



Project "Optimization of the network of higher education institutions and improvement of the quality of studies by connecting Šiauliai University to Vilnius University" (No. 09.3.1-ESFA-V-738-03-0001)



Creating the
future of Lithuania
2014-2020 Operational
Programme for the
European Union Funds
Investments in Lithuania

**Vilnius
University**

Design-Based Research in Education

Doctoral Seminar

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Date: 24 May 2023

Time: 10.00 – 14.00

Place: Faculty of Philosophy, Vilnius University, Universiteto St. 9,
Vilnius, room 201

Registration link: <https://forms.gle/hVpgWTArCJ8wzHAT9>

Design-Based Research (DBR) is a research approach that seeks to develop and refine educational interventions through iterative cycles of design, implementation, and evaluation. DBR has been widely used in educational research to address complex educational problems (Tinoca et al., 2022), such as the integration of technology into instruction, the development of innovative curricula, and the improvement of teacher professional development.

DBR is characterized by its focus on creating and testing solutions to real-world problems in authentic educational contexts. As such, it emphasizes collaboration between researchers and practitioners to co-design and implement interventions that are both theoretically grounded and practically relevant. DBR has been used to address a variety of educational research questions, such as investigating the effectiveness of online learning environments (e.g., Reeves, Herrington, & Oliver, 2005), and developing inquiry-based science curricula (e.g., Barab & Squire, 2004).

One of the key benefits of DBR is its potential to generate practical knowledge that can inform and improve educational practice. Through its iterative approach, DBR allows researchers and practitioners to refine and improve interventions based on ongoing feedback and evaluation. As a result, DBR has been identified as a promising approach for addressing complex educational problems and improving student learning outcomes (Anderson & Shattuck, 2012; Tinoca et al., 2022).

Participants in this seminar will have the opportunity to:

- Gain critical awareness of DBR methods in education.
- Explore different ways to think about educational research.
- Become familiar with the possibilities, limits, and challenges of DBR approaches
- Develop the ability to design, conduct, and evaluate DBR studies and interventions.

Participants interested in understanding and improving learning and teaching practice in real-world settings should find immediate relevance to this seminar.

References:

- Anderson, T., & Shattuck, J. (2012). Design-based research: A decade of progress in education research? *Educational Researcher*, 41(1), 16-25.
- Barab, S., & Squire, K. (2004). Design-based research: Putting a stake in the ground. *Journal of the Learning Sciences*, 13(1), 1-14.
- Reeves, T. C., Herrington, J., & Oliver, R. (2005). Design research: A socially responsible approach to instructional technology research in higher education. *Journal of Computing in Higher Education*, 16(2), 97-116.
- Tinoca, L., Piedade, J., Santos, S., Pedro, A., & Gomes, S. (2022). Design-Based Research in the Educational Field: A Systematic Literature Review. *Education Sciences*. 12(6) 410.
- Wang, F., & Hannafin, M. J. (2005). Design-based research and technology-enhanced learning environments. *Educational Technology Research and Development*, 53(4), 5-23.



Luís Tinoca is an Assistant Professor at the Institute of Education, University of Lisbon, and an active researcher in the areas of teacher education, competence-based curriculum design, innovative learning environments, and Higher Education Pedagogy. He is a member of the Education Research and Development Unit, and a collaborator at the Distance Education Laboratory. He earned his Ph.D. in Science Education from the University of Texas at Austin in 2004. He currently coordinates the LC4Inclusion - The Journey of Schools as Learning Communities for Inclusion project and was recently the national coordinator of the EDiTE and EdUSchool projects.

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