
Embedding Research & Development:

Developing a Typology for R&D Roles
in Teaching School Alliances

Monday 2 February 2015

Some Initial Questions

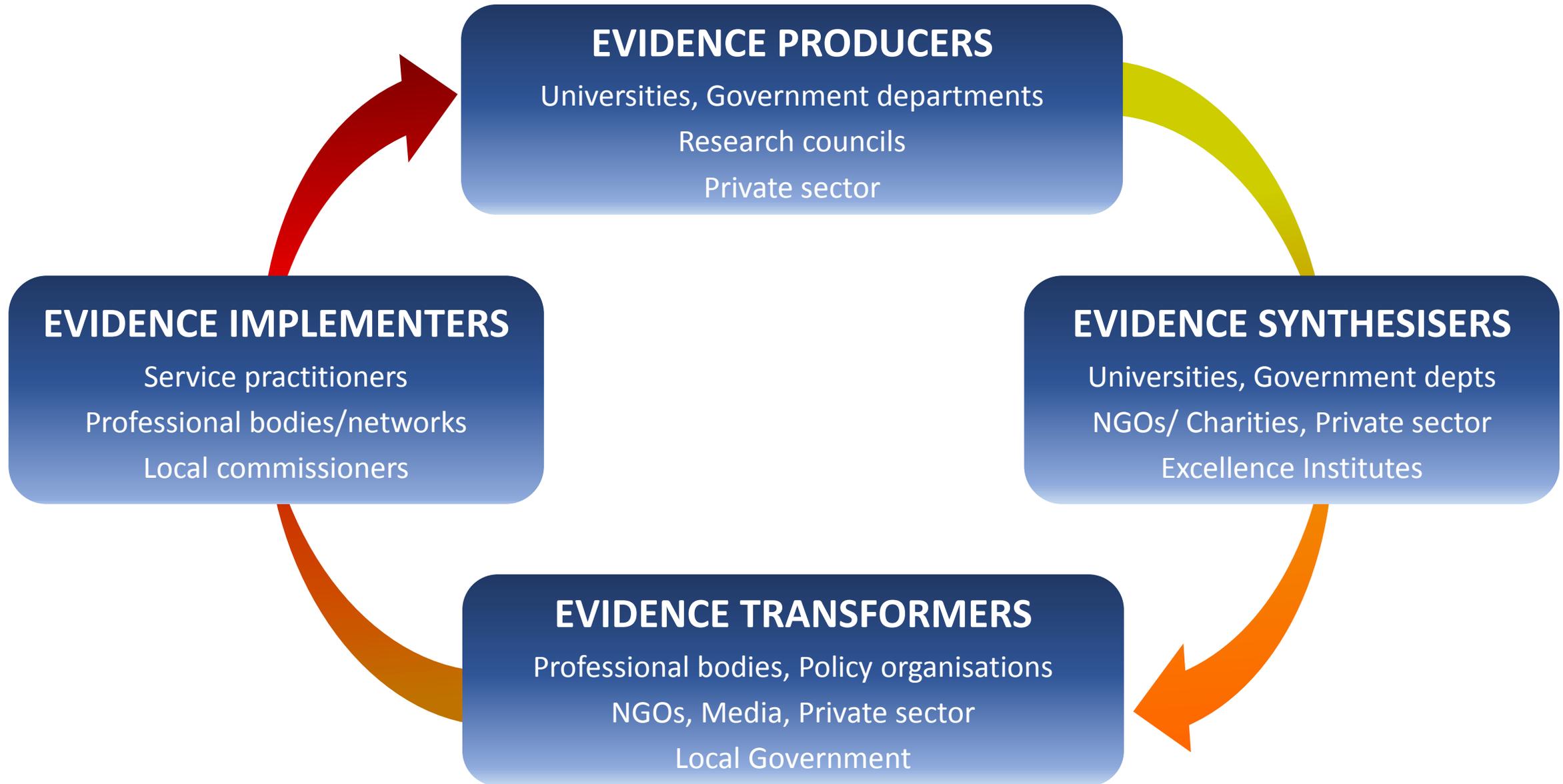
Defining Key Terms

1. What do we mean by 'research' and 'evidence'?
2. Do we want to adopt a strict or more inclusive definition of 'research engagement'?
3. What are the most useful ways of distinguishing different types of research engagement?

What do we mean by research?

- ❖ Research is variously defined according to different epistemic traditions:
 - In its broadest terms, research includes any gathering of data, information and facts for the advancement of knowledge.
 - From a humanist tradition, research is defined inclusively as: “*original investigation undertaken in order to gain knowledge and understanding; scholarship; the invention and generation of ideas...where these lead to new or substantially improved insights*” (HEFCE 1999)
 - Or simply: “*systematic inquiry... made public and exposed to collective criticism*” (Stenhouse 1985)

Figure 1: Elements of an Evidence Ecosystem

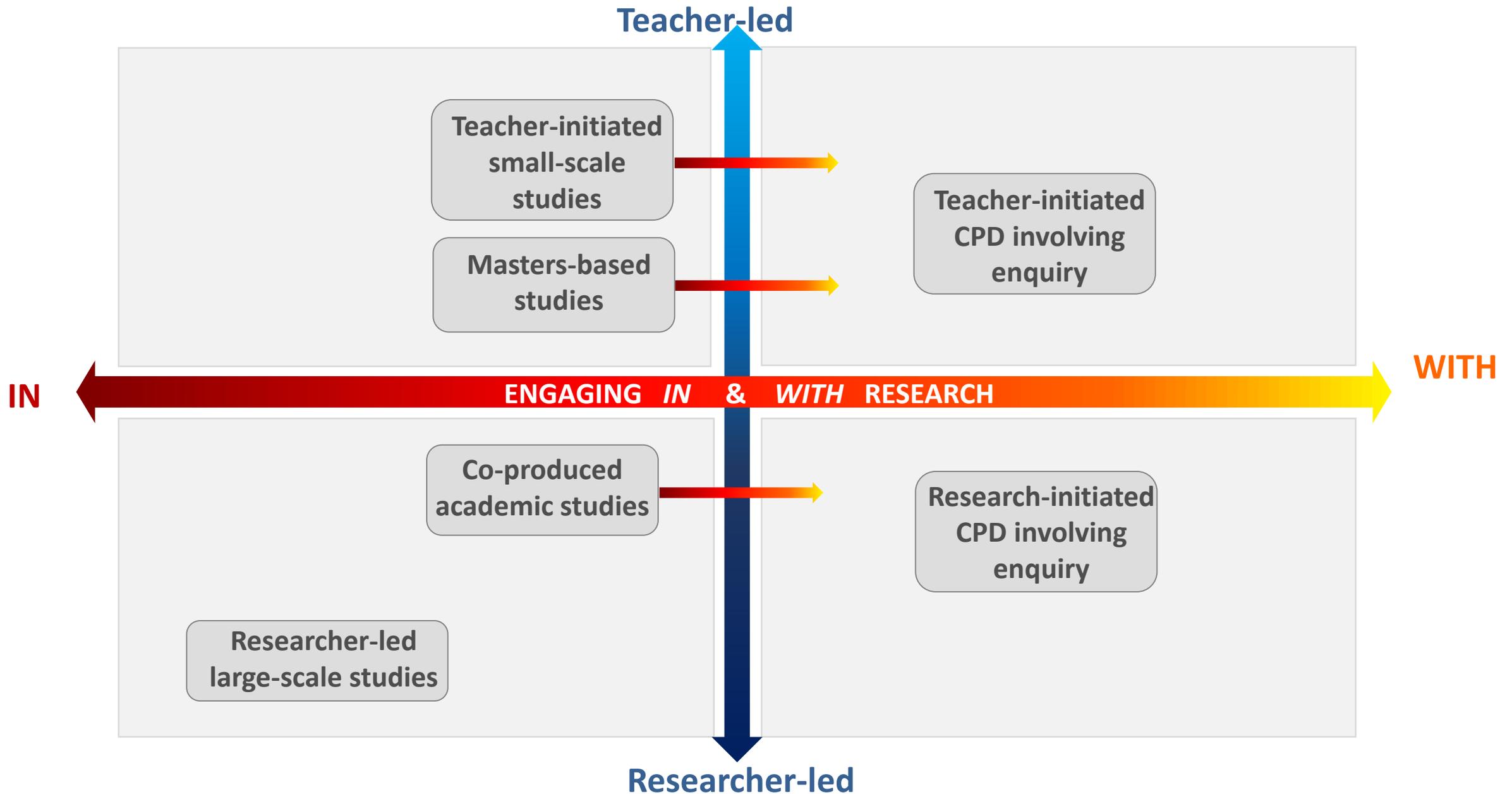


Adapted from: Sharples, J. (2013) *Evidence for the Frontline*, Alliance for Useful Evidence.

What do we mean by research engagement?

- ❖ Practitioners may **engage with research** – by “*accessing publicly available evidence, interpreting it and adapting it (with appropriate support) to their own contexts*”.
- ❖ Practitioners may also **engage in research**, whether as active participants & co-designers, or as subjects of researcher-led studies.

Figure 2: Types of Research Engagement



Adapted from: Bell et al. (2010) Report of Professional Practitioner Use of Research Review, Coventry: CUREE, GTCE, LISI & NTRP.

- ❖ For the purposes of their review, Bell et al. (2010) define **engaging in research** as being actively involved in all steps of the research process:
 - Formulate and address a clearly defined research question;
 - Use instruments (observation and interview schedules etc.) to collect evidence that enables them to explore adverse as well as positive effects of interventions;
 - Analyse and report systematically on the evidence collected; and
 - Interpret and report the evidence from their enquiries publicly.

- ❖ Teachers not engaged *in* research in a formal sense may still adopt research-related activities, e.g. by engaging in **enquiry-oriented practice**.

Figure 3: Types of Research Engagement

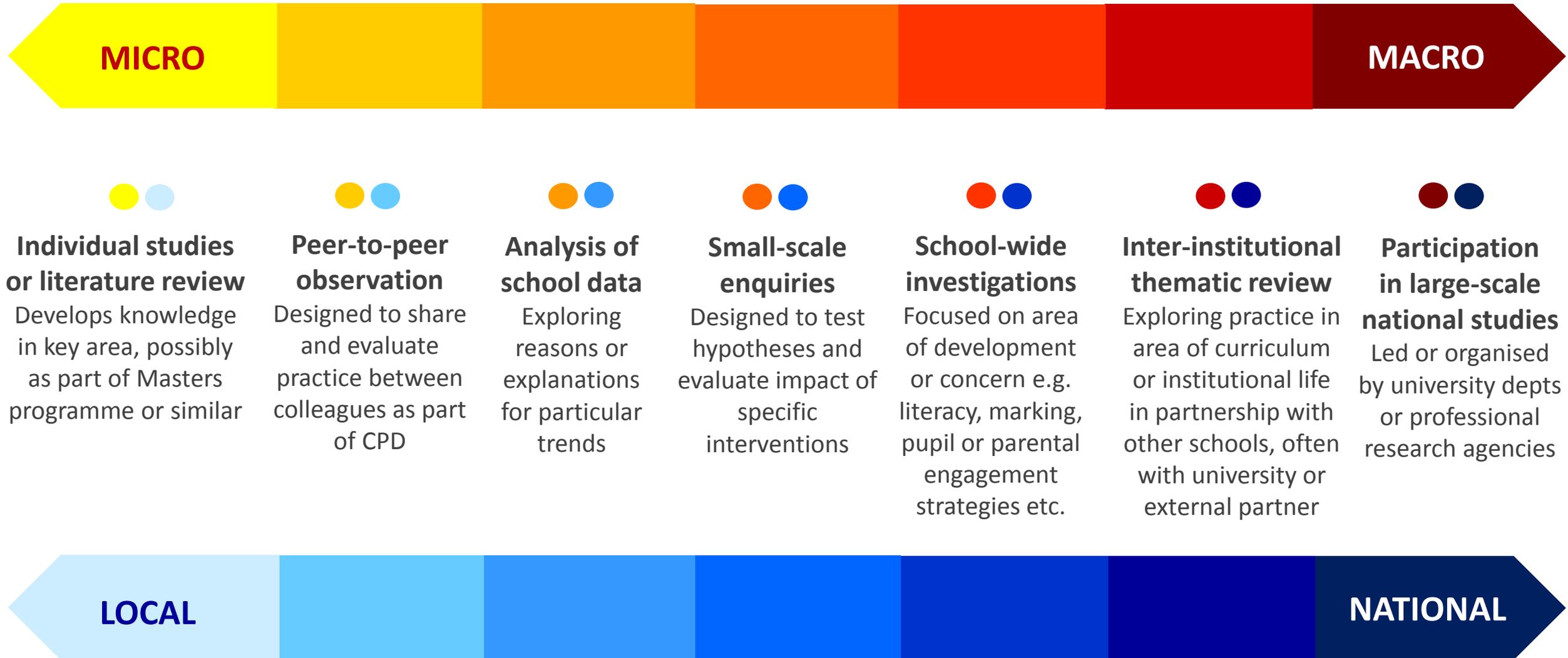
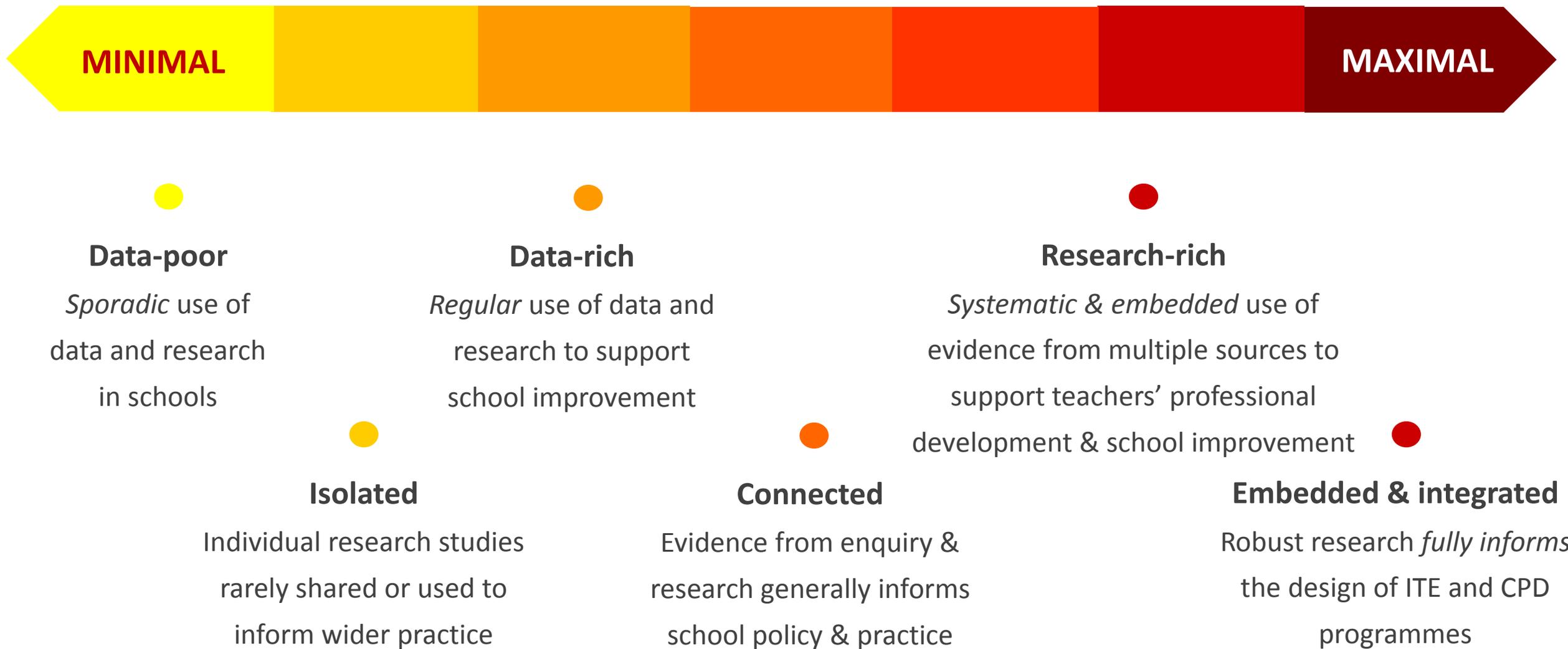


Figure 4: Continuum of Research Engagement



Defining & Mapping

1. What do we mean by 'research' and 'evidence'?
2. Do we want to adopt a strict or more inclusive definition of 'research engagement'?
3. What are the most useful models or frameworks for mapping research engagement?