

1. Record Nr.	UNINA9911140887903321
Autore	Brown Chris <1975->
Titolo	Achieving evidence-informed policy and practice in education : Evidenced / / Chris Brown (University of Portsmouth)
Pubbl/distr/stampa	Bingley : , : Emerald Publishing, , 2018
ISBN	1-78743-673-X 1-78743-640-3
Edizione	[First edition.]
Descrizione fisica	1 online resource (210 pages) : illustrations
Disciplina	370.7
Soggetti	Education - Research Education and state - Research
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Front Cover -- Achieving Evidence-Informed Policy and Practice in Education: Evidenced -- Copyright Page -- Dedication -- Contents -- About the Author -- Acknowledgements -- Chapter 1 Introduction -- Evidence-Informed Policy -- How Should Policy-Makers and Teachers Engage with Research? -- Leadership -- Marrying Theory and Practice -- Content -- References -- Part I: Evidence-Informed Practice -- Chapter 2 Is Using Evidence to Inform Teaching Practice Rational? -- Rational Choice Theory -- Optimal Rationality -- EIPr as Optimal Rational Act -- Research Focus -- Analysis and Findings -- Conclusion -- References -- Chapter 3 Learning from Teachers' Perceptions of Research Use -- A Semiotic Perspective -- Chestnut Learning Federation: Seeking to Become Research Engaged -- Research Focus -- Analysis and Findings -- Analysing and Findings -- Findings from the Interview Data -- Findings for the CR + /PR + Quadrant -- Findings for the CR + /PR - Quadrant -- Findings for the CR - /PR + Quadrant -- Findings for the CR - /PR - Quadrant -- Discussion -- Conclusion -- References -- Chapter 4 The Vital Role of Trust and Relationships -- The 'Self-Improving School-Led System' in England -- Organizational Learning -- The Importance of Relationships -- The Importance of Trust -- Research Focus -- Analysis and Findings -- Relationships between RE-USE Climate and OL, Trust and TLE Degree Centralities -- Network Diagrams: Two Contrasting Cases -- Conclusion --

References -- Chapter 5 The Power of Research Learning Communities -- The Origins of the RLC Approach -- Core Idea #1: Learning and Practical Application -- Core Idea #2: Having the Right People in the Room -- Core Idea #3: Knowing What Is Required to Deliver Change -- RLCs in Action: 'Excellence Together TSA' -- Selecting Participants -- Employing Cycles of Enquiry -- The Use of Knowledge Creation Activity. Trialling and Refining Research-Informed Interventions -- Learning about Leading Change -- Research Focus -- Measuring the Extent to Which the RLC Approach Helped Participants Engage with Research -- Examining Perspectives on How the RLC Approach Helped Participants Develop New Practices Informed by Research and Their Own Practitioner Knowledge -- Assessing the Extent to Which Transformative Teaching/Improved Student Outcomes Result from EIPr -- Analysis and Findings -- (1a) Measuring the Extent to Which the RLC Approach Helped Participants Engage with Research? -- (1b) Did the RLC Approach Help Participants Develop New Practices Informed by Both Research and Their Own Practitioner Knowledge/the Knowledge of Those in the Network? -- (2) Did the RLC Approach Enable Participants to Embed the Wider Use of These Research-Informed Innovations/Practices Amongst Their Colleagues/across Their Schools? -- (3) Did the RLC Approach Help Participants Improve the Teaching and Learning Activity within Their Schools? -- Conclusion -- References -- Part II: Evidence-Informed Policy -- Chapter 6 The Limits of Evidence-Informed Policy-Making -- Power and Policy Development -- Michel Foucault -- The Policy Agora -- Research Focus -- Analysis and Findings -- The Discourse of Marketization -- The Implications of the Policy Agora for Policy Development -- Evidence Misuse -- Conclusion -- References -- Chapter 7 How Researchers Can Better Inform Education Policy -- Research Focus -- Methodology: The Literature Review -- A Description of Existing Models, Derived from Current Literature -- A Critique of Current Models -- Social Activity Method -- Developing an Alternative Model: The 'Policy Preferences' Approach -- A New Model of Research Adoption -- Further Developing the Knowledge Adoption Model -- Analysis and Findings -- Conclusions -- References.

Chapter 8 Policy Learning Communities -- Assumptions Underpinning Evidence-Informed Policy-Making -- Expertise -- Tacit Knowledge and Immersion -- Expertise in Policy Development -- Expertise as Learning -- Moving to Expertise in Evidence Use -- What Kind of Engagement? -- How Might Such Engagement Be Facilitated and Enforced? -- Conclusion -- References -- Chapter 9 Moving Forward -- Customizing Research-Informed Guidelines Interventions and Programmes -- Measuring Whether Have Reached a State of Evidence-Informed Policy and Practice -- References -- Index.

Sommario/riassunto

The potential for research evidence to improve educational policy and practice is immense. Yet internationally, research used by teachers and governments is currently sporadic rather than systematic. In response, this book brings together seven chapters that encompass a range of research projects and ideas in relation to evidence-informed policy and practice (EIPP) in education. These projects and ideas all share a single overarching purpose: providing insight into how EIPP in education can be achieved. Underpinning each chapter is the notion that the world is complex. If we are to introduce change in any meaningful way into it, we therefore have to understand and respond to this complexity. This means then that we cannot simply assume that, because it seems rational or common sense for teachers and policy-makers to use research to help improve their decision making or acts of praxis, that they will do so. Correspondingly, the book represents a holistic journey

of discovery and experimentation: of an engagement with the work of thinkers and authors from Eco to Flyvbjerg, via Habermas, Foucault and Aristotle; of ideas ranging from phronesis to trust and social relations; and with diverse research methodologies, including social network analysis and decision tree predictive modelling. The result is both descriptive and prescriptive: as well as outlining the research and its findings, practical suggestions and strategies for achieving evidence use both in educational policy and practice are provided throughout.
