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Is there enough collaboration between EFL teachers and researchers in Catalonia?

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## **Abstract:**

Teachers' engagement with research has been a widely-discussed topic for the last four decades. Even though Governments are calling for an integration of research-evidence into teaching practice, recent studies show that the teaching profession is far from being research-based. This study aims at exploring to what extent English language teachers in Catalonia use research findings to inform their practice. It also intends to investigate the channels used by researchers in FPCEE Blanquerna Faculty to disseminate the outputs of their investigations. Finally, it reviews the actions taken to bring the teaching and research communities closer and suggest a proposal to improve the current situation. The participants were 42 EFL teachers based in Catalonia, the headmaster and practicum coordinator of a secondary school in Barcelona, FPCEE Blanquerna newsletter content coordinator, and the URL scientific newsletter responsible. The study revealed that EFL practitioners use educational research, yet this engagement is infrequent. Results provided insights on the research-culture being promoted from URL-Blanquerna and the efforts invested into broadcasting research-knowledge.

Keywords: EFL teachers, research-based-information, research dissemination

La integració dels resultats generats per la recerca educativa a la pràctica docent, ha estat un tema molt discutit durant les darreres quatre dècades. Malgrat els esforços dels successius Governos per impulsar la transferència de la recerca educativa a les aules, estudis recents en la matèria demostren que la professió docent està lluny de ser fonamentada en la recerca. Aquest estudi té com a objectiu explorar fins a quin punt els professors d'anglès a Catalunya utilitzen els resultats de la investigació per informar de la seva pràctica. Per altra banda, pretén investigar els canals que utilitzen els investigadors de la Facultat de Psicologia, Ciències de l'Educació i de l'Esport Blanquerna per difondre els resultats de la recerca que produeixen. A més, revisa els projectes que aposten per un acostament de docents i investigadors i suggereix una proposta per millorar la situació actual. Els participants van ser 42 professors d'anglès establerts a Catalunya, el director i el coordinador de pràctiques d'una institut públic

de Barcelona i les coordinadores del butlletí informatiu de la FPCEE Blanquerna així com del butlletí científic de la Universitat Ramon Llull. L'estudi revela que els professors d'anglès fa ús de la recerca però la integració en la pràctica docent és infreqüent. Els resultats van fer possible veure la tasca de suport a la recerca educativa que es realitza des de la universitat, així com els esforços invertits en la difusió del coneixement i la investigació.

*Paraules clau:* professors d'anglès, informació fonamentada en la recerca, difusió de la recerca

Cómo integrar los resultados generados por la investigación educativa en la práctica docente, ha sido un tema muy discutido durante las últimas cuatro décadas. A pesar de los esfuerzos de los sucesivos Gobiernos para impulsar la transferencia de la investigación educativa en las aulas, estudios recientes en la materia demuestran que la profesión docente está lejos de ser fundamentada en la investigación. Este estudio tiene como objetivo explorar hasta qué punto los profesores de inglés en Cataluña utilizan los resultados de la investigación para informar de su práctica. Por otra parte, se pretende analizar los canales que utilizan los investigadores de la Facultad de Psicología, Ciencias de la Educación y del Deporte Blanquerna para difundir los hallazgos de sus investigaciones. Además, revisa una serie de proyectos que apuestan por un acercamiento de docentes e investigadores y finalmente sugiere una propuesta para mejorar la situación actual. Los participantes fueron 42 profesores de inglés establecidos en Cataluña, el director y el coordinador de prácticas de un instituto público de Barcelona y las coordinadoras del boletín informativo de la FPCEE Blanquerna así como del boletín científico de la Universidad Ramon Llull. El estudio revela que los profesores de inglés hacen uso de la investigación disponible pero la integración en la práctica docente es un fenómeno infrecuente. Los resultados hicieron posible ver la tarea de apoyo a la investigación educativa que se realiza desde la universidad, así como los esfuerzos invertidos en la difusión del conocimiento y la investigación.

Palabras clave: profesores de inglés, información basada en la investigación, divulgación de la investigación

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## **1. Introduction**

How to integrate educational research findings into classroom practice has been the subject of extensive research for decades. Despite the number of authorized voices highlighting the importance of teachers' engagement with educational research, only a few teachers turn to research findings to inform their practice. Teachers do not always perceive the outputs of academic inquiry as relevant to their classroom and their teaching practices. Moreover, it is not unusual to find theory rejected in favor of practical hints, new ideas, or techniques.

Much academic research shows that teachers are typically seen as the recipients of information they need to learn instead of agents of change, leading the learning process themselves. To this day, teachers remain uninvolved in the results of research literature, which are often seen as overly complicated to understand and too theoretical to apply.

The reality is that the main purpose of educational research is to inform policy and practice. Thus, the outcome of such research should be made available to schools and teachers to improve the teachers' professional capacity for the benefit of learners. Even though a variety of initiatives have been taken to disseminate educational research (Levin, 2011), several studies indicate that "school practitioners continue to make little use of research" (Dagenais et al., 2012, p. 285). On the other side of the spectrum, researchers continue to publish papers that have little or no influence on classroom practices (Cain & Allan, 2017).

Throughout the last two decades, many authors (Paran, 2017; Mehrani, 2014; Anwaruddin, 2015) have perceived the negative consequences of the split between research and practice. At the same time, several authors (Nelson and O'Beirne, 2014; Anwaruddin, 2015) have reviewed the initiatives taken to bridge the gap and have suggested proposals to improve the relationship between research and teaching.

Despite their efforts, the situation remains unchanged.

There is a considerable body of literature on teachers' reluctance to incorporate research into their practice (Borg, 2009; Lysenko et al., 2016; Hancock, 1997), and on the measures taken to circulate research findings (Cooper, 2014; Hargreaves, 1996). A significant part of the studies available on the topic, are sourced from Canada, the UK, or the USA. This paper intends to focus on the Catalan region.

This research is founded on the pan-Canadian study carried out by Lysenko et al. (2016), where the authors investigate the extent to which school practitioners use research in their practice. In the pages that follow, I explore the teachers' engagement with research in Catalan schools following Lysenko et al. (2016) questionnaire about the use of research-based information. Second, I explore the main research broadcasting strategies carried out by research-leading University Ramón Llull, and focusing on award-winning FPCEE<sup>1</sup> Blanquerna Faculty. Finally, I review the actions taken to bring the two communities closer together and propose an instrument to improve the current state of affairs while bringing together teachers and researchers.

## **2. Objectives and research questions:**

In this paper, we will try to answer the following questions:

- Is there enough collaboration between EFL teachers and researchers in Catalonia?
- How are EFL teachers and researchers in Catalonia trying to bridge the gap between the two communities?
- What can be done to improve the current situation?

Taking into account the existing literature, the main objectives of this research are the following:

1. Explore to what extent English language teachers based in Catalonia use research findings to inform their practice.

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2. Investigate the channels used by ELT researchers in FPCEE Blanquerna to disseminate the outputs of their investigations.

3. Review the actions taken to bring the two communities closer and suggest a new proposal.

### **3. Theoretical Framework**

#### **3.1. Early views on teachers' engagement with research**

More than four decades ago, Stenhouse introduced a model that positioned teachers as practitioner-researchers and offered an alternative to prescribed content and transmissive curriculum. He claimed that teachers needed to be research-informed but also involved in educational research as a means to expand and enrich their teaching skills.

Similarly to Freire's (1970) emancipation from oppression through the awakening of critical consciousness, Stenhouse's goal was to liberate students from the dependence on authority figures and, at the same time, free teachers from their dependence on academic researchers. He envisioned teachers being more than "mere" practitioners.

Stenhouse (1981) argued that teachers will change the world of the school by understanding it (as cited in McLaughlin et al., 2004, p. 7) and that "being an extended professional involved studying the work of teaching and researching it oneself, not leaving it to others" (McLaughlin et al., 2004, p.7).

Following Stenhouse's line of thought, Ramani (1987) argues that we need to encourage teachers to theorize and conceptualize their practice, as a basis for revising and examining their premises and beliefs. This author suggested that the intuitive and subjective responses of teachers to classroom data should be used to raise theoretical questions, which in turn should link with conceptual issues being researched. In other words, teaching practitioners should suggest the areas that need to be read up or investigated for clarity and deeper understanding.

Ramani favored an approach to theory intrinsically rooted in teachers' intuitions, which encourages them to move from the specific (classroom observation) to the general (theory discovery). She envisioned this process as being more *meaningful* than the one based on theoretical inputs received 'top-down' from researchers.

Precisely this view of a teacher seen as the recipient of information that comes imposed and forced and which has no significance to their teaching reality, is the one that Jo and Steve McDonough (1990) challenged in their article "What's the use of Research?". They "draw a difference between the classical 'top-down' research, imposed by a superior and the initiation of the research by teachers themselves" (McDonough & McDonough, 1990, p. 102) and identify an increasing interest in exploring the active role of the teacher, seen as "as a generator of questions, not just a recipient of answers" (1990, p. 103).

This view of the teacher as a recipient of 'top-down' research is similar to the teacher-centered approach. In this approach, students are considered mere recipients of information they need to learn instead of leading the learning process themselves.

Aiming to explore English-language teachers' perceptions of empirical evidence, McDonough and McDonough (1990) designed a questionnaire and conducted a small-scale (N=34) research. Some respondents made valuable comments worth mentioning. A comment referred to the teacher's ability to inform their practice with empirical evidence reads: "Research is a learnable skill, but a different one from teaching. If teachers are to be truly involved in research, they need training in how to formulate researchable questions" (McDonough & McDonough, 1990, p. 107).

A further longer comment made by a participant reads as follows:

It is not easy to find or understand the research bearing on the question you are interested in: it is often couched in difficult language, conducted in situations that are not immediately familiar or relevant, presented using complex



statistical devices, and hidden in publications of low circulation. (McDonough & McDonough, 1990, p. 107)

Indeed, in their study, the authors identified some non-trivial problems that were preventing teachers' engagement *with* and *in* research, which in turn, generated a mismatch between teachers' and researchers' demands and opportunities. To resolve this mismatch, they envision a shift to a 'bottom-up' approach to language teaching research, which situates the teacher at the center of the role of understanding the teaching and learning process.

During the late-mid nineties, Hargreaves' lecture for the Teaching training Agency<sup>2</sup> re-opened a national debate in the UK. He emphasized that "teaching is not at present a research-based profession" (1996, p. 1) and drew an incisive comparison between the teaching and the medical professions.

Hargreaves stated, "The medical profession has gained in popular prestige concurrently with the growth of its research. The teaching profession has not" (1996, p. 1). Throughout his lecture, first, he enumerates several differences between teachers and doctors. Then, he diagnoses the causes for the scarce impact of educational research in teaching practice, and finally, he suggests a possible solution.

The author argues that practitioners mainly learn about the so-called foundation disciplines of education<sup>3</sup>) during their teacher training period. However, most teachers can be "effective in their work in almost total ignorance of this knowledge" (Hargreaves, 1996, p. 2). As a consequence, teachers largely abandon the academic influences after qualification and the use of social scientific terms in their discourse declines.

Furthermore, the disciplines of education are considered as 'theory' separated from

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<sup>2</sup> The Teacher Training Agency (TTA) was established by the Education Act in 1994 and was relaunched as the TDA by the Education Act 2005. The Training and Development Agency for Schools (TDA) was a body responsible for the initial and in-service training of teachers and other school staff in England. (Source: Wikipedia)

<sup>3</sup> (psychology, sociology, philosophy, and history)

teaching 'practice'. In other words: "Trainee teachers soon spot the yawning gap between theory and practice and the low value of research as a guide to the solution of practical problems" (Hargreaves, 1996, p. 2).

In contrast, doctors rely on the academic infrastructure rooted in natural sciences (anatomy, physiology, pharmacology, etc.) and "draw on this knowledge-base for the technical knowledge of their profession" (Hargreaves, 1996, p. 1). Research in medicine has a cumulative character, which allows for extension, refutation, refinement, or replacement of the existing evidence. However, Hargreaves regards much educational research as non-cumulative, consisting of small-scale investigations that are rarely followed up, tested, extended, or replaced systematically. He points out that study replications are rare but indeed necessary to build up empiric evidence in social sciences.

Hargreaves observes a phenomenon happening in certain areas of research education; in which "a line of research ends with a change of fashion, often called a 'paradigm shift', not because the problems in it have been solved" (1996, p. 2). These sudden changes in the line of research are detrimental to build a scientifically sound body of knowledge to inform professional teaching. Concerning this observation, Hancock (1997) adds that in comparison to teachers, doctors don't find themselves on such shaky theoretical ground.

In his paper, "Why are Class Teachers Reluctant to Become Researchers?" Hancock (1997) states:

Professionals who can integrate research with practice – e.g., doctors, educational psychologists, architects, management consultants – [...] are seen as possessing a body of knowledge that is not easily acquired by others and [...] they are held in some regard by the public. In contrast, there is a lack of agreement about the knowledge needed for teaching. (p. 87)

Hancock claims that teachers' insights into how children and adolescents learn are not generally recognized as a sound form of professional knowledge worthy of much respect. In other words, teachers are led to believe that what they do is not a valuable source for research and dissemination.

He explains teachers' reluctance in four major areas:

- Teacher status and public expectations: teachers' understanding of the learning process is not recognized as a valid and worthy form of professional knowledge.
- Working conditions: "the demanding nature of class teachers' working conditions is excluding of all other activities, particularly an activity as demanding as research" (Hancock, 1997, p. 89).
- Confidence and having something to say: the restless speed of government reforms<sup>4</sup> left teachers feeling disorientated, confused, and challenged by the curriculum impositions made by politicians.
- Research and the class teacher: to observe a class and collect data, researchers need to detach themselves from their object of study. However, good teacher practice requires giving full attention to the pupils' ongoing needs. Thus, if teachers are to get involved in research activities, they might interfere with good teaching practices.

Despite highlighting these difficulties, Hancock's intention is not to discourage teachers, but to strongly claim that teachers need (and should expect) support if they are to take on research in addition to teaching.

Before moving onto the next section, let us mention Borg's (2006) paper "Conditions for Teacher Research", where he outlines ten prerequisites for successful implementation of research activities in English-language teaching.

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<sup>4</sup> Hancock is referring to the Education Reform Act (1988) which introduced the National Curriculum for England. The National Curriculum and its assessment structure required that teachers learned a new pedagogic language in order to 'deliver' a politician's curriculum.

1. To raise *awareness* about the differences between teacher and academic research. The former is oriented to understanding, and the latter is focused on proving or refuting. Therefore, being aware of this, teachers should feel entitled to engage in research.
2. "Where *motivation* exists, research is more likely to occur" (Borg, 2006, p. 24). Teachers need to believe that the process of undertaking research activities is going to be beneficial to their work.
3. "If the inquiry is to be soundly conducted, and the results shared" (Borg, 2006, p. 24), teachers will need research-related *knowledge and skills*. This point has also been highlighted in McDonough and McDonough's study (1990).
4. Providing that teachers have acquired research skills, this should enable them to exercise *choices* on what to study and how to do so. Thus, teachers should be empowered to start inquiring about their practice from a 'bottom-up' approach.
5. The *mentoring* task should consist of assisting teachers in setting up a framework for the research, helping them find a focus, and commenting on the data collection process. As highlighted by Hancock (1997), most teachers will not engage in research without initial support from a mentor.
6. Research can be carried out with minimal expense and technological resources. Nevertheless, it is a demanding activity that requires *time*.
7. When local education authorities, headteachers, and teachers themselves *recognize* the knowledge that stems from teacher research as valuable and worthy, teacher research is more likely to occur.
8. If in a particular field, there is an *expectation* that being a good teacher involves researching one's practices, then teachers would feel it is an activity worth to engage in.
9. "Conducting teacher research as part of a like-minded professional *community* is likely to be more productive than working in isolation" (Borg, 2006, p. 25).

Borg's paper emphasizes that if researching has to become a sustained activity in the English-language teaching field, then a thorough analysis of the conditions that facilitate research is recommendable.

### **3.2. Recent views on teachers' engagement with research**

A decade ago, Borg (2009) conducted a research study involving 503 English teachers from 13 countries to examine their conceptions of research. For that purpose, he designed a questionnaire to collect quantitative data and complemented it with qualitative data collected in written and oral interviews with some of the participants.

The study shows that the participants hold the perception of research associated with traditional scientific notions of inquiry. Lack of time, knowledge, and access to material emerged as key factors limiting the teachers' ability to become research-engaged. Practical and professional concerns were reported as drivers to engage in research, rather than external drivers such as employers or promotion.

Borg concludes his study stating that there is important awareness-raising work to be done with teachers so they can review their perspectives on research. Additionally, he highlights that most teachers lack the knowledge and practical skills to conduct good quality research. These limitations on teachers' attitudes, knowledge, and skills, elucidate why so many teachers see researching as a non-desirable activity.

In 2013, Goldacre wrote an article "Building Evidence into Education" where he detailed his proposal to shift the teaching profession from practice-informed to evidence-informed. In his article, he uses the medical-teaching comparison, which was also used by Hargreaves (1996); to claim for a radical change of culture, where evidence can be used to improve teaching outcomes.

He defends the use of randomized tests to choose which educational method, approach, or strategy works best in each possible situation and advocates for trials and evidence-based research findings to be part of the culture of teaching.

The author underlines how challenging it is to make evidence a part of everyday life, posing the example of doctors in the 70's not allowing randomized trials to be conducted to check their effectiveness. Nowadays, it is not safe to use a medicament

that has not been tested through a randomized trial. Certainly, as Goldacre (2013) highlights, there's no pre-existing research-based culture in the teaching profession, so his proposal implies the creation of a whole new research-culture. For that purpose, Goldacre (2013) outlines the basic changes that education would need:

1. Promote teacher *training* on how to identify good research evidence that can work in their classroom, through in-service training and mandatory courses under the umbrella of Continuous Professional Development.
2. Understanding how research is done will enable teachers to generate new research questions, and they will feel more *empowered* and entitled to conduct research themselves. This way, the teachers will raise questions and make suggestions about topics that they would like to see researched
3. Create a two-way exchange system in which researchers can find schools willing to participate in good quality researchers. In this symbiotic relationship, teachers can share their enthusiasm and interest in research too.
4. He envisages Education Trials Units working with networks of research-engaged schools to undertake rigorous research to find out 'what works' in various aspects of educational practice.
5. Once a method or approach has been proven to work, this information will be fed effectively to schools and teachers; who will actively critique the findings, put them into practice and monitor and evaluate the results in their settings.

Nevertheless, the process behind this vision is not straightforward; otherwise, we would have seen substantial developments since Hargreaves' call in 1996. Goldacre's (2013) vision requires seismic cultural and system change if it is to become a reality.

Sharples (2013) advocates for what is known as *knowledge mobilization* (KMb). This term refers to moving available knowledge from formal research into active use. This system seeks to make connections between research/expertise and policy/practice in order to improve outcomes.

The concept has grown out of increasing agreement that empirical evidence should be

the basis for many policies and practices. As a result of this trend, Sharples (2013) suggests a series of activities that should help cooperation between teachers and researchers. For instance, to grant recognition and incentives to headmasters supporting research use, string relationships between schools and university departments, and cooperation between academics and practitioners.

The reality is that, despite the efforts to share their work, universities and academics have focused mainly on communication and dissemination rather than interacting with potential research users (Sharples, 2013). According to this author, and proved by Borg's (2009) study; the motivation to engage with research should be the intrinsic desire to improve professional standards.

In their pan-Canadian study, Lysenko et al. (2016) asked school practitioners (N= 1153) whether research-evidence informed their practice. The researchers designed a questionnaire to analyze teacher's conceptions and beliefs regarding research, and they named it "Questionnaire About the use of Research-Based Information" (QURBI). Before explaining the findings of their study, let us look at the view that Dagenais et al. (2012) regarding potential factors affecting practitioners' use of research evidence.

For Dagenais et al. (2012) research use is a multidimensional construct, and one must outline a distinction between instrumental, conceptual, and symbolic uses.

- Teachers making instrumental use of research want to change concrete practices, and research findings are transmitted and applied intact.
- Conceptual use, also referred to as "enlightenment," involves a change in understanding or thinking about an issue.
- Symbolic or strategic use occurs when research findings are used to influence decisions, justify actions, or legitimize a position or practice.

Research use can indeed occur for one specific purpose and simultaneously for different ends. However, it is agreed that the conceptual use of research prevails and precedes the other two (Sunesson & Nilsson, 1988).

Upon study completion, Lysenko et al. (2016) identify some key aspects to be improved. First of all, they mention training; arguing that teacher programs should include systematic inquiry activities and “classes that emphasize the practical value of evidence generated from research” (Lysenko et al., 2016, p. 50).

Secondly, they state that information based on research should be easily available to teachers in the form of a public resource; where evidence-based information is brought together, assessed for quality and relevance, and then organized for professional use.

Finally, they claim there should be structures in place to support the practitioner, such as access to research written for non-academics and the presence of research-based inquiry training in Continuous Development Plans for teachers.

Throughout the last decades, educational researchers have investigated how to bridge the gap between the two communities; in general, they call for greater cooperation among researchers and practitioners. Relying on Broekkamp and van Hout-Wolters’ (2007) model of research dissemination, Anwaruddin (2015) discusses four research dissemination models.

- Research Development Diffusion: mediators have a central role in this model, as they select, adapt, and distribute research findings so teachers can apply them.
- Evidence-based practice model: “focuses exclusively on empirical evidence obtained through randomized studies employing quantitative methods” (Anwaruddin, 2015, p. 4). In contrast with the previous model, this one focuses on the accurate application of research evidence into practice.
- Boundary-crossing practices: it involves combining and exchanging tasks from different professional domains. For instance, a teacher that researches his teaching practice.
- Knowledge Communities: based on the premise that individuals create strong links by participating in professional networks where they share



interests, passions, and benefit from each others' expertise and knowledge.

Anwaruddin (2015) disapproves of the strong push of evidence-based practices that some governments are imposing on the teacher community, as it leads to stressed and burned-out professionals, and it threatens their sense of efficacy. Therefore, he recommends teachers' direct engagement with research-texts and disproves mediators translating and adapting the texts for them. In this sense, his argument is similar to McDonough and McDonough (1990), who challenged the view where teachers are recipients of information rather than empowered and informed agents of change.

Oppositely, Medgyes (2017) argues that teachers should refrain from getting themselves involved in research-related activities. He bases his arguments on studies like Borg's (2009) one where he extracts the conclusion that practitioners' have minimal interest in what researchers have to say. In his article the author describes, and Hargreaves (1996) affirms the same; that academics do not agree on the best educational theories, so teachers are, in his opinion, better off trusting their own experience and intuition.

Moreover, researchers often admit their discourse is too complex, so they ask for the assistance of intermediary mediators who synthesize the content and simplifies the language (Medgyes, 2017). The mediators of research are mainly university departments of applied linguistics, language teacher education, language pedagogy, or TESOL. Since these departments run theory courses, which are part of pre-service teacher training programs, he defends that research theories are already percolating into the teaching community. Finally, he highlights that soon after graduation trainee teachers realize the theory learned is not useful in their changing and complex working environment.

Responding to Medgyes's (2017) article, Paran (2017) warns about the danger in rejecting evidence a priori in the benefit of experience and intuition. "As a result,

teaching might become merely the transmission of self-perpetuating, unsupported beliefs and prejudices, based on experience that is never examined" (Paran, 2017, p. 8).

The literature reviewed indicates that there is significant work to do if the goal is to make teaching a research-informed profession. Several authors have proposed different initiatives looking at the issue of theory-practice disconnection from several perspectives. All initiatives seem to identify the same components necessary to inform practice with empiric evidence, yet the issue seems to remain: teachers are not turning to research to inform their practice.

### **3.3. The Catalan present state of affairs**

Back in 2008, the three political parties ruling in coalition (ICV, ERC, and PSC) launched a National Agreement for Research and Innovation (PNRI, 2008). This agreement consisted of 8 challenges and 20 objectives; all were aiming to increase the importance of research, innovation, and entrepreneurship in the Catalan society. One of the compromises of this agreement was the following:

Les universitats es comprometen a introduir en els plans d'estudis de les titulacions de grau, de màster i de doctorat [...] les activitats d'aprenentatge necessàries per garantir que totes les persones titulades tinguin[...] un nivell de comprensió adient de la ciència i de la tecnologia, així com dels usos d'aquestes disciplines i de l'impacte que tenen [...].” (PNRI, 2008, p. 35)

In short, it was agreed that all universities would include in their Bachelor, Master, and Doctorate programs training on how to read and understand research findings. Another point worth mentioning refers to the e-infrastructures needed to accomplish the main goal of pushing innovation further; it reads as follows:

“Una aposta decidida per les e-infraestructures i els e-serveis en els propers anys és vital per al sistema de recerca i innovació català. L'accés a bases de dades sofisticades, la innovació en serveis telemàtics, el desenvolupament de xarxes virtuals de treball col·laboratiu avançat i, especialment, l'obertura d'aquestes capacitats als àmbits de l'educació, de la sanitat o de l'empresa són objectius que s'han de potenciar a partir de les experiències actuals.” (PNRI, 2008, p. 42)

Thus, the need to build up a resource bank where all good quality research is stored and accessible was identified. Moreover, the agreement also mentions the importance of disseminating research-based information to the educational system.

The PNRI (2008) set up an inspiring framework and included some of the most important factors to enhance teachers' use of research in their daily practice, seen in the previous sections. The report situated the public administration and the Catalan government at the center of the proposal, leading the initiative to transform the Catalan society.

“En aquest imaginari de futur, el sector públic, incloent-hi l'Administració, hi ha de tenir un paper clau pel volum d'activitat que comporta, els àmbits en què incideix (salut, educació, medi ambient, etc.) i la capacitat d'actuar de motor tractor de la innovació. (PNRI, 2008, p. 45)

The report stresses the importance of individuals leading their research projects: "és determinant [...] que les persones se sentin i actuïn com a part i, en determinats moments, com a nucli, del procés d'innovació" (PNRI, 2008, p. 55). In addition to this, the report mentions that citizens should be active and intelligent consumers of research outcomes.

Finally, the report indicates that the Public Administration plans to progressively increase the budget assigned to RTD (Research and technological development) and outlines a prevision<sup>5</sup> until 2020.

The PNRI agreement included several factors that Borg (2006), Hancock (1997) and McDonough and McDonough (1990) had identified as key to improve teachers' engagement with research. Unfortunately, this agreement and its guidelines were never fully implemented.

The global financial crisis in 2008 hit many countries around the world, and as in any other country, the Catalan Government had to implement severe spending adjustment measures. Looking at the figures from 2010 until 2017, one sees that the budget cuts in education and RTD were drastic.

Some items of expenditure, such as public spending on Educational Innovation (1,320,902€), literally disappeared after 2010 and has not been recovered until today<sup>6</sup>. Furthermore, the budget assigned to Practitioners' Training and Continuing Professional Development shrunk to the lowest minimum in 2016. For instance, in 2010 the Government spent 8.189.460€ in Practitioners' Training initiatives and in 2016 this figure was reduced to 181.000€, so it dropped by 87,87%, putting the teaching community in a critical lack of professional development options.

Fortunately, it seems that the worse years are now in the past, and the budget allocation for Practitioners' Training was partially recovered in 2017 when the Government spent 3.470.000€ on this item.

After the budget cuts in education, and the lack of investment between 2010-2016, teachers had less training opportunities, and their working conditions were more precarious than the years before the crisis.

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<sup>5</sup> For further information, see page 82 of the PNRI report

<sup>6</sup> Source: <https://upec.cat/pressupostos-publics-educacio-catalunya/>

In spite of the poor economic conditions, some initiatives to bring research into education have survived. It is important to mention CESIRE<sup>7</sup> (Centre de Recursos Pedagògics Específics de Suport a la Innovació i la Recerca Educativa), whose main task is to support educational research. Last year they launched a project called "Connecta't a la recerca," which promotes the transfer of current educational research into the schools' classrooms. The project consisted of 8 workshops<sup>8</sup> where teachers would work together with researchers. These sessions were based mostly on doctoral theses or good quality research papers and sought to enable the so-desired two-way communication between researchers and teachers. Teachers get to read and understand a research paper, discuss it with the researcher who conducted the inquiry, and then voluntarily apply the research in their context through planned activities designed in the course.

As stated by several authors (Lisenko et al., 2016; Borg, 2006), education programs should include research skills in the curriculum and ensure all teachers are trained in this competence. In Catalonia we can find several universities including research-oriented subjects in their study plans<sup>9</sup>.

Finally, the different Spanish Governments have been influencing the teaching curriculum through the several Education Reform Acts issued throughout the last decades. Since 1900 there have been three Educational Reforms (LOGSE, LOE, LOMCE) implemented by the different political parties in power. These continuous changes in the education regulation seem a product of political agenda rather than changes to improve the efficiency of education practices. This point was also highlighted by Hancock (1996), and it shows similarities between Spain and the UK.

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<sup>7</sup> CESIRE Webpage: <https://agora.xtec.cat/cesire/>

<sup>8</sup> Workshop list under <https://agora.xtec.cat/cesire/projectes/connectat-a-la-recerca-apropem-la-recerca-educativa-a-les-aules/>

<sup>9</sup> UPF-UOC – La recerca i innovació educativa i la gestió del canvi: matèria que s'enmarca dins el Màster en Formació del Professorat d'Educació Secundària, especialitat d'Orientació Educativa.

UVIC - Innovació i Recerca Educativa en Educació Física: matèria que s'enmarca dins el Màster en Formació del Professorat d'Educació Secundària, especialitat Educació Física.

UPC - Innovació Docent i Iniciació a la Recerca Educativa: matèria del Màster en Formació del Professorat, especialitats de tecnologia i tecnologia industrial.

In short, there are indeed some factors in Catalonia that would favor teachers' engagement with research; the next section will outline the methodology used to analyze the situation of research-informed practice in the Catalan context.

With all this being considered, let us look into the instruments prepared for this project, that will try to prove or disprove these ideas.

## **4. Methodology**

### **4.1. Context and participants**

A questionnaire was conducted to gather information related to the first research question: to what extent English teachers are turning to academic research to inform their practice. A total of 41 English-language teachers based in Catalonia participated in this questionnaire. My objective was to obtain a broad perspective on the issues of study. Therefore, the two main selection criteria were (1) teachers who had been practitioners during the last year; and (2) working in Catalan schools.

Furthermore, Anna Caellas Camprubí, the head URL Research and Innovation Center, was interviewed to shed some light on the dissemination strategies by the researchers at the Faculty. This University was chosen as a model to analyze the researcher's perspective due to various reasons. First of all, in 2015 the University was granted the International Excellence Campus recognition<sup>10</sup>. Second, the MA on Teacher Training for Secondary, Vocational and Modern Languages Schools organized by the FPCEE Blanquerna and LaSalle has been awarded the Jaume Vicens Vives 2019<sup>11</sup> honor. The Master's Degree is considered an example of teaching innovation through specific contributions such as project-based cooperative learning, the plurilingualism paradigm, and the introduction of ICTs and LKTs (Learning and Knowledge Technologies). Thirdly, the majority of professors giving courses at Blanquerna FPCEE, have previously been

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<sup>10</sup> El programa Campus d'Excel·lència Internacional és una mesura del govern Espanyol per a millorar la qualitat del sistema universitari mitjançant l'especialització, diferenciació i internacionalització de les millors universitats. (Source: Wikipedia [https://es.wikipedia.org/wiki/Campus\\_de\\_Excelencia\\_Internacional](https://es.wikipedia.org/wiki/Campus_de_Excelencia_Internacional))

<sup>11</sup> <https://twitter.com/JosepMGarrell/status/1156924603580788737>

teachers. Therefore, they are of particular interest in this research, since they know the two sides (teaching and researching). Finally, reviewing FPCEE's newsletter (Full Informatiu), there seems to be a significant effort put into reinforcing the bonds between the teaching and the research communities.

In order to investigate the training possibilities teachers have in a public secondary school, the headmaster of Institut XXV Olimpíada was interviewed. Josep Anton Rodríguez Collado has been the headmaster of this school in Barcelona for the last nine years. The school was chosen as a model to analyze the available resources to engage with research and the school culture towards research. The main reason for this is that this school belongs to the network of schools hosting trainee practitioners, so the teachers are in contact with future generations. Secondly, the headmaster is in charge of filtering all the information related to Continuing Professional Development (courses, workshops, seminars) and distributing it among the teachers. Thirdly, the headmaster has over ten years of experience running the school, so his perspective is considered very relevant.

Aiming to explore the reasons for XXV Olimpíada being part of the school network hosting trainee teachers, an interview with the Practicum Coordinator, Josep Muntada Martret, was arranged. As the coordinator of the practicum program, the coordinator receives feedback from tutors and future teachers. Therefore, his insight and perspective are considered valuable and can shed some light on the contact between Universities (trainee teachers) and secondary schools (practicing teachers).

Finally, the compilation of ten events and initiatives to promote educational research was carried out reviewing 40 newsletters sent by the FPCEE Communication Department during the 2018-19 school year (starting 03/10/2018, ending 10/07/2019). Furthermore, an interview was scheduled with Núria Torreblanca, responsible for the newsletter's design, content, and edition. The purpose of this interview was to complement and complete the missing information that I could not find in the newsletter.

## **4.2. Instruments**

### **4.2.1. Questionnaire**

An online questionnaire was designed to elicit EFL teachers' conceptions on research evidence. The questionnaire consisted of three parts: (a) a first question to gauge the pulse of teacher's conceptions about research; (b) a set of six closed-ended questions; and (c) a set of seven personal and demographic questions (see full questionnaire in Annex I). In total, the instrument consisted of 14 questions, and the average time to respond was 7 minutes. The structure of the six closed-ended questions was based on the QURBI questionnaire from Lysenko et al. (2016).

In the first question, participants were asked to respond if they agree or disagree with the following statement: "Not integrating research-based evidence into the teaching practice will lead to the profession fossilization". This question was measured using a five-point Likert-scale from 1 to 5, in which one meant the respondents completely disagreed with the statement, and five meant they agreed.

The first and second set (questions 1 and 2) of outcome-variables were measured on a four-point scale from 0 (*never*) to 3 (*5 or more times*). The second set of outcome-variables (questions 3 to 6) was measured on a five-point Likert-scale from 1 to 5, as in the previous question.

Finally, the questions in the personal section were adapted from Borg's (2009) international study involving 505 English teachers. The participants were encouraged to provide demographic data including school geographical location, teaching experience, ELT-related qualification, teaching institution (state, private, other), learners' age and working conditions (full or part-time).

#### *RBI Sources*

The first set of ten outcome variables asked about the use of diverse sources of research-based information (RBI). This concept was defined as research evidence



produced by professional researchers such as research teams from universities, external evaluation teams, or by practitioners in collaboration with researchers. Practitioners were asked how frequently in the past year they used research-based information such as professional publications, scholarly documents, and websites.

### *Dimensions of use*

The second set of outcome variables examined the dimensions of research-based information use in the past year. Participants were asked how frequently they had used RBI in the past year for a particular end. This item captured *instrumental* use of RBI, through statements such as “to develop new activities, programs, guidelines”, “to improve professional practice” and “to resolve problems in your daily practice”. The items “to satisfy intellectual curiosity”, “to reflect on one’s attitudes and practices”, and “to achieve a better understanding of practical issues” indicated *conceptual* use, which involves a change in understanding or thinking about an issue. The item “to justify or validate your decisions” captured the symbolic use of RBI to confirm practices or actions.

### *Potential factors in RBI use*

The third set of variable outcomes consisted of 26 items measured on a five-point Likert scale. The items were organized into four sections: (1) *opinions about RBI* in terms of its usefulness, relevance, timeliness and reliability, ease of access and understanding and transferability to practice; (2) *awareness activities* included items regarding practitioners’ involvement in research, contact with research and research brokers, as well as the way research findings are presented to practitioners; (3) *individual expertise* focuses on the importance practitioners assign to the skills needed to access, examine and translate RBI; and (4) *organizational factors* pertained to available resources (incentives, time, facilities and technology, qualified staff), school culture (opportunities to challenge habits and traditions, importance of professional development, supportive environment), and external influences on individual practices (organized groups such as, unions, granting agencies; governmental policies).

### *Personal information*

Practitioners' teaching experience and school characteristics (private, state, other, university-related), socio-geographical location, ELT qualification, learners' age, and working conditions were controlled for as potentially related to practitioners' engagement with the use of RBI.

#### **4.2.2. Interview with Vice-Rector for URL Research and Innovation Office (ORI)**

A series of questions were prepared in order to understand the strategy used to publish and disseminate scientific material. The interviewee, Anna Caellas Camprubí, stated she preferred to answer the questions in written format, so I sent her a document containing six questions via e-mail (document to be found under Annex II). The questions were divided into three categories: (a) two questions related to the scientific newsletter; (b) one question regarding the EFL researchers; and (3) three questions concerning the Research and Innovation Office.

#### **4.2.3. Interview with Headmaster for XXV Olimpíada Secondary School**

The interview was designed to find out whether the schools' organization fostered and encouraged teacher development and to explore the school culture and values around research and CPD. The interviewee, Josep, Headmaster of the school, preferred to answer the questions in written format, so the document containing eight questions (to be found under Annex III) was sent to him via e-mail. The questions were divided into (a) information regarding teacher training; (b) time to attend training; and (c) Continuing Professional Development.

#### **4.2.4. Interview with practicum coordinator at XXV Olimpíada Secondary School**

A total of seven questions were designed to comprehend the nature of the tutor-future teacher relationships that take place in the secondary school. XXV Olimpíada is part of the network of institutions offering future teachers the opportunity to do their

practicum. Josep Muntada Martret is the teacher trainees' practicum coordinator at XXV Olimpíada, and he asked me to send him the interview questions via e-mail. The questions were related to (a) the reasons for becoming a center for trainee teachers; (b) advantages and disadvantages of the contact between professors (tutors) and future teachers, and (c) public subsidies and incentives for teachers. The interview can be found in Annex IV.

#### **4.2.5. Review of ten relevant events or initiatives related to educational research promoted by FPCEE Blanquerna**

The summary of research-related events in Blanquerna is a result of a thorough review of the 40 newsletters (Full Informatiu) sent from the FPCEE Communication Department between October 2018 and July 2019. This instrument aims to build a compilation of the most essential and significant initiatives related to research dissemination, school-university relations, and teachers-researchers collaboration. Each initiative or event has been structured in terms of (a) content/objective, (b) target audience, (c) dissemination method, and (e) number of assistants. The grid to analyze each event can be found under Annex V.

##### **4.2.5.1 Interview with Newsletter Responsible at the Communication Department**

The interview was structured parting from the grid and focusing on the missing information I was not able to find in the newsletter. The objective of this instrument was to elicit information missing on each of the ten events/initiatives selected: (a) broadcasting channels, and (b) the number of attendees. Besides, general questions about the newsletter organization and content selection were devised, in order to fully comprehend its functioning. The audio file can be found under Annex VI.

#### *Data collection*

The questionnaire survey was conducted during August 2019. The objective was to obtain an outlook of the Catalan perspective of EFL teachers. For that, I approached

several contacts in the teaching context who could invite EFL practitioner teachers to complete the survey. The questionnaire survey was distributed through e-mail and WhatsApp.

The interviews with ORI (Oficina de Recerca I Investigació), secondary school Headmaster and Practicum coordinator were sent via e-mail and collected the same way. I created Word documents for each one and the interviewees filled in the documents with their responses and sent them back to me.

Ten relevant initiatives and events related to educational research were selected from the weekly newsletter sent by the FPCEE Blanquerna Communication Department. The information extracted from the newsletter was classified into a grid that consisted of five criterions: (a) newsletter number; (b) initiative/event objective; (c) target audience; (d) dissemination method; and date & number of assistants.

Lastly, the interview with the newsletter responsible lasted around 30 minutes and was recorded (Audio file under Annex VI). The interview was interrupted two times by people searching for one of the staff members working at the same office. Besides the planned questions, some other arose as a product of an interesting conversation.

## **5. Results and discussion**

### *Questionnaire*

### *Analysis*

SPSS standard procedures were applied to examine the data from 42 surveys. There were not any missing responses, so all 42 cases were imputed in the study. The reliability of the scales in the survey was calculated using Cronbach's Alpha (0,950) which indicates a high level of internal consistency for our scale with this specific sample.

All statements from the original Google Forms questionnaire were simplified to adapt to SPSS specifications. Question marks were removed, and variable names were shortened. For instance, the original statement read (RBI) “Is useful to guide or improve your professional practice”, and the adapted SPSS outcome reads “Guide professional practice”. To facilitate a comparison with Lysenko et al.'s study, I have kept the original variable form to analyze the results. A summary of the questionnaire results can be found in Annex VII.

### *Background information*

The questionnaire was completed by 42 teachers based in Catalonia. When asked the city, town, or village where they teach, over 52 percent (N=22) of the participants did so in Barcelona, and almost 12 percent (N=5) in Tarragona. Regarding the highest ELT qualification, 50 percent (N=21) of the participants possessed a Master's degree, followed by 26.2 percent (N=11) who owned a Bachelor's degree, and 11.9 percent (N=5) who own a Certificate. If we analyze the participants' teaching experience, we see that 54.7 percent (N=23) had ten or more years of experience teaching English.

The responses to the questionnaire also showed that 50 percent (N=21) worked in state schools, 42.9 percent (N=18) did so in private institutions, 7.1% (N=3) taught in other institutions (private language schools and such), and 97.6% (N=41) worked in institutions that were not attached to a university. The most common age group taught by the analyzed sample was 13-19 years old (59.5 percent, N=25) and 81 percent (N=34) were full-time English teachers.

### *ELT Teachers' Engagement with Research Close-ended Questions*

The mean values represented in Table 1 display that participants were not frequent users of sources that may contain research-based information. It can be observed that 'professional conferences' was rated as the less used RBI source, followed by scholarly documents and pre-teaching training. In contrast, Canadian respondents in Lysenko et al. study, rated pre-service (here adapted to pre-teaching) training as the least used RBI

source. In the Catalan study, the internet, multimedia (Video, DVD) and mass media (TV, radio, newspapers) were the most frequently used RBI sources. The dispersion of scores was rather high for this scale, indicating the answers were spread out from the mean, and respondents' use of RBI varied significantly for each statement. Consulting experts and resource people is the answer with the lowest dispersion, which may point towards a general practice in which teachers turn to experienced colleagues to obtain RBI.

Table 1 – Use of RBI sources

1. Rate the frequency with which you have used research-based information from the following sources during the last year.. <i>0 – never; 3 – five or more times</i>	Means	SD
Scholarly documents	,93	1,091
Professional publications	1,07	1,045
School evaluations	1,21	1,001
Internet, websites	2,02	,924
Pre-teaching training	,98	1,047
Continuous training, workshops	1,24	1,008
Professional conferences	,67	,874
Multimedia: video, DVD	1,48	1,153
TV, radio, newspapers	1,31	1,070
Experts, resource people	1,12	,942

Similarly to the Canadian respondents, Catalan practitioners reported they mostly used RBI, to improve professional practice (Table 2). However, in Lysenko et al. 's study (2016), the second most voted means to use RBI was to satisfy intellectual curiosity, whereas Catalan EFL teachers rated this means as the third most voted. Catalan practitioners' second most common reason to use RBI was to develop new activities, programs, and guidelines.

The majority (80.95 percent) of Catalan EFL practitioners reported having used research findings instrumentally at least once in the last year. Following the same premise (having used the RBI at least once in the last year), we can observe that conceptual use was reported by 70.62 percent of participants. Similarly, reports of the

symbolic use of research to legitimize actions were accounted for 69.04 percent of participants. Compared to table 1, the dispersion of scores (SD) was higher in the dimensions of RBI use.

One remarkable result is that using RBI to achieve a better understanding of the issues in practice reflects the lowest score (1,19) of the RBI use dimensions.

Table 2 - Dimensions of RBI use

2. Rate the frequency with which you have used research-based information during the last year... <i>0 – never; 3 – five or more times</i>	Means	SD
<b>Instrumental use</b>		
To improve professional practice	1,71	1,043
To resolve problems in your daily practice	1,38	1,103
To develop new activities, programs, guidelines	1,60	1,037
<b>Conceptual use</b>		
To achieve a better understanding of the issues in your practice	1,19	1,042
To satisfy intellectual curiosity	1,43	1,063
To reflect on your attitudes and your practices	1,31	1,047
<b>Symbolic Use</b>		
To back or validate your decisions	1,29	1,043

The mean scores of the variables rating the participants' opinions on research gravitate around the neutrality point (Table 3). At first glance, the statement "RBI is easy to transfer into your practice" may seem the most neutral one (N=22). However, it is also the variable with the second-highest number of respondents (N=8) disagreeing with the statement. The statement which got the most number of respondents disagreeing (N=9) to it was "RBI is easy to find". If we look into the variable on which the respondents strongly disagreed the most (N=4), it would be "RBI is easy to understand", whereas the variable to which participants agreed (N=20) and strongly agreed (N=10) the most was "RBI is useful to guide or improve your professional practice".

When comparing with Lysenko et al. 's study, we can observe that participants in both studies have similar views on RBI. Canadian and Catalan respondents' opinions were aligned, stating that RBI is not "easy to find," "easy to understand," and "easy to transfer into practice." On the other side of the spectrum, both analyzed samples agree on the statement "RBI is useful to guide or improve your professional practice."

Table 3 – Opinions about research

3. Rate the extent to which you agree on research-based information... <i>1 – strongly disagree; 3 – neutral; 5 – strongly agree</i>	Means	SD
Is easy to find	3,07	1,022
Is easy to understand	3,14	,977
Is relevant to your reality	3,29	1,019
Offers timely information	3,48	,917
Is reliable and trustworthy	3,60	,885
Is useful to guide or improve your professional practice	3,83	,986
Is easy to transfer into your practice	3,05	,795

Among the methods to communicate research findings (Table 4), demonstrations about how to apply research recommendations (3,81) and research results accompanied by clear and explicit recommendations (3,74) were given preference. On the contrary, presentation of research findings tailored to one's needs (3,12), personal involvement in a research project (3,33), and opportunities to discuss research results with the research team (3,33) were the least valued activities.

It is noticeable that respondents in the Canadian study considered the opportunities to discuss research results with the research team as the most valued activity (3,83) to raise RBI awareness, while Catalan participants found little value in this activity (3,33). Both studies' participants rate the presentation of research findings tailored to one's needs as the least valued activity (Catalan study: 3,12; Canadian study: 3,43).

Table 4 - Awareness activities

4. Rate the extent to which you agree that the following activities are useful to make you aware of RBI... <i>1 – strongly disagree; 3 – neutral; 5 – strongly agree</i>	Means	SD
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Presentation of research findings tailored to your needs	3,12	,942
Your involvement in a research project	3,33	,846
Research results accompanied by clear and explicit recommendations	3,74	,767
Opportunities to discuss research results with the research team	3,33	,928
Regular contacts with people who distribute research-based Information	3,48	,833
Demonstrations about how to apply research recommendations	3,81	1,042
Discussions of research-based information with colleagues	3,55	,968

In respect to the necessary skills needed in everyday practice (Table 5), the respondents in both Catalan and Canadian studies valued the statements in the same order. The most relevant being the skills to use IT, such as the Internet and databases (4,33 and 4,23 respectively), followed by the ability to read and understand research publications (3,88 and 3,91) and the ability to assess the quality of research-based information (3,88 and 3,82 respectively). Finally, the expertise to translate research findings to practice was rated as the least necessary skill (3,83 and 3,80) for everyday practice.

Table 5 – Individual expertise

5. Rate the extent to which you agree that the following skills are necessary for everyday practice... <i>1 – strongly disagree; 3 – neutral; 5 – strongly agree</i>	Means	SD
Ability to read and understand research publications	3,88	,916
Skills to use IT, such as the Internet and databases	4,33	,816
Ability to assess the quality of research-based information	3,88	,916
Expertise to translate research findings to practice	3,83	,986

The most influencing organizational factors that Catalan respondents identified were the following (Table 6): available time to read a journal, apply a new technique (4,33), followed by a supportive environment (4,31) and available facilities and technology (4,29). The respondents from the Canadian survey prioritized the organizational factors identically.

The least relevant organizational factors were the same in both studies (Catalan and Canadian): Organized groups, such as unions, granting agencies, media (3,67 and 2,98)

and Opportunities to challenge established habits and traditions (3,93 and 3,66 respectively).

Table 6 – Organizational factors

6. Rate the extent to which you agree that the following organizational factors influence the use of research-based information... <i>1 – strongly disagree; 3 – neutral; 5 – strongly agree</i>	Means	SD
Available time to read a journal, apply a new technique, etc.	4,33	,687
Available facilities and technology	4,29	,742
Incentives, such as remuneration, honoraria, and lessening the workload	4,05	,854
Opportunities to challenge established habits and traditions	3,93	,808
Organizational importance for professional development	4,02	,749
A supportive environment	4,31	,715
Human resources, such as the availability of qualified staff	4,05	,909
Organized groups, such as unions, granting agencies, media	3,67	,928

### *Interviews*

The Research and Investigation Office (ORI) responsible person reported that the scientific research newsletter is sent weekly to 1900 users. These users include URL doctorate students, professional academic staff (PAS) and Teaching and Research Academic Staff (PDI – Personal Docent Investigador) and other external users (not directly related to URL). Today, URL counts with 53 research groups and 595 investigators working in several projects.

Anna reported that support is offered to all Teaching and Research Academic staff to achieve a high dissemination of their research outcomes. One way to do this is through the scientific newsletter *ConsCIÈNCIAurl*. However, each researcher is accountable for its investigation broadcasting. It is their responsibility to contact ORI and request to publish their research in the newsletter. In cooperation with the Communication Department, the ORI also supports research dissemination through a series of videos<sup>12</sup> where researchers explain the outcome of their investigation.

<sup>12</sup> <https://www.url.edu/videosrecercaurl/>

The staff members working at the ORI are continuously training and learning how to offer the best assistance to the researchers working with the URL. Some of their daily tasks include checking official gazettes for relevant information to assist their PDIs (research committees, conferences, funding programs). Then, Anna and her team filter and adapt the information gathered to publish it in the scientific newsletter. Concerning the events organized to disseminate research, it varies throughout the years, depending on each research group's needs. The location is chosen depending on the number of assistants and the type of event. Either at the Rectorate Central building or the different URL institutions. Finally, the ORI staff members attend the annual meetings held by the different universities working in the same research network.

The headmaster of secondary school XXV Olimpíada holds a similar role as to the ORI in URL. Josep Anton is responsible for filtering and distributing all incoming mail related to continuing professional development (conferences, seminars, workshops) among the teachers working at the school. Each teacher decides whether to attend a conference or seminar; the school does not intervene in teachers' CPD. If a teacher wishes to attend a course or conference to improve the quality of his/her teaching, this should be done out of working hours. Otherwise, the teachers need to get authorization from the headmaster and then inform the on-call teachers so that they can cover his/her absence. There is no time allocated within the teachers' workday to invest in professional development. Finally, Josep Anton pointed out that several teachers in XXV Olimpíada have participated in the Erasmus + program to rethink and improve their teaching practices during the nine years he has been managing the school.

XXV Olimpíada has been part of the secondary school network hosting trainee teachers since 2007. Josep Muntada (practicum coordinator) and Josep Anton have worked closely for over a decade to ensure the school offers trainee teachers a chance to do their practicum in the school. When asked about the benefits of the contact between practitioner and trainee teachers, he stated the benefits flow bi-directionally. On the one hand, trainee teachers learn from direct practice and work in a real teaching

environment. On the other hand, practicing teachers are influenced by the ideas and enthusiasm of trainee teachers, and this can lead to innovations in their practice.

Practicing teachers, on their side, find tutoring/mentoring a compromising, demanding, and laborious task. Every year the school rejects some trainee students, due to a lack of tutor volunteers. In 2018-19 the school received sixteen requests of which nine had to be rejected. The practicum coordinator was asked whether tutors/mentors received an incentive as compensation for the extra work that tutoring involves. He stated neither the school nor the tutors received any incentives (public subsidies, less workload) for undertaking mentoring activities.

He found a contradiction in the way teaching practicum has been set up since the new Master was needed to teach in secondary schools. When only the CAP was needed, which was cheaper than the Master for the students, teachers would get incentives. However, now, students pay far more for the Master, and yet teachers get no incentives. Therefore, he struggles every year to find candidates to mentor all the students who send requests to the school.

#### *Ten initiatives and events related to educational research*

Each analyzed newsletter (Full Informatiu) had the same structure: News, Research, and Professors' Activities. The News section covers a variety of topics, from library opening hours to conferences, seminars, book presentations, and relevant academic information for students. The Research section includes information (day, time, room, building) of the doctoral thesis defenses that will take place during that month. The Professors' Activities section informs about the latest contributions made by Blanquerna professors. The section covers a wide range of activities related to research dissemination. The only criterion to include an activity in the newsletter is to be generated by a professor. In this section, professors can inform about their participation in conferences, workshops, and seminars. They can announce a book or

an article<sup>13</sup> publication. The media used to disseminate the research outcome is diverse and includes TV, radio, academic journals<sup>14</sup>, Internet, newspapers.

The initiatives and events selected from the newsletter can be found in Annex V.

### *Discussion*

The first research objective aimed to explore the extent to which English language teachers use research findings to inform their practice. It could be said that, on average, participants used research-based information only once or twice in the past year. This finding matches the results of previous studies reporting infrequent use of research by educational practitioners (Lysenko et al., 2016; Lysenko et al., 2014; Borg, 2009; McDonough & McDonough, 1990).

Despite the calls for transforming the teaching profession to more evidence-based approach, this study reflects a relatively low engagement of EFL teachers with research-based evidence.

The data gathered in this study reveals that internet and multimedia are the main sources used by teachers to become research-informed. However, internet and multimedia sources are not always relying on research-based findings. Therefore, this could indicate the need for EFL practitioners to receive sound research-related knowledge and skills training (McDonough and McDonough, 1990; Borg, 2006).

In contrast with Sunesson & Nilsson (1988) who argued that conceptual use prevails and precedes the other two (instrumental and symbolic), Catalan EFL teachers mainly reported using RBI instrumentally; indicating they turn to research evidence to change or improve certain practices. Furthermore, using RBI to achieve a better understanding of the issues in practice was rated the lowest dimension. This statement echoes the

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<sup>13</sup> La **Prof. Sugrañes**, professora del Grau en Educació Infantil i Educació Primària, ha escrit un article per al diari **El Periódico** anomenat [Els reptes del plurilingüisme](#), on explica que el plurilingüisme a l'escola és una oportunitat per trencar amb els prejudicis.

<sup>14</sup> La **Dra. Torres-Rodríguez**, el **Dr. Griffiths**, professor de la Nottingham Trent University, i els **Drs. Carbonell i Oberst**, professors de la Facultat, han publicat al **Journal of Behavioral Addictions** 7(3) l'article [Internet gaming disorder in adolescence: Psychological characteristics of a clinical sample](#), un estudi clínic que té com objectiu definir els trastorns derivats dels videojocs i informar de futurs tractaments.

results of Hancock (1996) and unveils a distrust that research may help understand and overcome issues in practice.

EFL Catalan practitioners' perception of research suggest a common agreement about its usefulness to guide or improve their professional practice. However, when asked about the frequency with which they have used RBI in the last year, the answers reveal a sporadic usage of RBI to achieve a better understanding of the issues in their practice. This contradiction, may suggest that practitioners' prefer other means to understand the issues in their practice, despite being aware of the benefits that research-based evidence can offer.

This conflict has been identified in previous literature. "It is possible that the research findings aren't presented in a way that offers answers to specific issues of practical concern or perhaps practitioners are simply used to going elsewhere (e.g., to colleagues) to find a quick fix." (Lysenko et al., 2015, p. 50) Additionally, this conflict discloses that research findings are difficult to find and understand, which confirms the findings made by Borg (2009). Potentially, the respondents in our study would consider RECERCAT<sup>15</sup>, an online repository in which users can consult research literature from universities and research centers, a useful tool to become research-informed.

Regarding the activities that incentivize RBI use, Catalan EFL teachers are in favour of receiving demonstrations about how to apply research recommendations. For our practitioners, a positive dissemination strategy would involve researchers showing how their findings can be beneficial or meaningful to the teacher's practice (Broekkamp and van Hout-Wolters, 2007; Goldacre, 2013). Possibly, the participants would find the "Connecta't a la recerca" program appealing and interesting. The program, launched last year, fosters collaboration between teachers and researchers in order to disseminate, understand, and apply research findings. This dissemination model, where partnerships between researchers and teachers take place, is aimed to encourage practitioners' involvement in the research process (Lysenko et al., 2016) empowering them to conduct research themselves in the process (Goldacre, 2013).

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<sup>15</sup> <https://www.recercat.cat/>

When asked about organizational factors that supported RBI use, the respondents' preferences are aligned with the results of previous studies (Borg, 2006; Borg, 2009; Anwaruddin, 2015). Time, a supportive environment, and available facilities and technology, were pointed out as the main factors that could boost teachers' interest in educational research.

The second research objective aimed to investigate the channels used by EFL researchers to disseminate the outputs of their investigations. The results of the ten initiatives to promote educational research suggest that rather than a traditional dissemination model (in which researchers transmit information to teachers), FPCEE Blanquerna organizes initiatives where teachers and researchers can work together, and two-way communication takes place.

As an example, I would highlight the event XVIII Diàleg Escola-Universitat, which favors an intellectual exchange between university professors (researchers) and primary school teachers (practitioners) from a bottom-up approach, strengthening the bonds between school and universities. This initiative supports cooperation between academics and practitioners and contributes to generating knowledge mobilization (Sharples, 2013). It also echoes on the Knowledge Communities, where individuals create strong links by participating in professional networks where they share interests, passions, and benefit from each others' expertise and knowledge, described by Anwaruddin (2015).

On the other hand, the interview with the ORI responsible could suggest that members of research groups are mainly broadcasting their research through the traditional model. For instance, the initiative "Fem recerca," where investigators explain the impact of their research findings in a short video is indeed aiming to bring research closer to the general public. It is an innovative way to do so too. But it is still a top-down approach, where the investigator cascades the information, in a simplified language.

To revise the third objective, which consisted of reviewing the actions taken to bring the two communities closer, I will focus on the interviews with the secondary school's headmaster, master coordinator (from the practitioner's perspective) and the interview with FPCEE Communication Department (from researchers perspective).

From the headmaster's responses, it is reasonable to infer that the school's culture on research is not entirely supporting teacher's engagement in research-related activities. Teachers willing to improve their professional performance are not given time within working hours to do so, rather they need to allocate time outside of their working hours. However, teachers are encouraged to participate in Erasmus + programs to improve their practice. So there are some basic support structures implemented to alleviate this lack of support.

Conversely, the school's master's coordinator views the connections made through practicing and trainee teacher collaboration as beneficial for both communities. It is possible that this contact, brings new ideas and techniques into the classrooms, fostering innovation, and continuing professional development of the teachers at the secondary school.

Finally, after interviewing students and teachers' newsletter content coordinator, one can tell there is indeed an effort to circulate research findings among the future teaching community. The Newsletter clearly makes an effort to broadcast the investigation activities carried out by professors, including conferences, seminars, and symposiums, where teachers and researchers meet and interact sharing projects and ideas. Evidence suggests that FPCEE Blanquerna is investing efforts, time, and resources to support the broadcasting of research evidence so that it is available for teachers and society.



## 6. Conclusions

Even though the research methodology selected has limitations (for instance, it does not include open-ended questions to gain further insight on teacher's views and use of RBI) several conclusions can be extracted from this study.

First of all, initiatives such as "Connecta't a la recerca" should be widely broadcasted to engage practicing teachers in research-based activities, as well as to bring researchers closer to those who make use and benefit of their investigation and improving collaboration between the two communities in the process. The top-down approach of disseminating research has been proved inefficient, as most teachers continue to ignore educational research and seek alternative sources to help them understand the problematics they face in their practice. Therefore, either a mediator is needed, to translate complex research findings into practical applications in the classroom, or more symbiotic relationships need to be built between researchers and teachers.

Teacher training on conducting research should be mandatory during in-service training and also later through Continuing Professional Development programs. Teacher programs should include topics where they learn how to recognize quality research and how to formulate solid research questions. This way, they can lead the research process themselves through a bottom-up approach. Ideally, EFL teachers should be more proactive in informing their classroom practice with evidence generated from research.

The role and use of research should be re-considered. Rather than publishing as much as possible in order to get professional success, meaningful research that is easily applied to the teaching practice and reality, should be encouraged. It would seem that some researchers are more interested in gaining praise and status within the educational research community, rather than focusing on the practical application of the topics subject to study.

Almost stating the obvious, it is clear that additional funding and support from the educational authorities is needed in order to foster a true research culture in Catalonia. In order to tie theory and practice, authorities should also fund and promote projects destined to make this interaction between teachers and researchers the norm, and not the exception. Finally, compensation mechanisms should be in place, in order to incentivate teachers to take part in research-based activities. These incentives should be objective-oriented.

The insight and understanding gained through the literature reviewed, and the valuable feedback received from knowledgeable actors, leads me to put the following proposal forward. A research project in which a researcher in Blanquerna collates and reviews all EFL literature published during the current decade. This information would be classified into different areas of interest (which would match those proposed by teachers) and documented in a way which would be both easy to browse and understand. Other entities could be invited to join at a later stage, with the purpose of creating a practical EFL research library, accessible for all English teachers in Catalonia.

As stated above, this study has limitations, such as the lack of follow up interviews with open-ended questions to gain a deeper understanding of teacher's responses to the questionnaire. A possible way to continue this research would involve a bigger sample of EFL teachers in Catalonia, or alternatively, expanding the geographical limits to the rest of the country. Finally, I would also consider sending the survey results to the participants, together with information regarding conferences like ELTRIA<sup>16</sup>, Innovate ELT<sup>17</sup>, APAC<sup>18</sup>, and links to open-access resources such as RECERCAT<sup>19</sup>, REIRE<sup>20</sup> and CESIRE<sup>21</sup>.

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<sup>16</sup> ELT Research in Action [http://www.eim.ub.edu/eltria/index\\_en.php](http://www.eim.ub.edu/eltria/index_en.php)

<sup>17</sup> Innovate ELT <https://ielt19.innovateevents.com/>

<sup>18</sup> Associació de Professors i Professores d'Anglès de Catalunya <https://www.apac365.org/annual-convention>

<sup>19</sup> RECERCAT Dipòsit de la Recerca de Catalunya <https://www.recercat.cat/>

<sup>20</sup> Revista d'Innovació i Recerca en Educació <http://revistes.ub.edu/index.php/REIRE>

<sup>21</sup> Centre de Recursos Pedagògics Específics de Suport a la Innovació i la Recerca Educativa <https://agora.xtec.cat/cesire/>

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## 8. Annexes

Annex I: EFL Teachers' Engagement with Research Questionnaire

[https://drive.google.com/drive/folders/1JOlQtXK8ER\\_HohrD5FewOg5b\\_Tmdc0JD?usp=sharing](https://drive.google.com/drive/folders/1JOlQtXK8ER_HohrD5FewOg5b_Tmdc0JD?usp=sharing)

Annex II: Entrevista Oficina de Recerca i Investigació

- ❖ Exactament quantes persones reben el butlletí de recerca setmanalment?  
M'aniria bé tenir un número concret.

Actualment, reben el butlletí més de 1900 persones.

- ❖ Teniu informació sobre el perfil de les persones que reben el butlletí? Es tracta majoritàriament de persones que fan recerca associades a la URL o hi ha persones externes a la Universitat Ramon Llull que també s'hi han subscrit?

Com bé apuntes a la teva pregunta, la majoria de les persones subscrites al butlletí pertanyen a la comunitat URL (PAS, PDI i alguns alumnes, sobretot de doctorat). Tanmateix, sabem que també hi ha gent externa a la Universitat que s'hi ha subscrit (i aquí el perfil és divers).

- ❖ M'interessaria saber quin nombre de subscriptors fan recerca sobre ELT (English Language Teaching). Teniu constància de quantes persones que fan recerca en el **camp de l'ensenyament de l'anglès** reben el butlletí?

No, aquesta dada no la sabem ni tampoc tenim cap mecanisme per saber-ho.

- ❖ Segons la informació publicada a la vostra web, una de les funcions de l'oficina és 'Crear i difondre material de divulgació científica per tal de donar a conèixer l'activitat dels grups de recerca de la URL.' Com es decideix quin material es divulga? Les persones que fan recerca intervenen en aquest procés?

Des de l'Oficina de Recerca i Innovació donem suport al PDI en la divulgació de la seva recerca. Una de les maneres, és a través del butlletí, a petició del propi personal investigador, i en fem notícia. Un exemple: <http://recerca.url.edu/?q=node/3124>  
També, en col·laboració amb l'àrea de comunicació, ajudem a difondre els vídeos Fem recerca. Un projecte de divulgació de la recerca que desenvolupa el PDI de la Universitat: <http://recerca.url.edu/?q=node/3073>

- ❖ Entre les funcions de l'oficina hi ha la d'elaborar i difondre informació sobre les darreres novetats en recerca. Podríeu especificar quins mitjans s'utilitzen per a assolir aquest objectiu? (conferències, intervencions en la televisió, articles al diari, etc.)

Consultem diàriament els butlletins oficials de les administracions públiques (BOE, DOGC, BOPB...) així com també estem subscrits a llistes de distribució específiques, en les que se'ns informa de convocatòries, jornades i recursos. A l'Oficina filtrem la informació i l'adequem per fer-la entenedora, alhora que procurem prioritzar tot allò que sabem que pot interessar al nostre PDI.

També, assistim a reunions informatives de tota mena, i en difonem el coneixement adquirit per diferents vies. Es podria resumir en què ens formem contínuament per poder donar suport a l'activitat de recerca del PDI.

- ❖ En el cas que sigui la ORI la responsable d'organitzar actes per difondre les darreres novetats en recerca, em podríeu dir quants actes d'aquest tipus s'organitzen anualment? Aquests actes tenen lloc exclusivament en institucions de la URL o també se'n fan externament?

No tenim una periodicitat establerta fixa, ja que pot variar molt d'un any a un altre en funció de les necessitats detectades i de les nostres possibilitats.

Per una banda, organitzem jornades al Rectorat, tot i que també organitzem sessions a mida a les institucions URL que així ens ho sol·liciten.

D'altra banda, procurem participar en les jornades de les xarxes de les que en som membres, on hi acostumen a participar les altres universitats. Aquestes xarxes

acostumen a tenir, com a mínim, una trobada o dues anuals, i es va canviant la seu de les trobades entre les universitats participants.

Annex III: Entrevista amb Josep Anton Rodríguez Collado - Director Institut XXV Olimpíada

- ❖ Us consta si els professors de l'institut reben informació sobre els diversos cursos de formació i xerrades que s'organitzen a Barcelona?

Si que en reben. De fet jo sóc la persona que filtra les propostes que arriben al correu del centre i les reenvio als diferents departaments.

- ❖ Com es fa arribar aquesta informació als diferents departaments?

Per correu electrònic.

- ❖ Teniu constància del número de professors que assisteixen a cursos de formació i reciclatge

No, això ho gestiona cada professor.

- ❖ Els professors del centre disposen de temps durant la jornada laboral per atendre conferències i cursos?

Els professors no disposen d'hores dins l'horari lectiu. Però si volen atendre un curs i quell dia ténen classe, hi poden assistir prèvia autorització del centre.

- ❖ Teniu algun tipus de sistema implantat per controlar l'assistència a cursos, seminaris i conferències?

Durant el període lectiu mitjançant autorització, però fora de l'horari lectiu no disposem de cap sistema. Cada professor s'autogestiona.

- ❖ Com es gestionaria des del centre si un/a professor/a volgués atendre una conferència sobre l'ensenyament d'anglès un dimecres de 9 a 12h per exemple?



Primer jo l'he d'autoritzar i després ha d'informar als companys per tal que el/la professor/a de guàrdia pugui fer-se càrrec de les seves classes.

- ❖ Des de XXV Olimpíada demaneu un mínim de formació continuada per part del professorat?

No, nosaltres aquí no intervenim.

- ❖ El centre forma part del Programa Erasmus +. Quina opinió té vostè al respecte d'aquest programa?

El programa Erasmus + és molt positiu pel centre i cada any hi participa algun docent. Jo el recomano i els professors que hi han participat queden molt satisfets. En aquesta web hi podeu trobar els projectes que s'han derivat de les experiències a altres països.

<https://sites.google.com/site/comeniusxxvolimpiada/home/erasmus>

Annex IV: Entrevista amb Josep Muntada Martret – Coordinador de les pràctiques a l'Institut XXV Olimpíada

- ❖ Quant de temps fa que sou centre de pràctiques?

L'institut és centre col.laborador des de l'inici del Màster, i abans del CAP. Crec que des del 2007.

- ❖ Podríeu esmentar els motius que us van portar a presentar-vos com a centre de pràctiques?

Quan es va implantar el Màster, el director del centre em va proposar de fer de coordinador i començar els tràmits i requisits necessaris per a convertir-nos en centre col.laborador. Tant ell com jo pensàvem que el XXV Olimpíada havia de seguir col.laborant amb la formació de futurs docents.

- ❖ Segons el vostre punt de vista, quins són els beneficis del contacte entre professors i estudiants de pràctiques?

Penso que els beneficis són molts i a més mutus. Per una banda es facilita als estudiants universitaris un entorn de practicum real, i se'ls proporciona una formació pràctica basada en l'experiència docent. Per altra banda, els estudiants aporten la seva curiositat i desig d'aprendre, i observacions de vegades molt útils per a innovar en la tasca docent. A part considero imprescindible un diàleg actiu i constant entre els futurs docents (la Universitat) i els docents en actiu (l'institut).

- ❖ En termes generals, els professors de XXV Olimpíada hi veuen avantatges o inconvenients a l'hora de tutoritzar pràctiques?

En termes generals es veu com a molt positiu, una tasca útil i necessària, però de vegades no hi ha gaires professors candidats a fer de tutors/mentors per la feina, el compromís i la responsabilitat de la tasca.

- ❖ Com a centre formador rebeu algun tipus de subvenció?

Absolutament cap, és més, les despeses (fotocòpies, etc.) van totalment a càrrec de l'institut.

- ❖ Els professors que tutoritzen alumnes de pràctiques reben algun tipus d'incentiu o compensació?

El temps de dedicació (d'hores de feina) dels tutors i del coordinador al Màster és totalment altruista. No es rep compensació de cap tipus, ni econòmica ni en descompte d'hores de feina, per això cada vegada és més difícil trobar tutors. Sembla un contrasentit que abans, quan existia el CAP (que era pràcticament gratuït per als estudiants) els tutors cobraven, i ara que el Màster costa tants diners, no es cobri.

- ❖ Aproximadament quants alumnes de pràctiques van passar pel centre el curs passat?

L'any passat van passar pel centre set alumnes. Vam tenir un total de setze sol.licituds, però no hi havia prou tutors.

M'agradaria afegir que la col·laboració no s'acaba amb el final del Màster. Des de XXV Olimpíada continuem donant el suport que necessitin als nostres ex alumnes.

## Annex V: Deu iniciatives relacionades amb la recerca educativa

	Full Informatiu Núm.	Objectiu	Dirigit a	Difusió	Lloc, data i nombre d'assistents
<a href="#">XVII Congrés d'estudiants</a>	273 (10/10/2018)	Promoure el coneixement científic entre els estudiants	Estudiants de Grau que hagin realitzat el TFG	Interna, als diferents grups d'alumnes de la Facultat	Auditori FPCEE Blanquerna 16 d'octubre 2018 Nombre d'assistents desconegut
<a href="#">III Simposi Internacional Barcelona – Educació – Canvi</a>	275 (24/10/2018) 277 (07/11/2018)	Mostrar al món les experiències que estan transformant l'educació a Barcelona.	Directors i responsables pedagògics d'escoles, professors i investigadors d'universitats, fundacions i empreses relacionades amb la innovació educativa	A través de les tres institucions organitzadores: FPCEE Blanquerna-URL, Jesuïtes Educació i Col.legi Montserrat	Acte d'inauguració a l'Ajuntament de Barcelona 5 – 9 novembre 2018 Des del Departament de Comunicació FPCEE s'afirma que el simposi va ser un èxit, però no disposen del número d'assistents.
<a href="#">Micro Mooc</a>	275 (24/10/2018)	URL ofereix un curs en línia gratuït sobre accés obert via Twitter	Investigadors/es i estudiants de doctorat, màster i postgrau, i totes les persones que hi tinguin interès	Curs ofert per la UOC, del qual el Full Informatiu FPCEE en fa difusió a tots els alumnes, PAS i professors.  Vegeu les entitats organitzadores i col.laboradores clicant a l'hiperenllaç.	22 – 28 d'octubre 2018 Curs online a través de Twitter Nombre de participants desconegut. Actualment 925 persones seguint el compte de Twitter <a href="https://twitter.com/moocmicro">https://twitter.com/moocmicro</a>
<a href="#">XVII Diàleg Escola-Universitat</a>	276 (31/10/2018) 279 (21/11/2018)	Espai d'intercanvi i comunicació i a les escoles que participen en la formació de futurs Mestres. Reforçar el lligam i el diàleg entre les escoles i les universitats	Professionals treballant en centres de practiques col.laboradors amb la Facultat	Externa, cap a les escoles que col.laboren amb la Facultat.	Auditori FPCEE Blanquerna 17 de novembre 2018 Nombre d'assistents: aproximadament 400 persones
<a href="#">III Jornada de Mentoria -</a>	286 (23/01/2019)	Jornada que forma part del programa pilot que neix el 2018	Estudiants graduats en Educació Infantil o Educació	A través de les institucions que hi participen: FPCEE	Gener 2019 Aules de la Facultat FPCEE

<a href="#">Programa de Transició Blanquerna-Escola</a>		amb la voluntat d'apropar apropar el món acadèmic universitari a la pràctica professional. Durant un curs acadèmic, els estudiants combinen la formació acadèmica amb l'activitat laboral de mestre en una escola.	Primària titulats per Blanquerna - URL inscrits en una segona titulació EI o EP.  Professors i tutors de pràctiques a l'escola i a la universitat.	Blanquerna, Fundació Escola Cristiana, Escoles FEDAC, Jesuïtes Educació i Vedruna Catalunya.	Nombre d'assistents: possiblement 20-30 persones (a jutjar per les fotografies del Full Informatiu). Conductores de la dinàmica: Annabel Fontanet i Marta Cabré
Grup de Formació Compartida	291 (27/02/2019)	Reunir a mestres d'anglès i professors de de l'àrea de llengües estrangeres, per compartir interessos comuns i iniciar projectes de pràctica reflexiva i d'innovació a l'escola	Exalumnes que exerceixen com a mestres d'anglès	A través del butlletí Alumni Blanquerna	Febrer 2019 Aules de la Facultat Nombre d'assistents : 15 persones (12 alumni i 3 professores) Cristina Corcoll Caterina Sugrañes Carme Flores
<a href="#">Jornada per a centres de pràctiques sobre la societat digital</a>	293 (13/03/2019)	Jornada d'actualització per a centres de practiques que convida a reflexionar sobre un tema d'interès.	Professionals treballant en centres de pràctiques col.laboradors amb la Facultat. Enfocat a Psicologia, Logopedia i Ciències de l'Esport	A través del Full Informatiu i via comunicat als centres de practiques col.laboradors	22 de març 2019 Auditori Facultat Nombre d'assistents: aproximadament 200 persones.
<a href="#">RECERCAT</a>	301 (15/05/2019)	Informar sobre la tasca de RECERCAT, el Dipòsit de la Recerca de Catalunya per tal que el professorat hi pengi la recerca.	Professorat, Personal Docent Investigador	A través del full Informatiu	N/A
<a href="#">Lliurament dels Premis Blanquerna Impulsa</a>	305 (12/06/2019)	Promoure la conscienciació i implicació dels escolars amb els Objectius de Desenvolupament Sostenible impulsats per l'ONU. Per realitzar les memòries i participar en el concurs, els	Estudiants de quart d'ESO, Batxillerat i cicles formatius de Catalunya	La difusió es va realitzar amb una tramesa de 593 cartes i 542 correus electrònics a escoles i instituts de Catalunya, Balears i Andorra, que informaven de	18 de juny 2019 Auditori de la Facultat de Comunicació i Relacions Internacionals Blanquerna. Nombre d'assistents: 160 persones

		alumnes han de treballar la competència en recerca.		la celebració dels Premis i que s'acompanyaven de pòsters.	Personalitats del món educatiu i universitari, centres educatius participants als premis, i nois i noies representants dels 7 centres finalistes. Més informació a la <a href="#">memòria</a>
<a href="#">I Jornada de Suport Conductual Positiu</a>	305 (12/06/2019)	Espai d'intercanvi d'experiències dels centres educatius que ho implementen	Professionals de centres educatius	Difusió a escoles d'educació especial i també escoles ordinàries. Organitzadors: Grup d'Investigació en Educació Especial (GIEE)	25 de juny 2019 Auditori FPCEE

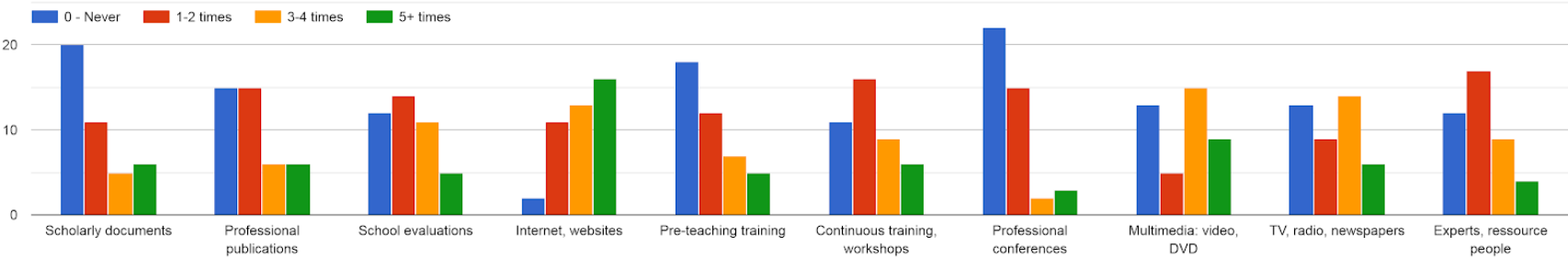
Podeu veure el contingut de cada Full Informatiu a l'arxiu: <https://premsa.blanquerna.edu/fullinformatiu/fulls/seleccio.asp?Centre=11>

Annex VI: Audio file – Interview with Núria Torrecblanca from FPCEE Communication Department

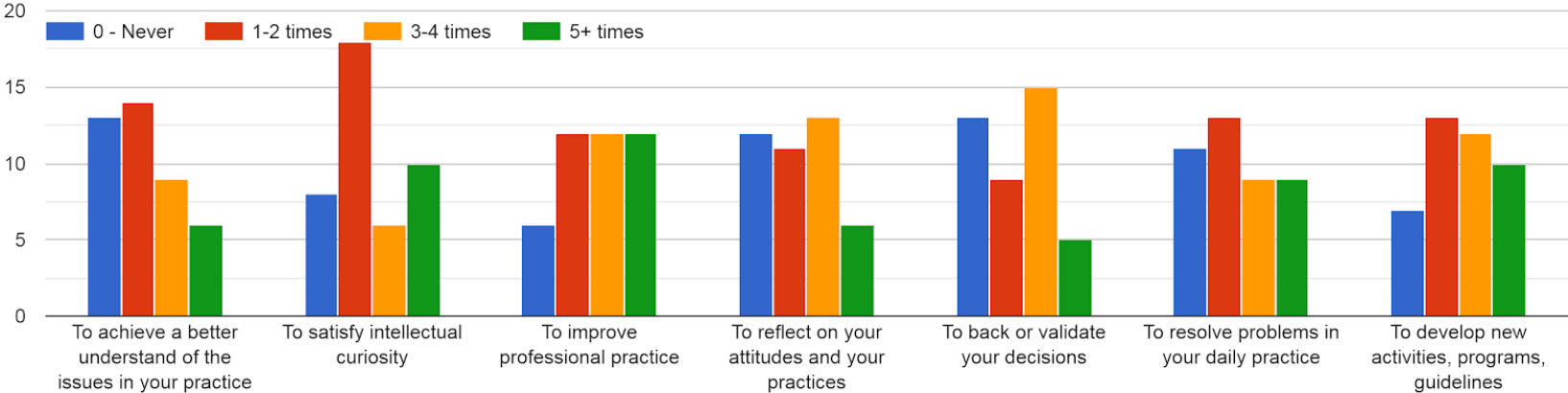
[https://drive.google.com/drive/folders/1JOIQtXK8ER\\_HohrD5FewOg5b\\_Tmdc0JD?usp=sharing](https://drive.google.com/drive/folders/1JOIQtXK8ER_HohrD5FewOg5b_Tmdc0JD?usp=sharing)

Annex VII: Summary of Questionnaire results

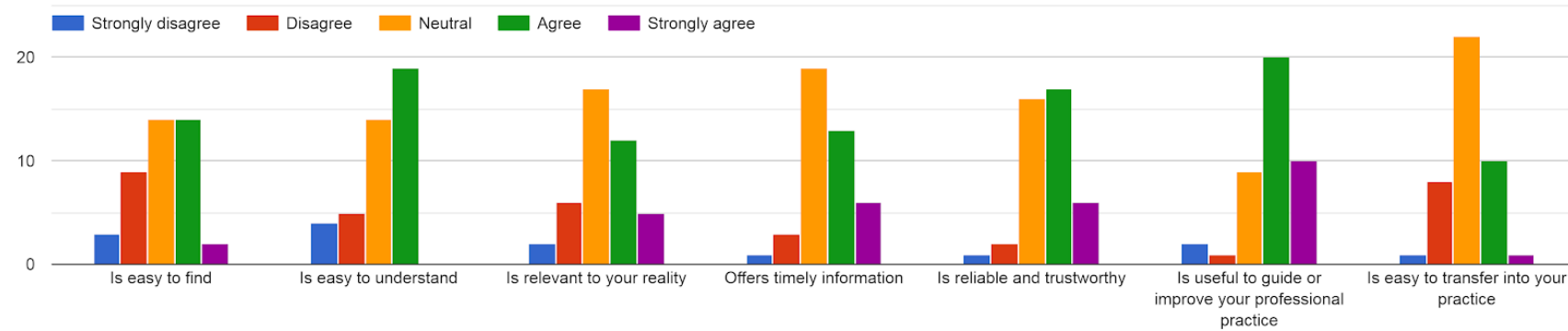
1. Rate the frequency with which you have used research-based information from the following sources during the last year.



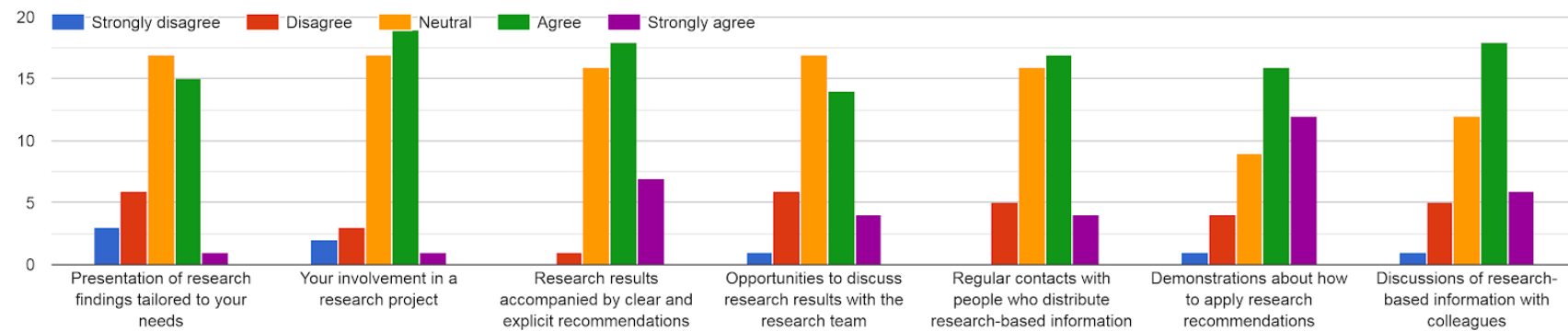
2. Rate the frequency with which you have used research-based information during the last year...



### 3. Rate the extent on which you agree on research-based information...

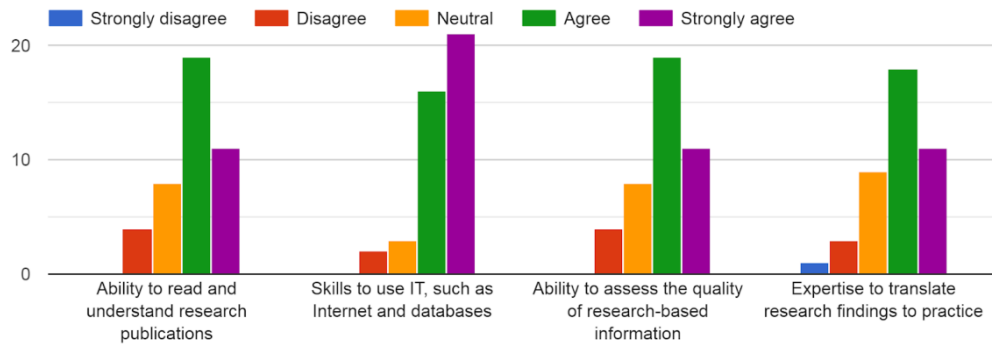


### 4. Rate the extent to which you agree that the following activities are useful to make you aware of RBI...





5. Rate the extent to which you agree that the following skills are necessary in everyday practice...



6. Rate the extent to which you agree that the following organizational factors influence the use of research-based information...

