

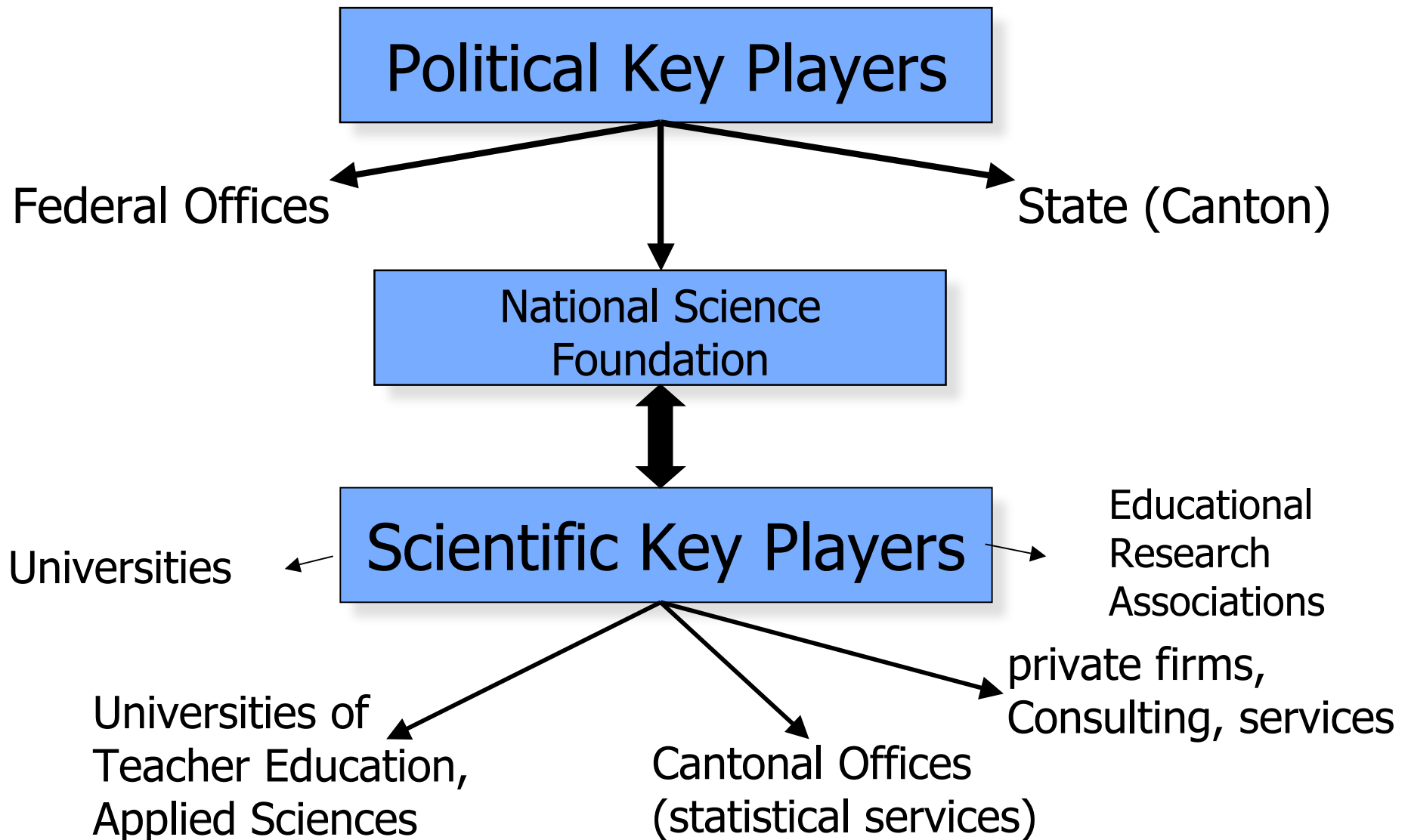
Educational Research & Development and Knowledge Management

Schweizerische Gesellschaft für Bildungsforschung
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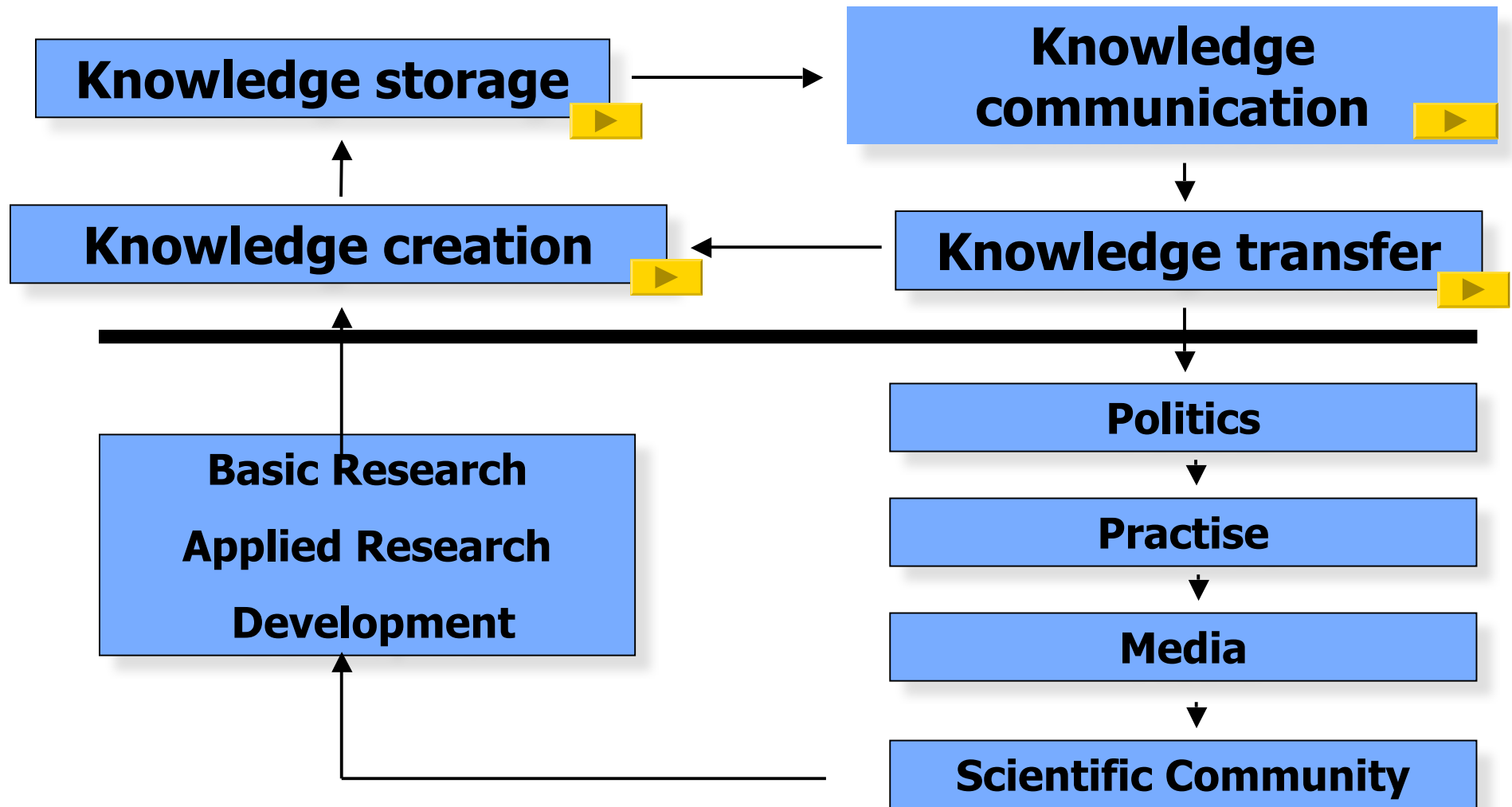
Prof. Dr. Rudolf Tippelt (LMU München)

Fribourg, 24. June 2008

Demand side of educational R&D



Knowledge Management in Educational Research and Development



Knowledge Creation

Universities:

- **Educational research needs theoretical and methodological excellence, capacity building and supporting the next research generation (international summer schools, special doctoral programmes, solid methodological training....)**
- **Internationalization of research**
- **New Balance between empirical research and non-empirical research**
- **Permanent exploration of areas of relevance**
- **Centers of Educational research (f.e. „critical mass in new leading houses“)**
- **Basic research (interest, curiosity) and Applied research (problem solving in politics or practise)**
- **Development is designed to improve practise (enquire based activities, especially in Universities of teacher training)**
- **Educational knowledge creation needs regional, national and international research institutes**



Knowledge Creation

Politics:

- **Enormous challenges: Reforms in all sectors of education with implications for R&D (teacher training, competence-standards, university reform, vocational training, preschool development, lifelong learning, networks.....)**
- **Knowledge intensive industries**
- **Funding for R&D slowly rising (in some countries still low)**
- **(Sometimes entry rate in tertiary education low, f. e. Switzerland, Germany)**
- **New Balance between cantons/states and federal strategies (national harmonization, national and international programmes of R&D)**
- **Interest for competitive funding, more peer review**

Knowledge Storage

- **Educational research needs user friendly Informationsystems and Databancs (f.e. FIS Bildung)**
- **Educational research needs replication studies (social change), e.g. continuos national educational report covering the different fields and institutions in Lifelong Learning and also longitudinal studies (understanding individual development)**
- **Educational panel studies („wider benefits of learning“ Institut of Education – London; socio-economic panel, SOEP) – empirically based historical studies**
- **Important are cooperating informationsystems (schools, vocational training, higher education, further education, preschool and socialpedagogics) and networking (synergie)**



Knowledge Communication

Universities, Research Associations:

- **Educational research needs a differentiated system of knowledge dissemination and distribution**
- **Publikations in international and national scientific journals (with peer-review) but also in practise and user oriented journals**
- **Desirable is a competent media reportage (?) for popularization of polical important results**
- **Continous dialog between researchers but also between politics, practise and scientific community**
- **Opportunities for international cooperation with other countries (e.g. Sweden, Finnland, UK, Germany)**

- **International Conferences: EERA, EARLI, AERA, (WERA)**



Knowledge Communication

Politics:

- **Demand from the potential users of educational research is modest, partly because of timeliness**
- **Higher relevance of R&D can stimulate knowledge communication (see PISA)**
- **Indicators and evidenced based research between orientation (help for construction of policies and actions) and „steering“ (exact planning)**
- **Knowledge communication on the basis of personal relations (?)**
- **Clear and „understandable“ expertise (special format of knowledge communication) – but: valid quality standards (research sector responsible)**
- **Popularisation of research findings (?)**

Knowledge Transfer

Universities, Research Associations:

- **Knowledge based information (more empirical based)**
- **Educational research without relevance for problem solving is „träge“ (lazy)**
- **direct encounters with practise (teacher training centers, akademies, discussions with political and administrative institutions) helpful – but: clear and customer orientied language**
- **Important are strategies of feed-back: research results transfered in the „research field“ (schools, further training institutes, firms...)**
- **Transfer is no „one-way-road“, transfer procedures create new problem focused research questions**



Knowledge Transfer

Politics:

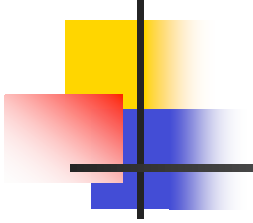
- **More systematic flow of research findings into policy development processes (from charismatic to rational and systematic transfer, M.Weber)**
- **Impact of research on policy depends on political and administrative environment (interest and openness)**
- **To consider: „increase coordination at the national level...“**
- **Create well funded and lengthy National research programmes and support „critical mass“ of researchers (against isolation and fragmentation of researchers) and networking – this are preconditions for strong dissemination of results**

- **Systematic follow-up projects and evaluation of research**



Demand side: summary

- **Systemic Issues**
 - **Knowledge Management: Creation, storage (networking), communication, distribution and transfer of R&D**
 - **International Dimension of educational R&D**
 - **Quality assurance**
 - **Capacity building**
- **Strategic awareness**
 - **Knowledge base in education (basic, applied and development research)**
 - **Need for a national policy and stakeholders views on possibilities**
 - **Process of priority-setting**



Educational Research and Development (Demand side: Universities)

to consider:

- **Capacity Building, Research groups (critical mass)**
- **High quality standards in theoretical *and empirical training* (quantitativ and qualitativ approaches)**
- **BA – and Master in cooperation with educational practise (institutions of lifelong learning: preschool, school, vocational training, adult education, higher education) – exploring relevant research questions**
- **Projektoriented and situated Learning in context of funded empirical projects (National Fond, Ministries, European Institutions, private Foundations, firms...) – but always peer review and competitive**
- **In some universities overload in teaching, exams and administration (especially teacher training) – no time for relevant research**



Demand side: Universities

- **Right foci of academic Research and Education (?): three quarters of all dissertations deal with compulsory education**
- **Balance of theoretical, historical, practical and empirical Research Approaches (?) - Empirically-based researches both quantitative and qualitative are a minority (23% of all dissertations !!)**
- **Serious problems with dissemination of research results**
- **More international cooperation necessary**
- **Variety of research formats: basic Research is theoretically, curiosity and interest driven; applied research addresses relevant social, economical, cultural problems in Education; Development is based on intellectual, evaluated and cognitive controlled action.**
- **Applied research: Fears to work under control of policy makers, loosing akademik freedom are existient**
- **But: Self-direction and responsibility is within the research sector**



Demand side: Politics (Federal and Cantonal/State Level)

To consider:

- **Coordination of State/Cantonal and national programmes for Educational Research and Development, (not only in vocational education sector)**
- **Maybe reluctance of decentralised levels: shifting responsibility to national level? Cultural differences? Control over datasets, indicators and standards? Impact of regional Context as a condition for educational R&D?**
- **But: Structure of Educational System is not Structure of Educational Research**
- **Public Expenditure on Educational Research and Development should be solid (and increase, see challenges)**



Demand side: Politics (Federal and Cantonal/State Level)

- **Growing public pressure for national coordination: Harmonisation of Curriculum Standards, monitoring, evaluation, storage of basic statistical data, National Education Report.....**
- **National Knowledge Management System for educational research is necessary**
- **„Critical mass“ in all fields of R&D in lifelong learning**
- **Education research and development has to be seen in the context of lifelong learning: Preschool, school, vocational training, adult education and further training, higher education**



Educational Research and Development (Demand side)

- Thank you for your attention!!
- Herzlichen Dank!!