

ENGLISH PROGRAMME
20 JANUARY 2018

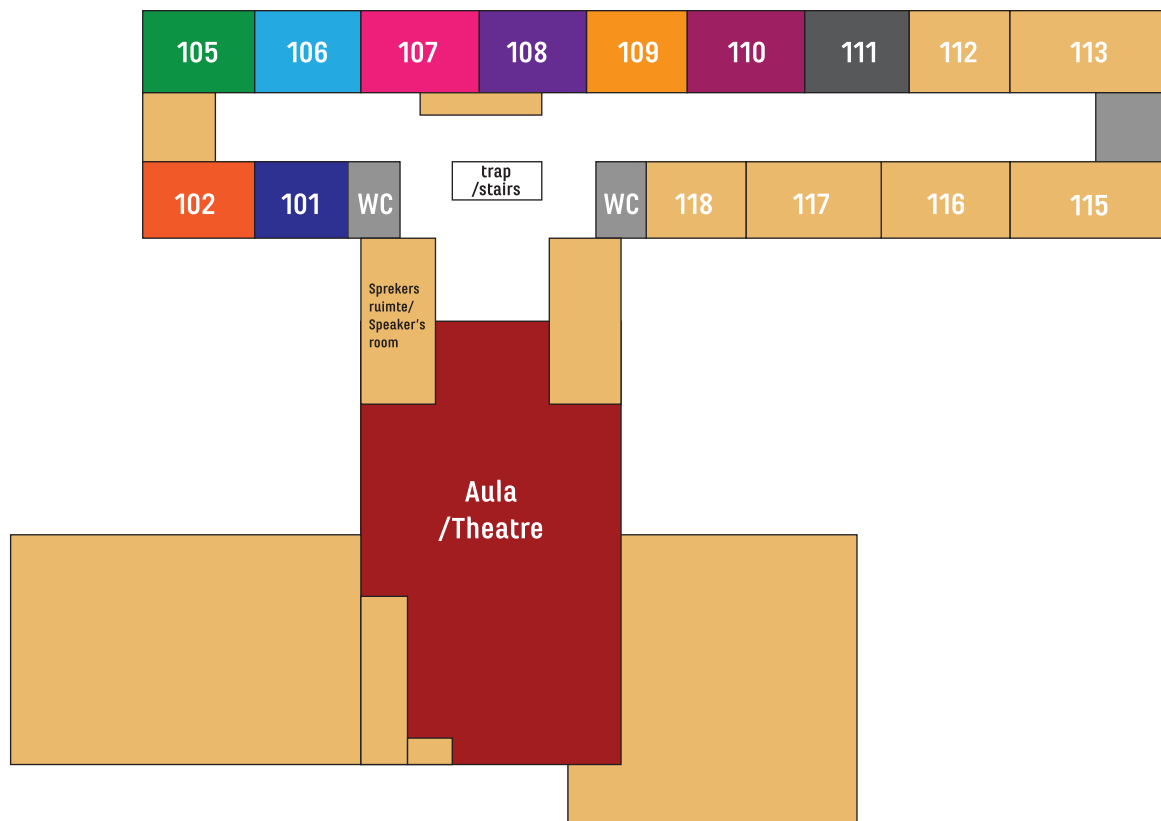
A = Theatre (Aula)

9:45	A	Welcome Tom Bennett and Bert Kozijn
10:10	107	This is the new m*th! Christian Bokhove It's good that education is talking about evidence and preventing myths to take hold. However, in the advent of this mythbusting naive adoption of counter-research is creating new myths. Use a maths formula, stick a 'neuroscientific' image on it or suggest it is all about cognitive science and you are ready to go! This talk will give examples how naive interpretations of educational (e.g. with PISA), econometric, neuroscientific and psychological (e.g. 'less load is better') research are creating new myths.
	108	Graham Nuthall: The Hidden Lives of Learners Jan Tishauser The work of Graham Nuthall, a educational researcher from New Zealand, is little known beyond an inner circle of educational researchers. Not a single researcher has ever observed the classroom experience of learners so closely over a period of forty years. As a true scientist Nuthall was rigorous in his methods and was only satisfied when he could replicate his results. In this session Jan Tishauser will discuss his research, the outcomes and the practical implications for the classroom.
11:00	107	Integrating formative assessment in daily teaching practice Wilma Kippers, Christel Wolterinck Formative assessment is about using information from tests to improve teaching practice. Both teachers and students play a role in this. By testing, we mean all the ways in which teachers and pupils can gather information about pupils' learning, for example pen-and-paper tests, (homework) assignments, observations during class and asking questions in the classroom. In recent years, research has been done at the University of Twente on the application of formative assessment by teachers in secondary education. In this workshop we want to make our insights from research into formative assessment available and translate it into educational practice, with the intention of further developing it. In this workshop we want to reflect with you on the extent to which formative assessment is applied in your own teaching practice and we shall give examples of how you could apply formative assessment.
	108	Does smartphone-assisted student feedback impact teaching quality? Hannah Bijlsma Feedback can have a strong performance enhancing effect. In education, however, teachers do not receive much feedback on their functioning, because it is usually labor-intensive and expensive to provide such feedback (for example, based on lesson observations). An efficient way for teachers to obtain feedback is to work with student perceptions of teaching quality. For this purpose, the Impact! tool was developed. By means of Impact!, teachers can obtain feedback from students about a lesson taught. Teachers could gain insight into the strengths and weaknesses of their lessons and they might conduct improvement-oriented actions in response to the student feedback. This way, teaching quality can be improved. The workshop allows participants to experience the use of the Impact! tool. Also, the results of the research done on the use of the Impact! tool will be presented.
11:50	107	Comparative judgement Eva Hartell Eva will present comparative judgement and findings from an ongoing international comparative study focusing on unpacking teachers' assessment practices in USA, UK and Sweden.
	108	Virtual Reality, an added value in education? Robin de Lange Many people are enthusiastic about the possibilities of Virtual Reality (VR) as a learning tool. But why? In this workshop Robin talks about the current state of research, indications why Virtual Reality can offer added value, but also about dangers, challenges and future research. Participants will get to experience the latest in VR themselves, and together they will explore interesting applications!
12:30		Lunch Break - Canteen (ground floor)

13:20	A	<p>Dual Coding: Get Going Oliver Caviglioli After introducing dual coding via immersion activities and links to cognitive load theory, I move on to methods to improve personal practice. We will look at the fundamental building blocks of: napkin sketching, sketchnoting, graphic organisers, infographics and general design principles that can be applied to PowerPoint and Word documents.</p> <p>This session should see you launch your own practice in dual coding, so come along with pencil and paper.</p>
	107	<p>Basic Ingredients for Great Teaching Pedro De Bruyckere A lot works in education, but nothing works all of the time. In this session you'll learn some basic ingredients for great teaching. But just like when you use salt and pepper in the kitchen, too much or too little can make a huge difference when working on feedback, metacognition, etc... Based on the new book with the same title.</p>
14:10	107	<p>How do schools build a culture where all students can flourish? Lessons from the UK Tom Bennett In this session, Tom Bennett, founder of researchED will discuss his recent report for the UK Department of Education that outlined in summary what the most effective schools in the UK did in order to create an environment that scaffolded optimal behaviour and habits, both for learning and for life.</p>
	108	<p>Teachers as change agents make the difference! Monique (H.R.M.A.) van der Heijden Teachers are key figures in realising successful changes in education. Teachers are increasingly being asked to use their 'professional agency' in their work and to function as 'change agents'. Professional agency is a central part of the professionalism of (future) teachers, but the extent to which teachers use their agency varies per person. Real 'change agents' use their agency to change education, both at class and school level. They also use their professional agency to promote their professional development. Teachers as change agents are teachers who make a difference in educational practice at both class and school level. But which teachers make the difference? What characterises them? During this workshop the main results and conclusions of my doctoral research will be presented and the participants will discuss the meaning of this for education (in the broadest sense of the word). In particular, the question is asked: how can we make the acquired scientific knowledge transferable to educational and educational practice? In other words, how can we prepare future teachers during their training to become change agents and encourage current teachers in schools to become or remain change agents?</p>
14:50		Break
15:10	107	<p>Schools where teachers get better at teaching Prof Rebecca Allen Experience is a powerful performance enhancer for teachers. Most people know that teachers improve quickly in the first few years of their careers. But why does experience play such an important role in how teachers acquire skill? Why do the performance-enhancing effects of experience diminish over time? This session will help school leaders and teachers devise plans to ensure that all colleagues can keep improving the quality of their teaching instruction.</p>
	108	<p>Formative Assessment & Feedback in practice Sergej Visser Good feedback propels learning. And Formative Assessment is potentially powerful. But how can you provide effective feedback to 250 students, teaching 24 lessons a week? How can structural formative assessment be organized on a day to day basis? Is it even possible? And does it work?</p> <p>Well, does it ever! And what is more: once you start working with structured feedback and organized formative assessment, you will realize: now this is education. It's like venturing out on educational adventures with your pupils.</p> <p>Then again, it's not all that simple to install a completely new method of teaching like this. Our EFL teachers have been working on our program for fifteen years. We've built our own curriculum, with tests, assignments, activities and background materials. And one thing's for sure: there's no turning back. This is it.</p> <p>This workshop could be the flying start for FA and FB at your school. You'll be presented with a complete and clear model for formative assessment education, which will give you more insight in the educational process. You'll learn about a set of practical tools that you can apply to your lessons directly and structurally. You will think about the principles that underpin good FB and FA. You will gain insight in what makes effective feedback. You can take home worked examples of a renewed curriculum. And you'll hear about the hurdles you'll have to take. Because FA and FB don't ease education - but they improve it. And make it more fun.</p>

16:00	<p>107</p>	<p>Metacognition - what works and what doesn't? Daniel Muijs Metacognition and self-regulated learning are concepts that have become very popular in the educational field in the past few decades, not least because of strong research indicating a relationship between metacognition and learning performance. Many schools and teachers claim to use strategies that promote the metacognition of their students, but research shows that this often has little effect, and meta-analyses by Dignath & Buttner (2008), among others, have shown that interventions work better when applied by the researchers than by the teachers themselves.</p> <p>In this presentation, based on an extensive systematic literature review, we want to see why this is so, and what can be done to promote metacognition in a more effective way. For example, it appears that the term is often poorly understood, and that there are many misconceptions about metacognition. It is not the case, for example, that metacognition is best taught separately from the subject content, or that it is best to be done only through investigative learning. In this presentation we look at exactly what metacognition is and how it can be promoted in the classroom.</p>
	<p>108</p>	<p>Yeah, I know the type. Implicit theories in gifted education Lianne Hoogeveen 'So, you're gifted?!' How would you respond if you were to be addressed in this manner? Would you feel proud or shy? This will probably depend on your perception of the implicit message in the question. Research shows us that implicit theories can contain dysfunctional beliefs about one's behaviour and potential. These beliefs can influence the self-regulated learning of a learner; they influence the sense of self-efficacy, motivation and the testing of new strategies. Lianne Hoogeveen will discuss research (i.e. research she is currently conducting in cooperation with others) on the effects of self-theories in relation to giftedness.</p>
16:45	<p>A</p>	<p>Closing</p>

Subject to change. Latest update: 10/1/2018



research **ED**
Amsterdam 2018

Multipass

€67.50

Lunch-standard

€7.50

Lunch-vegetarian

€7.50