

# CASE STUDY: ROLE OF APPLIED RESEARCH CENTRES IN K-12 SCHOOLS

Presented at APA Aug 4-6, 2022 (virtual)

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## INTRODUCTION

Research centres in K-12 school settings are rare. As the field of Educational Psychology is asking self-reflective questions about its evolving nature and role in education, The Chandaria Research Centre (CRC) at Branksome Hall, provides a self-reflective single case study in the immediate value that educational psychology and research can offer to administrators, teachers, and students.

## PROPOSITION

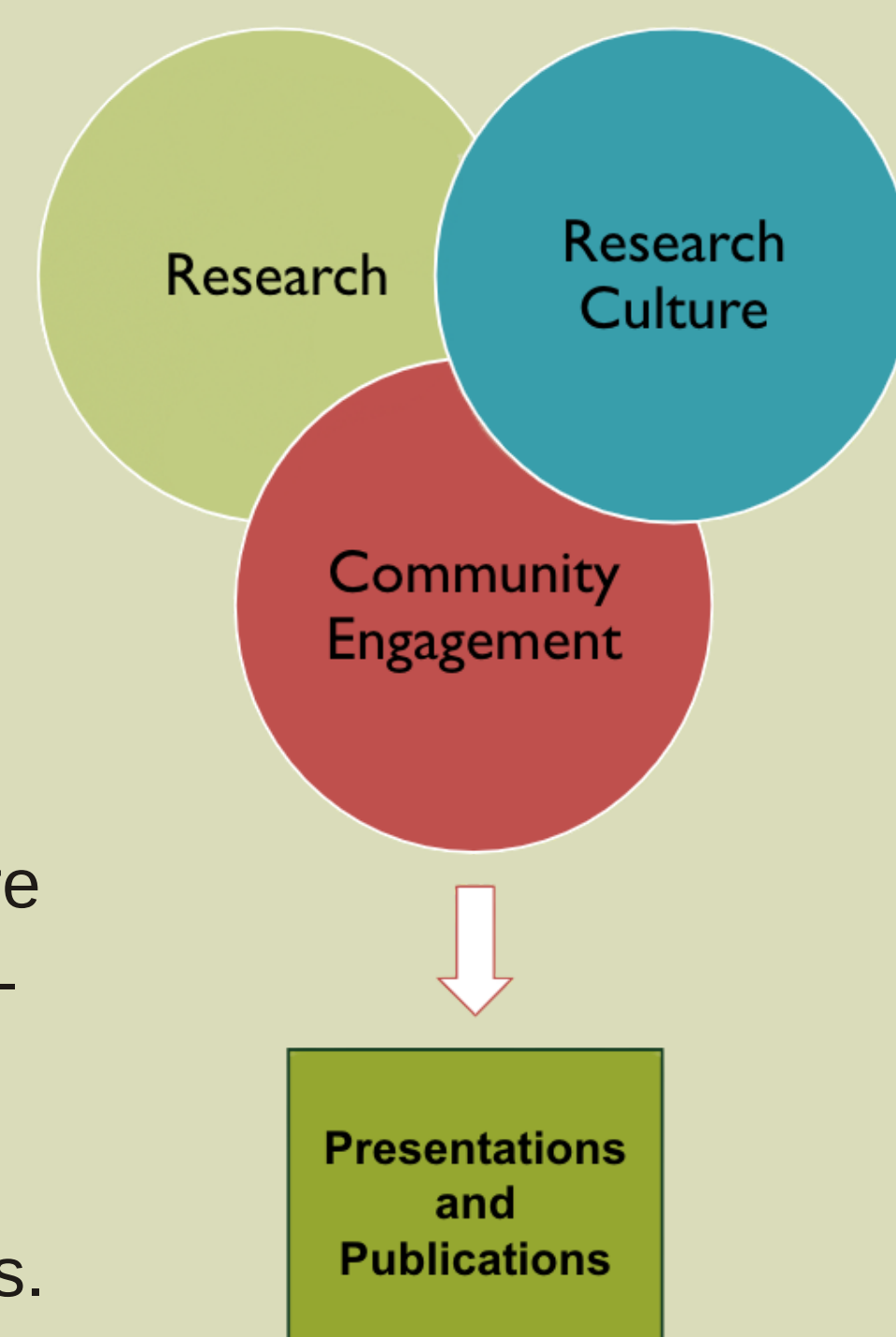
Applied research centres can provide just-in-time resources to faculty and staff to support quality instruction and educational innovation.

## RESEARCH QUESTION

How does an applied research centre contribute to the work of school administrators and teachers in a K-12 setting?

## CONCEPTUAL FRAMEWORK

The work of our research centre supports the school through four interrelated areas: conducting original research, supporting a research culture through action research and evidence-based practice, engaging community through events & collaborations, and producing publications & presentations.



## LIMITATIONS

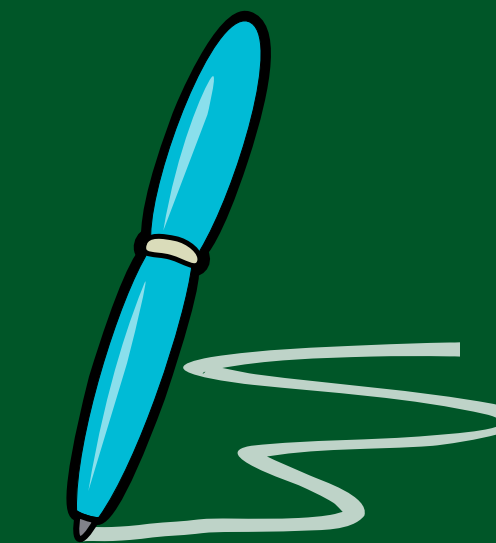
Internal research positions pose challenges for objectivity and generalizability of research

Research centre is situated in an independent school which has independent sources of funding

## DATA SOURCES



- Project document review
- Self-reflections



CHANDARIA  
RESEARCH CENTRE  
BRANKSOME HALL

## AFFILIATION:

Branksome Hall is an all-girls K-12 independent school in Toronto, Canada. To learn more about us visit

<https://www.branksome.on.ca/>

## CASE DESCRIPTION

The CRC focuses on three areas of education: teaching and learning, student well-being, and international mindedness. The CRC encourages a vibrant research culture at the school by supporting faculty and staff research and evaluation initiatives and sharing literature reviews. We engage with our Branksome and larger communities by attending and presenting at school events, organizing research speaker events, and building networks and partnerships within the research community. Lastly, we publish in peer-reviewed journals and present at professional conferences, as well as produce research reports, briefs, and multimedia communications for wider audiences.

## EMPIRICAL RESEARCH



**THE ROAD AFTER:** a mixed methods (surveys and interviews) longitudinal study of alum from 2017-2022 graduating cohorts.

- **Focus:** the developmental transition from high school to university, leadership and career development, and well-being.



**TECHNOLOGY ENHANCED LEARNING & INNOVATION:** Exploring the use of cutting edge technologies in teaching and learning

- **Focus:** developing a research program to support effective implementation of educational technology in the classroom and explore the way tech is changing the roles of teachers and students.



**NOODLE: ENTREPRENEURSHIP PROGRAM FOR GIRLS:** A literature review, and a qualitative study of Branksome's Business Accelerator program pilot analyzing student and staff interviews, learning artefacts, and video recordings.

### Research Questions:

- How do girls develop key entrepreneurial skills through participation in the business accelerator program?
- What are strengths, opportunities, and areas of improvements of the Noodle Program? How can this inform future iterations of girls-only social innovation programs?

## PROGRAM EVALUATION



Diversity, Equity, and Inclusion Audit

- Survey development
- Communication of results

Schoolwide Social Emotional Learning (SEL) Measurement Framework Development

- Theory of change
- Implementation evaluation
- KPI selection for schoolwide SEL measurement

Benchmark survey for the Junior School french program

- Proficiency, confidence and motivation to study French of Gr. 4-6 students.

## PROFESSIONAL DEVELOPMENT

### ACTION RESEARCH:

- Mak, C. (2021). A well-played recess: An action research project examining the teaching of feedback skills on girls' recess - **VIDEO**

### LITERATURE REVIEWS:

- COVID-19 situational analysis
- Academic integrity



## REFERENCES

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Gambhir, M., Montemurro, D., Vemic, A., and Broad, K. (2020). *The potential of school-based research centers to foster global citizenship education*. In Mueller, J., & Nickel, J., (Eds.) *Globalization and Diversity in Education: What Does It Mean for Canadian Teacher Education?* Ottawa, ON: Canadian Association for Teacher Education.