

The Swedish Institute for Educational Research

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The objective of the Swedish Institute for Educational Research is to promote and encourage learning and development, and to improve children's and pupil's learning outcomes.



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The Swedish Institute for Educational Research is a government agency with the sole objective to enable those who work in the Swedish school system to plan, carry out and evaluate teaching, on the basis of research-based methods and procedures.

The objective of the Institute is ultimately to contribute to children's and pupil's development and learning.

What We Do

The Swedish Institute for Educational Research produces research summaries and funds practice-based research. At the Institute we address teachers and preschool teachers as research consumers and research users, as well as research producers.

Research Funding

The Swedish Institute for Educational Research finances practice-based research on teaching and learning in pre-schools and schools.

Projects funded by the Institute should primarily focus on ways of developing and improving planning, performing and evaluation of teaching to promote children's and pupil's learning and development. In other words, relevance to teacher's, school head's and other school staff's everyday challenges is highly important and will be weighted equally with the scientific quality of the projects.

The Institute's research profile

By practice-based research on teaching and learning the Institute refers to:

- Research that is based on issues and challenges that are urgent to pre-school and school professionals.
- Research that leads to knowledge that pre-school and school professionals can use to improve their teaching.
- Research that contributes to collaboration between teaching professions and researchers, and that is characterized by the understanding that both the profession's and the researchers' experiences are important for new knowledge to be developed.
- Research that can also lead to the emergence of new forms of research environments.

Practice-based research is thus characterized by a knowledge interest that primarily intends to contribute knowledge about how teaching can be developed and improved, in order to promote children's and pupil's development and learning.

Scientific quality and professional relevance equally important

The Institute's directive (2014:1578) details the same requirements for the scientific quality of projects financed by the Institute as for other Swedish research councils.

We also require the same high standards regarding the relevance of research questions for those who work in the pre-schools and schools where the research takes place. The Institute sees a need for both what is traditionally described

as quantitative and qualitative approaches, and a combination of these approaches and methods. We also encourage the research teams to invite teachers in the projects.

Research Summaries

One of the primary tasks for the Swedish Institute for Educational Research is to collate summaries of research to ensure that professionals have access to a variety of research findings to rely on.

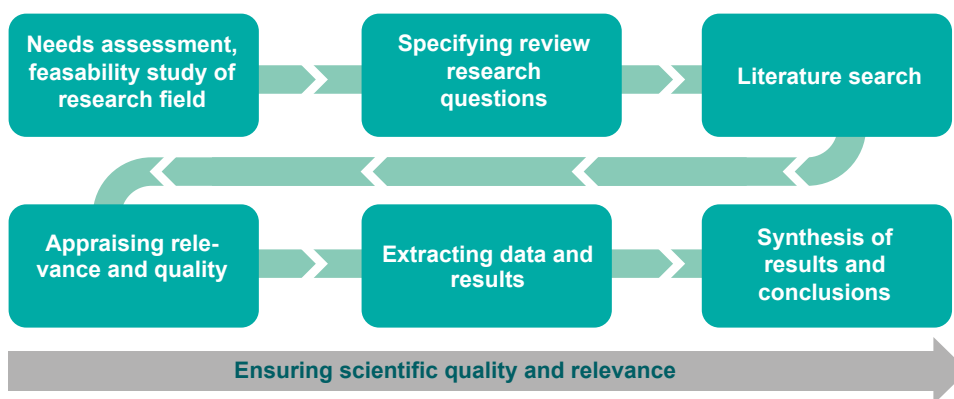
Our systematic reviews provide the basis for making informed choices and decisions regarding teaching activities; the aim is not to provide guidelines to 'what works' in teaching. The Institute, in collaboration with researchers within the field, is working on several systematic reviews in parallel.

Systematic reviews

A systematic review is a type of literature review that collects, critically analyses and synthesises research with some of the following characteristics:

- A clearly stated review question with pre-defined eligibility criteria is stated.
- Explicit and transparent methods are used.
- The work is accountable, replicable and updateable.
- A systematic search that attempts to identify all studies that meet the eligibility criteria.

Working process for our systematic reviews:



Website

Read more about the Swedish Institute for Educational Research: www.skolfi.se/other-languages/english

Mapping

The Institute also does mapping of international studies within different fields. These mappings are more schematic and do not involve synthesis or conclusions.

Summarizing and commenting

The Institute monitors international systematic reviews in order to make the results available to – and useful for – professionals in Swedish schools and pre-schools. The reviews are assessed in regards to both academic quality and relevance for Swedish schools. We summarize and comment on the reviews from a Swedish perspective.

Deepening knowledge

In this series our aim is to put research in a context. The purpose of the reports is to help teachers make use of research to a large extent and, in the long run, to use research findings to develop their teaching.

Identifying the needs for future summaries

In order to identify the professionals' needs and to incorporate their opinions, the Institute conducts needs analyses, participates in national and regional conferences, and collaborates with agencies and organisations to learn from their experiences.

Review Summaries

Please note that our research summaries are published in Swedish. Short English versions can be found on our website.