Designing for situated knowledge: methodological issues and more

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designing for situated knowledge: a practice-based research methodology

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Practice-based Research

Practice-based research (PBR) is a methodology that aims to involve a more direct collaborative relationship with the actual practice that is being studied.

Practitioners, designers and researchers work together during the entire process to secure an on-going dialogue:
- Identify practice-based issues with all stakeholders
- Translate into generic research problems
- Develop a conceptual framework and suitable research methods
- Co-construct and test solutions/interventions in practice
- Research and evaluate their impact
- Improve and generalize findings
- Support valorisation and use in practice
- Produce reports and tools for both science and practice

Aim is to solve 'local' problems and to generate 'global' insights, like in a university hospital

…..Prof. Diederik Stapel received the honoury Jos Jaspars Award. Also the Early Career Award from the Society for Personality and Social Psychology. In 2009 he won the Career Trajectory Award of the Society for Experimental Social Psychology…..

What went wrong and what lessons were thaught?

- No real contact with schools
- Aimed at "scientific" journal articles
- Simplification of the real world
- Rigid use of RCT and quantitative measures

- Hierarchical
- Deficiency model
- Positive bias
- No real progress
- Pseudo science
- **Not an isolated case**

solutions

- Stop trying to avoid or deny the complexity (Kuhl, 2013)
- Reward valorization, redefine the academic reward system
- Collaborate with educational practice
- Avoid social Darwinism in science

Why Practice-based Research?

- Complex and 'wicked' problems are situated in practice
  - Problems with interwoven variables
  - Replication or contingency difficulties
- Gap between educational research and uptake of findings in practice
  - Findings are not transferable or relevant for teachers
  - Findings are not accessible to teachers
- Changing assessment criteria for universities
  - Increased demands for societal impact *(The EARLI 2017 conference theme is "Education in the Crossroads of Economy and Politics – Role of Research in the Advancement of Public Good". 'The theme has particularly been chosen to advance the complex conversation of the role and functions of research in advancing publically funded education.')*

Practice-based Research

- Approach
  - It is not so much that there is a lack of research methods that are intended to understand 'complex' problems or situations, but maybe more a matter of general acceptance within academia as well as to embed a relational structure with practice to ensure co-ownership over problem-process and outcomes of research.

- Examples of PBR:
  - Precede-proceed model (Green & Kreuter, 2005)
  - Mode 2 / type 2 research (Gibbons, Limoges, Nowotny, Schwartman & Scott, 1994)
  - Design based research (Reeves, 2006)
  - And more in general qualitative, participatory, practice based or interpretive research (Lodico, Spaulding, & Voegtle, 2006; Silverman, 2010).
  - New standard Evaluation Protocol of the Dutch universities: valorization, striving for impact and question-based research

Practice-based Research

Networked professional learning: Connecting teachers
in an open landscape of practices?
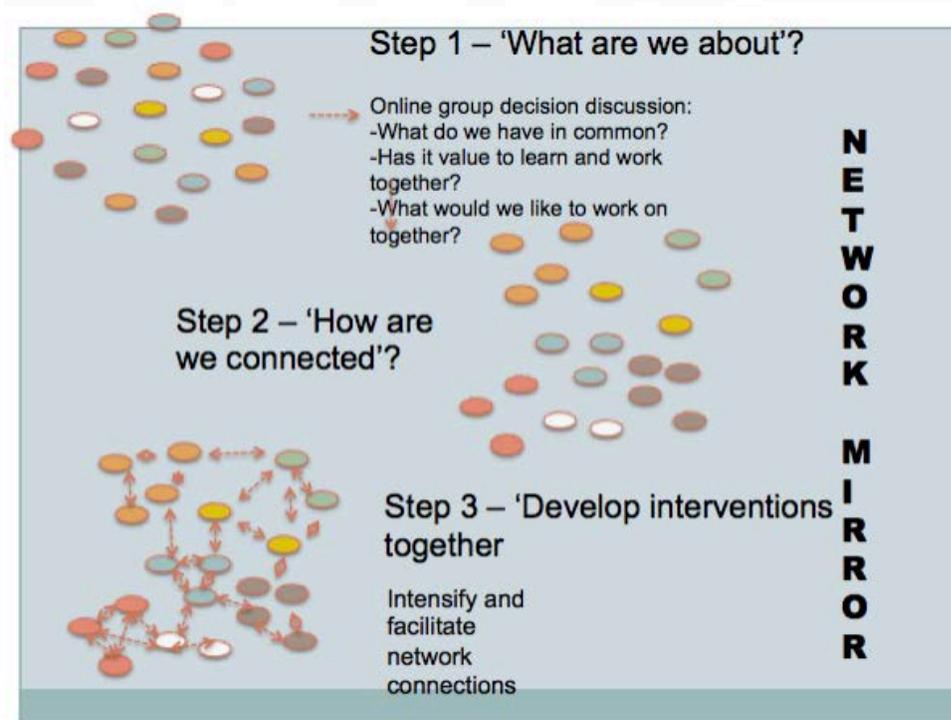
- Identify local educational problems experienced in schools

- Design topical professional networks, teachers take ownership of innovation in shared practices

- Develop/design meaningful solutions that resonate in practice infused with scientific rigor and knowledge

Practice-based Research

- Methodological challenges
  - Transfer/Transformation
    - PBR is an attempt to embed research into situated practices and often helps to transform these practices through co-design based on a research structure
      - Time consuming and complex
    - Issues of transfer are always present but option is: distill generic knowledge that is recognizable to other similar practices.
    - Deep relationship between research and practice will help to reduce the 'gap', based on a better shared language, understanding and relevance of outcomes.
      - But teachers are not researchers
      - Solving 'local' problems, producing 'generic' knowledge

Questions for general discussion

- Are practice-based methods less accepted in academia?
    - If so, why?
    - Does mainstream (inter)national academic culture play a role in this discussion?

- Can international professional organisations such as EARLI have an impact on this discussion? Is EAPRIL the answer?