

Workshop Proposal SIG16 Heidelberg

Workshop Title

SRL is important, but who cares? Science communication as an instrument to close the research-practice gap in self-regulated learning.

Workshop Facilitator(s) – Include brief bios

Johannes Jud is a former secondary teacher. Since 2020, he has worked as a PhD student at the Institute of Education at the University of Zurich. His research focuses on teachers' motivation to promote SRL. Besides, he works in in-service and pre-service teacher education. Additionally, he is a project leader at BeLEARN, an organisation specialising in rapidly translating research results into practice and from practice to research.

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Rebecca Pape has been a PhD researcher at the Catholic University of Eichstätt-Ingolstadt since 2021, focusing on metacognition and self-regulated learning. To investigate SRL support in online environments for secondary school students, she collaborates with EdTech companies, working as a researcher and a project lead simultaneously. Her current projects explore how AI can be applied to digital learning and facilitate the transfer of empirical findings in learning and instruction to online learning environments.

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Workshop Objectives and Description (max. 300 words)

While evidence-based innovations are increasingly available in educational research, various challenges prevent the successful implementation of these innovations in schools (Slavin et al., 2021). This discrepancy is often referred to as the “research-practice gap” (Souvignier, 2022). This phenomenon can also be observed in the context of self-regulated learning (SRL): Although there is considerable evidence on the importance of SRL skills (Dent & Koenka, 2016) and frameworks to successfully implement training in schools (Dignath & Veenman, 2021), teachers continue to rarely promote SRL (Rosenthal et al., 2023).

Science communication can empower research to improve relationships with stakeholders in policy and society (Jensen & Gerber, 2020). Recent contributions highlight that communication by educational researchers with teachers and policymakers is crucial to increasing the impact and visibility of their research (Ehlert, 2023). However, effective science communication is not an easy task. It requires researchers to go beyond simply making scientific knowledge more accessible and includes challenges concerning growing expectations of the 21st century (Jensen & Gerber, 2020) that cannot always be faced alone.

In this interactive workshop, we will focus on implementing science communication effectively in the research context of SIG 16. Therefore, we elaborate on communication goals, explore communicative tools and methods applicable to achieve those goals, identify first concrete actions and develop solutions on how to combine our resources in SIG 16 to communicate our research results more successfully and help people care about the important findings we create.

References

- Dent, A. L., & Koenka, A. C. (2016). The Relation Between Self-Regulated Learning and Academic Achievement Across Childhood and Adolescence: A Meta-Analysis. *Educational Psychology Review*, 28(3), 425–474. <https://doi.org/10.1007/s10648-015-9320-8>
- Dignath, C., & Veenman, M. V. J. (2021). The Role of Direct Strategy Instruction and Indirect Activation of Self-Regulated Learning—Evidence from Classroom Observation Studies. *Educational Psychology Review*, 33(2), 489–533. <https://doi.org/10.1007/s10648-020-09534-0>
- Ehlert, M. (2023). Bridging the research-practice-gap -Professionalising teachers for the implementation of evidence-based reading innovations. <https://doi.org/10.13140/RG.2.2.34654.41289>
- Jensen, E. A., & Gerber, A. (2020). Evidence-Based Science Communication. *Frontiers in Communication*, 4, 78. <https://doi.org/10.3389/fcomm.2019.00078>
- Slavin, R. E., Cheung, A. C. K., & Zhuang (庄腾腾), T. (2021). How Could Evidence-Based Reform Advance Education? *ECNU Review of Education*, 4(1), 7–24. <https://doi.org/10.1177/2096531120976060>
- Souvignier, E. (2022). Nutzbarmachung von Ergebnissen aus der Interventionsforschung für Wissenschaft und Praxis [Utilising results from intervention research for research and practice]. In N. McElvany, M. Becker, F. Lauermaun, H. Gaspard & A. Ohle-Peters (Eds.), *Optimierung schulischer Bildungsprozesse – What works? [Optimising school education processes - What works?]* (pp. 63-80). Waxmann.

Target Audience

All researchers participating in the conference are welcome to the workshop.

Proposed Duration (typically half-day or full-day)

A Full-day duration is preferred.

Number of Spots for Participants (the maximum is limited to 25)

25 Spots are available.

Requirements for Participants (e.g., materials to bring, prior knowledge)

Participants need no prior knowledge.

Workshop Format (e.g., presentation, interactive activities, group discussions)

The workshop includes different formats:

- Presentation
- Interactive activities
- Group discussion

Any Special Requirements (e.g., AV equipment, room setup)

To conduct the workshop, we would need the following infrastructure:

- Infrastructure for presenting (including playing a video)
- Material for interactive sessions (Flipcharts / Magnetic Boards, Pens, Post-its)