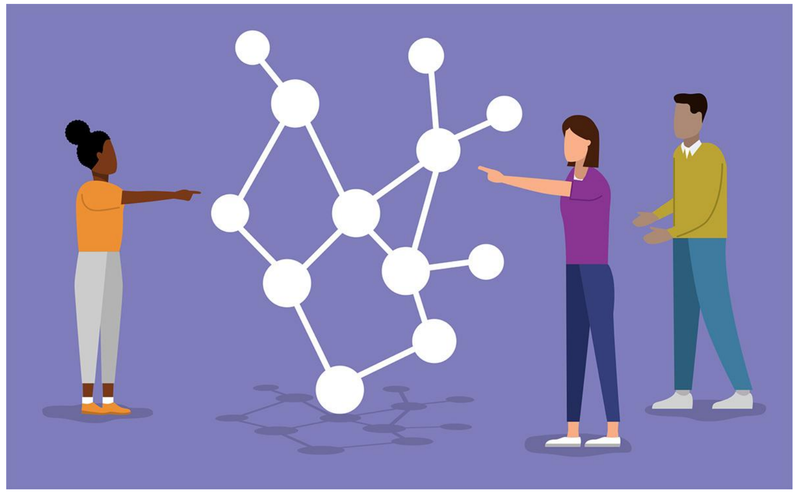
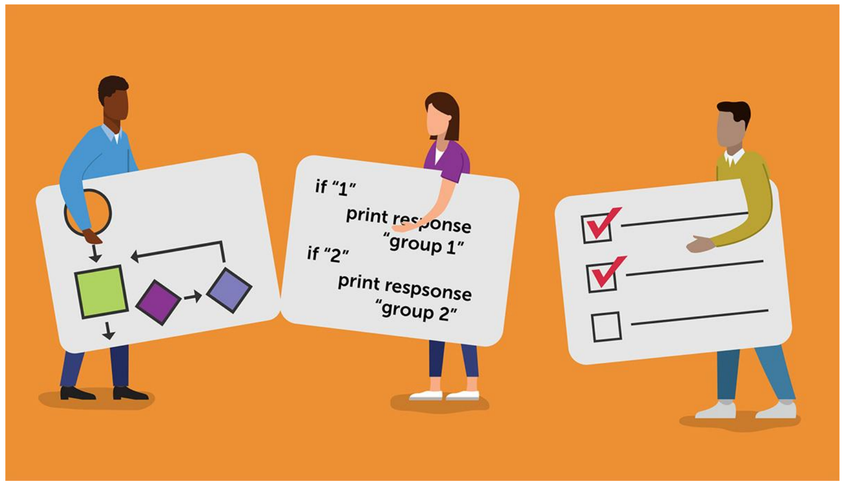
The many faces of R:
Exploring roles for researchers beyond research

Presentation at the 2021 National Network of Education Research Practice-Partnerships (NNERPP) Annual Forum, July 20 @ 10:45AM PST. Virtual





This material is based upon work supported by the National Science Foundation under Grant No.1923314. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation.

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Hello!

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Dimension 3: *RPPs should support P-side in achieving its goals*

> *Interviewees across partnership types reported that* ***a primary goal of RPPs is to support the improvement efforts of the partner practice organization.***
>
> — Henrick, Cobb, Penuel, Jackson & Clark, 2017 p.11

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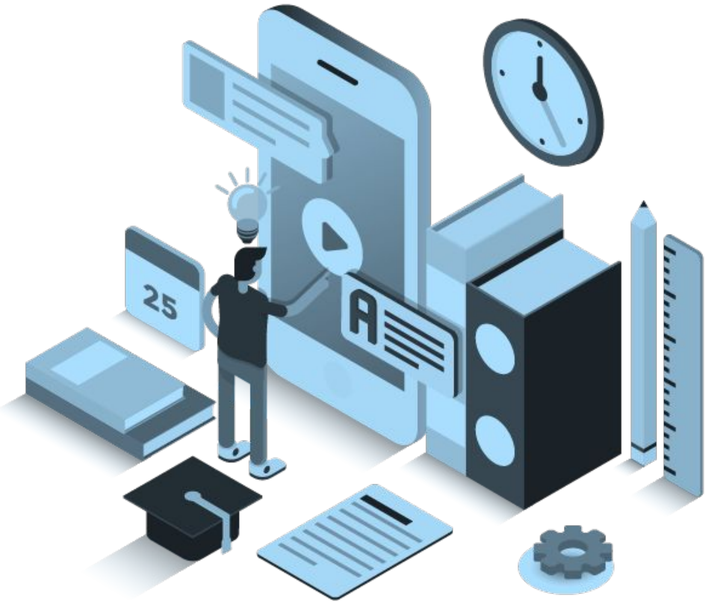
RPPs often support practitioner organizations by providing:

- research-based information or references
- research-informed learning opportunities or products
- research strategies/capacities that practitioners can apply to their own work (e.g., articulating RQs from problems of practice, PDSA cycles)



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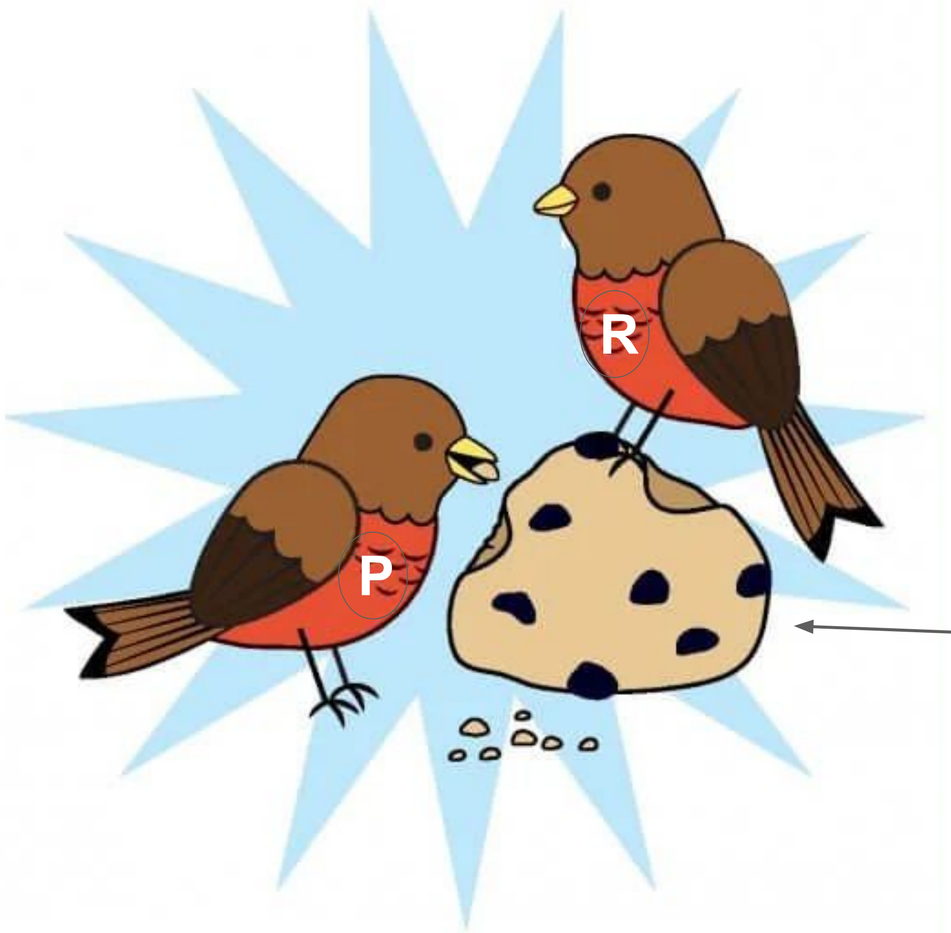
Are Rs trying to feed two birds with one scone?



Research product, methods and activities

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Can (and should) Rs serve roles *beyond research*?

Research product, methods and activities **plus other things that practitioners also really appreciate????**

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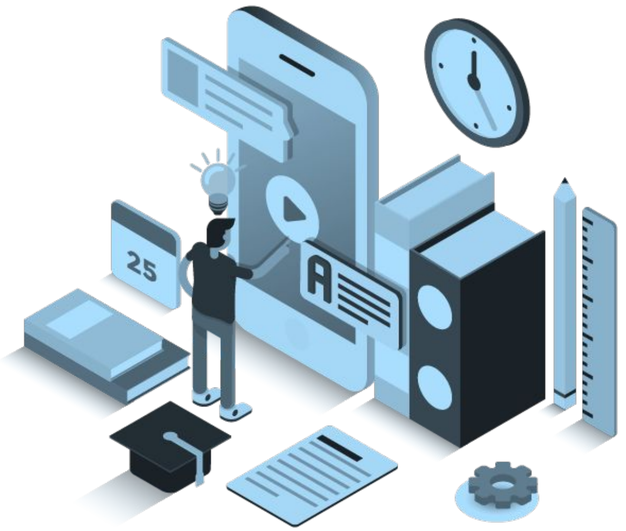
Why should RPP researchers explore their supportive roles beyond research?

- Research strategies and products are not necessarily what practitioners most immediately need nor want
- To help examine and calibrate RPP power dynamics
- This is an intellectual frontier on RPP methodology
- ***Other reasons?***



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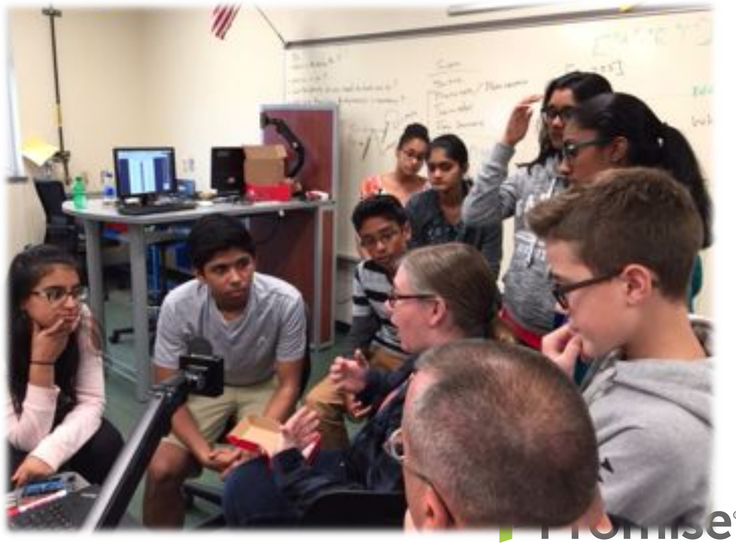
Tough As Nails, Nimble Fingers:

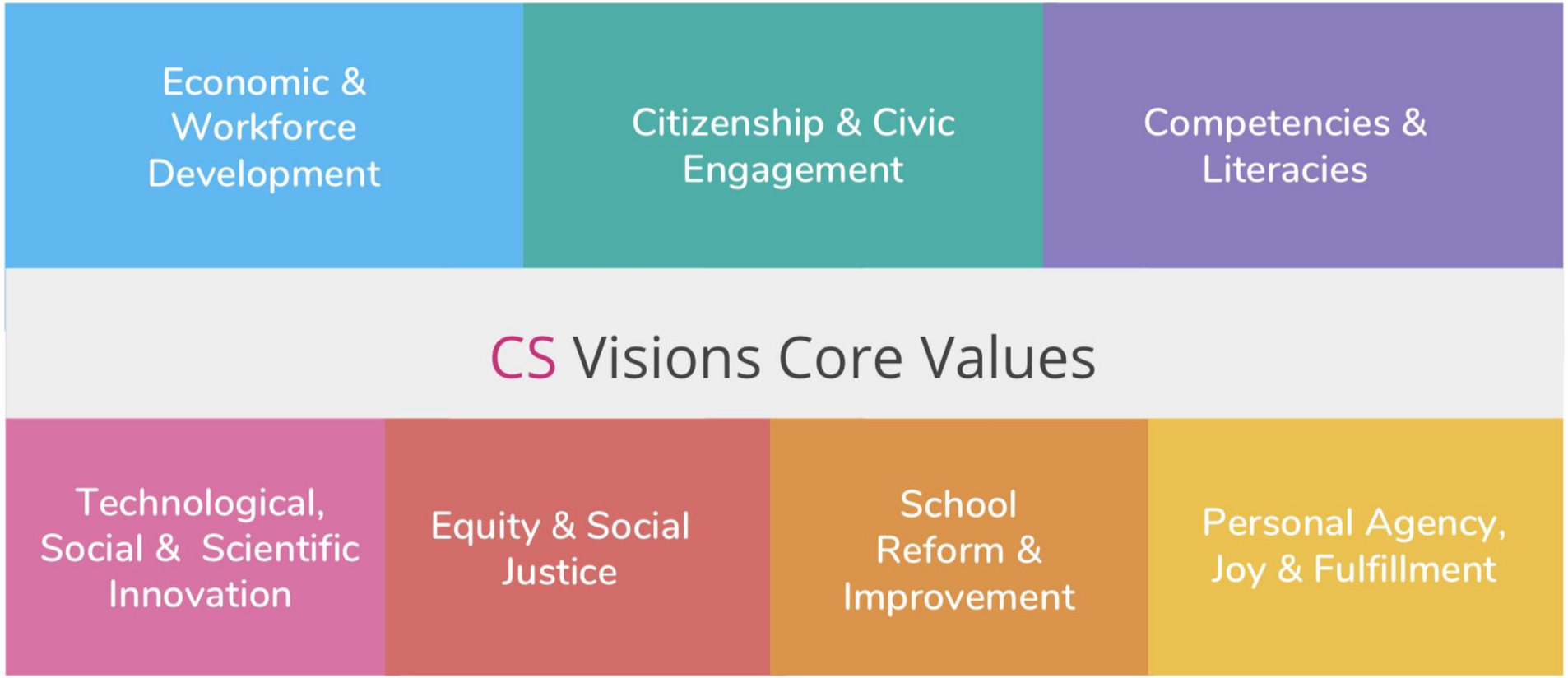
Developing a K-8 Coding Pathway for Kentucky Appalachia

National Science Foundation under Grant No. 1923314.

How can we design & communicate a self-sustaining coalition for CT across 2 districts (9 schools total)?



Establishing a coherent vision for CT learning



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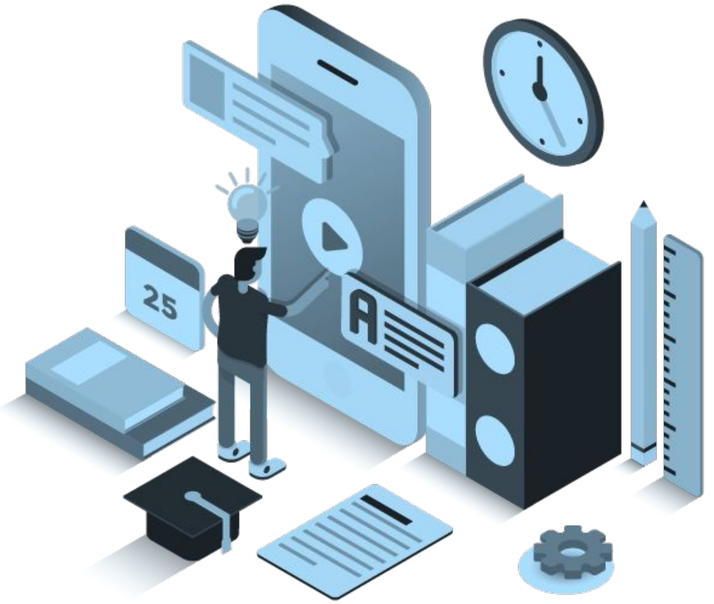
Examples of *researcher roles beyond research*

- Quinn's example - listening, coaching & affirming
- Emi's example - fundraising support
- Other supports in NSF Tough As Nails
  - edtech procurement support
  - building a lesson database
  - supporting a TV show pilot
  - share social capital
- ***Your examples?*** **(bit.ly/nnerpp21_jam1)**



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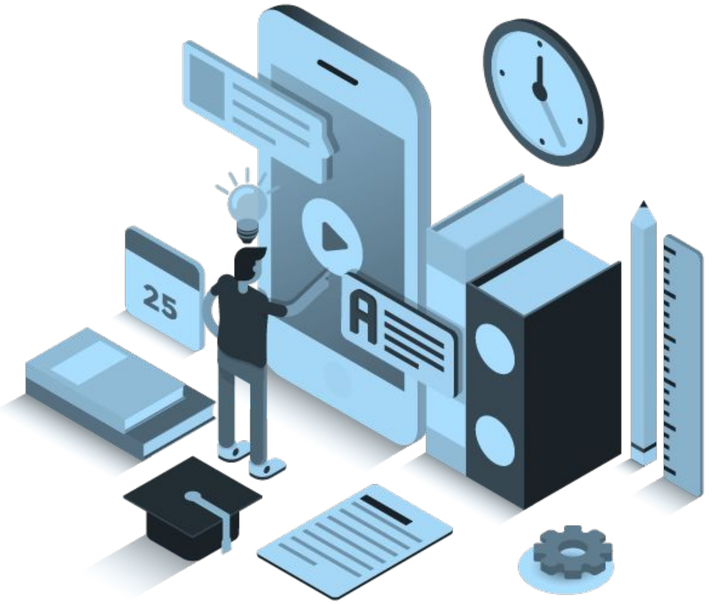
Should RPP researchers support practitioners beyond research?

- Why/ why not?
- If “it depends,” on what does it depend?

Your ideas?

(bit.ly/nnerpp21_jam1, board #2)



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Concluding remarks

- Areas of further investigation? (i.e., review of research specifically examining what problems of practice are more suitable for the RPP framework?)
- Need for honest input from practitioners
- Relevance also to Dimension 5 (Build capacity of both sides to do partnership work)
- Consider “role of RPP team” (vs “role of R” or “role of P”)?

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Thank you!

Learning Sciences Research

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Our Partners

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