

Bridging the Divide: Organizational Learning in Research Practice Partnerships



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Boundaries between Research and Practice



- The challenges of learning and working across the research-practice boundary.
 - Cultures of practice and research
 - Misaligned incentives
 - Divergent timetables
 - Conceptions of knowledge
 - Universities are not designed to across-boundary work

RPPs as “Solution”



RPPs are *formal organization* that seek to establish social norms, patterns of communication, and on-going relationships that can overcome the boundary challenges.

Learning as the desired outcome



“Evidence never directly informs decisions directly but influences working knowledge which may shape decision making” (Honig and Coburn, 2008, 592).

Problem conceptualization



How can research-practice partnerships support learning across boundaries?

Knowledge and learning in education



- In the field of education, all working theories, conceptual models, and plans are inherently incomplete and flawed.
- Learning happens in the “grappling” between our (incomplete) working theories that motivate practice, and evidence that surfaces their flaws incomplete nature.

Learning oriented research



- For research to support learning, it must:
 - Surface, codify, and conceptualize working theories and assumptions
 - Design inquiry in ways that empirically test and investigate those working theories
 - Surface (the inevitable) gaps underlying beliefs and evidence.
- Traditional educational research rarely meets these criteria:
 - Randomized controlled tests (RCTs)
 - Correlational studies

RPPs as structured discourse across boundaries



- The core work of the RPP involves ongoing discourse that investigates and codifies the gap between underlying assumptions and findings.
- The core product of RPPs are codified working models that aim to improve educational outcomes, and that continuously evolve.



**Glazer, J.L.,
Shirrell, M., Duff,
M., Freed, A.
(forthcoming).
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Thank you

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