

### Welcome

**Looking Back: Dr Smith** 

- Expansion of Education
- Effects of Education on Society
- Importance of Context

Looking Forward: Professor McGeown

- Research-Practice Partnerships (RPPs)
- RPPs in Moray House
- Enablers for RPPs



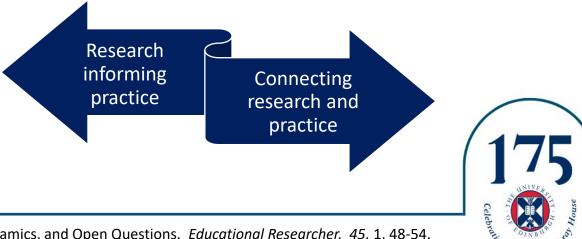
# Research-Practice Partnerships in Education



### Research-Practice Partnerships in Education

Collaborative research aimed at improving children and young people's educational experiences and outcomes, which draws upon the knowledge, expertise and experience from both research and practice.

Growing interest in the use of research-practice partnerships within education<sup>1</sup>, with examples primarily from the US, but developing elsewhere.<sup>2</sup>



<sup>1</sup>Coburn, C., & Penuel, W. R. (2016). Research-Practice Partnerships in Education: Outcomes, Dynamics, and Open Questions. *Educational Researcher, 45,* 1, 48-54. <sup>2</sup>Sjolund, S., Lindvall, J., Larsson, M., & Ryve, A. (2022). Using research to inform practice through research-practice partnerships: A systematic review. *Review of Education, 10*:e3337.

### Benefits and methodological considerations

#### Benefits <sup>1</sup>

Potential to narrow the gap between research and practice

Research informed by the full breadth and depth of knowledge, experience and expertise available

Supports researchers and teachers professional development

### Methodological considerations <sup>1</sup>

Different priorities in research and practice

Potential for projects that satisfy neither those in research or practice

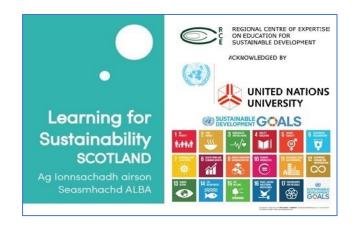
Require us to work in atypical ways



<sup>&</sup>lt;sup>1</sup>McGeown, S., Oxley, E., Love to Read Practice Partners, Ricketts, J., & Shapiro, L. (2023). Working at the intersection of research and practice: The Love to Read project. *International Journal of Educational Research*, 117, <a href="https://doi.org/10.1016/j.ijer.2022.102134">https://doi.org/10.1016/j.ijer.2022.102134</a>

### Research practice partnerships at Moray House















Open Dialogue <sup>1</sup>, with contributions from:

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Dr Simon Sjolund

Ms Megan Dixon

Mr Robin MacPherson

**Professor Courtenay Norbury** 

Dr Emma Vardy

**Professor Laura Crane** 

**Professor Maggie Snowling** 

Edited by Andrew Holliman



<sup>&</sup>lt;sup>1</sup> McGeown, S. (2023). Research-practice partnerships: Why we need a methodological shift in how we do research. *Psychology of Education Review, 47*(1), 6-14.

#### **Funding**

Infrastructure

Training

Time

**Incentives** 

Accountability

Initiate & sustain RRPs
Distributed appropriately
Evaluate RRPs



**Funding** 

Infrastructure

**Training** 

Time

**Incentives** 

Accountability

National and local Long-term and project specific Values-led approach



**Funding** 

Infrastructure

**Training** 

Time

**Incentives** 

Accountability

Methods, skills and dispositions Across career stages/professions



Funding

Infrastructure

Training

Time

**Incentives** 

Accountability

Essential to consider



**Funding** 

Infrastructure

**Training** 

Time

**Incentives** 

Accountability

REF Engagement and Impact Incentives for those in practice?



**Funding** 

Infrastructure

**Training** 

Time

**Incentives** 

**Accountability** 

What is the purpose of research?
Who is research for?
Who judges the quality of research?
What outcomes are used to measure success?



## Looking Back and Looking Forward

- Education has been a force for positive change and has had a transformative impact globally.
- Research-practice partnerships have considerable potential to contribute to positive change.





## Thank you for listening

Opportunity for questions, reflections and discussion

and perhaps a little celebration too!

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