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## **Abstract- Nameless and Voiceless: The Evolution of an Action-Research Student/Teacher National Teaching Repository Webpage.**

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This paper reflects on developments and potentialities in knowledge exchange *via* the National Teaching Repository (NTR) to address an anomaly between educational practitioners and researchers. This has implications beyond the 'national' as the literature indicates it is a global challenge with studies from (Castle, 1988) in the USA and (Shkedi, 1998) from Israel.

Despite renewed efforts to align educational practice and research, there remains little clarity about how schoolteachers can use research (Cain, 2019). Consequently, there remains a gap in the translation of research and policy into praxis, both of which are done to practitioners, creating a confusing picture of how classroom practice evolves.

Research generates 'new insights' (HEFCE, 2011) that are more firmly grounded than anecdotal experience or the cumulative assumptions of a profession. Consequently, we developed a complementary system of research-informed activity *via* a Student-Led Action Research, as part of the MEd in Professional Practice at the University of Glasgow, which generated a novel knowledge base to improve pedagogies across Higher, Secondary and Primary sectors

Action research to solve 'live' problems in primary and secondary education has been growing: it can bridge theory and practice and by addressing topics that are relevant to practising teachers (West, 2011). The literature, however, highlights that its dissemination by teachers could be undermined as it is difficult to find a specific locus for it (Saha, 2009).

Successful MEd students disseminate their findings in a range of domains, most recently the School-Based Action Research (SAR) space on the NTR. This approach is a first of its kind, originating in HE, but permeating practice in Primary and Secondary sectors.

The NTR, is an open access database where academics can share teaching resources and pedagogical research. Their innovations help others and gain authors recognition and impact *via* DOI numbers (Irving-Bell, et al., 2022). This knowledge exchange reflects ideas that are incubated and tested in small scale contexts related to the needs of the researcher, the students, and the establishment (Irving-Bell, 2020).

According to Wolfberg and Lyytinen, (2017), academic dissemination has a large spectrum. At one extreme, academically focused journals; conversely, practitioner-focused journals. However, the spectrum shows a central gap where theory and practice could align where theoretical approaches are tested in a practical context by practitioner-researchers, in our case schoolteachers.

So, SAR could reduce this gap and form a community of practice where teachers can express their identity as scholars and thrive academically, giving space to those who are currently nameless and voiceless. (Rodolico and McGuire, 2022).

### **Methods**

#### *Quantitative measurements and Altmetric*

Dissemination is an important part of a research project. It aims to spread research to relevant audiences, but often in a one-way trajectory with a lack of clarity on what constitutes effective dissemination (Wilson et al., 2010). In the Information Age, practitioners, and policy makers, could be more effectively reached *via* news media, social media, workshops, and seminars, as an alternative to peer reviewed journals and international conferences (Brownson et al., 2018). These neo dissemination modes require new approaches to measure impact which could be tracked through several methods (Scholze, 2007) and complement traditional bibliometrics with more innovative metrics (based on social media dissemination) - Altmetrics (Butler, et al 2017).

The NTR responds to this need *via* download and view statistics as well as links to Altmetric openly available for the group and/or the single submission, allowing closer tracking of wider impact. The metrics recorded for SAR are tracked using views, download citations and a direct link to Altmetric with Attention Score clearly highlighted. With 2,754 views and 695 downloads from the date of creation September 2022 to today January 2023, the metrics are encouraging.

#### *Qualitative measurements: Teacher-Scholar and Collaborator Voice*

In an ethos of partnership, we invited Marco and Natalie, two *alumni*, to co-author this paper (and present their reflections at the conference) adding another lens through which to view the topic.

#### *Final thoughts*

This impact case story seeks to bridge theory, policies, and practice in HE and beyond. Action Research and its wider dissemination could offer innovative solutions to the disconnection between theory and practice (Nijhawan, 2018). The SAR space, as well as all the other cognates on NTR (Scholarship of Learning and Teaching; Equality Diversity and Inclusion...) could provide marginalized academics with the opportunity to publish their own intellectual properties *via* a DOI. Further research and longitudinal studies are required to analyse the long-term impact of this alternate dissemination model on learners as well as policy makers, other researchers, and the wider community.

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