



Danish perspective on commissioning systematic reviews and how to apply the results in a policy setting

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- Center for External Quality Support (around 100 learning consultants)
- Division for Evidence Informed Policy and Practice in Daycare and Education
 - Learning portal – 400-800.000 page views monthly
 - Knowledge team – supporting policy-making and practitioners
 - International programs (PISA, TIMSS, PIRLS, TALIS..)
 - Reform evaluations and research
 - Reviews
 - R & D programs (RCT, cohort studies ..)
 - Research communication
- Focus today: How we use systematic research reviews in our work. Mainly with a focus on our work in the field of primary and lower secondary education.



The Danish Folkeskole

- Danish public primary and lower secondary schools (The Folkeskole) are run by the municipalities
- The Folkeskole is regulated by the Folkeskole Act, which describes the common aims of the Folkeskole. The Act describes the leadership and organisation of the Folkeskole and provides a **framework**.
- The 98 Danish municipal councils themselves determine the contents of their respective school policies within the scope of the Folkeskole Act. School leaders are responsible for the quality and for translating external demands into internal direction at the schools.



Reviews commissioned

- Bringing together the available research in a systematic and transparent way
 - Since 2013 we have commissioned:
 - 8 systematic literature studies
 - 6 research mappings
 - 4 systematic reviews (including 1 meta-analysis)
 - Danish Clearinghouse for Educational Research (13), SFI - The Danish National Centre for Social Research/SFI Campbell (2) – Rambøll Consulting (2)
 - Normally we ask for Nordic qualitative research and grey literature to be included
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How can they be useful?

- PISA, data, evaluations and research provides us with an understanding of problems and challenges
- We have less knowledge on possible interventions and actions (if we do this, then probably...)

How do we use them

- Possible solutions and political initiatives (earmarked funding etc.)
- Capacity building (learning consultants, learning portal and communicating research)
- New project proposals and designing interventions in projects
- Identifying knowledge gaps



How can practitioners use the results?

- Practitioners: Teachers, school leaders and teacher students
 - What is important?
 - What works (Inspiration and implementation, prioritization of interventions using also information on effect/costs)
 - Overview of research area and high quality studies
- Various use contexts/decisions arenas



Systematic literature studies (some of them partly using Rapid Evidence Assessment)

- Teacher self-efficacy (forthcoming)
- Parents involvement (forthcoming)
- Prevention of radicalization in the school system (2015)
- Teaching and classes for newly arrived refugees and immigrants (2015)
- Intensive programs and interventions (2015)
- Inclusion of students with special needs in mainstream education (2013)
- Students with special educational needs – inclusion and well-being (2013)
- Inclusion and offer of special education in mainstream education (2013)



Research mappings

- Mathematical literacy (2014)
- Reading/literacy (2014)
- Instructional/educational leadership (2014)
- Student well-being and classroom environment (2014)
- Social and personal competencies (2014)
- Homework, afterschool-programs, out-door education and physical education (2014)



Systematic reviews

- Implementation of externally produced knowledge (forthcoming)
- Data and progress monitoring (forthcoming)
- School interventions to overcome social background/increase equity– including meta-analysis (2015)
- Inclusion of students with special needs in mainstream education (2013)



Feedback from teachers and school leaders

- 3 page descriptions of 12 interventions from USA (aims, structure, content, activities, role and competencies of professionals, organization...) tutoring, cooperative learning and feedback/monitoring
- Workshop with school leaders and teachers
- General agreement that tutoring, cooperative learning and especially feedback/monitoring can be implemented in a Danish context - but less easy when very detailed programs and some translation needed
- Discussion: Fidelity, implementation, involvement of parents, involvement of school leaders, links to reforms and other initiatives, professional development required, use of specialists, financial resources..



Efforts to communicate the results

- More research and knowledge on EMU.dk – learning portal
- Short publications targeting different groups (including examples, reflection questions etc.)
- New formats (Video, prezi etc.)
- Description of interventions and implementation issues (more elaborated abstracts, appendixes etc.)



Main challenges

- Quality and quantity of primary studies - Requires a substantial number of robust primary studies
- Implementation and how an intervention functions in the particular context (costs, effective elements/components, moderators, contextual knowledge)
- Ownership and consensus-building
- Lack of patience/timing



Six research mappings

	References	Included
Total	50.483	367
USA	---	218
Nordic	13.603	57

School interventions/social mobility

	Included in mapping	Included in meta-analysis
Total	179	69
USA	166	67
Nordic	2	0



Perspectives

- Dialogue and involvement of researchers , professionals and stakeholders
- Communication: Toolkit , overview, videos and user friendly publications also supporting and engaging users in using research
- More Nordic research / transparency in methodology

- More focus on implementation and contextual issues (what works, where, why and for whom) – in research and reviews e.g. describing interventions
- Replication in different contexts
- International reviews (more comprehensive and higher quality) and/or coordination of reviews
- International repository/international Toolkit with reviews and descriptions of reviewed studies (interventions, subgroups, geographic area, effect)



Systematic literature studies	In total (both Nordic and international)	Included studies
Prevention of radicalization in the school system (2015)	In total	34
	Out side Europe	4
	Nordic	4
Teaching and classes for newly arrived refugees and immigrants (2015)	In total	50
	USA	46
	Nordic	0
Intensive programs and interventions (2015)	In total	24
	USA	12
	Nordic	12
Parents involvement	In total	11
	USA	5
	Nordic	3
Inclusion and offer of special education in mainstream education	In total	13
	USA	8
	Nordic	1
Students with special educational needs – inclusion, well-being and selfworth	In total	29
	USA	7
	Nordic	2
Inclusion of students with special needs in mainstream education	In total	23
	USA	10
	Nordic	1

Overview: Systematic literature studies

Overview: systematic reviews



Systematic review	In total (both Nordic and international)	Included studies	Studies in metaanalysis
Children with special educational needs in mainstream education	In total	65	
	USA	42	
	Nordic	1	
School readiness	In total	50	
	USA	46	
	Nordic	0	
School interventions to overcome social background/ increase equity	In total	179	69
	USA	166	67
	Nordic	2	0
Educational efforts in including children with special needs in mainstream education	In total	65	
	USA	42	
	Nordic	1	

Overview: Research mappings



Research mappings	In total (both Nordic and international)	Included studies in the review	Studies in synthesis
Mathematical literacy	In total	41	34
	USA	27	
	Nordic	3	3
Reading/ literacy	In total	72	66
	USA	52	
	Nordic	11	7
Instructional/ educational leadership	In total	63	46
	USA	40	
	Nordic	8	6
Classroom environment and student well-being	In total	64	49
	USA		
	Nordic	14	11
Social and personal competencies	In total	75	62
	USA	43	
	Nordic	9	8
Homework, afterschool-programs, outdoor education and physical education	In total	52	42
	USA	31	
	Nordic	12	10