Title: Connecting Education Research to Innovation—International Vantages

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Participants:

Felice J. Levine, World Educational Research Association and American Educational Research Association, Washington DC, United States; flevine@aera.net
Education research and the tension between knowledge building and problem solving

In research there can be a subtle tension between knowledge production and the need for information to address practical, pressing problems. Government investment in education research and in essential data resources in the U.S. takes place in a distributed system of funding located within the U.S. Department of Education and key science agencies (the National Science Foundation and the National Institutes of Health). This presentation looks at the United States as a case in point regarding how education research policy fosters or constrains cumulative knowledge and innovation in a context of the press of the policy audience. It also examines how a 21st century policy and greater attention to education in a global context may foster advancing knowledge and innovative applications.

Wim Jochems, Eindhoven School of Education, Eindhoven, the Netherlands; wim.jochems@esoe.nl
Educational research and innovation, Living apart together, the case of the Netherlands

In many countries educational research and educational innovation are organized and managed as almost completely separate systems. Budgets for research are for research only and innovation money, generally huge as compared to research money, is just for innovation. This contributes to the modest impact of educational research on practice. It also seems to immunize innovations to research. Innovation budgets should not be used for research and, additionally, research might show that an innovation is not successful. This presentation analyzes the relationship between educational research and innovation, using the Netherlands as a case example. It aims at reflecting on our role and position.

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Linking educational research and policy making. Illustrations from Mexico

This presentation identifies some political and social conditions in the Mexican political system that might facilitate the use of the knowledge in the process of decision making. In doing so, it seeks to address three questions: (1) Why is it important to connect research with policy making in Mexico? (2) What the main strategies to bridge the gap between educational research and public action? (3) What are the main challenges that educational researchers, stakeholders, and policy makers are facing in order to promote evidence-based policies in Mexico?

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