

# *How can knowledge mobilisation improve pupils' achievement in schools?*



## *What exactly can a researcher do to facilitate relevant application of the research?*

**Education Alliance Magazine** has posed these questions to the IALEI research team.



Professor **Lynn Ilon**  
Department of Education, Seoul National University

“By understanding that even expert knowledge is rapidly being derived from networks, or collective intelligence, schools can tap into a rich source of knowledge and learning.

Researchers can begin to explore this new collective intelligence. Many types of scientists are beginning to change the way they research, build knowledge and share knowledge; knowledge mobilisation takes on an entirely new meaning in a world of networked knowledge building.”

Dr **Hong Chengwen**  
School of Education, Beijing Normal University

“Students' achievement might be improved if they become involvement in the process of knowledge mobilisation, such as joining in the research, involvement in the transfer or application of new knowledge, and help in maintaining contact between researchers and stakeholders.”

Professor **Romualdo Portela de Oliveira**  
Faculty of Education, University of São Paulo

“On the one hand the researchers can try to communicate their research to the teachers, and on the other hand the researchers must study problems that are relevant in the everyday life of the teachers.”

Professor **Johan Müller** & Dr **Ursula Hoadley**  
School of Education, University of Cape Town

“In our context, the first major impact can be achieved at the systemic level, if research can shed light on curriculum and pedagogical reform policy at a national level.”

Executive Director **Claus Holm**  
Department of Education, Aarhus University

“In Denmark, we have seen a heated debate over the introduction of a research-based teacher education and a need for comprehensive post-vocational training of existing teachers. Thus, knowledge mobilisation means that better-trained teachers give better pupils. Unfortunately, improved professional training of teachers, school managers and pedagogues has not been a political priority, and the attempts to introduce research-based teacher training have failed so far.”

Professor **David Gough**  
Institute of Education, University of London

“Many people aim to improve communication of research but this is only a necessary not sufficient condition. We also need to ensure that the research is fit for purpose. Hence the need for user perspectives in driving research agendas. We also need strategies for research-informed practice by individual teachers, school and local authority organisations, and by more general state institutions.”

**Dr Teh Laik Woon**

National Institute of Education, Nanyang Technological University

“When researchers direct their effort to engage practitioners and policy makers in knowledge production, sharing and application, teachers will improve their capacity and teach better. Pupils’ school achievement will then improve.”

**Professor Ben Levin**

Ontario Institute for Studies in Education (OISE), University of Toronto

“More widespread use of effective practices would certainly improve pupil outcomes, but this primarily requires partnerships between researchers, educators and intermediary organisations. The main thing researchers can do is to pay attention to these issues and to put some effort into knowledge mobilisation work.”

**Professor John Polesel**

Melbourne Graduate School of Education, Melbourne University

“Faculties and schools of education in Australia clearly see the importance of utilising the findings of research to inform the theoretical understanding of education policy and practice in the broader academic community, the training of teachers through research, pre-service, in-service and community programmes, direct engagement with schools, through collaborative research, trialling of programmes and application of findings, and engagement with school communities and families. Engagement with government agencies, school systems and industry partners in education is also crucial, so that research is utilised to have a direct impact on system-wide policies affecting pupil achievement.”

