### **ABSTRACT SUBMISSION TEMPLATE**

*Thank you for your interest in presenting at GEIS 2018. To submit your abstract, please complete the form below. This is a protected form; simply write your responses in the grey boxes provided. This will help you keep within the text limits defined for each section of your abstract.*

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**Presentation or session title** (100 characters)

Building an Australian evidence base for education - Lessons from the Thinking Maths Trial

**Presenting Author(s)\*** (Eg: Dr Robyn Mildon1 , Howard White2, Bianca Albers1)

Dr Pauline Ho 1, Dr Hilary Hollingsworth 2, Ken Lountain 3, Grant Small 4, Dr Pauline Carter 5

\*Please only list the authors who will be attending the summit. If your abstract is accepted, all authors must register for summit in order for your abstract to appear in the program. For a panel, please list all panel members. We will not accept proposals for all-male panels.

**Affiliation** (Eg: 1.Centre for Evidence and Implementation, Australia 2.Campbell Collaboration) 1. Evidence for Learning, Australia. 2. Australian Council for Educational Research, 3. South Australian Department for Education, 4. Grange Primary School, 5. South Australian Department for Education

**Country of residence**

Australia

**Type of session** (please select from the dropdown list)

**Panel**

**Theme** (please select from the dropdown list)

Using evidence for better policy, programs and practice

**Objectives/aims** (Please describe the objectives and/or aims of the study or activity you wish to present on, or for the panel you suggest to include in the GEIS 2018 program. Max 600 characters.)

The Australian Government made recent calls for a 'national evidence base'. However, what counts as 'gold standard' research is expensive and requires certain changes to occur within the policy and practice communities. Bridging this demand and supply gap warrant questions about the kinds of evidence that counts and how it is best translated to impact student outcomes. To date, Evidence for Learning has commissioned four trials (mostly RCTs) to rigorously test and independently report on the impact of programs and approaches. Key partners of the completed Thinking Maths Trial will discuss their experiences in their roles as the independent funder, program developer, evaluator and school leader.

**Methods** (What methods were used as part of your study or activity? If you are submitting a panel proposal, what will be the format of your session? Max 600 characters.)

A fishbowl format will be used with panellists seated in the inner circle and audience in outer concentric circles. Panel will begin with a introduction followed by a closed discussion on the topic by the panellilsts facilitated by a moderator. The next part will invite questions or comments from the floor. Then audience observers will switch places with panellists so that they now discuss guided by prompt questions from the facilitator while panellists observe and take notes. After the group has discussed, panellists and audience will reflect on each other's discussions.

**Main findings** (Please describe the results and/or outcomes of your study or activity. If you are submitting a panel proposal, describe the expected results from this panel. Max 600 characters.)

The panel will highlight the need to generate high-quality Australian evidence that will build a robust evidence base. The completed Thinking Maths trial is part of the Learning Impact Fund which is supported by the UK Education Endowment Foundation to facilitate independent research between key partners of the evaluation process. The session will build an interactive and engaging dialogue to discuss what needs to occur to generate best evidence and the important role of schools and systems in generating and using research to impact student outcomes.

***The Learning Impact Fund is a first-of-its-kind evaluation model in Australia, designed to rigorously test and independently report on Australia’s most promising programs in order to scale up the most promising approaches to lift students’ academic achievement. The Fund is supported by a $1 million education grant from the Commonwealth Bank of Australia and supported by the UK’s Education Endowment Foundation (EEF).***

**Please note: If you are submitting an abstract for a symposium or panel**, please ensure your responses above describe the aims and intended results for your panel. Under ‘methods’, please include a description of your session format and panel participants.