



# **How to Train and Retain the Next Generation of Education Researchers**

**Presentation to Committee on the Future  
of Education Research at the IES**

**Katharine O. Strunk**

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# RESEARCH WITH CONSEQUENCE

The idea that rigorous evidence can improve education policy and practice and, ultimately, students' lives.



# HOW CAN WE **TRAIN** RESEARCHERS TO DO RESEARCH WITH CONSEQUENCE?

The idea that rigorous evidence can improve education policy and practice and, ultimately, students' lives.



- Deep training in rigorous methods of all types
- Breadth of methodological training
- Focus on working across methods
- Understanding the methods you don't use

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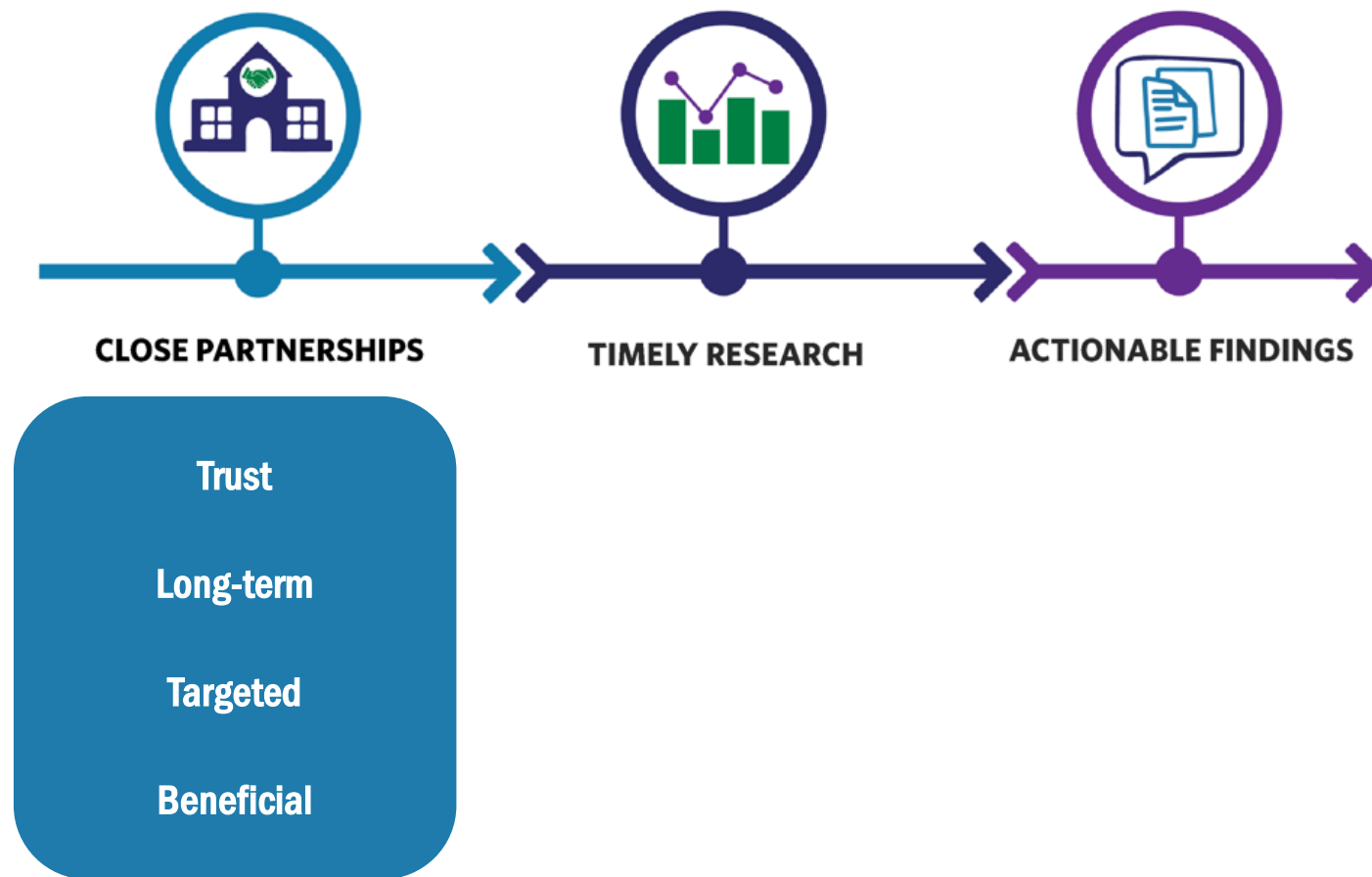
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- Critical thinking about the content, topics we are studying
- Understanding the theories that drive our studies
- Focusing on equity
- Knowing what we don't know

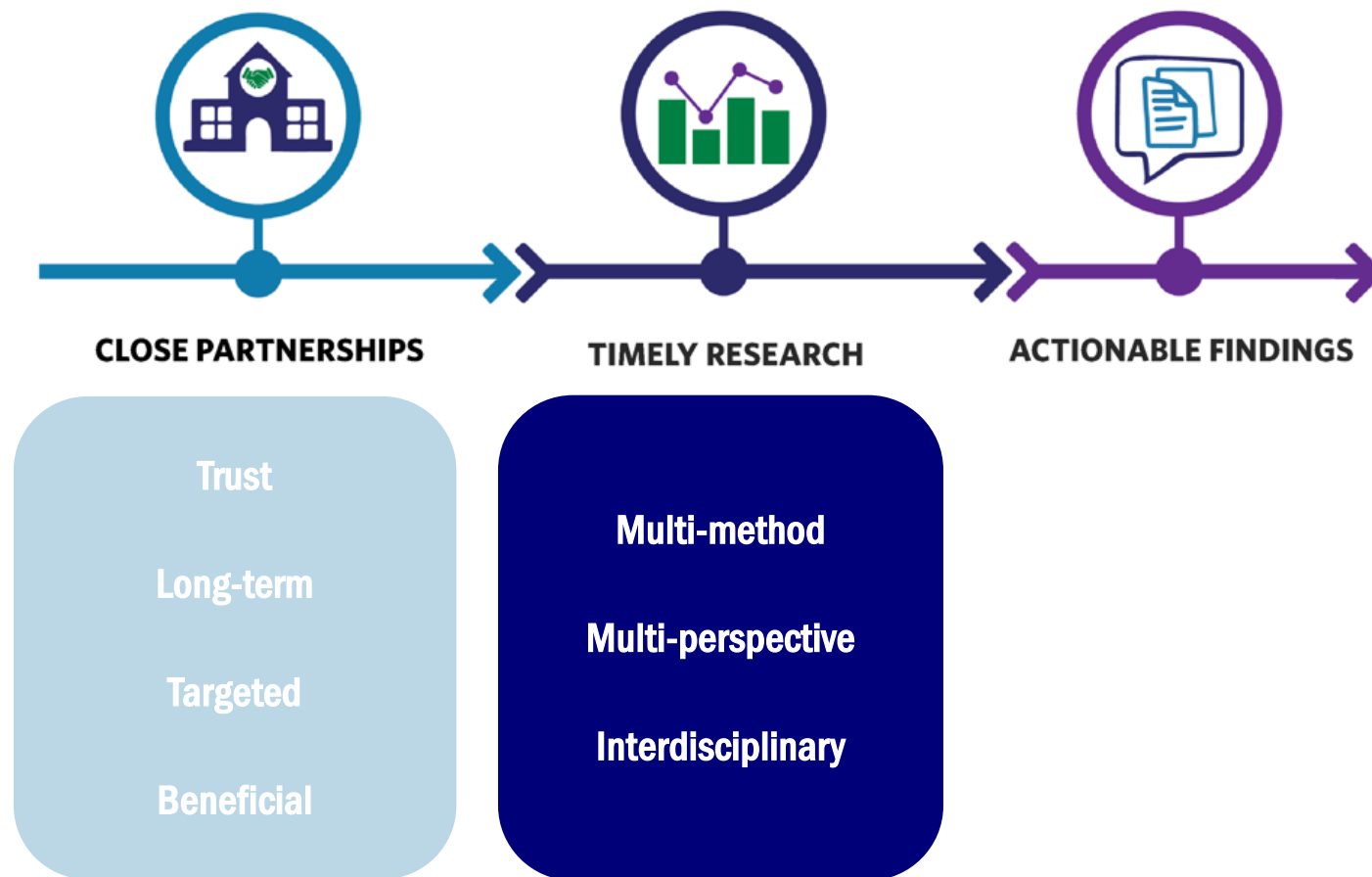
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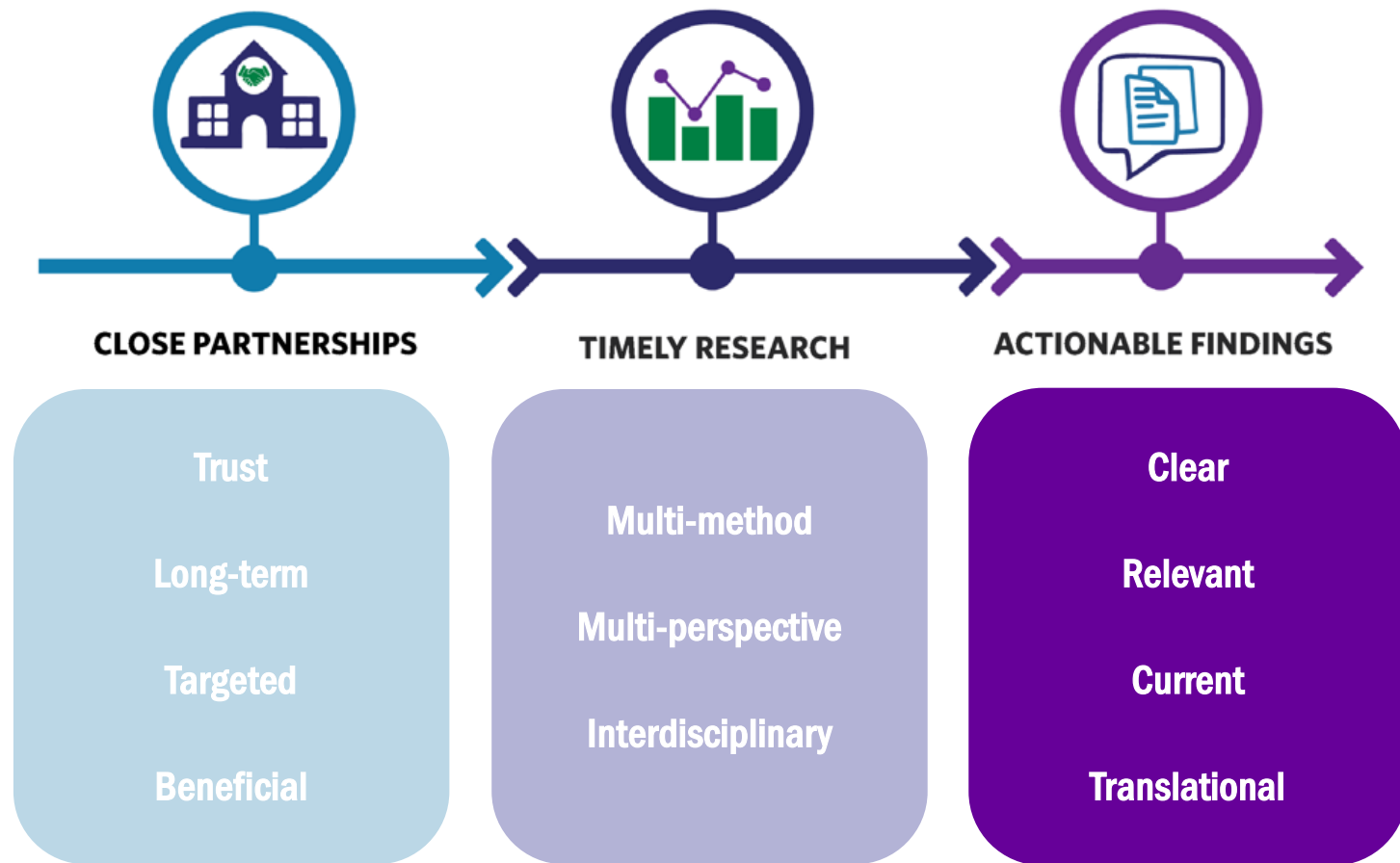
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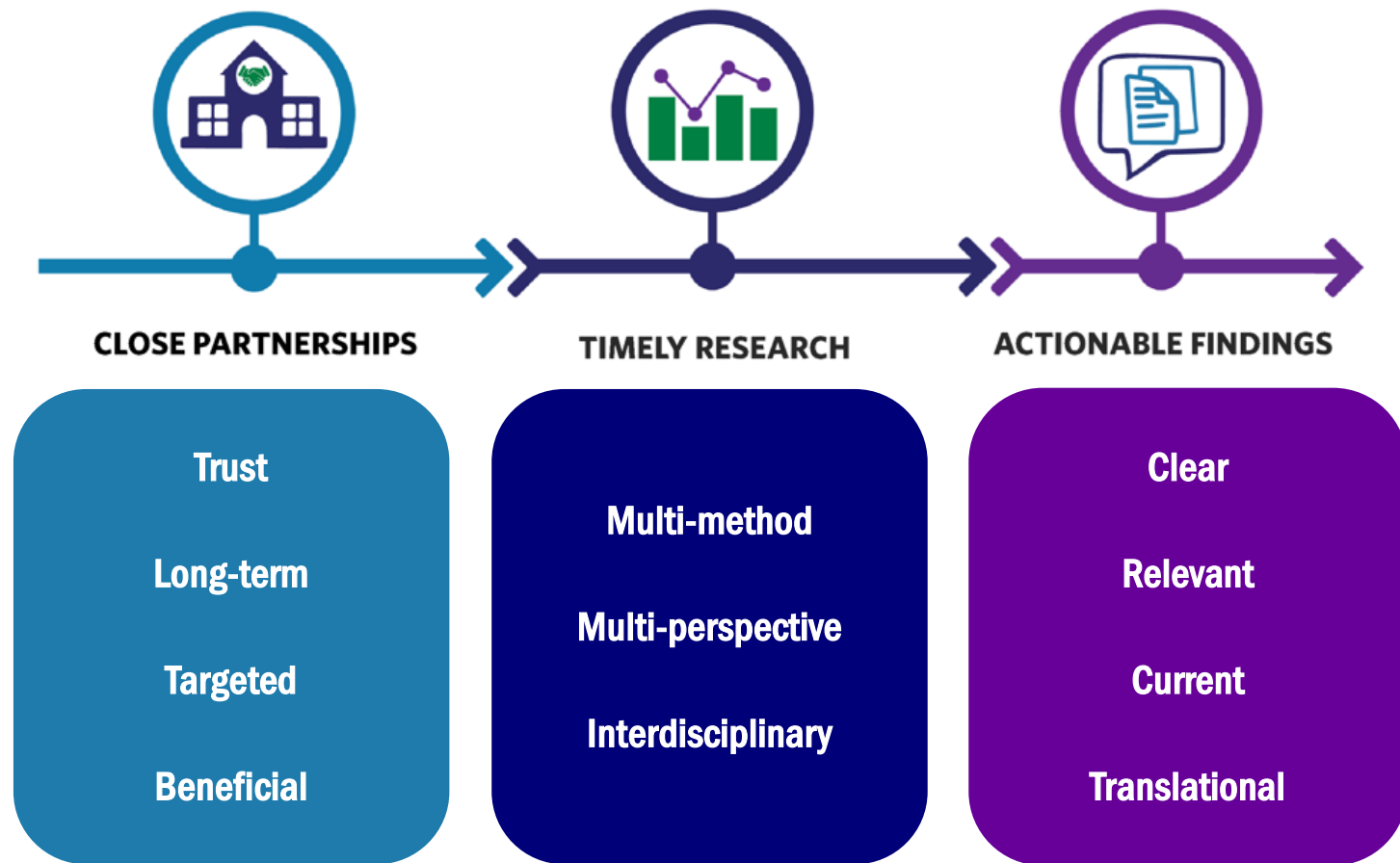
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# HOW CAN IES HELP **RETAIN** RESEARCHERS TRAINED IN THIS WAY?

Research with consequence is not (always? often?) rewarded in traditional academic departments.

- Explicit funding
  - Training programs – predoc & postdoc; create cohorts
  - Professional development programs – early career-mid career scholars
  - Operational support for the development of partnerships (not just projects)
  - Operational support for partnerships that already exist
- Collect data that can be useful to district, state decision-makers &/or incentivize local data collection
- Publication venues
  - Journals
  - Book series
- Help acknowledge partnerships as service to the profession

# WHAT RESEARCH IS NEEDED TO SUPPORT THIS KIND OF TRAINING?

**Focus on decision-makers at all levels of education governance and implementation.**

- What kinds of questions do decision-makers want answered and why?
- What kinds of data do decision-makers want collected and by whom?
- What kinds of products help decision-makers make better choices? What is useful?
- How do decision-makers want to work with external researchers, and what will make that feasible?

**Focus on broader representation amongst researchers.**

- How can we attract more people – and in particular people who are from the communities we study and are invested in their success – to the profession?
- What do universities, funders, partners need to do to support researchers embarking in this kind of work?
- What are the barriers keeping out a broader representation of perspectives amongst researchers embarking on applied education policy and evaluation work?



**Education Policy Innovation Collaborative**