

How can evidence based research lead to improvement in practice?

Workshop

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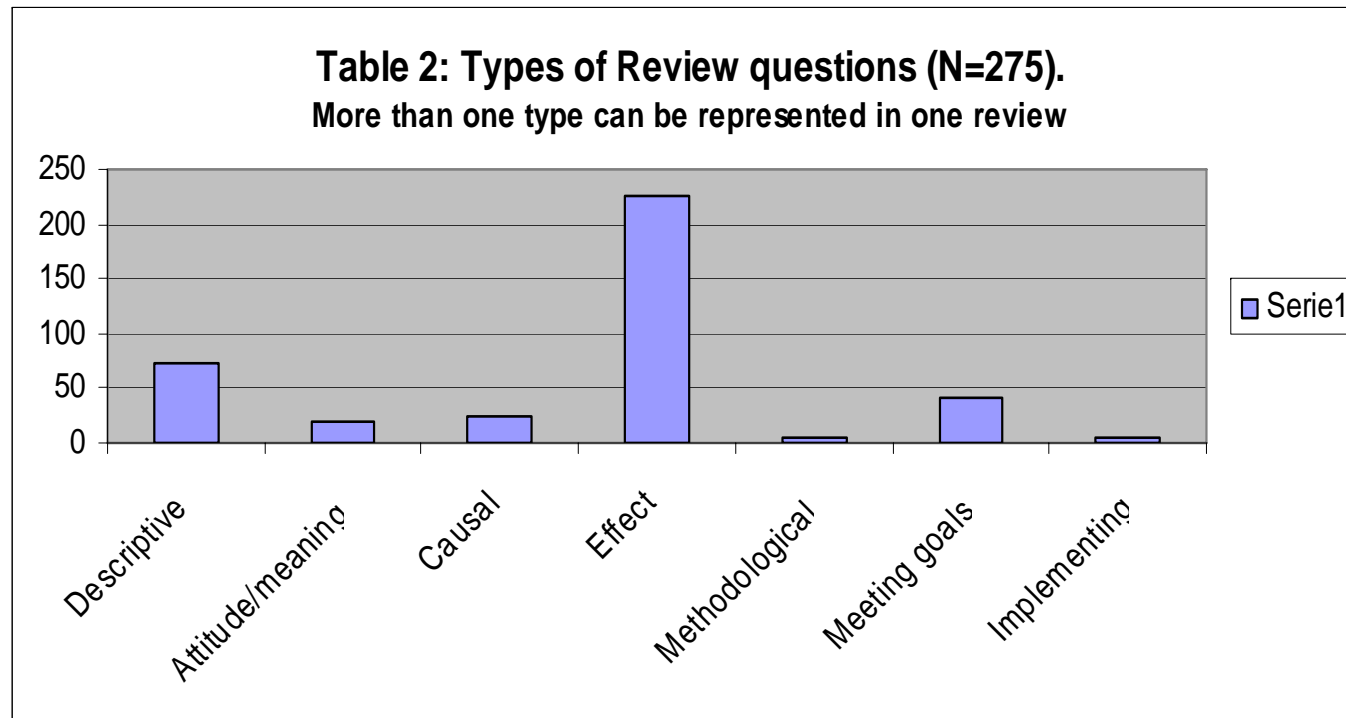
Advance organizer

- Goal: To have participants formulate their own important questions on evidence informed practice.
- Structure:
 1. What is evidence?
-> What is "relevant data" from a practitioners perspective?
 2. How EVA and DCER approached the field
-> How does practise need to be supported in order to act evidence informed?
 3. Formulating questions for consideration in order to make education more evidence informed.

1. Evidence

- Defined: Judgement or conclusion reached on the basis of the presently best available knowledge
- An opposition-excluding label?
- Different conceptions of evidence?
- The production of evidence in education?

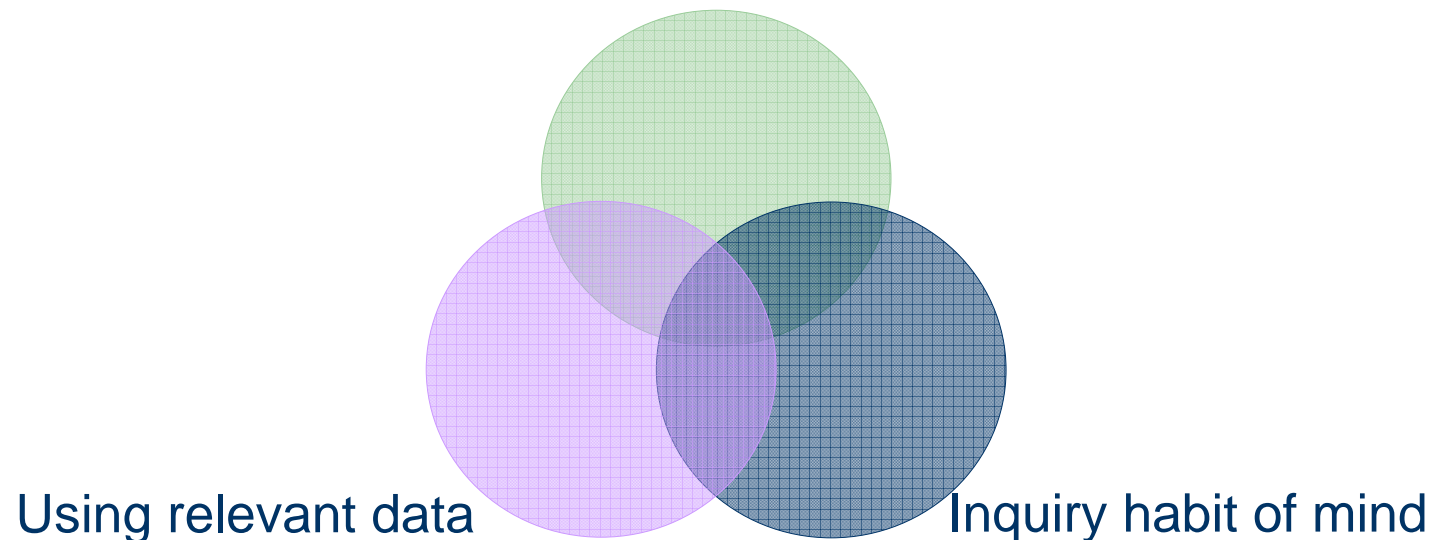
Questions asked in the production of evidence in education



[Larsen, M.S. \(2010\) Veje til evidens på uddannelsesområdet](#)

Evidence informed practice: A model on evidence informed conversations

Relationships of respect and challenge



Based on Lorna M Earl & Helen Timperley (red.) "Professional learning conversations: challenges in using evidence for improvement", Springer, 2008.

Group discussion

What should be considered "relevant data" from a practitioner's (educator's) perspective?

Process

1. Individual work (5 min):

Brainstorm on the question and note your ideas on post-its.

2. Group work (20 min):

Gather by the poster and cluster post-its thematically

2. Our approach - an example

EVA's (and ECER's) approach to the task of increasing research based evidence informed practise in the field of Early Childhood Education and Care in Denmark

Hypothesis

Evidence informed practise in ECEC will increase when research results are known and regarded as qualified and relevant from a practitioner's perspective.

Research based evidence must be:

- Accessible
- Relevant valued against other local relevant data
- Applicable

Challenge 1: Accessibility

Research based evidence must be:

- Accessible
 - Review by DCER and Review Group of Scandinavian quality research within ECEC during 2006-08
 - Data base

Establishing Scandinavian evidence on ECEC

Example of a theme: Children at risk

2006: 9 studies, 2007: 7 studies, 2008: 8 studies

The research mirrors:

- a societal perspective (e.g. actions taken could be more accurate),
- an individual pedagogical and psychological perspective (e.g. working with diagnosed children)
- a professional perspective (e.g. mechanisms and actions resulting in the exclusion of children)

The reviews give an overview of:

- > Research done (which indicates research needed)
- > Methods used (which indicates methods needed)
- > Results from actual qualified research

A possibility:

- > Evidence across research results (data base)

Challenge 2 + 3: Known to and applicable for practitioners

Research based evidence must be:

- Relevant valued against other local relevant data
 - Articles supporting and challenging existing beliefs by introducing results based on qualified research
- Applicable
 - Articles about practitioners experiences trying to take actions based on qualified research based evidence.

Magazine distributed to ECEC-leaders

- Selected areas of research relevant to both policy and practise level
- Results from EVA's evaluations within ECEC
- List of research studies qualified by DCER.



Group discussion

Which kind of support are needed when the intention is to have practice act evidence informed?

Process

1. Individual work (5 min):

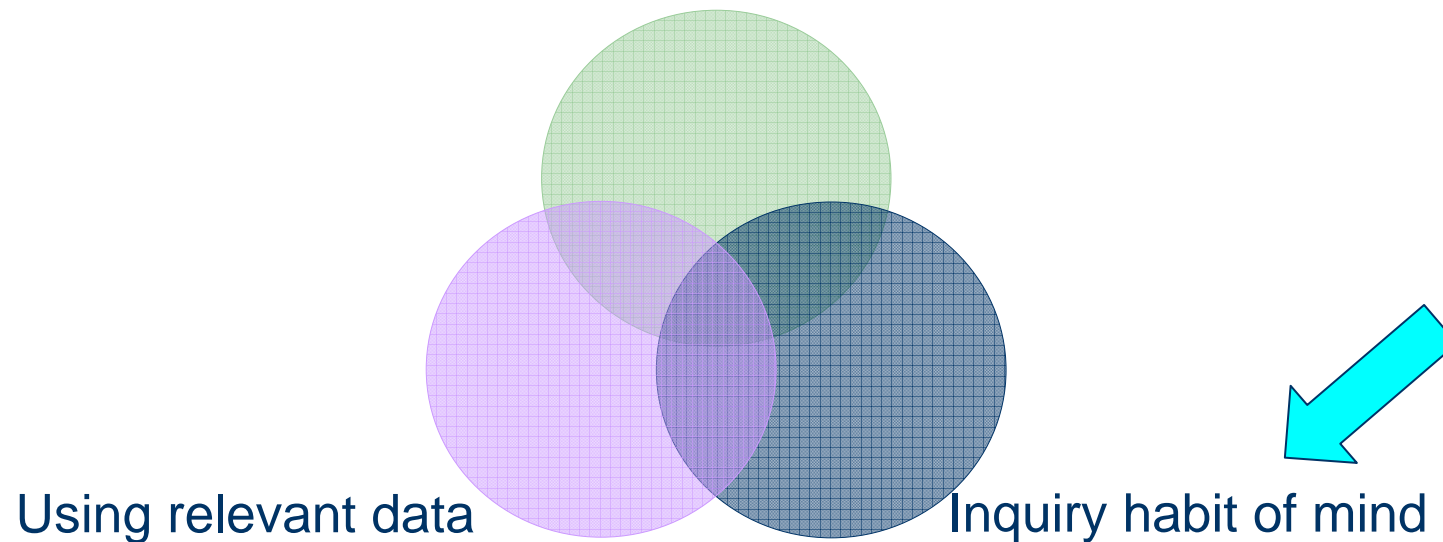
Brainstorm on the question and note your ideas on post-its.

2. Group work (20 min):

Gather by the poster and cluster post-its thematically

3. Evidence informed practice: A model on evidence informed conversations

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Individual inquiry of mind

What is the most important thing for you to question in relation to your own understanding of how to make education more evidence informed?

Process:

1. Write down the question on a post it,
2. Gather with the rest of the work shop participants around the poster
3. Read your question out loud before placing it on the poster.

Thank you!



- If you wish to receive the common products from the workshop just sign up on the list, and we'll mail it to you.
- If you wish to seek more information about the project:
<http://english.eva.dk/>
<http://dpu.dk/site.aspx?p=9882>
- If you wish to hear more about the project or take part in further discussions you're welcome to contact:
Michael at msl@dpu.dk or
Persille at [psc@eva.dk](mailto:pse@eva.dk)