

JUST AS GOOD IS NO LONGER ACCEPTABLE: THE PROMISE OF EDUCATIONAL DESIGN RESEARCH

Susan McKenney (OU & UT) & Tom Reeves (UGA)
[Monday, April 2 from 12:30pm -2:00pm ET]



PART I: FOUNDATIONS OF EDUCATIONAL DESIGN RESEARCH (EDR)

- Definition
- Motives and origins
- Outputs
- A generic model



DEFINING EDUCATIONAL DESIGN RESEARCH

...a genre of research in which the iterative development of practical solutions to complex educational problems also provides the context for empirical investigations that yield theoretical understanding that can inform the work of others.



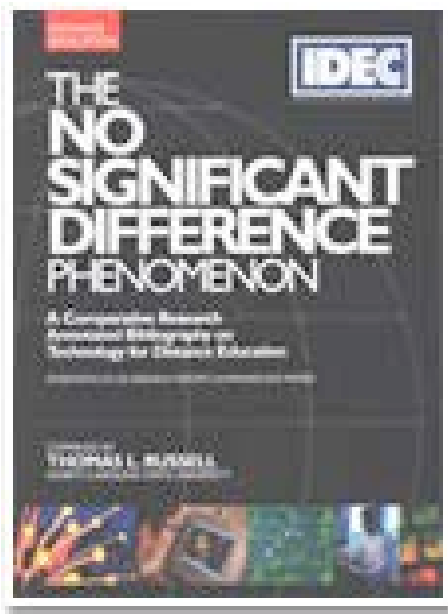
MANY NAMES

- Educational Design Research
- Design-Based Research
- Design Experiments
- Formative Research
- Development Research



MOTIVES

- 90 plus years of NSD (No Significant Differences)
- Traditional research limitations



“JUST AS GOOD” IS NOT ACCEPTABLE



ORIGINS

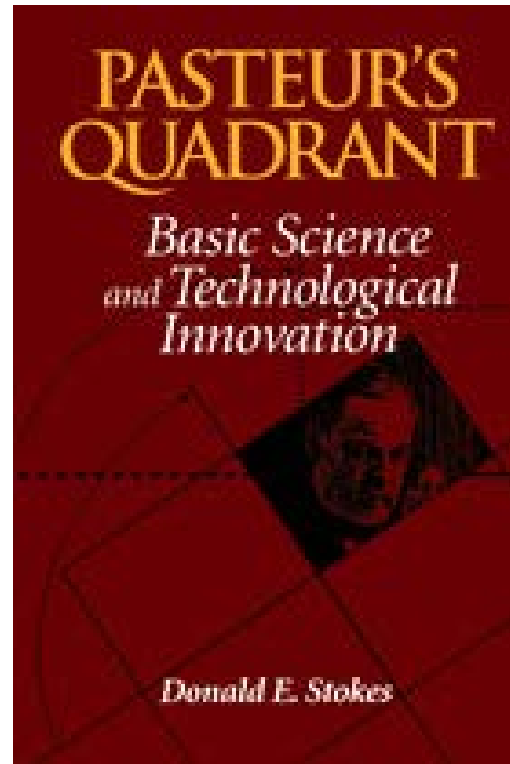
- Ann L. Brown and Allan M. Collins




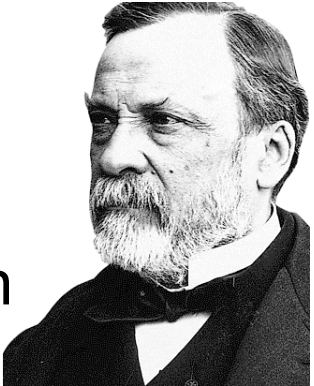
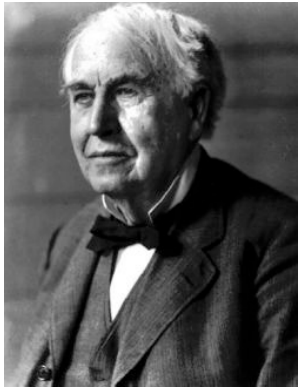
- The Learning Sciences
- Design-Based Research Collective



PASTEUR'S QUADRANT



PASTEUR'S QUADRANT

		Quest for application	
		No	Yes
Quest for fundamental understanding	Yes	<p>Pure Basic Research</p>  <p>Bohr</p>	<p>Use-Inspired Basic Research</p>  <p>Pasteur</p>
	No		<p>Applied Research</p>  <p>Edison</p>

CHARACTERISTICS

- Collaborative
- Utility-oriented
- Theory-informed
- Interventionist
- Iterative
- Rigorous
- Relevant



TWO PREDOMINANT ORIENTATIONS

- Research “on” interventions
- Research “through” interventions

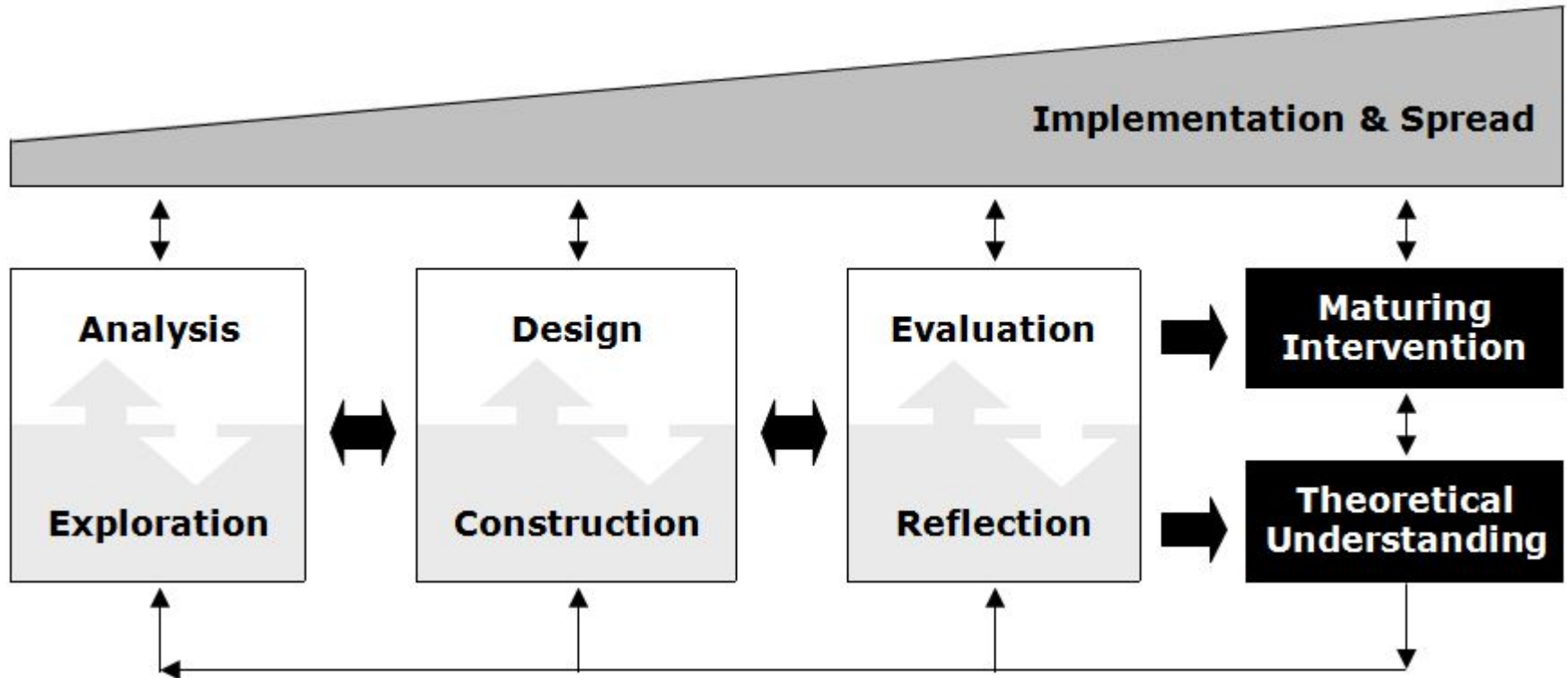


EDR: OUTPUTS

- Fundamental understanding
- Applied use

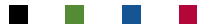


A GENERIC MODEL FOR EDR



POLL 1

- Do you think that the quest for fundamental understanding and the search for practical applications can be successfully combined in one approach?
 - Yes
 - No
 - Unsure



DISCUSSION, Q&A 1

- Do you think that the quest for fundamental understanding and the search for practical applications can be successfully combined in one approach?
- Why or why not?

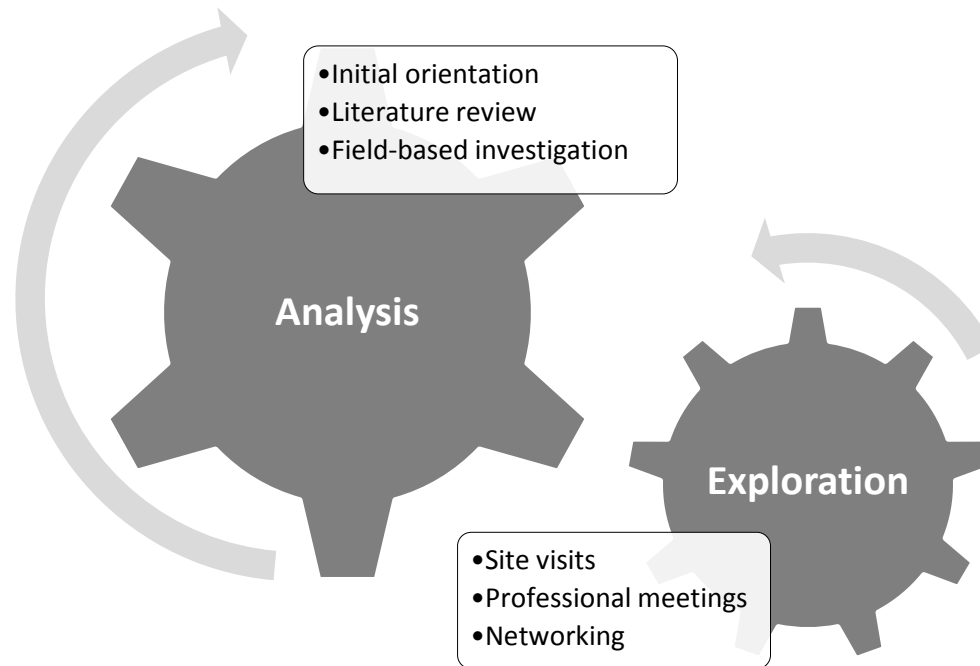


PART II: CORE PROCESSES

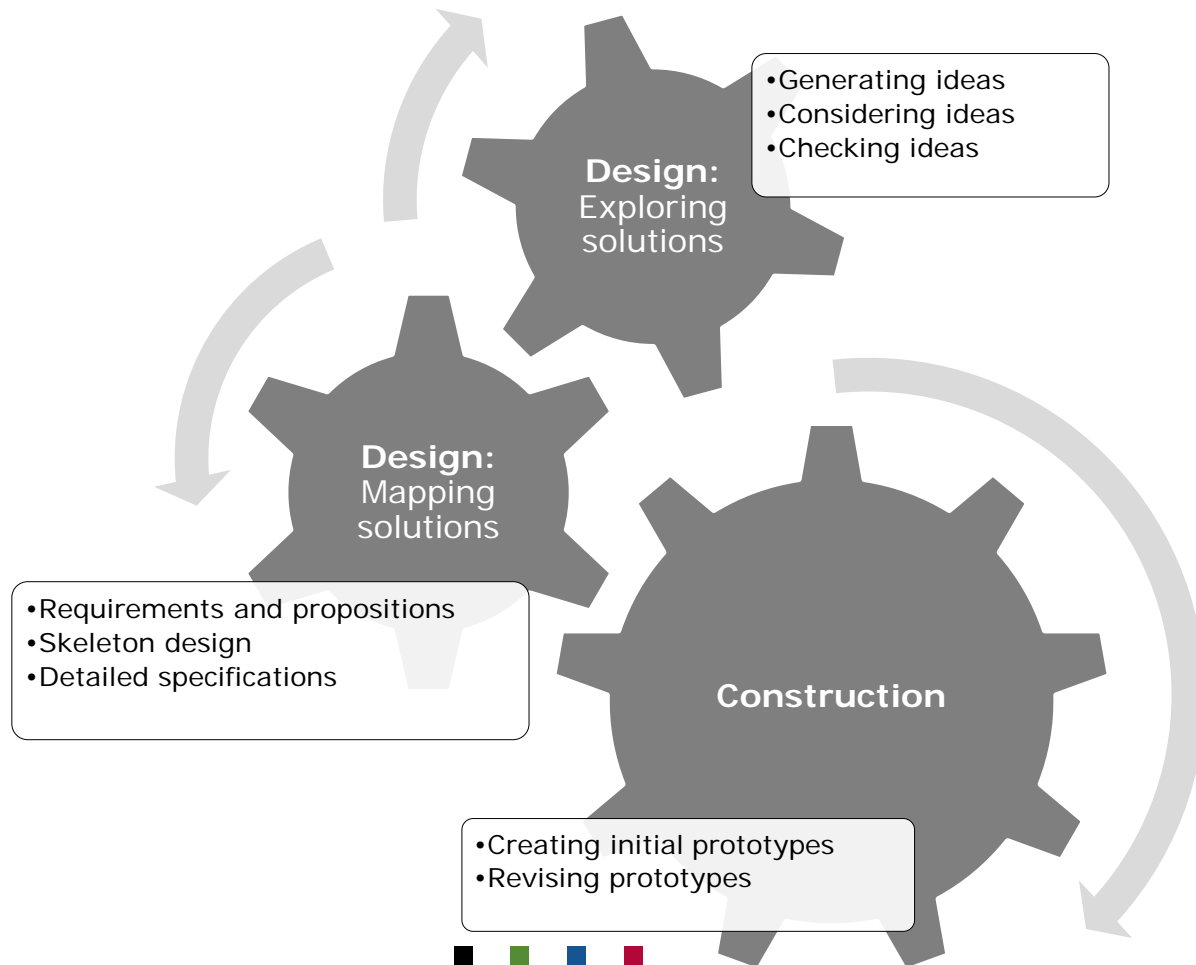
- Analysis & exploration
- Design & construction
- Evaluation & reflection
- Implementation & spread



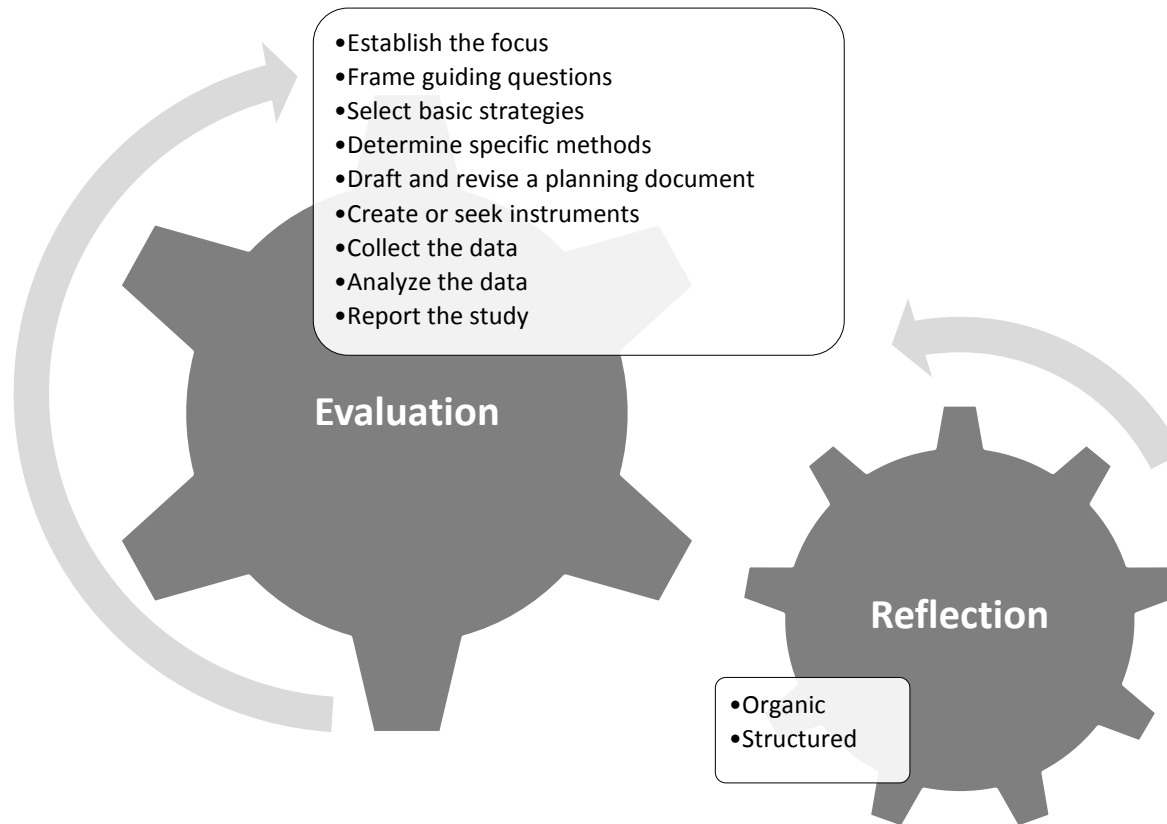
ANALYSIS & EXPLORATION



DESIGN & CONSTRUCTION



EVALUATION & REFLECTION



IMPLEMENTATION & SPREAD

- Implementation
 - Adoption
 - Enactment
 - Sustained maintenance
- Spread
 - Dissemination
 - Diffusion
- Mindset: Planning for actual use
- Determinants of implementation & spread
 - Intervention attributes
 - Strategies used
 - (System) context
 - Actors



POLL 2

- How natural or contrived would it be to align your own work with the generic model for conducting educational design research?
 - Very natural
 - Partly natural and partly contrived
 - Very contrived
 - Unsure



DISCUSSION, Q&A 2

- How natural or contrived would it be to align your own work with the generic model for conducting educational design research?
- Why?
- Can/should this change?



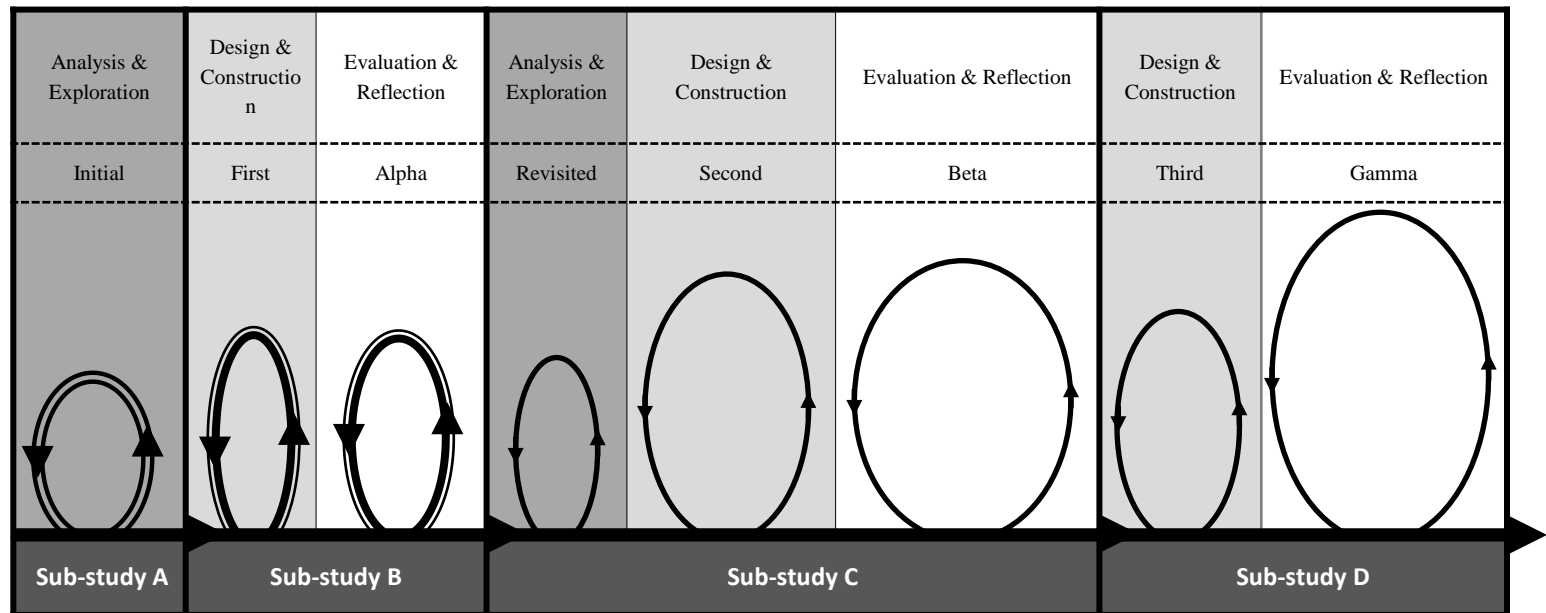
PART III: MOVING FORWARD

- Proposing EDR
- Reporting EDR
- Future EDR



PROPOSING EDR

- Different ways to position EDR studies



REPORTING EDR

- Common concerns
- Understanding different audiences
- Writing recommendations



FUTURE EDR

- Challenges to be tackled
- Socially responsible research
- The EDR community
- The time is now



EDR AND PHD STUDENTS



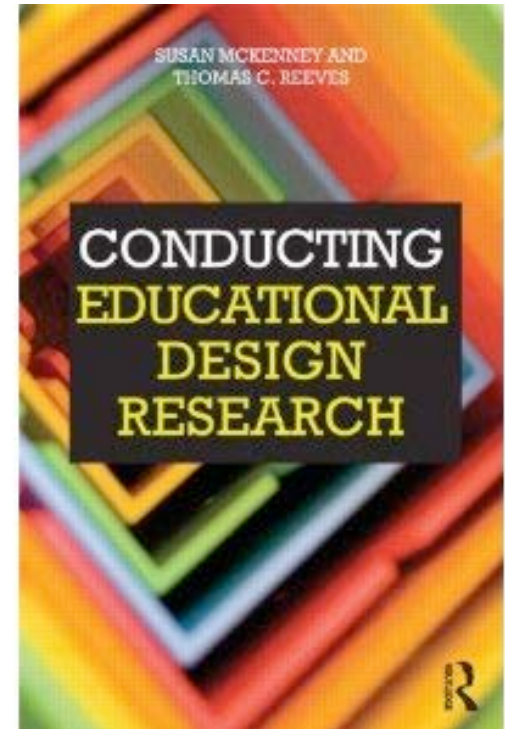
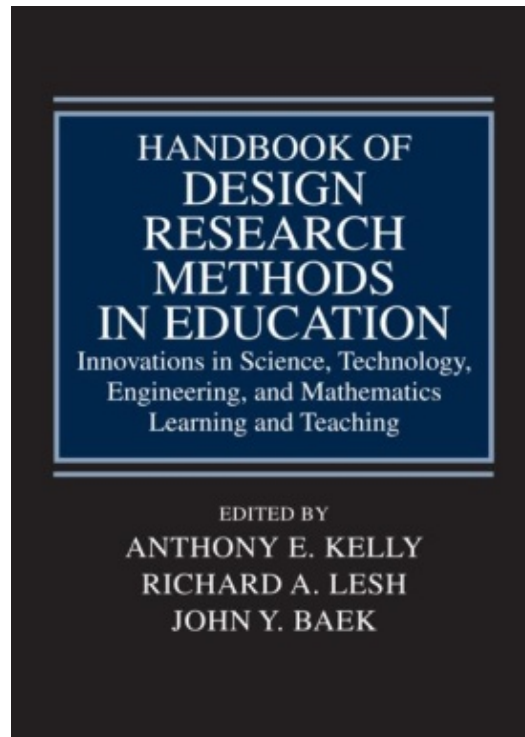
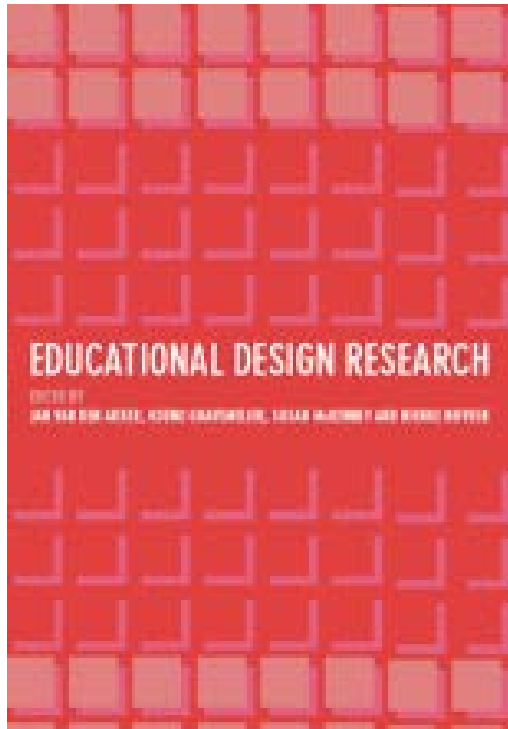
Susan McKenney & Harini Raval



Tom Reeves & Eunjung Oh



EDR RESOURCES - BOOKS



EDR RESOURCES - WEBSITES

- <http://projects.coe.uga.edu/dbr/expertinterview.htm>
- <http://web.me.com/janherrington/EDR/DesignResearch.html>
- <http://edr.sagepub.com/content/41/1/16.short>
- http://edutechwiki.unige.ch/en/Design-based_research



POLL 3

- To what extent do you think that engaging with educational design research could be useful in your own context?
 - Very much
 - Some
 - Very little
 - Unsure



DISCUSSION, Q&A 3

- What might facilitate and/or hinder you or your colleagues in engaging with educational design research?
- Why?



WE WELCOME COMMENTS

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