Evidence-informed practice in university education: where to start?

Prof. dr. Hanke Korpershoek

Adjunct professor of Educational Sciences, in particular educational innovation and school improvement

07-04-2022

Why this workshop?

› In light of our <u>TAG Community of Practice: *Research into higher education*</u>

› The aim of our CoP is to promote evidence-informed practice of university teaching and learning in the context of sustainable quality improvement of university education.

› Three challenging, interdisciplinary phd-trajectories
  - Ha Nguyen: *online/blended/hybrid education*
  - Piermarco Consiglio: *well-being and resilience of students and lecturers*
  - Helena Barachino: *employability of graduated students*

Why change/innovate?

› Unsatisfied about 'quality'

› Desire to 'improve'

› Try something 'new'

But where to start?

My proposition:

"educational innovation is only successful when it leads to quality improvement and <u>students</u> benefit from it"

Innovation phases (Fullan, 2007)

Initiation

Implementation

Institutionalization

Fullan, M. (2007). The NEW meaning of educational change. New York, NY, Teachers College Press.

Innovation phases (Fullan, 2007)

Initiation				
Goal specification	Choice of intervention	Planning	Create preconditions	Training

Implementation		
Develop intervention	Implement intervention	Evaluate intervention

Institutionalization
Anchor and secure intervention

An authentic example

I wanted to add an activity in a master course in which:

students practice having a critical attitude

But: where to start?

Today: the initiation phase

Initiation				
Goal specification	Choice of intervention	Planning	Create preconditions	Training

Goal specification

critical attitude → **demarcate definition**:

- What do I mean by this?
- How does the study program define it?
- Can I **operationalize** it into a skill that students can actually *practice?*

My 'working' operationalization:

If students can present a convincing argument about a proposition that exemplifies their critical attitude

Goal specification

Analyze the initial situation…, what skills do students already have?

QUESTION: what could you do to establish the initial situation?

Goal specification

Student goal:

Students can list [well-grounded] pros and cons of a proposition, come up with and recognize counterarguments, take a position, and present a convincing argument

Also specify a teacher goal, e.g.:

I am able to develop an activity and assignment for students to practice their critical attitude and implement this in my course

Choice of intervention

> › E.g., 'new' teaching approach, learning activity

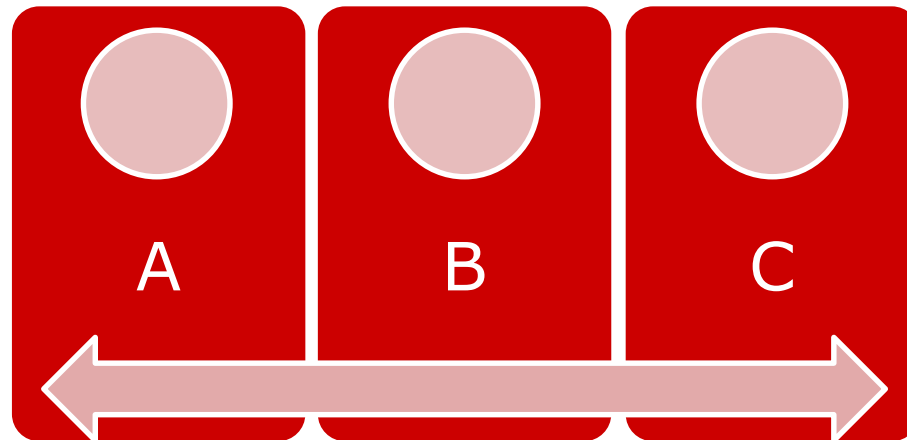> › Up next: a step-by-step approach to help make an evidence-informed decision
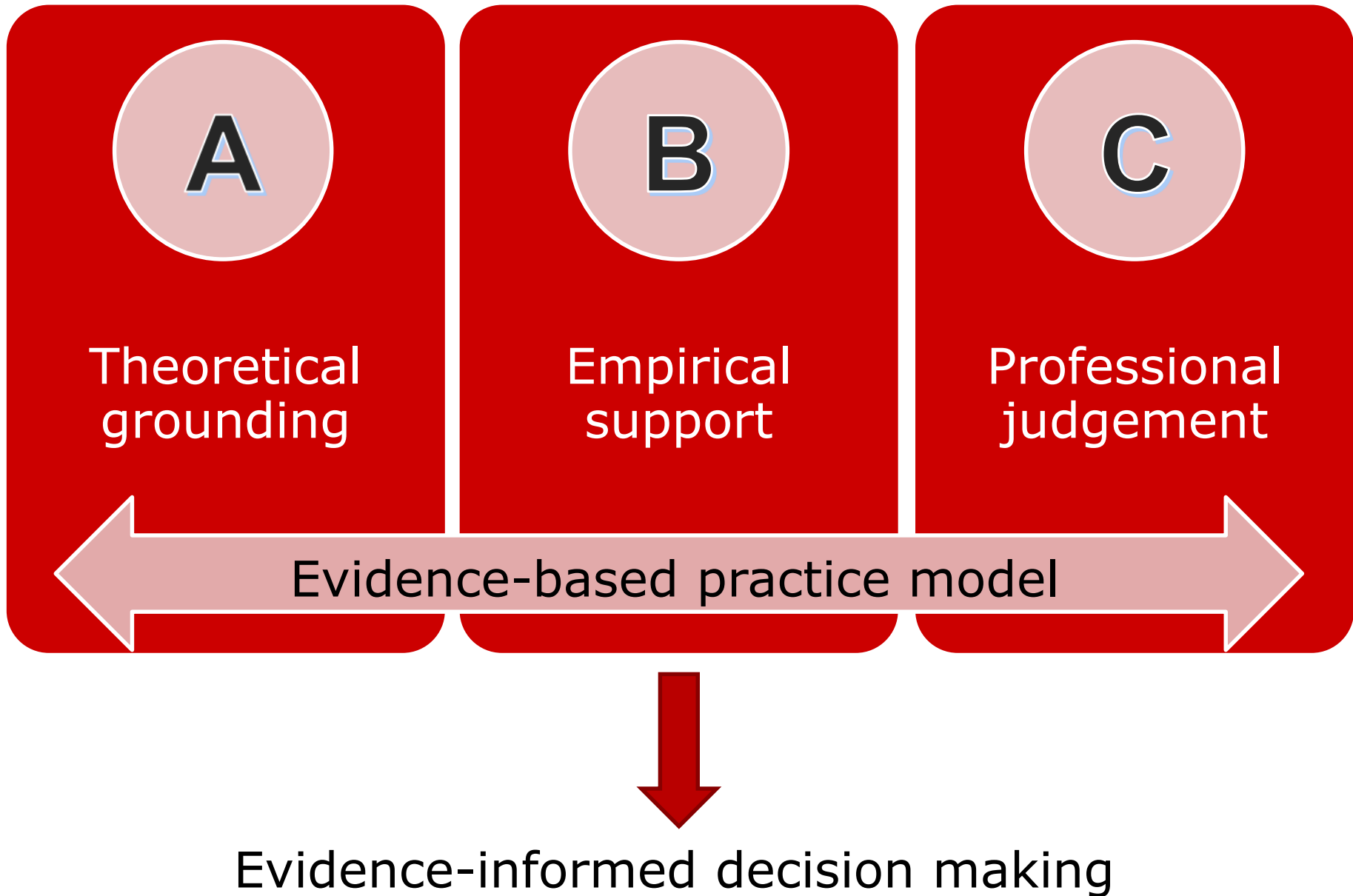
Evidence-informed decision making

If this was your case study …

… and you are aware of two potential approaches…

… lets say "organize a debate" or "students write an essay"

A

Theoretical grounding

Is the approach theoretically grounded?

QUESTION:

On what could you base such a judgement?

B

Empirical support

Is there empirical support for the approach?

What 'type' of empirical support?

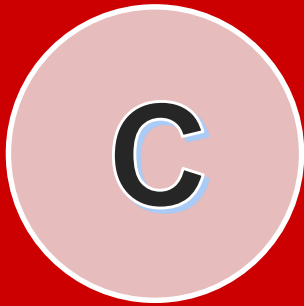QUESTION: What do you consider sufficient empirical support?

B

Empirical support

Proven effects in relevant educational context?

Side effects/preconditions?

QUESTION: What preconditions could be relevant to take into account in our case study?
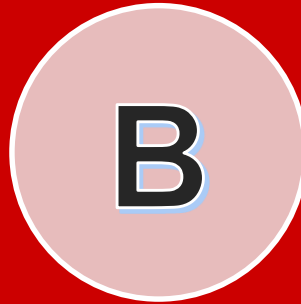
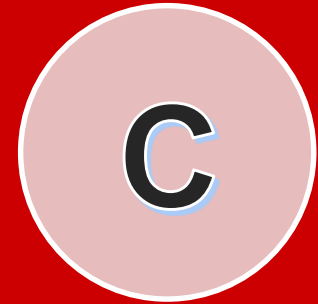**C**

Professional judgement

Is the approach:

- *transferable to other contexts?*

- *suitable for your own course context?*

- *can you meet the preconditions?*

A Theoretical grounding

B Empirical support

C Professional judgement

Evidence-informed decision making
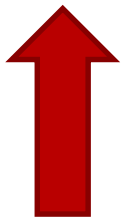
Initiation				
Goal specification	Choice of intervention	Planning	Create preconditions	Training

An effective approach to select a suitable, well-grounded educational innovation

Innovation phases (Fullan, 2007)

Initiation				
Goal specification	Choice of intervention	Planning	Create preconditions	Training

Implementation		
Develop intervention	Implement intervention	Evaluate intervention

Institutionalization
Anchor and secure intervention

Evidence-informed practice in university education: you know where to start!

h.korpershoek@rug.nl