

Accord on **Research in Education**

CONTEXT AND GOALS FOR THE ACCORD

Education is essential to a vibrant and healthy democracy and the development of an engaged citizenry. Educational research is equally essential to personal, social, cultural, political, and economic development, not only in Canada, but worldwide. In putting forward this Accord, ACDE's goal is to ensure that the contributions made by and through educational research are widely recognized, communicated, and supported.

Putting forward an Accord on Educational Research is critically important at this moment, given the acceleration of efforts, internationally, nationally, and locally, to define, evaluate, and judge research. For example, internationally, decisions about funding levels for universities are increasingly being tied to judgments about "research outputs" based on particular indicators of research quality and impact. Within Canada, attention is increasingly being focused on ensuring that the value derived from research investments is better understood.

Educational research is about improving what is at our core: education in and out of schools and across the lifespan. Educational research has an intimate relationship with everyday life. It unearths and elucidates the skills, strategies, and attitudes needed to address the frontiers of day-to-day learning. It addresses how we might approach our long-term needs, challenges, and imagined futures.

ACDE considers that the collective strength of educational research emerges from its diversity, in research foci, forms of research enacted, and ways of making contributions. ACDE emphasizes the importance of this diversity to addressing issues, mobilizing communities, advancing knowledge, and supporting change in the interests of human and societal development.

One way in which educational research is diverse is in its attention to teaching and learning whenever and wherever they might occur. Educational research is also diverse in the ways in which research is conceptualized and enacted. The influence of educational research on society is mediated in a multitude of ways, and understanding the nature and processes of research are key to better conceptualizing, describing, and documenting its contributions.



ACDE

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Association of Canadian Deans of Education

PRINCIPLES

The signatories to this Accord on Research in Education endorse the following principles, which are designed to guide individual and collective efforts to understand, enhance, and promote educational research:

1. Educational research is essential to a vibrant and healthy democracy, and to the development and sustenance of individual, social, cultural, political, and economic well-being in Canada and worldwide.
2. Educational research is responsible both to the scholarly community and to a complex network of social, political, and cultural organizations and communities that share a desire to foster understanding and societal betterment through research-generated insights and solutions.
3. Educational research may be driven by any one, or a combination of goals, such as advancing theories, exploring the utility of new frames of reference, synthesizing or critiquing knowledge, solving a problem, addressing a societal issue, informing or critiquing policy directions, engaging in change efforts or developing communities of practice or inquiry.
4. In order to achieve these diverse goals, multiple forms of research must be applied, including discipline-based, community-based, and interdisciplinary forms of research. Indigenous knowledges and forms of research provide essential contributions to the study of education.
5. Respectful dialogue and multiple interpretations spurred by research conducted with a diversity of foci, goals, theoretical perspectives and forms of research is both desirable and necessary to advancing theory, research, practice, policy, and development.
6. The quality of educational research must be judged by applying criteria well matched to the goals and modes of research adopted. Criteria for judging quality must accommodate the diverse, emergent, generative, and dynamic nature of educational research.
7. The importance, value, and contributions of educational research must be judged in ways that reflect a robust conceptualization of forms of influence, including consequences, impact, ongoing engagement, uses, or outcomes, and of how that influence emerges over time and across sectors.
8. Ethical dimensions are foundational to any consideration of the quality, integrity, roles, or influence of educational research as well as to the principles that govern the relationships and expectations among those involved.
9. Investment in educational research is essential, including support for the diverse range of educational research (goals and forms) necessary to knowledge advancement, societal development, and enhancing the public good.