

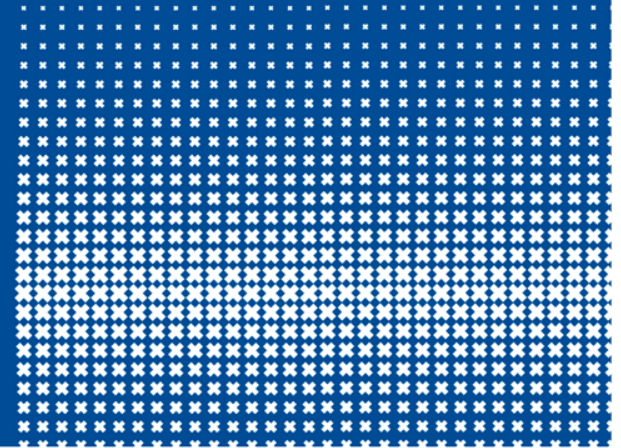


UNIVERSITY OF AMSTERDAM

Research Institute of Child
Development and Education

KOHNSTAMM
INSTITUUT
Wouter Schenke

Research project Knowledge Utilisation



Research on teachers creating and using
knowledge for research and practice

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Knowledge utilisation

■ Acquiring (new) knowledge

- Academic or research knowledge, experiences from colleagues, practical knowledge, new lesson designs, subject-specific, cross-curricular, etc

■ Applying knowledge

- Change of teaching behaviour, new (series of) lessons, designing teaching materials, changed vision on student learning, etc.

■ Sharing/spreading knowledge

- Direct and indirect colleagues, and others

Research – *Research aims*

- Identifying **strategies for knowledge utilisation** that work for (groups of) teachers
- *Ideas about how knowledge can be **spread within school**, which is actually utilised by teachers*

Research – Teacher *Learning* Groups

■ Research-informed (N = 6)

- Knowledge from research is used systematically and intentionally to increase insight into subjects in school (eg differentiation, motivation) and to utilize that knowledge as a basis for designing and developing teaching materials or modules

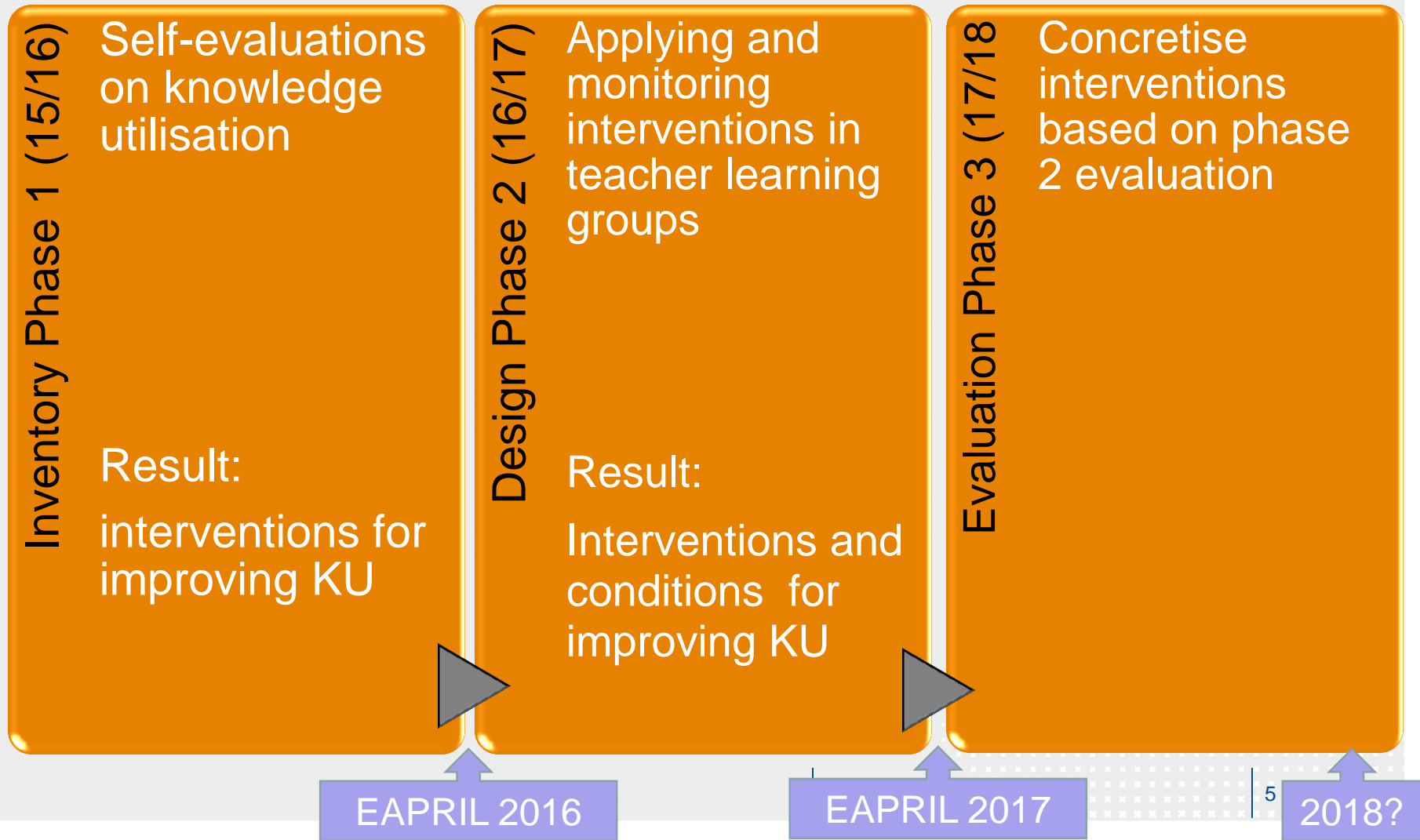
■ Research-based (N = 4)

- By conducting own research at school, all kinds of practices are designed and evaluated, such as (series of) lessons, innovations, or training

■ Practice-based (N = 1)

- Practical knowledge is exchanged by teachers in a structured way

Research – Project



Phase 1 – *research question & results*

- What experiences do teachers and schools have with existing types of knowledge utilisation by teachers, and what contributions do these types provide to knowledge enhancement and improvement of teaching practice?

- Results:
 - A collection of **ideas** and **conditions** for knowledge utilisation activities
 - *Based on self-evaluations, interviews, online questionnaire, scan school als professional learning community, review study on (academic) knowledge utilisation**

* Van Schaik, Volman, Admiraal & Schenke (submitted). *Barriers and conditions for teachers' academic knowledge utilisation*

Phase 2 – *research question & method*

- What are **appropriate interventions** to encourage teachers to use and share knowledge with their colleagues in school, as they collaborate in teacher groups that work research-informed, research-based or practice-based?

- **Actions**
 - *Deployment and monitoring of interventions and conditions for increasing KU in TLGs based on phase 1*

Phase 2 – *Activities for supporting KU*

□ **Acquiring knowledge**

- Use of external expertise
- Choosing motivating subjects
- Connecting with other communities with comparable subjects

□ **Applying knowledge**

- Explicitly schedule time for translation of knowledge into practice
- Involving the external expertise
- Take time to evaluate designs/applications

□ **Spreading knowledge**

- Consider who the knowledge is relevant
- Use pre-scheduled moments for sharing
- Involve direct colleagues during proces of acquiring and applying knowledge
- Use newsletters, subject-specific journals, workshops

Phase 2 – *Conditions for supporting KU*

□ **Teacher Learning Communities**

- Safe learning environment
- Group composition (Uniform or different angles of expertise)
- Shared ownership (proces)
- Equal active participation
- Workplan, interim targets, target dates
- ...

□ **School leadership**

- Regularly inform about progress
- Facilitation in time/space/schedule
- Discuss opportunities for sharing/spreading
- Connecting to schoolwide theme's
- ...

Phase 2 – *method*

■ *Monitoring - instruments:*

- Filling in a format plan of action, including interventions;
- Observations of meetings;
- Interviews with participating teachers, their colleagues, the project leader and the accountable school leader;
- Online questionnaire.

Phase 2 – *results* (1/3)

■ **Acquiring and applying knowledge**

- Perception of control and autonomy
- External expertise guidance is highly valued
- New knowledge is practically applicable and focussed on developing new (series of) lessons
- Changed vision about education (teaching -> learning)

Phase 2 – *results* (2/3)

Lessons learned

- Content in TLGs are linked to their direct practice.
- Teachers acquire new knowledge through participation.
- Enthusiasm in jointly designing lessons
- Research attitude.
- Frequency of meetings and guidance

Phase 2 – *results* (3/3)

Lessons learned / remaining points of attention:

- Active commitment from *school management*
- Time*: Most teachers were facilitated in time, but 50% not pre-scheduled
- Sharing new knowledge* between TLGs in schools remains difficult, (timetable issues and other priorities). Little previously shared knowledge is applied by other colleagues or teams.

Situation knowledge utilisation – Conclusions phase 2

■ **Acquiring knowledge:**

- control of subject matter and teacher autonomy are important
- (Expert) guidance promoted acquiring new knowledge.

■ **Applying knowledge**

- Especially TLGs focussed on improving and designing lessons applied new knowledge (75%)

■ **Spreading knowledge**

- little priority, several unexecuted plans for sharing
- Influencing factors: motivation of colleagues, time and space, supporting and facilitating role school leaders

Research question phase 3

- *What is the effect of the interventions for increasing knowledge utilisation in TLGs on knowledge and skills of participating teachers, as well as their colleagues?*

To be kept up to date?

The screenshot shows the website kohnstammstituut.uva.nl. The main heading is "Project Kennisbenutting door docenten". Below the heading is a navigation bar with links: HOME, WAT HOUDT HET PROJECT IN?, PARTNERS, NIEUWS, and DOWNLOADS. The main content area features the text "Onderzoek naar docenten die kennis creëren en benutten voor onderzoek en praktijk". It describes how knowledge is used by teachers to improve practice and mentions the "onderwijs onderzoek met IMPACT" project. A box highlights the "ORD 2017: Onderzoek met impact" project, listing researchers Wouter Schenke, Marianne Boogaard, Henk Sligte, and Irma Heemskerk. The NRO logo (Nationaal Regieorgaan Onderwijsonderzoek) is also visible. At the bottom, the URL www.kohnstammstituut.uva.nl/kennisbenutting is provided.



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