



THE UNIVERSITY
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Research-practice partnerships in education

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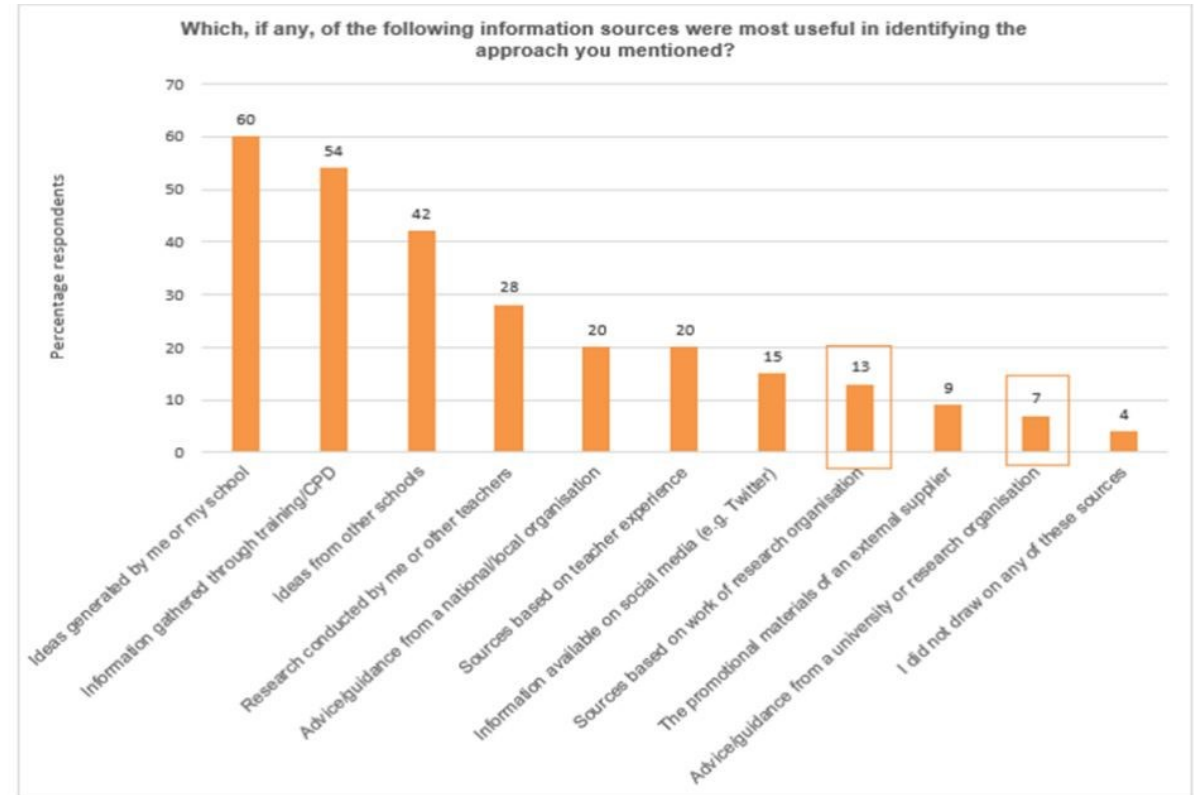
Research-practice partnerships in education

- Collaborative research which draws upon the knowledge, expertise and experience from both research and practice to improve children and young people's educational experiences and outcomes.
- Growing interest in the use of research-practice partnerships within education, with examples primarily from the US, but developing elsewhere (Sjolund et al., 2022).
- See recent Open Dialogue for recent discussion:
<https://explore.bps.org.uk/content/bpsper/47/1>



Why?

- Disconnect between University based research and practice/policy (Nelson 2019).
- In Scotland, the research evidence/data practitioners engage with most is school-level data (Lowden et al., 2019).



NFER teacher research use survey, Nov 2017 (N=1,670).

Respondents could give more than one response, so percentages do not sum to 100.

Nelson (2019). Measuring Teachers' Research Engagement. Available from:

https://educationendowmentfoundation.org.uk/public/files/Evaluation/Research_Use/NFER_Research_Use_pilot_report_-_March_2017_for_publication.pdf

Lowden et al., (2019). <https://www.gov.scot/publications/knowledge-utilisation-mapping-study-scottish-education-system/>



Love to Read: A programme to support children's reading motivation and engagement

Research-practice partnership:

Scottish Book Trust
National Literacy Trust
Education Scotland
Head/teachers (n = 2)

Child, teacher and professional input:

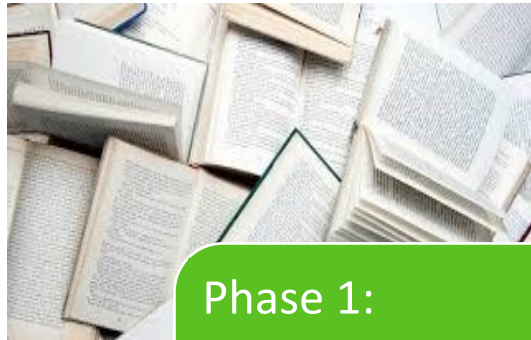
Children (n = 59)
Teachers/school leader (n = 6)
Educational Psychologist/Team (n = 3)

+ Expert Advisory Group

Love to Read: Development and Evaluation

Development

Evaluation



Phase 1:
Research input

Literature review:
Relevant
theory/research

SIX PRINCIPLES

Phase 2:
Child input

Individual and group
interviews (n = 59, 4 UK
schools) to seek
children's perspectives
and experiences.

Phase 3:
Practice input

- Recruitment of 6 teachers
- Co-design online
- Practice partner input
- PROGRAMME DEVELOPED

Phase 4:
Evaluation

- 6 week acceptability/feasibility study, 4 schools, 425 pupils
- Mixed methods
- Implementation and effectiveness

Open research:

Preregistration: <https://osf.io/5ztjk>

Preregistration: <https://osf.io/xsjhc>

Preregistration: <https://osf.io/qvuka>

Researcher reflections

- Entire process ran smoothly, although very time intensive and required extensive planning
- Programme and entire project benefitted significantly from practice partner (and children's) input

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HOWEVER:

- Practice partner/teacher roles and responsibilities were decided by the researcher.
- Everyone had a shared interest/commitment to the topic
- Research area is one of consensus



Teachers and children's reflections

- Quality and quantity of research, information and communication, is essential
- Diverse co-design team
- Fitting within existing commitments
- Empowering and supported professional development
- Recognised their contribution to the programme

“Empowers teachers to support other teachers and widest community”

“It is a win-win model, benefitting research, researchers and teachers”

“Erm, I think they should do what we're doing now, they should maybe ask kid's opinion”

Benefits

- Research is informed by the full depth and breadth of knowledge, experience and expertise available
- Implementation considered from the outset / increases likelihood of use
- Supports researchers and teachers' professional development
- Democratises research

Methodological considerations

- Time investment
- Work in atypical ways
- Work in very different contexts
- Ethical and legal considerations

RPPs: Different perspectives

Open Dialogue, contributions from:

Professor William Penuel

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






Research-practice partnerships: Enablers for change



Moray House School of Education and Sport
175th Anniversary Lecture Series

Education:
Making a
difference in
the World

Presented by
Dr William Smith and Professor Sarah McGeown



Tuesday, September 17

Education: Making a difference in the World

** NEW DATE: 17th SEPTEMBER! ** Join us for an evening of inspiring talks on how education can truly make a difference in the world!

General Admission - 1 +

Free ⓘ

Reserve a spot

Thank you for listening



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Literacy Lab: <https://blogs.ed.ac.uk/literacylab/>

Postdoctoral researcher: Dr Emily Oxley

A huge thank you to the team of researchers, teachers, other professionals and children who contributed to the Love to Read project.

UKLA Participatory Approaches
in Literacy Research SIG

Please get in touch!

