



EIPPEE ANNUAL CONFERENCE 2013: PROGRESS AND FUTURE VISIONS



Call for presentations and posters

The conference programme includes two sets of five parallel workshops and two poster sessions. The EIPPEE project would like to invite applications for presentation and poster submissions. Submissions are welcome in any of the five workshop topic areas outlined below. Please note, each presentation should be 15 minutes in duration to give adequate time for discussion. **The deadline for submitting abstracts is 17:00 hours on Monday 21 January 2013.**

[TO SUBMIT A PRESENTATION OR POSTER, PLEASE COMPLETE THE SURVEY AT THIS LINK](#)

Workshop 1: Enhancing language skills in early childhood

Language skills are essential to enabling children to learn. Existing research tells us that if such skills are not fully functional from an early stage, this can cause children to fall behind and may result in them struggling to catch up. A special issue is to deal with children whose first language is not the language in which they are being taught. This requires specific skills from educational practitioners. Educators and teachers are encouraged to use diagnostic instruments and visit special training programmes for the development of language use to provide equal chances at the very beginning of their school career.

This workshop aims to explore how evidence about how to enhance language skills in early childhood is, and has been, used to inform policy and practice. This includes how such knowledge informs specific teaching practices by teachers and educators as well as how this knowledge is used to shape policies, processes and programmes in the area of early childhood education by policy-makers and schools/kindergarten leaders and/or managers.

This workshop is interested in receiving paper and/or poster submissions that:

- Share learning about how research evidence is translated into specific programmes, tools or actions to enhance language skills in early childhood education.
- Exchange experiences about translating evidence into practice and the opportunities and difficulties arising from this.
- Explore similarities and/or differences in how evidence-informed tools, actions and practices for enhancing language skills in early childhood are developed and operationalised at individual practitioner level, organizational/school level and local, regional and national government levels.

Workshop 2: School-university Knowledge Exchange Schemes

This workshop will present information about different schemes for exchanging knowledge between schools and universities from across Europe. Such schemes can be past, present or future planned. The workshop will analyse the features of these Knowledge Exchange schemes in order to identify commonalities and differences.

This workshop is interested in receiving POSTER submissions only. Submissions should seek to draw out the following information:

- The core aims, objectives of the scheme.
- The different stakeholders or categories of people involved.
- Information about how the scheme is financed.
- The type/s of knowledge being exchanged (for example research evidence).
- Information about the scheme's practical arrangements.
- Difficulties or challenges experienced.
- Evidence of impact or information about how impact is to be measured.
- Whether new knowledge is generated collaboratively.

Workshop 3: PISA cake? The use of large scale datasets in policy and practice

This workshop aims to exchange knowledge and understanding about how international large-scale datasets are being used by policy-makers and practitioners at all levels across Europe. The workshop is particularly interested in how datasets such as PISA are being used at different policy-making levels and how these are being translated to school and practitioner levels. The workshop will provide a forum for participants to share experiences about the difficulties and/or challenges of using large-scale datasets to inform policy and practice and how such difficulties have been overcome. In doing so, it will increase knowledge about using, analysing, interpreting these datasets for use in policy and practice. The second session of the workshop (on day two) may also include a more practically focussed training session of interpreting and using these datasets for use in policy and practice.

This workshop is interested in receiving paper and/or poster submissions that:

- Share experiences about how large-scale datasets such as PISA are being used to inform education policy and practice across Europe.
- Exchange positive and negative experiences about translating results from these datasets into specific actions, programmes or policies to improve performance.
- Discuss the extent that results from large scale datasets are analysed, interpreted and/or used in conjunction with other forms of evidence and particularly research evidence and to what ends.

Workshop 4: Supporting evidence use in schools: Using Continuous Professional Development (CPD) as means to effect change

This workshop examines a range of services to support schools and other organisations to use different sources of evidence to improve performance. The first session of the workshop (day one) will present experiences from across Europe that seek to do this, focusing on how learning from these can inform future efforts in this area. The second session of the workshop (day two) will offer specific guidance for those who are interested, and able to, develop an evidence informed strategy continuous professional development (CPD) for their school, or organisation. This session will provide targeted advice about developing and implementing such a strategy (or the principals of such a strategy) in different organisational and educational contexts. This session will be based on the SKEIN service offered by the UK based Centre for the Use of Research Evidence in Education.

This workshop is interested in receiving paper and/or poster submissions that:

- Share knowledge and evidence of services (past, present and future) that provide direct support to schools and other organisations to use evidence for improvement in education.
- Exchange experiences in how these services have been organised, structured and delivered to achieve their aims.
- Reflect on the effectiveness of such services in achieving change.

Workshop 5: The media and evidence – informing the public debate

The profile of education has changed over the last twenty years, becoming a key priority for governments and the public. In this context, media reporting of education has also become more influential, yet, unlike other fields, robust evidence plays a minor role in informing the national debate. There are numerous barriers to using research in the press and media. Editors and journalists report that academic research is not always media friendly. The subject matter is not always in tune with topical issues or presented at the right time. It can be dense and rely too much on jargon or technical language. At the same time, researchers are wary that research can be reported out of context, or ‘cherry picked’ to support a particular news or political agenda. This workshop will consider the important role that the media play in informing decision making within education policy and practice. It will look at some of the challenges and tensions that prevent effective use of evidence in media reporting. Finally, it will explore what can be done to bridge the gaps between research and the media, including looking at some new initiatives that are helping the media find, understand and use research knowledge in their day-to-day work.

This workshop is interested in receiving paper and/or poster submissions that:

- Share experiences about the relationship between the media and research evidence in education in different countries across Europe.
- Exchange awareness and experiences of the challenges and opportunities to connecting research evidence in education with the media.
- Develop understanding and ideas about how to link research evidence in education with the media in countries across Europe.