



Building a Research Infrastructure for School Teachers

The BRIST Project and Research Led Teaching

Aims:

- Develop and share understanding of ‘translational research’
- Support teachers so they can engage in developing their own research to improve their practice
- Create a training programme for teacher researchers
- Create an App to provide an infrastructure to support teachers and develop community



Translational Research, Our Systematic Literature Review

- Initial SLR: Conceptualising Translational Research in schools
- A range of databases:
 - Education Research Complete (<https://www.ebsco.com/products/research-databases/education-research-complete>)
 - ERIC (<https://eric.ed.gov>)
 - Gale (<https://www.gale.com/databases>)
 - Informit A+ Education (<https://www.informit.org/informit-education>)
 - ProQuest (<http://www.proquest.com>)
 - Sage Journals (<http://online.sagepub.com>)
 - Scopus (<https://www.elsevier.com/solutions/scopus>)
 - Web of Science (<https://clarivate.com/products/web-of-science>)



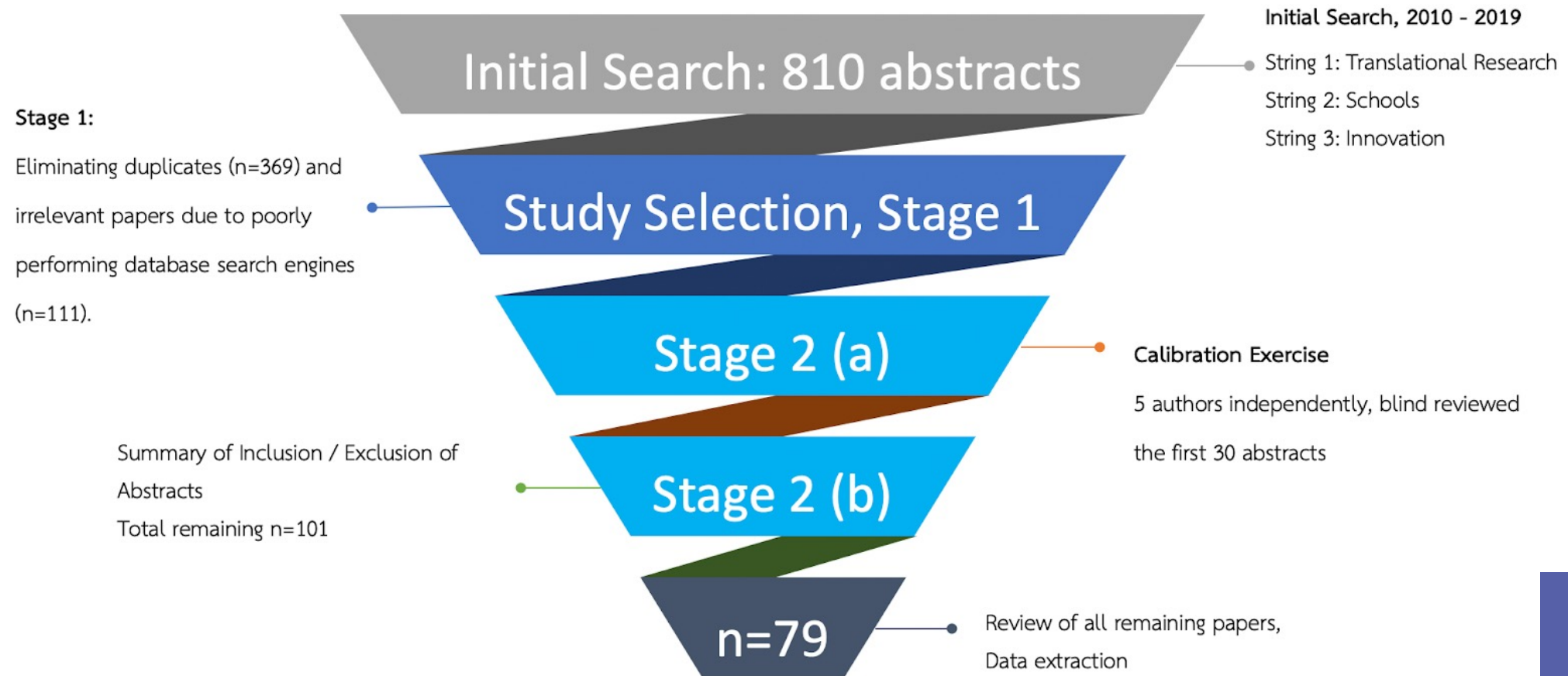
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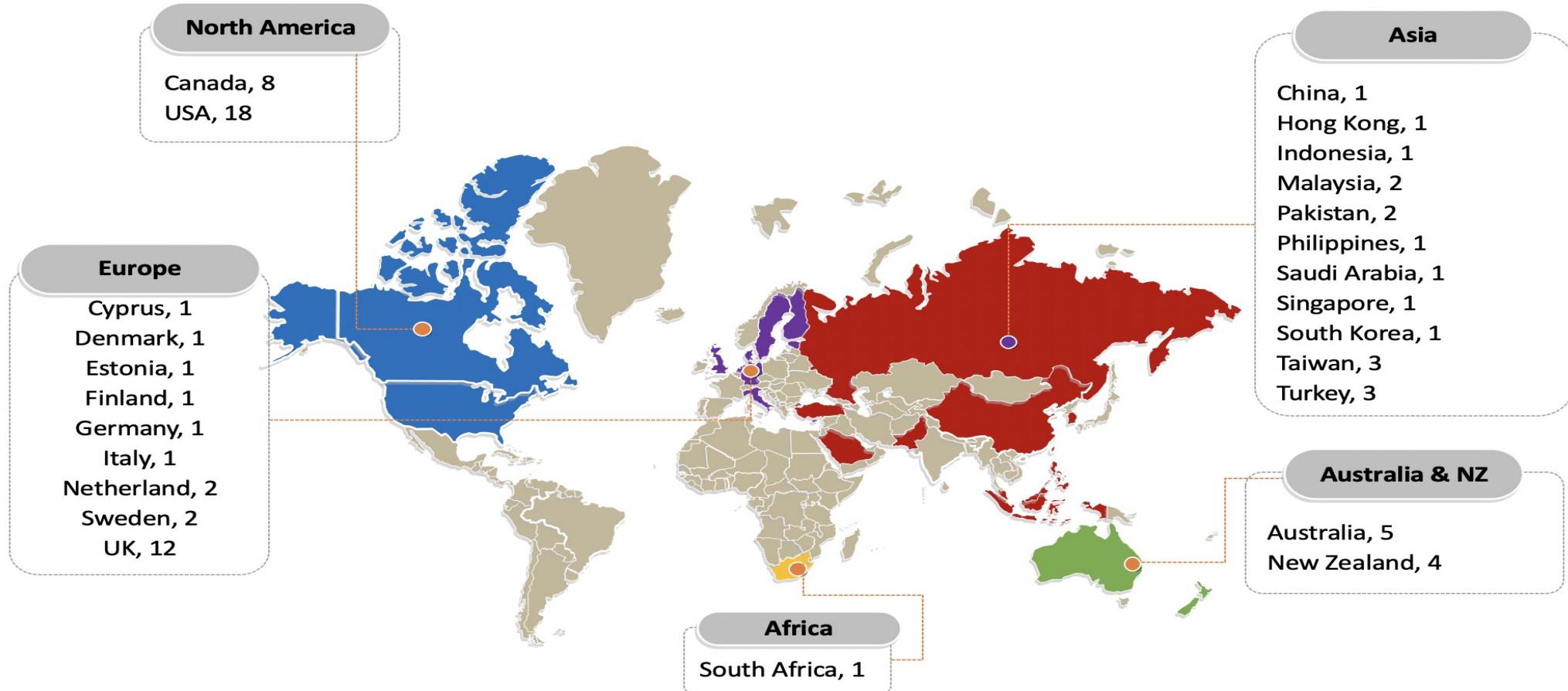
Translational Research, Our Systematic Literature Review

- Search terms included
 - ("evidence based decision making" OR "evidence-based decision making" OR "evidence informed practice*" OR "evidence-informed practice*" OR "knowledge management" OR "knowledge mobili*" OR "knowledge sharing" OR "practitioner* research" OR "research informed teaching" OR "research-informed teaching" OR "research led teaching" OR "research-led teaching" OR "teacher led research" OR "teacher-led research" OR "teacher researcher*" OR "translational research") AND ("classroom" OR "continued professional development" OR "elementary age*" OR "elementary-age*" OR "elementary education" OR "elementary school" OR "high school age*" OR "high school-age*" OR "high school" OR "K6" OR "K-6" OR "K12" OR "K-12" OR "middle school age*" OR "middle school-age*" OR "middle school" OR "P6" OR "P-6" OR "P12" OR "P-12" OR "primary age*" OR "primary-age*" OR "primary education" OR "secondary age" OR "secondary-age*" OR "secondary education" OR "school*" OR "school teacher" OR "7-12" OR "7-10") AND ("creativ*" OR "disrupt*" OR "ground breaking" OR "ground-breaking" OR "imaginative" OR "infrastructure" OR "ingenius" OR "inquisitive" OR "innovat*" OR "network" OR "original*" OR "partnership" OR "progressive" OR "reimage*" OR "re-image*" OR "revision*" OR "re-vision*" OR "technology" OR "transform*" OR "vision*")

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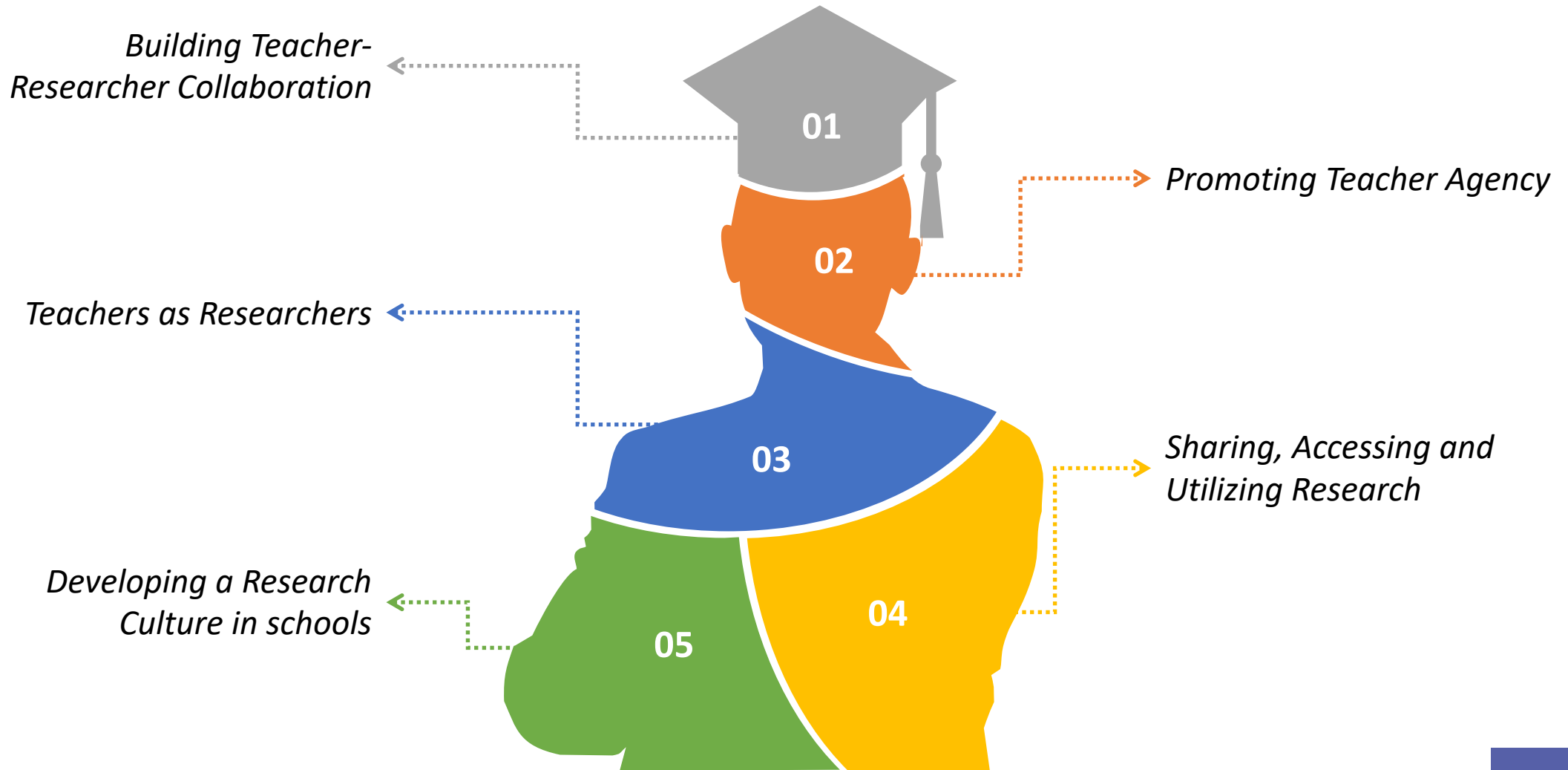


Articles per Country

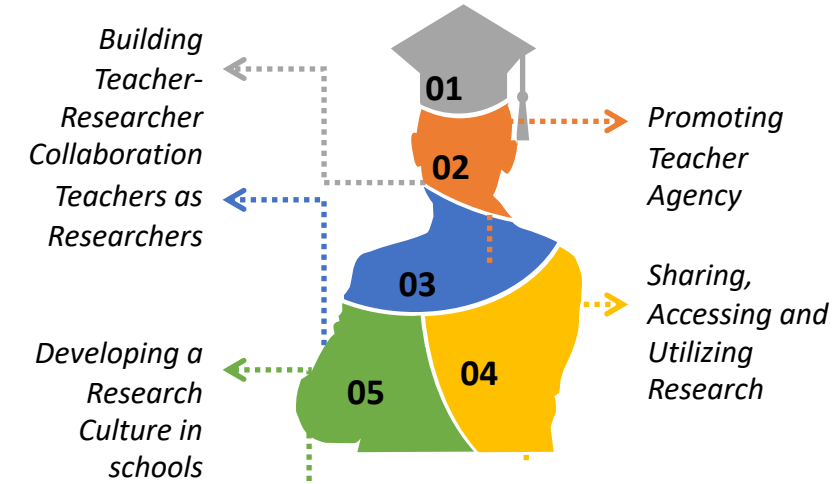


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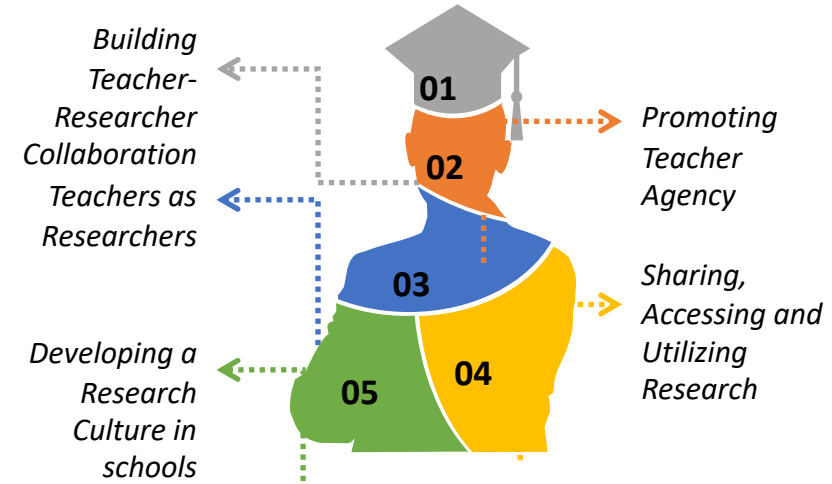


Building Teacher-Researcher Collaboration



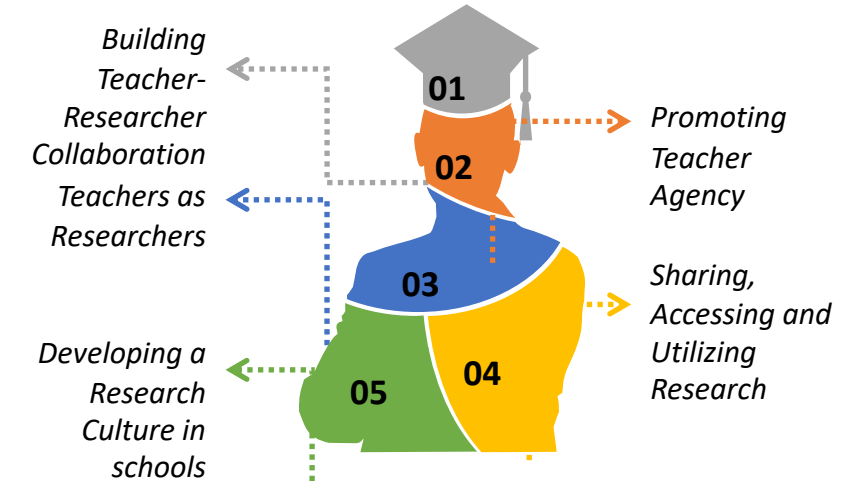
- The SLR drew attention to salient aspects of the collaborative relationship between teachers and researchers
- Teachers played a more active part, even leading the research process, (for example, see Kuntz et al., 2013 or Ryerson, 2017).
- Parity of esteem
- Cowie, et al., (2010) who found that ‘mutual trust, respect and rapport are essential’ in teacher-researcher collaborations
- New combined forms, or hybrids of the roles (Hamza et al., 2017)
- Mutuality of research and teaching

Teachers as Researchers



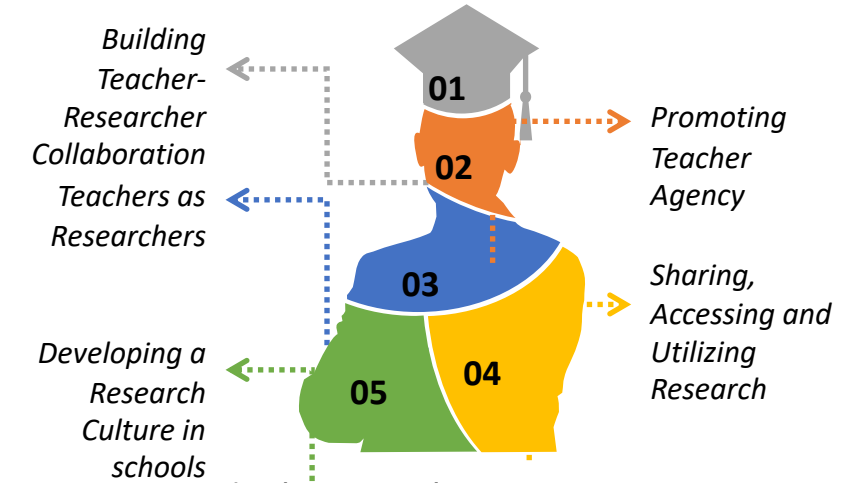
- Teachers need to see how the research ultimately had positive effects on students' learning.
- Cain (2015a) and Cain (2015b) noted that teachers will only engage with research if they have permission to experiment
- Teachers are more likely to use ideas that support their own experiences (Walker et al., 2019).
- Meta-cognitive potential of research in the classroom, where teachers and students learn alongside each other (Muhonen, 2014 and Fulmer and Bodner, 2017)

Developing a Research Culture in schools



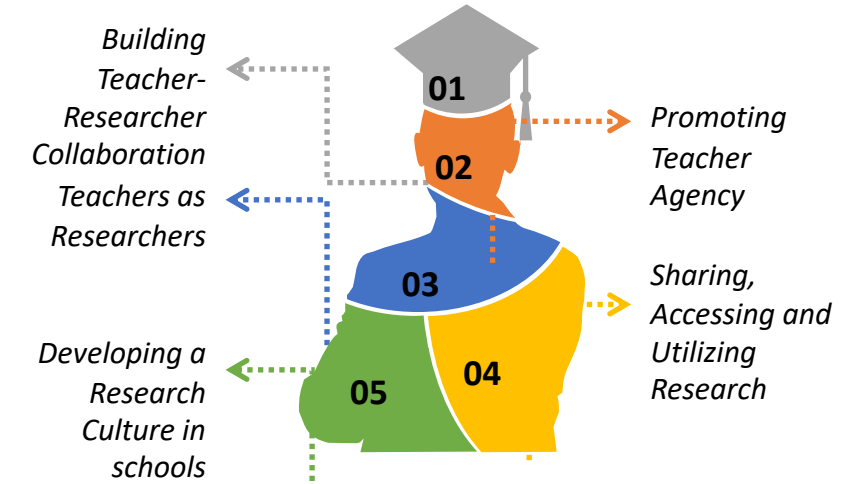
- The theme of research culture that has emerged from the articles reviewed in this SLR are mainly concerned with the meso and macro level - research needs to be valued by both the school and the wider educational context. (Cantalini-Williams et al., 2015; Cramp & Khan, 2019)
- Ebbutt (2002) suggests that schools need to evolve through a series of developmental stages
- Established routines and systems for research; to be consistent or undertaken on a continuous basis (Song et al., (2014)
- Research needs to be valued and prioritised in the external, systemic context by key decision and policy makers, educational partners and other stakeholders

Promoting Teacher Agency



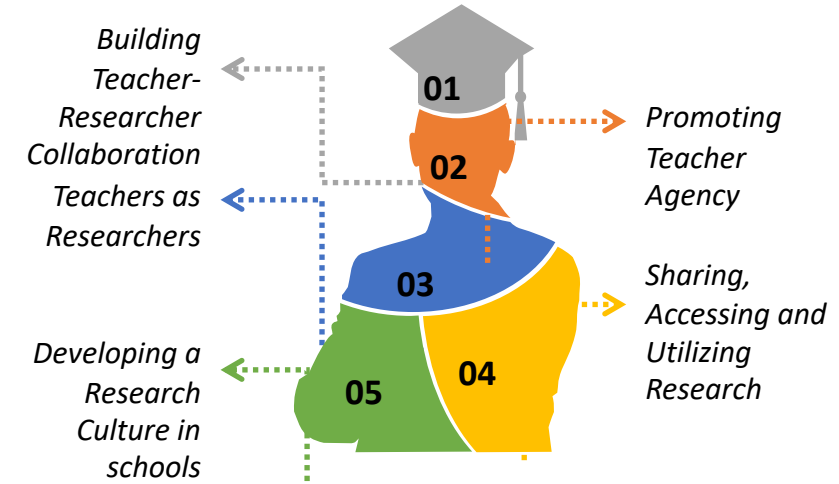
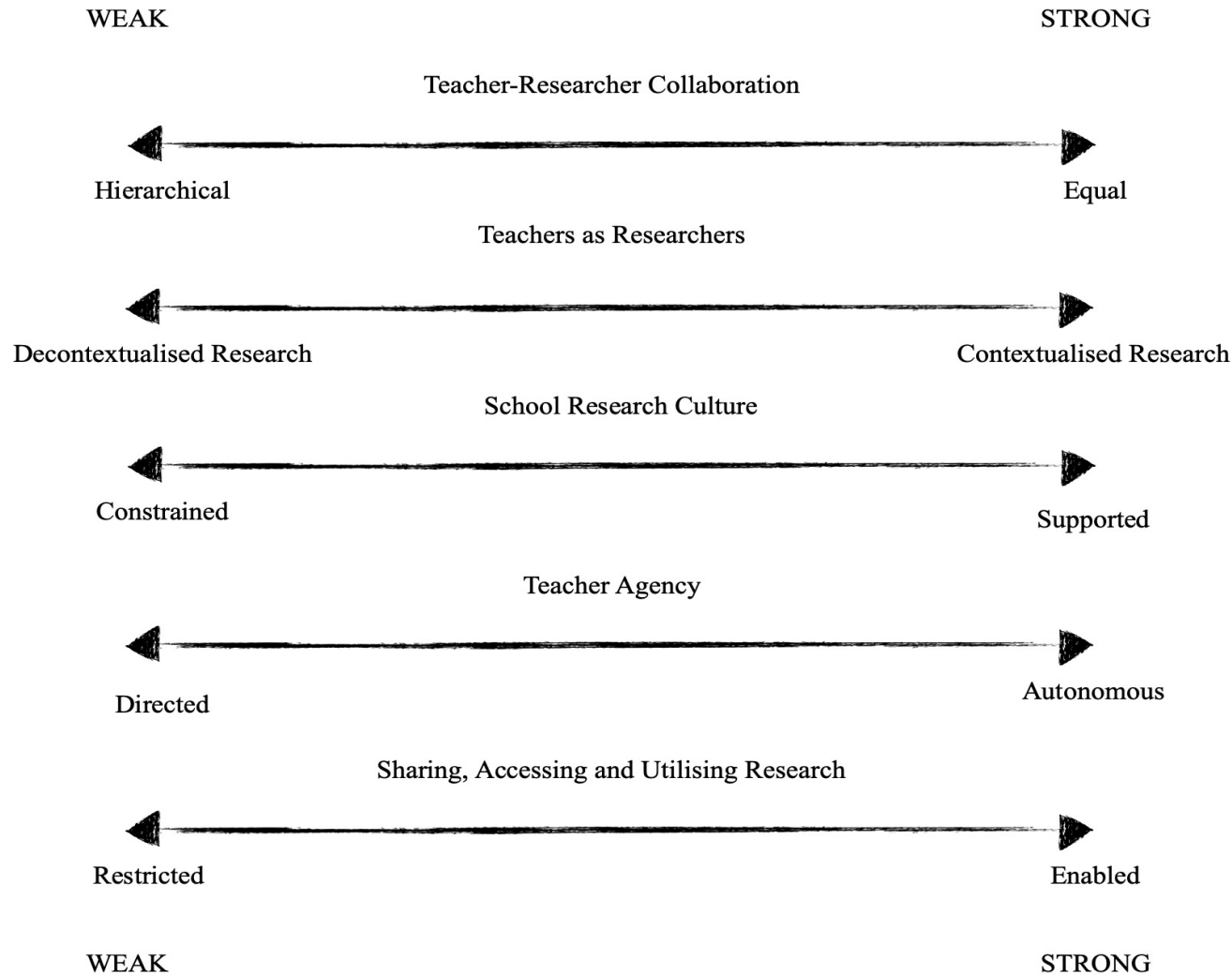
- Muhonen (2014) suggests that teacher agency is better supported through being a constant learner alongside the students
- Kuntz et al (2013) and Charteris & Smith, (2017) – a teacher’s experience of agency and their ability to work creatively is dependent upon a clear articulation of infrastructures and the identification of areas of flexibility and possibility
- Kuntz, et al., (2013) champion a space for teacher researchers to discuss pedagogical goals being created
- Charteris & Smith (2017) highlight the importance - teaching as inquiry and reflective practice that can support critical and collaborative practitioner research.

Sharing, Accessing and Utilizing Research



- The SLR highlighted the importance of developing infrastructures that enable researchers and teachers to curate innovative ideas, methodologies and solutions, in ways that are meaningful for them.
- Professional learning opportunities to develop key research skills
- Teachers can lack relevant expertise in how to access, use and undertake research (Getenet, 2019).
- “we need to build teacher expertise and professionalism so that teachers can make better judgments about when, and how, to use research” (Wiliam, 2019)

A Framework for Translational Research in Schools



Invitation

If you are interested in learning more about this project, getting involved or signing up to our newsletter, please register your interest here:



Webpage: www.4teacherresearch.org

Twitter: [@4teacherresearch](https://twitter.com/@4teacherresearch)

Alternatively, contact Project Leader for more details: sarah-louise.jones@hull.ac.uk





Thank You

www.4teacherresearch.org