Pedagogical Practice, evidence and evidence informed pedagogical practice

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Danish Clearinghouse for Educational Research

- Research unit at Aarhus University with a staff of 10.
- Established 2006
- Website:
  - [http://edu.au.dk/forskning/omraader/](http://edu.au.dk/forskning/omraader/)

3 strands on evidence:

1. Evidence what is it? How is it produced?
2. The production of evidence.
3. The distribution, dissemination, and application of evidence.
**Recent Danish policy quotes**

- **Teacher education:**
  “Teacher education must be based on the newest evidence based knowledge on what works in primary and lower secondary schooling.”
  (Political agreement on Teacher education 2012)

- **Teaching practice:**
  “Teachers must have better access to knowledge on which teaching methods works in order to provide high quality modern teaching”
  (Government plan on primary and lower secondary schools 2013)
Next Steps

- Teacher education:
  Starting next week:
  Evidence Workshops for staff working in teacher education.

- Teaching practice:
  Already started:
  Evidence Workshops for single schools, municipal school systems, teacher union members.
Share and discuss

• The background for workshops.
• The conceptions of knowledge involved?
• The challenges involved?
Evidence in Education

General meaning: A practice, policy or statement in education is based on or informed by evidence when it is supported by the best - most reliable, relevant and available —knowledge.

Narrow meaning: Second order knowledge offered in research mappings or systematic reviews with synthesis of what is known on a given topic in education.
Knowledge 1: Classic concepts

Two basic forms:

• Knowledge about the world (epistémé)

• Knowledge on what can be done in the world (techne)
Knowledge 2: What does it mean to know something?

Person S knows X when:

- X is true
- S believes X to be true
- S has good reasons to believe that X is true.
Knowledge 3: Transparency

1. Transparent knowledge: can be described and transmitted in professional education.

2. Tacit knowledge: not directly available for inspection.
Knowledge 4: the individual and the community

- Knowledge as a phenomenon held by the single member of the profession - the individual teacher.

- Knowledge as a collaborative phenomenon created and held by communities of practice – the teaching staff at one school.
Knowledge 5: The Scientific Culture

- Poses significant questions which can be answered empirically
- Links research to relevant theory
- Uses methods that permits direct investigation of the question
- Provides a coherent and explicit chain of reasoning
- Replicates and generalises across studies
- Discloses research to encourage professional scrutiny and critique

Challenge 1

- Making room for different conceptions of knowledge
Challenge 2: The combining of knowledge from different sources

Evidence informed educational practice

- Knowledge about students and parents
- Teacher experience: reflective skills, knowledge and procedures
- Knowledge about the framework: economy, legislation, and decisions
- Knowledge about the schools organization and culture.
- Evidence based knowledge: What systematic reviews convey about education
- Knowledge on accessible resources: materials, ITC, staff etc.
Challenge 3 The preconceptions of evidence
**Challenge 4: Implementation**

Sammenfatning af en meta-analyse af effekterne af uddannelse og supervision på læreres implementering i klassen (Joyce & Showers, 2002)

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<th>ANVENDELSE I KLASSEN</th>
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Thank you: Evidence informed practice is not easy

- I am fully aware of the challenged position I am in.