Taking ISLS findings to public debate

ICLS pre-conference workshop
June 24, 2014; Boulder, CO
Welcome!

- Brief introductions: name, affiliation, 1 hobby
  - *Contributors*: Annie Allen & Bill Penuel; Frank de Jong, Madelon de Beus, Rudy Richardson & Manon Ruijters; Claire Polo; Cory Forbes; Jan van Aalst, Carol Chan, Mu Jin, Ella Fu & Sydney Msonde; Ilana Seidel Horn, Jason Brasil, Brette Garner & Grant Van Eaton; Rebecca Itow

  - *Commentators*: Justis Allen, Kate Anderson, Wil Doane, Caitlin Farrell, Christine Greenhow, Dan Hickey, Paula Hooper, Yael Kali, Shannon Larson, Elizabeth Lanell, Cheryl Ann Madiera, Wouter Schenke, Renee Schwartz, Erika Tate

  - *Organizers*: Susan McKenney, Kim Gomez, Brian Reiser
Goals:
○ Sensitize participants to the importance of sharing research findings with non-researchers (e.g. teachers, school leaders, policy makers, parents);
○ inform participants about existing strategies for engaging in public debate; and
○ support participants in forming collaborative outreach projects.

Background
○ Who owns the task of translating research findings?
○ ISLS history
Thinking about outreach

- When has outreach made a difference?
  - Ready Set Science
  - Brown vs Board of Education
  - Papa, don’t text: Distracted parenting

- When has research presence been lacking?
  - Common core
  - Brown vs. the Board of Education: impact of the Clark study on the Supreme Court’s ruling
  - IWBs in Dutch kindergartens

- Good outreach message designers understand:
  - *Their own message*: Core vs supporting arguments and facts
  - *Engagement*: Stimulate reader reflection and own reasons for acting
  - *The mode*: Dissemination and/or co-creation of knowledge?
  - *Their audience*: Concerns, vernacular, affinities, needs, values, etc.
  - *The medium*: Align message-form-style according to best practices for the medium used (newspaper, twitter, web, magazine, etc.)
Brief presentations

- Practitioners and research:
  - Annie Allen & Bill Penuel
  - Frank de Jong, Madelon de Beus, Rudy Richardson & Manon Ruijters
  - Clare Polo
- Research program outreach:
  - Cory Forbes
  - Jan van Aalst, Carol Chan, Mu Jin, Ella Fu & Sydney Msonde
- Supporting teachers and their development:
  - Ilana Seidel Horn, Jason Brasel, Brette Garner & Grant Van Eaton
  - Rebecca Itow
  - Elizabeth van Es
Learning from research-practice partnerships to enhance interactive research use

- Metaphors we live by matter: RPPs as *translation* versus *joint work at boundaries*
- Joint work is continually re-negotiated
  - Changes to key participants
  - Shifting priorities of partners
- Partnerships invent new hybrid tools and strategies to support their joint work.
  - Feedback report
  - Co-design of professional development
Ecologically and transdisciplinarily inspired research

- **Audience**: practitioner researchers, teachers and researchers
- **Goals**: Bridging practice and research in order to improve educational practice
- **Strategy**: Doing ETI-research and practice oriented research, Presentation, EAPRIL, Publication, Med programm Learning and innovation
- **Hopes**: co-creation, enrichment of the idea and sharing

Relevant PhD work for addressing research-practice connections
- SSI and the need for more “technical democracy” (Callon, Lascoumes, Barthes, 2001)
Øscientific YouTalk-type debates as a socially transformative educative practice per se
- Strong and multiple partnerships
- International scope: one school in Lyon (France), one school in Kenosha (Wisconsin, USA), and two schools in Mexico (Contepec and Tehucán, respectively Michoacán and Puebla states)
- Action-research project but descriptive research focus

Aspirations for working group activity
- Shared reflexive look at the researcher role in such projects
- Methodological tools that can help bettering such processes
- Institutional demands, career concerns and need for “brokers”

Hopes: find innovative strategies, identify collaborators interested in research-practice connection

<table>
<thead>
<tr>
<th>Message goal</th>
<th>Audience</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve the methodology of partnerships involving diverse practitioners</td>
<td>Potential partners: researchers, teachers, informal education practitioners, etc</td>
<td>Create a guidebook, wiki</td>
</tr>
<tr>
<td>Fostering the recognition and training of « brokers »</td>
<td>Policy makers (research and educational fields)</td>
<td>Writing a white paper? Showing their work (exhibition within the institution, award, etc)?</td>
</tr>
</tbody>
</table>
UNL IANR Science Literacy Initiative

- **Audience**: PK-12, higher education, members of the public, private industry, government
- **Goal**: To cultivate a scientifically-literate society able to analyze complex problems and make informed decisions about current food, fuel, water, landscapes, and people issues emphasizing agriculture and natural resources systems
- **Strategies**: Grow, Eat, Learn website (http://groweatlearn.unl.edu/), intra-IANR working groups, seminar series, statewide conferences, podcasts, radio, Extension events, partner briefings
- **Hopes**: Conceptual foundations for a strategic approach to communication, messaging, and partnership-building
van Alst, Chan, Jin, Fu, Msonde

Strong local emphasis on knowledge exchange
- **Audience**: Teachers and policy-makers
- **Main goals**: Stimulate greater engagement with key findings from learning sciences by teachers and policy-makers
- **Strategies**: Public lectures, workshops, social media, occasional newspaper articles
- **Hopes**: Find collaborators, ideas for making the social media aspects succeed
Horn, Brasel, Garner, van Eaton

Using Social Media to Bring Learning Science Concepts to STEM Educators

Premise
- The “research” that gets into schools may not be the most useful research.

Audience
- Teachers online are committed to ongoing professional learning.

Goals
- To help online STEM teachers access important research

Strategies
- Create social media presence
- Engage in dialogue with online STEM educators

Hopes
- Identify collaborators for long term projects
- Develop teachers who advocate for the profession
Integrate specific participatory practices
- PLA design principles
- New to many teachers
- Required teachers to give agency to students

Online Participatory PD
- Experience participatory learning
- Flexibility and authenticity of online space
- Learning in knowledge networks

Use DBIR to combine research & practice
- Persistent problem, iterative design, theory development, capacity development
- Teacher leader and network emerged
- Developed a capacity for sustaining change
Building Local Capacity for Large-Scale School Reform: The Role of Leaders and Facilitators of Teacher Learning

- Building a system of teacher education that includes leaders in school and university contexts
- Preparing school-based leaders for the work of mentoring and supporting teachers
- Cultivating coherence between teacher education contexts
- Supporting pre-service and in-service teacher learning of ambitious teaching

Questions:
- What is the work of teacher leadership and facilitation?
- How can cases provide models for policymakers and district leaders to create network improvement teams?
- What kinds of tools can policymakers and practitioners use to formatively assess efforts to improve teaching and learning?
Working groups: Phase I

- 45 minutes
- Appoint a scribe; open GoogleDoc
  - Practitioners & research: http://goo.gl/cQG5yq
  - Research program outreach: http://goo.gl/n2MEz3
  - Supporting teachers & their development: http://goo.gl/zG1bG2
- Explore common ground
- Discuss outreach content and audience(s)
  - Identify focus
  - Establish group mission
  - Set long range goal(s)
Break

- **During:** Orient and refresh
- **After:** Sit with your working group

  - Practitioners and research:
    - Allen, deJong, Polo
    - Anderson, Larsen, Schenke, Kali, ...
  
  - Research program valorisation:
    - Forbes, van Alst, Chan
    - Doane, ...
  
  - Supporting teachers and their development:
    - Horn, Brasel, Garner, van Eaton, Itow, van Es
    - Tate, Madeira, Allen, Schwartz, ...
Working groups: Phase II

- 60 minutes
- Develop a plan
  - Determine outreach strategy
  - Outline outreach strategy (or strategies)
  - List post-workshop steps
  - Note ways organizers might provide support
- Document work
  - Live, during session
  - Use open-access google docs provided
- Be ready to report back (5 min each) on
  - Goal(s), audience, strategy (strategies)
Brief plenary reports (15 min)
- Could use Google doc as poster
- Each include: goal(s), strategy, audience

Thoughts on next steps
- How to move forward developing strategies?
- Support organizers might offer
- Possible publication(s) about this work

Before departing today
- How does each group/strategy intend to proceed?
- Identify group coordinator