WHERE DO EDUCATORS GO TO LEARN ABOUT RESEARCH?

ELIZABETH FARLEY-RIPPLE, PH.D.

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DATA POINTS

Research use is often about relationships. Studies on the use of research in education show that educators seek information – including research - from trusted sources. These trusted sources can have an important role in the flow of information into schools and contribute to school and classroom practices. **So what are those trusted sources?** In our first round of administering the *Survey of Evidence in Education-Schools* (*SEE-S*) to a nationally-representative set of schools, we asked educators from 94 schools across the country to identify the resources they turn to for research-based information. We asked them to name individuals, organizations, and media sources, and to categorize them in ways that help us look at trends across contexts.

What did we find? Educators identified 9247 sources. We found **most educators relied on individuals**, especially their school leaders and colleagues. We also found that among trusted organizations, **state and local unions were most frequently referenced**, followed by a range of **professional associations** that meet educators needs generally (e.g. ASCD) or in specific areas (e.g. NCTM). Among trusted media sources**, social media and tools that educators can use to curate materials** were mentioned most often, including Pinterest and Teachers Pay Teachers, though **general web searches** through Google were popular as well. Traditional sources of research**, including individual researchers, universities and journals** were rarely mentioned. One exception is the use of **ERIC** and **Google Scholar**.

Sources of research-based information for school-based educators (% of totals sources)
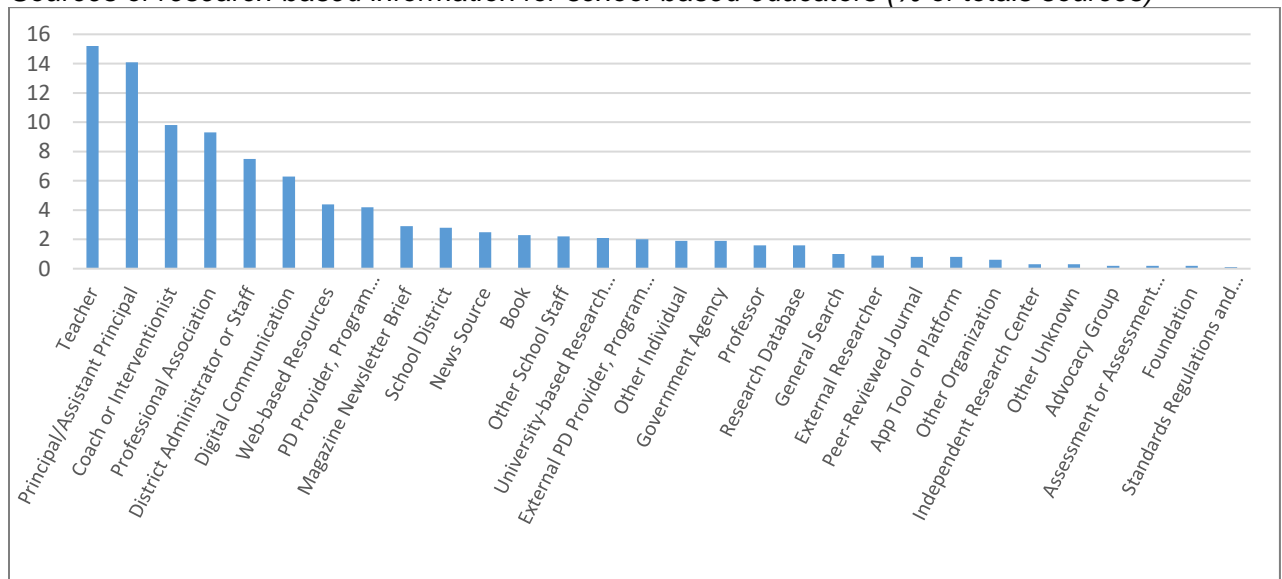
These data provide early insight into where educators go for research-based information. The sheer number of resources suggests a potentially fragmented system of supports for educational change. However, the data may help identify strategies for research dissemination, potential partner organizations for engaging with educators, and mechanisms for building networks among researchers and educators. They also raise important questions, such as: How do trusted organizations select and promote research-based information or products? Do researchers' trusted sources mirror any of these findings? Stay tuned for answers to these and other questions.

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