

Policy Implications of Research in Education

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This series of books aims to clearly and comprehensively present the implications for education policy and practice drawn from important lines of current education research in a manner that is accessible and useful for policy-makers, educational authorities and practitioners.

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Aims and Scope

In education, as in other fields, there are often significant gaps between research knowledge and current policy and practice. While there are many reasons for this gap, one that stands out is that policy-makers and practitioners may simply not know about important research findings because these findings are not published in forums aimed at them. Another reason is that policy-makers and educational authorities may tend to apply only those findings that agree with and legitimate their preferred policies. Yet we hear often the mantra that policy and practice should be research based and informed by evidence.

This book series is targeted towards policy makers, educational authorities and practitioners and aims to

- cover a broad range of topics and knowledge domains
- point out implications for policy and what kind of actions should consequently be taken to improve education for children and youth

Since the field of policy includes different political and economic interests, the book series aims to

- draw attention to the processes of knowledge production and application, as well as innovation and change
- increase the awareness related to such key questions as: What counts as research? What counts as evidence? And, Who should define it?

The series editors will consider proposals for two types of books:

1. *Forward Tracking* analyses of research based on empirical evidence presented in ways that policy makers and practitioners can readily access the potential *impact* of these findings, such as
 - a) Books based on multiple studies, in which the results of a whole body of knowledge are synthesized and their policy implications clearly explicated.
 - b) Books based on individual studies that are sufficiently robust and/or important enough to warrant such attention and where the studies themselves are well grounded in relevant prior research.
2. *Backward Tracing* of the research impact, i.e., books that take an educational issue as a point of departure, examine the issue systematically and then look at the relative robustness of the evidence base to determine why the research is or is not being used

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