

Progress report 2024-2025

WERA International Research Network

Research-Informed Educational Practice

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Context

The WERA International Research Network (IRN) Research-Informed Educational Practice was formed in 2021 and granted an extension in 2024.

The present document is a report of the IRN's activities between the spring of 2024 and the fall of 2025, i.e. the first year and a half of the extension. Appendix A3 contains a summary of the reports submitted for the initial three years. Appendices A2 and A1 document the extension.

Co-conveners of this IRN are Jana Groß Ophoff (Germany/Austria/Switzerland), Chris Brown (United Kingdom) and Evelyn Goffin (Belgium). End of 2025, our mailing list comprised 66 members from across the globe.

While still carrying the banner of Research-Informed Educational Practice, our IRN's activities (discussions, collaborations) have gradually extended to broader topics pertaining to Evidence Informed Education. Well aware of the fact that the current IRN extension is final and will end in the Spring of 2026, we are exploring avenues to carry on the IRN's legacy beyond that point. An edited volume is under consideration, as is a live conference, and/or joining forces with other existing networks outside of WERA.

IRN activities 2024-2025

Virtual meetings

In 2024-2025, we continued meeting quarterly in an online space.

IRN meeting agenda - 6 March 2024

The next meeting of our WERA IRN Research-Informed Education (Evidence-Informed Practice in Education) is scheduled for Wednesday, March 6th 2024 from 2 PM CET to 4 PM CET.

At this meeting, we would like to continue our conceptual exploration of the nature of data (use) and **evidence (use) in education**. Johannes Bauer from the University of Erfurt (Germany) has kindly accepted our invitation to share some of his insights on this topic. He will give a short presentation after which we can engage in a discussion and exchange views.

Additionally, we can discuss **future plans** as well as initiatives that are already ongoing. For instance, the work on the manifesto that was sparked by our discussion (at the previous IRN meeting) of Tom Perry and Rebecca Morris's critical guide to evidence-informed education.

More information about our speaker, Johannes Bauer:

Profile: <https://www.uni-erfurt.de/en/erziehungswissenschaftliche-fakultaet/fakultaet/profil/fachgebiete-und-professuren/erziehungswissenschaft-und-empirische-bildungsforschung/educational-research-and-methodology/team/johannes-bauer>

(How) can educational research evidence contribute to improving teaching and learning? Theses and questions on the discussion around teachers' evidence-oriented reasoning and action: <https://doi.org/10.1007/s42010-023-00166-1>

IRN meeting agenda - 15 July 2024

We have some very good news to share with you all: the World Education Research Association (WERA) has officially approved our application for an **extension** of the IRN “Research-Informed Educational Practice”! This means we can continue our activities under the WERA banner until 30 May 2026.

In order to discuss next steps, we would like to convene an online meeting on Monday, July 15th from 5 PM until 6.30 PM CEST.

Specifically, we would like to discuss collaboration opportunities and an output strategy for the upcoming term (*How can we continue to foster and elevate our understanding of evidence-informed education?*) as well as look further ahead (*How can we optimally connect to [existing] research networks so our exchanges can carry over beyond the additional two years we were granted?*).

In the meantime, we also take this opportunity to share the attached **call for papers** for a special issue concerning Research-based Learning in Teacher Education and Beyond (pp. 1-2 German, pp. 3-4 English).

IRN meeting agenda - 10 December 2024

Our next online meeting will take place on Tuesday, December 10th, 2024, at 5 PM CET. The meeting will be co-hosted by Mike Coldwell from Manchester Metropolitan University and will focus on the topic of **evidence and educational poverty**. Mike kindly provided us with the following abstract of his input (15 minutes):

In this presentation, the authors identify a range of issues to be addressed to enable the development of an evidence base to alleviate educational poverty and inequalities, framing this by considering the backdrop to research, research design, implementation and finally how research is interpreted. By uncovering challenges in each of these areas, drawing mainly from the English education system, the chapter provides the basis for future research, policy and practice approaches to both better understand and improve how evidence is used address educational inequalities.

Some key issues: reducing educational poverty and inequalities via evidence production and use

- Choices have to be made about which areas of research to fund; if the aim is to reduce educational inequalities, then funding should be directed towards areas that show promise in providing greater benefits for those in educational poverty than others.

- Understanding how interventions and programmes play out in practice and the likely impact of pre-existing issues such as social sorting via attainment grouping, are important.

- Methodologically, ensuring that a wide range of methods is used is crucial, not simply for reasons of inclusivity from an ethical perspective, but from a scientific perspective because if our methods misrepresent, limit or exclude social groups and individuals, then the results that derive from them will not have validity.

- The interpretation and impact of findings – how knowledge is mobilised, research use, and evidence-informed policy and practice - require serious consideration. If the issues noted above - the choices of research, the contexts within which they play out, the methodological choices made - are not adequately dealt with then, the research that makes its way into practice and policy will itself be inadequate, partial or even wrong.

- A key way to achieve this is to build systematic, international efforts across the range of areas discussed to improve how evidence is used to critically address educational inequalities.

Afterwards, there will be an opportunity for joint discussion. Additionally, time allowing, we would like to brainstorm further about the **legacy** we envision for our IRN. Current ideas include organising a closing conference and/or publishing an edited book with contributions from the network.

IRN meeting agenda - 13 March 2025

Our next online meeting will take place on Thursday 13 March at 5 PM CET.

On the agenda:

1) We are delighted that Sarah Parsons, Professor of Autism and Inclusion at Southampton Education School, has agreed to join us to speak about her work:

Connecting research and practice in autism education: building the Autism Community Research Network @ Southampton [ACoRNS]. *ACoRNS is a research-practice partnership that aims to improve the lives of autistic children and young people within education through collaborating on research that makes a difference to young people, families, and the professionals who support them. We promote neurodiversity-informed, strengths-based approaches and aim to amplify and learn from the lived experiences of autistic people. ACoRNS is co-directed by Professor Sarah Parsons (Education) and Professor Hanna Kovshoff (Psychology) at the University of Southampton, UK. In this talk, Sarah will give an overview of how ACoRNS started and the key principles and practices that have enabled us to flourish as a group that co-constructs knowledge, the evidence base, methods and resources that impact on research and practice.*

2) Furthermore, we would like to continue our discussion of **next steps** for the IRN, particularly beyond 2026, when our current WERA extension is scheduled to end.

In other news:

- We are happy to share the attached **call for papers** for a special issue of Educational Administration Quarterly on the topic of Educational Leadership amid Anti-Democratic Politics and Policy: Research from Around the Globe. (Thank you for sharing this, Joel Malin!)

- This year's **WERA Focal Meeting** is set to take place in October in conjunction with the ANPEd National Meeting in Brazil. As a WERA IRN, we have the opportunity to deliver an invitational symposium. If you are attending this conference and if you are interested in representing our IRN by contributing or by convening, or if you want more information, please reach out to Jana, Chris and Evelyn. FYI, proposals for these invitational symposia do not need to be submitted via the regular submission portal. However, abstracts will need to be finalized in March!

IRN meeting agenda - 30 September 2025

As Jana announced earlier in a save-the-date message: our next meeting will take place on 30 September. Chris Brown will share insights from his current work on **ideas engagement** (e.g., <https://doi.org/10.1002/berj.4110>). This meeting is scheduled from 10 AM until max. 12 noon CEST.

Save the Date: Our next WERA IRN meeting will take place on 30 September. We'll follow up with the exact time in early September.

We're very happy that Chris Brown will share insights from his current work on ideas engagement – something to look forward to!

IRN meeting agenda - 10 December 2025

Our next meeting will take place on Wednesday, 10 December 2025 at 1 PM CET.

We are delighted that Camilla Gramstad Hagevold has agreed to speak to us about her research. Camilla is a PhD candidate at the University of Stavanger, building on nearly two decades of experience as a teacher and principal in Norwegian schools. Her research examines how teachers and school leaders use research to inform practice. She will present a **systematic framework synthesis on research use in schools**, mapping how existing theories conceptualise quality use, barriers, and enablers. The review shows that genuine, embedded “thoughtful engagement” with research remains rare, and offers a refined conceptual scaffold to guide future empirical work and theorising in this field. Please find the extended abstract in attachment.

Looking forward to this presentation at the December 2025 IRN meeting, we hope to see many of you there!

Communication and outreach

Between meetings, the **conveners** met on a regular basis to discuss how to proceed.

Furthermore, we communicated monthly **via email** with the IRN to circulate calls for papers and calls for proposals, or to share updates and invitations extended to us by members.

As we have a global membership, with people across virtually all time zones, it is not feasible to find meeting times that “always” suit “all”. In 2024, we attempted to create an **online environment** in order to have designated space in which members could exchange information outside of meetings. We experimented with Microsoft Teams and Google Groups. Here, however, we encountered the problem that our members are not only across time zones but also across institutions. Due to a wide variety of (institutional) requirements and associated technical constraints, we came to the conclusion that it would not be feasible to find a sustainable one-size-fits-all platform, let alone one that could be maintained by the conveners from *within* their own institution.

Conferences

Outreach via email (cf. supra) included invitations for (largely informal) meetups at ongoing conferences. Notably, we circulated a curated list of sessions for the **AERA Annual Meeting 2024** in Philadelphia, an invitation for a gathering at the **BERA 2024** conference in Manchester, and a call to meet up at the **AERA Annual Meeting 2025** in Denver.

At the **ICSEI 2025** conference in Melbourne, our IRN joined forces with the ICSEI Evidence Informed Change network to organise a session:

This session brings together members of the WERA IRN Research-Informed Educational Practice (RIEP) and the ICSEI network Evidence-Informed Change (EIC) to explore the pivotal role of research in informing and inspiring change within education systems worldwide. **Jana Groß Ophoff (Austria), Elaine Munthe (Norway), Tom Perry (England), Kim Schildkamp (The Netherlands), Leyton Schnellert (Canada) and Ariadne Warmoes (Belgium)** will share their diverse experiences, emphasizing how research is actively used to shape practices in various educational contexts. Drawing from a systems perspective, this session will explore the dynamics between policy, practice, and research, with a focus on how the different, but still interconnected system levels can influence educational change.

Following brief 5-10 minute presentations from selected contributors from both networks, the session will shift towards a collaborative dialogue aimed at identifying both shared challenges and promising opportunities in advancing evidence-informed change, for example role of AI in the use of evidence or the impact of students as evidence users. The session will highlight the complexities of using evidence and data in diverse educational contexts and address the challenges faced by educators, researchers, and policymakers in ensuring that this form of research is effectively applied at multiple levels of the education system.

This session is designed to serve as a platform for open exchange, where attendees can engage in dynamic discussions, share best practices, and collaboratively explore innovative approaches to overcoming barriers to evidence-informed change. With a focus on mutual learning, this dialogue aims to foster cross-national collaborations that support the development and scaling of effective, evidence-based educational reforms globally.

All attendees are warmly invited to contribute their perspectives, enriching the discussion with their unique insights and experiences. Through this collective engagement, the session aims to strengthen global networks committed to advancing the use of research in educational policy and practice, ultimately contributing to more equitable and effective education systems.

Appendices

A1. Extension decision - granted 27 May, 2024



27 May 2024

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Dear Jana Groß Ophoff, Chris Brown and Evelyn Goffin,

On behalf of the World Education Research Association (WERA), we are pleased to inform you that **your application for an extension for the current WERA International Research Network (IRN) titled: "Research-Informed Educational Practice"**, has been officially **approved** based on your specification of planned activities and related timetable. Congratulations on the approval of your extension application.

We consider this letter to be a statement of agreement setting forth the conditions under which your IRN will continue to operate. To formalise the extension of your IRN, we ask that you review this agreement and sign and return it, indicating your acceptance of the following conditions:

- (a) Jana Groß Ophoff, Chris Brown and Evelyn Goffin are appointed as Conveners of the WERA International Research Network (IRN) on "*Research-Informed Educational Practice*" and is responsible for leading, and managing the IRN to continue the aims, activities, and outcomes planned.
- (b) The WERA IRN is extended for two years from 30 May 2024 to 30 May 2026.
- (c) The first priority of the IRN is to work on mobilizing research on Research-Informed Educational Practice.
- (d) The IRN is expected to *present its work at a WERA symposium or keynote session or meet at a WERA Focal Meeting* held in cooperation with a WERA member association.

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- (e) *Research products* (e.g., scientific papers, bibliographies, videos, research training guides, and so forth) produced by the IRN are expected to be submitted to the WERA IRN Committee for potential dissemination through the WERA website or/and in WERA published products. The Committee will advance work to the editor(s) of the WERA series, *Global Perspectives on Education Research (GPER)* that the Committee considers of potentially publishable quality as an article or a separate volume in the series. The editor(s) will undertake a review and make that determination. Conveners are encouraged to pursue other publication outlets if the work is not published or otherwise released under the WERA imprimatur.
- (f) Whether or not the work of an IRN is published or disseminated by WERA, all activities or products of an IRN will acknowledge and reference WERA and specify the IRN as the “Research-Informed Educational Practice” International Research Network, World Education Research Association with its start and end year (if ended). This acknowledgement is expected to be visible, appropriate to the product.
- (g) The WERA logo can be used only for WERA accepted publications of IRN and/or other works produced by IRN. The WERA logo should be used in any document that describe or promote the IRN or is featuring the IRN in events or activities.
- (h) The Convener(s) is (are) responsible to notify the WERA Secretariat of any IRN activities, meetings or research products (e.g., the synthesis paper, bibliographies, videos, research training guides, and so forth) produced by the IRN.
- (i) The Convener(s) is (are) responsible for submitting annual progress reports (by 30 May 2025 and 30 May 2026). These reports provide a detailed description of the activities of the IRN and what was accomplished.
- (j) The Convener(s) is (are) expected to report the progress of the project during the WERA IRN Chair Committee meetings organised at WERA Focal Meetings.
- (k) The Convener(s) will notify the WERA IRN Committee and WERA Secretariat if the IRN is unable to continue or if there is a change in the aims or leadership of the IRN.

Please confirm your acceptance under these terms and conditions by returning a signed copy of this letter (see below). The letter can be sent as a PDF attachment to wera@aera.net.

Once again please accept our congratulations on the extension of your IRN. We look forward to hearing from you very soon. Also, please do not hesitate to let us know if you have questions.

Best wishes,

Ingrid Gogolin
WERA Past President and Appointed Liaison
Co-Chair: International Research Networks Committee

Bee Leng Chua
WERA President

Rocío García Carrión
WERA Secretary General
Co-Chair: International Research Networks Committee

Winnie Wing Mui So
Committee Member

Joanna Madalińska-Michalak
Committee Member

Stephen McKinney
Committee Member

A2. Extension application (body text only)

We hereby apply for the extension of our network, aiming to address the persistent research-practice gap in education. Building on our achievements during the first project period, our primary goal is to deepen our understanding of the hindering and supporting factors from both sociological and psychological perspectives. However, the opportunity for regular exchange and discourse within the network has highlighted the complexity of the concept of research-informed educational practice (RIEP) and the multitude of factors that influence engagement with evidence and data. Despite progress, conceptual incoherence between different research strands remains, underscoring the need for continued exploration and exchange. In this proposal, we outline our plans to build conceptual consensus across research paradigms and advance the global debate on RIEP through collaborative efforts, international collaborations, and dissemination activities.

Aims for the extended IRN

According to the current state of research, the so-called research-practice gap persists unabatedly, and it seems that current efforts are still not fully 'hitting the mark'. Against this backdrop, this IRN strove to uncover additional insights into why educators do or do not employ research findings and other sources of evidence, and to provide practice and policy-recommendations as to how this situation can be improved. Our main aim during the first project period (2021–2024) was, therefore, to gain a deeper understanding of hindering and supporting factors (either benefit or significance) – both from a sociological (e.g., Baudrillard, 1968) and a psychological perspective (e.g., Eccles & Wigfield, 2002). It is now well established, that a multitude of different factors on data, user, organizational and context level impact whether engagement with research, evidence or data takes place at all, and if it does, whether it is superficial or profound (Gregoire, 2003; Kahneman, 2011).

During the ongoing discourse in our IRN (as reflected in our progress report), we found that the researchers involved usually centre their work around one of these levels within which the process of evidence and data use takes place. Research informed educational practice (RIEP) or research-informed educational practice (RIEP) is described as a complex, cognitive, knowledge-based problem-solving or inquiry cycle with consecutive phases, that are not ensued in a linear, but rather iterative fashion (Coburn & Turner, 2011; Groß Ophoff & Cramer, 2022; Mandinach et al., 2008; Mark & Henry, 2004; Marsh, 2012; Schildkamp & Kuiper, 2010; Schildkamp & Poortman, 2015; Schratz et al., 2018).

Based on interviews of our IRN-members at the start of the first funding period (as addressed in our progress report) we found that different streams of research already identified by Brown et al. (2017) have become even more established (Groß Ophoff & Hartmann, 2023) following either an (i) action-theoretical paradigm (focussing on educational practice) or a (ii) learning-theoretical paradigm (focussing on teacher education), without however reliably addressing the conceptual common ground.

- Ad (i): Research on data use and data-based decision-making takes different kinds of data (e.g., from surveys, observations or conversations) into consideration that can be used for educational decisions and development processes (cf. Groß Ophoff & Cramer, 2022; Mandinach & Gummer, 2016; Mandinach & Schildkamp, 2021; Schildkamp et al., 2013).
- Ad (ii): Research in the field of evidence-informed education focusses on the training of (prospective) teachers, both in terms of initial teacher training and continuous

professional development. This line of research evolves around the notion that an engagement with research (literature) can serve as a source of problem awareness, as a guide and support, and as a supplement and corrective for professional action (Bauer et al., 2015; Bauer and Kollar, 2023). Therefore, (cognitive and motivational) prerequisites, processes, and the extent and quality of evidence as well as misconceptions and mechanisms of rejection and devaluation of educational science are addressed. The international literature has a similar focus, although here, for example, an extension to questions of the professional identity of (prospective) teachers can be identified (Graus et al., 2022) as well as a less strong dichotomisation of experiential knowledge and scientific knowledge (Li & Guoyuan, 2023).

The interviews conducted with IRN members made it even clearer that, even though a lot is already known about influencing factors, a strong conceptual incoherence between the different research strands persists. It is the strength of this IRN that international representatives of different paradigms are represented in our network, and we can report that an insightful exchange on the basic conceptual assumptions has emerged over the course of the first funding phase.

Clearly, there is a need to continue this line of work, and the continued engagement of our IRN members reflects a strong desire to do so. Therefore, in the next funding period, we intend to continue our explorations and exchanges in an effort to build conceptual consensus across research paradigms. We will do this by continuing to embrace and cultivate our internal diversity. By convening regular meetings, we aim to further advance the global debate on EIPE. The IRN provides the soil and foundation to initiate cross-national and cross-thematic collaborations. We intend to bring these collaborations to fruition in sessions at international conferences, edited textbooks, and special journal issues.

Work plan

Formal organisation

Prof. Groß Ophoff and Prof. Brown will continue to act as IRN co-convenors. As keeping the network engaged requires regular communication and coordination, they have recently been joined by an additional co-convenor, Dr. Goffin.

- Prof. Dr. habil. Jana Groß Ophoff
 - Professor for Educational Sciences, University College of Teacher Education Vorarlberg (Austria)
 - <https://www.ph-vorarlberg.ac.at/grossophoff/jana-gross-ophoff-en>
- Prof. dr. Chris Brown
 - Professor of Education and Head of Southampton Education School University of Southampton (United Kingdom)
 - <https://www.southampton.ac.uk/people/657v5r/professor-chris-brown>
- Dr. Evelyn Goffin
 - Senior researcher in educational sciences University of Antwerp (Belgium)
 - <https://www.uantwerpen.be/en/staff/evelyn-goffin/>

Efforts are being made to extend the team further with non-European co-convenors, in order to better reflect the diverse composition of the IRN membership.

Meetings and membership

We will maintain our approach of convening quarterly meetings online. Meeting times will vary in order to accommodate different time zones - a very real challenge posed by the global composition of our IRN membership. We are currently exploring the possibility of installing a Teams environment that also allows for file sharing.

The online meetings will continue to be our go-to platform for presentation and discussion, with speakers from within the IRN as well as guest speakers. A number of concrete topics for these meetings have been identified at the in-person brainstorm held in Glasgow in 2023 (as elaborated on in our progress report, see Appendix C). We also intend to reach out to members asking *them* to contact guest speakers, in order to make sure we extend beyond our own existing personal networks and in order to further stimulate the engagement of researchers that adhere to diverse paradigms.

Ahead of international conferences focused on educational research, we will reach out to the IRN members in order to arrange formal and/or informal meet-ups to further strengthen the network. As the in-person meeting at the ECER conference in 2023 provided the opportunity to jointly contemplate the future and to think about the conceptual alignment of our network, we would like to repeat this initiative in future (e.g., at the oncoming ECER conference 2024 in Nicosia, Cyprus), provided that we can secure organizational support and/or funding for meeting space.

We proactively promote the IRN in scientific exchanges within other networks. In communication with the IRN members, we welcome them to invite peers and grad students to join the network or join in on (selected) meetings.

Objectives and output

An outcome of the 2023 in-person meeting in Glasgow was the shared conviction that, going forward, our IRN's preferred *modus operandi* should be:

- to hold **focused discussions** during the planned online meetings;
- to uphold the explicit intention to extend these discussions into focused collaborations;
- to propose joint **sessions** for scientific meetings and conferences in order to open up these discussions, and to prepare for joint publications or funding applications;
- to actively seek **publication opportunities** for ensuing special issues and edited handbooks. Our position is that Open Access publication is to be preferred, as we believe it is our community's responsibility to broadly disseminate crucial insights that can advance education. Findings related to the nature, the preconditions and the effectiveness of RIEP should be available to "everyone" and "everywhere";
- To open up a space that can stimulate the development of **joint international research proposals**.

For the upcoming period (should the extension be granted) two central challenges are:

- To make an "inward" contribution by actively discerning diverging perspectives in the RIEP field, engaging these perspectives into discussion, and exploring whether we can **converge views on RIEP** (for instance by employing a Delphi-approach);

- To make an “outward” contribution by reflecting on **the place of RIEP within educator’s professional identity** (for instance by broadening our view by investigating how evidence is used in other disciplines).

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A3. Summary of previous Yearly Progress Reports (body text only)

IRN-Activities 2023-2024

We have been meeting regularly every three months since the fall of 2022. During the meetings, members provide insights into their current plans and activities, and news or calls for contributions are shared. We alternate the times of the meetings so that members from different locations can be present. However, the differences in the time zones and the group size prove to be a challenge for our network overall.

Also, the idea has come up that we should meet with as many members in person as possible. So, with the support of WERA and EERA, we have been working to make a **meeting** possible before the ECER conference in Glasgow. We have now received a commitment that we can use a room at the Glasgow university on the 21. and 22. August 2023 to meet and talk, i.e., about developing professional development materials, editing a joint book or further special issues, writing grant proposals, or, on a smaller scale, share or develop research instruments.

- **13. July 2023:** Ruth Aluko (University of Pretoria, South Africa) on Using research-evidence to improve practice in the Global South: Experiences from distance education institutions
- **21.-22. August 2023:** two-day in-person network meeting at ECER 2023, Glasgow, with the support of WERA and EERA. We discussed the future of the IRN, identified knowledge gaps in RIEP/EIP, and brainstormed about ways to join forces in advancing the debate on RIEP/EIP. Meeting notes (see Appendix C, Progress Report) were shared with the wider network.
- **16. November 2023:** discussion with Tom Perry, moderated by Izaak Dekker, on the introductory chapters and the manifesto in: Perry, T., & Morris, R. (2023). *A critical guide to evidence-informed education*. Open University Press/McGraw-Hill, and a critical discussion by Kim Schildkamp.
- **6. March 2024:** in continuation of our conceptual exploration of the nature of data (use) and evidence (use) in education, Johannes Bauer (University of Erfurt) presented his views. The presentation was followed by a lively and in-depth discussion.

As part of the regular exchange and ensuing collaboration of the IRN-members, sessions at the following conferences have been submitted (see session abstracts in the Appendix B):

- **AERA** conference, international session for Division H (April 2023, Chicago, USA)
- **EARLI** conference (August 2023, Thessaloniki, Greece)
- **ECER** conference (August 2023, Glasgow, UK)
- **AERA** conference, international session for Division H (April 2024, Philadelphia, USA)

Furthermore, Graham Handscomb, Editor of the online publication Professional Development Today, offered to devote a **special issue** of PDT to the work of members of this IRN. The special issue has been published recently (April 2024, see Appendix D), with the following contributions:

1. Handscomb, Graham: Evidenced-based professional development – global perspectives
2. Malin, Joel (USA): Teachers in control over their own professional learning

3. Farley-Ripple, Elizabeth, Mead, Hilary & Tilley, Katherine (Canada): Research Use as Professional Learning: Lessons from Four Schools
4. Kemethofer, David (Austria): Empowering school leaders in their use of data and evidenced-based decision making
5. Pham Xuan, Robert (Austria): Developing teaching attitudes and professionalism - the challenge
6. Brown, Gavin (New Zealand): Tapping into teachers' beliefs about assessment to bring about improved practice
7. Pushpanadham, Karanam (India): Why teacher professional development is essential for achieving quality education
8. Perry, Tom & Morris, Rebecca (UK): What is Research-Informed Professional Development?
9. Perry, Tom & Morris, Rebecca (UK): Leading and sustaining Research-Informed Professional Development.
10. Groß Ophoff, Jana; Brown, Chris & Flood, Jane (Austria/UK): Teacher Research Competency matters!
11. MacNeil, Kimberley; Schnellert, Leyton & Butler, Deborah (Canada): Empowering teachers for evidenced-based practice
12. Maier, Uwe (Germany): Using Teacher Dashboards to support learning
13. Jingjing, Lin (Japan): Journal Clubs – their power and possibilities

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- **5. October 2022** with presentations of
 - Martin Greisel (Augsburg University, Germany): Investigating Pre-Service Teachers' Evidence-Informed Problem-Solving in Detail
 - Liz Zumpe (University of Massachusetts Lowell, USA): Understanding education leaders' improvement mindsets
- **19. January 2023** with presentation (book project) of Becky Morris and Tom Perry (Warwick University, UK): Evidence-in formed education: Problems in a divided field
- **23. March 2023** with presentation of Colin Cramer (Tübingen University, Germany): Meta-Reflexivity in the Teaching Profession

Afterwards, the presentations are discussed among the participants and desiderata are identified.

IRN-Activities 2021-2022

On 20 September 2021, we commenced the work of our IRN with a two hour-workshop with experts, using break out sessions and mind mapping approaches to identify key question areas that will help us build the comprehensive picture we require

We then sense checked our list of question areas with our experts and have carried out 24 individual interviews with the members of our IRN between (for Interview Guidelines, see Appendix A).

- 20211008_Aluko
- 20211020_Pushpanadham
- 20211022_vanLommel
- 20211029_Murphy
- 20211029_Ion
- 20211116_Handscomb
- 20211119_Jesacher-Rössler
- 20211112_Rickinson
- 20211112_Coldwell
- 20211203_Amatullah
- 20211105_Cramer
- 20211210_Merk
- 20211213_Schildkamp
- 20211217_Pham-Xuan
- 20211217_Zala-Mezoe
- 20220114_Qvortrup_T
- 20220128_Zumpe
- 20220128_G-Brown
- 20220204_Sogukslu
- 20220204_Maier
- 20220211_Munoz
- 20220211_Schnellert
- 20220214_Malin
- 20220215_Lai

In preparation of the interview analysis, we scheduled a 2-days-meeting in Winchester (4 – 6 March 2022). We decided to use Qualitative Content Analyse (Mayring & Fenzl, 2019) in order to synthesize the interview data and to develop a comprehensive model of research-informed education (incorporating different levels of the socioeconomic system, different actors and different forms of research engagement). While carrying out the aforementioned interviews, we identified the needs of actors as important barrier or enabler for the use of research. This was the reason, why we decided to apply theoretically-deductive categories based on Self-Determination Theory (Deci & Ryan, 2000) for the analysis of the interview transcripts. Accordingly, the satisfaction of basic psychological needs, that is autonomy, relatedness, and competence, are identified as essential for (professional) development, adjustment, and wellness across cultures.

We are still working on the analysis of the interviews, which takes longer than expected. As publication medium of our results, we are now considering a special issue in the journal

Professional Development Today devoted to the work of members of this IRN (editor: Graham Handscomb, IRN-member).

Based on our insights, we are going to undertake a systematic review of literature to see how our model deepened, cohered with, and challenged existing knowledge in the field. In parallel, we want to develop a cross-national survey for a small-scale study in each participating country.

In order to discuss and decide on further proceedings, we are going to carry out two virtual meetings with our IRN members (time zones: PDT – MESZ: calendar week 24; MESZ–NZST: calendar week 26) via Zoom.

Further network activities:

- 9 July 2021: participation at the WERA Virtual Focal meeting, International Research Network (IRN)-Convener Meeting
- 22 April 2021: participation at the International Research Network (IRN)-Convener Meeting during the WERA Focal Meeting at the Annual Meeting of the American Educational Research Association in San Diego, USA



During the WERA Focal Meeting in San Diego, we organized and chaired an invitational symposium (Enablers and Barriers to Research-Informed Education: Exploring international Perspectives) with focus on the activities of some of our IRN members with four presentations (full abstract, see Appendix B):

- 1 Georgeta Ion, **Cecilia Ines Suarez**, & Anna Diaz-Vicario (Department of Applied Pedagogy of the Universitat Autònoma de Barcelona, Spain): Steps towards an Evidence informed education in Catalan schools. From policy makers intentions to teachers' practice
- 2 **Colin Cramer** (Tübingen School of Education, University of Tübingen, Germany): Research-informed educational practice in Germany. State of the art.
- 3 **Dominic Wyse** (UCL Institute of Education, University College London, UK): Method X = Value Y? How perceptions of research methodology can be a barrier to research-informed education.
- 4 **Kristin Vanlommel & Elske van den Boom-Muilenburg** (Hogeschool Utrecht, Netherlands). Comparing Drivers and Obstacles for Evidence-Informed Practice in two Educational Systems
- 5 The presentations were then discussed by **Jana Groß Ophoff**.