Taking ISLS findings to public debate

ICLS pre-conference workshop
June 24, 2014; Boulder, CO

Welcome!

- Brief introductions: name, affiliation, 1 hobby
  - *Contributors:* Annie Allen & Bill Penuel; Frank de Jong, Madelon de Beus, Rudy Richardson & Manon Ruijters; Claire Polo; Cory Forbes; Jan van Aalst, Carol Chan, Mu Jin, Ella Fu & Sydney Msonde; Ilana Seidel Horn, Jason Brasel, Brette Garner & Grant Van Eaton; Rebecca Itow

  - *Commentators:* Justis Allen, Kate Anderson, Wil Doane, Caitlin Farrell, Christine Greenhow, Dan Hickey, Paula Hooper, Yael Kali, Shannon Larson, Elizabeth Lanell, Cheryl Ann Madiera, Wouter Schenke, Renee Schwartz, Erika tate

  - *Organizers*: Susan McKenney, Kim Gomez, Brian Reiser

Getting started

- Goals:
  - Sensitize participants to the importance of sharing research findings with non-researchers (e.g. teachers, school leaders, policy makers, parents);
  - inform participants about existing strategies for engaging in public debate; and
  - support participants in forming collaborative outreach projects.
- Background
  - Who owns the task of translating research findings?
  - ISLS history

Thinking about outreach

- When has outreach made a difference?
  - Ready Set Science
  - Brown vs Board of Education
  - Papa, don't text: Distracted parenting
- When has research presence been lacking?
  - Common core
  - Brown vs. the Board of Education: impact of the Clark study on the Supreme Court's ruling
  - IWBs in Dutch kindergartens
- Good outreach message designers understand:
  - *Their own message*: Core vs supporting arguments and facts
  - *Engagement*: Stimulate reader reflection and own reasons for acting
  - *The mode*: Dissemination and/or co-creation of knowledge?
  - *Their audience*: Concerns, vernacular, affinities, needs, values, etc.
  - T*he medium*: Align message-form-style according to best practices for the medium used (newspaper, twitter, web, magazine, etc.)

Brief presentations

- Practitioners and research:
  - Annie Allen & Bill Penuel
  - Frank de Jong, Madelon de Beus, Rudy Richardson & Manon Ruijters
  - Clare Polo
- Research program outreach:
  - Cory Forbes
  - Jan van Aalst, Carol Chan, Mu Jin, Ella Fu & Sydney Msonde
- Supporting teachers and their development:
  - Ilana Seidel Horn, Jason Brasel, Brette Garner & Grant Van Eaton
  - Rebecca Itow
  - Elizabeth van Es

Allen & Penuel

Learning from research-practice partnerships to enhance interactive research use

- Metaphors we live by matter: RPPs as *translation* versus *joint work at boundaries*
- Joint work is continually re-negotiated
  - Changes to key participants
  - Shifting priorities of partners
- Partnerships invent new hybrid tools and strategies to support their joint work.
  - Feedback report
  - Co-design of professional development

de Jong, de Beus, Richardson & Ruijters

Ecologically and transdisciplinarily inspired research

- *Audience*: practitioner researchers, teachers and researchers
- *Goals*: Bridging practice and research in order to improve educational practice
- *Strategy*: Doing ETI-research and practice oriented research,Presentation, EAPRIL, Publication, Med programm Learning and innovation
- *Hopes*: co-creation, enrichment of the idea and sharing

Jong. F., de, Beus, M., Richardson, R, & Ruijters, M. (2013). Ecologically and Transdisciplinary Inspired Research: Starting Points for Practitioner research and Sustainable Change. *Journal of organizational transformation & Social Change, Vol. 10, No.2, 163-177.*

Polo

Relevant PhD work for addressing research-practice connections
-SSI and the need for more "technical democracy" (Callon, Lascoumes, Barthes, 2001)
Øscientific YouTalk-type debates as a socially transformative educative practice *per se*
-Strong and multiple partnerships
-International scope: one school in Lyon (France), one school in Kenosha (Wisconsin, USA), and two schools in Mexico (Contepec and Tehucán, respectively Michoacán and Puebla states)
-Action-research project but descriptive research focus

Aspirations for working group activity
-Shared reflexive look at the researcher role in such projects
-Methodological tools that can help bettering such processes
-Institutional demands, career concerns and need for "*brokers*"

Hopes: find innovative strategies, identify collaborators interested in research-practice connection

Message goal	Audience	Strategy
Improve the methodology of partnerships involving diverse practitioners	Potential partners : researchers, teachers, informal education practitioners, etc	Create a guidebook, wiki
Fostering the recognition and training of « brokers »	Policy makers (reseach and educational fields)	Writing a white paper ? Showing their work (exhibition within the institution, award, etc)?

Forbes

UNL IANR Science Literacy Initiative

- *Audience*: PK-12, higher education, members of the public, private industry, government
- *Goal*: To cultivate a scientifically-literate society able to analyze complex problems and make informed decisions about current food, fuel, water, landscapes, and people issues emphasizing agriculture and natural resources systems
- *Strategies*: Grow, Eat, Learn website (http://groweatlearn.unl.edu/), intra-IANR working groups, seminar series, statewide conferences, podcasts, radio, Extension events, partner briefings
- *Hopes*: Conceptual foundations for a strategic approach to communication, messaging, and partnership-building

van Alst, Chan, Jin, Fu, Msonde

Strong local emphasis on knowledge exchange
- *Audience*: Teachers and policy-makers
- *Main goals*: Stimulate greater engagement with key findings from learning sciences by teachers and policy-makers
- *Strategies*: Public lectures, workshops, social media, occasional newspaper articles
- *Hopes*: Find collaborators, ideas for making the social media aspects succeed

DESIGNING POWERFUL LEARNING ENVIRONMENTS

Knowledge Building @HKU
Information on Knowledge Building
Faculty of Education
The University of Hong Kong
Home   About us   Blog   DPLE   Publications   Key Findings   Tools   Teachers   Students

What teachers should know about learning theories
A project supported by Education Bureau (HK) & The University of Hong Kong
Faculty of Education
The University of Hong Kong
Home   About   Theories   Approaches   Learners   Key Issues   Classroom Practices   Teacher Corner

Horn, Brasel, Garner, van Eaton

Using Social Media to Bring Learning Science Concepts to STEM Educators

Premise
- The "research" that gets into schools may not be the most useful research.

Audience
- Teachers online are committed to ongoing professional learning.
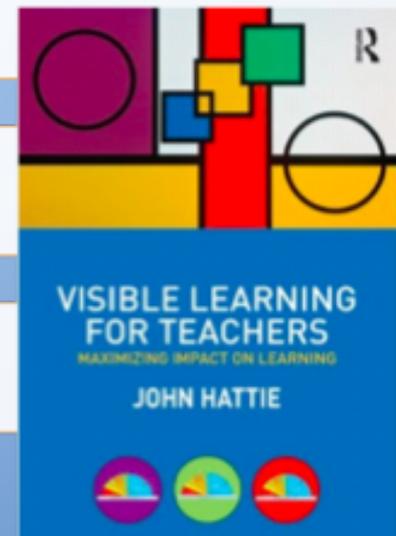
Goals
- To help online STEM teachers access important research

Strategies
- Create social media presence
- Engage in dialogue with online STEM educators

Hopes
- Identify collaborators for long term projects
- Develop teachers who advocate for the profession

VISIBLE LEARNING FOR TEACHERS
MAXIMIZING IMPACT ON LEARNING

JOHN HATTIE

Itow

Integrate specific participatory practices

- PLA design principles
- New to many teachers
- Required teachers to give agency to students

Online Participatory PD

- Experience participatory learning
- Flexibility and authenticity of online space
- Learning in knowledge networks

Use DBIR to combine research & practice

- Persistent problem, iterative design, theory development, capacity development
- Teacher leader and network emerged
- Developed a capacity for sustaining change

van Es

Building Local Capacity for Large-Scale School Reform: The Role of Leaders and Facilitators of Teacher Learning
- Building a system of teacher education that includes leaders in school and university contexts
- Preparing school-based leaders for the work of mentoring and supporting teachers
- Cultivating coherence between teacher education contexts
- Supporting pre-service and in-service teacher learning of ambitious teaching

Questions:
- What is the work of teacher leadership and facilitation?
- How can cases provide models for policymakers and district leaders to create network improvement teams?
- What kinds of tools can policymakers and practitioners use to formatively assess efforts to improve teaching and learning?

Working groups: Phase I

- 45 minutes
- Appoint a scribe; open GoogleDoc
  - Practitioners & research: http://goo.gl/cQG5yq
  - Research program outreach:http://goo.gl/n2MEz3
  - Supporting teachers & their development: http://goo.gl/zG1bG2
- Explore common ground
- Discuss outreach content and audience(s)
  - Identify focus
  - Establish group mission
  - Set long range goal(s)

Break

- During: Orient and refresh
- After: Sit with your working group
  - Practitioners and research:
    - Allen, deJong, Polo
    - Anderson, Larsen, Schenke, Kali, ...
  - Research program valorisation:
    - Forbes, van Alst, Chan
    - Doane, ...
  - Supporting teachers and their development:
    - Horn, Brasel, Garner, van Eaton, Itow, van Es
    - Tate, Madeira, Allen, Schwartz, ...

Working groups: Phase II

- 60 minutes
- Develop a plan
  - Determine outreach strategy
  - Outline outreach strategy (or strategies)
  - List post-workshop steps
  - Note ways organizers might provide support
- Document work
  - Live, during session
  - Use open-access google docs provided
- Be ready to report back (5 min each) on
  - Goal(s), audience, strategy (strategies)

Share

- Brief plenary reports (15 min)
  - Could use Google doc as poster
  - Each include: goal(s), strategy, audience
- Thoughts on next steps
  - How to move forward developing strategies?
  - Support organizers might offer
  - Possible publication(s) about this work
- Before departing today
  - How does each group/strategy intend to proceed?
  - Identify group coordinator