Design-Based Implementation Research: An Emerging Methodological Model for Conducting Design Research Within Educational Systems

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Session Overview

• Brief Introduction to DBIR
• Overview of the posters
• Interaction with posters and each other
• Discussion by John Easton
• General Q&A
Where We Begin

- Many promising educational interventions have been developed, validated, tested... Then what?
- The majority fade away as funding ends or attention turns elsewhere
- A few are sustained in (or near) the contexts where they were developed
- A very few are brought to scale and are used across settings/contexts
- Why is the rate of “success” so low?
A Validity Problem

• Interventions are developed in “hothouse” environments

• Researchers seek to reduce sources of variation in evaluations to increase internal validity

• Funded research focuses more on developing and validating interventions from basic research (Type I translation) than on understanding or closing gaps between research and practice (Type II translation)
Design-Based Implementation Research

• Blends learning sciences and policy implementation research traditions and methods

• Learning sciences: iterative, collaborative, guided by and informing theories of learning/teaching

• Policy implementation: focus on conditions for implementation effectiveness, guided by and informing theories of institutional change and organizational learning. Focus on the design of systems and infrastructure
DBIR Principles

1. A focus on jointly-defined problems of teaching and learning practice
2. A commitment to iterative, collaborative design
3. A concern with developing knowledge and theory through disciplined inquiry
4. A goal of developing capacity for sustaining change in systems

Design-Based Implementation Research

- Community-based Participatory Research
- Participatory Evaluation
- Implementation Research
- Design-based Research
The Posters

- The posters represent cases of DBIR and various aspects of DBIR
- Each tells a different story
- Most explore theory
- Some explore policy
- Some explore methods and findings
The Posters
Theory & Cross-Sector Perspectives

• Theory and Methods for DBIR
  Andrew Krumm (SRI), Jennifer Russell (Pittsburgh), Kara Jackson (McGill)

• Taking a Societal Sector Perspective on Youth Learning and Development
  Milbrey W. McLaughlin and Rebecca A. London (Stanford)
The Posters

Designing Across Settings for DBIR

- Adaptation by Design: A Context-Sensitive, Dialogic Approach to Interventions
  Ben R. Kirshner (Colorado)

- The Principled Coordination of Learning Across Contexts: Cross-Setting Educational Interventions as an Emerging DBIR Focus
  Britte Haugan Cheng (SRI), Bronwyn Bevan (Exploratorium), Vera Michalchik (SRI), Phillip Bell (Washington)
The Posters
Designing for Principled Adaptation

- Supporting Teachers in Schools to Improve Their Instructional Practice: A Perspective from DBIR
  Hilda Borko (Stanford), Janette Klingner (Colorado)

- Designing for Productive Adaptations of Curriculum Interventions
  Angela Haydel DeBarger (SRI), Jeffrey M. Choppin (Rochester), Yves Beavineau (Denver Public Schools), Savitha Moorthy (SRI)
The Posters
Designing Across Levels in DBIR

- A School District-University Partnership for Innovation in Elem. Science Teaching & Learning
The Posters

Evidence Standards in DBIR

• An Evidence Framework for DBIR
  Barbara Means and Christopher Harris (SRI)

• Investigating and Supporting Improvements in the Quality of Mathematics Teaching & Learning at Scale
  Erin Craig Henrick, Paul A. Cobb, and Thomas M. Smith (Vanderbilt), Michael N. Sorum (Fort Worth Ind. School District)
The Posters

Infrastructures in Support of DBIR

- Taking Education Design on the Road: Fifteen Years and Counting of a Design-Based Practice System
  Lauren B. Resnick, Jimmy Scherrer, Nancy Israel (U. of Pittsburgh)

- More than a Network: Building Communities for Educational Improvement
  Jonathan R. Dolle (Carnegie Foundation for the Adv. of Teaching), Louis M. Gomez (UCLA), Anthony S. Bryk (Carnegie Foundation)

- Building an Infrastructure for Education Research and Improvement: The Strategic Education Research Partnership (SERP) Model
  Suzanne Donovan (SERP Institute), Catherine Snow (Harvard), Phil Daro (The Public Forum On School Accountability)
Be thinking about...

- Issues and themes across the posters
- Challenges that may impede DBIR work
- How do we advance DBIR work?
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Discussion

John Q. Easton
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What do you think about...

- Issues and themes across the posters
- Challenges that may impede DBIR work
- How do we advance DBIR work?