EIPPEE Conference 2012

Bel Air Hotel
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Netherlands

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Advancing the use of research in education across Europe
9-10 May 2012
Welcome and introduction

Chair: Maria Ranieri, Department of Sciences of Education and Cultural and Formative Processes, (DSEPCF), University of Florence, Italy
Outline of the session

• Measuring research use: a brief introduction

• Presentation by Richard Deiss, European Commission

• Indicator development: issues and challenges
• Workshop activity (small-groups)
• Whole-group discussion

• Final thoughts on ‘studying research utilisation’
Objectives

To engage with and discuss the issue of developing an indicator (or indicators) to measure research use/impact
Evidence-to-Use System (Gough et al., 2011)

Measuring research use

• Few empirical studies in the field of education
  ➢ Most existing studies are qualitative; quantitative studies about prevalence and impact are very scarce

• One possible explanation: lack of common, standardised instrument for measuring research use
What’s in a name?

Indicator = milestone or marker with the capacity to show where we are in an activity, that we are making progress, and that we are heading in the right direction

Depending on the complexity of what concept is being measured, one indicator may not be enough. It is often the case that more than one indicator will be used to build a questionnaire which is used to analyse/measure the concept.

• Measurement *instrument*
• Assessment *tool*

• Self-assessment
## Existing tools

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<tbody>
<tr>
<td><strong>No. of tools</strong></td>
<td>228</td>
<td>5</td>
<td>43</td>
<td>18</td>
<td>54</td>
</tr>
<tr>
<td><strong>Focus of measurement</strong></td>
<td>‘effectiveness of strategies aimed at improving development, dissemination, and implementation of clinical practice guidelines’</td>
<td>‘KE outcomes’</td>
<td>‘organisational readiness for change’ (including readiness for evidence-based interventions)</td>
<td>‘organisational contexts for evidence-based practice’</td>
<td>‘implementation and impact of KTE applications’</td>
</tr>
<tr>
<td><strong>Field/domain</strong></td>
<td>health</td>
<td>health</td>
<td>health services, sociology, psychology, business</td>
<td>health care and management</td>
<td>healthcare, education, agriculture, business</td>
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Richard Deiss, European Commission
Indicator development: issues and challenges to consider

• Time and money

• How is the information provided by the indicator going to be used?

• Different uses of indicators
• Different types of indicators
• Different types and levels of change
Indicators: different uses

• Changes over time (e.g., % change in policy-makers’ use of research evidence)

• Differences between population sub-groups (e.g., the number of teachers using research evidence in school A compared with school B)

• Achievement towards targets (e.g., the % of headteachers sending their staff on training related to the use of research evidence vis-à-vis originally planned)
## Indicators: different types

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
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<tbody>
<tr>
<td>Numerical</td>
<td>Provides exact numbers that will be counted</td>
</tr>
<tr>
<td>Scaling or ranking</td>
<td>Provides graduated descriptions of assessment</td>
</tr>
<tr>
<td>Classifying</td>
<td>Provides answers in categories (yes/no etc)</td>
</tr>
<tr>
<td>Descriptive</td>
<td>Describes the state of something in words</td>
</tr>
</tbody>
</table>
Types of change and level of change

What type of change is implied?
- knowledge
- attitudes
- practice
- economic
- ....

At what level?
- individual
- group
- community
- organisation
- ....
Monitoring Monitoring Process

Evaluation Effectiveness

INPUT

OUTPUT

OUTCOME

IMPACT

Level of evaluation efforts

No. of projects

Resource

Funds

Facilities

Supplies

Trained staff

Knowledge change (e.g., no. of heads reporting knowledge of the effectiveness of intervention X for school improvement following training workshop)

Behavioral change (e.g., % schools using research findings in one borough of London compared with another borough)

Attitude change: (e.g., readiness of an organisation to use research findings)

Income

Social cohesion

ALL

MOST

SOME

FEW
Develop an indicator/tool/instrument?

EIPPEE problem:
- recognise the lack of a tool for measuring research use and that the concept/process that needs measured is very complex
- limited resources

Options:
- adapt an existing tool?
CHSRF’S SELF-ASSESSMENT TOOL

Is Research Working for You?

The self-assessment asks about the organization’s ability to acquire, assess, adapt and apply research

After an evaluation process, involving focus groups, CHSRF’s Self-Assessment Tool has been re-launched and is ready to be used by decision-making organizations who want to generate an internal discussion about how well they use research and where there is potential for improvement.

How can a self-assessment tool help?

Many organizations would like to make better use of research, but aren’t sure where to start. Others feel they’re doing well, but would also like to know if there are areas they could improve.

Through self-assessment, an organization can discover its strengths, identify gaps, and make plans for addressing priority areas in the future. We hope the tool will not only help in self-evaluation, but also provide ideas for where and how to enhance research use.

Acquire evidence
Can the organization find the research evidence it needs?

Assess evidence
Can the organization assess whether the research is reliable and high-quality, and whether it is relevant and applicable?

Adapt its format
Can the organization present the evidence to appropriate decision-makers in a useful format, which synthesizes recommendations, conclusions and key issues?
Task

In small-groups discuss the CHSRF self-assessment tool

Consider:
(a) whether – for your type of organisation – an adapted version of this tool would be (i) appropriate and (ii) used

(a) In what respects does it need adapted? (you may wish to consider different uses/types of indicators and the different types and levels of change discussed earlier)

(b) Is an tool such as this ‘enough’? On its own, can it be used to improve ‘performance’?
Final discussion

What do you think should be part of the strategy for encouraging new studies on research use?