**Webisode 9 – Research Use Toolkit**

**Building a Resource to enable Researchers to Plan, Capture and Evaluate the Non-Academic Impact of Research**

**February 2018**

Presenter: Sarah Lester (EPPI-Centre, UCL)

EPPI-Centre Evidence Tools, Products, and Projects – A series of webisodes from the Evidence for Policy and Practice Information and Co-ordinating (EPPI) Centre. Hosted by AIR’s Center on Knowledge Translation for Disability and Rehabilitation Research (KTDRR).

**Slide 1: Cover slide**

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**Cover slide template:** dark blue background with white text and gray text. Gray bar at bottom with AIR logo on the left (gray and blue column on left; letters in blue, AIR (R) on the right; words below in blue, American Institutes for Research (R)). To the left of AIR logo, EPPI-Centre logo: A large blue script letter e to the left, with smaller black letters PPI to the right. Below PPI, in a smaller black box, is the word CENTRE in white text.

**Slide 2: Title slide**

Research Use Toolkit – Building a Resources to enable Researchers to Plan, Capture, and Evaluate the Non-Academic Impact of Research.

February 2018. Sarah Lester (EPPI-Centre, UCL).

**Title slide template:** Blue bar at top. On far left, Institute of Education. On the far right, UCL Logo: White image of Main Building with large white letters UCL to the right. In the center background, a photograph of London with title text superimposed over the image. White bar at the bottom. On far right, EPPI-Centre logo: A large blue script letter E to the left, with smaller black letters PPI to the right. Below PPI, in a smaller black box, is the word CENTRE in white text.

**Slide 3: Use of Research to Inform Policy and Practice**

* Widely understood that rigorous research evidence should inform public decision-making.
* Academics want to demonstrate the influence of their work on policy and society (Incentivised by HE funding, grant proposals, or more general validation of worth of research)

Bottom right corner of remaining slides:EPPI-Centre logo: A large blue script letter E to the left, with smaller black letters PPI to the right. Below PPI, in small font, the word CENTRE. A black line on top of PPI and under the script E and CENTRE.

**Slide 4: So what is the problem?**

Academic research is still underused in policy processes!

* Recent report on the Role of Research in UK Parliament by Dr. Caroline Kenny revealed that the higher education sector was poorly represented as providing sources of evidence to Select Committees:

Graph on the left: Figure 2a. Sources of research submitted as written evidence to CLG Select Committee (%). Percentages 0-60% on the left indicating percent of sources submitted as written evidence to Select Committee (%):

Non-for profit, 49%

Individual, 20%

Public Sector, 18%

Private Sector, 5%

Government/civil, 3%

Higher Education, 1% Circled to show poorly represented

Graph on the right: Figure 2b. Sources of research given as oral evidence to the CLG Select Committee (%). Percentages 0-60% on the left indicating percent of sources given as oral evidence to Select Committee (%):

Non-for profit, 53%

Individual, 3%

Public Sector, 20%

Private Sector, 6%

Government/civil, 9%

Higher Education, 3% Circled to show poorly represented

MPs and Peers, 1%

* There is little shared understanding about research-to-use processes. There are lots of guides and resources for academics but these can be overwhelming.

Source: Kenny, C., Rose, D.C., Hobbs, A, A., Tyler, C. & Blackstock, J. (2017) *The Role of Research in the UK Parliament Volume One.* London, UK, Houses of Parliament. p.33. Contains Parliamentary information licensed under the [Open Parliament Licence v3.0](http://www.parliament.uk/site-information/copyright-parliament/open-parliament-licence/).

**Slide 5: What can we do about it?**

We set out to build a digital toolkit to guide academics through the process of optimizing research use. We proposed that it would:

* Be conceptually and empirically-informed (using findings of The Science of Using Science (SoUS)) (Langer et al. 2016).
* Draw together other resources and guides to enhance capacity among researchers to identify, plan, monitor and capture impact.
* Enable fuller use of research in real world decision-making

**Slide 6: The Toolkit: a logical sequence**

At the top of the page is the EPPI log with IOE Research Use Toolkit after the logo and a thick black line on top and underneath. 6 circles under the logo each containing one of 6 words in order: Background, Aims, Activities, Monitoring, Evaluating, Evidence.

1. BACKGROUND INFORMATION – (Research title, current stage of progress, etc.)

2. ‘RESEARCH USE’ AIMS (how do you want the research to be used?)

3. ACTIVITIES (what are you planning to do to achieve these aims?)

4. MONITORING (how will you monitor your undertaking of these plans?)

5. EVALUATING (how will you assess the success of these plans?)

6. EVIDENCE CLAIMS (what is the basis of the evidence claim that you are making about the research findings?)

At the bottom is a multi-hued blue rectangle with the words IOE Research Use Toolkit on one line and the words Maximise your impact! on the second line.

**Slide 7: ‘Research use’ Aims**

We presented the aims (or effects) of research use as 3 different but related types:

Three blue rectangles with the color changing to lighter to reflect each type.

1. INFORMED OF RESEARCH (Type 1) research effects

* To ensure people or organisations are informed about the research so that they can make use of it if required in any decision making.

2. USE IN DEBATED AND DECISIONS (Type 2) effects

* To ensure that people or organisations consider the research in relevant decisions. As there are often many factors apart from research that influence how decisions are made, the effect of research on decision making may not necessarily be visible in the decision that is made.

3. IMPACT OF RESEARCH ON SOCIETY (Type 3) effects

* In some cases, research may be engaged with and have a visible effect on decision making and in addition have an effect on the real world. For example, research findings may lead to the introduction of a new way of teaching mathematics (creating a change in policy or practice) and the math scores of students then increase (leading to a consequence/change in outcome).

**Slide 8: Achieving the aims**

The toolkit follows a consistent logic.

It prompts the user to identify barriers to achieving the different aims, the activities that will help achieve these aims, and the ways in which the success of these aims will be measured.

Target: Who or what do you want to know about the research? Are these: Individuals; organisations; local bodies; national bodies; or international bodies?

Answer: Schools, Teacher organisations

Challenges: Are there any barriers that you may need to overcome to achieve these aims? For example, political, values, or resource barriers?

Answer: Teachers are unlikely to have a lot of free time or energy – need to reduce burden.

**Slide 9: Rather than leaving it to chance…**

On the left of the page is a list.

* Effectively the toolkit is trying to change the way that researchers think about research-to-use processes.
* It encourages careful planning, consideration of the challenges in achieving influence/impact and critical reflection.
* Ultimately it could also affect the way that research is produced.

On the right of the page is an image of a face profile and the brain.

Source: <https://pxhere.com/en/photo/1376480>

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**Slide 10: Piloting!**

This is a work in progress. The toolkit is still in development….

Please email [sarah.lester@ucl.ac.uk](mailto:sarah.lester@ucl.ac.uk) for more information on piloting.

**Slide 11: Thank you**

Websites: EPPI-Centre Website [http://eppi.ioe.ac.uk](http://eppi.ioe.ac.uk/)

Twitter: @EPPICentre

Email: [sarah.lester@ucl.ac.uk](mailto:sarah.lester@ucl.ac.uk)

With thanks to David Gough, Jan Tripney and Laurenz Langer and Zak Ghouze

Top right: IOE London logo. Leading education and social research. Institute of Education, University of London.

Image on right: London at night - the London Eye on left, bridge over River Thames center, Westminster Palace in background on right.

Contact information below image:

EPPI-Centre

Social Science Research Unit

UCL Institute of Education

University College London

18 Woburn Square

London WC1H 0NR

Tel +44 (0)20 7612 6397

Fax +44 (0)20 7612 6400

Email eppi@ioe.ac.uk

Web eppi.ioe.ac.uk/

**Slide 12**: **Disclaimer**

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