Academics vs. practitioners:

Bridging the divide through local collaborations

Kamila Lewandowska

Science Studies Laboratory, EUROREG University of Warsaw

Research Projects

Completed

NCN, Sonata, Between art and research: Evaluation of creative arts in performance -based research funding systems (2019/35/D/HS5/00009) 2 In progress

Excellence Initiative
Research University –
New Ideas Program
(University of Warsaw),
Practice - based research:
Closing the gap between
research and practice
(501-D203-20-5004310)

3 Under review

NCN, OPUS LAP,

Practice - based research:
investigating research
practices, outputs and
impacts in Belgium Flanders, Poland and
Switzerland – in
collaboration with ETH
Zurich and VUB Brussels

Background: My Academic Journey



Academic Titles in the Field of Art

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





Farsa wyższego wykształcenia w Pl odcinek 335

Michal Brzezinski @BrzezinskiMich

Formalne doktoraty dla artystów kompletnie nie mają sensu. Wyjątek ze akademia.at.edu.pl/kariera/awanse...

Moja praca doktorska składa się z czteroch części. W pierwszej analizuję swoją edukację aktoraką. Wspominam dzieciństwo i młodość, i setki przedstawień i filmów, na których podpatrywałem magnę i warazne aktorski. Następnie opisuję swoje pierwsze filmy i karierę kabaretową, którą przeszedłem przed studiami aktorskimi. Sporo miejsca poświęcam najważniejszemu artystycznemu spotkaniu w możm życiu – z Krzysztościi Warlikowskim. Przyrównuję swoją edukację do modelu japońskiej muzycznej szkoły Yamaby, gdzie dzieci (w od różnieniu od szk najpierw słuchują muzyki, potem próbują ją grać, a do-

W części drugiej opisuję swe nad zadaniami z dzie-





Konrad Kołodziejski @Kolodziejski_. Observ

Maciej Stuhr opowiadał niedawno, że zamierza napisać doktorat. Minęło kilka miesięcy i oto słowo ciałem się

Poniżej streszczenie jego rozprawy.

Źródło: akademia.at.edu.pl/wp-content/upl...

Moja praca doktorska składa się z czterech części. W pierwszej analizuję swoją edukację aktorską. Wspominam dzieciństwo i młodość, i setki przedstawień i filmów, na których podpatrywalem magię i warsznit aktorski. Następnie opisuję swoje pierwsze filmy i karierę kabaretową, którą przeszedlem przed studiumi aktorskimi. Sporo miejsca poświęcam najważniejszemu artystycznemu spotkaniu w moim syciu – z Krzysztofem Warhkowskim. Przyrównuję swoją edukację do modelu japońskiej muzycznej szkoły Yamahy, gdzie dzieci (w od różnieniu od szkoły europejskiej) najpierw słucinają muzyki, potem probują ją grać, a dopiero na końcu poznają nuty-

W części drugiej opisuję swój pomysł na dydaktykę, czyli pracę ze studentami nad zadaniami z dziedziny aktorstwa filmowego. Opisuję swoją metodę, skupiując się w dużej mierze nad technicznymi aspektami tego zawodu.

Trzecia część to opis i sprawozdanie z realizacji trzech filmów, o których

W czwartej podsumowuję swoją lekcję reżyserii, którą przy tej okazji otrzymuję. Życie niespodziewanie zrobiło ze mnie reżysera i scenarzystę. To wspomnialem.

wspaniala przygoda! 3:52 PM - 14 kwi 2020









Academization Across Disciplines

1950s

The academization process in Management Studies and Education started in the 1950s, resulting in a shift from professional education to scientific research emphasis.

1980s

Fields like Nursing
Sciences or Art began
their academization
processes in the 1980s
and 90s, transitioning
from practice-oriented
domains to academic
disciplines.

2000 - ongoing

The ongoing incorporation of specialist colleges into universities and harmonization of higher education have influenced the academization of practice - based fields.







93 Art Faculties **136,894** outputs

University -based faculties produce more journal articles particularly in international outlets, compared to faculties in more profession-oriented institutions.

Academic research evaluation in artistic disciplines: the case of Poland

Kamila Lewandowska^a and Emanuel Kulczycki^b

*Aleksander Zelwerowicz National Academy of Dramatic Art, Warsaw, Poland; *Scholarly Communication

ctice-based disciplines.

This study focuses on the evaluation of artistic disciplines (visual and performing arts) within performance-based university research funding systems. It offers an analysis of the Polish academic research evaluation system and investigates its effects on the scholarly productivity of artists-academics. Poland has adopted a performance-based research funding system that includes evaluation of artistic productions (without considering them as 'research') and developed a comprehensive quantification of artistic achievements. We analyse data from the Polish Current Research Information System on 136,894 outputs submitted by 93 art faculties for two evaluation exercises (in 2013 and 2017). Our findings demonstrate a change in scholarly productivity of artists-academics towards publication practices characteristic for science-oriented disciplines. We also find that art departments located in universities exhibit a greater tendency for changing publication practices than departments located in independent art schools. The findings from this study demonstrate that both: (1) the designs of national research evaluation systems and (2) should structures of higher education

KEYWORDS

Research evaluation: artistic disciplines; higher art education; Poland

Table 5. Article publication factors: regression analysis.

	Estimate	Std. error	t value	Pr(> t)
Constant	0.010998	0.186836	0.059	0.953202
Scientific categories:				
A+	1.111790	0.248322	4.477	2.36 e-05***
A	0.318459	0.146805	2.169	0.032888*
В	0.116828	0.131425	0.889	0.376575
Institution type, University	0.522543	0.132087	3.956	0.000159***
Discipline:				
MUSIC	0.117993	0.128100	0.921	0.359635
THEATRE & FILM	0.240120	0.148363	1.618	0.109311
FINE ARTS	0.102830	0.129976	0.791	0.431088
Faculty size	-0.001927	0.001778	-1.084	0.281675

Signif. codes: "" 0.001, "0.01, "0.05. Residual standard error: 0.2939 on 84 degrees of freedom Multiple R-squared: 0.3471

Adjusted Required: 0.2849 F statistic: 5,582 on 8 and 84 DF p value: 1.135 e-05

Table 6. Publication trends: Welch's test for unequal variances.

	Academies of art			University faculties				
	2013	2017	Change	2013	2017	Change	t (df)	p value
Publications (All)	1.24	0.96	-0.28	1.48	1.73	0.25	-2.445(33.485)	0.02
Articles	0.15	0.24	0.09	0.20	0.60	0.39	-3.134(14.533)	0.01
Books	1.09	0.72	-0.37	1.28	1.13	-0.14	-1.104(36.585)	0.28

evaluation systems face the challenge of accommovaluative frameworks. As one of those fields, the arts al and performing arts) are difficult to assess using or publications, since their communication modes in other fields. This article demonstrates how the d of art has been approached in Poland. The Polish onsiderably from other country models described in vide useful considerations for other higher education

pecific (Hicks 2012) and evaluation of research in cs of higher education and university structures s-country analysis reveals two general approaches al systems of research funding. On the one hand,

er wurnor(s). Published by Informa UK Limited, trading as Taylor & Francis Group

This is an Open Access article distributed under the terms of the Creative Common Attribution-NonCommercial NoDerivatives License (http:// rate is a upon access across destinated under the terms of the Circuste Commons Attribution monLuminerus Novembries License (page) creative Commons.org/RennessByne-child/0/, which primits non-commercial re-use, distribution, and reproduction in any medium, provided

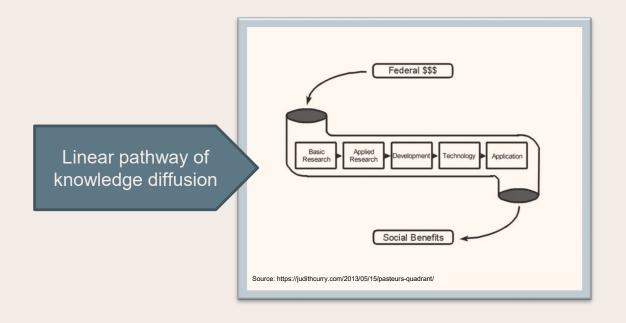
Impact of Postwar Science Policies

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)



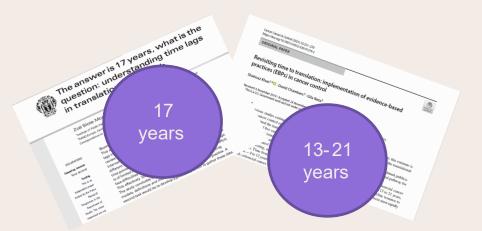
Impact of Postwar Science Policies



Evidence - Based Practice Model



Research - Practice Gap





Challenges in Implementation

Limitations of randomized controlled trials (RCTs), such as <u>limited external validity</u>, 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 of translate to the reality of community settings .

Evidence - Based Practice Model



Taylor & Francis

3 OPEN ACCESS (® Chack for updates

The impact of theatre on social competencies: a meta-analytic

Kamila Lewandowska 😘 and Dorota Węziak-Białowolska 🐠 🖂

*Aleksander Zelwerowicz National Academy of Dramatic Art in Warsaw, Warsaw, Poland; Sustainability and Alexsander Zelwerowicz National Academy of Dramatic Art III Warsaw, Warsaw, Forang; "Sustainability and Health Initiative (Shine), Department of Environmental Health, Harvard T. H. Chan School of Public Health, PRESENT HIMESTER (JOHNIE), DEPARTMENT OF ENVIRONMENTAL TREASM, HAVEN 1. TH. CHARL SCHOOL OF PURSE. FREATH, BOSTON, MA, USA; "Human Flourishing Program, Institute for Quantitative Social Science, Havard University, Combridge MA, USA; "Human Fourishing program, Institute for Quantitative Social Science, Co. Manufacture of Co. Manufactur boston, MA, USA; Human Hourishing Program, Institute for Quantitative Social Science, Harvard Unit.

Cambridge, MA, USA; Centre for Evaluation and Analysis of Public Policies, Faculty of Philosophy, Jagiellonian University, Cracow, Poland ARTICLE HISTORY

Background: There has been agrowing interest in using artistic interventions as a method of developing interpersonal competence. This paper presents a meta-analysis evaluating the impact of thea-

Methods: Twenty-one primary studies totaling 4064 participants were included, presenting evidence available since 1983. Included studies were assessed in terms of quality, heterogeneity, and pub-

Results: Our findings indicated that active theatre participation significantly improved participants' empathic abilities, social communication, tolerance, and social interactions, with the largest pooled effect size for social communication (0.698) and the smallest for tolerance (0.156). Our findings did not corroborate the impact of

Conclusions: This paper shows that theatre interventions have a positive impact on social competencies. The paper makes a methodological contribution by showing that randomized and non-randomized studies yielded comparably valid results.

Received 28 June 2021 Revised 15 August 2022 Accepted 14 September 2022

Theatre; drama; artistic communication; social interactions; empathy; tolerance; self-concept



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



Rigor vs. Relevance Debate: Scholarly Benefits of Rigour

J Bus Econ (2014) 84:99-128 DOI 10.1007/s11573-013-0692-2

In search of rigor, relevance, and legitimacy: what drives the impact of publications?

Miriam Flickinger • Anja Tuschke • Tina Gruber-Muecke • Marina Fiedler

Rigorous research is cited more than practice-focused studies.

how researchers aiming to bestow legitimacy on their own work "rules of the game". Using meta-analytical techniques, we focus on the field of strategic entrepreneurship and analyze how rigor- and relevance-related character strategic emergical cursurp and analyze now rigor, and reference cleared characteristics of studies in this field are linked to their legitimacy and therefore to the impact they have in the research community.

Keywords Rigor · Relevance · Legitimacy · Citation rates

JEL Classification M10 · Z1

Evaluation of the arts in performance-based research funding systems: An international perspective

Kamila Lewandowska @ 1,*, Emanuel Kulczycki @ 2 and Michael Ochsner @ 3

¹The Aleksander Zelwerowicz National Academy of Dramatic Art in Warsaw, ul. Miodowa 22/24, 00-246 Warsaw, Poland, ²Scholarly Communication Research Group, Adam Mickiewicz University in Poznań, ul. Miedzychodzka 5, 60-371 Poznań, Poland and 3FORS, Swiss Center of Expertise in the Social Sciences, University of Lausanne, Géopolis, 1015 Lausanne, Switzerland

*Corresponding author, Email: kamila.lewandowska@e-at.edu.pl

This article provides a comprehensive analysis of the evaluation of the arts within performancebased research funding systems (PRFSs). Previous literature on PRFSs has overlooked the arts and focussed primarily on outputs in relation to the sciences and humanities. We develop a typology of how artistic outputs are evaluated within 10 countries' PRFSs, operating in Australia, the Czech Republic, Italy, Lithuania, New Zealand, Poland, Portugal, Slovakia, Spain, and the UK, and identify three different types of artistic evaluation systems. The study compares evaluation methods and provides a classification of quality criteria used by evaluation panels. We conclude with a discussion of the challenges specific to different types of systems.

Key words: performance-based research funding system; research evaluation; the arts; artistic research, research quality criteria

Funding in PRFSs is weighted in favor of rigor (forming 50-80% of the formula) rather than **relevance** (15-25%)

information the countries provide on performance-based research demands that academics in the fields hitherto dedicated to

© The Author(s) 2022. Published by Oxford University Press

This is an Open Access article distributed under the terms of the Creative Commons Attribution License (https://creativecommons.org/licenses/by/4.0/), which permits unrestricted reuse, distribution, and reproduction in any medium, provided the pripinal work is properly cited.

Bridging the Gap



Engaging Practitioners in Research

"From evidence-based practice to practice-based evidence"

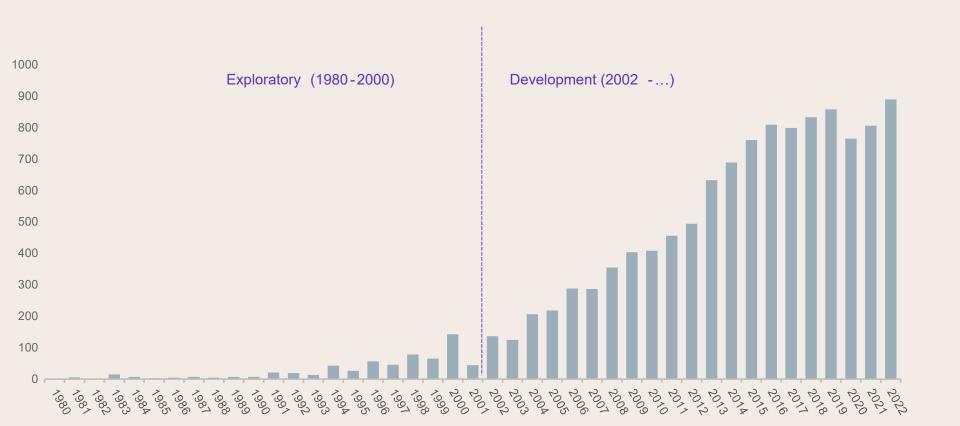


Engaging Practitioners in Research

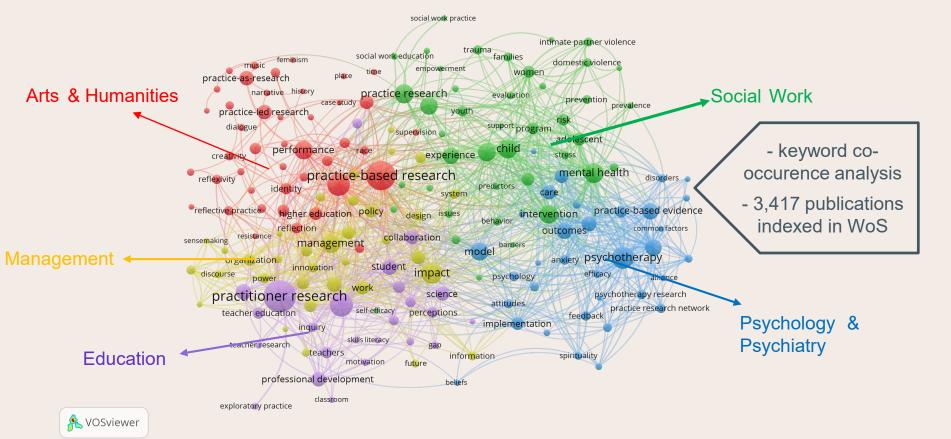


practice-based research
practice-based evidence
practice-as-research
practice oriented research
practice-led research
practice research
practitioner research
practitioner-research

Trends in Practice - Based Research

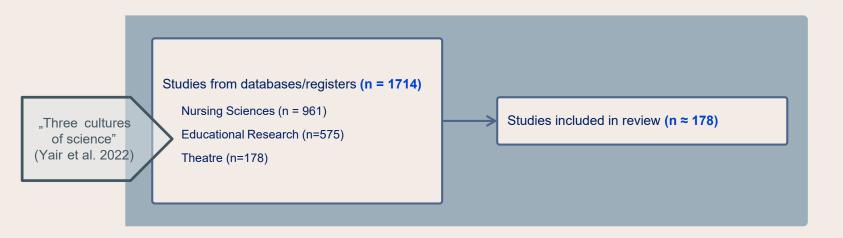


Landscape of Practice - Based Research in SSH



Scoping review

"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

		Degree of academia-practice collaboration			
		Lower	Higher		
Objectives	More research- oriented	Practitioner -led research (evidence)	Collaborative research (engagement)		
	More practice - oriented	Practitioner -led research (improvement)	Collaborative research (partnership)		



<u>\$</u>

Practitioner-led research (improvement)

Conducted by practitioner-researchers to explore and improve their own professional practice.



1 Introduction

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

Practitioner-led research (evidence)

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





Collaborative research (engagement)

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

> Secondary school teachers incorporate research findings provided by an educational researcher into year-long, clarsroom-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.

Collaborative research (partnership)

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

> SPECIAL ISSUE DISCURSIVE PAPER A practice-based model to guide nursing science and improve Clinical Nursing WILEY the health and well-being of patients and caregivers Sherry S. Chesak PhD, RN, Nurse Scientists* | Lori M. Rhudy PhD, RN, Nurse Scientists | Cindy Tofthagen PhD, APRN, AOCNP, FAANN, FAAN, Nurse Scientists | Linda L. Chian PhD, RN, ATSF, FAAN, Associate Dean for Nursing Research 0 restricts.
>
> Alms and Objectives: The purpose of this paper is to describe a model to guide nursreasons with supervisors are purpose to the purpose of the committee at most in general reasoning science in a clinical practice-based setting. Exemplars are provided to highlight the application of this rursing research model, which can be applied to other clinical and the same and to the analysis of the same and the same identifying global health solutions to multiple disparities. The generation and applicaneering prints promote the annual continuous annual promote transmission. The generation are assumed too not this knowledge are essential to inform and guide professional nursing practice. While a number of evidence-based practice models exist to guide the integration of vivine a number on evolutive-tourns are case moving each so going our enterpression to internative findings and other sources of evidence into practice, there is a need for additional models that serve as a guide and focus for the conduct of research in distinct Design: Model development and description. Methods: Mayo Clinic is a large, comprehensive healthcare system with a mission to address unnet patient needs through practice, research and education, PhD prepared surge scientists engage in practice-based research as an integral component of Mayo Clinic's mission. A practice-based nursing research model was developed with the ment to universe number research it is claim, a retinage.
>
> Results: The components of the Mayo Clinic Nursing Research model include sympsteams; the sumptiment of one maps come and caregiving science. The generation of nursing science is focused on addressing needs of patients with complex health con-

Teachers' engagement with published research: addressing the knowledge problema Faculty of Education, Edge Hill University, Ormskirk, United Kingdom Despite the increased interest in research impact, there is very little respite the increased interest in research impact, there is very interest empirical evidence that educational research can inform practice empirical evidence that educational research can inform practice directly, and furthermore, a body of literature which suggests that this directly, and furthermore, a body of literature which suggests that this, in principle, impossible. This paper reports on a study in which is, in principle, impossible. This paper reports on a study in which secondary school teachers were given research findings about teaching secondary school leadings were given research manage accounting gifted and talented students, and were supported, over a 12-month gried and (aiemed sudernis, and were supported, over a £2-month period, to incorporate findings into action research projects of their penod, to incorporate induings into action research projects of their own devising. A theoretical framework from the research literature was used to investigate the process by which knowledge generated from used to investigate the process by which knowledge generated from research, was transformed into teachers' pedagogical knowledge, research, was transformed into teachers possession for these thereby influencing the curriculum, pedagogy and provision for these unerery innuercing the curriculum, pedagogy and provision for these students. Evidence suggests that teachers transformed propositional students. Evidence suggests that teachers transformed propositional knowledge into practical knowledge by developing their conceptual understandings; they transformed abstract, impersonal knowledge into unsersummings, mey transfermen anstract, impersonal anothering the context-specific, personal knowledge by using cases from their previous exprenees, and they transformed narrowly focused knowledge into experiences, and usey transcentile marrowy receive anowards the broadly focused knowledge by imaginatively diffusing it into areas beyond those in the original research. Implications for research and

The Curriculum Journal, 2015 Vol. 26, No. 3, 488–509, http://dx.doi.org/10.1080/09585176.2015.1020820

Keywords: knowledge; educational research; practitioner research; secondary schools; teacher learning

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)

Identifying Collaborations: A Bibliometric Challenge

01

Affiliations provided by authors do not include non-academic institutions

02

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!