research ED Nederland 2019

ENGLISH PROGRAMME

12 JANUARY 2019

Oosterlicht College

Dieselbaan 10, 3439 MV Nieuwegein

T = Theatre (106)   **SH1** = studiehuis 1   **A** = Aula (ground floor)

Time	Room	Session
9:45	T	**Welcome** *Tom Bennett*
10:00	SH1	**The cognitive neuroscience of vocabulary learning** *Randi Goertz, Peta Baxter, Lukas Ansteeg*
10:50	T	**Voodoo, rats, and growth problems: the dark history behind the theory of mindset** *Casper Hulshof*
11:40	T	**Memory and Meaning** *Oliver Caviglioli*
12:30	A	**Lunch**
13:15	T	**Don'ts and Do's for Using ICT in the Classroom: What Good Science Tells Us** *Paul A. Kirschner*
14:05	T	**Curriculum matters** *Daniel Muijs*
	119	**Comparative judgement– unpacking teachers' assessment practices** *Eva Hartell*
14:45	A	**Break**
15:05	T	**Is knowledge enough?** *Martin Robinson*
	104	**Learning or Performance?** *Jan Tishauser*
15:55	T	**Behaviour lessons from the best UK schools** *Tom Bennett*
16:45	A	**Closing**

On the following pages you can find descriptions for each session.

SESSION 1 – 10:00-10:40

SH1

The cognitive neuroscience of vocabulary learning
Can second language (L2) learners benefit from brain research? Cognitive neuroscience provides insights into the underlying brain mechanisms and structures that influence L2 word learning. However, many learning methods routinely used in classrooms are not informed by this knowledge. At the same time, neurocognitive experiments often poorly translate to educational environments.
Can we design neurocognitive research that clearly benefits L2 word learning in the classroom? How can we use the outcomes to create an optimal learning environment?
Some insights from cognitive neuroscience allow us to build computational models that adjust to individual learners. In software such as learning games or mobile apps, such models can personalize learning to each individual. We will discuss some examples of where we believe model-based learning can add to the learning experience - where it even outperforms teachers - and where it cannot.
We have recently started a new research project on vocabulary learning and are hoping for a discussion with the audience connecting this research with the reality of classrooms.

Randi Goertz- Promovendus
Peta Baxter- Promovendus
Lukas Ansteeg- Promovendus

SESSION 2 – 10:50-11:30

T

Voodoo, rats, and growth problems: the dark history behind the theory of mindset
I will discuss the (surprisingly dark) background of the popular mindset concept, introduced by Carol Dweck, and research on its effectiveness.

Casper Hulshof- Teacher, the University of Utrecht

SESSION 3 – 11:40-12:20

T

Memory and Meaning
This is a personal exploration of the significance of Dan Willingham's quote "Understanding is memory in disguise".
Starting with Baddeley's memory model that integrates Ebbinghaus' habits for retrieval with Barlett's linking of memory to schema, the focus moves to the impact of organising information. Reif's hierarchy of knowledge structures is examined and then linked to the hierarchies within which individual words can be identified — and the role that has in encoding and retrieval.
Stories and activities embellish the concepts.

Oliver Caviglioli - Independent visualiser of educational ideas and processes, working from home near London

LUNCH BREAK 12:30 - 13:05

SESSION 4 – 13:15-13:55

(T) **Don'ts and Do's for Using ICT in the Classroom: What Good Science Tells Us**
ICT can be a great facilitator if used correctly, but can also wreak havoc and hurt learning if used wrong. Before presenting evidence-informed ways to use ICT for the benefit of students and learning, I'll present and illustrate a number things that teachers should avoid at all costs.

Paul A. Kirschner - Distinguished University Professor and Professor of Educational Psychology, Open University of the Netherlands

SESSION 5 - 14:05-14:45

(T) **Curriculum matters**
The curriculum lies at the core of what schools are, and without one a school is just a building of teachers and pupils. However, both in research and practise more attention has recently been paid to how we teach than to what we teach. This has had a number of negative consequences, especially in countries with high stakes accountability systems focussed on exam results like the England and the US, such as curriculum narrowing. To counter these developments, the English inspectorate, Ofsted, commissioned a research programme on curriculum, that to date consists of 3 phases. In the first phase we studied forty schools primarily through inspection to gain a general picture of the situation with regards to curriculum development. In the second phase we studied the practices of schools highly invested in curriculum development in more detail. We identified three main approaches: curriculum-led, curriculum-engaged and skills-led. In the third phase we tested the findings from phase 2 in a more representative sample of schools. In this presentation we will discuss our findings with a view to providing some insight into what high quality curriculum development looks like in primary and secondary schools.

Daniel Muijs - Head of Research, Ofsted

(119) **Comparative judgement– unpacking teachers' assessment practices**
Dr Eva Hartell will summarise her research focusing classroom formative assessment and elaborate on the use of comparative judgement for formative purposes.

Eva Hartell - PhD, STEM teacher, Haninge municipality and KTH Royal Institute of Technology, Sweden

BREAK 14:30 - 14:50

SESSION 6 – 15:05-15:45

T

Is knowledge enough?
This session examines whether a 'knowledge rich curriculum' is a meaningful idea and addressing questions such as whose knowledge, what knowledge, and why? The session will explore whether schools have the confidence and ability to justify the curriculum choices they have made, with the backdrop of high stakes accountability, identity politics entering the realm of curriculum choices, and an input/output model of learning gaining ground in many classrooms

Martin Robinson - Education Advisor, Royal Society of Arts

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Learning or Performance?
School is the place where we send our children to learn but the only means we have to establish whether learning has taken place are tests and assessments. We might overlook the fact that a test measures performance at a given moment; it doesn't necessarily indicate that learning has happened. Our reliance on test results can bring about a situation wherein students, parents and schools are overly focused on performance. This can actually harm learning. Jan Tishauser discusses this problem and suggests how we might resolve it.

Jan Tishauser - Programma Manager ResearchED, researchED Nederland

SESSION 7 – 15:55-16:35

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Behaviour lessons from the best UK schools
In this session Tom will outline the most effective strategies that schools (and classrooms) utilised in order to create safe, calm and nurturing environments were students and staff could all flourish. Behaviour is closely connected to the classroom culture, and the school leaders need to be the conscious architects of that culture. When this happens, everything is possible. Until it does, very little is.

Tom Bennett - Founder researchED

CLOSING 16:45 - 17:00