Einladung zum
Mathematischen Kolloquium

Am Mittwoch, 8. Juli 2015 (Sondertermin) spricht

Herr

Prof. Dr. Paul Cobb
(Vanderbilt University, Nashville, USA)

“Researcher Practitioner Partnerships as a Means of Producing Research that is Relevant to Practitioners”

The limited impact of most educational research on practice has become an increasingly pressing concern in recent years. The reasons for this limited impact include that the problems addressed by research studies are often far removed from the world of practice and that the findings are frequently challenging to interpret and difficult to apply to specific school and classroom contexts. Against this background, Research-Practice Partnerships (RPPs) that focus squarely on persistent problems of practice have emerged as a promising strategy for bridging the gulf between research and practice. A key characteristic of RPPs is that researchers and practitioners develop ongoing working relationships with the immediate goal of supporting and informing specific instructional improvement efforts.

I will illustrate possible types of collaborative work by discussing three initiatives from an ongoing RPP that focuses specifically on the teaching and learning of mathematics. The first type of collaborative work aims to provide leaders of regional educational systems with empirically grounded feedback on how their strategies for improving the quality of mathematics teaching are actually playing out in schools and classrooms. These findings then serve as a basis for making recommendations about how system leaders might revise their strategies to make them more effective. The second type of collaborative work aims to support the development of system level capacity to support mathematics teachers’ improvement of their instructional practices. This work involved collaborating with system mathematics specialists to co-design and co-lead professional development for mathematics coaches who worked with groups of mathematics teachers in their schools. The third type of collaborative work is in an early phase and aims to develop a series of practical measures for improvement that 1) are explicitly linked to high-leverage, attainable improvement goals that are compelling to both practitioners and researchers, 2) involve relatively undemanding data collection and analysis routines that fit with
school routines so that practitioners can receive rapid feedback on a regular basis, and 3) orient practitioners to address key aspects of practice that are currently invisible to them, thereby serving as levers for as well as measures of improvement grounded feedback on how their strategies for improving the quality of mathematics teaching are actually playing out in schools and classrooms. These findings then serve as a basis for making recommendations about how system leaders might revise their strategies to make them more effective. The second type of collaborative work aims to support the development of system level capacity to support mathematics teachers’ improvement of their instructional practices. This work involved collaborating with system mathematics specialists to co-design and co-lead professional development for mathematics coaches who worked with groups of mathematics teachers in their schools. The third type of collaborative work is in an early phase and aims to develop a series of practical measures for improvement that 1) are explicitly linked to high-leverage, attainable improvement goals that are compelling to both practitioners and researchers, 2) involve relatively undemanding data collection and analysis routines that fit with school routines so that practitioners can receive rapid feedback on a regular basis, and 3) orient practitioners to address key aspects of practice that are currently invisible to them, thereby serving as levers for as well as measures of improvement.

(Einladungsvorschlag von Frau Angelika Bikner-Ahsbahs)

Der Vortrag findet statt am Mittwoch, 8. Juli 2015 um 14 Uhr c.t. im Raum 2495, 2. Ebene des Mehrzweckhochhauses (MZH) der Universität Bremen, Bibliothekstraße, 28359 Bremen.

Anderer Raum, andere Zeit!

Alle Interessierten sind herzlich willkommen.
R.-E. Hoffmann als Kolloquiums-Beauftragter.