

## Chapter 2 Reflective Questions – Groundwork

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1. How would you define and describe high quality evidence? What kinds of evidence do you look for, use, and value?

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2. The book describes the move from data to evidence in terms of generalising over time, context and other particulars. Think of an evidence-based programme or practice that you know. What are the particulars of the original evidence? What generalisations do you think it is reasonable to make?

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3. The distinction between grand, middle-range and practical theory is discussed in the book. Can you think of examples of each relating to a topic or practice of interest to you?

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4. The book provides examples of practices which might be looked through at the lens of/as a form of research. Can you think of other examples of how research can be used as a lens to understand practice? What are the problems with doing this? What does the research lens for seeing the world miss that practical and other ways of understanding don't?

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5. Consider the 2x2 model of academic and practical theory and evidence, and think of a practical, policy and/or research space that you know of (e.g., a CPD programme, a school improvement initiative, a seminar in a master's programme or a conversation about a policy). Which of the 4 quadrants are represented in the 'conversation' that you see? Which are not? Are they making different contributions? Which of these is most/least influential?

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