

This learning guide is designed for use by Professional Learning Communities, learning coaches and teacher leaders or as a self-paced study to explore how technology can support student success.

## How can teachers make better use of educational research?

This conversation guide is intended to be used after viewing the video clip, **How can teachers make better use of educational research?**



### General synopsis

In this brief video, author and researcher Dr. Dave Edyburn talks about how teachers can make better use of educational research.

### Key understandings

- In the near future, teachers will have to be more engaged in educational research than ever before. Educational research is moving from an optional teaching practice to a non-negotiable teaching practice.
- The idea of evidence-based practices is having a major impact on educational research.
- Evidence-based research determines what actually works, as opposed to what we think works or that students like.
- Educational research leads to the idea of 'active ingredients'. If something works at a small scale, the research identifies what the active ingredients are that will make it applicable so that other students can benefit.
- Currently, teacher training does not emphasize reading research journals to inform day-to-day instructional planning.
- Teachers need to incorporate a research and development model and try new things to see if they work. If they do not work, teachers need to continue to search for what will work.

### Questions for reflection and discussion

- Did any of the statements in this video surprise you? Why?
- Do you think evidence-based practices are important? Why or why not?
- What are some of the challenges for teachers in accessing and applying educational research?
- What are some of the challenges for teachers in engaging in educational research?
- What kind of supports do teachers need to do educational research? What role might learning coaches play in supporting educational research?
- What are some examples of 'active ingredients' in learning that you see in classrooms in your school? How can this be scaled to benefit students school-wide? How can this be scaled up to benefit students across the school, and jurisdiction?
- Is the research and development model realistic for teachers? Why or why not?

### Link to the *Learning and Technology Policy Framework*

Policy Direction 2:  
Research and  
Innovation



<http://education.alberta.ca/admin/technology/policy/framework/policy2.aspx>

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