education	109	2.79
Familiarity with the latest research findings	109	2.76
Being able to critique or review research	109	2.74
Being actively involved in the research process rather than being the subject of research	109	2.60
Having the ability to analyse data gathered through research	109	2.57
Familiarity with a range of research methods	108	2.52



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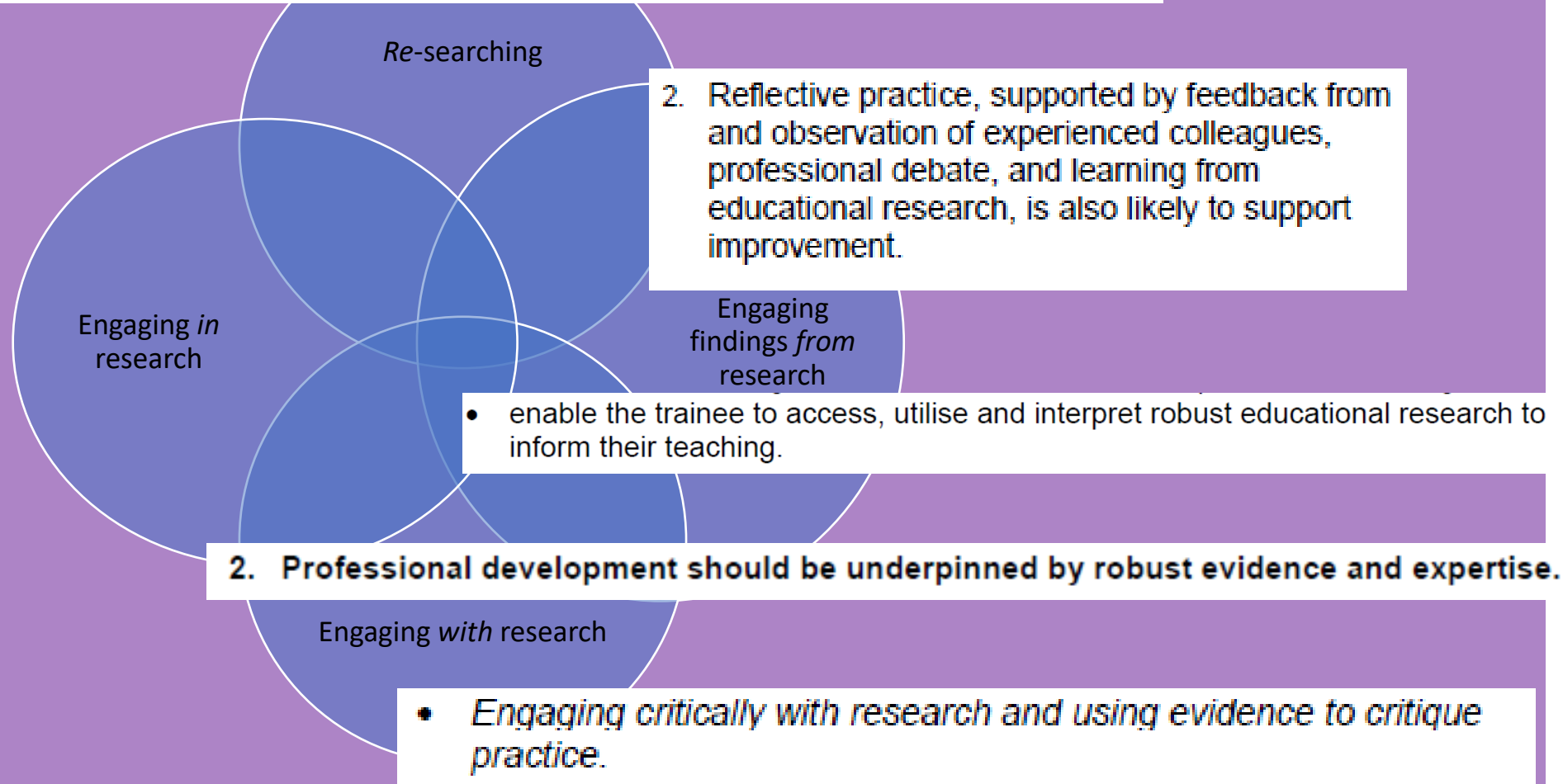
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# A '3D' View of Research Engagement in the Teaching Profession

- reflect systematically on the effectiveness of lessons and approaches to teaching



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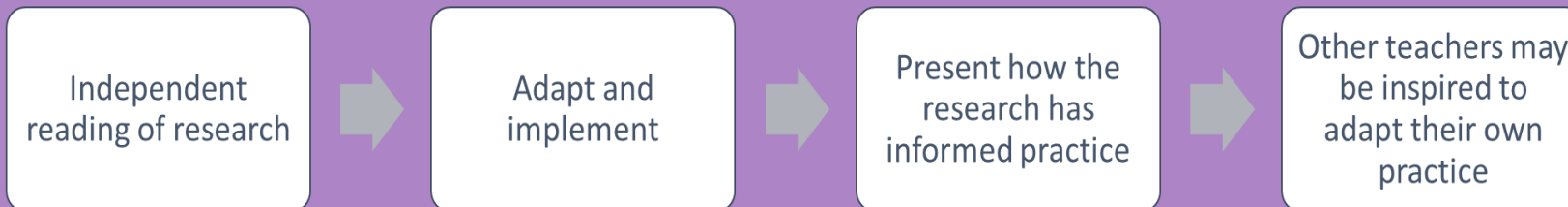
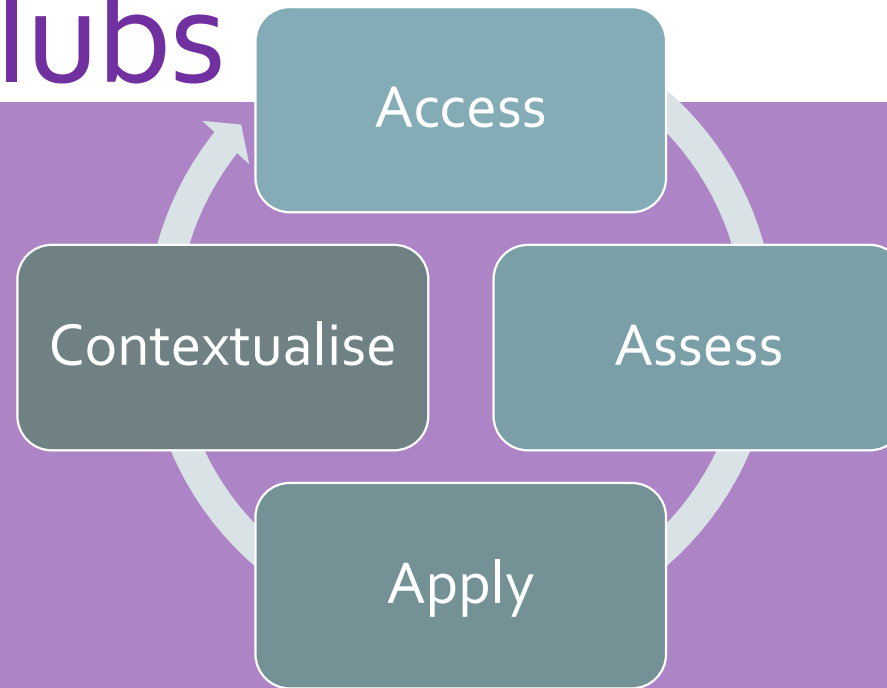
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# Journal Clubs

‘Research Champion’ project which consisted of a senior leader of a teaching school alliance (TSA) appointing ‘Research Leads’ in other alliance schools to help participating teachers to engage with research (Griggs et al., 2016).



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← → ↻ Secure | <https://members.chartered.college/impact/0/1/promoting-autism-peer-awareness-in-mainstream-schools> ☆

interested in raising aware  
<http://disabilityactionallia>

## Comments

LEAVE A COMMENT

POST



Mrs J Mead

30 Jul 2017

This is really interesting to read. We have done something similar but only on an individual class basis. I wondered if you came across any problems with the whole school assembly with those children who do have an ASD feeling they were in the spotlight and if so, how you dealt with this? Thank you for sharing your ideas.

LEAVE A REPLY

Completely based on advice given in the adjacent research article, we developed a five-session Autism Peer Awareness programme to roll out to Year 4 and 5 mainstream classes. This included:

- Two class-based sessions, including discussions about how we are all different; visible and hidden disabilities; a case-study of Ravi, a fictional boy with autism; celebrating the strengths of people with autism; highlighting well-known people with autism; and learning to use Makaton and PECS.
- A visit for 10 students to the Bridge Primary School (a special school for students aged two to 19 years with severe or profound learning difficulties and/or autism) to interact with the school cohort.
- A class presentation of an assembly to the whole school about what they had learned.

All participating students answered a 15-question pre- and post-programme questionnaire. Out of 23 students in the Year 4 class discussed above, 12 mentioned 'anger' when asked *'What is autism?'* At the end of the programme, only two mentioned it. Most responses also displayed a greater understanding of autism, e.g. *'It is a hidden disability'*, *'It is when they have trouble with their senses'* and *'When they can't make friends easily'*.

The teacher commented that reading the case study particularly clarified for the students what it was like to have autism: *'It was like a light bulb went on when they saw Ravi,'* she said.

The child with autism's answers had changed too by the end of the programme. When initially he wrote that autism was *'When everything is really loud and you can't look at people'*, his answer afterwards was *'It's how minds think differently'*.

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<https://chartered.college/>

# Research Schools

## Research seminars

- Teachers were presented with findings from different forms of research (theoretical, longitudinal, international, experimental)

A platform for teachers to re-evaluate how they view their practice

- One attendee commented that they gained ideas to contemplate rather than implement

Q&A sessions after each seminar for a professional dialogue between teachers and researchers

- The critique of research that the was intended had not yet been achieved, which emphasises the importance of research literacy in the teaching profession to give teachers the confidence to engage in academic debate

A catalyst for research to have impact in practice

- Anecdotally, attendees changed their practice e.g. how they supported children with Dyslexia
- 43% of attendees said they agreed that the abstract ideas presented in the seminars could be applied to practice, with a further 28% strongly agreeing with this

<https://schoolsweek.co.uk/research-schools-what-are-they-and-why-do-they-exist/>

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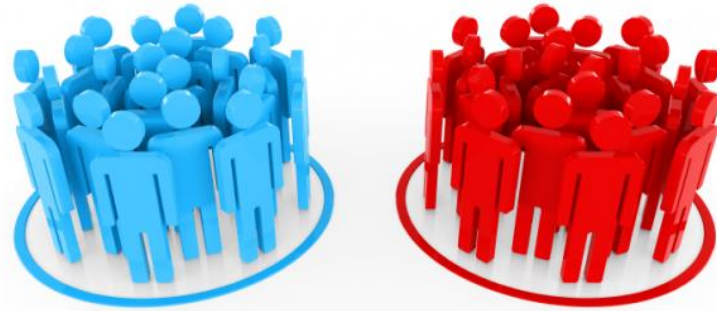
**What more could be done to bridge research and practice?**

# Randomised Controlled Trials

The language used by the Education Endowment Foundation (EEF), though, is reminiscent of this medical model, such as 'dosage' and 'prescribed' being used in reports (see EEF, 2016, for example).

Although often associated with medicine, Whitty (2016) points out that there is actually still a debate in the medical profession of trials being used.

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



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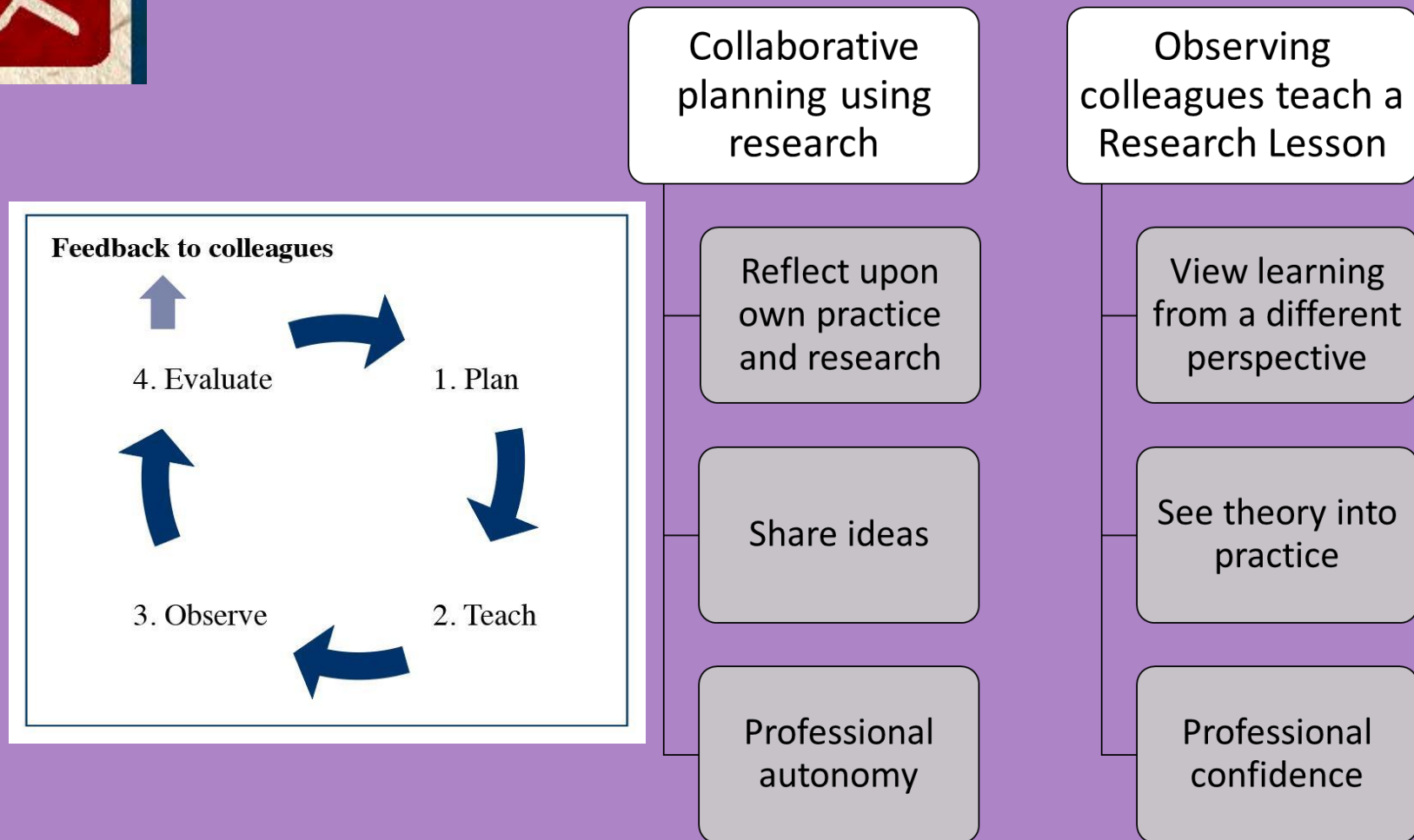
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Churches and Dommett (2016) has a book of case studies of teacher-led RCTs.



# Lesson Study



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

Dr David Allan of Edge Hill University!

# Lesson Study as part of ITE

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- 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

# Challenges of Lesson Study as part of ITE

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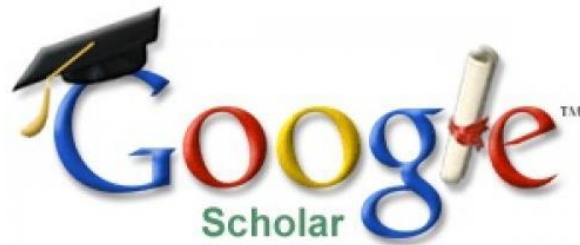
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What more could be done to bridge research and practice?

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



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



**'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)

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

## A View from the research-practice Bridge

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Thank you!



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"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'

"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'

'All depends how relevant / useful / specific the research is' Survey Respondent

"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'

"I could then look at middle leadership here and actually what I'd learnt about it could be put it into practice here".  
'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'

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

"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'

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

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

"I was required to  
undertake my own  
classroom-based  
research for a  
project".  
'Ms Scitt'

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

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

# Impact

JOURNAL OF THE CHARTERED  
COLLEGE OF TEACHING

HOME ABOUT LATEST ISSUE PAST ISSUES OPEN ACCESS BROWSE

⚡ POPULAR

IT'S NOT ROCKET SCIENCE – IT'S MORE COMPLEX THAN THAT!



RACHEL JACKSON ✕ FEBRUARY 2018 ✕ BUILDING A SCIENCE OF LEARNING

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EMC

# Research Engagement 'Hacks'

## Education Media Centre

making evidence make news



<http://meshagain.meshguides.org/articles/>

<https://theconversation.com/uk/education>

<https://educationmediacentre.org/>

<https://core.ac.uk/>

THE CONVERSATION



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



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Original Paper

# What exactly do RCT findings tell us in education research?

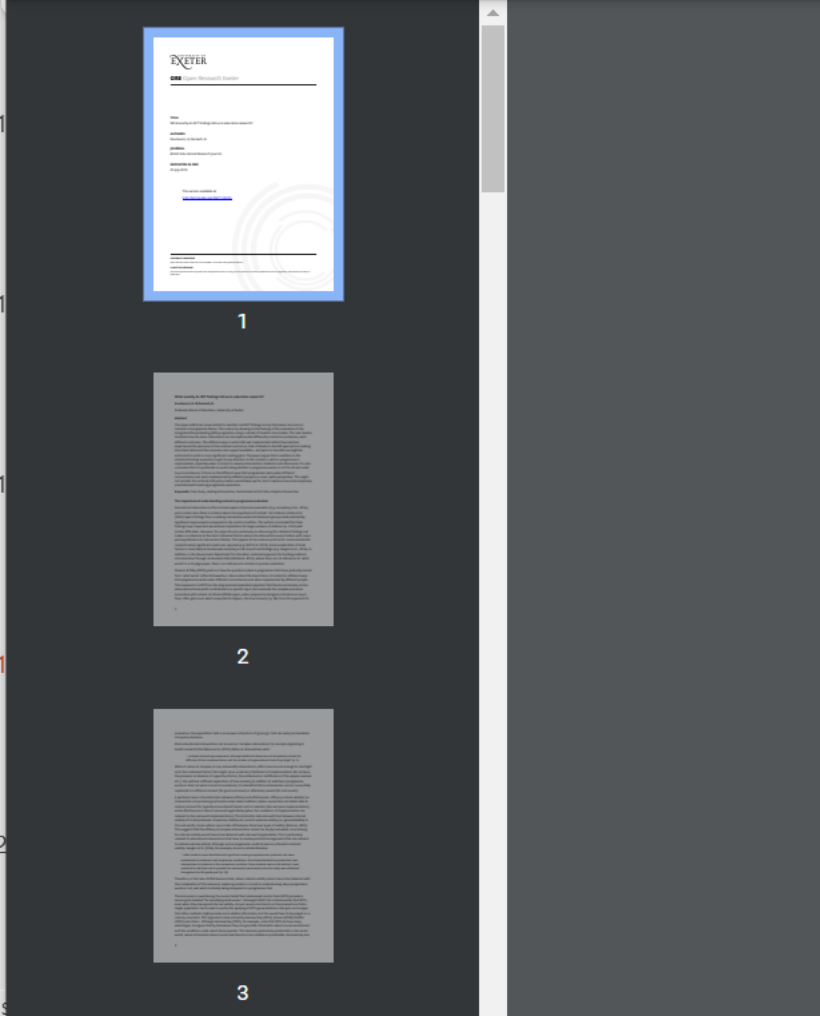
George Koutsouris✉, Brahm Norwich

First published: 06 August 2018 |

[Read the full text >](#)

## 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



**ORE** Open Research Exeter

### TITLE

What exactly do RCT findings tell us in education research?

### AUTHORS

Koutsouris, G; Norwich, B

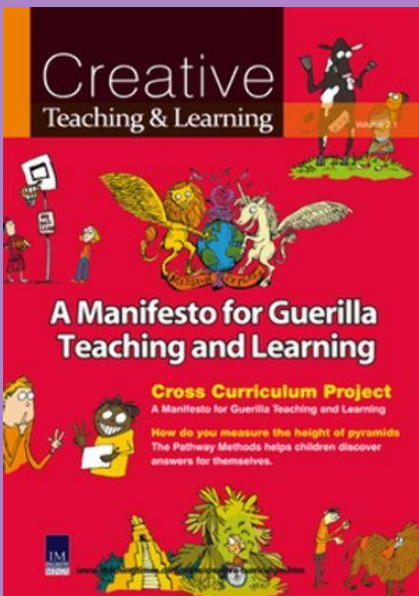
### JOURNAL

British Educational Research Journal

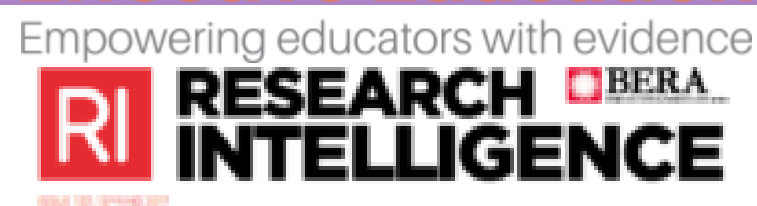
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05 July 2018

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Institute for  
**Effective Education**



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