



CASS

College of
Alberta School
Superintendents



Continuing
Education
Program

Research and Publishing Guidelines: A Guide for Conducting Educational Research

September 2023

Table of Contents

Table of Contents	2
Introduction	4
Goals	4
Evidence-Informed Practices in School Authorities.....	5
How CASS Supports the Use of Research	8
1. Openness to Research and Its Implementation	8
2. Enhancing Research Expertise.....	9
How to Read Research.....	9
3. Accessing research for enhanced educational practice	10
4. Collaboration and Co-production of Educational Research	11
Action Research and Design-based Research.....	12
Venturing into Research	13
Report Writing	14
Publication Standards.....	14
Fair Dealing – Canadian Copyright for Educators.	14
Ethical Research.....	15
Conclusion	15
References	17
Appendix 1.....	21
Appendix 2.....	22
Appendix 3.....	23
Appendix 4.....	25



© Copyright 2023

*College of Alberta School Superintendents
Suite 1300, First Edmonton Place
10665 Jasper Avenue
Edmonton, AB T5J 3S9
P: 780.540.9205
E: admin@cass.ab.ca
www.cass.ab.ca*



Introduction

This document has been developed to support the College of Alberta School Superintendents (CASS) in achieving its objectives as outlined in College of Alberta School Superintendents Act (Government of Alberta, 2023). The foundational legislated object for this project is found in Section 5, b, ii, “(b) to improve the teaching profession and leadership of the education system by... (ii) carrying out research and publishing materials designed to maintain and improve the competence of members...” (p .5) of the *CASS Act*. These guidelines are designed to inform CASS members, employees, and associated independent contractors of appropriate approaches to research, publishing, and presenting research findings within schools and school authorities.

Further, the goals of this publication align with the vision and mission of CASS, as well as with Alberta Education's *Leadership Quality Standard* (LQS) and the *Superintendent Leadership Quality Standard* (SLQS). In Alberta, it is expected that system education leaders be committed to professional learning and the seeking and use of educational research to inform educational practices (Alberta Education, 2023b, 2023c). Further, all school authority leader associations of the western Canadian provinces place expectations of professional learning and the use of educational research on its superintendents and educational leaders (British Columbia School Superintendents Association, 2022; Saskatchewan League of Educational Administrators, Directors, and Superintendents, 2023; Manitoba Association of School Superintendents, 2015). This document supports system education leaders in their work to use research evidence effectively in their school authorities. It also provides a framework for conducting applied research for the purpose of informing effective educational practice.

Goals

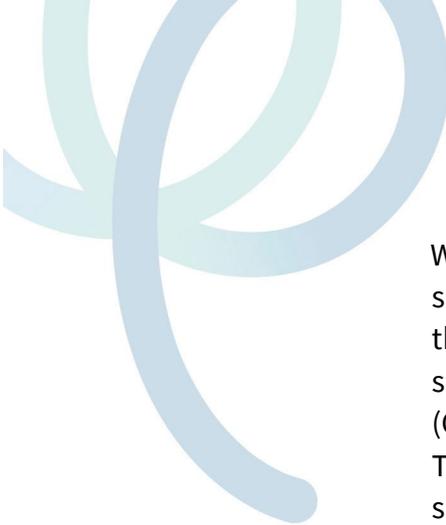
To ensure that the competencies in the LQS and SLQS are supported appropriately and that CASS organizational objectives are met, the goals of this document are to:

- highlight the importance of research evidence in educational practice in school authorities,
- suggest applied methods of undertaking research, ethically and practically,
- suggest methods of reading and understanding research evidence, and
- suggest methods of disseminating and implementing research evidence in school authorities and beyond.

Evidence-Informed Practices in School Authorities

The expectations of system education leaders in Alberta is to engage in professional learning and to intentionally seek, critically review and to apply educational research to inform practices in school authorities (Alberta Education, 2023b, 2023c). This is not a passive role that system education leaders play in accessing and using educational research in their work. Using evidence-informed practices are expected competencies of system education leaders. It is not surprising that this would be expected of system education leaders, given the roles they play in education authorities across Alberta.

What is surprising is that educational research does not guide teaching and leadership practices in as strong and valued a way as hoped (Dagenais et al., 2012; Hemsley-Brown & Sharp, 2003; Lysenko et al., 2014). While educational research is plentiful, it is not readily available or accessible; for example research reports are often only available through expensive publications making them inaccessible for classroom teachers and administrators, research articles are generally not written for non-academic readers, and there is a lack of time and support given to help practitioners access and process research literature (Hillage et al., 1998 as cited in Hemsley-Brown & Sharp, 2003). Dagenais et al. (2012) reviewed extensive literature regarding the use of research in school practice. They found that teachers do not readily read research, even though they state the importance of integrating research into practice. Research tended not to be integrated into school-based practice regardless of its source. Lysenko et al. (2014) found school practitioners' engagement with research to be low and infrequent. This poses challenges for system education leaders who are to actively seek research and integrate it into schools and school authorities (Alberta Education, 2023b, 2023c).



While information of how little educational research is used by school and school authority practitioners is unfavourable, there appear to be practices that may be useful, practical, and effective. Schools and school authorities are social and political institutions where knowledge is socially constructed (Cousins and Leithwood (1993) as cited in Hemsley-Brown and Sharp (2003)). This means that if research findings are to have any meaningful impact on school and authority practices, they must be addressed collaboratively with a dedicated team of people. Individual teachers and system leaders do not typically pursue research findings alone and experience successful implementation. If a group of educators meet to address a common concern and pursue relevant research, they are more likely to implement findings, given a supportive environment.

Other findings regarding implementation of educational research in school and system-wide settings also indicate that practicing teachers look for practicality and relevancy when looking at educational research (OECD, 2022, 2000, 2010; Saha et al., 1995; Shkedi, 1998 as cited in Hemsley-Brown and Sharp, 2003). Research articles that are perceived to be less practical or relevant by educators tend to be ignored, particularly if a direct path to implementation and regular use is not evident or clearly laid out by the researchers (Shkedi, 1998 as cited in Hemsley-Brown and Sharp, 2003). In fact, it should be noted that when policies are funded, these actions take place in schools and school authorities, whether they are research based or not (Hemsley-Brown & Sharp, 2003).

This review of research suggests that if new educational knowledge is to be generated, disseminated, and implemented, that this be approached by teams of educators who are motivated to address a particular educational issue or problem. If the goal is school improvement, then creating a demand for information through collective effort at a school or authority level is necessary (Cousins & Leithwood, 1993 as cited in Hemsley-Brown & Sharp, 2003). Leadership, often labeled as management in some research articles, is essential to the implementation of research findings in regular practices in schools and authorities.

To emphasize this point, Hemsley-Brown and Sharp (2003) stated that researchers:

...conclude that effective programmes for change should be utilitarian, inspirational, provide immediate payoffs and meet local needs. Findings from empirical studies indicate that school improvement is an organisational change process, which implies that mere involvement in research is insufficient. They view schools as social systems and knowledge as socially and politically constructed, which places emphasis on organisational and professional cultures as the context for social learning. For such social learning to take place, empirical researchers conclude that research findings should be shared, and practitioners should be involved in the design, focus, delivery, and follow-up activities. (p. 461)

Further, Lysenko et al. (2014) presented four factors that predicted the use of research in educational settings. The first, and most crucial factor, was the attitude practitioners had towards research. When practitioners were open and willing to look at research to inform their practice, they were more likely to implement research findings. The second factor was that of research expertise. If practitioners had some experience reviewing and assessing research in their undergraduate program or were pursuing further study, they were more likely to use research. However, researchers were expected to do a better job of providing practical recommendations of their work to practitioners. A third factor was that of awareness of research. Research that was seen as applicable to practitioners and was available helped practitioners put research to use. Finally, a supportive organizational structure was seen to be influential in the predicted use of research. A community of learning with supportive leadership was as factor in the implementation of research findings in regular educational practice.

It is a recent publication by the Organization for Economic Co-operation and Development (2022) that proposes that educational research and its implementation in educational settings can be more relevant and useful. The promise and potential of co-produced (teachers and researchers) research for practical and applied recommendations is often greater than experienced. Despite this the OECD (2022) highlights a collaborative pathway for teachers

and researchers to work together to achieve valued research with applicable recommendations for practice.

How CASS Supports the Use of Research

CASS is focused on achieving leadership and system excellence in Alberta's school authorities. Further, CASS emphasizes the importance of research and its findings as it relates to student and system education leaders' learning. CASS has prioritized the support and encouragement of research in the following areas:

- CASS mission: CASS supports building system leadership excellence to ensure optimal learning for students.
- CASS values: [Learnedness and Respect for Research and Best Practices](#)
- CASS 2022-2023 Strategic Plan: [Priority Three](#) with an emphasis on comprehensive and collaborative professional learning

Within the challenges of implementing evidence-based practice at the classroom level, as well at a school system level, several promising practices emerge:

1. Work with those whose attitudes towards research and implementation of research are open and curious (Lysenko et al., 2014).
2. Raise research expertise of practitioners through a supportive community and with local and authority leadership (Hemsley-Brown & Sharp, 2003; Lysenko et al., 2014)
3. Make research findings easily available and include concrete practical ways of using it (Dagenais et al., 2012; Williams & Coles, 2007)
4. System-wide structures of practitioner collaboration on common topics are important to implementing research findings (Hemsley-Brown & Sharp, 2003; OECD, 2022; Wenger et al., 2002)

1. Openness to Research and Its Implementation

There are many opportunities for educators to examine their practice given an open and curious environment. System education leaders in Alberta are expected to foster and establish effective relationships in schools and the wider community. They are also expected to model commitment to professional learning and lead a learning community. This relates directly to

the reading and use of research literature to influence and enhance practice in classrooms and schools. Leaders are expected to encourage an open and curious learning stance as it relates to teachers and teacher leaders. Identifying individuals in schools and school authorities who demonstrate an open and willing attitude towards educational research begins to develop possibilities for enhancing educators' practices with a goal of "optimum learning for all students" (Alberta Education, 2023a, 2023c, 2023b). These individuals could form a core connected to a learning community (or community of practice) intending to use research to enhance practice (Wenger et al., 2002). Such a learning community requires leadership and appropriate funding to support it.

2. Enhancing Research Expertise

Developing information literacy (Williams & Coles, 2007) of teachers and system education leaders is an important element to the implementation of education research findings. Being able to access and read educational research effectively is a necessary skill for individuals in schools and school authorities. Not all research articles provide useful suggestions for implementation, so it is often up to education practitioners to review articles and share their insights or recommendations.

How to Read Research

One of the reasons that research evidence has limited use in school authorities is that teachers find some research articles obtuse and difficult to use given specialized terminology, theoretical concepts, and challenging statistical reporting (Lysenko et al., 2014; Shkedi, 1998). Despite these challenges, there is value in teachers approaching research articles for the sake of their own professional practice and learning.

Several articles and websites provide guidance to non-academics and how they might approach research articles. These articles are readily accessible through these links:

- The Three Pass Method
 - This article by Keshav (2016) outlines a practical three step review of research articles. At every pass, readers are encouraged to keep notes and to write questions that may be answered in subsequent passes. It has been used as a university course handout.

- <https://web.stanford.edu/class/ee384m/Handouts/HowtoReadPaper.pdf>
- How to read and understand a scientific paper: A guide for non-scientists by Raff (2016)
 - The article provides a checklist of how to approach scientific articles as well as advice on the steps to take before an article is read.
 - <https://blogs.lse.ac.uk/impactofsocialsciences/2016/05/09/how-to-read-and-understand-a-scientific-paper-a-guide-for-non-scientists/>
- Researcher Life
 - This website, although geared towards researchers, provides valuable insight and approaches to reading research to determine its relevance and utility. This approach is important in relation to literature reviews.
 - <https://researcher.life/blog/article/read-research-papers-quickly/>
- How to Read a Research Article
 - A more thorough approach to reading a research article by Hudson-Barr (2004).
 - <https://onlinelibrary.wiley.com/doi/pdf/10.1111/j.1088-145X.2004.00070.x>

3. Accessing research for enhanced educational practice

Another challenge related to the implementation of research findings is the accessibility of research articles for teachers and system education leaders. These links often provide access to peer-reviewed articles, which is a significant element in relation to the validity and veracity of work by the researchers authoring the articles. The following links are provided as samples appropriate for educators to access open-source articles.

Sample Listing of Open Access Education Journals.

- Alberta Teachers' Association Library Guides
 - <https://teachers-ab.libguides.com/teaching/openaccessjournals>

- Alberta Journal of Educational Research
 - <https://journalhosting.ucalgary.ca/index.php/ajer/index>
- American Educational Research Association Research Journal
 - [Open access journal](#)
- Cambridge Educational Research e-Journal
 - <https://cerj.educ.cam.ac.uk/>
- Canadian Journal of Education
 - <https://journals.sfu.ca/cje/index.php/cje-rce/>
- International Journal of Educational Research
 - <https://www.sciencedirect.com/journal/international-journal-of-educational-research>
- Sage Publishing – Open Access Journals (large list)
 - [Pure Gold Open Access Journals | SAGE Publications Inc](#)
- Teaching & Learning Inquiry
 - <https://journalhosting.ucalgary.ca/index.php/TLI/index>
- The Canadian Journal for the Scholarship of Teaching and Learning
 - https://ojs.lib.uwo.ca/index.php/cjsotl_rcacea/
- The Canadian Journal for New Scholars in Education/ Revue Canadienne des jeunes chercheures et chercheurs en éducation
 - <https://journalhosting.ucalgary.ca/index.php/cjnse/index>

4. Collaboration and Co-production of Educational Research

In this report, two general approaches to educational research by practitioners (which may also occur with academic researchers) are highlighted. There are many forms of participatory research, however:

For such social learning to take place, empirical researchers conclude that research findings should be shared and practitioners should be involved in the design, focus, delivery, and follow-up activities. (Hemsley-Brown & Sharp, 2003 p. 461)

In addition Farley-Ripple et al. (2018) present a model for researchers and practitioners to work together to more directly address problems of practice. Simply, Farley-Ripple et al. (2018) propose that the smaller the gaps related to research problems, methods, and implications are between researchers and teachers, the greater the likelihood there is for implementing the research. Given these findings, action research and design-based research approaches are very well suited to research conducted in schools and school authorities.

Educational research, from an applied perspective, is focussed on the core question of “what works” and what is manageable in education contexts (classrooms, schools, authorities) (Dagenais et al., 2012; Hemsley-Brown & Sharp, 2003; Nilsen, 2015). A brief description of each approach is provided along with added detail in the appendices.

Action Research and Design-based Research

Action research is usually done by practitioners asking specific, practical questions related to their classroom or school (Adams & Townsend, 2014; McNiff, 2013; Parsons et al., 2013). Although action research can be done by an individual, it is often conducted collaboratively with a group of educators with a common concern or question. Action research may not emphasize theoretical concepts or the testing of theories, but theoretical considerations are present throughout the research (see Appendix 1).

Design-based research in education is also concerned with practical concerns in classrooms, schools, and authorities (see Appendix 2). It is most commonly conducted collaboratively with researchers and practitioners (Baroutsis & Woods, 2018; Friesen & Brown, 2022; Jacobsen, 2014). A core tenet of design-based research is a focus on development or designing of research with teachers and researchers. There is also an emphasis on theoretical concepts and how they may influence and enhance educational practice (Baroutsis & Woods, 2018). Jacobsen (2014) adds,

Key principles that differentiate design-based research from other forms of participatory research, like action research, are:

- the requirement for a well-defined problem with a research informed design solution;
- the testing of theory in real-world contexts; and
- the contribution to theory and practice in addition to local impact (p. 23).

Each approach to research can be valuable to educators and system educational leaders. Each requires careful consideration, design, data collection and analysis, and reporting for practical value to be derived from the effort. Research is a significant investment of time, energy, and resources for it to be useful and valuable in school and jurisdictional settings.

Venturing into Research

To begin the project of researching, it is valuable to reflect upon key questions around strengthening the impact of education research (OECD, 2022). The reflective questions found in Appendix 3 are important to formulating helpful research questions and to designing the research itself.

A useful website (see <https://www.scribbr.com/research-process/research-questions/>) provides guidance to establishing good research questions. Even before a research question and its sub-questions are established, it is useful to conduct a simple review of related literature. This information is valuable in the ultimate formalizing of the research question.

Conducting a literature review as part of the research plan is essential. Online and accessible resources are available to support practitioner researchers in school authorities. One site to highlight is from the University of Toronto (see <https://advice.writing.utoronto.ca/types-of-writing/literature-review/>). It is geared to academic researchers, but the structure of a thorough literature review is presented. Another site that offers accessible and helpful information on conducting a literature review is found on Scribbr (see <https://advice.writing.utoronto.ca/types-of-writing/literature-review/>). A well developed literature review is a significant component for credible school authority based research.

The Alberta Teachers' Association has developed another excellent resource for action research design. The monograph "Engaging in Action Research" (Alberta Teachers' Association, 2019) provides a thorough and practical plan for conducting research. Although the document is geared to action research, with support from academic researchers, design-based research and other forms of research can be developed as well.

Funding research is a constant challenge in post-secondary institutions. Several suggestions of funding sources are provided in Appendix 4. The funding sources are outside of typical university programs and require extensive proposal development to access available funds. The funding process tends to be highly competitive. This fact means that research projects need to be thoughtfully developed and implemented. In addition, a listing of

publications or organizations that might be interested in educational research findings is posted.

Report Writing

Disseminating new information gleaned from research is critical step in the general research process. For new findings to have an impact in school and authority settings, the report should be written in plain language and include practical recommendations for action. This is the type of research article that is most likely to be read by other teachers. Other considerations in report writing include publication standards and fair dealing regarding copyright.

Publication Standards

It is common for educational research to be presented in the American Psychological Association publication format. The latest publication manual (American Psychological Association, 2020) presents expectations for formal publishing like formatting a report, citing appropriately, writing style, use of tables and figures, references and publication processes. The APA 7 manual is the standard for publishing. One website that offers excellent guidance to this approach is Purdue University (see

https://owl.purdue.edu/owl/research_and_citation/apa_style/index.html)

As stated above, fair dealing with journal sources and citing appropriately is critical to sharing research findings beyond one's school authority. Educators and researchers who intend to publish their findings are expected to meet high publication standards. The APA 7 manual maintains such standards.

Fair Dealing – Canadian Copyright for Educators.

In Canada, educators are required to follow copyright laws. There are provisions unique to educators regarding copyright law, however educators must align their use of copyright-protected materials with fair dealing guidelines (Canadian Association of Research Libraries, n.d.). Fair dealing is "...is a statutory right that is an important component of users' rights in Canadian copyright law, allowing for the reproduction and use of copyright-protected works for certain purposes without requiring permission, provided that use/dealing is "fair"" (University of Alberta, 2023, p. 1). Educators engaged in research activities must appropriately cite sources and ensure that their

work is reflective of dealing fairly with copyright-protected materials (University of Alberta, 2023).

Ethical Research

Any research conducted with human subjects requires ethical considerations and approvals. For research taking place in school authorities, approvals must meet ethical requirements and standards. The Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS 2) provides a useful online module for researchers to complete. It covers essential requirements regarding ethics for conducting research. This module should be completed before any formal research occurs. See <https://tcps2core.ca/welcome>.

It is critical that any research conducted in schools or school authority causes no harm to any participants. Ethical guidelines and procedures protect participants and those conducting research alike. Key features of ethical research include consent, protocols for withdrawal from research, and a clear understanding of the power relations among participants and researchers. It is often the case that research conducted in a school authority would have ethical approvals by universities. Student researchers or faculty members themselves may be conducting research and must meet institutional ethics requirements. If a university is not involved, the school authority must have research policies and ethical guidelines in place prior to research being conducted. The Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS 2) is a critical component to such policies and research conducted in school authorities.

Conclusion

This report provides high-level information to CASS, its members and independent contractors about the appropriate and effective ways research may be conducted in schools and school authorities. A clear expectation of the implementation of research findings from educational research is prevalent in the Alberta's Professional Practice Standards. CASS must also support teachers and system education leaders in professional learning and knowledge dissemination related to educational research.

The overarching theory of change guiding this report is reflected in these principles of action:

- Educational research is to be sought out, used, and applied across all education settings.
- Implementation of research findings in education settings is weak.
- Since research is socially contextual and political in nature, effective leadership and willing team members can develop implementation plans and changes to practice.
- Effective, collaborative educational research requires leadership, mindful effort, and financial support.
- Implementation of research into regular practice should be monitored – recognizing implementation fidelity and adjustments made to address contextual changes as they arise.

Participatory and collaborative research offer promising hope to system education leaders who support educators who undertake research to improve and enhance practice. The research findings suggest that communities of practice or collaborative research teams offer relevant and practical ways for research to be used. Communities of practice and collaborative research teams must be supported with leadership and appropriate resourcing, as well.

CASS plays a significant role in sharing school authority expertise through its conferences, webinars and general web presence. This intentional focus of being a learned organization with strong connections among school authorities and local faculties of education places CASS in a favourable position to support and enhance the application and implementation of research findings in classrooms, schools, and an entire school authority.

References

- Adams, P., & Townsend, D. (2014). From action research to collaborative inquiry. *Education Canada*, 54(5), 12–15.
- Alberta Education. (2023a). *Teaching quality standard*. <https://www.alberta.ca/assets/documents/ed-teaching-quality-standard-english-print-ready.pdf>
- Alberta Education. (2023b). *Leadership quality standard*. https://www.alberta.ca/system/files/custom_downloaded_images/ed-leadership-quality-standard-english-print-ready.pdf
- Alberta Education. (2023c). *Superintendent leadership quality standard*. https://www.alberta.ca/system/files/custom_downloaded_images/ed-superintendent-leadership-quality-standard-english-print-ready.pdf#search=ed%2Dsuperintendent%2Dleadership%2Dquality%2Dstandard%2Denglish%2Dprint%2Dready%2Epdf
- Alberta Teachers' Association. (2019). *Engaging in action research: A practical guide for Alberta teachers and school leaders*. <https://legacy.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Research/COOR-101-25%20Action%20Research%20Guide-PDF%202019%2012-WORKBOOK.pdf>
- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association. <https://doi.org/10.1037/0000165-000>
- Baroutsis, A., & Woods, A. (2018). Using design-based research methods to reform teaching and learning. *Practical Literacy: The Early & Primary Years*, 23(3), 37–38.
- British Columbia School Superintendents Association. (2022). *Fostering a culture of curiosity and inquiry*. BCSSA. <https://bcssa.org/the-spirit-of-leadership/fostering-a-culture-of-curiosity-and-inquiry/>

- Canadian Association of Research Libraries. (n.d.). *Fair dealing Canada—L'utilisation équitable au Canada*. <https://fair-dealing.ca/>
- Cousins, J. B., & Leithwood, K. A. (1993). Enhancing knowledge utilization as a strategy for school improvement. *Knowledge*, 14(3), 305–333. <https://doi.org/10.1177/107554709301400303>
- Dagenais, C., Lysenko, L., Abrami, P. C., Bernard, R. M., Ramde, J., & Janosz, M. (2012). Use of research-based information by school practitioners and determinants of use: A review of empirical research. *Evidence & Policy: A Journal of Research, Debate & Practice*, 8(3), 285–309. <https://doi.org/10.1332/174426412X654031>
- Farley-Ripple, E., May, H., Karpyn, A., Tilley, K., & McDonough, K. (2018). Rethinking connections between research and practice in education: A conceptual framework. *Educational Researcher*, 47(4), 235–245. <https://doi.org/10.3102/0013189X18761042>
- Friesen, S., & Brown, B. (2022). Teacher leaders: Developing collective responsibility through design-based professional learning. *Teaching Education*, 33(3), 254–271. <https://doi.org/10.1080/10476210.2020.1856805>
- Government of Alberta. (2023, January). *College of Alberta school superintendents act*. <https://open.alberta.ca/publications/c18p8>
- Hemsley-Brown, J., & Sharp, C. (2003). The use of research to improve professional practice: A systematic review of the literature. *Oxford Review of Education*, 29(4), 449–471. <https://doi.org/10.1080/0305498032000153025>
- Hillage, J., Pearson, R., Anderson, A., & Tamkin, P. (1998). *Excellence in research in schools* [DfEE Research Report 74]. DfEE.
- Hudson-Barr, D. (2004). How to read a research article. *Journal for Specialists in Pediatric Nursing*, 9(2), 70–72. <https://doi.org/10.1111/j.1088-145X.2004.00070.x>

- Jacobsen, M. (2014). Design-based research. *Education Canada*, 54(5), 22–24.
- Keshav, S. (2016, February). *How to read a paper*.
<https://Web.Stanford.Edu/Class/Ee384m/Handouts/>.
<https://web.stanford.edu/class/ee384m/Handouts/HowtoReadPaper.pdf>
- League of Educational Administrators, Directors and Superintendents. (2023). *Policy manual for the executive board*. SaskLEADS.
<https://saskleads.ca/board/policy-manual/>
- Lysenko, L. V., Abrami, P. C., Bernard, R. M., Dagenais, C., & Janosz, M. (2014). *Educational research in educational practice: Predictors of use*.
<https://www-jstor-org.cue.idm.oclc.org/stable/canajeducrevucan.37.2.06>
- Manitoba Association of School Superintendents. (2015). *Leading together*. Manitoba Association of School Superintendents.
https://mass.mb.ca/wp-content/uploads/2023/08/LeadingTogether_ResourceGuide_2015.pdf
- OECD. (2022). *Who cares about using education research in policy and practice?: Strengthening research engagement*. Organisation for Economic Co-operation and Development. https://www.oecd-ilibrary.org/education/who-cares-about-using-education-research-in-policy-and-practice_d7ff793d-en
- OECD. (2000). *Knowledge management in the learning society*. https://read.oecd-ilibrary.org/education/knowledge-management-in-the-learning-society_9789264181045-en
- OECD. (2010). *Evidence in education: Linking research and policy*. <https://www.oecd.org/education/cei/evidenceineducationlinkingresearchandpolicy.htm>
- Raff, J. (2016, May). How to read and understand a scientific paper: A guide for non-scientists. *Impact of Social Sciences*.

<https://blogs.lse.ac.uk/impactofsocialsciences/2016/05/09/how-to-read-and-understand-a-scientific-paper-a-guide-for-non-scientists/>

Saha, L. J., Biddle, B. J., & Anderson, D. S. (1995). Attitudes towards education research knowledge and policymaking among American and Australian school principals. *International Journal of Educational Research*, 23(2), 113–126. [https://doi.org/10.1016/0883-0355\(95\)91496-4](https://doi.org/10.1016/0883-0355(95)91496-4)

Shkedi, A. (1998). Teachers' attitudes towards research: A challenge for qualitative researchers. *International Journal of Qualitative Studies in Education*, 11(4), 559–577. <https://doi.org/10.1080/095183998236467>

University of Alberta. (2023). *Fair dealing guidelines*. University of Alberta. <https://www.ualberta.ca/faculty-and-staff/copyright/student-staff-guide/ualberta-policies-procedures/fair-dealing-guidelines.html>

Wenger, E., McDermott, R. A., & Snyder, W. (2002). *Cultivating communities of practice: A guide to managing knowledge*. Harvard Business Review Press.

Williams, D., & Coles, L. (2007). Teachers' approaches to finding and using research evidence: An information literacy perspective. *Educational Research*, 49(2), 185–206. <https://doi.org/10.1080/00131880701369719>

Appendix 1

A Model of Action Research

1. Define the focus or the problem. Ask the “right” questions (e.g., What is the next thing I have to know more about in my work, or my classroom, or in my teaching?). Team membership begins to take shape, as common goals and needs are shared. Reflection has already begun.
2. Collect information. Read the literature, consult with colleagues, and talk with experts and others with experience. Reflection continues.
3. Make sense of the information. What is relevant? What is doable? What can be modified to suit particular circumstances? What must be done with conflicting information?
4. Report and discuss. Preliminary conclusions and potential courses of action need to be shared.
5. Plan action. A written plan should be one of the products of this stage. Team members make more purposeful decisions about goals, strategies, measures, and evidence of success. Each plan is guided by a question.
6. Take action. Put plans into effect. Reflection in and on action, alone and with colleagues, helps clarify provisional answers to the guiding question.
7. Collect information. Document carefully. Meet to share information regularly.
8. Analyze and evaluate in a continuous way. Try to make sense of what’s happening, and why. Refocus as necessary. Persevere. In effect, each meeting of the team attends to the following three questions: What have we done? What can we learn from that? What will we do next?
9. Assess achievements. Use all the evidence available to determine what has been accomplished, what may have gone wrong, and why.
10. Publish results and conclusions. Share within and beyond the group, beyond the school, beyond the district. Let other educators know what’s happening.
11. Celebrate. Not only at the end, but whenever it is appropriate to do so, honour the learning and the successes of adults and students alike.
12. Future action. Move the process into its next logical phase, in harmony with the rhythms of the school year and the needs of participants.

(Adams & Townsend, 2014, p. 15)

Appendix 2

Design-based Research Principles:

- Involves iterative cycles of design, enactment, analysis and redesign
- Involves disruptive, innovative design solutions and/or interventions in practice
- Relies on collaboration between researchers and participants in real-world contexts
- Aspires to solve real-world, complex learning problems by studying learning in complex, naturalistic settings
- Is oriented toward sustained educational innovation
- Focuses on continual improvement in the process of designing and adapting an innovation for learning
- Studies the interactions between learners, content, criteria and context
- Is informed by research and aims to inform research with sharable theories and design principles
- Utilizes multiple methodologies and mixed methods
- Uses data in both summative reporting and in a formative manner to inform the next steps in instruction, design and research

(Jacobsen, 2014)

Appendix 3

Table 1.1. Key questions around strengthening the impact of education research

Dimensions	Questions
1. Structures and processes	<ul style="list-style-type: none"> • How can we evaluate the impact of education research, and the structures and processes that support research use? • What structures (e.g., institutions, networks) and processes facilitate the use of research in policy and practice? • What system-level strategies and coordination can strengthen the impact of education research at scale?
2. Relationships	<ul style="list-style-type: none"> • What relationships are necessary to strengthen the impact of education research in policy and practice? • How can relationships and interactions reinforce research use?
3. Quality and relevance	<ul style="list-style-type: none"> • How can we describe the quality use of research in policy and practice? • How can we improve the quality of education research? • How can we make it more relevant?
4. Culture and mindset	<ul style="list-style-type: none"> • How can we raise awareness of and build positive attitudes towards using research systematically in policy and practice? • How can (organisational and system-level) leadership contribute to strengthening the impact of education research?

	<ul style="list-style-type: none"> • How can we redesign systemic incentives to increase the impact of research for policy and practice?
5. Skills and capacity	<ul style="list-style-type: none"> • What skills and support do policy makers, practitioners, researchers and other actors need for using and (co)producing research? • What organisational and systemic capacity is needed to support the (co-)production and use of research in policy and practice?

(OECD, 2022, p. 25)

Appendix 4

Potential Research Funding Sources

Alberta School Authorities may seek research funding in the following ways:

- Self funded projects
- Research Partnerships Program (Alberta Education)
 - Calls for specific proposals are made annually (depending on provincial funding) and require a university and a school authority partnership.
 - For a recent example see: [Research Partnership Projects](#)
- Alberta Teachers' Association
 - See education research: [ATA Education Research](#)
- Direct university partnerships
- Indigenous funding supports
 - [Elementary and Secondary Education Program \(Government of Canada\)](#)

CASS may seek research funding in the following ways:

- Max Bell Foundation
 - Max Bell Foundation makes grants to support projects that are designed to inform public policy. The foundation supports four program areas: Education; Environment; Health & Wellness; and Civic Engagement and Democratic Institutions.
 - Follow this link: [Max Bell Foundation](#)
- Conditional grants from Alberta Education
- CASS may be eligible for selected Social Sciences and Humanities Research Council (SSHRC) grants. The [institutional eligibility requirements](#) are stringent. CASS must also sign the [Agreement on the Administration of Agency Grants and Awards by Research Institutions](#).
- If CASS were to become an eligible institution the following funding areas would be open to it:

- [Partnership Development Grants](#) (focus is partnerships between researchers and practitioners in the field)
- [Connections Grant](#) (focus in knowledge mobilisation)
- CASS may be eligible to apply for funding from the following organizations. A site that offers a wide range of opportunities is [Align, Association of Community Services](#) . It provides an extensive listing of available grants. The grants focus on specific topics and are often community based.
- A sample of granting organizations in Alberta:
 - [Heritage Research Grants](#)
 - [Every Kid Can Play Program](#)
 - [City of Edmonton Anti-Racism Grant](#)
 - [The Amazon Web Service \(AWS\) Community Grant Program](#) (Alberta based)
 - [Indigenous Peoples Resilience Fund](#) - must be partnered with an Indigenous organization
 - [Carthy Foundation Fund](#), Initiatives that have a primary focus on adolescent emotional health and wellness or on career transitions for youth and young adults.
 - [Honda Canada Foundation](#)

Reporting or publishing research

Each magazine or website has its own publishing standards. Take note of what they are and reply accordingly.

Non-Peer-reviewed Publications

- Alberta Teachers’ Association
 - [ATA Magazine](#)
- College of Alberta School Superintendents
 - [CASS Connection](#)
- Canadian Teacher Magazine
 - Freely available magazine
 - [Submission guidelines](#)
- Education Canada

- EdCan Network publication
- [Publishing guidelines](#)
- Teach Magazine
 - Trade magazine available through subscription and available online
 - [Submission guidelines](#)

Peer-reviewed Publications

This is a listing of open-access journals. These have been listed as places to access journal articles, they can also be places where articles may be published.

- Alberta Teachers' Association Library Guides
 - <https://teachers-ab.libguides.com/teaching/openaccessjournals>
- Alberta Journal of Educational Research
 - <https://journalhosting.ucalgary.ca/index.php/ajer/index>
- American Educational Research Association Research Journal
 - [Open access journal](#)
- Cambridge Educational Research e-Journal
 - <https://cerj.educ.cam.ac.uk/>
- Canadian Journal of Education
 - <https://journals.sfu.ca/cje/index.php/cje-rce/>
- International Journal of Educational Research
 - <https://www.sciencedirect.com/journal/international-journal-of-educational-research>
- Sage Publishing – Open Access Journals (large list)
 - [Pure Gold Open Access Journals | SAGE Publications Inc](#)
- Teaching & Learning Inquiry
 - <https://journalhosting.ucalgary.ca/index.php/TLI/index>
- The Canadian Journal for the Scholarship of Teaching and Learning
 - https://ojs.lib.uwo.ca/index.php/cjsotl_rcacea/
- The Canadian Journal for New Scholars in Education/ Revue Canadienne des jeunes chercheurs et chercheurs en éducation
 - <https://journalhosting.ucalgary.ca/index.php/cjnse/index>