

MONASH Q PROJECT

QUALITY USE OF RESEARCH EVIDENCE FRAMEWORK SUMMARY

This document summarises the Q Project’s conceptual framework to define and elaborate what ‘quality use of research evidence’ might mean in education. The framework is intended as a resource for anyone who is interested in improving the use of research evidence within and across all levels of schools and school systems. It is based on analysis and synthesis of 112 relevant research publications from the health, social care, policy, and education sectors, coupled with regular feedback from project partners and stakeholders.

INTRODUCTION

- There is growing emphasis on the use of research evidence in education, but discussions have tended to focus on the quality of the evidence rather than the quality of the use.
- This document summarises a Quality Use of Research Evidence Framework that seeks to define and elaborate what ‘quality use of research evidence’ might mean in relation to education.
- The framework is based on findings from the first phase of the Monash Q Project, a five-year study seeking to understand and improve the use of research evidence in Australian schools.

QUALITY USE OF RESEARCH EVIDENCE FRAMEWORK

- Quality use of research evidence in education is defined as ‘the thoughtful engagement with and implementation of appropriate research evidence, supported by a blend of individual and organisational enabling components within a complex system’.
- At the centre of the framework are two core components that highlight the need for research evidence to be appropriate and for the engagement and implementation to be thoughtful.
- Quality use of research evidence, though, also depends on three individual-level enabling components (skillsets, mindsets and relationships), three organisational-level enabling components (leadership, culture and infrastructure), and broader system-level influences.

NEXT STEPS

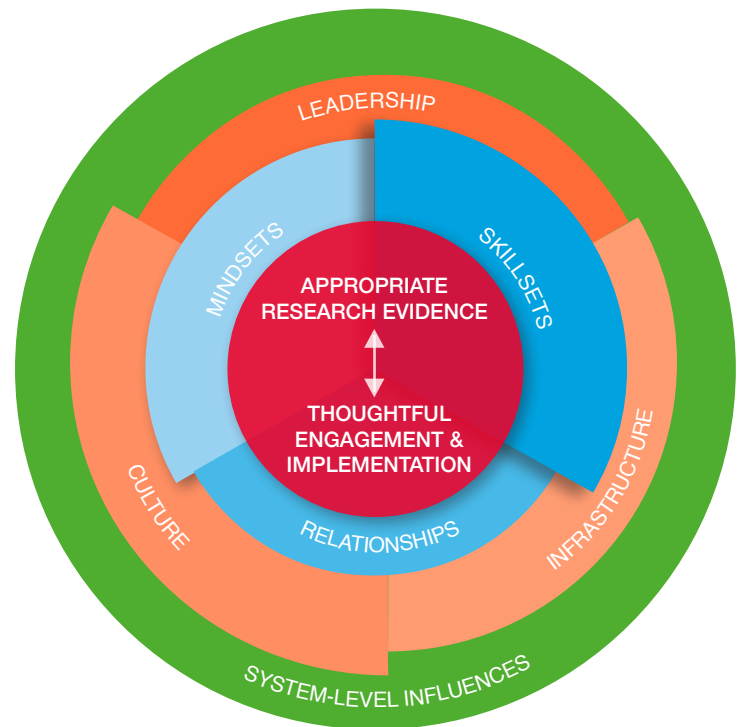
- The ideas presented here can be seen as an invitation to reflect on our current approaches to using research evidence and our capacity to improve the use of evidence at the individual, organisational and system levels.
- The development of the framework will continue through school-based investigation across four states in Australia, the integration of illustrations of practice, and the development of professional learning resources to build educators’ capacity to use research evidence well.
- Readers are encouraged to connect with the Q Project and be part of strategic dialogue and system-level change around research evidence use in Australian education (see link below).

MONASH Q PROJECT

QUALITY USE OF RESEARCH EVIDENCE FRAMEWORK SUMMARY

Quality use of research evidence in education is defined as...

the thoughtful engagement with and implementation of appropriate research evidence, supported by a blend of individual and organisational enabling components within a complex system.



CORE COMPONENTS

APPROPRIATE RESEARCH EVIDENCE

The need for research evidence to be not only methodologically rigorous, but also appropriate for the educational issue, the context and intended use.

THOUGHTFUL ENGAGEMENT AND IMPLEMENTATION

Critical engagement with the research evidence, shared deliberation about its meaning and effective integration of aspects of the evidence within practice.

ENABLING COMPONENTS - INDIVIDUAL LEVEL

SKILLSETS

The knowledge and capabilities that are required to thoughtfully engage with and implement appropriate research evidence.

MINDSETS

The dispositions, attitudes and values that are required to thoughtfully engage with and implement appropriate research evidence.

RELATIONSHIPS

The interpersonal processes and connections that are required to thoughtfully engage with and implement appropriate research evidence.

ENABLING COMPONENTS - ORGANISATIONAL LEVEL

LEADERSHIP

The organisational vision, commitments and role models that support thoughtful engagement with and implementation of appropriate research evidence.

CULTURE

The organisational ethos, values and norms that support thoughtful engagement with and implementation of appropriate research evidence.

INFRASTRUCTURE

The organisational structures, resources and processes that support thoughtful engagement with and implementation of appropriate research evidence.

SYSTEM-LEVEL INFLUENCES

The complex interactions and inter-dependencies across the education sector to support thoughtful engagement with and implementation of appropriate research evidence.