Some attempts to bridge the research-practice gap in The Netherlands

Stockholm, May 24th 2018
Dr. Jacqueliën Bulterman-Bos

Open Doors Education
jbb@opendoorseducation.nl
Outline

1. The rise of practice based research (at University’s of Applied Science).

2. Two projects of NRO, the funding organization that needs to bridge the research-practice gap
“Sophisticated Stupidity” 2005

Frans Leynse (professor and a politician) criticized the academic culture

• too much pretension
• too little impact
Begin of practice oriented research:

- Schools for Higher Professional Education became University’s of Applied Science
- Practical relevance also became an issue at (former) research university’s
- People started inventing the wheel.
Standards for Practice Oriented Research (brancheprotocol)

Knowledge circulation

• Research must improve practice
• Research must improve professionals
• Research must improve professional education
• Knowledge products or other products
What is practice-oriented research?

- Question rooted in practice
- Research plan
- Literature study
- Data collection
- Analysis
- Report
- Valorization/dissemination
- Improvement of (professional) education
Impact of this research?

- Successful in some sectors

- Education: at least more possibilities for teacher educators to be engaged in research

- More PhD’s at University’s of Applied Science
A special organization was founded to close the research-practice gap in education (NRO)

I’ll discuss two initiatives:
• Knowledge roundabout
• Program Practice-oriented research
Knowledge roundabout

Schools can ask *any* question

- Researcher search the literature and answer the question
- Or they start a new study
- They answer the question
Epistemological view of the knowledge roundabout

The knowledge for being a good teacher is in the library

It can be transferred by books

Research knowledge is superior to practical knowledge
NRO-program Practice based research since 2013

• *It is conducted in practice and with practice and leads to knowledge and concrete products that contribute to school development, professionalization and the knowledge base of education*

• Consortia of schools and researchers could apply
Impact study in 2017, 16 projects

- All resulted in products
- Unclear whether they are used by outside schools (nor by the school itself, sometimes)
- No relationship between the effectiveness of the intervention and the utilization of it
- What is impact? Needs clarification
- More insight is needed in what kind of knowledge via what mechanism is transferrable to other schools
- More research on knowledge valorization and co-creation is necessary.
Thank you!

Jacquелиen A. Bulterman-Bos
jbb@opendoorseducation