**PAPER NUMBER #154**

**Implementation in Education**

**Presenting Authors**

Dr Tanya Vaughan1, Bianca Albers2

**Affiliation**

1. Evidence for Learning (E4L)
2. Centre for Evidence and Implementation

**Country of residence**

Australia

**Objectives/aims**

The aim of the academic report commissioned by E4L and conducted by CEI was to identify crucial elements of implementation that ensure educational approaches are given their greatest chance to improve outcomes for students.

**Methods**

Based on a systematic scoping review, the goal was to explore what is known about the role of implementation in supporting effective teaching in primary and secondary school settings and improving student outcomes.

**Main findings**

Limited evidence indicates that the quality with which educational interventions are implemented -measured e.g. as fidelity, quality of delivery, or acceptability - may influence students’ outcomes and teachers’ attitudes and practices. However, given the conceptual richness that characterises the field of implementation science, the application of its many concepts and models is limited still in education science.