EIPPEE Conference 2012: Advancing the use of research in education across Europe

Poster Presentations

1. **Ian Cumming, F. Crestani**
   European Training Foundation (ETF), Torino, Italy

   Title: Introducing the Torino Process and Torinet - from Policy Learning to Policy Making

TORINO PROCESS: http://www.etf.europa.eu/web.nsf/pages/Torino_process The Torino Process, (ETF, 2010), is a participatory process in the evidence-based analysis of vocational education and training (VET) policies in ETF partner countries (30).

- developing common understanding of medium-term vision, priorities and strategy for VET;
- designing and evaluating home-grown & affordable VET policies, based on evidence
- updating analyses and achievements;
- capacity development and policy learning within and among partner countries and EU;
- empowering countries to coordinate the donors in achieving agreed national priorities;
- informs ETF's recommendations to EU's external assistance instruments and input to design of ETF's support strategy to partner countries;
- inspired by policy assessment processes at EU level, notably the Copenhagen Process in VET and the 2010 Bruges Communiqué;
- facilitates mutual learning between EU and partner countries and draws on G20 developments. 2012 - New round of reviews. (Project will provide methodological & technical support, quality assurance, data collection, key Indicators, regional coordination, ETF Torino Process 2012 package, Regional analyses, 2013 corporate conference). TORINET Torinet : http://www.etf.europa.eu/web.nsf/pages/Torinet Complementary initiative to Torino Process (ETF, 2011) with first wave of 11 partner countries. Torinet develops approaches to support capacity development in partner countries, with focus on evidence based policy making. Torinet is influenced by capacity development for international aid (in particular: EU Backbone Strategy, Capacity4Development) and draws on experiences in EU VET policy tools and frameworks, inter alia: Copenhagen Process.
- The cycle of evidence for policy making •
- policy life cycle: agenda setting, analysis, design, implementation and evaluation
- targeting needs of specific policy stakeholders and networks. In 2011, Torinet will continue to help build capacities to support evidence based policy making (approaches for evidence generation, methodological support, ETF regional conference in Amman, regional level; evidence mediation and knowledge management, database of techniques and lessons learned).

2. **Kaj van Zenderen**
   Kennisnet, Netherlands

Title: "Kennisnet" ("knowledge Net")

"Kennisnet" ("knowledge Net") is the public educational organisation which supports and inspires Dutch primary, secondary and vocational institutions in the effective use of ICT. Kennisnet ensures that educational institutions are aware and take advantage of the opportunities offered by ICT. Research has shown that, for the use of ICT for educational purposes, a balanced and coherent use of four building blocks is essential. These blocks are: vision, expertise, digital learning materials and ICT infrastructure. Kennisnet facilitates the schools to achieve this. Barriers are removed and the strengths of the educational sector are bundled together. Main perspective of the presentation is the way in which "Kennisnet" consistently identifies and communicates ICT-related and innovative methods of linking research and practice.

3. *Kate Lin*
   International Baccalaureate, Den Haag, Netherlands

   Title: From principles to practices of collaborative development of curriculum: an experience in international education'

The International Baccalaureate (IB) offers distinctive, high quality and challenging educational programmes aiming to create a better, more peaceful world through the development of international-minded young people. To ensure the excellence of the IB education, one of the IB's endeavours is to continuously develop and provide research-based curricula and support materials as the result of systematic, strategic and reliable research activities conducted throughout the process of curriculum development. Using the collaborative development of 'guidance for school language profiles and student portfolios in international education' as an example, this presentation attempts to explicate principles and practices involved in the process of research-based curriculum development within the IB including the discussion of:

- 1) How 'research' is interpreted and justified to inform the design of research activities for curriculum development;
- 2) What types of evidence are viewed as relevant information to be utilized;
- 3) How diverse strategies and methods for data collection and analysis are adapted throughout the collaborative planning and trialing processes;
- 4) How that evidence is interpreted and used in developing 'the guidance for school language profiles and student portfolios' as an example of curriculum innovation;
- 5) How the outcomes of such development are communicated through a range of IB official documents and a series of workshops supporting the teaching and learning of languages in the international education context; and
- 6) How implications for further development in the area of language and learning in IB schools are drawn from such a research-based collaborative curriculum development example.

4. *Gordana Miljevic*
   Center for Education Policy, Belgrade, Serbia

   Title: The Parental Participation in the Life of Schools in SEE - from Evidence to Policy and Practice Change

A meaningful school-family partnership leads to a more supportive and socially cohesive teaching-leaning environment. It seems that such partnership has been scarce in SEE.

To provide research based evidence for the above and potential policy and practice recommendations, the two comprehensive cross-country qualitative and quantitative surveys

of the parental involvement, with the particular focus on the vulnerable groups, have been conducted. The first survey looked into the principals' views on the parental participation in the school and opportunities provided by school for the engagement of the parents. The qualitative part involved 16 focus groups while the quantitative one comprised face to face standardised interviews on the representative, stratified sample of 2,197 principals in 8 countries (Albania, Bosnia and Herzegovina, Kosovo, Macedonia, Moldova, Montenegro, Romania, Serbia). The second survey examined the flip side. It involved 60 focus groups of the parents from different categories and face to face interviews with the stratified sample of 11,122 parents in 10 countries (above plus Croatia and Bulgaria). There were sub-sets of question for active and Roma parents. The surveys were conducted in 2009/10 within the project Advancing Education Inclusion and Quality in SEE (www.see-educoop.net/aeiq) with a support of Education Support Program of the Open Society Foundations (ESP/OSF, www.soros.org/initiatives/esp).

The major findings were; both groups value and desire the school-family partnership; schools do not offer much to the parents; those who need school support and involvement most are involved least; both teachers and parents lack the necessary skills and knowledge to build partnership. This has triggered a number of context relevant policy and school interventions, such as establishing the municipal parents' councils in Serbia, reaching out to migrant parents in Romania, school-based teacher led action research in almost all countries and others.

Key words: parental involvement, vulnerable groups, partnership

5. ***Jan Van Damme***
    Centre for Educational Effectiveness and Evaluation Department for Educational Sciences (KULeuven), Vandenheuvel I Institute, Belgium

    Title: Developing a school feedback system in Flanders

6. ***Anouk Platteel***
    Student, Wageningen, Netherlands

    Title: A students' perspective: Universities as ivory towers or technology driven enterprises?

J.G. Wissema (2009) stated "top universities that want to continue carrying out cutting-edge scientific research are seeking alternative funding as the cost of such research has risen above the budgets that governments can provide. As a result, leading universities across the world are seeking collaboration with technology-driven enterprises".

In the Netherlands, this is even governmentally organized since 2011 with 'topsectorenbeleid', designed to strengthen the Dutch strengths even more. Platforms are developed to bundle knowledge of universities and enterprises in order to be innovative. Wageningen University is a very good example of this cooperation in its specific field. However, the university does not want to be an ivory tower according to Rector Martin Kropff in his dies natalis speech on March 9 2012. "We are committed to delivering academic excellence, fundamental research. But in the end we are inspired by societal issues." Since research and education are highly intertwined in Wageningen, this policy driven development has consequences for not only the research but also the education. I have experienced this myself since confidentiality contracts were necessary for my Major Thesis at a company and in courses 'society based cases' were integrated.

Whether or not you agree with the national development of more and more influence of enterprises in the research agenda, it seems already beyond a point of no return, simply because there is no alternative by means of funding. Do universities therefore have to rewrite their code of scientific conduct? Do we need an independent scientific integrity team at the university who protects the research by pointing at gaps or too much involvement of companies? Would it be a solution to scientifically study the way that enterprises influence universities and put boundaries to that?

It is important to ask ourselves these questions to be in control of the situation and to have the perfect balance between an ivory tower and a technology driven enterprise at universities.

7. *Y.L. Teresa Ting[1], Lo Bello, A.[2], Spezzano, C.[2], Pacifico, M.[3],Oliva, A.[4]*
   [1]The University of Calabria; [2]Ministry of Education (MIUR), Italy; [3]Regional School Board (Calabria), Italy; [4]Istituto Comprensivo "Mosacto", Italy

Title: Moving towards a critically thinking nation: policy-directed research for teacher training

In defining the responsibilities of 21st-century education, Paul et al. (1997) wrote: "The question, "What do you want to be when you grow up?" is a poignant reminder [that our] students can no longer anticipate the knowledge or data that they will need on the job, because they can no longer predict the kinds of jobs that will be available or what they will entail." Thus the importance of ensuring that youngsters are able to reflect on their observations, critically evaluate information and communicate effectively about their knowledge and beliefs. This talk will present preliminary results of policy-directed research launched by the Italian Ministry of Education to delineate whether teachers envision themselves as "curators of critical thinking". Since direct questions would have elicited unanimous agreement in support of critical thinking, an online questionnaire was designed to reveal teachers' tacit attitudes towards critical thinking. Analysis of 759 valid responses revealed both simple and complex processes underlying teachers' own aptitudes and attitudes towards critical thinking. For example, teachers were asked to classify the importance of five abilities for an 8-year-old (e.g. describe two photos over the phone; name the capitals of five regions in Italy; identify the nicest schoolmate and give one reason why s/he is nice etc.). Since the questions were unrelated to the curriculum but learners' ability to reflect, think, communicate and memorize, it is very revealing that 32% of the respondents felt they could not answer this question simply because they did not teach 8-year-olds. Of those who completed this question, teachers who valued the abilities of reflection and communication over declarative knowledge of facts used more complex language to explain their decisions than colleagues who valued memorize details. How this data will inform nation-wide training which will empower teachers as "curators of critical thinking" will be discussed.

8. *Hans Burgmans*
   KPC Groep, Den Bosch, Netherlands

Title: New sub disciplines of the Educational Science

One necessary first step in making research matter for practice is that practitioners can find researchers end vice versa. This process is greatly facilitated if both sides know where to look. In Education Science this knowing where to look exactly is somewhat hampered by the lack of one consistent and transparent framework on what education science is (and what it is not). PISA results are not directly relevant for the daily practice of teachers, however this does not mean the PISA research is irrelevant to education. Different education research is relevant to different stakeholders.

In this presentation I would like to present this table (see below) I made in an essay (co-authored) on a knowledge infrastructure for education (In Dutch). I believe focusing education research in these clusters would greatly enhance its use, because every type of practitioner would immediately know where to look for answers or vice versa every researcher would know where to find relevant questions.

Discipline	Research Object
Macro Education Sector Science	Describes and explains aggregated variables on (inter)national levels (e.g. education results, productivity, budgets, in national and international comparison.
Micro Education Sector Science	Describes and explains the behaviour of individual agents in an education system (students, teachers, adults, school leaders, policy makers etc). The study of the effects on those groups on different types of stimuli is a central theme in this kind of research
Education Business Science	Describes and explains the behaviour of schools as organisations
Education Management Science	Describes and explains the behaviour of school leaders as directors of their unit
Education Science	Describes and explains the behaviour of teachers
(Learning) Psychology Science	Describes and explains the behaviour of students

9. *Elias Katty*
    Vrije Universiteit Brussel, Brussels, Belgium

    Title: Narrow down the Gap between Master Studies in Human Sciences and the Labour Market through Work-Based Learning by developing Career Competences: a Competence-Maturation-Model (COM)

Given the current global economic climate, the upgrade, adaptation and growth of knowledge and skills and competence portfolio of individuals, who will fill the jobs of tomorrow, is one of the greatest challenges facing Europe and Belgium as Member State (Belgian Presidency of the Council of the European Union on Education and Training, 2010). The Strategic Framework for European cooperation in education and training (Education and Training 2020) (European Commission, 2009) outlines that "European cooperation in education and training for the period up to 2020 should be established in the context of strategic framework spanning education and training systems as a whole in a lifelong learning perspective".

The focus throughout this study is on a micro level on the Master studies in Communication and on a macro level on Flanders aim to achieve the European targets. The Flemish Community of Belgium, Education Department acts upon this advice in the decree on the Flemish qualification structure (Vlaamse Regering, 2009); the coordination is in hands of the Flemish Inter University and College Council (VLUHR) to define the learning outcomes for every discipline in higher education in Flanders. (Vlaamse Hogeschoolraad, 2010). The VLIR-VLOHRA Steering Committee accomplished the Learning Outcomes among other, for the field of 'Communication' in November 2010. The title of this project reflects the key premise that a more integrated approach, adopted by all education and training systems, higher education included, can make lifelong learning a reality in the interest of the learners and employers. The central research question goes: "How can we optimize the development of career competences during work-based learning in a master program of Communication Studies?"

10. *Y.L. Teresa Ting*
Dipartimento di Linguistica, The University of Calabria, Rende, Italy

Title: Neuroscience and education: a natural link for renovating science-education

This workshop will discuss how neuroscience research was used to establish "brain-compatible" learning materials for an Italian high school science-classroom where English is used for science-instruction. When using a foreign language for content-instruction, teachers automatically scrutinize instructional input for lexical density. In fact, if evoked response potential (ERP) studies have shown that input such as "for breakfast I have some milk with cement" or "the horse ran past the barn fell" elicit N400 and P600 "blips of incomprehension", imagine the brainstorm accompanying "When an ionic substance such as sodium chloride is placed in water, water molecules interact with the ions on the surface and the attractive interactions overcome the ionic attractions within the sodium chloride lattice, causing the solvated ions to move off the surface and become separated in solution": although such input transforms our mother tongue into a foreign language, it is unfortunately the staple of traditional science-education. While input-comprehensibility would seem the sine qua non of education, contextualizing the use of a foreign language for content-instruction within the aforementioned ERP findings immediately makes teachers more language-aware. Once language-aware, teachers automatically also become content-aware, evaluating whether content is presented in chewable and digestible chunks which sharpens their focus on core-concepts rather than details, a change in habit which makes good sense in an information-everywhere 21st-century. In addition, when content teachers must work through a foreign language for which they themselves have limited linguistic resources, they become more reliant on learner-centred task-based activities whereby knowledge-construction comes through collaboration and negotiation. Analysis of the materials and learning outcomes will illustrate how, done well, using a foreign language for content-instruction not only renders otherwise incomprehensible information easily understandable but, in creating active learning environments, usually disaffected students readily join in: evolution has selected for an inquisitive brain, has it not?

11. *J. Sutmont, E. Struys*
Vrije Universiteit Brussel (VUB), Brussels, Belgium

Title: Implicit learning and content and language integrated learning. Cognitive advantages through multilingual education

This contribution will focus on *content and language integrated learning* (CLIL) in primary and secondary schools in French- and Dutch-speaking Belgium. The main argument will be that CLIL enhances pupils' cognitive activities as measured through the use of mathematical tests. In the first part CLIL education will be highlighted. It has known remarkable success in recent years throughout Europe. It is seen as a means to create multilingual citizens by helping them to master several languages from kindergarten and/or primary school onwards. In the second part we will turn to learning itself. What is much lesser known is that this approach not only enhances language knowledge but also enhances learning in general. It is suggested that this is due to the implicit nature of the learning process as this is considered to be, among other things, more robust. In the third part research in Finland, Spain and Belgium (Jäppinen 2005, Van de Craen *et al.* 2007, Lorenzo *et al.* 2009) will be discussed showing how CLIL pupils' performances on maths are indeed strikingly better than with non CLIL pupils. In the fourth part a number of explanations will be put forward ranging from the reinforced communicative way of teaching and learning associated with CLIL to the implicit nature of the learning process that forms an intricate part of the approach. Finally, the innovative way of CLIL for education in general will be addressed.

12. *Robert Schuwer*
Open Universiteit Nederland (OUNL)

Title: WIKIWIJS (Wikiwise)

"Wikiwijs" literally translates as Wikiwise. In a nutshell: Wikiwijs is an open, internet-based platform, where teachers can find, download, (further) develop and share educational resources. The whole project is based on open source software, open content and open standards. Wikiwijs is inspired by the idea of wikis: collaborative developing of content. Educational resources are developed by teachers, for teachers. Teachers can freely use anything they find in the Wikiwijs database in their classrooms. The scope of Wikiwijs is the whole Dutch educational system: from primary schools up to the universities. Traditional wikis are not suitable for the purpose of Wikiwijs, because of the special requirements education has for finding and arranging content. Wikiwijs therefore developed a special platform for teachers. In its developing phase, Wikiwijs addressed two subjects: Maths and Dutch language.