

Increasing teachers' use of pedagogical research



Welcome

Chair: Professor Emily Perry

Event aims

Share knowledge

- To share knowledge about, and challenges related to, increasing teachers' use of pedagogical research

Reflect and Act

- To individually and collaboratively reflect on our approaches to, and identify our next steps for, increasing teachers' research use



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Achieving the event aims

- <https://tinyurl.com/useofresearch>

Research use and brokerage:

**What they are, why they matter and
the role of stakeholders**

Professor Emerita: Bronwen Maxwell

Why? - Improving outcomes and life chances for children and young people



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Increasing teachers' use of pedagogical research – three key challenges



Better understanding of, and alignment with, how teachers actually use research – when, what for, why, how



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How teachers actually use research

Types

- Instrumental, cognitive, strategic (Weiss,1979)
- Integrated purposes?

Integration

- Integrated with other forms of knowledge
- Changed, renegotiated or reproduced?

So what?

- Implications for integrity of the research?



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Taking account of the complexity of the relationship between research and practice



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The research-practice relationship

Flows of
knowledge

- Are complex and non-linear
- Can be 'sticky' (Ferlie et al., 2005)

Varying
perspectives

- Different views on what counts as 'valid research, useful knowledge and practice'



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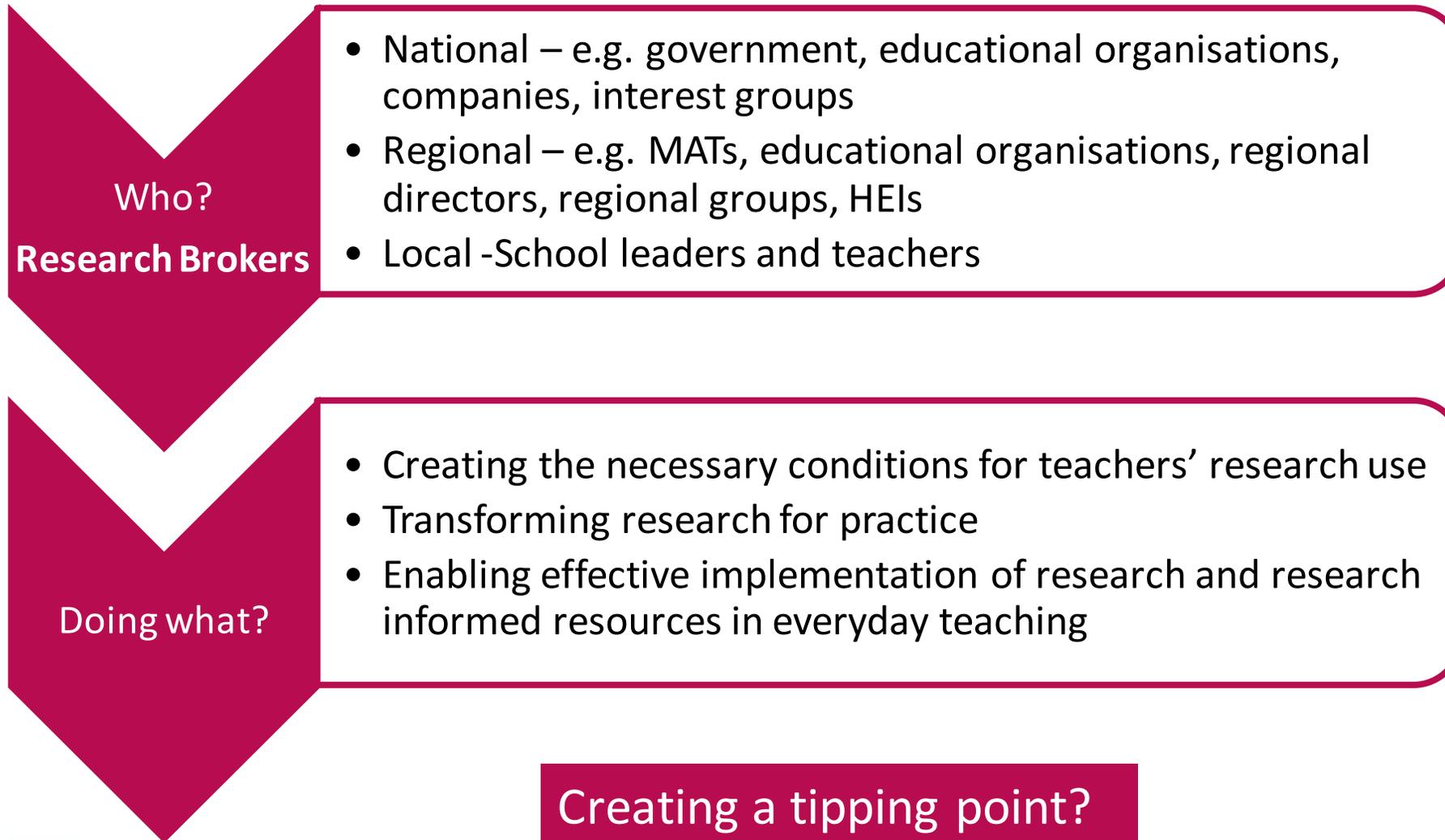
Taking account of the complexity of the relationship between research and practice



Further developing stakeholder action and interactions at all levels in the education system to support research use.



Further developing stakeholder actions and interactions



Research brokerage

‘a dynamic and complex set of actors, activities and motivations, within which research is exchanged, transformed, and otherwise communicated’ (Farley-Ripple et al., 2017, n.p.) and deployed in practice



Reflecting on your role in brokering research

Share:

- Your role in brokering research in a few sentences – intent, activities and interactions.
- The two most important ways you have positively influenced teachers' research-use.
- The key challenges from your/your organisation's perspective.



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