

A framework for social work education institutions to explore learning opportunities from (aspiring) practitioners and their research projects.

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Citation: Van Lanen, B. (2024). *A framework for social work education institutions to explore learning opportunities from (aspiring) practitioners and their research projects.* *Practitioner Research.* <https://practitionerresearch.com/resources/>

Quality dimensions ¹	Learning opportunities
Catalytic dimension	<ul style="list-style-type: none"> • Build the Institute's research agenda around research findings from practitioner research (e.g. interventions, recommendations and questions for follow-up research). • Support (aspiring) practitioners to build on their research findings and collectively make a greater impact in the field of social work.
Democratic dimension	<ul style="list-style-type: none"> • Enhance social work education programs by incorporating practitioner research findings that resembles the perspectives of professionals and marginalized individuals. • Invite participants of practitioner research projects to take part in relevant institutional research and development projects.
Process dimension	<ul style="list-style-type: none"> • Learn how to customize research methods for specific practices and populations by evaluating the research methods used in (aspiring) practitioners' research projects. • Collaborate with (aspiring) practitioners to further validate and develop research tools and methods resulting from their research project.
Dialogic dimension	<ul style="list-style-type: none"> • Build collaborative networks of (aspiring) practitioners and Institutional staff to engage in open, critical dialogue focused on the various research and development projects in which participants are engaged.
Outcome dimension	<ul style="list-style-type: none"> • Identify issues or problems that arise in educational practice to which the results of (aspiring) practitioners' research projects may be relevant and assess how the results can be incorporated into educational practice. • Specify and validate the set of professional competencies (knowledge, skills and attitudes) that institutions teach to students, using research evidence provided by (aspiring) practitioners.
Transferability dimension	<ul style="list-style-type: none"> • Bring together the results of (aspiring) practitioners' research projects and institutional research projects to increase the transferability of research findings, tools, and resources.

¹ The classification of the first five quality dimensions is based on the work of: Anderson, G. L., Herr, K., & Nihlen, A. S. (2007). *Studying your own school: An educator's guide to practitioner action research.* Thousand Oaks, CA: Corwin Press.