Academics vs. practitioners: Bridging the divide through local collaborations

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## Research Projects

<table>
<thead>
<tr>
<th>#</th>
<th>Status</th>
<th>Project Details</th>
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<tbody>
<tr>
<td>2</td>
<td>In progress</td>
<td>Excellence Initiative Research University – New Ideas Program (University of Warsaw), <em>Practice-based research: Closing the gap between research and practice</em> (501-D203-20-5004310)</td>
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<tr>
<td>3</td>
<td>Under review</td>
<td>NCN, OPUS LAP, <em>Practice-based research: investigating research practices, outputs and impacts in Belgium - Flanders, Poland and Switzerland</em> – in collaboration with ETH Zurich and VUB Brussels</td>
</tr>
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Background: My Academic Journey
Should academic degrees be awarded for professional achievements?
Kabaret! Maciej Stuhr pisze doktorat. Czym chce zaskoczyć? Znany aktor opowiada... sam o sobie

Lifestyle  opublikowano: 14 kwietnia 2020

Maciej Stuhr: o przedramieniu, które nie zginęło

We współpracy z Maciejem Stuhrinem, opowiadamy o jego wizji dla przyszłości i o tym, jak on sam podaje się jako doktorat. W czasie pracy nad karteckim aktorem, z którymi współpracuje, zwraca uwagę na różne aspekty wiedzy i doświadczenia, które są niezbędne dla rozwijania się aktorstwa.

Maciej Stuhr: o premierze filmu, które zginęło

Najnowszy film Macieja Stuhrina, "Doktorat", premiera który zginęło. W filmie aktor opowiada o jego doświadczeniach na planie i o tym, jak on sam podaje się jako doktorat. W czasie pracy nad karteckim aktorem, z którymi współpracuje, zwraca uwagę na różne aspekty wiedzy i doświadczenia, które są niezbędne dla rozwijania się aktorstwa.

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Academization Across Disciplines

<table>
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<th>1950s</th>
<th>1980s</th>
<th>2000 - ongoing</th>
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<tr>
<td>The academization process in Management Studies and Education started in the 1950s, resulting in a shift from professional education to scientific research emphasis.</td>
<td>Fields like Nursing Sciences or Art began their academization processes in the 1980s and 90s, transitioning from practice-oriented domains to academic disciplines.</td>
<td>The ongoing incorporation of specialist colleges into universities and harmonization of higher education have influenced the academization of practice-based fields.</td>
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University-based faculties produce more journal articles, particularly in international outlets, compared to faculties in more profession-oriented institutions.
Impact of Postwar Science Policies

Basic research („research performed without thought of practical ends”) is the principal source of scientific and technological advances

V. Bush’s „Science – the Endless Frontier” (1945)
Impact of Postwar Science Policies

Linear pathway of knowledge diffusion

Source: https://judithcurry.com/2013/05/15/pasteurs-quadrant/
Limitations of randomized controlled trials (RCTs), such as limited external validity, pose challenges in applying research findings to real-world practice settings.

RCTs focus on effect size instead of dissemination.

They have specific designs (e.g. tight exclusion and inclusion criteria, rigorous procedures), which are difficult to translate to the reality of community settings.
Evidence-Based Practice Model

Challenges in Implementation

RCTs may not be sufficient to evaluate the effects of interventions related to patient care or psychotherapy.
Rigor vs. Relevance Debate: Challenges of Relevance

Practitioners do not use academic research as they find it irrelevant to their needs.

Practitioners’ needs are unmet by research efforts.
Rigor vs. Relevance Debate: Scholarly Benefits of Rigour

Rigorous research is cited more than practice-focused studies.

Funding in PRFSs is weighted in favor of rigor (forming 50-80% of the formula) rather than relevance (15-25%).
Bridging the Gap
Engaging Practitioners in Research

„From evidence-based practice to practice-based evidence”

Engaging Practitioners in Research
Trends in Practice - Based Research


Graph showing the trend in practice-based research from 1980 to 2022.
Landscape of Practice - Based Research in SSH

- keyword co-occurrence analysis
- 3,417 publications indexed in WoS
Scoping review

Studies from databases/registers (n = 1714)
- Nursing Sciences (n = 961)
- Educational Research (n=575)
- Theatre (n=178)

“Three cultures of science” (Yair et al. 2022)

Studies included in review (n ≈ 178)

“practice - based research” OR “practice - based evidence” OR “practice - as - research” OR “practice oriented research” OR “practice - led research” OR “practice research” OR “practitioner research” OR “practitioner - researcher” OR “researcher - practitioner” (Topic) and 1.14 Nursing (Citation Topics Meso) and Article (Document Types) and 2023 or 2022 or 2021 or 2020 or 2019 or 2018 or 2017 or 2016 or 2015 or 2014 or 2013 or 2012 or 2011 or 2010 or 2009 or 2008 or 2007 or 2006 or 2005 or 2004 (Publication Years)
### Ideal Types of Practice - Based Research

<table>
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<tr>
<th>Objectives</th>
<th>Degree of academia-practice collaboration</th>
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<tr>
<td></td>
<td>Lower</td>
</tr>
<tr>
<td>More research-oriented</td>
<td>Practitioner-led research (evidence)</td>
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<td>Practitioner-led research (evidence)</td>
<td></td>
</tr>
<tr>
<td>More practice-oriented</td>
<td>Collaborative research (partnership)</td>
</tr>
<tr>
<td>Practitioner-led research (improvement)</td>
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Conducted by practitioner-researchers to explore and improve their own professional practice.

Conducted by practitioner-researchers to respond to a “knowledge gap” and focus on providing evidence which can help address practical issues.

A school teacher introduces boredom regulation strategies during an English class and evaluates their effectiveness through interviews with students.

A team of nurse scientists explores if involving patients in the handover process helps improve their well-being (interviews with patients).
Collaborative research (engagement)

Collaboration of academic researchers and practitioners; generally initiated and designed by researchers.

Collaborative research (partnership)

Studies are initiated collaboratively or by practitioners, and are also designed in a more collaborative manner.

Secondary school teachers incorporate research findings provided by an educational researcher into year-long, classroom-based projects.

Two critical care nurses invited a nurse scientist to conduct a cross-sectional study to identify sources of discomfort among critically ill patients.
Academic - Practitioner Tensions

Academics and practitioners operate from different logics when framing research questions, with practitioners often skipping literature reviews at the outset.

Divergent time horizons exist, with academics having longer timelines compared to practitioners, causing challenges in aligning work pace.

Communication discrepancies arise, as academic conventions may not always translate practically, impacting knowledge representation and research outcomes.
External Challenges to Practice-Based Research

Organizational Structures: Higher education sector organized according to the basic vs. applied research divide.

Evaluation and Funding Constraints: Grant funding and research evaluation systems tend to favor conventional academic research.

Publication Bias: Academic journals typically focus on articles with academic rigor, which may not always align with the practical perspectives emphasized in practice-based research.

Educational Shifts: Less practitioners in higher education due to higher education reforms (e.g. Konstytucja dla Nauki)
Affiliations provided by authors do not include non-academic institutions.

Practitioners are not acknowledged by the authors of the study.
Future Research: a trilateral project

**Scientometric Analysis**
A scientometric analysis to map practice-based research publication outputs using ECOOM databases.

**Interviews with Practitioner-Researchers**
Interviews with Practice-to-Science grant holders and panel members of Swiss National Science Foundation's (SNSF)

**Analysis of Impact Case Studies**
Analysis of 2,661 impact case studies submitted by science and higher education institutions for the national research evaluation exercise in Poland
Thank you!