Quality of Research Use –
early ideas from the Q Project

Mark Rickinson and Connie Cirkony
Monash University, Melbourne, Australia

William T Grant Foundation and Forum for Youth Investment
Research Use Meeting, 26-27 March 2019, Washington DC
1. SOME BACKGROUND
From whether to how well
‘This report and framework started with a discussion about whether government departments and public servants are using evidence well.’

(Rutter and Gold, 2015: 4)
From quality of evidence to quality of use
‘To improve the use of evidence in policy requires an explicit engagement with the question of what constitutes better use from a political perspective’

(Parkhurst, 2017: 170)
But what does this mean for education?
2. SOME EARLY IDEAS
The Q Project: Quality Use of Evidence Driving Quality Education

**Strand 1**
How to conceptualise it?

**Strand 2**
What does it look like in practice?

**Strand 3**
How to develop it through professional learning?

**Strand 4**
How to embed it within systems?
Skillsets
Mindsets
Relationships
Systems

Appropriate evidence
Thoughtful use

Reflection 1
Different levels
[Nelson et al., 2017]

Different stages
[Stoll et al., 2018]

Different maturities
[cf. Mandinach & Gummer, 2016]

Proximal and distal
Rickinson et al. (in preparation)
3. SOME NEXT STEPS
Q Project Strand 1

Quality use of research evidence...

- How has it been described and conceptualised across sectors?
- How can it be defined and conceptualised in education?
- How can it be framed for education professionals?

- Systematic review/narrative synthesis
- Research and professional publications
- Education + health and social care
- Stakeholder input to locate literature and develop framework

Quality evidence use professional framework for Australian schools
Q Project Strand 1

Relevant literature might include work on:

- what ‘using research evidence well’ (or poorly) means in a particular field of practice or policy
- the characteristics of evidence use that might be described as thoughtful, wise, effective, deep, productive, intelligent, generative, expert, etc.
- the way in which different levels/competencies/proficiencies of evidence use are defined and elaborated within professional standards or guidance
- the development of instruments/assessments/scales to measure or assess the effectiveness or quality of evidence use by individuals, teams, organisations or systems
- what ‘improving evidence use’ means/involves at or across the level of individuals, teams, organisations and systems.
The Q Project

In partnership with the Paul Ramsay Foundation, the Q project is a major new initiative to improve the use of research evidence in Australian schools. It started in early 2019 and will run for five years.

Download project overview (pdf)
Watch project video
Read project launch announcement

Mark Rickinson, Associate Professor
mark.rickinson@monash.edu

Connie Cirkony, Research Assistant
connie.cirkony@monash.edu

https://doi.org/10.1007/s13384-018-0292-9

https://doi.org/10.1332/174426418X15172393826277

https://doi.org/10.1080/00131881.2017.1341395