



*EUROPEAN ASSOCIATION for  
RESEARCH on LEARNING and  
INSTRUCTION*

## **30 YEARS OF Earli**

*... Personal Stories ...*



## Preface

It has been a number of years now since we have talked about writing a brief history of EARLI. This booklet is not exhaustive but it lives to that promise. Through the personal narratives of a small subset of the people who, in various roles, have participated actively in the EARLI activities from the very beginning, we have sought to bring to life the values, the aspirations and the experiences that make EARLI such a vibrant community.

## Sustainable development of a scientific community in Learning and Instruction

The European Association for Research on Learning and Instruction (EARLI) started in 1985 as a small gathering of 140 researchers at the University of Leuven, in Belgium. Before that time, research in Europe was organized and supported only at the level of individual states. Language, culture and the different traditions of the various educational systems were widely thought of as barriers for meaningful collaboration or any co-ordination efforts. Since then, EARLI has grown into a dynamic scientific community that attracts more than 2000 participants from over 40 countries at its Biennial Conferences. Since 1989, Learning and Instruction has grown into one of the most influential scientific journals in educational research. Educational Research Review, the second EARLI journal was initiated in 2005 and has grown into a noteworthy publication forum for scientific review articles and also for position papers on issues that are of interest in educational policy development. In 2013, a third EARLI journal, New Approaches in Learning Research, will use an open-access electronic platform to publish articles on issues and trends occurring internationally in learning research.

EARLI is a scientific community with a broad mission to promote an active research culture in the field of learning and instruction. EARLI has developed through sustained initiative, shared values and commitment to promote the ongoing development and use of reliable knowledge on all aspects of teaching and learning, ranging from motivation to learning processes and metacognition, to teaching in diverse contexts and teacher education.

## Scientific Community Values

EARLI pursues academic rigour as a value that defines the quality of both the procedures and the research outcomes that are reported within the community.

EARLI promotes a vision for research that is focused, purposeful and relies on cumulative progress. The assumption that it is possible to attain cumulative progress in the underlying ideas underpinning the function of social systems has led to a widespread emphasis within the community on the elaboration of theoretical structures and on the design of empirical research with the methodological rigour necessary for validating or refuting theoretical claims.

EARLI has consistently relied on openness as an important value that serves the need to seek strength in diversity, to accommodate many languages and cultures and to promote critical evidence-based and clearly argued dialogue across the specific constraints of individual educational systems. EARLI encourages individual initiative for the benefit of the community and hosts a broad range of theoretical and research paradigms both within and outside the community.

### **Scientific Initiative**

Through its management structures and various activities, EARLI seeks to develop sustained initiative in providing for the necessary scientific continuity while also safeguarding a culture of innovation through sustainable change. Explicit emphasis is placed on promoting intensive contact between experienced and junior researchers.

EARLI provides a professional home, sustained throughout the life of researchers across many countries with a commonly shared set of values and broad research goals related to studying teaching and learning in theory and practice. EARLI fosters productive scientific collaboration that is focused on developing ideas across a broad range of contexts.

The numerous activities currently promoted by the association have evolved gradually over the years and have come to support the continuous development of a dynamic community of researchers in Learning and Instruction.

### **Closing words**

We hope you will enjoy this volume. Through it, you can re-meet some of the people who have helped to make EARLI what it has become for European research and education after 30 years. We thank Christina Mappouridou and Dr. Xenia Danos for organizing the interviews and for helping with the editing of the booklet. We offer our apologies in advance to those colleagues who have contributed at least equally and yet, for one reason or another, could not be represented here. We also reach out to our young researchers and look forward to the day when they will be represented in a booklet just like this, for the 50<sup>th</sup> anniversary of EARLI.

Costas Constantinou

On behalf of the EARLI Executive Committee

July 2015

## 30 years of EARLI: Personal Stories

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## Introduction

**The primary scope of EARLI** is to support and promote an active research culture in the field of learning and instruction. *'In the era of globalisation, EARLI has a much greater responsibility of bringing together people from all over the world, disseminate new findings and help European research to become wider known'* (Noel Entwistle, 2015). Having approximately 2,800 members from about 56 countries, EARLI supports its members towards engaging in critical and constructive dialogue by systematically exchanging and discussing ideas on instructional and educational research, as well as on research on industrial training. Moreover, EARLI provides a platform for contributions towards current debates between scholars, promoting both international and interdisciplinary cooperation through its networks, activities and the publication of journals and book series. Over the past 30 years, EARLI witnessed an important increase of members and participants originating from 56 different countries. After the EARLI 2013 conference in Munich, EARLI had 2,805 members of which 2,026 were full members and 779 were JURE members. [http://www.earli.org/about\\_earli/history](http://www.earli.org/about_earli/history)

### **THE HISTORY OF EARLI**

EARLI developed from the prevailing need within the research community to find a way to communicate with each other across different countries on a regular basis in order to exchange ideas, opinions, information and findings on research and even to create research collaborations. Consequently, EARLI began as a small group of occasional gatherings with researchers primarily from Europe and has now been established within the scientific community as a professional organisation specialised in Learning and Instruction. [http://www.earli.org/about\\_earli/history](http://www.earli.org/about_earli/history)

Before EARLI was created, professors and researchers like Heinz Mandl, Erik De Corte, Erno Lehtinen, Neville Bennett and Pietro Boscolo, among others, had to gather meetings conducted in the United States in order to meet with like-minded people and discuss new ideas and findings. It was during such a meeting where the first blueprints' drafts for a European platform were created. The first initiatives of founding a European association for researchers were taken by Erik De Corte and Dick Snow with the help of Robert-Jan Simons and Hans Lodewijks who organised the first conference in 1985 (Monthly EARLI Newsletter 9, December 2010, Erik De Corte).

Distinguished researchers and academics in the field of Learning and Instruction were invited to take part in the first conference in 1985, where EARLI was founded. This first milestone was financed by the Office of Naval Research and SVO (the Dutch society for educational research) ran by Chris Van Severter. This conference was held in Leuven, Belgium, to which 140 people were invited including well known American scholars. The first EARLI Executive Committee consisted of Erik De Corte (President), Hans Lodewijks (secretary), Noel Entwistle, Michel Gilly and Heinz Mandl. In 1997 it was decided to establish a permanent office for EARLI, which initially moved along with the presidents before a permanent office was established in Leuven. In 1995, EARLI established a network for Junior Researchers (JURE) hosting scientific events to stimulate the professional development of young researchers in the field of education. In the subsequent years, EARLI oversaw the foundation

of a sister association, EAPRIL (European Association for Practitioner Research on Improving Learning). [http://www.earli.org/about\\_earli/history](http://www.earli.org/about_earli/history)

It is worth mentioning that during 1985 just before the establishment of EARLI, Robert-Jan Simons and Hans Lodewijks had the opportunity to create a European journal for educational research in the Netherlands, an idea that re-emerged during the initial stages of founding EARLI ([Monthly EARLI Newsletter 9, December 2010, Erik De Corte](#)).

The first issue of the official journal of EARLI 'Learning & Instruction' was published in 1991 through Pergamon Press, with Erik De Corte as the first editor in chief and Lieven Verschaffel as editorial assistant. Today, *Learning & Instruction* is Europe's strongest journal in Educational Research, currently having an impact factor of 3.079. EARLI continued its success by creating the 'Educational Research Review' journal in 2005 and later following with the EAPRIL's launch of the 'Frontline Learning Research' open-access, electronic-only, journal in 2013. [http://www.earli.org/about\\_earli/history](http://www.earli.org/about_earli/history)

This year, after 14 Presidents (Presidents: E. De Corte, H. Mandl, N. Entwistle, R.J. Simons, S. Vosniadou, N. Bennett, M. Boekaerts, E. Lehtinen, F. Dochy, R. Säljö, P. Boscolo, S. Lindblom-Ylänne, J. Beishuizen and C. Constantinou) along with 13 EC's and many Special Interest Group coordinators, EARLI is celebrating its 30 years anniversary. This booklet is presenting some of the people who contributed towards its creation and development as a successful organisation throughout the course of these years.

The upcoming 2015 EARLI Conference takes place in Limassol, Cyprus. The Cyprus University of Technology hosts the conference and the local organising committee is led by Eleni Kyza (Conference President), Iolie Nicolaidou (Conference Manager), and Andri Ioannou. [http://www.earli.org/about\\_earli/history](http://www.earli.org/about_earli/history)

## **EARLI CONFERENCES**

EARLI organises biennial conferences. The themes cover a very wide range of research, some of which draw substantially from psychology, such as cognitive development, knowledge structures, reasoning and problem solving, individual structures, reasoning and motivation. Other themes focus stronger on educational aspects, such as reading, writing, communication skills, educational attainment, evaluation, pedagogical innovations, computer based learning and teacher training ([EARLI conference flyer 1997-99](#)). The following list provides some information on the past conferences:

- 1<sup>st</sup> EARLI Conference LEUVEN, BELGIUM, June 10-13, 1985
- 2<sup>nd</sup> EARLI Conference TÜBINGEN, GERMANY, September 19-22, 1987
- 3<sup>rd</sup> EARLI Conference MADRID, SPAIN, September 4-7 1989
- 4<sup>th</sup> EARLI Conference TURKU, FINLAND, August 24-28, 1991
- 5<sup>th</sup> EARLI Conference AIX-EN-PROVENCE, FRANCE, September 5-9, 1993
- 6<sup>th</sup> EARLI Conference NIJMEGEN, THE NETHERLANDS, August 26-31, 1995
- 7<sup>th</sup> EARLI Conference ATHENS, GREECE, August 26-30, 1997
- 8<sup>th</sup> EARLI Conference GOTHENBURG, SWEDEN, August 24-28, 1999

9<sup>th</sup> EARLI Conference FRIBOURG, SWITZERLAND, August 28-September 1<sup>st</sup>, 2001

10<sup>th</sup> EARLI Conference PADOVA, ITALY, August 26-30, 2003

11<sup>th</sup> EARLI Conference NICOSIA, CYPRUS, August 23-27, 2005

12<sup>th</sup> EARLI Conference BUDAPEST, HUNGARY, August 28-September 1<sup>st</sup>, 2007

13<sup>th</sup> EARLI Conference AMSTERDAM, THE NETHERLANDS, August 25-29, 2009

14<sup>th</sup> EARLI Conference EXETER, UK, August 29-September 3<sup>rd</sup>, 2011

15<sup>th</sup> EARLI Conference MUNICH, GERMANY, August 27-31, 2013

16<sup>th</sup> EARLI Conference LIMASSOL, CYPRUS, August 25-29, 2015

[http://www.earli.org/conferences/EARLI\\_Biennial\\_Conferences/previous\\_Biennial\\_conferences](http://www.earli.org/conferences/EARLI_Biennial_Conferences/previous_Biennial_conferences)

## ***SPECIAL INTEREST GROUPS (SIGs)***

One of the main aims of EARLI is to encourage communication between researchers through the following SIGs that support activities such as seminars, conferences, newsletters and publications. Members are able to join as many SIGs as they like ([EARLI conference flyer 1997-99](#)).

1. Assessment and Evaluation
2. Comprehension of Text and Graphics
3. Conceptual Change
4. Higher Education
5. Learning and Development in Early Childhood
6. Instructional Design
7. Learning and Instruction with Computers
8. Motivation and Emotion
9. Phenomenography and Variation Theory
10. Social Interaction in Learning and Instruction
11. Teaching and Teacher Education
12. Writing
13. Moral and Democratic Education
14. Learning and Professional Development
15. Special Educational Needs
16. Metacognition
17. Qualitative and Quantitative Approaches to Learning and Instruction
18. Educational Effectiveness
19. Religious and Spiritual Education
20. Computer Supported Inquiry Learning
21. Learning and Teaching in Culturally Diverse Settings
22. Neuroscience and Education
23. Educational Evaluation, Accountability and School Improvement
24. Researcher Education and Careers
25. Educational Theory
26. Argumentation, Dialogue and Reasoning
27. Online Measures of Learning Processes

[http://www.earli.org/resources/sigs/EARLI\\_SIG\\_overview.pdf](http://www.earli.org/resources/sigs/EARLI_SIG_overview.pdf)

## **THE MISSION OF EARLI**

EARLI is a scientific community with a broad mission to promote an active research culture in the field of learning and instruction. EARLI has developed through sustained initiative, shared values and commitment to promote the ongoing development and use of reliable knowledge on all aspects of teaching and learning, ranging from motivation to learning processes and metacognition, to teaching in diverse contexts and teacher education. [http://www.earli.org/about\\_earli/mission\\_statement](http://www.earli.org/about_earli/mission_statement)

EARLI is led primarily by an Executive Committee dedicated to supporting the pursuit of excellent educational research and sharing the wealth of information and knowledge generated by educational research. It offers a wide and rich experience for their members, including but not limited to three academic journals offering the opportunity for new findings and ideas to be shared across various disciplines; an educational publication promoting research dialogue; short papers aimed at bridging the gap between researchers to practitioners; electronic communication facilities.

## **JOURNALS**

*Learning and Instruction* is one of the three journals of EARLI, offered for free to all members. The journal has six issues a year, each issue having about 100 pages. Members of EARLI are encouraged to submit papers for consideration by the Editors ([EARLI conference flyer 1997-99](#)). As an international, multi-disciplinary, peer-refereed journal, *Learning and Instruction* provides a platform for the publication of the most advanced scientific research in the areas of learning, development, instruction and teaching. The journal welcomes original empirical investigations. The papers may represent a variety of theoretical perspectives and different methodological approaches. They may refer to any age level, from infants to adults and to a diversity of learning and instructional settings, from laboratory experiments to field studies. The major criteria in the review and the selection process concern the significance of the contribution to the area of learning and instruction.

*Educational Research Review* is the second journal of EARLI. It is an international journal addressed to researchers and various agencies interested in the review of studies and theoretical papers in education at any level. The journal accepts high quality articles and reviews by scholars focused on issues of importance to education, such as state-of-the-art papers, meta-analytic research reviews, narrative reviews, best-evidence syntheses, research critiques, forum papers and methodological and thematic reviews. The journal publishes articles on the broad range of settings in which people learn (school settings, corporate training, formal or informal settings). *Educational Research Review* has two issues a year, each issue having about 100 pages ([EARLI conference flyer 2005-07](#)).

The third EARLI journal, *Frontline Learning Research*, was launched at the EARLI 2013 conference. It is an open-access electronic-only journal that publishes articles on issues and trends occurring internationally in research on learning and educational sciences. Among others, the journal focuses on articles in the following fields of research: Research on learning and instruction in formal and informal contexts, multidisciplinary research on learning and learning environments, new theoretical and methodological approaches in learning sciences, insights into learning research from disciplines other than educational sciences or psychology (e.g., cognitive neuroscience, computer science, philosophy, sociology). The journal particularly welcomes short and long, brief, albeit rigorous, articles reporting on emerging theoretical, methodological and empirical approaches. Innovative/risk-taking research in the learning and educational sciences is encouraged. An outlet is

provided for publishing in-depth studies, including articles involving a thoroughly elaborated theoretical framework, extensive qualitative data, or complex analytical techniques. As a consequence, also dynamic data material is welcomed in the journal, such as video's, photo's, and other dynamic data. Furthermore, multidisciplinary research that draws from cognitive, philosophical, sociological, psychological and pedagogical theoretical paradigms is highly valued.

### ***EARLI ELECTRONIC NETWORK AND WEBSITE***

The EARLI Electronic Network facilitates communication between members including conference and job announcements, SIG information and news of projects ([EARLI conference flyer 1997-99](#)).

### ***EXECUTIVE COMMITTEE***

The EARLI Executive Committee takes policy decisions and reports to the Members' Meeting at each conference. Members vote for the President, Secretary and Treasurer, and for four members.

### ***MEMBERSHIP***

Full membership of EARLI requires an appropriate academic qualification (a Ph.D., a Master's degree or a Diploma) or professional involvement in innovation in teaching and learning. Student membership is available for students enrolled on appropriate Doctoral, Masters or Diploma programmes ([EARLI conference flyer 1997-99](#)). JURE and Long-standing members enjoy the same membership benefits as the full EARLI members.

### ***JUNIOR RESEARCHERS OF EARLI (JURE)***

In close cooperation with EARLI, the JURE members organise yearly scientific events. These events consist of a biennial JURE conference, which a day and a half pre-conference that is organized prior to the biennial EARLI conference and a 5-day research school in the alternating year. These events offer junior researchers the possibility to meet fellow researchers from all over Europe, to participate in workshops, to exchange ideas and experiences and to develop their professional research competence in a wider European context. The overall aim of the activities is to set the stage for dialogue on state-of-the-art developments in research on learning and instruction between experts and junior researchers in order to direct more future Ph.D. student projects into promising directions in research on learning and instruction, aligning the current Ph.D. student projects with the state-of-the-art in the field, and presenting recent insights to the junior researchers. The pre-conference and the research school are different in organisation, although they aim for the same overall goal: to promote the professional development of junior educational researchers.

The biennial JURE conferences ('also referred to as research schools') are set up around organised workshops and keynote presentations by leading scholars in the field. Practical training sessions are organised on different relevant issues like for example: the process of publishing scientific papers, the use of new quantitative and qualitative models in data-analysis, the use of new video -analysis technologies, research methodology, scientific writing, student-supervisor relations, etc. In addition, there are some sessions in which junior researchers get the opportunity to practice the competence of presenting and discussing their own work. This event provides ample opportunity for interaction between junior and senior researchers, and it promotes international networking. Furthermore, the keynote presentations, held by internationally recognised scholars, concern relevant and timely

issues in the field of educational research. Every research school is organised around a central theme that is in line with current developments and challenges within the field of learning and instruction.

The biennial JURE pre-conferences, which are shorter in duration than the research schools, are aimed more towards the improvement of presentation and discussion competencies of junior researchers than the research schools. Short workshops are also organised, conducted by senior researchers. The pre-conferences provide an occasion to share research concerns with peers and with more experienced senior researchers. This event is called the pre-conference, because it precedes the biennial EARLI conference, which attracts about 1400 scholars from all parts of Europe. The theme of this pre-conference corresponds with the theme of the biennial EARLI conference.

The organisation of these yearly activities for junior researchers in education is unique; since no other international association provides similar facilities for the improvement of research skills and initiation into the profession in the field of learning and instruction. In certain European countries, there are national training initiatives for young educational researchers, but only EARLI promotes international involvement. The approach to organising these events that promote professional development and international networking is also original. An important aspect of professional development lies in activities that are often extraneous to one's own work. Activities such as reviewing papers, acting as chair or discussant at scientific sessions, and organising conferences, are important skills for junior researchers to acquire if they do not only want to conduct studies, but also truly want to become "a researcher". Hence, EARLI creates a learning opportunity for junior researchers by encouraging them to become actively involved in the organisation of the pre-conferences and the research schools. For each event, a separate organising committee is appointed, which consists of junior researchers who volunteer for membership of the committee.

### ***ADVANCED STUDY COLLOQUIA***

An ASC is a five-day meeting of a small group of EARLI members (12 to 20) who gather for an in-depth discussion on research design, analysis, results, current developments and future research questions in a specific domain of learning and instruction. The participants, from at least three different countries, are professors, each accompanied by up to two PhD student(s) or junior researchers. The meeting takes place in Europe.

The European Association for Research on Learning and Instruction (EARLI) co-organises and funds the annual Advanced Study Colloquium (ASC). Researchers in the field of learning and instruction are invited to submit proposals for the ASC.

The scientific scope of an ASC is to take stock of an established research domain or to open a new domain within the field of learning and instruction. In either case, an ASC is a meeting of senior and junior researchers where they explore new ground and focus on both the key issues and the methodological aspects. It is expected that an ASC will lead to an output that has substantial impact for research on learning and instruction.

### ***EARLI CENTRES FOR INNOVATIVE RESEARCH (E-CIR)***

This initiative was launched by EARLI in 2013 in order to foster existing and forge new research contacts. E-CIRs aim at further stimulating innovative research among EARLI members and preparing research proposals for funding. EARLI will grant one E-CIR per year, each for a 4 year period.

# NEWSLETTER OF THE EUROPEAN ASSOCIATION FOR RESEARCH ON LEARNING AND INSTRUCTION, NUMBER 1, MARCH 1986

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## INTRODUCTION

Erik De Corte  
EARLI President

I am very pleased to write the preface of this first issue of the EARLI-Newsletter. The Executive Committee had hoped that this issue would have reached you somewhat earlier. However, you will certainly not be surprised that the initial stages of starting our new Association took longer than we initially anticipated. The necessity to move the Secretariat from Tilburg University to the Foundation for Educational Research in The Hague also caused delays. This move was necessitated by the appointment of our secretary Dr Hans Lodewijks as Director General of this Foundation. We congratulate him on this appointment.

The many positive, even enthusiastic reactions which we received during and after the first EARLI-conference in Leuven last June have demonstrated that there really was a strong need for a European forum for systematic exchange and discussion of ideas and results in the domain of research on learning and instruction. However, the Leuven-conference was only a starting point, and in the near future the enthusiasm



Erik De Corte and Richard Snow

expressed in the historic and scenic Béguinage has to be maintained and translated into cooperative plans and activities involving researchers from as many European countries as possible across the different cultural regions of our continent. The Executive Committee together with the National Correspondents are determined to stimulate and promote such cooperative activities. However, as with any association, the significance and the achievements of EARLI will depend strongly on the quantitative growth in size as well as on the contributions and endeavours of its membership. Therefore I invite you all to help in the development of a vigorous European Association for Research on Learning and Instruction: by cooperating in the

recruitment of new members in your own country (in consultation with your national correspondents) but also in other regions especially in southern and eastern Europe; by participating in the Special Interest Groups as a way of keeping in touch with the colleagues you met in Leuven; by contributing to future issues of our Newsletter; by making suggestions for possible EARLI-activities; by submitting or suggesting papers that might be considered for publication in international journals; by participating actively in future EARLI-conferences and also by representing EARLI in other international meetings such as the Annual AERA-convention.

The time was right to inaugurate this association: I hope it will prosper.



**EARLI**

# EARLI NEWS

NEWSLETTER OF THE EUROPEAN ASSOCIATION FOR RESEARCH  
ON LEARNING AND INSTRUCTION NUMBER 1 MARCH 1986

## EDITORIAL

In 1985 the European Association for Research on Learning and Instruction was founded. One of its activities will be the regular publication of a newsletter "which is meant to inform members on ongoing activities of the Association, and to publish lists of members and information on research activities" (Foundation Session of EARLI).

This is the first issue of EARLI NEWS. For 1986 it will be published twice and in subsequent years four times a year. We hope that EARLI NEWS will become an appropriate means for communication of the EARLI members. For every future issue we are planning at least one article about ongoing research from one of our members.

EARLI members are invited to send their articles and other editorial matter to the National Correspondents or directly to the Secretariat. Contributions about developments and events in specific countries are considered to be important for our readers. Initiatives from Special Interest Groups or individual members to organize activities are welcomed. Don't hesitate to write or phone EARLI's Secretariat. Of course, the



EARLI facing the future



The EARLI Foundation Session

Roger Parmentier, Hans Lodewijks, Erik De Corte and Pieter Span

Newsletter needs some further improvement, but it is up to our members and correspondents to provide us

with all kind of ideas and remarks.

The Editor



*EARCI-participants and EARly persons...*



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## ANASTASIA EFKLIDES

*“EARLI is building bridges and this is one of its main contributions to European society”*

### Autobiography

Anastasia is a Professor of Cognitive and Experimental Psychology, working at the Aristotle University of Thessaloniki for more than thirty years. Her research interests are quite broad; starting with thinking and cognitive development, and then moving to metacognition and to motivation, self-regulation, and the relations of metacognition with affect. She has also developed some minor interests through the years that have to do with aging, quality of life, well-being, positive psychology, wisdom and other areas which are important for understanding the human nature.

### Main research ideas

Her early research was on thinking and on cognitive development with Andreas Demetriou. Her interest in subjective experiences had already grown by that time; why do people have consciousness, why do we have subjective experiences (feelings, ideas, judgments), why do we have emotional experiences while working on a cognitive task, etc. It was felt a natural progression to investigate how the two things (cognition and subjective experiences) are connected. Soon, the work of John Flavell came to her attention, who had talked about metacognitive experiences which are exactly the subjective experiences we have as we are doing something. This theoretical framework fitted very well with Anastasia's interests and she followed this path in her research, with emphasis on metacognitive experiences such as feeling of difficulty or effort that had not attracted attention in mainstream research on metacognition. She has been working on this topic since then and has gone a step further to connect metacognitive experiences with motivation and affect. In this endeavor she discovered important research done by people in social psychology. Anastasia conducted unique and innovative research with emphasis on mood with interventions to experimentally manipulate mood and see the effect on cognitive performance and metacognitive experiences. She also worked with metacognitive knowledge and how it is affected by metacognitive experiences, as well as with self-concept and its relations with metacognition, both metacognitive experiences and metacognitive knowledge. Her conception of metacognitive phenomena is within a self-regulated-learning framework where one cannot understand cognition or the changes in behavior or performance without understanding motivation, affect, and the dynamics of their interrelations with metacognition and cognition.

One of Anastasia's latest interests is the metacognitive experience of blank-in-the-mind. All people, from very young to older adults, have the experience of a temporary blank in the mind (e.g., I cannot recall what I wanted to do although I started acting in accordance to it) but very little

research is currently addressing this area. Mind wandering and mindfulness are related phenomena but not exactly the same. She believes this experience is also important from an educational point of view, because students often describe similar experiences due to anxiety or lack of access to memory information or attention lapses.

### Personal word of advice

*What is important to remember is that metacognitive phenomena are not so simple or straightforward so that they can be easily translated into educational practices. For example, people believe that monitoring of cognition is accurate and therefore one can depend on it to select strategies to control cognitive processing. However, monitoring is often inaccurate. Furthermore, although use of strategies is important for education, control is influenced by factors ranging from executive functions, cognitive skills and expertise to metacognition, affect and the determination to use strategies, which have to do with volition. Therefore, metacognitive interventions to promote strategy use need to be cautious about the conditions that render them effective or not. Still, this is the challenge because metacognition and affect are critical for the advancement of thinking and self-regulated learning.*

### Involvement with EARLI

Anastasia has been a member of EARLI since its foundation. She served as a national correspondent of EARLI for Greece and as SIG coordinator for two SIGs, 'The individual Differences' SIG and the 'Motivation and Emotion' SIG. She was also associate editor and editor of Learning and Instruction, EARLI's flagship journal. In that capacity she participated in the EARLI executive committee during her time of service. Finally, she organised two SIG conferences: the International Conference of Motivation and Emotion SIG and the SIG Metacognition meeting.

### A personal perspective of EARLI

*Being involved with EARLI has been very rewarding in many ways. First of all at the personal level people know each other. You build personal relations, and I'm very happy that I have many long-lasting friendships that started during the very first conferences of EARLI and still go on. I feel very close to people from all over Europe, the US, but also Australia and other countries. In many respects EARLI is for me like an extended family, relatives you meet every two years, hug, catch up with news, welcome new members and renew bonds.*

*My involvement with EARLI has also been rewarding professionally. One of the reasons for being a steady member of EARLI was that it is very open and rich in content, where you can present your work and refine your ideas, listen to new ideas, discuss with other people their own, learn new methodologies, discover other areas of research and expand your horizons. More importantly, you come to realize the developments in both psychology and education/instruction. It was very rewarding and still is, and I think this is what is unique about EARLI; it brings together so many different areas of research. So if you are interested and want to follow the developments you can do that and be up to date in many different research areas.*

*Another rewarding element from EARLI is that you come to meet people who are well known in the academic field, who have done important work in their area of expertise; people you respect and admire. You know them by name and you get the opportunity to hold in-depth discussions with them. Particularly for younger people I think this is a great opportunity, as it has been for us all those years. And, of course, when you have these close relationships you can build research collaborations and exchange expertise. I have been invited to teach in other universities by people I came to know from EARLI. I have also been invited to co-supervise PhDs or be a PhD examiner in other countries, to contribute to research and present my work in national conferences in various countries. All these opportunities have been very rewarding and have made my life richer and very interesting.*

### **EARLI individual professional influence**

EARLI is a place where people with similar interests but different perspectives can come together and share opinions and expertise. For example, Anastasia's area of expertise was not on collaborative learning but this is a highly important area for understanding learning and metacognition in a social context. This has led her to a more integrated model of metacognition compared to the traditional models of Flavell and Nelson. In addition, her participation in the SIG Motivation and Emotion has enriched her understanding of self-regulatory processes and the role of motivation and affect in metacognitive experiences. Bringing together two distinct areas of research, metacognition and motivation/affect, was a challenge as well as an opportunity for developing a theoretical framework for self-regulation, the Metacognitive and Affective model of Self-Regulated Learning (MASRL). This model extends previous ones and allows a more detailed conception of the processes involved in self-regulated learning. EARLI has been instrumental in the development of Anastasia's thinking and her interests, giving her a feeling of gratitude and privilege for being a member of it.

### **Prospective on the future of research on education and training**

*I think the more we work on the complexities of the learning phenomena the more we become aware of the need for more and more research. It is like working on a microscope and observing the details of an organism; the more you look at the details the more your macroscopic theories are changing; and then you have to move between the broad picture and the detailed one. Integrating the two viewpoints (how macro- and micro-processes are connected) is not always easy, because you have to link different levels of phenomena or processes. But this is the challenge and the motivation for new discoveries. So the future of research in learning and instruction is highly promising because there is much to discover. Despite the fact that learning and instructional practices have a very long past (as a Greek I cannot avoid the temptation to refer to ancient Greece) it is only in recent years that an empirical approach has been developed in their study. So the "night is still young" and there is much to expect in research on learning and instruction. This makes me very optimistic for the future. EARLI and other similar organisations are instrumental in this direction, by fostering research and theoretical integration.*

## **An informal personal incident**

*It's very important for younger people to know how it came that English is the language of communication in EARLI. In Leuven, in the conference in which EARLI was officially founded, all of us were communicating in English but there was a group from France with Michel Gilly as leader who were fighting for French to be the language of communication or the second "official" language. The idea was that EARLI would have two languages to communicate. Then, at the Business Meeting where everybody was present, Karl-Josef Klauer, a German and highly respected scholar, stood up and said that it should be only one language and this language would be English--not the American-English or the British-English, but English as spoken in every single country. So it's not proper English but it's how people all over Europe speak it. That was the main argument that concluded all the discussion about languages that should be used in EARLI. The important thing about it is that no one speaks "perfect" English in the EARLI conferences, except for the British or the Americans, and you can listen to various accents, to people making mistakes and so on but this is a nice thing because you feel accepted despite not being a native English speaker.*

## **Advice to other researchers interested in making a substantial contribution to research and society**

*What I would say to those interested in making a substantial contribution to research and society is to be enthusiastic and enjoy their work. Discovering new ideas, our own or of others, is refreshing, inspiring, and rewarding. Find your niche and persist even when it does not pay off in the short term. Be willing to share ideas and expertise with other scholars and particularly young researchers, be willing to serve the academic community from different posts. Science is a social activity and being an active member of an association such as EARLI, helps by giving you an identity and a feeling of belonging. This is empowering.*

*To young researchers, I would like to tell them to be open to challenges, have faith in themselves, discover the pleasures of research and science and be willing to invest in excellence. Share thoughts and feelings, create bonds with other researchers, be members of scholarly groups, serve science and the scientific community. Take advantage of what EARLI has to offer to you and become an active member of the extended family it represents. It is worth it!*

## **Closing words**

*I was young when I joined EARLI. I have been following EARLI all those years and I am very proud of being a member of EARLI and having served from different posts. I believe EARLI is the right place to be: a place where seniors are being honoured and respected by the young, and at the same time new ideas from young researchers are being cherished, welcomed and supported.*

## DAVID GIJBELS

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## DAVID GIJBELS

*“The research achievements of EARLI are the achievements of its members”*

### Autobiography

David has a PhD on problem-based learning and is currently an associate professor in Antwerp University in the Faculty of Social Sciences. He is responsible for courses on Learning and Instruction both in the field of education and outside the field of education hence, Learning and Instruction in companies and in workplace learning situations.

### Main research ideas

David is interested in studying and evolving his knowledge and research on 3 topics. The first topic of his interest is the learning environment; the effects of learning environments and how one can explain and improve learning environments. The second topic where David is more involved in concerns workplace learning and learning in a transition from school to work. So it can be workplace learning within an educational program. For instance learning during internships but it can also be within company training or informal learning. There is a great variety in the kind of research projects currently being run and most of them are in cooperation both with schools and with companies. Another topic David is interested in concerns the individual differences in learning with a focus on understanding how and why people learn, based on adult learners or learning in higher education.

### Involvement with EARLI

*David’s first contact with EARLI started in Leuven University in Belgium where Erik De Corte, was his teacher during his Master’s course. Also, during David’s internship in Maastricht University, Filip Dochy who was at that time a professor at Maastricht University and also very much involved in EARLI, introduced David into EARLI so when David got his first job in Maastricht University he immediately became a member of EARLI. The first EARLI conference that he attended was in Fribourg 2001 commenting that it was a wonderful experience for him. David was a SIG coordinator of Learning and Professional Development in EARLI and when EARLI started the Educational Research Review as a new Journal, he became the assistant editor of the journal. After his time as an assistant editor he became an associate editor and now since the beginning of 2014, he is the editor in chief of Educational Research Review.*

## A personal perspective of EARLI

*After a couple of months from my graduation as a Master's student, I was in my first EARLI conference and the interesting thing was to see that all the people that you read articles from, are very friendly people in real life who (also) enjoy having a drink and that you can ask questions and that they even can really be interested in your own work... so that was an eye opener for me: to experience that these are real and very friendly people. EARLI has played an actual role for me in creating cosy environments where such experiences are possible.*

*EARLI conferences and the SIGs create an atmosphere where researchers can meet and also there's an atmosphere where researchers can meet new researchers and even make friendships with researchers from other countries with whom you can just talk about anything other than research (but also about research) and think about new ideas and keep in touch also after the conference. EARLI is big enough to have a diversity of people and it creates cosy atmospheres where you do not need to feel afraid to ask questions.*

## Prospective on the future of research on education and training

*I think there is an interesting future with still many questions that need to be answered. I also see a growing awareness within the society. I live in Belgium and we just had the European and National elections, and education was a topic in debates... So I think that's good for people to think about what kind of education we want and what kind of learning we want to support... I think educational research and research on learning and instruction can play a role in supporting policy makers and practitioners with good, decent research so I think from that perspective the future is good in a sense that people outside educational research also now ask for more research, although I am not sure if the research asked by policy makers is the research that we should do. I have a feeling that it is sometimes not about evidence-based policy but about policy based evidence. I think that there is a growing interest in some of the research in education but of course there is also the danger of budget cuttings on fundamental research of Learning and Instruction and that's of course something that we got to fight for in a way as the budgets to research on Learning and Instruction are limited. But I have learned that things can change very fast so I try to be positive. Our own research group in Antwerp University has grown over the past years with good researchers and we still can do nice projects. If that continues to be the case and we can continue to cooperate with researchers who are in the same situation this can open some nice perspectives.*

## An informal personal incident

*I think of one funny experience near the EARLI's 20th anniversary and in the Budapest conference there was a party organised with the past presidents of EARLI as deejays so it was very funny to have those Earli past presidents and academic researchers to act as deejays each for 15 minutes. It was funny to see for instance **Pietro Boscolo** playing romantic Italian songs. Also commenting to that, especially as a starting researcher, I found it amazing that after conference dinners there's still a group of people that wants to go to a disco and that is an interesting image to see all these famous*

*researchers dancing, that was not an image you have as a student. Another thing I like to mention about EARLI except the nice atmosphere is certainly also the nice food at the social events.*

### **Advice to other researchers interested in making a substantial contribution to research and society**

*I would say that if they have the ambition to do so then to stick to this ambition and I think it is important from my perspective that you enjoy doing the research that you do . So I would say do what you like to do, and also share your ideas and make use for instance EARLI as an organisation, as a community to share ideas and present your own ideas, find people to collaborate and enjoy life as a researcher.*

### **Closing words**

*I enjoy having the opportunity to be a researcher and to have the possibility to do research and to be able to share ideas and to cooperate.*

## ERIK DE CORTE

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**ERIK DE CORTE**

*“What is very important in research is the contact with colleagues. EARLI offers opportunities for interaction and discussion, for collaboration on issues and problems of common interest in view of making progress in knowledge acquisition and improving the quality and relevance of research on learning and instruction.”*

### **Autobiography**

Erik De Corte graduated as primary school teacher in 1960. He received his Ph.D. in Educational Sciences in 1970 at the University of Leuven, Belgium. Before becoming emeritus in 2006, he was Professor of Educational Psychology and Director of the Center for Instructional Psychology and Technology (CIP&T) at the same university, where he chaired from 1994 till 1998 the Department of Educational Sciences. In 1998-1999 he was Visiting Scholar at the School of Education of Stanford University.

Erik was the first President (1985-1989) of the European Association for Research on Learning and Instruction (EARLI), and the founding editor of the EARLI journal *Learning and Instruction* (1990-1993). From 1987 till 2002 he was associate editor of the *International Journal of Educational Research*. In 1997 he received the “EARLI Oeuvre Award for Outstanding Contributions to the Science of Learning and Instruction”.

He is a Fellow of the Academia Europaea, of the Royal Norwegian Society of Sciences and Letters, of the National Academy of Education of the U.S.A, of the Russian Academy of Pedagogical and Social Sciences, and of the International Academy of Education (President 1998-2006).

Respectively in 2000 and 2003 he has been conferred the doctorate honoris causa of the University of Johannesburg and the University of the Free State, Bloemfontein, South Africa. During the academic year 2005-2006 he stayed as a Fellow at the Center for Advanced Study in the Behavioral Sciences at Stanford. (De Corte, 2014; <http://perswww.kuleuven.be/~u0004455>)

### **Main research ideas**

Erik De Corte’s overall research interest is to contribute to the development of theories of learning from instruction, especially in the domain of mathematics education with a focus on the following topics: learning and teaching of problem-solving and learning skills; metacognitive/ self-regulation, affective/emotional and epistemological aspects of learning; design and evaluation of powerful learning environments.

## Evolution in the main domains of research over the last thirty years.

*When I started in educational research in the 1960s the field was still in its infancy, certainly in Europe. Originally my work focused on so-called didactical topics, such as “what are/ what should be the objectives of mathematics education”. However, under the influence of my contacts and discussions with American colleagues, but also due to the intensive interactions with the research group of Professor Van Parreren of the University of Utrecht, my research interest shifted in the 1970s from a focus on didactical topics such as educational objectives, to the analysis of the cognitive processes and structures underlying those objectives, and to the investigation of learning and teaching processes that are necessary to attain them; my focus continued to be on mathematics education. Important issues in my work became the search for the main characteristics of effective (constructive) learning processes, and also finding out what kind of components children need to acquire in view of becoming competent in mathematics. This resulted in the notion of adaptive competence involving besides content knowledge and metaknowledge also heuristics, self-regulation skills and positive beliefs. But this led then to the question: how can effective learning that leads to the acquisition of adaptive competence be promoted through instructional interventions? To contribute to answering this question I got involved in design-based research focusing on the design of powerful learning environments.*

*Since the founding of EARLI now thirty years ago research on learning and instruction in mathematics, but also instructional psychology in general have undergone tremendous changes and made substantial progress. Such changes are for instance illustrated when one takes a look at the program of the first EARLI Conference in 1985 where themes that are topical today were not at all represented, such as self-regulation, conceptual change, use of technology, assessment, and design research.*

## Involvement with EARLI

Erik De Corte was one of the founders and as mentioned above the first President (1985-1989) of EARLI. As such he was one of the organisers of the first (Leuven), second (Tübingen), and third (Madrid) EARLI Conference. Afterwards he has been a member of the International Program Committee of the EARLI Conferences in Nijmegen, Athens, Fribourg, Nicosia, Amsterdam, and Limassol.

Very quickly after the foundation of the Association the idea to launch an EARLI journal was raised in the Executive Committee. Negotiations in 1986 at AERA in San Francisco with Pergamon Press and the editors of the International Journal of Educational Research led to an agreement, involving that each volume of IJER would contain two thematic issues devoted to research on learning and instruction under the editorial control of EARLI. In that perspective Erik was nominated as one of the editors of IJER. In 1989 the constructive cooperation with Pergamon Press took a new impetus. It was decided to start a real EARLI flagship journal Learning and Instruction, replacing EARLI's yearly contribution to IJER. Erik's term as EARLI President ended then, and at the request of the Executive Committee he accepted to act as the first editor of the journal, with Lieven Verschaffel as editorial assistant. The first volume of L&I appeared in 1991. Thanks to the hard work of the successive editors after Erik since 1993 – Roger Säljö, Neil Mercer, Wolfgang Schnotz, Anastasia Efklides, Lucia

Mason, and Jan Vermunt - and their teams, the journal's scientific reputation, reflected in the increasing impact factor, has continuously grown over the past two decades, and it is now world-wide recognized as one of the top-journals in the field of educational psychology.

Erik was very pleased when in 2005 the Executive Committee decided to establish the Erik De Corte Award, which is since then given at each biennial EARLI Conference to an early career and promising scholar in the field of Learning and Instruction.

### **A personal perspective of EARLI**

*Doing research is as well a solo as a distributed activity. In other words, private individual thinking and reflection is necessary, but in parallel productive research is a social activity and therefore the contacts with colleagues are of utmost importance. In this respect EARLI offers ample opportunities for interaction and discussion, for collaboration on issues and problems of common interest in view of making progress in knowledge acquisition and improving the quality and the relevance of research on learning and instruction.*

### **EARLI individual professional influence**

According to Erik, his participation in EARLI has strongly influenced the developments in his own research, especially by stimulating continuous reflection on theoretical issues as well as on empirical and methodological approaches.

As mentioned above research on learning and instruction has made substantial progress over the past thirty years, and EARLI has made a significant contribution. At the time one could hardly find a reference to European work in the American literature on learning and instruction, with the exception of Piaget and Vygotsky. This situation has changed today and EARLI has succeeded in placing European research on the global map. Already when the book about the first EARLI Conference was published (De Corte, Lodewijks, Parmentier, & Span, 1987) it was reviewed in a very positive way by several American scholars like Sig Tobias and Tom Shuell. The EARLI Conferences have so far always been highly rated worldwide for their quality and some American colleagues even prefer EARLI above the AERA Convention.

### **Prospective on the future of research on education and training**

*EARLI should continue to stimulate and support high quality research on learning and instruction in a variety of educational and training settings. Several initiatives of the Executive Committee are very important in that perspective: the organisation and funding of EARLI Advanced Study Colloquia (ASC) since 2008 and more recently the launch of the EARLI – Centre for Innovative Research (E-CIR). But in addition EARLI should attempt to improve the visibility of and appreciation for research on learning and instruction in the society at large. About a year ago I was attending a conference on “the position of the humanities and the social sciences” at Tsinghua University in China, where a European scholar discussed the Horizon 2020 program for Europe; when presenting the budget he commented explicitly “education is not highly appreciated”. In my reaction I said that this is a collective mistake*

*of the EU. Indeed, when people go to a doctor they expect that his/her diagnosis and treatment are based on research evidence. Apparently this is currently not so much the case for education, although it is generally accepted that high quality education is of utmost important for the future of our society and of the globe. If so then it is important that schooling and training are also based as much as possible on research evidence. But having said this, it is important that EARLI promotes research and development that contributes to bridging the still existing gap between theory and research on the one hand and educational practices on the other hand. In this respect the establishment of EAPRIL in 2006 was a good initiative, but it seems to me that more has to be done. One suggestion in this respect is the promotion in EARLI of design-based research, paying thereby special attention to the development of the methodology.*

### **An informal personal incident**

*A major source of satisfaction occurred at the start of EARLI in 1985. I was pleased with the massive and enthusiastic support of the participants in the first conference for the founding of the Association. Apparently the Zeitgeist was ripe for the establishment of a forum for researchers in the field of learning and instruction in Europe. Indeed, after the launch in 1985 the organisation has quickly and steadily grown over the past 30 years.*

*When starting a European organisation it is not uncommon that the language problem shows up. Interestingly at the start of EARLI this was not a serious problem. Indeed, it was quickly agreed upon that the working language would be English. But when the decision was taken to hold the third conference in Madrid in 1989, the organiser Mario Carretero contacted me and said that many Spanish scholars who would be interested in participating could have a problem with presenting their work in English. After considering the issue I contacted Mario and proposed as a solution that half a day of the conference could be reserved for presentations in Spanish under the condition that simultaneous translation would be provided. Mario contacted me two weeks later and said that he had decided that the Spanish researchers should also present in English, adding that they had about two years to prepare for it. Since then the language issue has never been raised again. But when the conference took place in 1993 in Aix-en-Provence - also in view of involving more French researchers in the EARLI - the organisers could not get one French franc from the government in Paris because the conference was in English.*

*Coming back to the Madrid conference, a preparatory meeting of the Program Committee took place in March 1989. When visiting the venue what we saw was not much more than the carcass of a new building. The Committee was a bit concerned about how they would get the building fixed by the time of the conference. But Mario said, "don't worry", and indeed when we were there in late August the building was ready.*

*Finally, the Gala Dinners at the conferences have always been excellent social events offering the opportunity to taste typical food and enjoy the local culture.*

## Advice to other researchers interested in making a substantial contribution to research and society

*A very important decision was taken in 1995, namely the establishment of JURE, a network of Junior educational Researchers, aimed at stimulating the professional development of young scholars. I strongly advice junior researchers to join **JURE** and to network with their colleagues throughout Europe. EARLI has created important possibilities to do so by organising a pre-conference for JURE at the biennial EARLI Conference and by supporting a JURE Conference in the year between two EARLI Conferences. These events offer excellent opportunities for presenting their work even when it is still in progress, and for discussing their research not only with other juniors but also with senior researcher who act as invited speakers. It is an important task of supervisors of young scholars to stimulate them to join and participate in JURE.*

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## FILIP DOCHY

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## FILIP DOCHY

*“...during the conference in Padova we had the conference dinner in a big castle with knights fighting outside on horses in an area lightened by torches and inside the castle were entertainers running around playing medieval instruments, singing and telling jokes... These and so many other stories from every conference offer great life experiences and bring people closer together”*

### Autobiography

Professor Dr. Filip Dochy studied Physical Education, Educational Psychology and Law at the Universities of Gent and Leuven (Belgium). He received his PhD in Educational Technology in 1991. He is currently a full professor at Full professor of Research on Learning & Development and Corporate Training, Research Unit on Occupational and Organisational Psychology and Professional Learning (O2L), University of Leuven, Belgium. He was Professor of Educational Innovation & IT, at the University of Maastricht (The Netherlands).

Filip is a Founding Editor of 'Educational Research Review' and 'Frontline Learning Research' - Official Journals of EARLI. He is a member of the Dutch and Belgian schools of Educational Research and he was EARLI & EAPRIL office manager (till 6-2015). He is also founding Chair of EAPRIL.

He was President of the European Association of Research on Learning and Instruction (EARLI) from 2003 until 2005. He is a member of the European Academy of Science.

### Main research ideas

Filip has been conducting research on Learning in schools and organisations, investigating areas related to learning in groups. Recently he started doing more research out of schools and in professional organisations. Fifteen years ago research was focused a lot more on problem based learning. Now it's more on collaborative learning, team learning, learning in organisations and workplace learning. This is an evolution of the field, a spreading of know how that has reached a broader scope and field which must have been influenced by EARLI, contacts in EARLI and networking with participants, amongst others.

Apart from group dynamics and learning in groups and in teams, Filip has always been interested and has been doing research on new modes of learning and assessment, new ways of learning and new ways of evaluation. He has been working for a long time on different types of organising learning like problem based learning, project based learning and case based learning. Form this work, one of his key findings include the following: “if one lets his students learn through projects or by starting from problems or cases, it then does not make much sense to assess those students through traditional exam methods where the students are asked to memorize knowledge and then reproduce it. One will have to align his assessment methods with the way his student learning was organised”. Filip

conducted a lot of research and published numerous papers on what is called 'new modes of assessment' such as portfolios assessment, co-assessment, peer assessment, case based assessment and competence based assessment, amongst others.

### Personal word of advice

*There are so many things that are very important to remember as a researcher. To name a few: Doing research must be fun, you must enjoy yourself. Secondly you must do that as much as possible in a team because that gives you motivation and ideas. Often the brightest ideas do not come from one person, mostly they come from teams. I know that many universities are not organised to accommodate this practice, but we do as much as possible to make it happen.*

*Also, if you think about publishing, my personal motto is that 'you can publish more and better work with two people than what you can on your own; and you can publish more and better research with four people than what you can with two people.' But on the other hand something to remember, and what I would say is what we have known in the past twenty years, is what I would call the 'rat race' of publishing which is publishing as many articles as you can in highly ranked journals. I think if I look at the last three, four years we can start concluding that the 'rat race' is almost over and for the young researchers this will not be so important - to have a lot of publications. Rather, the importance will be on having excellent publications. Better publications can be written when working in a team and better research can be conducted with four persons than if working individually because knowledge is shared amongst you, you can use knowledge others have, interact, be more creative, use interaction, use more ideas, co-create, co-write, etc. That is still a thing to work on as up until now research is too individual since mostly boards and funding agencies do enhance/force this too much.*

### Involvement with EARLI

Filip was first involved with EARLI in 1991 where he attended his first EARLI conference in Turku, Finland. Around 1995, he got invited to a meeting and soon after that he became a candidate for the position of Secretary-Treasurer of EARLI. He was then elected as Secretary-Treasurer, a position that he held for four years. That was a time when EARLI was still a rather small organisation of about five hundred members. After that period and during the conference in Fribourg he was elected President-Elect. In 2003, he was put forward as President of EARLI during the conference in Padova, Italy. In 2007, after the period of his presidency, he became head of the office that was set at the University of Leuven. Until then, all the administration was being shifted from one country to another every two years. Once the organisation grew to a certain size, it was too difficult to continue doing that. In 1999 the organisation had around one thousand members; by 2005 it grew to around 1,500 members; by 2010 to around 2,000 members and nowadays it has around 2,700 members. Lauren Resnick, who is an American professor from Learning Research & Development Centre (LRDC) in Pittsburg, suggested at some point that it was time for a real office for the organisation in an office building with personnel in order to run the organisation efficiently. Consequently, in 2009, EARLI president Neville Bennett decided to have a permanent office. After that, it was decided to have a

fixed office building in Leuven and that was decided during two periods of Presidents, the Presidency of Pietro Boscolo from Italy and the one of Roger Säljö from Sweden.

### **A personal perspective of EARLI**

*I can't recall the exact time I first became involved in EARLI. I started working in the eighties for and during that period, EARLI was already a well-known organisation. At that point in time it was seen as something normal for a researcher in educational sciences to be aware of EARLI and the work of its members. Just like many other colleagues in the Netherlands at that time, I became a member of EARLI and I received invitations for the conferences. During the conference in Turku in 1991 I was already investigating new modes of assessment. That is when I decided to submit a proposal to start a new SIG, which is now SIG number one 'Assessment and Evaluation'. That played an important role in shaping the research that I was doing. It became very successful within the first two years and it drew a lot of members. Many people seemed to be interested in evaluation and assessment issues; at one point we had one hundred and fifty members and it is one of the larger SIGS.*

*Another very rewarding aspect of my involvement with EARLI would certainly have to be the contacts with the people that you meet during the conference of EARLI. You get to meet people that are interested in the same or similar fields as you, and who conduct relevant work. You meet people from your own country, people from abroad, and you see people who are in the same special interest groups as yourself. There are lots of possibilities for having contacts and that on its own makes the involvement rewarding. You interact with your colleagues not only during the conferences but also afterwards; you organise activities for the special interest groups and for smaller groups, publish journals and books together, amongst others. I think that is the most important thing, having the contacts with the people and in general, everything that results from that, which is enabling scientific research.*

### **Key trends in the evolution of the domains of research covered within EARLI**

Twenty years ago, no one was questioning traditional ways of taking exams when it comes to the fields of 'learning in groups' and 'assessment and evaluation'. It was taken for granted that there were multiple choice exams or oral exams. Over the years it became apparent that learning and assessing can be different. One of Filip's current projects is focused on the competence based learning in higher education; how institutes for higher education organise these and how they organise their assessment. The same research project was conducted ten years ago; hence the results provide a comparison and illustrate the enormous evolution, which has occurred. Ten years ago it was hard to find an institution that was organising its learning processes based on competences. Nowadays the majority of the institutes for higher education are doing this both during the learning and assessment processes. Twenty-five years ago nobody was thinking about assessing differently. Ten years ago some people started trying to implement it. After the completion of research and the publication of results on this area, most institutes for higher education moved onto using different forms of evaluation in the present time. Multiple choice exams and oral exams are still used but they are complemented by the use of portfolio assessments, case-based assessments, competence based assessments, interviews, peer assessments, co-assessments, self-

assessments and many other different forms of assessments. The evolution seen is not in time but in geographical sense, mostly from north to south; northern European countries are much more on the forefront in innovations than southern European countries with a great difference between them. For example in Denmark (northern Europe), every way of taking exams is a new way of assessing and no multiple choice exams or no tests for memorising are used any more while in Southern Europe there are probably still universities using only memorisation tests. The shift is expected to continue and twenty years from now even in southern Europe, the majority of the tests will not be merely memorising knowledge.

The example provided is for assessment but the same goes for learning in groups. Twenty-five years ago nobody was thinking or writing about learning in groups. Everything that was related to learning was basically individual and over these twenty-five years we have seen a clear evolution also, driven by research and research results. These prove that if students and even workers do things together they learn more and better than if they do it on by themselves. Nowadays, in most the schools, companies and organisations there is a lot of thinking and practice around working in groups, learning in groups, peer learning, giving feedback in groups, project based learning and problem based learning amongst others. Once again, the evolution on this area has been geographical. There is a visible difference between north, south and middle Europe in the same way as for example Swedish, Norwegian, Danish, Dutch universities. Some of these organise everything in groups from the first day one enters a university until their last day. Southern European universities are often still working based on individual learning with minimal group or in teamwork included in their curricula.

New research tends to create trends that then become common practice, which are slowly adopted by different cultures. Changes in learning whether it is in schools or outside schools take twenty years at least to become visible. This is due to 'the waterfall of publishing' effect; when one publishes work in high ranked scientific journals. The information is passed on to a limited amount of people who will read them. Usually, these will be the peers of the author(s) and other researchers. From there, some readers will try to rewrite it in other words, aimed at a different level of scientific background, educational level etc., to be published in different types of journals. Once more, other readers will read and rewrite the articles into more accessible books, more practice oriented books and in practical exercises. This is the 'waterfall publications' effect where the research that has been done is translated into more practical books, journals, monographs, books of exercises etc.; a time consuming process which can take five to ten years, but that facilitates the application of the research results. The best support an academic can have of his own ideas is when other people use them in their own work. This also provides the best guarantee that it's going to have an impact within practice. EARLI has played an interesting role in this waterfall effect of knowledge and practice spread. This is done by providing the contacts, having meetings where one can be introduced to other people who are interested in the same topics and providing occasions for presenting research findings. In addition, EARLI has influenced the new trends in research through its journals; such as '*Learning and Instruction*', which is a very important journal in the field and through other journals that were started later on such as the '*Educational Research Review*' and '*Frontline Learning Research*' including the book series.

### **An informal personal incident**

*There have been so many remarkable experiences and funny things happening over the years. During one of the conferences; I think it was the conference in Budapest or the one before; we had a reception with finger food that was organised by Elsevier the publisher in the university building. After that we had a party for all EARLI members that were there, and all past presidents were requested to perform DJ duties for half an hour each by playing music of their choice. That was a very nice idea that formed a quite surprising event. The older presidents, some at that time who were already in their sixties or early seventies, played music from the 1950's and it was quite funny to dance to it. Then we had other president playing music from the 1960's, from the 1970's, from the 1980's and from the 1990's, which was really fun. I remember that being the best party we ever had in the EARLI conferences. It was an original idea, one, which was also, very well organised as the reception smoothly went over into a party without anyone noticing, so to speak. So that was really the funny thing that you were just in the reception and before you knew it you were in the middle of a party. I have a lot of good memories concerning the way the conferences are organised and certainly the way European countries try to integrate the local culture into the events. On that plane we are extremely different from all the other organisations I know both in Europe and certainly from the overseas. For example when we had the conference in Padova we had the conference dinner in a big castle where every small detail was thought of. There were knights fighting outside the castle with horses and inside the castle there were small medieval bands playing music. There were entertainers running around the castle playing medieval instruments, singing and telling jokes and torches lighted even the courtyard outside the castle. Everything, every detail was just perfect. In the conference in Freiburg in Switzerland, after the presidential keynote, the back screen of the auditorium opened automatically and there where I think five or six alphorns which are the very huge horns of about 4 or 5 meters long and the musicians were playing them; that was so impressive and such a nice experience. Afterwards, in that same conference, in between the sessions for coffee breaks, in each spot of the area were classical ensembles playing classical music, giving off a lovely atmosphere. I think Fritz Oser was the man responsible for this wonderful conference, who was that conference's president and is a big classical music lover; something very typical of the Swiss culture.*

*There are so many other things, which are so unforgettable about these conferences, like when we had the conference in Gothenburg in Sweden. We had a conference dinner in a fisher hall close to the harbour. We were just sitting in a huge fisher hall with only wooden tables and wooden benches and dinner was nothing else than a wooden case with seafood in it. That was also a unique experience; and then we had a national competition of singing a national song so all the people were requested to gather for a few minutes with the people of their country and to decide on one song that was typical for Israel, Belgium, Sweden, France and so on. We then took on the stage and sang that song. These and so many other stories from every conference offer great life experiences and bring people closer together.*

### **Advice to other researchers interested in making a substantial contribution to research and society**

*For young researchers I would advise to 'don't do it on your own'. Do it in a team and try to network with people from other countries. It's extremely important.*

## JAN VERMUNT

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**JAN VERMUNT**

*“EARLI has been important to bring together researchers from all over the world”*

### **Autobiography**

Jan is a professor at the University of Cambridge in the UK, working there for three years now. Before attaining his current position, Jan was a professor at the Utrecht University in the Netherlands after working in several universities in the Netherlands, in Leiden University, Maastricht University, Tilburg University and the University of Amsterdam. Since his position in Cambridge, Jan’s research is focused on the interplay between student learning and teacher learning. Having completed a PhD on student learning in higher education, he later on moved in teacher education and teacher learning and got interested ever more in the interaction between the learning of students and the learning of teachers. Therefore Jan tried to focus his research here now in Cambridge on the interplay between teacher learning and student learning, so how teacher learning influences student learning and the other way around.

### **Main research ideas**

The first period of his professional carrier Jan has been focusing on students’ approaches to learning, student motivation, self-regulation of learning, conceptions of learning and similar topics while in the second part of his professional life, when he went to an institute for teacher education and development, his interests developed into student teacher learning. Also he got interested in experienced teacher learning considering not only younger student teachers but also teachers when they are for example confronted with educational innovations and on how they dealt with that, how that for some teachers was a trigger to start learning again. Furthermore, currently being in the third part of his professional life he has been recently trying to bring together those two research strands and trying to connect them, because he thinks that is important for having impact on practice and also real progress in science.

### **Personal word of advice**

*I think it is very important that PhD-students are not just students but junior researchers who should try to participate in every activity that senior researchers participate in. So take part in research group meetings, discuss your ideas about your own and others’ research with each other, go to conferences, present your work as paper, poster, or in another format, learn from the feedback you get, revise your paper, choose a suitable journal and submit it. Be prepared to get a rejection letter*

*which is longer than your paper, give a party when you get a major revision since it means your paper has passed the first hurdle, rewrite, and resubmit. Writing is rewriting, the version that gets published is often the 10<sup>th</sup> version of a paper.*

*Become active in the scientific community. Don't only take the benefits of the peer review system, but give something back and volunteer to act as reviewer, conference chair, discussant, symposium organiser, or in whatever other capacity.*

*The only sensible reason to write something is to be read. You better write one good paper that is well-read and stimulates other people in their thinking and practice, than a multitude of poor papers or papers that are clones of one another.*

### **Involvement with EARLI**

*My involvement goes back very far because I was the student of two of the people who actually founded EARLI. I was the student of Robert-Jan Simons and Hans Lodewijks who were then at Tilburg University and it was about 1984 I guess, I was a master student and they had the idea that the European researchers could better collaborate, because they all went to the United States to meet each other. I went to some EARLI SIG meetings and the first official role I had in EARLI was SIG coordinator of the special interest group on higher education, and shortly after that of the SIG on teaching and teacher education. Several years later I became a member of the executive committee of EARLI from 2009 to 2013 so I had my full maximum 4 years in the committee. When I left the committee I became the editor in chief of Learning and Instruction, as successor of Lucia Mason.*

Jan has been a member of several special interest groups in EARLI with the most important being those on higher education, teaching and teacher education, and learning and professional development, corresponding to the main strands of his own research.

### **A personal perspective of EARLI**

The most important features or resources that made Jan's involvement with EARLI rewarding would be the contacts with other people. The Netherlands is a small country although educational research is very active but if one specializes in his/her own domain there are only a couple of people in the same country who know the same literature, that are familiar with theories in the area and have the same books in their shelves. So it was very exciting for Jan in the beginning of EARLI meeting people from Finland, going to their office and seeing exactly the same books that he has on his shelves and talk about the same theories, the same research problems that he is dealing with as a researcher. Therefore, one of the most rewarding things was seeing people from other countries doing very similar work and being able to collaborate with them.

### **EARLI individual professional influence**

*EARLI has been important to bring together researchers in conferences and in special interest groups like in the special interest group on higher education. The sig meetings have been the source of some lifelong professional friendships that still exist and in which we exchange ideas, papers and later on*

*we exchanged PhD students, we went together to the big conferences and in general there was a lot of exchange between members of the special interest groups. Jan believes that this type of exchange has been very influential on the development of thinking about these topics.*

### **Prospective on the future of research on education and training**

*Well, I think it has a bright future, I think education and training are two very important element of society and educational research is important for improving our understanding of teaching and learning and improving the practices of teaching and learning. Opportunities for funding to do good research on learning and education will of course be important and that differs a little bit from country to country. One of the important obligations is to provide evidence for how teachers' and students' learning can be optimized. In some countries for example nowadays policy is very much aimed at in simplifying teacher education, seeing teacher education more as workplace learning than as something academic. in the US but also in the UK, teacher education as an academic program is threaten through policy measures and I think educational research can contribute to developing effective programs of teacher education and professional development.*

### **An informal personal incident**

*One of the remarkable experiences was a conference organised on a boat between Helsinki and Stockholm. It was a conference of a special interest group called Text Processing. It was the first name of that special interest group and later they changed it I think in Comprehension of Verbal and Pictorial Information, because they got too many requests to process members' texts. The conference started on an afternoon in the University of Helsinki shortly before dinner and then we all embarked on one of those big ships that go from Helsinki to Stockholm, with several decks with conference rooms, restaurants, shops, and dancing bars. We couldn't leave the ship so that was very nice, that you are with a group of people on the same ship sailing to Stockholm and you can't get away. Waking up in your cabin in the morning, looking outside and sailing through the archipelago of Stockholm was fantastic. I haven't woken up often with such a view since then. We had some time off in the morning to visit the city and then came back to continue our conference. These ships have big conference rooms as apparently there are many conferences happening on such ships at the same time, something I never knew before. While we sailed back the conference continued and then I think the last meeting of the conference was again in the University of Helsinki. This was in June which meant that at that time of the year, at that part of the world it almost doesn't get dark so in the middle of the night you could sit outside and there was still light. So that was a very special experience to be together with all these people on a boat who you are very close with, having no parallel sessions and just be together with everybody there for a couple of days. It was very remarkable and a very memorable experience. Another special memory has to do with the big EARLI conferences. One of the special features of the big conferences is the gala dinner. At many conferences these dinners were in castles or other remote places that you only could get to by bus. So the organisation hired ten or fifteen buses to bring all those people to the dinner venue and back, for example in Athens it was that way and in Fribourg as well. After the gala dinner there was always one bus that didn't go back to the hotels but where the driver was persuaded to bring us to some kind of dancing bar where we just could go dancing with thirty- forty people until morning. That was*

*very good for team building. Those were very nice nightly trips that you would arrive there by twelve and you just went on until it was light again.*

### **Advice to other researchers interested in making a substantial contribution to research and society**

*First of all I would advise them to become a member of EARLI. Young researchers should, I think from very early onwards, share their research with each other and more senior researchers. Also it is very important to go to conferences, like JURE, present papers of your work, present posters, and round tables. Share your work, get feedback, and try to improve it, write it down, and then try to publish.*

### **Closing words**

*EARLI has been of a great importance for my professional development and I am lucky and happy to contribute to EARLI as well through the executive committee, through sig coordinatorship and now editor in chief of the Learning and Instruction. So EARLI has been enormously important for me and I would recommend all young researchers to become an active member of EARLI.*



## JOS BEISHUIZEN

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**JOS BEISHUIZEN**

*“EARLI has fulfilled its potential because the research community is constantly growing; not only the quantity but also the quality.”*

### **Autobiography**

Jos Beishuizen studied psychology at the Vrije Universiteit Amsterdam (major on cognitive psychology). His PhD thesis reported a study on searching for information in electronic databases, in which different search strategies (depth-first and breadth-first search) were identified and subsequently trained by a computer coach. He conducted research on the development of inductive reasoning skills and on concrete elaboration during knowledge acquisition. His recent work focused on communities of learners. He is currently professor of educational science and head of the Centre for Educational Training, Assessment and Research at the Vrije Universiteit Amsterdam. The institute provides teacher-training courses for university graduates, services for educational policy development, quality assurance, and improvement of university education and development of electronic learning environments. From September 2011, Jos Beishuizen was the President of the European Association for Research on Learning and Instruction until 2013.

### **Main research ideas**

Jos Beishuizen originally started as a cognitive psychologist and is currently working within the domain of higher education. He has been working on the concept of the community of learners for a couple of years where the learning arrangements in which students, teachers and researchers collaborate on solving research problems. He is involved in research in higher education but also in secondary education where PhD students design learning environments. The aim of this work is to improve the quality of these learning environments by design based research, which ends in providing deeper knowledge about the process of learning and in the development of a product. The product ‘the learning environment’ which has been developed as one of the focuses of the research project has provided a practical as well as a scientific outcome.

### **Personal word of advice**

*The notion that people develop theories and these theoretical ideas guide their learning process has become clearer for me in the course of years. I used to think that experience is the soul, let’s say, basis of knowledge acquisition but I have discovered in the course of my research project that not only the concrete experiences, or the examples, or the tests, or the experiments are an important source of knowledge and learning but also ideas guide your process of doing research, discovery and*

*learning. Therefore, we as teachers should provide students not only with rich learning environments but also with ideas that guide their learning processes; teaching using scaffolding, not only by teachers but also by theorists.*

*Additionally, in the domain of research on learning and instruction, it is a good advice to involve teachers in the research projects. The teachers (who are already experts in the domain in which you study - learning and instruction) should be engaged so that they can help the researcher to arrive both at research questions which are relevant not only for the advancement of theory but also for practical purposes. They can help towards the creation of learning environments which are really valuable and which would enable students to learn. Thus, the collaboration between teachers and researchers is important in order to derive sound conclusions about learning and instruction.*

### **Involvement with EARLI**

Jos has been a president of EARLI, formerly to the current president, Costas Constantinou, in 2011. He organised the EARLI 2009 conference in Amsterdam and has been working in the office as a member of the executive committee during 2009 to 2011. As a young researcher, he began working in 1985 and became a member of EARLI right from the start.

### **A personal perspective of EARLI**

*Working with EARLI has been rewarding in so many ways. First of all, you have the opportunity to meet with people through all over Europe who are, like yourself, interested in educational research and have more or less similar research attitudes. The idea that so many people in Europe are working on the same problems and are trying to find out how education can be improved is very motivating. But perhaps more specifically, I did appreciate the context I had with the PhD students in the JURE meetings where I was invited to give a keynote and also I had the chance to give workshops and so on. That was definitely what I enjoyed the most and I think I saw a spark of my work there. In the Netherlands I am the scientific director of the Netherlands graduate school for PhD students so I am also involved in educating PhD students and that was the most interesting part of my involvement.*

*In addition, I have had the chance to meet with various researchers not only from my own special interest group 'text comprehension', but also from other SIGs. This cross-fertilised my own ideas in not only the close community of my own research group but also the wider community of other SIGs in which I was invited. There, I had the chance to talk about my research and to discuss things that have brought me a lot of new insights. That is really an advantage gained through EARLI.*

### **EARLI individual professional influence**

EARLI is a place where people with similar interests but different perspectives can come together and share opinions and expertise. For example, Anastasia's area of expertise was not on collaborative learning but this is a highly important area for understanding learning and metacognition in a social context. This has led her to a more integrated model of metacognition compared to the traditional models of Flavell and Nelson. In addition, her participation in the SIG

Motivation and Emotion has enriched her understanding of self-regulatory processes and the role of motivation and affect in metacognitive experiences. Bringing together two distinct areas of research, metacognition and motivation/affect, was a challenge as well as an opportunity for developing a theoretical framework for self-regulation, the Metacognitive and Affective model of Self-Regulated Learning (MASRL). This model extends previous ones and allows a more detailed conception of the processes involved in self-regulated learning. EARLI has been instrumental in the development of Anastasia's thinking and her interests, giving her a feeling of gratitude and privilege for being a member of it.

### **Prospective on the future of research on education and training**

*Perhaps these digital developments are becoming more and more important so you can imagine that a lot of learning takes place outside the walls of the school or the educational institute where you are studying. Hence you can learn in various places and in various circumstances by the use of Internet facilities. At the same time we are more sensitive to the fact that meeting with other students and with teachers is a very important part of any educational experience. Therefore, I think there will be time and space for this social aspect and character of learning and instruction and we will be more sensitive to developing good opportunities for meeting in education setting.*

### **An informal personal incident**

*Working with EARLI has been very inspiring. My time in the executive committee and also most specifically my time as a president was one such experience. Another example would be during the organising committee of the EARLI conference in 2009, where we were making progress towards arrangements, negotiating with Filip Dochy about the terms of the contract and discussing everything with the people from the EARLI office in Leuven about all kinds of details. Also, the collaboration with the people here in Amsterdam where we organised a meeting jointly by people from the University of Amsterdam, that is the other university here and my own University the Vrije University, we were discussing the preparations and so on; all these and so many more experiences formed a very inspiring period.*

### **Advice to other researchers interested in making a substantial contribution to research and society**

*I definitely advise them to spend a good deal of time on acquiring good methodological skills to become a good researcher, a craftsman so to speak. Also I would advise the young researchers to create an opportunity to really study what's been put on paper.*

## LUCIA MASON

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**LUCIA MASON**

*“Good research is demanding, sometimes it is very hard but also rewarding in a special way”*

### **Autobiography**

Lucia Mason is a Professor of Educational Psychology at the University of Padova, Italy, where she has been head of the doctoral program in Developmental Psychology and Socialization Processes. She has been Fulbright Research Scholar at the University of Georgia (USA) and selected by the Rockefeller Foundation for a study period at the Bellagio International Centre. She has been editor-in-chief of Learning and Instruction and associate editor of Educational Research Review. She is currently member of the editorial boards of the Journal of Education Psychology, Contemporary Educational Psychology, Cognition and Instruction, Metacognition and Learning, and Instructional Science. She served as chair of the 10th conference of the European Association for Research on Learning and Instruction (EARLI).

She has investigated the role of various learner characteristics in conceptual change processes, such as analogical reasoning, topic interest, and epistemic beliefs. She has also examined the effectiveness of instructional factors for knowledge revision, focusing on argumentation in group discussions, writing-to-learn, and refutation text.

Her last studies are focused on source evaluation during online information searching, as well as on processes, as revealed by eye-movement patterns, and outcomes of learning from text and pictures. She has extensively published internationally including articles in high-ranking journals (e.g., Learning and Instruction, Journal of Educational Psychology and Contemporary Educational Psychology), chapters in volumes, and two co-edited books. She has also published some national volumes. In 2003 she was the recipient of the EARLI Outstanding Publication Award.

### **Main research ideas**

Lucia’s field of study is Educational Psychology: cognitive, metacognitive, and affective aspects of school and academic learning. Her main research interests are conceptual development and change; eye-tracking methodology to study reading processes; learning from text and pictures; epistemic beliefs; source evaluation and comprehension of conflicting information on the Internet; emotions and cognition at school.

## Involvement with EARLI

Lucia was the conference manager of the 10th EARLI conference in Padova, which was very successful. A lot of hard work and long hours went into the preparation of the conference, which was at the time done manually i.e. without the use of an electronic system. During the conference Lucia was elected as a member of the EARLI Executive Committee on which she served from 2003 to 2005. She has also worked as editor-in-chief of Learning and Instruction for four years, from 2010 to 2013.

Lucia became involved for the first time in EARLI when during the EARLI conference in Athens, Professor Neil Bennett asked if she would accept his invitation to become a member of the International Program Committee (IPC) for the following conference to be held in Goteborg, Sweden; an honorable invitation which she accepted gracefully. She started serving EARLI with her contribution for the program of the Goteborg conference.

## A personal perspective of EARLI

*The Padova conference was an event indicative of the rewards experienced through EARLI, like was my election for the Executive Committee. Along the same lines and regarding my editorship, seeing the numbers of members involved rising has made the effort and time put into it very worthwhile. During my editorship, Learning and Instruction was the second journal in two ISI (Institute for Scientific Information) areas: Educational psychology & Education and Educational Research. In addition, submission to the journal increased from 306 to around 425.*

*From my perspective, the key areas that demonstrate EARLI as being a leading research association for reliable, new knowledge are text and picture comprehension, conceptual change, instructional design, metacognition, and motivation and emotion.*

## EARLI individual professional influence

Through the main conferences and SIGs meetings, EARLI has much influenced my own research. I organised several symposia on conceptual change and epistemic beliefs for these meetings, which were important opportunities for exchanging and discussing ideas, and sharing projects. In addition, I had the opportunity to work with some prominent scholars, writing chapters in the field of concept and belief change such as Gale Sinatra, Stella Vosniadou, and P. Karen Murphy.

Based on exchanges and discussions during EARLI meetings, networking has also been very important professionally. I joined two international Networks: (1) Network on "Epistemological Beliefs" (funded by DFG, Germany; principal investigators: Elmar Stahl, University of Education, Freiburg, and Rainer Bromme, University of Münster) and (2) Network on "Developing critical and flexible thinking" (funded by the Fund for Scientific Research-Flanders; principal investigator: Lieven Verschaffel, University of Leuven, Belgium).

## Prospective on the future of research on education and training

*As concerns my country, Italy, the perspectives of research for education and training are problematic because of the financial situation. We cannot expect much development in the short term. Yet there is a great need for lab research that applies novel approaches in the field, in particular to examine online processes of learning (e.g., eye tracking data or physiological measures of cognitive and emotional arousal), as well as for classroom studies and research that translates the findings of scientific investigation.*

## An informal personal incident

*During the preparation of the Padova conference, Monique Boekaerts was the President of EARLI. She came to Padova twice for the IPC meetings, giving us an important contribution. In 2002, the year before the conference, I had a road accident and badly broke my right leg. It was hard. I had two operations (before the conference and one after) and could not walk at all for 6 months. Even after the surgeries, I was still impaired and it took me one year to feel OK. When the first IPC meeting took place, I was still limping. During the dinner, Monique – who was sitting near me, said that I needed a good orthopedist because I did not walk normally. She said that she was very sorry for me and recommended me looking for the best Italian orthopedist that was taking care of football players' legs. It was funny because she repeatedly said that to me; that the orthopedists of football teams would be the best to solve my problem. Italy had good football teams, so Monique recommended going to Milan or Turin to visit those doctors. She said: "They are expensive but solve problems"! I followed her advice. I did not go to Milan or Turin but to Bologna where there is a hospital specialized for major orthopedic problems. I consulted a doctor who said that I was OK and it would only be a matter of time for a full recovery, given the bad fracture. In three months I felt much better and my walking was again (enough) good at the time of the conference.*

## Advice to other researchers interested in making a substantial contribution to research and society

Good research is demanding, sometimes it is very hard but also rewarding in a special way. Personally, I would never change my job for a better-paid job. Be enthusiastic, active, serious, unpretentious, and responsible: you will feel a sense of gratification.

## NEIL MERCER

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**NEIL MERCER**

*“Being part of the EARLI international community has been for me a very beneficial and rewarding experience. I would encourage anyone who is interested in researching the interactive process of teaching and learning to join EARLI.”*

### **Autobiography**

Neil Mercer is a psychologist who is Professor of Education at the University of Cambridge, having previously been Professor of Language and Communications at the Open University where he was also Director of the Centre for Language and Communications and Director of the Centre for Research in Education and Educational Technology. In 2011 he became Vice-President of the Cambridge College Hughes Hall, and is an Associate Fellow of the British Psychological Society. Neil has served as a consultant to several British government education departments and agencies, and the outcomes of the *Thinking Together* research programme were incorporated into the National Strategies for primary and secondary education. He has been a member of the Research Grants Board of the Economic and Social Research Council, the Executive Committee of the European Association for Research in Learning and Instruction and the international conference organising committee for the International Society for Cultural and Activity Research. He has also been a Link Coordinator for the British Council's international Academic Exchange Programme, has contributed to the ESRC's *Joint Research Capacities Building* programme and is a member of the ESRC Review College. He is a former editor of the journal *Learning and Instruction*, the *International Journal of Educational Research*, and *Learning, Culture and Social Interaction*. He is also a member of the editorial boards of *Infancia y Aprendizaje*, *Anuario Psicología*, *Educational Psychologist*, *Language and Education* and *Reading Research Quarterly*.

### **Main research ideas**

Neil has emphasised the use of language to "interthink" and build "common knowledge", so that people are able to think and work effectively together, particularly in classrooms. From the book *Common Knowledge onwards* his work has been explicitly Vygotskian in nature, fitting into a wider sociocultural and dialogic learning focus in education. Neil proposes that language enables the creation of an 'Intermental Development Zone', which allows peers to interact and develop their understanding together, and for students to learn from a guiding teacher. From this perspective, the use of spoken language is seen as a crucial aspect of the distinctively human ability to think collectively.

One of Neil's main interests is in how the quality of talk in classrooms impacts on educational outcomes. His key research topics include: teacher-pupil talk in primary and secondary classrooms; talk in group-based activity in classrooms; the development of children's language and thinking skills;

the use of ICT in the teaching of science and maths; Methods for analysing talk and joint activity; the development of a sociocultural theory of education; spoken language, literacy and ICT; collective problem-solving in educational and work settings; teaching and learning with new technology; teaching and learning in distance education; and the teaching of English as a second language.

### Personal word of advice

*One thing I hope educational researchers recognize today is that children develop cognitively not just through experience with the world, but through dialogue about it; and another is that we humans cannot only think individually, we can think collectively. We don't use language merely to interact, we use it to interthink. There has been a growing recognition in recent years of the importance of understanding education as a process in which people think collectively; and what's more, one of the most important things that children can learn from a good education is how to use language to think very effectively with other people.*

### Involvement with EARLI

Neil first became involved with EARLI during 1985-1987 through contact with **Neville Bennet**, EARLI's past president. Both researchers' studies were concerned with the same field, and through contact with Neville he started attending EARLI conferences. Over the years, Neil took several roles in EARLI. He was editor of *Learning and Instruction*, a position which he took over from **Roger Säljö**. Neil was encouraged to take this role with the aim to broaden the readership of the journal, as it was felt that the journal's content did not fully include the interests of all EARLI members by privileging experimental quantitative research at the expense of other important paradigms.

Neil was also a member of the EARLI Executive Committee during the 1980s. One priority at that time for the Committee was broadening the membership base, as EARLI had always been strongly represented by English, Dutch and German members and to some extent Scandinavian, whereas Southern and Eastern Europe were not then as strongly represented as now.

### A personal perspective of EARLI

*EARLI has enabled me to become more involved with sociocultural research than I would ever have done otherwise. It was through contact with people within Europe, such as Roger Säljö, Anne-Nelly Perret-Clermont, Ed Elbers and Cesar Coll for example, who were also interested in Vygotsky's work and related ideas, that I realised the power of these ideas and the potential they had, even if that potential had not yet been fully realised in research and educational practice. I began to see that they offered a rather different way of understanding the development of cognition and the processes of learning than I had gained as a psychology student. Also, because EARLI is international, my involvement focused my attention even more on the importance of language and languages for the process of sharing, developing and constructing knowledge.*

## **EARLI individual professional influence**

*My research is mainly concerned with three related areas: the relationship between language and thinking; the development of children's communicative skills and reasoning skills; and ways of improving the interactive processes of teaching and learning in school. The way these domains have evolved through the work of EARLI researchers has been significantly influenced by a number of factors, one of which has been the developing use of digital technology, as it has changed from being a peripheral feature to become an essential part of the communicative toolkit for education.*

## **Prospective on the future of research on education and training**

*From a British perspective, there has recently been strong pressure on educational researchers from the government and research funders to adopt particular methodologies, and in particular the use of randomised control trials and quantitative methods, rather than selecting from the full range of qualitative and quantitative methods available. Educational research has also been criticised as overly dependent on small-scale studies in comparison to other fields such as economics or medicine; but the limitations of the methods commonly used in such fields also need to be acknowledged. I hope that EARLI as an organisation can resist any such simplistic approaches to research design.*

## **An informal personal incident**

*I was once thrown out from a restaurant where the EARLI conference dinner was being held because I refused to pay the very large and exorbitant fee that the restaurant wanted us to pay to keep our coats in the cloakroom. I refused so they threw me out. So, as in EARLI academic meetings, I stuck to my principles and suffered the consequences.*

*In terms of more positive experiences within EARLI, I think of meeting up with sometimes the same group of people but in very different locations, climates, environments and atmospheres. We have often had a great time in conversations that would slide between personal topics and quite heavy research topics in a very easy way. Something like that does not happen very often. EARLI conferences allow you to have such experiences.*

*One of the most successful collaborations I've ever had internationally was working with Sylvia Rojas-Drummond from UNAM in Mexico. Many colleagues and we have worked together over the years and produced quite a substantial body of joint research. That contact has been maintained through our EARLI membership, even though she is not from a European university. In fact, we met on a trip organised by EARLI to a museum, which was some distance away from the conference location. When we got there, the museum was closed, so we had a lot of time to talk on the coach about research instead. We planned our international collaborative project that evening. Thus began a collaboration that has been sustained for more than 20 years.*

### Advice to other researchers interested in making a substantial contribution to research and society

*If a young person asked me if they should follow their enthusiasm and become an educational researcher, I would say 'do it', because it is a very worthwhile thing to do; and although it might not be the most high paying job in the world, it is probably one of the most rewarding. If you do it, you should follow your interests; but nevertheless, I think it is important to try to relate your interests to what people involved in educational practice think they need help with. You may be able to help them understand a problem they have encountered, or to feel more confident about how they are tackling issues, or to convince their colleagues that some things should be done a certain way. A researcher should always be listening to what the practitioners are interested in and what they think their concerns are. My and I colleagues say that we don't do research on teachers and students, we do research with them. I would encourage any young researcher to adopt that perspective.*

### Closing words

*Being part of the EARLI international community has been for me a very beneficial and rewarding experience. I do not think I could have achieved what I have without it. I would encourage anyone who is interested in researching the interactive process of teaching and learning to join EARLI.*



## NEVILLE BENNETT

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## NEVILLE BENNETT

“The aim of EARLI has always been about building the quality of research in Europe and I think that EARLI has been successfully doing that.”

### Autobiography

Neville is a Professor Emeritus and retired from the University of Exeter in 2002. He was Professor of Education since 1985 and before that he was a Professor of Educational Research at Lancaster University. During his last years of his employment at the University of Exeter Neville was also involved in University administration and in the last two years he was the Senior Deputy Vice Chancellor of the University.

### Main research ideas

Neville's research interests were in Teaching and Learning in Educational Settings. He was interested in what pedagogical events in classrooms in schools and in universities impacted on students learning and motivation. One of his first investigations was concerned with the extent of which different teaching methods in primary schools affected pupil outcomes, perceptions and behaviour. The outcomes of that study led to the realisation that in order to understand how pupils learn it would be necessary to closely observe them, and the intellectual demands in the tasks and activities that teachers gave them. From these observations it became clear that the tasks that teachers gave to the students differentially impacted on pupils of different abilities. For example children in the top third of ability tended to be given work that underestimated them whereas pupils in the bottom third tended to be given tasks that overestimated their capabilities. This study was published in 1984 entitled 'The Quality of Pupil Learning Experiences', and was reissued last year as an eBook. This work was extended to consider pupil responses to different areas of the curriculum - mathematics, English, creative writing and science, and to different age levels. Two studies were carried out on preschool children with particular reference to the role of play in kindergarten settings (cf Teaching through Play). Our interest in the context of learning led to a series of studies on pupils' interactions in cooperative groups. Rich and varied data sets were acquired through the use of radio microphones and the analyses indicated clearly that differences in group composition such as ability, gender mix and group size all had a marked effect on the amount and quality of talk in these groups.

Another aspect of our research focused on students in higher education. The crucial question of what students learn in their courses led to a study whereby groups of students were followed through their postgraduate teacher training to ascertain what they had learned together with changes in their attitudes and ideologies about teaching. This study is reported in 'Learning to

Teach'. Finally our attention turned to studies of generic or transferrable skills and the extent to which higher education establishments can develop them. Our findings were published in 'Skills Development in Higher education and Employment'.

### **Involvement with EARLI**

*I was a founding member of EARLI and attended the first meeting in Leuven in 1984 with a selected group of researchers. I have to confess I remember more about the free bottles of Stella in the Town Hall than the meeting itself! At that time I was a member of the British Psychological Society and had been the Assistant Editor of the British Journal of Educational Psychology for the past 10 years. I was also a founder member of the British Educational Association and was the Co-editor of their journal for 6 years. I was also a regular visitor to the AERA conferences in America.*

*The last EARLI conference at which I was present was in 2001; however since 1991 I had regularly attending the executive council meetings as the editor of the EARLI newsletter 'Research Dialog'. Also at that time I was an Associate Editor on Learning and Instruction which I continued until 1992 when I became the Editor in another international journal 'Teaching and Teacher Education'. From 1995 to 1997 I was the President Elect and then President from 1997 to 1999. The most important initiative in my period as President was the decision to set up a permanent EARLI office in Leuven despite the fact that at that time EARLI only had about a thousand members. Now of course it is nearly three thousand, so it was a sound move. Also I am pleased to see that Filip Dochy is still the manager of EARLI office because he was one of the prime movers for it. Moreover, I had a role in the establishment of the JURE which began in 1999 and it has proved a huge success, not only in introducing PhD students to a wide range of theoretical ideas and research methodologies, but also in opening their eyes to the rich diversity of research in Europe through their interactions with fellow students and with senior researchers.*

### **A personal perspective of EARLI**

The community of EARLI is a group of researchers operating in different fields in different countries and the strengths and achievements of EARLI have been in bringing about improvements in the quality of research, improving the rigor that researchers bring to it and about the generation of useful knowledge from that. If EARLI as a community has been able to improve the level of quality and of usable knowledge from research then surely that is the main achievement. EARLI's aim has always been about building up the quality of the research in Europe and I think EARLI is successfully doing that.

### **EARLI individual professional influence**

One of the most important features that have made my involvement in EARLI rewarding is the biennial conferences. These provide the opportunity to interact with leaders in their respective fields, to gain insights from the most recent research studies and to gain ideas, both substantive and methodological, to feed further studies. In this context the most valuable element has been the SIG's where contact with researchers who have been involved in research in common topics, but

possibly utilising different perspectives and different methodologies, has been invaluable. The two SIG's which were found to be particularly useful were those on 'Teaching and Teacher Education' and on 'Social Interaction' – the latter dealing with topics such as cooperative learning, where research was presented from around Europe including Italy, Romania, Sweden and The Netherlands.

### **An informal personal incident**

*The things that stick in my mind are actually the quality of the dinners that we used to have after the executive committees. These dinners were all in very good restaurants. The executive councils took place in many countries around Europe and I particularly remember Budapest where, across the river in Pest, there was a very famous swimming pool built by the Russians where we spent many a pleasant hour. I also have a vivid memory of the executive meeting in London (maybe because I organised it!) where after the meeting we all went to see the show Chicago, at our own expense of course, and then to a particularly zany restaurant where we sat in a tent like structure and were entertained by opera singers.*

### **Advice to other researchers interested in making a substantial contribution to research and society**

*Keep an open mind, as it is too easy to get locked in to a particular type of methodology. When EARLI first started it had a positivistic orientation towards psychology as a science and the thrust was towards experimental studies. As such the few sociologists who attended the inaugural meeting soon fell away because they felt that the association was unsympathetic to their methodological approaches. I am pleased to say that over time this has changed and the association has become much more 'broad church' in this respect. So now there is much more recognition that the research problem comes first and methodology second, not the other way round. So what I would recommend to junior researchers is not to have a myopic view about particular ways of doing research.*

### **Closing words**

*Reading the EARLI website from time to time I have been tremendously encouraged by the way that the various sets of executive councils have actually moved with the membership. When I see for example developments such as the EARLI - Center for Innovative Research, the Advanced Study Colloquia, the increased rate of high quality journals, I find that exciting and I am pleased that the membership has increased to allow the executive council to implement these new initiatives which bring people together and further enhance the quality of research within the organisation.*

## NOEL ENTWISTLE

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## NOEL ENTWISTLE

*"Keep an open mind and use your imagination"*

### Autobiography

Noel is a UK educational psychologist and a Professor Emeritus of Education. He was the Bell Professor of Education and the director of research in the school of Education at the University of Edinburgh for 23 years. His field of study is Teaching and Learning at university and his research interests are student learning, understanding, cognitive processes, metacognition and motivation.

### Main research ideas

Noel's first degree is in physics following a teacher-training course. During that time he was influenced by two outstanding educational psychologist lectures who at the time were leading lights internationally and who sparked his interest in their research field. He completed his master's degree in psychology while working as a researcher at the University of Aberdeen. He has kept however, an educationalist attitude towards research (rather than a psychologist's attitude) making him dismissive to experimental methods applied to teaching and learning; supporting that a situation for an experiment within education cannot be set up in any realistic way.

Noel's main research interests concern student learning at university level. In 1968 when he first started his study there was very little research into that matter and at that time the sort of mainstream psychologists were the dominant force in conducting educational research, which was mainly done in the States. The research was usually concerned with psychological tests of intelligence, personality, attitudes, large scale surveys and factuality studies meaning that the current psychologists were looking at student learning entirely from a perspective of theoretical psychology and they were using theories existing at that time which had often to do with Skinner and conditioning and seeing education as a form of conditioning, looking at student learning in very narrow way. At the beginning of 1970 William Perry started interviewing students, following them up over the whole of their university career and showing how their conceptions of knowledge change over the time and although he didn't know about the research in the States, Ference Marton began similarly interviewing students but on this case focusing on how they reacted at studying an academic article and on their readiness to answer questions. The theory used by the initial researcher was based on general psychological concepts like motivation, personality and

intelligence, however with Marton's research, conducted in collaboration with Noel, it was identified through the interviews with students that what was called context specific concepts was describing learning within the university situation and that lead to a distinction between deep and surface approaches to learning. After that they have developed an inventory called "the approaches to studying inventory" which enabled Noel and Ference in a large scale study to look at approaches to learning across six different subject areas giving them the ability to do factual analysis and cluster analysis on samples of around two thousand students.

*Going back to the first of the EARLI conferences, I gave a paper talking about the influences on the approach to learning coming from a number of different sources. At the time I had been struck by a paper by a Swiss researcher whose area was personality. He began to recognise that personality was affected by the context in which it was displayed, having an effect on the learners. So I began producing what I have subsequently called heuristic models of the different aspects that influence the student learning. These models are not usable in a way that you can predict student performance but they potentially enable colleagues to think about all the different things that may influence student learning in their institution.*

### **Involvement with EARLI**

In 1973 Noel became a member of the executive committee of the early forming the European Association of Research and Development in Education, until 1977. During his involvement in this association Noel delivered a paper at their first congress in Rotterdam, where he got approached by a Swedish administrator who was part of an organising committee for a Council of Europe symposium on strategies through research and development on higher education held in Gothenburg in 1975. Based on his participations at that time, Noel became known in Europe. During that time Richard Snow started following his research on teaching and learning in Europe. Snow identified that there was a communication gap in the research field, driving him to contact Eric De Corte. People in Europe didn't know what was going on in each other's countries because most of the publications were in their own language. As a result of this Eric De Corte invited Noel to join the executive committee of the newly founded EARLI organisation. Hence Noel became an executive committee member of EARLI from 1985 until 1992, within the last two years holding the position of the president of EARLI.

### **EARLI individual professional influence**

*The workshops with Eric De Corte have certainly strongly influenced me; I went to three of these in a period of three years mainly for the active discussions they held. In these workshops plenty of time was dedicated for discussions after people presented their papers, which is something that has become increasingly rare even in EARLI. With the current arrangements of a thirty minutes slot, dedicating 20 minutes for a presentation and 10 minutes for discussion, the only real discussions end up taking place over dinner, lunch, and coffee breaks or in the actual meetings. This is what made those workshops in EARLI to be exceptional. In fact they gave us a lot of time for long discussions about the research findings that were presented.*

*The biggest impact on the development on my own ideas and research area were brought over through various discussions during the SIG conferences and symposiums. I also found EARLI valuable because we could listen to the plenary lectures of some recent related fields which otherwise we would rather ignorant of. These broad lectures certainly helped me to widen my research perspective on teaching and learning in education.*

### **Prospective on the future of research on education and training**

*There is a future in research for education and training but only if the research concentrates on the sort of issues that teachers believe to be important and if the information or the ideas are discussed by the teachers not just presented as something that is discovered.*

### **Evolution in the main domains of research over the last thirty years**

What was particularly interesting for Noel was when he served as a president to EARLI and talked to a lot of people involved in EARLI, he came to realise that the ways in which continental Europeans conducted educational research were generally quite different to the ways done in Britain in terms of the content and certainly the researchers. Most probably, Belgium and Holland were following an American model and they had developed specialist educational psychology departments. Within these departments the work carried out involved research in student learning and university teaching. In addition, the methods being used were those of mainstream psychologists which affected their readiness to use quantitative approaches. Following experimental design and large group survey designs led to various multifactorial analyses. However, at that time Britain was lacking within the specialist educational psychology departments; there were psychology departments, educational departments, and in continental Europe, there were teacher training departments which had a very limited role in joined-research. Most of their educational departments were teacher training departments which kept a very strong research role without the inclusion of psychology.

### **An informal personal incident**

*One of the most outstanding memories I have is at the Athens conference of EARLI. I was having dinner with Ferenc Marton and some other colleagues on the roof of a small restaurant with the backdrop of the Acropolis lighted up at night, it was quite a sight. For about an hour Ferenc was talking to us about his new variation theory of learning. Ferenc is Hungarian by birth and by personality if you can imagine. When he talks, he throws his arms about quite a lot and gets very excited about his discoveries. We spent the time enjoying listening to him, who was very excited about his variation theory.*

*Another striking incidence, again in Greece, was while I was in a bus with the members of EARLI going to the SIG conference in conceptual development, which Stella Vosniadou acted and organised. She had arranged for us to have this conference in Delphi, which was a 2 hours trip to get to. I was sitting next to Ola Helgen from Stockholm; I knew his name as I had come across it once or twice before. We spent the whole bus journey talking about our different views on the nature of learning.*

*This has been a memorable experience for me because I really enjoyed the lengthy interaction; a rare opportunity of talking to a colleague for four hours.*

*Another meeting, this time of the Higher Education SIG was held on a boat that was going from Stockholm to Riga and back. During that time we had papers and discussions on the boat with view of the sea and the beautiful backdrop as we were travelling along. Once again, this gave us the opportunity to talk to each other on a whole new series of different settings and that was most definitely memorable. Another memorable event was when EARLI was first set up. Eric De Corte got in contact with AERA the American Educational Association, which has enormous and often overwhelming conferences with thousands of people. Eric arranged AERA to include an invited symposium from EARLI. It was timetabled for the end of the afternoon that was not very promising, in a ballroom which could fit about two or three hundred people. When we arrived there we found ten people waiting; six of whom were the Europeans who were giving the talks and only four of them were Americans. This came as a bit of a shock to us.*

*Finally, among these events another less pleasant one was when I was a president of EARLI and I was giving the opening address in Aix-en-Provence. The electricity broke down and I was faced without a live microphone and without the facility to show any slides. At that time we were using transparencies, so the only thing I could do was to hold them up and tell the audience what was on them.*

#### **Advice to junior researchers as the most important things to remember**

*Try to identify an area or aspect which is in the early stages of the research development and which interests you profoundly and try to begin a continuing program of research through which you can develop your ideas progressively allowing the development of it to 'just happen'. This is how my work developed, I didn't have a strategy. Often you find people when they write articles, at the end saying 'but in this study we weren't able to actually look at this which seems a bit interesting'.*

*When I was doing my PhD I was using both quantitative and qualitative data and the interplay between them helped me to understand the area much more deeply without getting locked into a particular methodology, which would have been extremely limiting. So I suppose my advice is 'don't get locked in a too narrow methodology or too narrow theoretical framework, otherwise that's all you will be able to do'.*

#### **Advice to other researchers interested in making a substantial contribution to research and society**

*Keep an open mind and use your imagination. If we think about what makes a good teacher, as far as I am concerned, it is somebody who can imagine what is like not to understand the topic that you are teaching and what you have to do in order to help him to understand. Meanwhile you have to keep alert with signals identifying what they understand or not during the lesson. In a way that's what a researcher has to do, to keep alert and to use imagination, to be aware of broader things. I certainly found that my research has been affected by reading widely in areas that initially I didn't see any connections with the research I was doing. Even in areas such as archaeology or philosophy.*

*There are often ideas that just ring a bell or sound like 'they just click'. Making connections and trying to make sense of them in ways which are interesting and useful can allow a 'natural development' in your work.*

## PÄIVI TYNJÄLÄ

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## PÄIVI TYNJÄLÄ

*"I am really happy to be part of the EARLI community; it has given me wonderful friends and colleagues and supported my professional development as a researcher"*

### Autobiography

Päivi is a professor at the Finnish Institute for Educational Research at the University of Jyväskylä, Finland.

### Main research ideas and the evolution over the last thirty years influenced by EARLI

Päivi's main research field is learning and professional development in higher education and in working life. Her research also focuses on workplace learning, professional development of teachers and learning environments based on social constructivist thinking.

During the past 30 years, research on higher education has expanded a lot. It started mainly with studies on approaches to learning and then expanded to how students perceive their learning environments, to pedagogical solutions, constructivist environments and recently to the development of generic skills, developing professional expertise and how to integrate work experience into higher education. According to Päivi, learning research focused mainly on school based and classroom learning in its early days, whereas there was only seldom research taking place at the workplace. The establishment of Learning and Professional Development SIG around 1997 was an important milestone as it broke the line between research in higher education and learning at work. This SIG was a consequence of what was going on in the world of work, as professional development had become more and more important in the fast changing society. During the past 20 years the field of workplace learning as well as the SIG have considerably expanded.

As a whole, the development of research on learning and instruction can also be seen in the development of EARLI and in the increased number of SIGs. Also the titles of the SIGs themselves tell something about what is important in learning and instruction. For example assessment and evaluation, motivation and emotion, conceptual change, learning and professional development, computer-supported learning, and recently neuroscience and education are all research fields that have emerged both from the theoretical basis and practical needs in the domain of education.

## Involvement with EARLI

Päivi first got involved with EARLI through some of her experienced colleagues' recommendations on attending the EARLI conferences. She first attended the EARLI conference in Athens in 1997 and found it to be a high quality conference with a great community, and she has been a member since then. Päivi became a conference organiser in 2008 when she, Anneli Eteläpelto and other colleagues organised the Learning and Professional Development SIG conference in Jyväskylä, Finland. She has also been a keynote speaker in three EARLI conferences, in Budapest 2007 and then in 2 SIG conferences; Learning and Professional Development conference in Munich 2010 and Higher Education SIG 2012. Furthermore, for four years from 2010 to 2013 she served as the Editor-in-Chief of the Educational Research Review and an ex-officio member of the EARLI executive committee.

## A personal perspective of EARLI

*I think that the most important resources are the colleagues, the people. We have top researchers in EARLI and that reassures that the development of research of learning and instruction has proceeded very well. We have high quality conferences and high quality journals. So I think the people, the competent people, the colleagues, are the best thing in EARLI community.*

## Prospective on the future of research on education and training

*I think we will have a brilliant future because learning and teaching are very important for society. I'm sure that research in this field will still increase in the future because governments, industrial life, and employers have recognized the importance of competencies for the economy. I believe that they will support this kind of research line. The world is changing all the time and the change causes challenges to develop educational practices, and of course the best way to develop practices is to provide research-based evidence. So I believe we will be successful in the future as well and we have good opportunities to grow as an important research field and community that we already are.*

## An informal personal incident

*What comes to my mind I think it was in 2010, we had an executive committee meeting of EARLI in Leuven and at the same time in Iceland there was an outburst of a volcano, and there was a large ash cloud over Europe. Thousands of flights were canceled, including the flights of the whole executive committee, and we were stuck in Leuven. That was not very fun but Philip Dochy made it a very nice experience because he invited the whole executive committee for dinner in his house and he gave us a cooking course and we learned secrets on how to make delicious sauces. That was a very nice experience with the EARLI colleagues. Besides me, there were two other professors from Finland, Sanna Järvelä and Sari Lindblom-Ylänne who was the president at that time. We three had a long journey back home because we had to use trains, busses and a ship to go back home. This journey lasted 4 days and the trains and busses were very crowded, so it was something that we will always remember.*

*Another event that comes to my mind is the 2008 Learning and Professional Development SIG Conference in my home university, the University of Jyväskylä, and we had more than 200 participants. It was quite a big and successful conference, but the weather was terrible. It was cold and it was raining which was unusual in August. However, despite the weather the atmosphere of the conference was very good. We had arranged a dinner cruise on the lake but it was raining, so we sat inside the ship, which was very cozy. In general I would say I have fond memories of all EARLI conferences. They have been very well organised, and it has been a lovely experience to meet the colleagues and discuss everything. So not only the scientific part but also the social part is important in conferences.*

#### **Advice to other researchers interested in making a substantial contribution to research and society**

*I would recommend young researchers to take full advantages of the possibilities that EARLI offers and take part in conferences, share their studies and learn from others. Also, if you want to develop as a researcher it is important to read and write a lot, preferably write with your more experienced colleagues, as you will learn more than by writing alone. Additionally, it is important to create networks, and EARLI is a good forum for that. Finally another important thing is to communicate your research in different forums, not only in scientific conferences and scientific journals but also in forums of practitioners and policy makers. It requires a lot of work and time but I think it's worth it.*

#### **Closing words**

*I am really happy to be part of the EARLI community; it has given me wonderful friends and colleagues and supported my professional development as a researcher. I also hope I can be able to give something back as a supervisor of doctoral students, as a speaker, as an editor and so on. So EARLI is very important for me and I wish happy 30 years anniversary to EARLI.*

## PIETRO BOSCOLO

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## PIETRO BOSCOLO

*"A lot of long term friendships were formed over the years during the first meeting of EARLI, in 1985"*

### Autobiography

Pietro Boscolo is an Emeritus Professor at the University of Padova (Italy), where he has taught educational psychology for four decades. His research focuses on the relationships between cognitive and motivational aspects in learning subjects, mainly writing, but also literature, history, and science at various levels of education, including university. He has published several articles and chapters on writing, and has co-edited the volume 'Writing and Motivation' with Suzanne Hidi.

### Main research ideas

Pietro has two main research fields; one is in writing and the other one is in motivation and in particular, motivation to write. In 1989 the SIG 'Writing' was founded by himself and Michel Fayol and the first conference of the SIG was held in Padova that same year. The SIG members have recently celebrated the 25 year anniversary.

Pietro's background includes experience as a teacher at different levels of schools in Italy before working at the University. He is particularly interested in research on writing at all school levels, and particularly in higher education. One of his professional battles over the years has been targeted on placing emphasis within education on academic writing, in order to enhance its importance as it is seen in many other countries such as in the States and in England.

### Involvement with EARLI

Pietro was one of the first attendees of EARLI in 1985, which was founded in Leuven with scholars from several European countries. A small number of people were there at the time, some of whom were Erik De Corte and a few American scholars, including Lauren Resnick, and David Berliner who was the president of AERA. A lot of long term friendships were formed over the years, which started with the initial meetings of EARLI; Pietro met Anastasia Efklides and Andreas Demetriou for the first time during the train trip from Brussels airport to Leuven. Pietro has attended all conference since then up until 2011. He also took part in the 1991 program Committee of the conference of Turku (Finland), organized by Erno Lehtinen and Marja Vauras. He was a member of the executive committee of the EARLI under the presidency of Monique Boekaerts, and his portfolio was special interest groups. In 2005 he was elected president of EARLI.

## **A personal perspective of EARLI**

*During the time of my presidency, there were 2 interesting experiences in which I was involved, at least partially. The first was the broadening of EARLI to include practice-based research, on the initiative of President Roger Säljö. I was president-elect at the time; I supported this idea because I thought it was very important and I participated in the first conference. The second important aspect of EARLI in which I participated was the creation of WERA (World Educational Research Association), strongly supported by the president of AERA Eva Baker and the managing director Felice Levine.*

## **EARLI individual professional influence**

*The relationship with the colleagues and the possibility of interacting with important scholars are some of the elements which have made my interaction with EARLI rewarding. EARLI is greatly appreciated by American scholars, and usually American scholars attend EARLI conferences much more than EARLI people attend AERA (American Educational Research Association) conferences. This, for me, as a researcher and a member of EARLI, was very important because it provided opportunities for discussing and having different perspectives about various research and educational problems. In American Educational Research Association there is a strong relationship between research and school. In the first years EARLI was mainly a research association and the birth of teacher-based research was an important initiative, since the two fields should be more connected, in my opinion. Obviously, all educational researchers have contacts with schools because without them it would not be possible to conduct research. A stronger relationship of EARLI with national ministries of education would be important, in order to facilitate the application of research findings in school settings. I don't think, however, this is a responsibility of EARLI. Nonetheless, it would be important to have a stronger relationship between national school authorities and EARLI.*

## **An informal personal incident**

*There is a little episode which was funny to me, in August 2003, in Padova, Italy where the EARLI Conference was held in. I was contacted by Monique Boekaerts, the president of EARLI. Monique, who loves Italy, asked me to organise the 2003 conference. Initially, I was a little frightened because it was a big job, and Lucia Mason, who could have been of a great help if we were to collaborate on this task was not in Padova at the time – she was a professor in Southern Italy - and I wasn't sure if she would come back. So I replied to Monique that I was very doubtful I could take the task on. Monique wrote back to me saying: 'I understand, dear Pietro, I will ask somebody in Florence', because in Florence she knew a few scholars. This seemed to be the perfect motivation to change my mind, as that university was considered a competitor to us. As soon as I heard that, I immediately replied: 'No, thank you, I accept'. So, at the end of the conference in Padova, Monique reminded me of this episode during the closing ceremony.*

### **Advice to other researchers interested in making a substantial contribution to research and society**

From research to application: young researchers are very fond of doing research, but in this field research implies and requires application. There are different levels of research. Research in the schools might give out very important findings that should be verified in concrete situations. *The Junior Research Group is a great and important aspect of EARLI; the attention to young researcher's education is a great endeavour.*

## ROBERT-JAN SIMONS

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**ROBERT-JAN SIMONS**

*“EARLI has made European research on Learning and Instruction visible to the world”*

### **Autobiography**

Prof. Dr. P. Robert-Jan Simons (1949) studied developmental psychology at the Universities of Utrecht and Amsterdam where he graduated in 1973. First, he worked at the University of Amsterdam as researcher in a project on learning to learn in secondary education. Then he became junior researcher (PhD student) at Nijmegen University. In 1977 he was appointed as lecturer at Tilburg University, where he received his doctor degree in 1981. The topic of his dissertation concerned the role of concrete analogies in learning from texts. In 1990 he became full professor in psychology of education and training at Nijmegen University and head of the department of Education. Finally he moved to Utrecht University in 2001 where he had a chair on ICT and learning. In 2006 he became the director of the Institute for Teacher Training (IVLOS) at Utrecht University. In 2010 he became director of the Netherlands School of Educational Management (NSO), an institute based in Amsterdam that educates school leaders. Robert-Jan has recently (2014) retired from his chair at Utrecht University and as director of NSO. At present he is working for his own company called ‘Visions of Learning’, being an advisor and lecturer in schools and other kinds of organisations. Robert-Jan is also continuing research. First by still having some PhD students that he is guiding and secondly by being involved in small research projects as a supervisor or researcher. Currently he is conducting a research project concerned with professionalism, looking at professional identity of people in several jobs with main focus on the development of teachers and he is involved in a project on learning preferences. Moreover, Robert-Jan is involved in the supervision of a project on the use of smart technology in education at Tartu University in Estonia, where he is a guest professor.

### **Main research ideas**

Robert-Jan’s research interests’ development starts in 1973 being involved in the area of Learning to Learn focusing on students going from elementary school to secondary school. This was his first research interest where he developed lessons and evaluated them showing that it was very difficult to change the behavior of students. After that he then had a position in Nijmegen University as a junior researcher focusing on moral development. One very interesting experiment he did was with a group of children between four and twelve years of age making bracelets in small groups and receiving rewards (stickers) for good efforts. The children were then told to divide the rewards amongst each other and they could choose to give everybody the same share or they could give

more to the ones who made the most bracelets and also they were asked whether they would be willing to give some stickers to children who were economically underprivileged and didn't succeed in making any bracelets. This research showed that young children did not want to give any additional rewards to anybody else, because they thought that everybody should get the same amount. But in the situation where there was an even number of stickers where there was a single sticker left through the division, some were willing to give the one to a poor child, but others preferred to give it back to the experimenter instead of giving it to the poor children. Older children started to divide the rewards more in relation to the production of bracelets, to the ones who made the most or the best bracelets. There was a clear development in the behavior related to the norms and values whereas in most researches until that time there was a different development of behavior and norms. After the conduction and analysis of this experiment and other studies related to Kohlberg's theory of moral development, Robert-Jan went to Tilburg University and there he changed the topic of his PhD, focusing on the role of concrete analogies in learning from texts. Several experiments showed that concrete analogies could help the learning of students especially in secondary education. This is related to the kind of learning style of the students, being visualisers or verbalisers. The visualisers benefit more from this kind of concrete analogies and pictorial material than the verbalisers. The next topic that Robert-Jan was interested in concerned independent learning; self regulated learning where he got involved in research on metacognition. He then started research on work related learning, on how people in work situations learn, what they learn and how they can receive assistance so as to make clear what they learn. According to Robert-Jan, based on his studies, the most of the knowledge acquisition at the work place happened within collaborative learning. He then gradually became involved with ICT in learning being the project leader of a large European project called Collaborative Learning Networking (CLNet), having twelve partners all over Europe helping to the involvement of collaborative learning over the Internet. There were, however, many technical problems because the Internet was not as developed as it is nowadays. During 2001 Robert-Jan got his last position as professor in the field of ICT in learning at Utrecht University up until his recent retirement in 2014. Here he studied the roles of ICT in learning at schools and at work places, especially focusing on (peer-) feedback and reflection. The final research interests he had the last years concerned the topics of Leadership of Learning and on how can leaders help teachers to develop themselves professionally. This was due to his position as the director of the NSO Netherland School of Educational Management, an institute for school training. Therefore he started reading about what makes a good leader and what is it that a school leader should do with the topic of learning.

### Personal word of advice

*The one thing I learned myself is that doing a research job is not only about reading articles and books but it is also very much about networking. Thus, I always recommend my PhD students not to start with one year reading but to start immediately to connect with people who are in your field, asking them about what is important to read, what are their main ideas. It is important to accept that personal networking is very important for researchers. Peer feedback is also very important for beginning researchers. My experience says that if you ask a (senior) researcher for feedback you always get a reaction. It may take some time but researchers like to talk about their theories. You have to be visible yourself; thus it is important to show up in networks as early as possible. Thus, try*

*to publish a first paper or article as soon as possible because only then people will get to know you. One last thing I would like to say is that EARLI might have started as an organisation that focuses a lot on empirical research, but that it is very important to find a conceptual framework or theory because you can only do good research if you have a good theoretical frame.*

## **Involvement with EARLI**

Robert-Jans' journey in EARLI started in 1983 in one of his travels to several European countries (Germany, Switzerland, UK) along with his colleagues Hans Lodewijks and Jan Vermunt who have also been very active in EARLI. At that time there was no European association for research on Learning and Instruction; thus it seemed the right time to start one. European educational researchers worked together with American colleagues, but did not know their European colleagues. European research was not well known in the USA. Robert-Jan, Jan Vermunt and Hans Lodewijks decided to visit researchers from different countries and to ask them whether they would also believe in creating such an association. All people asked had good ideas about what this association should be, research based, focused on the micro level of learning and instruction. That was when the name of the association 'EARLI' was invented. Robert-Jan and Hans Lodewijks had great debates on the name and whether it should be EARIL or EARLI but they finally liked the idea of EARLI, also because of its parallel meaning. At that time there was also another initiative to start a European association. This was stimulated by Dick Snow who had received an assignment from NATO to unite educational research in Europe, especially research on Learning and Instruction. Dick had then visited several Dutch, Belgian and German universities bringing together people. Thus, there were then at that time two groups who wanted to start EARLI, the first with Robert-Jan and his colleague Hans Lodewijks and the second group of Erik De Corte, Roger Parmentier from Belgium and Pieter Span from The Netherlands. The final decision was for the two groups to work together in a joint collaboration. Hans became the secretary of EARLI and Erik De Corte became the president. In 1986, Hans became director of the Dutch Institute for Educational Research called SVO. SVO decided to become the main sponsor for EARLI and because of this Hans had to resign as secretary. Then Robert-Jan became the second secretary. He has been the secretary of EARLI for six years while after that he became president elect and then president (1993-1995). In total, Robert-Jan had a position in EARLI for almost 10 years. Together with Hans Lodewijks, he organised the EARLI conference in Nijmegen in 1995. He was active in all of the 14 EARLI conferences and on the first invites-only EARLI conference in Leuven he presented a paper about metacognition that was discussed by Lauren Resnick. This was a very good experience for him. In general, Robert-Jan has been in five organising committees of EARLI conferences and he was active in several sigs, now especially in the sig of Professional Learning.

## **A personal perspective of EARLI**

*EARLI had made it possible for me to travel and network a lot. I have been to all these 14 conferences and five of their preparatory committees, as well as many meetings of the five executive committees of EARLI I was in . I also once organised the EARLI slot at the AERA conference. I met many people from all these different countries and organised things with them. This also made it possible to publish in other countries and all the new contacts we made were very rewarding. There came new*

*possibilities to publish and I am very proud of the development of the Learning and Instruction journal. As a secretary I have been involved, together with president Erik de Corte, in negotiations with the publisher and at that time we never thought it would be that successful as it is now. Now it is the third top journal worldwide and this is very important for the visibility of our research efforts in Europe. EARLI have made it possible to also get resources. The EU funded some of the European projects we had and it would not have been possible without the networks of EARLI.*

### **EARLI individual professional influence**

EARLI has made European research on Learning and Instruction visible to the world and now many people from other parts of the world come to the EARLI meetings. This is also visible through the impact that the EARLI journals have and their worldwide reach. EARLI conferences also have an impact as the people who attend the conferences do come back. That is also due to the small size of our conferences compared to AERA conferences, which are much bigger. EARLI is focused on researchers rather than on practitioners, and that is important. Also a very good achievement is the creation of EAPRIL as a special context for practice oriented research. It is important that EARLI and EAPRIL work together. Also because of EARLI it became much more possible to get research grants and to develop collaborations with other regions of the world.

### **Prospective on the future of research on education and training**

*I think the more we work on the complexities of the learning phenomena the more we become aware of the need for more and more research. It is like working on a microscope and observing the details of an organism; the more you look at the details the more your macroscopic theories are changing; and then you have to move between the broad picture and the detailed one. Integrating the two viewpoints (how macro- and micro-processes are connected) is not always easy, because you have to link different levels of phenomena or processes. But this is the challenge and the motivation for new discoveries. So the future of research in learning and instruction is highly promising because there is much to discover. Despite the fact that learning and instructional practices have a very long past, it is only in very recent years that an empirical approach has been developed in their study. So the “night is still young” and there is much to wait for in research on learning and instruction. This makes me very optimistic for the future. EARLI and other similar organisations will be instrumental in this direction, by fostering research and theoretical integration.*

### **An informal personal incident**

*The funniest thing I experienced in EARLI was when the EARLI conference at Helsinki ended. At the end the vice-rector of the University of Helsinki said two remarkable things. One, he said ‘I hope that the country you return to is the same as the one you left’ because at that time there many rapid changes in the European countries. Then he said ‘This is the finish, this is the Finish finish, but it cannot be the Finnish finish because if it would have been the Finnish finish then it would have been on time’. I had so many remarkable and interesting meetings with so many people in EARLI and it is very inspiring to meet so many people from different countries. One other funny thing was when we were in the EARLI preparatory conference meeting in France, the representative of France said ‘we*

want to have a bilingual conference; we want to have papers in French'. But the representatives of the executive committee said "No way. EARLI has only one language and that is English". Then French representative said that the French government would give a lot of money if there were French papers. And still the answer was "no way". The French representative said that he agreed, but that we had to understand that it is impossible "to express all their complicated French ideas into a simple language as English".

### **Advice to other researchers interested in making a substantial contribution to research and society**

To other researchers interested in making a substantial contribution to research and society I would say to become active members of EARLI. I think that it is important that researchers contribute to society in their own country but there is also a role in a broader context and the contribution to educational research to society should also be on a European level. Our science is not national, but international. Therefore I find this relation to be important and we see that more and more researchers get involved in education and contribute to the development and innovation of education but more on a national level than on an international level. So the international level belongs to EARLI and I would say let's try to find ways to do that.

### **Closing words**

In my dreams EARLI should have in the future money for research to divide. The EARLI organisation should have possibilities to stimulate certain kinds of research that it finds important or at least to have an active role in the evaluation of research proposals. Also I have already said that EARLI is an important community for me, for Europe and for a lot of people in Universities in Europe and also in accumulating knowledge.

## ROGER SÄLJÖ

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## ROGER SÄLJÖ

*“The important thing in EARLI is that it provides infrastructure between young people.”*

### Autobiography

Roger is a professor of Education and Psychology of Education and currently the Dean of the faculty of Education at the University of Gothenburg in Sweden. His research interests are in Learning, development technologies for learning in the field of cultural psychology and how technologies transform our ways of learning, thinking and reasoning within a socio cultural perspective.

### Main research ideas

Roger has a background in Psychology of learning along with to some extent in developmental psychology. His initial research interests were in Learning in higher education and then developed in to more general matters that concerned learning and development in a socio cultural perspective for instance, mathematics learning, literacy learning and recently growing on more general themes. He is also very interested in how technologies transform throughout history such as writing and digital technologies and in how people perform common activities, how they think, reason, remember and how they learn.

### Involvement with EARLI

Roger was firstly introduced to EARLI from Dick Snow during the mid 1980's in one of his travels across Europe. Dick Snow came to visit the department of Education in the University of Gothenburg where he started to talk about the idea of creating a counterpart of the AERA and also to develop an organisation in Europe where there would be research collaboration within Europe but also in relation to AERA and other international organisations. This was the first time that Roger heard about EARLI and then he attended the 2nd EARLI meeting on where he started to get involved. Roger was one of the associate editors of the journal Learning and Instruction when it started in 1991 where he collaborated very closely with Erik De Corte. He then took over as the editor in chief for six years with EARLI providing him with the framework to work with a lot of researchers.

During 2003 to 2005 Roger was president elect and from 2005 to 2007 he became president, during the conference held in Hungary, Budapest. Before that he was also a member of the organising committees for several of the EARLI conferences and a member of the organising committee for Aix-

en-Provence, for Madrid. In addition, he has also reviewed submissions for almost every EARLI conference.

### **A personal perspective of EARLI**

*EARLI provided a shared framework to work on which it brought us together and this was the time when Europe was uniting. We had very good collaborations in the West but from the beginning we tried to involve what was previously the Eastern countries so EARLI became the platform for coordinating research in Europe on Learning and Instruction and I think it fitted very nicely as it came at the right time. And I also think that the Learning and Instruction Journal came at the right time because people were starting to publish more internationally. So Learning and Instruction got a very central place and we worked a lot with it and it was easy to get people to collaborate. Also, for European projects we had this platform to stand on. I've also won the EARLI Oeuvre award in 1999 in Gothenburg together with Lauren Resnick and that was a big thing for me.*

### **EARLI individual professional influence**

EARLI was founded and modeled very much on division c of AERA called Learning and Instruction and it was a rather specific theme from the beginning so it had a few SIGs, which were more or less in that region. However, then came the expansion of this interest in for example technologies in learning and in relation to information technologies. Also the interest in more situated and socio cultural perspectives are reflected in the way in which the EARLI sigs have expanded. Therefore, in Roger's case EARLI had a fairly specific field from the beginning but the work he did together with his supervisor, Ference Marton, took learning out of experimental settings into the fields, starting with higher education and then expanding to other areas to research topics for instance how learning was organised and how classrooms operated giving a more anthropological touch to the research than the more narrowly psychological one that took place initially. EARLI has greatly influenced these developments very significantly providing Roger with a European based framework for research.

### **Prospective on the future of research on education and training**

*One of the most interesting things during the period of the EARLI initiation is that we have seen a dramatic expansion of education. If you look throughout the world there have never been so many children at schools as there are now, there have never been so many people taking a University degree as there is now. In Sweden, during a normal day, more than a third of the population is engaged in education either as students or as teachers and if you inclined preschool into that expansion I think this is clearly important that we must not look at education as something that is a preparation for the future, but education is actually a large part of the society and education also transforms society. So I think this is a very interesting development, this expansion on education and I feel that we are narrowing down the potentials of education into some very narrow measurements that people measure what is easily measured wrong than these more important contributions to society in terms of giving people the capacities to collaborate, to influence society in terms of democratic development, working with integration and so on. I think in general educational research will help to expand but we will have to broaden up the agenda and not to focus too much on narrow*

*outcome measure that are now in focus, but to see that there are many contributions that education makes that are kind of indirect, they teach people languages, we teach them to collaborate, we provide a framework for integrating groups and so on, and this is also considered learning, learning at the individual level but it's also learning at the collective level, learning at the social societal level so I think that's what you can use educational system for and I think it's important that we are open to those dimensions and not just look at education as something that it takes place in school and it's for the future. Learning is all around us and learning and adaptation is necessary for the development of a citizen in societies that change. So I think there will be more research in education.*

### **An informal personal incident**

*When I was awarded the EARLI oeuvre award I was absolutely thrilled as I was quite young and normally it was given to senior people so that was a great experience. The other great experience was when I was elected President Elect for EARLI. It was around 2003 and I seem to remember I got voted almost with 90% and that felt very rewarding because the work that we put in to make Learning and Instruction running with Erik De Corte, several others, and myself really paid off. That was a very decisive moment and I was extremely happy to be president elect and president of EARLI, to collaborate with the office in Leuven. One other touching experience that really moved me in EARLI was when my supervisor Ferenc Marton, whom I collaborate with more or less through my career, when he was awarded the EARLI oeuvre award in Budapest he came from Hungary, and I felt how touched he was and I was too because EARLI had become a part of the history of Europe.*

### **Advice to other researchers interested in making a substantial contribution to research and society**

*I always tell my PhD students that they should have a good dissertation. It doesn't have to be the best but it should be good and substantive and provide platform. The second thing is to have an international network as it is something that is good for you, for our system and for research and because that is how we collaborate nowadays and a good way to achieve this international network in my department is through EARLI and possibly AERA depending on your interests, but EARLI is a platform for foundational interest in learning and instruction and that's where you meet young likeminded people and that's where you can continue collaborating when you are a scholar in the future. I think this is the important thing in EARLI, it provides infrastructure between young people.*

### **Closing words**

*I wished there had been something like EARLI when I was a young student. I went to AERA several times as a young student and that was a rather chaotic experience because there were too many people. Fortunately I got to know a few people, Lauren Resnick, Erik De Corte, but EARLI is very European and it's open to substantial memberships from the US, from Asia, from Australia.*

## SARI LINDBLOM-YLÄNNE

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## SARI LINDBLOM-YLÄNNE

*“EARLI is building bridges and this is one of its main contributions to European society”*

### Autobiography

Sari Lindblom-Ylänne is Professor of Higher Education, the Director for the Centre of Research and Development of Higher Education and the Vice Dean of research and doctoral education of the Faculty of Behavioral Sciences at the University of Helsinki. She was President of EARLI from 2009 to 2011 and is now President of the World Education Research Association (WERA).

### Main research ideas

As Professor in Higher Education her main research interests are almost anything related to the University context. In particular, she investigates student learning, teaching and assessment quality. Currently she does research on the complex relationship between students' study processes, motivation to studying, regulation of learning, cognitive-attributational strategies, self-efficacy beliefs and academic emotions, and is also exploring individual study paths, in particular factors contributing to academic procrastination.

### Personal word of advice

I would like to encourage younger people become active in EARLI organisation, to apply and become executive committee members or to get involved in SIGs. One of my major achievements as President Elect was to introduce the positions of junior SIG coordinators in addition to the two senior SIG coordinators. This is one important possibility to recruit young people which then in the future will hopefully become SIG coordinators themselves and that gives a possibility to younger ones to really get involved and to hopefully stay active in EARLI.

### Involvement with EARLI

Sari has been a member of EARLI since 1991. At that time she was a doctoral student conducting research on study strategies. At that point EARLI did not have the Higher Education SIG so her research interests in terms of EARLI's special interest groups were focused on the Comprehension of Verbal and Pictorial Information SIG. Sari's research was focused on student learning and then she expanded her research interests to include emotions as well. Therefore, the Motivation and Emotion SIG is currently of great importance to her. She also expanded her research to cover assessment practices and quality in higher education and is therefore a member of Assessment SIG as well. Sari

was among those who founded Higher Education SIG during the EARLI conference in Nijmegen in 1995.

*I was a doctoral student and the EARLI conference in 1991 was in Turku, Finland, so it was easy for a doctoral student to participate. After 1991 I have participated regularly to conferences. It was my co-doctoral student Kirsti Lonka who was going to the EARLI conference in Turku so I first heard about EARLI from her and then we had a paper together in our first EARLI conference. During that time I already became a member and I have been a member since. From the beginning I have been actively involved in organising symposia for different conferences, I have participated in SIG meetings and EARLI conferences and then in 2001 I became the coordinator for the Higher Education SIG. After that in 2005 I became a member of the executive committee and finally president. I didn't ever anticipate that I would ever become the president but I liked it very much. I think it is a wonderful feeling to give something back because I feel that EARLI has given me so much and I consider it my scientific home. When I started as a doctoral student we didn't have many researchers in Finland in my research area, so it was quite difficult to find collaborators or people to talk to from my own country and especially from my university. That's why it has been very important for me to have a place to ask for advice from senior colleagues and now I hope I have been able to give advice to younger researchers. It was a really nice experience to look EARLI from the administrative point of view, look at the finances and look at it from the inside. That was really valuable and a really nice experience.*

### **A personal perspective of EARLI**

Sari's involvement in EARLI has been rewarding due to its community and the people, sharing similar interests. Another important feature of EARLI is the conferences and the opportunity to hear the very recent results that have not been published yet. Also, the shift between the biennial conferences and the SIG meetings is a very good occasion to get in contact with a big crowd of people but then every other year to get together with smaller groups of people which is even more interactive.

For Sari, EARLI had a really important effect, as that was the place where she was able to meet with colleagues regularly and also through EARLI she was able to meet senior scholars of her research area. EARLI has been very active and especially in her field it has made a huge impact. Sari was greatly influenced by meeting all these scholars whose publications had been reading through her research and she found that experience to be really important. The idea of having experienced scholars and doctoral students together is really important in EARLI.

*I think just to talk to people has been really important. When I was in Turku in my first conference I saw Ference Marton whose papers I had been reading but never met him. Having a possibility as a doctoral student to meet these scholars and be close to them and hear what and how they are thinking at the moment is something you cannot read in publications yet. I have been collaborating with Keith Trigwell from Australia and it has been really beneficial for me to meet him and his colleagues in EARLI conferences, because we are so far away from each other. I wouldn't have been active or I wouldn't have stayed as a member if it weren't for all of these people, different experts in different fields but still quite close to each other. International collaborations are really important, as is learning from each other.*

## EARLI individual professional influence

Having done a lot of research collaboration with scholars from different countries in the area of higher education EARLI has always been the most important international context for Sari. This research area has become more and more interdisciplinary and international. Research used to concentrate on maybe one or two elements, for example study strategies of students and students' approaches to learning, but now the area is much more comprehensive and broader. When looking at regulation of learning, academic emotions, motivation and self-efficacy, research has moved from exploring the elements separately towards the analysis of how different elements work together. According to Sari that has been the main difference with EARLI's context along with the fact that research constantly moves in the area of psychology and education. Sari is a psychologist interested in the area of educational psychology so EARLI has been very important for her as it combines psychology and educational sciences.

## Prospective on the future of research on education and training

*I think it becomes more and more important worldwide; even ministers and rectors of the universities and people in general are becoming more aware of the fact that it's really essential to be conscious of empirical evidence on the decisions at the practical level of how to improve the quality of education. I see it very optimistically at the moment so it's not going to be less important in the future. Now I see that the importance is actually recognised by education practitioners as well as administrators. Of course I am sure there is national variation in how educational research or research on education psychology is acknowledged in governmental decisions for example, but at least in Finland I can see that there is much more awareness nowadays than was before.*

## An informal personal incident

*The first memory that comes to my mind it was a really nice social event. It was the Past Presidents' disco night in Budapest 2007 and that was the only disco we have organised in EARLI conferences. Past presidents acted as disc jockeys and each one has selected their own music. Pietro Boscolo was playing tunes from the 50s, Roger Säljö played Abba of course, and then there was rock'n'roll. I think this was really nice and I would have liked to have these kinds of social events later on as well. That was maybe the most memorable social event cause people were dancing in the music selected by past presidents. We have had a tradition of going to disco with the younger scholars or the younger doctoral students but that has been always unofficial, but this time it was official. Of course all social events are always very nice in EARLI Because I know so many people it's nice to meet them and have the possibility to talk to them. Budapest was an important conference for me, because it was there I was elected as the next president of EARLI.*

*It has also been extremely important for me to hear the history of research on student learning narrated by Ferenc Marton and Noel Entwistle, who is also a past president. They told me how we came to our current understanding and research tradition. This is something, which you cannot read in articles or books. I am worried that these important incidents in our research history are forgotten. Noel Entwistle is maybe one of the key persons here to tell these historical incidences. I have said to*

Noel many times that he should write about the stories. One really nice is about visiting Ference Marton in Gothenburg. Ference had promised to take Noel to the castle Noel. They were talking outside the castle in Gothenburg. Ference he had the new idea that students' study processes might vary in quality. Previous research mainly had concentrated on measuring the learning outcomes of the students but not how they saw their learning and what they were personally aiming at. Noel never entered, because Ference was just talking and talking and his face was totally red because of enthusiasm and then they totally forgot about the visit to the castle, because Ference was so enthusiastic about his new idea. That's how the concept 'approaches to learning' was created. Ference had a lot of problems in getting these new ideas published. Luckily Noel Entwistle was one of the co-editors of British Journal of Educational Psychology and he was able to help him publish his results. These kinds of incidences are for me very valuable, because you can see how research is going forward, how new ideas are born, how difficult is for scholars every time in getting the newest ideas published. These stories I have shared with my doctoral students and there are many stories like these where you can see the chain of ideas developing and then one thing gives direction to another.

Another story, which is personally important for me, concerns a South-African researcher called Eric Meyer, with whom I later published. He was trying to apply the inventory, which was developed by Noel Entwistle and his colleagues. Erik collected data from South African students but didn't get the same of factor structure, which all European researchers had shown. The South African data looked very different. We know that Noel Entwistle is originally a physicist and Eric Meyer a mathematician. Noel was questioning whether Eric had made big mistakes in analysing the data and Noel said to me later that he first refused to meet Eric Meyer when he was visiting Edinburgh. But Erik was persistent and finally they sat down and went through the data. That was the point where they realised that not all the student profiles are coherent in nature and that was when the phenomenon of dissonance was created. Some students who struggled with their studies show a very inconsistent or dissonant student profile and that was because of collecting data in a totally other culture where students' level is not very high. That has been valuable for me because I became interested in doing research on student profiles and on whether they are theoretically coherent or dissonant. This kind of stories are only known by these people telling those stories. I think they are good examples of how important it is that people talk to each other.

#### **Advice to other researchers interested in making a substantial contribution to research and society**

Join EARLI, attend to conferences, and talk to people. I think that these are the most important things for young people to do. Have also courage to actively approach researchers. I think it's important just to go and talk to people, ask questions be very active and I understand that sometimes it's difficult but I would really much like the young, future scholars to be very active. Of course I understand that participating in EARLI conferences is really costly for young researchers and that's maybe one of the challenges, even though they have their own fees but still it's a lot of money for a doctoral student. However, if possible I would encourage everybody to become an EARLI member and participate in the conferences as early as possible and when they go to conferences, to do not just talk to their friends or to their fellows from the same country.

## Closing words

*I was young when I joined EARLI. I have been following EARLI all those years and I am very proud of being a member of EARLI and having served in different EARLI positions. I believe EARLI is the right place to be: a place where seniors are being honoured and respected and the young and new ideas are being cherished, welcomed and supported.*

## The Community of EARLI

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## THE EARLI COMMUNITY

### PERSONAL FEELINGS AND VIEWS INDICATIVE OF EARLI AND ITS DEVELOPMENT, AS EXPRESSED BY ITS MEMBERS

#### *INCEPTION OF EARLI*

In the 1980s there was an increasing awareness of the need for a European identity that would unite Europeans across countries while respecting their cultural and national characteristics. This initiative at the academic level as regards education and psychology flourished in 1985 with the establishment of EARLI. Andreas Demetriou and Anastasia Efklides were young academics at that time and were informed about the prospect of EARLI by Richard Snow from Stanford University. Dick Snow was seminal in the foundation of EARLI. Eric De Corte and Dick Snow, along with other European visionaries, had conceived the idea of EARLI, and Dick travelled all over Europe to disseminate the idea. Dick Snow was serving at the Naval Office in London at that time and had made it his goal to come to know what where the developments in educational and psychological research in Europe. Dick visited Thessaloniki because Andreas Demetriou and Anastasia Efklides had published a paper in Child Development and he thought the research fit well with the topics covered by EARLI. Thus, he introduced them to Hans Spada from Germany, as only invited people were participating in the conference in Leuven, where EARLI was founded. The group of people invited to join were witnesses and participants of that first and critical conference of EARLI. There were about one hundred people present from various countries, all committed to make EARLI a reality. ([Anastasia Efklides](#))

Before the inception of EARLI, researchers in Europe were not aware of other peoples' research, as it was at that time quite unusual for people in countries such as Greece, Germany, France and Spain to publish their work in English, which is one of EARLI's main requirements. Additionally, EARLI demanded that English was the only language to be used in all conferences. These two requirements have greatly affected the number of memberships because people didn't necessarily feel confident speaking in English. However, the result was that in over a few years, researchers began to be in contact with people in countries they knew little about in terms of their research. At that time, some of the research fields were still very small with a very few people in specific countries showing an interest, of whom very few were outstanding at their work. One such example is Noel Entwistle, who felt coming into contact with people of the same field from other countries was absolutely essential to him. In his area of study there was a lot of work going on particularly in Australia. Several colleagues from Australia started coming to EARLI in a regular basis and became part of the SIG in higher education. ([Noel Entwistle](#))

Jan Vermunt was the student of Robert-Jan Simons and Hans Lodewijks, who were then at Tilburg University. Robert-Jan Simons and Hans Lodewijks were two of the people who founded EARLI as they had the idea that the European researchers could better collaborate, since until then they all went to the United States to meet each other. In 1984 Jan Vermunt along with Robert-Jan Simons traveled to the United Kingdom and visited several people among whom Noel Entwistle who was professor in Edinburgh. During their visit, Robert-Jan and Noel discussed this idea of a European organisation bringing together people interested in issues concerning educational psychology and other people joined. Both Robert-Jan Simons and Noel Entwistle became presidents of EARLI later on and they were very influential. ([Jan Vermunt](#))

## **MAIN ACHIEVEMENTS OF EARLI AS A COMMUNITY**

*'It allows opportunities for collaborations with people from other countries and especially within Europe in a way, unlike any other organisation, so well connected in the field of educational research. It tends to appeal more towards the people with more of a psychological background in educational research. Certainly the opportunity it offers is that more than anything.'* ([Neil Mercer](#))

EARLI is an organisation that helps to promote science in education with many ways and as a community EARLI offers many important features giving to people the chance to join an international community of researchers ([Neil Mercer](#)) as well as by bringing together researchers from different nationalities within a framework where they can communicate. ([Noel Entwistle](#))

Particularly, EARLI provides the opportunity for its members to meet up during the conferences, to influence one another and to enhance developments such as the importance of learning in groups, new ways of learning and the importance of information and communication technology learning. A lot of these have been enhanced in the community and by the community in many different fields bringing a lot of changes and innovations. To name a few examples, looking at the SIGs' (special interest groups) within each of these groups (there are now twenty seven special interest groups) you can find things that have changed thoroughly over the time and that's of course not only because of EARLI but certainly EARLI as a community has enhanced it;, has facilitated it;, has sped it up. ([Filip Dochy](#))

Some of its main achievements as a community include organising, stimulating and collecting educational research. This has been and is a great success. All European researchers in learning and instruction know EARLI and have it as a reference point for journals. For the community of EARLI researchers it represents our reference and our home. ([Pietro Boscolo](#))

One of the most important achievements of EARLI is that it presents the European perspective to instructional and learning sciences. It's not to be said that Europeans are working in isolation from what is going on all over the world. Science is international and therefore it is not something unique to Europe, the US or other countries. However, the priorities or the theoretical perspectives may differ. EARLI is promoting this difference in perspective. This is probably the reason why so many people from the US, Australia, New Zealand and other countries all over the world want to come to EARLI and attend its conferences: they get state-of-the-art research and something different than what they have in their own countries. ([Anastasia Efklides](#))

EARLI is also promoting research excellence through the journals it has developed, which fills a space that wasn't occupied before. EARLI stands out in academic research due to the quality as academics of many of its members and in particular the quality of work printed in the Journals, hence this is a tool through which the knowledge gathered by the community of scholars is spread outwards. Both *Learning and Instruction* and *Educational Research Review* are leading journals in their field and are internationally renowned for their high standards. This explains the high impact they have and the continuously growing interest by authors seeking to have their work published in them. ([Anastasia Efklides](#))

With the recent launching of *Frontline Learning Research* there are now three official EARLI journals. *Learning and Instruction* was the first EARLI journal and it has become very successful worldwide with a current impact factor of 3.079. Another major achievement of EARLI is to give researchers on *Learning and Instruction* in Europe and worldwide a venue in Europe to meet instead of having to travel to other continents. ([Jan Vermunt](#))

Of great interest towards EARLI and the work produced by its members is represented by the success of the biennial conferences. It is very demanding organising EARLI conferences, however, some member of EARLI believe that even if the conferences were yearly rather than once every two years, they would still draw a lot of attendees each time. ([Pietro Boscolo](#))

Furthermore, the conferences and SIG meetings are very important for the cultivation and dissemination of ideas, recruiting new members and bringing in new ideas. EARLI has been very successful in these. SIGs are very active with stimulating and exciting conferences in between the biennial conferences. In addition, the funding of other, small size meetings such as workshops, also promote research, networking and new ideas. ([Anastasia Efklides](#))

Another one of EARLI's strengths is that it relies on the quality of the researchers, the attention to young researchers and the attention to practitioners. There could be a stronger relationship between academic research and practitioner research since the attention to teacher-based research is very important. However, one of the ways in which EARLI stands out is that it pays more attention to research whereas in other educational research there is usually more attention on school applications. ([Pietro Boscolo](#))

Päivi Tynjälä thinks it is very hard to identify only one special research achievement because there are so many, diverse researches in EARLI and many different special fields represented in so far at 27 SIGs, making EARLI as a whole a great achievement itself. It brings together researchers in this field and offers very good opportunities for publications and communication. Also the success of EARLI journals of *Learning and Instruction* and *Educational Research Review* is an indication of its high quality as both of these journals are amongst the top 10 Impact factor Journals. Furthermore, the new journal *Frontline Learning Research* provides a new kind of open access forum for innovative studies, and has proven to be a high quality newcomer in the field of educational publishing. ([Päivi Tynjälä](#))

The research achievements of EARLI are the achievements of its members and by supporting its members to do research, the association has managed amongst other attainments to develop strong journals in which research on learning and instruction is presented to the world. For David Gijbels,

EARLI's strengths emerge from its research community and one of the strengths of its society is that it also offers the opportunity to its members to share knowledge within an atmosphere of support and discussion at the conferences but also through the EARLI journals since *Learning and Instruction* is established as highly respected journal. ([David Gijbels](#))

## **KEY TRENDS IN THE EVOLUTION OF THE EARLI DOMAINS OF RESEARCH**

The best way to trace the evolution of research domains within EARLI is to follow the history of SIGs. There were SIGs that faded away without leaving any trace behind them and there are new SIGs coming up that represent new trends and research areas. Other SIGs thrive and grow in membership and presence in the conferences of EARLI through the years. EARLI is following the developments in learning and instruction research through the changes of interest of its members because it is an open society that welcomes new ideas and initiatives. ([Anastasia Efklides](#))

During the SIG conferences, there are usually a lot of European scholars, an important component for an international research association like EARLI. Regarding writing, for instance, thanks to a group of EARLI scholars, the cognitive approach to writing became very important in European research. Recently a SIG in writing in higher education was founded by Montserrat Castello. When Michel Fayol and Pietro Boscolo first founded the writing SIG in 1989 and during the first SIG conference held in Padova, there were about 30 or 40 participants. Now SIG Writing conferences in Europe are much bigger. A great contribution to the development of research fields, including the writing and motivation field, was given by the EARLI journal, *Learning and Instruction*. ([Pietro Boscolo](#))

Another important aspect to European research has been the relationship between metacognition and motivation (think of Anastasia Efklides' work), as it has been the case with the motivational aspects of the social cultural approach to learning (think of Simone Volet's work who is Australian but is a member of EARLI, as is Sanna Järvelä). Over the years there has been a great improvement and increase of research in other special interest groups as well. Several research domains have gained importance as testified by the creation and development of the various SIGs. Another important aspect following the key trends in the evolution of the domains of research covered within EARLI was the presence of two main approaches to education research; the cognitive-experimental approach and the socio-cultural approach. These are now represented by two different journals of EARLI. ([Pietro Boscolo](#))

Regarding the field of conceptual change, the main evolution concerns a much wider perspective on the topic, that is, not only cognitive, but also affective (i.e. motivational and emotional) and contextual factors which are considered when investigating knowledge restructuring in students. EARLI had a great influence in these developments over time. Through the main conferences and SIG meetings, EARLI has influenced research on a personal level as well as the greater research area. Several symposia were organised on conceptual change for these meetings, which were important opportunities for exchanging and discussing ideas, and sharing projects. In addition, many teams of EARLI members in different fields publish regularly in major journals. The book series are also indicators of research achievements of EARLI as a community. ([Lucia Mason](#))

When EARLI was established, the ideas about the borders of the domain of EARLI were quite rigid. The aim was for EARLI to be research oriented but also micro-level oriented and in the beginning several types of topics could not be represented within EARLI. The topic of teacher education was in the beginning not very popular within EARLI along with the domains of Professional Learning and Work related Learning. EARLI was much more focused on school learning oriented towards younger children and not so much on adult learning. Now that has changed a lot and EARLI has become much broader as Professional learning is one of the biggest sigs. Moreover, teacher learning is very popular and also work related learning is getting much more attention. There are several developments in the domains of EARLI from school level to work related, to teacher learning and even topics that are not very active yet such as school leader learning, may gradually come up. The sigs become more and more important, also there is an immense growth in the number of EARLI special interest groups and that is also very important for EARLI and possibly now EARLI is focused on much more different kinds of methods while in the beginning it was more the empirical research, experimental research but there is a lot of attention given to qualitative research and mixed methods research. ([Robert-Jan Simons](#))

### ***CONTRIBUTIONS OF EARLI TO EUROPEAN SOCIETY***

The first and most obvious contribution of EARLI to European society is to provide a European forum for the cultivation of excellence in the study of learning and instruction. Besides its scientific contribution EARLI offers powerful means for overcoming barriers (language, cultural, etc.) between European countries and between countries all over the world. EARLI has come to be international and its impact is felt beyond Europe. In the 1980s people in different European countries, because of language barriers or different traditions in research did not communicate between each other; so you had the French, the Germans, the British, the Northern Europeans or the Southern countries with very little, if any communication between them. All of us were communicating actually through the American journals rather than between us. EARLI was a great step forward for the building of a shared European scientific profile in learning and instruction. EARLI is serving the scientific community so well because it is open to diversity, to different cultures, to different ways of thinking, theoretical approaches or methodologies. This is reflected in its conferences and journals and breeds creativity and productivity. EARLI is building bridges and this is one of its main contributions to European society. ([Anastasia Efklides](#))

The EARLI conferences are very important; the main conferences, the Jure conferences as well as the SIG meetings have contributed to create space for educational research. Research networks were also created involving members of different countries based on exchanges and discussions during EARLI meetings. Through these, many teams of EARLI members have produced knowledge that is relevant to education (published in major journals). The EARLI book series are also indicators of knowledge accumulation relevant to education. ([Lucia Mason](#))

EARLI does offer a lot through the research which the EARLI members conduct for instance in the domain of formal education, of teaching and teacher education but also in the increasingly important domains of workplace learning. EARLI offers knowledge and to a greater extent learning environments, which have been developed as a part of design-based research. Hence the practical

applicability of the research findings within the community has increased and is used in various places within formal and non-formal education. ([Jos Beishuizen](#))

EARLI is genuinely an international organisation so for instance, the executive committee is always composed of people coming from different countries, different parts of Europe. ([Päivi Tynjälä](#))

## ***HOW EARLI HAS HELPED IN CREATING SPACE FOR EDUCATIONAL RESEARCH IN EUROPE***

EARLI has and is helping in many different ways to create space for educational research in Europe. Through EARLI a number of platforms have been created for researchers to meet; the biennial conferences, which are organised for the special interest groups, are very important places where people meet and networks are created. Also JURE is a significant instrument to strengthen the research community and enable PhD students to meet and share ideas with all their colleagues. Additionally, the journals provide a substantial contribution; both are of high quality, the 'Learning and Instruction' and 'Educational Research'. Having these platforms enables the sharing of ideas and further disseminates them to other communities. ([Jos Beishuizen](#))

It is very clear that EARLI has been successful in creating space for educational research in Europe in the sense that there was a need for this forum and it has helped to bring European research on the world scene. Of course what we had and been struggling with for a long time, is that there are still parts of Europe that are not well represented in EARLI, especially Eastern and Central Europe where there is still a potential that proved to be difficult to tap in to, even since the early days because of the different political situations in those countries. There is still a problem with financing/ funding to come in the EARLI conferences so there is still some work to do on that. On the other hand, I do not think that EARLI should become also too big because one of the advantages that is also seen by for example American Scholars is that it is still not huge. Therefore I also feel that – despite being a strong advocate of SIGs – we should not go much further with adding all kinds of special interests groups on very specific issues, because I think that it is very important for researchers in the field, that although they should have a focus in their research but they also should keep a picture of the field as a whole. ([Erik De Corte](#))

## ***HOW IS EARLI DIFFERENT TO OTHER ASSOCIATIONS THAT SEEK TO PROMOTE EDUCATIONAL RESEARCH INTERNATIONALLY?***

Back in the days EARLI was different in the sense that it was catering for a much wider range of researchers and languages. Its model was the AERA because that was and probably is the kind of world conference on education research. So in certain ways EARLI was following a similar model, which makes sense because that's a very successful organisation. However, EARLI had different issues than AERA because it was dealing with a lot of languages for one thing and in the early days it took the view that the language would be English. ([Neville Bennett](#))

Initially the role of EARLI was to enhance educational research and to stimulate theory building. In time, this became stronger due to a number of factors, some of which include the contribution of EARLI in different senses. One such is the 'publication waterfall' referred to in the Filip Dochy

chapter. Some people think new knowledge can be forced into implementation, that research conducted can immediately become practical and usable; but that is not possible. EARLI has contributed to that by creating its sister association EAPRIL several years ago which stands for European Association for Practitioner Research on Improving Learning. This is an association for what we call practitioner researchers. In Western Europe practitioner researchers are mainly teachers in professional schools for higher education who conduct research that is much more practically oriented. Within EARLI, a need for these people to meet and start up a community was identified. Eventually this led to a bridge between fundamental research and practically oriented research. This started building up during the last ten years; starting with the EAPRIL conferences and continuing through the funding of the EAPRIL association in 2009 -2010.

EAPRIL and EARLI now work both as distinct communities with different goals and in some areas they work together. There is some overlap in the memberships; some people are members from both associations and the long-term goal is to have three communities. One which is focused on fundamental research, one which is focused on practice oriented research and one which is a mix of both where you have the merging with each other. That is the whole idea behind it, an idea slowly coming to fruition. At the last EAPRIL conference there were a few more than five hundred people, which form a good body of people for interaction and the beginning of a real network. It's growing, it's increasing and people see the need for it within Europe. ([Filip Dochy](#))

EARLI has a very good reputation as far as scientific rigor and quality of the research is concerned which is presented in the EARLI meetings and also in the EARLI Journals. The Journal of Learning and Instruction is one of the top three best journals in the domain of learning and instruction and educational research all over the world. That is the result of this constant emphasis on quality standards as far as admitting papers to the EARLI conferences and to EARLI SIG meetings. These meetings and these conferences really have educated the research community of EARLI with a result that we are now on a very high and greatly appreciated level of academic research.

In EARLI we deal more with theoretical orientations to fundamental courses related to what learning is, what instruction is and what knowledge is which inspires many researchers to become more precise in their empirical research. Also, the domain of collaborative learning is a very important one. The use of educational technology or technology enriched learning environments is also important. Substantial progress has also been made in the domain of motivation in education. In these three areas, EARLI is outstanding.

EARLI has connections with the European Educational Research Association (EERA) and the American Educational Research Association (AERA), both of which have a much broader scope than EARLI has. EARLI is a division of learning and instruction within the broader context of the AERA in the United States. That makes EARLI for many researchers more attractive because there is more coherence and that makes it easier to discuss one's work. It also enables new ideas to be shared from colleagues who might be working in different areas in the domain of learning instruction but with whom there is a shared methodological language on how to deal with the research area of focus. That is another important element which makes EARLI outstanding compared to other associations in the domain of education. ([Jos Beishuizen](#))

A strong point of EARLI is its concern for personal relations that need to be maintained within the community of EARLI. For instance, the EARLI conferences have an upper limit of participants and this

has been discussed repeatedly and decided as to the rationale behind it. The idea (and rightfully so) is that the conferences should allow representation of multiple ideas and different domains give researchers the opportunity to participate; but still conferences should have such a size that people can meet and talk to each other, know each other, have time to spend together. This is the main difference between EARLI and other comparable associations in the US, which are often, so huge that is very difficult to come to know or meet people even in your own area. ([Anastasia Efklides](#))

The size of the association is also another unique part of EARLI, which makes it stand out, and keeps it from becoming too broad or impersonal. This allows the control of the focus from becoming too broad to a point of weakening the communication channels between the participants. ([Noel Entwistle](#))

AERA is a very big association; the conferences attract around 15000 people while the EARLI-conferences have a maximum of about 2000 participants, big enough to bring together a whole variety of researchers but also small enough so to have real contact with the people during the conference. The JURE is an important achievement as well as it brings together junior researchers giving them a place to meet other people, contact senior researchers and this is very vital for their future scientific career. And of course there are other initiatives, the Center for Innovative Research for example or the other initiatives that are sponsored by EARLI and can bring people together.

An additional attribute is EARLI's focus. It is not all about educational research but it has an educational psychology focus which gives the organisation a clear identity. The association has a good level of quality and not everything is accepted to present in EARLI. Of course it's not too restricted but the quality of what is presented is of a good scientific level. The founding of EAPRIL, a separate sister organisation for more applied and practitioner research makes it possible for EARLI to keep a focus on theory-driven scientific research. So comparing to other organisations, I think focus and quality are two important features of EARLI. ([Jan Vermunt](#))

Another thing that is specific about EARLI is the emphasis on both learning and instruction. This interdisciplinary perspective differentiates EARLI from other pedagogical or purely educational associations. Moreover, EARLI is focusing on basic research, and this differentiates it from other associations that combine science and practice. This was something discussed and decided already at the first conference in Leuven when EARLI was founded. This does not mean that practice is not important. It is highly significant. But the research interests of practitioners represent a fraction of what EARLI is cultivating. In recognition of practice-related research EARLI was instrumental in building a new association, EAPRIL, which hosts research by practitioners. This indicates that EARLI is interested in practice, is supportive of research within the context of practice but keeps the two lines of research separate so that it can serve them the best way possible. ([Anastasia Efklides](#))

The competent people are the most important strength of EARLI but there are other strengths as well of the organisation, as its optimal size. It is big enough to produce variation in research but not as big as for example the AERA with more than ten thousand people in the conferences, and therefore it differs in the sense of community. Also EARLI has a clear focus on the topic of Learning and Instruction, as for example compared to EERA, which is a similar size organisation, but their focus is not so specific. There are so many different kinds of educational research networks and not

all of them are related to learning, but other issues related to education and to educational systems. However in EARLI there is a clear focus in learning and instruction. (Päivi Tynjälä)

In general, EARLI as an organisation stands out by having more of a psychological base, bringing together groups of people and researchers who are interested in education through a psychological type of perspective of issues, while other European educational research associations are much broader in context. (Neil Mercer)

EARLI's importance comes from very high quality standards of research. If we look at other associations they have more practice based elements but EARLI is intended for Doctors and Doctoral students. There are high regulations of what you should present in EARLI conferences and that came through the concerns which many practitioners, who attended EARLI conferences during the nineties, had of not presenting and analysing practical implications of researches. Therefore, there was a need to create another sister organisation to tackle this matter and that was the point where EAPRIL was founded. Keeping EARLI as a research association of high quality research presentations and creating EAPRIL for more practically conferences, that division was very successful as in other associations' conferences there is a mixture of practical and some research papers creating some difficulty. Also EARLI has a very good selection of special interest groups with enough variation within the research topics but not going towards being too broad. It's versatile but still concentrates on Learning and Instruction as it should be without being too comprehensive. If I look at other European associations like EERA as well as in the American association of which their topics are very broad, I have difficulties in finding the topics I am interested in, whereas in EARLI I could go to any session and find interesting topics so that is why I think its narrow enough to find good links with people. (Sari Lindblom-Ylänne)

EARLI is a leading research association for reliable new knowledge, while I would not say about specific areas, because if you look at the association you see that the interests have become rather broad these days, but I think that what has been very important is that there are a number of very active special interest groups acting as a very important motor of EARLI. Also, one of the strengths of EARLI is that it still has a clear focus on Learning and Instruction because the American Educational Research Association is about everything, thus making a number of very important scholars to prefer EARLI before AERA due to EARLI's clear focused and good quality of the research presented. (Erik De Corte)

### ***HOW CAN EARLI CONTRIBUTE TO BRIDGE THE GAP (OR THE DISCONNECT) BETWEEN EDUCATIONAL RESEARCH/THEORY AND EDUCATIONAL PRACTICES?***

Bridging the gap between educational research/theory and educational practices is a complex and differentiated problem. A lot of thought and discussions are shared on this area, conversing about the gap between educational research/theory and educational practices focusing on solving this problem, as there is a close connection between educational research and educational practice. A lot of ideas developed in labs have been applied and there is more to share therefore sharing is more important than the gap. EARLI can contribute to bridge this gap by finding ways to involve education practitioners at a greater level, or even by encouraging research which involves them as participants

and by finding ways of communicating the research findings of EARLI members more effectively with those involved with the practice of education. (Neil Mercer)

Classroom interventions based on research and theory are important for educational practice. In this way one can get new ideas and enrich instruction. This is a top-down process that can connect theory with practice. There is also a bottom-up process that can contribute to the bridging of the gap between theory and practice: this is what practice-based research can offer. Teachers who experiment with their teaching can offer insights and bring to the fore phenomena that theory-based research is ignorant of or unwilling to admit. Thus, by emphasizing basic research, EARLI is helping educational research and practice to come up with new ideas, new ways, new interventions that could then become the standards of practice. In addition, by supporting research that is being done by practitioners or teachers, EARLI is helping to change teachers' mentality and practices as well as breed theory about classroom learning. By linking everyday practice to theory and to basic research one can open up new understandings that enrich both theory and practice. (Anastasia Efklides)

As progress happens on the involvement of teachers and schools in research projects, focus could be put on formal education, workplace learning and alternative learning forms such as museums and the Internet, where so many educational purposes have been realised. The Internet is a place where a lot of the knowledge developed in research can directly be applied in the books and all the learning frames which are created. (Jos Beishuizen)

On this matter, Lucia Mason stresses the importance of communicating the needs from practitioners to researchers. EARLI can contribute to the dissemination of research findings, that is, "translation" and distribution of research outcomes to practitioners. The dissemination question is central for the use of scientific knowledge about learning and instruction.

The bridging of the gap between educational research and practice is also served by the joint emphasis on *learning and instruction*. EARLI is covering areas that are not part of traditional educational research. By doing so EARLI created space for the study of new instructional methods, for a more integrated view of learning processes in and out of school, for a deeper understanding of individual and group learning, or the interaction of teaching and learning. Such a perspective is very prolific because it calls for combination of ideas from different sciences, interdisciplinary approaches rather than just education or psychology alone. Moreover, by founding EARLI, EARLI provided the stage for in-school research carried out by non-academics, e.g., teachers. This is a new trend in education and EARLI was instrumental in the recognition of it and creating the space needed for the development of this new conception of teaching. The conferences, the journals, SIGs, other meetings EARLI is supporting, awards and other initiatives EARLI is taking, all of them are contributing to the accumulation of knowledge that is relevant to education. But of particular importance are the EARLI journals. They are publishing innovative and influential research that is critical for the accumulation of evidence or theories that constitute the content of education-related knowledge. They also shape research agenda on learning and instruction in Europe and elsewhere. (Anastasia Efklides)

There are some topics within EARLI that are more related to research, but there are specially interest groups such as curriculum studies, that have great possibilities for school. EARLI has ideas and research in great quality and quantity but practice-based research conferences are held separately

from EARLI at the moment. The number of scholars who bring the outcomes and findings of this research to their countries and school authorities is questionable. However some members believe that even though EARLI has much to offer, the question is the degree to which society or schools are willing to receive, use and elaborate educational research. Research findings must be adapted to different situations. Some views support that adapting research data and findings to school is a duty of the school system and EARLI could then act as a facilitator to this “adaptive” endeavour. Pietro Boscolo provides a personal perspective on the current situation: ‘The perspectives of research for education and training are not good from a financial point of view at the moment. In Italy, for instance, there are many school principals and teachers interested in doing research, but these initiatives should be encouraged and supported by the school system i.e. the ministry’. ([Pietro Boscolo](#))

The gap between educational research/theory and educational practices it is a very general problem in educational research and every country has its own solutions. What EARLI did by establishing EAPRIL was to have a sister organisation that is much more focused on practice and practitioner research and this might be an important step towards contributing to improving practice. ([Jan Vermunt](#))

This is an issue that EARLI members should work on in their countries. Researchers should make their research available to educational decision makers, administrators and practitioners and to seek collaborations between them. Also at a European level, EARLI could seek a way to promote European projects funded by EU. In EU funded projects there are always development of practices as an important topic because the European Union wants to fund research that is useful for the society. Therefore, maybe we could as an organisation think about how to support the development of this kind of projects which can be very important for the development of educational systems and practices of learning and teaching. ([Päivi Tynjälä](#))

With the division between EAPRIL and EARLI associations, EARLI concentrates on collecting empirical evidence which then practitioners can make use of in their everyday practices. Almost all publications or EARLI research are very useful in educational development by providing new results and new evidences. So from my point of view I don’t see any problems in creating the link between research and practices or development. On the other hand I understand that for some people it is difficult to become aware of the new results and then take them in their practice but that’s why in almost all journals in this area, the researcher must always include the kind of implications for the instruction part where educational developers can read this and then make of how to apply those ideas in practice. ([Sari Lindblom-Yläne](#))

Looking at all the positive things; in the field, there is still a gap between research and educational practice. As I was first trained as a primary school teacher, when I came into research my idea has always been to have two basic principles. First of all as a researcher to contribute to the advancements of knowledge, but I also have always said that I would like my research to help to come to the improvement of educational practice and these two things are often a little bit in conflict. There is a continuous tension to that but we just have not done enough to solve that tension to contribute to the improvement of educational practice and that’s one of my big concerns. How can also EARLI stimulate more research and look at the influence of research of educational practice. Even some very advanced researchers have commented on that, I would like to read some

quotes by David Berliner - one of the very important researchers in the United States - who claimed at the turn of the 21<sup>st</sup> century that 'learning in real world context began to be studied more rigorously but sadly, such research appears not be affecting practice very much'. The association should try to do something about the disconnect between theory research and educational practice. For example one approach that would be to create much more attention in design based research and consequently to develop learning environments that embrace knowledge of learning, effective learning, that is also available to use in educational practice. ([Erik De Corte](#))

According to Roger Säljö, education is a very complex field, being politically controlled and there is a limit in terms of impact of the research. Thus everyone should be informed on the public policy but the most important thing that he would like to see is the development in which teacher education becomes more open to research and the impact of research, and the teacher education across Europe would be more founded and based on clear awareness of the existing types of research. In many countries, including Sweden, there is such a small window for research in teacher education but it is important to connect teacher education with research so that there is a research base for teachers as it is a very important area. In some places for instance in Finland, all teachers have a masters degree but in Sweden that is not the case and you can see that the Finnish teachers are much more aware of alternatives and much more oriented in research areas and they are much more aware on theoretical traditions and know more about alternatives on teaching and learning methods. So Roger hopes that Sweden will also have the master's level base line as well and to open up a window of opportunity to research methods and analytical skills. These suggestions could be greatly connected to EARLI because as stated by Roger "EARLI is the best platform for that". ([Roger Säljö](#))

## ***EARLI POTENTIAL FULFILMENT***

EARLI has served its mission well; it still does and will continue to do so. In terms of main policy not much can be added. I follow the developments in EARLI and I am very pleased that EARLI is making all these movements that serve the needs of European societies. EARLI has established a number of awards, and this is again a very important way of giving recognition and promoting excellence in research. Eric De Corte has donated one of the awards and has set an example for what could be done in the future. EARLI could create a funding organisation based on donations by EARLI members. This organisation could offer awards for innovative research proposals in various domains and thus support research, particularly important research by young researchers who need to stay in academia and continue to work on pioneering ideas. ([Anastasia Efklides](#))

EARLI has fulfilled its potential because the research community is constantly growing; not only the quantity but also the quality of the researches. When EARLI started in 1985 no one could foresee that thirty years later it would be such a lively and vital community with so many highly qualified and inspired colleagues all over Europe. I think it has fulfilled all of its potentials. ([Jos Beishuizen](#))

We can be very satisfied on the fulfilment of our dreams from the last thirty years. EARLI succeeded to bring people together from many countries and to keep the northern and the southern countries together. Nevertheless, EARLI needs more members from France as they are still the weakest part (least-represented) compared to the size of the country. Amongst other, EARLI has strong journals

with good visibility in the world and a clear provision as an organisation in the other regions of the world. Also EARLI succeeded in bringing together researchers and to publish research in significant international journals. ([Robert-Jan Simons](#))

## **IDEAS FOR FURTHER IMPROVEMENT OF EARLI**

EARLI is constantly improving and changing on all planes with the aim of becoming better, more efficiently and create more services for its members. ([Filip Dochy](#))

Going back to the first EARLI meeting in 1984, Neville Bennett remembers that there were several sociologists from Britain who decided to not stay in the association as they thought EARLI was heavily psychological but up to the time of his retirement he thought there was a very little presence of sociology, social anthropology and similar topics of that kind within the association. Therefore Neville Bennett hopes for EARLI to become much more cross-disciplinary, to welcome people with sociological, anthropological backgrounds and also for the areas of knowledge generated by EARLI to be broadened into much wider areas. ([Neville Bennett](#))

One suggestion made by Neil, although a difficult one to be realized, is to change the name, as the English speaking researchers within education and the educational faculties are not accustomed to the term 'learning and instruction' even though it is used within the EARLI community. Academics throughout the English-speaking world use the term 'teaching and learning'.

*'The word instruction is very odd and I think it reflects the fact that the association was initially set up by non-native English speakers. I know it would be difficult because everyone is used to it, and the acronym EARLI is quiet nice but I think it would be an improvement if it had a different name.'*

The second suggestion would be to expressly promote mix methodologies in educational research. Neil proposes that the educational researchers, who are not members of EARLI, tend to assume that the organisation favours quantitative research to the exclusion of either qualitative research or research which combines both. Therefore, as the world is generally moving towards mix methods of systematic and integrated type, a suggestion would be for EARLI to take the lead role in this change. ([Neil Mercer](#))

At the beginning when EARLI started, the emphasis was on building a European forum for communication of research. Anastasia believes that this is still important but nowadays with all the changes that take place all over the world it cannot be said it's just Europe versus the Third World or the United States. This is the era of globalisation and EARLI has a much greater responsibility now: to bring together people from all over the world and disseminate the culture that has made it successful up to now. The European model can support similar efforts in other continents such as Asia or Africa where nations are still divided and self-centred. Moreover, EARLI has the potential to make European research known all over the world but also Europeans to come to know what is taking place around the world. ([Anastasia Efklides](#))

Nevertheless, according to Noel Entwistle, it seems that such alterations may be likely to damage the main purpose of the association significantly. There has been a very active attempt to

internationalise EARLI reaching out to China and elsewhere. EARLI, however, is a European organisation and it predominantly reflects the research that is going on in Europe. It also allows the European researchers a good chance of having their papers accepted to be published and presented in the biennial conferences or within the SIG conferences. Although it's extremely useful to have overviews of research coming from other countries in the world, Noel believes that for EARLI it is important to ensure the EARLI conferences give clear priority to research carried out in Europe.

Another disadvantage of internationalising EARLI would be the effect it would have on the travel expenses for the participants if they had to travel outside Europe. There would be an increasing divide in attendance between the people from countries with thriving economies and those whose economies are currently weaker. This happened when EARLI first started conducting conferences, with countries such as Czechoslovakia and Hungary, where there was little funding for those interested in attending. In order to support them, EARLI set up funding for hopeful participants who had no access to money for conferences. However, the concern now arises through limited research funding due to the current economy, with the fear of having a significant decrease on the work conducted within the less wealthy countries. This could affect significantly the fabric of EARLI unless there a solution is found towards this problem... food for thought by Noel on to the people of EARLI.

(Noel Entwistle)

Over time there has been some pressure to also widen its spectrum by bringing in philosophy and history. Noel Entwistle suggests that there is potential for their smooth inclusion to the current scope as long as it is concentrating on learning and instruction.

Lucia Mason's suggestions are of financial nature and concern the presence of young researchers supporting that EARLI should offer more opportunities for promising young researchers from countries with less research infrastructures by sponsoring them to participate in the main conferences and SIG meetings. Also, to significantly reduce the registration fee of the EARLI conferences, as this is an issue that has been raised during the general assembly of at least the last three conferences with the justifications provided for the high fees to be not convincing. (Lucia Mason)

In addition, the recent initiative of E-CIR is very important. It should be extended and implemented on a regular basis for the scientific development of the EARLI community. Advanced Study Colloquia (ASC) should also be activated to increase the impact of EARLI on scientific research.

As a community EARLI should do its very best to increase the opportunities for meetings and sharing ideas both during the conferences but also through platforms in the internet in a way to make it attracting and draw the attention of more people in Europe such as researchers in France but also in other more southern European countries. It will be a benefit for EARLI to further strengthen the connections with the south and the east of Europe in further developing the community. At the same time, hopefully the community of EARLI will use its power and background to make an outreach to the developing countries and to enable young researchers in these countries to benefit from the EARLI members' experience. I think this is an important thing for EARLI. (Jos Beishuizen)

One of the peculiar things is that big and important countries like France they are very unrepresented in EARLI conferences, EARLI memberships and EARLI meetings. So it would be very good if EARLI could find ways to increase memberships from all European countries. For some

reason this has been proved to be difficult probably due to language and translation issues. ([Jan Vermunt](#))

Päivi Tynjälä believes EARLI functions very nicely and she cannot imagine any other improvements or any changes needed as there already have ongoing developments and changes been taking place along with new initiatives. For example a couple of years ago, the launch of the monthly newsletter was a very good idea in creating a sense of community between the members and also with the members getting information from EARLI on regular basis. ([Päivi Tynjälä](#))

For Sari Lindblom-Ylänne, improving at the moment holds the idea to maintain this high quality and high standards, which require to constantly doing a lot of work in order to maintain this good balance. On the matter of increasing memberships Sari Lindblom-Ylänne also believes that maybe EARLI needs more members but not bigger conferences to not lose the kind of idea that EARLI is a small association with a kind of homely atmosphere. Coming to the publications and journals, Learning and Instruction is a really high quality journal at the moment, and there is also the Educational Research Review Journal. So Sari considers it as a good trend, it is very important to have this type of publication for members inside EARLI and also the book series. ([Sari Lindblom-Ylänne](#))

Looking on how the organisation could grow, one thing to be taken into consideration for a reform would be the biennial conferences and the possibility to add more Journals to a slightly different scope than Learning and Instruction which is a fairly traditional, mainstream journal, according to Roger Säljö. EARLI also has launched the Educational Research Review journal and also the Frontline Learning Research where articles are published very quickly. However, Roger Säljö suggests the creation of additional journals in order to reflect other interests as well, but also to keep them within the EARLI framework as it provides structure and continuity to journals. Possible research areas might include classroom research, learning outside of formal institutions, learning in the workplace. There is certainly a need for analysis of this process but when looking at the sigs there are very few articles published in Learning and Instruction, and one should look at the balance between this because many of the new sigs have appeared interest concerning the sort of non formal types of education for instance in learning in workplace, learning in non school settings. Since EARLI started, preschool has expanded dramatically in many countries and early childhood education has become a field in many countries where preschool is part of the system, in learning, in language development and these are very interesting areas which are not covered by Learning and Instruction. ([Roger Säljö](#))

## **FLYERS**

Flyers with information about the Association, developed for EARLI's Past Conferences.

[http://www.earli.org/about\\_earli/history/Past\\_Conferences\\_and\\_Executive\\_Committees](http://www.earli.org/about_earli/history/Past_Conferences_and_Executive_Committees)

## 1st EARLI CONFERENCE LEUVEN, BELGIUM 1985

### EXECUTIVE COMMITTEE 1985-1987

**President: E. De Corte**

**Secretary: H. Lodewijks**

**Treasurer: P. Span**

**Ordinary Members: N. Entwistle, H. Mandl, M. Gilly, R. Parmentier**

**Editor Learning and Instruction: E. De Corte**

Front cover

EUROPEAN ASSOCIATION FOR RESEARCH ON LEARNING AND INSTRUCTION

**EARLI**

The European Association for Research on Learning and Instruction, EARLI, was founded in June 1985, in order to build up a forum for systematic exchange and discussion of ideas with respect to the domain of instructional and educational research. The time seemed ripe, because it was noted that European scholars are becoming increasingly aware of their common cultural heritage. EARLI seeks to provide for a platform through which a significant contribution can be made to a critical dialogue among scholars from all parts of Europe.

The main aim of EARLI is to promote empirical and theoretical research into processes of learning, development, and instruction in, or relevant to, educational settings. EARLI does not exclude any scientific discipline, nor any disciplinary perspective. The only criterion is that these diverse disciplines and perspectives should contribute to the aim of acquiring a deeper understanding of learning and instructional processes. The ultimate goal is to make a contribution to the improvement of learning and instruction in classrooms.



**EARLI**

*EARLI is being sponsored by the Institute for Educational Research in the Netherlands SVO*

**EARLI**

**ACTIVITIES**

EARLI intends to reach its goals by

- the organization of biennial *conferences*
- the publication of a *newsletter*, EARLI NEWS
- the promotion of mutual scientific communication and research *cooperation* between members.
- *Special Interest Groups (SIG's)*  
SIG's are expected to bring together members from different countries with a common interest in a relatively specialized and circumscribed area. Groups are being formed with regard to:
  1. *Student learning in its natural context*
  2. *Social interaction and instruction*
  3. *Text processing*
  4. *Problem solving and reasoning*
  5. *Computer based instruction*
  6. *Motivation and emotion in learning*More detailed information about SIG's can be obtained from the secretariat

EARLI supports the publication of articles by its members in Journals of Education. *The International Journal of Educational Research* contains two special issues a year devoted to research into learning and instruction. These issues are published under EARLI editorial control. EARLI members receive all six yearly issues of this journal as part of their membership. Furthermore, EARLI supports the bilingual (English and French) *European Journal of Psychology of Education*.

Every two years EARLI publishes a volume on the state of the art in European Research into learning and instruction. The first book *Learning and Instruction* contains a selection of papers from the first and founding conference of EARLI, in Leuven, Belgium, 1985.

In reaching its goals EARLI actively looks for cooperation with Associations and Institutions within and outside Europe.



**EARLI**



**EARLI**

## 1st EARLI CONFERENCE LEUVEN, BELGIUM 1985

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Editor Learning and Instruction: E. De Corte

Back cover

#### SECOND EUROPEAN CONFERENCE FOR RESEARCH ON LEARNING AND INSTRUCTION (1987)

Tübingen (West-Germany) September 1987.

Due to the increasing complexity of modern society it has become necessary to consider learning and instruction as lifelong processes that have to be investigated systematically in order to expand people's scope of action. More recent approaches in research try to meet this challenge at all levels of complexity and it is to be expected that these efforts will still increase in the future. The Second European Conference for Research on Learning and Instruction brought together scholars from different backgrounds and orientations as well as from different parts of the world. Among those invited to address the conference were: Hans Aebli, Ann Brown, Karl J. Klauer, Alan Lesgold, Joachim Lompscher, Ference Marton, Jan Prucha, Gavriel Salomon, Richard E. Snow, Gérard Vergnaud, James F. Voss, and Franz E. Weinert.

Furthermore a wide variety of research themes were discussed in symposia about Learning by Doing, Students' Conception of Subject Matter Content, Computers in School, Text Processing, Analyses of Writing Processes, Metacognition and Problem Solving, Cooperative Learning and Instruction, Childrens' Solving Arithmetic Problems, Instructional and Social Interaction, Student Learning in its Natural Context, Motivation and Learning, Knowledge Handling, Personality Influences on Teaching Skills.

#### THE EARLI-ORGANIZATION

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University of Leuven, Belgium

Hans Lodewijks, Secretary  
Institute for Educational Research in the Netherlands SVO, The Hague, The Netherlands

Pieter Span, Treasurer  
State University, Utrecht, The Netherlands



EARLI

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EUROPEAN ASSOCIATION FOR RESEARCH ON LEARNING AND INSTRUCTION



EARLI

EARLI is being sponsored by the Institute for Educational Research in the Netherlands SVO

## 2nd EARLI CONFERENCE TÜBINGEN, GERMANY 1987

### EXECUTIVE COMMITTEE 1987-1989

President: E. De Corte

President-Elect: H. Mandl

Secretary-Treasurer: R.J. Simons

Ordinary Members: H. Lodewijks, C. Pontecorvo, N. Entwistle

Conference President: M. Carretero

Editor Learning and Instruction: E. De Corte

Front cover



**EARLI**

The European Association for Research on Learning and Instruction, **EARLI**, was founded in June 1985, in order to build up a forum for systematic exchange and discussion of ideas with respect to the domain of instructional and educational research. The time seemed ripe, because it was noted that European scholars are becoming increasingly aware of their common cultural heritage. **EARLI** seeks to provide for a platform through which a significant contribution can be made to a critical dialogue among scholars from all parts of Europe.

The main aim of **EARLI** is to promote empirical and theoretical research into processes of learning, development, and instruction in, or relevant to, educational settings. **EARLI** does not exclude any scientific discipline, nor any disciplinary perspective. The only criterion is that these diverse disciplines and perspectives should contribute to the aim of acquiring a deeper understanding of learning and instructional processes. The ultimate goal is to make a contribution to the improvement of learning and instruction.

**ACTIVITIES**

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- the organization of biennial conferences
- the publication of a newsletter, **EARLI NEWS**
- the promotion of mutual scientific communication and research co-operation between members
- Special Interest Groups: SIGs are expected to bring together members from different countries with a common interest in a relatively specialized and circumscribed area.

**Special Interest Groups:**

1. **Problem Solving and Reasoning:**  
(A. Nguyen-Xuan, France; H. Spada, West-Germany)
2. **Text Processing:**  
(B. van Hout-Wolters, The Netherlands; W. Schnotz, West-Germany)
3. **Motivation and Emotion:**  
(M. Boekaerts, The Netherlands; R. Schwarzer, West-Germany)
4. **Social Interaction in Learning and Instruction:**  
(P. Roeders, The Netherlands; W. Edelstein, West-Germany)
5. **Learning and Instruction with Computers:**  
(M. Ippel, The Netherlands)
6. **Individual Differences in Learning and Instruction:**  
(J. Gustafsson, Sweden; L. de Leeuw, The Netherlands)
7. **Learning in Natural Settings:**  
(U. Fuhrer, West-Germany; R. Säljö, Sweden)
8. **Writing:** (P. Boscolo, Italy; M. Fayol, France)
9. **Knowledge Handling:**  
(B. Kraak, West-Germany; B. Rollett, Austria)
10. **Adult Learning:**  
(J. Zaccagnini, Spain; T. Steward, Great-Britain)
11. **Teachers' Personality and its Influence in Classrooms:**  
(F. Oser, Switzerland; M. Pope, Great-Britain)

**EARLI** supports the publication of articles by its members in *Journals of Education*. *The International Journal of Educational Research* contains two special issues a year devoted to research into learning and instruction. These issues are published under Earli editorial control. Earli members receive issues of this journal as part of their membership.

Furthermore, **EARLI** supports the bilingual (English and French) *European Journal of Psychology of Education*.

Every two years **EARLI** publishes a volume on the state of the art in European Research into learning and instruction. The first book *Learning and Instruction* contains a selection of papers from the first and founding conference of **EARLI** in Leuven, Belgium, 1985.

The second conference was held in Tübingen, West-Germany, 1987. A selection of papers will be published in two volumes, entitled *Learning and Instruction in an International Context*.



## 2nd EARLI CONFERENCE TÜBINGEN, GERMANY 1987

### EXECUTIVE COMMITTEE 1987-1989

President: E. De Corte

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Conference President: M. Carretero

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#### BENEFITS

All **EARLI** members

- receive issues of the *International Journal of Educational Research*
- receive **EARLI's** Newsletter
- may join relevant Special Interest Groups
- may attend the Conferences of the Association at reduced rates
- may have their publications announced in **EARLI NEWS**
- are eligible for discounts on publications, on the **EARLI** books, conferences and journals.

#### MEMBERSHIP/SECRETARY'S OFFICE/PAYMENTS

Persons interested in joining the Association should apply to the Secretary's Office of **EARLI**, providing information concerning their academic and professional history. The Executive Committee of **EARLI** decides on admission. Members may also be introduced by an **EARLI** member. Such a nomination requires support of at least two **EARLI** members. Detailed information about **EARLI** can be obtained from the Secretary's Office:

Dr. P. Robert Jan Simons  
Tilburg University, P.O.Box 90153  
5000 LE TILBURG, THE NETHERLANDS  
Telephone: international xx-31-13-662527 or  
xx-31-13-662270

Membership dues can be paid by means of European postal cheques, or by means of direct remittance to the bank account (AMRO 45.50.46.042, budget code 500.44) or the giro account (10.77.496, budget code 500.44).

New members should not send membership dues until they have received notification of approval of membership from the Secretary.

#### THE EARLI ORGANIZATION EXECUTIVE COMMITTEE 1987-1989

Erik De Corte (*President*),  
University of Leuven, Belgium  
Heinz Mandl (*President-elect*),  
University of Tübingen, Germany (West)  
Robert Jan Simons (*Secretary and Treasurer*),  
Tilburg University, The Netherlands  
Mario Carretero (*Chairman of the 1989 EARLI  
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Autonomous University of Madrid, Spain  
Noel Entwistle (*Editor of the EARLI Newsletter*),  
University of Edinburgh, Great-Britain  
Hans Lodewijks,  
Institute for Educational Research in the  
Netherlands  
Clotilde Pontecorvo,  
University "La Sapienza" of Rome, Italy

#### THIRD EUROPEAN CONFERENCE FOR RESEARCH ON LEARNING AND INSTRUCTION (September 4-7, 1989)

The next **EARLI** conference will take place in Madrid. The Program Committee will invite outstanding researchers to organize international symposia. Individual researchers as well as Special Interest Groups can also propose symposia, papers and posters.

**Themes of the conference:** *Learning and instruction in specific knowledge domains; Motivational and emotional factors in learning; Developmental processes in learning; Learning in natural settings; Classroom learning processes; Knowledge acquisition, metacognition and problem solving; Parental involvement in learning; Adult learning and continuing education; Multicultural learning; Learning and instruction with new media; Learning to learn; Learning environments and special educational needs; Instructional and social interactions in the classroom; Second language learning.*

**For further information contact:** Prof. dr. Mario Carretero, Facultad de Psicología, Universidad Autónoma de Madrid, 28049 Madrid

#### NATIONAL CORRESPONDENTS

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**FINLAND:** E. Ropo, University of Tampere, P.O.Box 607, 33101 TAMPERE  
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K.J. Klauer, Institut für Erziehungswissenschaft, Eilfschornsteinstr. 7, 5100 AACHEN  
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J. Retschitzki, Institute of Psychology, 27 Kytbourg, 1700 FRIBOURG

### 3rd EARLI CONFERENCE MADRID, SPAIN 1989

#### EXECUTIVE COMMITTEE 1989-1991

President: H. Mandl

President-Elect: N. Entwistle

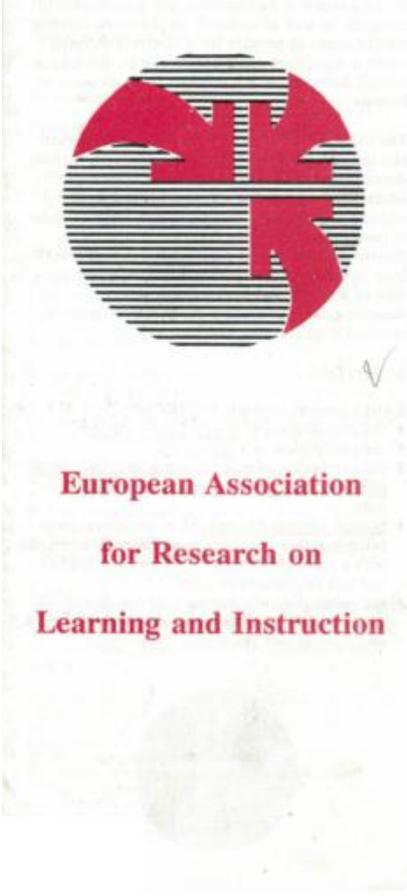
Secretary-Treasurer: R.J. Simons

Ordinary Members: M. Carretero, A. Demetriou, C. Pontecorvo

Conference President: E. Lehtinen

Editor Learning and Instruction: E. De Corte

Front cover



**EARLI**

The European Association for Research on Learning and Instruction, **EARLI**, promotes the systematic exchange and discussion of ideas with respect to the domain of instructional and educational research, as well as research on industrial training. **EARLI** seeks to provide for a platform through which a significant contribution can be made to a critical dialogue among scholars from all parts of Europe.

The main aim of **EARLI** is to promote empirical and theoretical research into processes of learning, development, and instruction in, or relevant to, educational or training settings. **EARLI** does not exclude any scientific discipline, nor any disciplinary perspective. The only criterion is that these diverse disciplines and perspectives should contribute to the aim of acquiring a deeper understanding of learning and instructional processes. The ultimate goal is to make a contribution to the improvement of learning and instruction.

**ACTIVITIES**

**EARLI** intends to reach its goals by:

- ♦ the organization of biennial conferences;
- ♦ the publication of a Newsletter;
- ♦ the promotion of mutual scientific communication and research co-operation between members;
- ♦ Special Interest Groups: SIGs are expected to bring together members from different countries with a common interest in a relatively specialized and circumscribed area;
- ♦ the publication of *Learning and Instruction: The Journal of the European Association for Research on Learning and Instruction* (from 1991).

**BENEFITS**

**EARLI** supports the publication of articles by its members in Journals of Education. *The International Journal of Educational Research* contains two special issues a year devoted to research into learning and instruction. These are published under **EARLI** editorial control. **EARLI** members receive issues of this journal as part of their membership (during 1990).

*Learning and Instruction* will have 4 issues a year, each a 100 pages. **EARLI** members will receive this journal as part of their membership from 1991 on. The Chief Editor of *Learning and Instruction* will be Erik De Corte (Belgium). His Assistant Editor will be Lieven Verschaffel (Belgium). There will be five Associate Editors, each one from a different region of Europe: Neville Bennett, Michel Fayol, Roger Säljö, Hans Spada and Stella Vosniadou.

Every two years **EARLI** publishes a volume on the state of the art in European Research into learning and instruction. The first book, *Learning and Instruction*, contains a selection of papers from the first and founding conference of **EARLI** in Leuven, Belgium, 1985.

The second conference was held in Tübingen, Federal Republic of Germany, 1987. A selection of papers is published in two volumes, entitled *Learning and Instruction in an International Context*.

The third conference was held in Madrid, Spain, 1989. Of this conference again a number of papers will be published, in one volume.

**EARLI** members can also join any number of the Special Interest Groups of the Association at only a small additional cost.



### 3rd EARLI CONFERENCE MADRID, SPAIN 1989

### EXECUTIVE COMMITTEE 1989-1991

**President: H. Mandl**

**President-Elect: N. Entwistle**

**Secretary-Treasurer: R.J. Simons**

**Ordinary Members: M. Carretero, A. Demetriou, C. Pontecorvo**

**Conference President: E. Lehtinen**

**Editor Learning and Instruction: E. De Corte**

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#### SPECIAL INTEREST GROUPS

- 1. Problem Solving and Reasoning**  
A. Nguyen-Xuan, Université Paris 8, 2 rue de la Liberté, F-93526 Saint-Denis, France  
H. Spada, Psychological Institute, University of Freiburg, Niemenstr. 10, D-7800 Freiburg, F.R. Germany
- 2. Text Processing**  
B. van Hout Wolters, Department of Education, Twente University, P.O. Box 217, NL-7500 AE Enschede, The Netherlands  
W. Schnotz, DIFF, Universität Tübingen, Bei der Fruchtschranne 6, D-7400 Tübingen, F.R. Germany
- 3. Motivation and Emotion**  
M. Boekaerts, Psycho-Educational Research (ISO), Nijmegen University, Erasmusplein 1, NL-6500 HK Nijmegen, The Netherlands  
C. Schwarzer, Department of Education, Universität Düsseldorf, Universitätsstr. 1, D-4000 Düsseldorf, F.R. Germany
- 4. Social Interaction in Learning and Instruction**  
F. Roeders, Institute for Educational Research, Groningen University, P.O. Box 1286, NL-9701 BG Groningen, The Netherlands
- 5. Learning and Instruction with Computers**  
M. Ippel, Vakgroep Onderwijsstudies, Leiden University, Stationsplein 12, NL-2312 AK Leiden, The Netherlands
- 6. Individual Differences in Learning and Instruction**  
J. Undheim, Department of Psychology AVH, University of Trondheim, N-7055 Dragvoll, Trondheim, Norway  
L. de Leeuw, Department of Psychology, Free University, De Boelelaan 1115, NL-1081 HV Amsterdam, Netherlands
- 7. Learning in Natural Settings**  
U. Fuhrer, Psychologisches Institut, Universität Bern, Laupenstrasse 4, CH-3008 Bern, Switzerland  
R. Säljö, Department of Communication Studies, University of Linköping, S-58183 Linköping, Sweden
- 8. Writing**  
P. Boscolo, Department of Psychology, Università di Padova, Via B. Pellegrino 26, I-35100 Padova, Italy  
M. Fayol, Laboratoire de Psychologie, Université de Bourgogne, 17 Boulevard de l'Université, F-21000 Dijon, France
- 9. Knowledge Handling**  
B. Kraak, DIIPP, Schloss-str. 29, D-6000 Frankfurt 90, F.R. Germany  
B. Rollett, Institut für Psychologie, Universität Wien, Liebiggasse 5, A-1010 Wien, Austria
- 10. Adult Learning**  
H. Mandl, DIFF, Universität Tübingen, Bei der Fruchtschranne 6, D-7400 Tübingen, F.R. Germany
- 11. Teachers' Personality and its Influence in Classrooms**  
F. Oser, Pädagogisches Institut, University of Fribourg, Route des Fougères, CH-1700 Fribourg, Switzerland  
T. Bergem, Norsk Lærerakademi, Amalie Skramusveg 3, N-5035 Bergen-Sandviken, Norway
- 12. Qualitative Studies of Experience and Understanding**  
S. Strauss, School of Education, Unit of Human Development and Education, Tel Aviv University, Tel Aviv 69978 Israel  
F. Marton, Department of Education, Gothenburg University, P.O.Box 1010 S-43126 Mölndal, Sweden

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U.S.S.R.: B. Veitchkovsky, Psychology Department, Moscow State University, 103009 Moscow  
Yugoslavia: J. Norbert, Pedagogoska Fakulteta Maribor, Koroska 160, 6200 Maribor



**European Association  
for Research on  
Learning and Instruction**

## 4th EARLI CONFERENCE TURKU, FINLAND 1991

### EXECUTIVE COMMITTEE 1991-1993

**President: N. Entwistle**

**President-Elect: R.J. Simons**

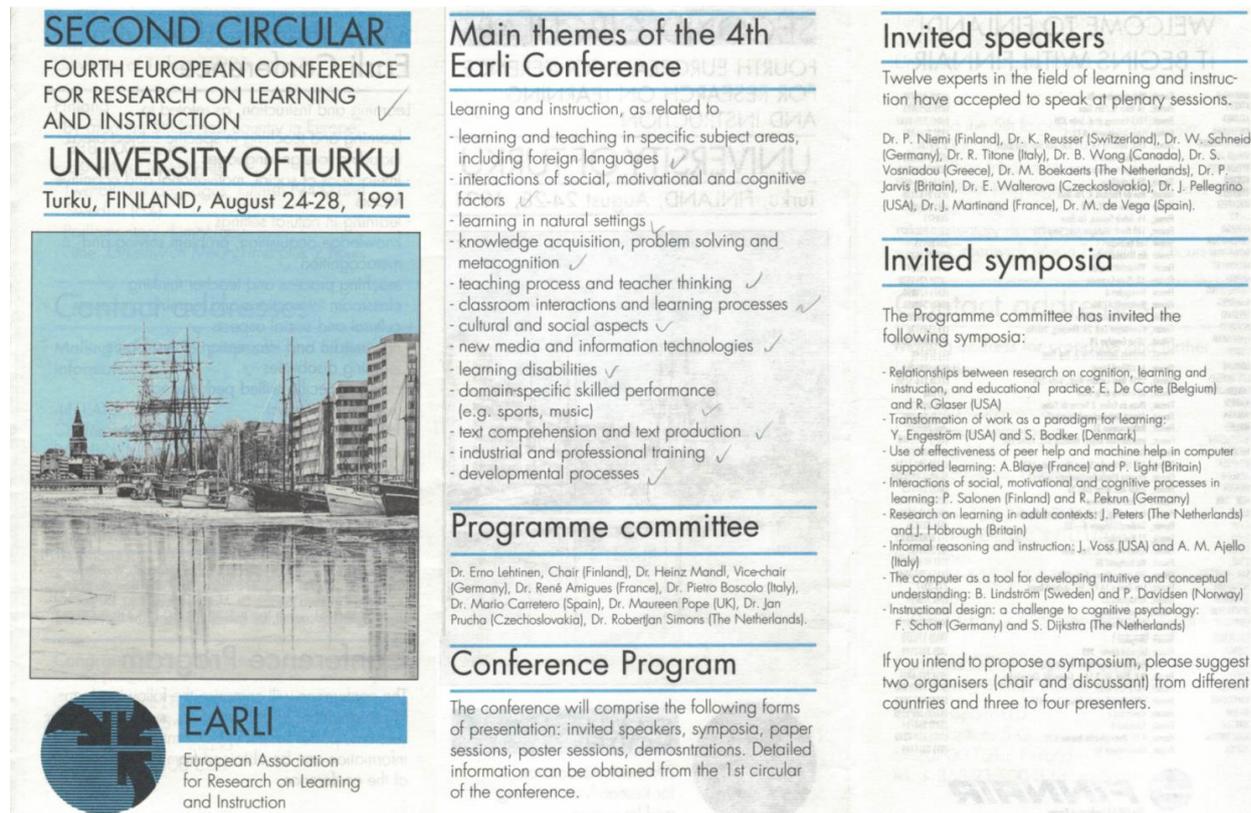
**Secretary-Treasurer: W. Schnotz**

**Ordinary Members: A. Demetriou, E. Lehtinen, M. Boekaerts**

**Conference President: M. Gilly**

**Editor Learning and Instruction: E. De Corte**

Front cover



**SECOND CIRCULAR**  
FOURTH EUROPEAN CONFERENCE  
FOR RESEARCH ON LEARNING  
AND INSTRUCTION ✓  
**UNIVERSITY OF TURKU**  
Turku, FINLAND, August 24-28, 1991

**Main themes of the 4th Earli Conference**  
Learning and instruction, as related to

- learning and teaching in specific subject areas, including foreign languages ✓
- interactions of social, motivational and cognitive factors ✓
- learning in natural settings ✓
- knowledge acquisition, problem solving and metacognition ✓
- teaching process and teacher thinking ✓
- classroom interactions and learning processes ✓
- cultural and social aspects ✓
- new media and information technologies ✓
- learning disabilities ✓
- domain-specific skilled performance (e.g. sports, music) ✓
- text comprehension and text production ✓
- industrial and professional training ✓
- developmental processes ✓

**Invited speakers**  
Twelve experts in the field of learning and instruction have accepted to speak at plenary sessions.

Dr. P. Niemi (Finland), Dr. K. Reusser (Switzerland), Dr. W. Schneider (Germany), Dr. R. Titone (Italy), Dr. B. Wong (Canada), Dr. S. Vosniadou (Greece), Dr. M. Boekaerts (The Netherlands), Dr. P. Jarvis (Britain), Dr. E. Walterova (Czechoslovakia), Dr. J. Pellegrino (USA), Dr. J. Martinand (France), Dr. M. de Vega (Spain).

**Invited symposia**  
The Programme committee has invited the following symposia:

- Relationships between research on cognition, learning and instruction, and educational practice: E. De Corte (Belgium) and R. Glaser (USA)
- Transformation of work as a paradigm for learning: Y. Engeström (USA) and S. Bodker (Denmark)
- Use of effectiveness of peer help and machine help in computer supported learning: A. Blaye (France) and P. Light (Britain)
- Interactions of social, motivational and cognitive processes in learning: P. Salonen (Finland) and R. Pekrun (Germany)
- Research on learning in adult contexts: J. Peters (The Netherlands) and J. Hobrough (Britain)
- Informal reasoning and instruction: J. Voss (USA) and A. M. Ajello (Italy)
- The computer as a tool for developing intuitive and conceptual understanding: B. Lindström (Sweden) and P. Daviden (Norway)
- Instructional design: a challenge to cognitive psychology: F. Schott (Germany) and S. Dijkstra (The Netherlands)

**Programme committee**  
Dr. Erno Lehtinen, Chair (Finland), Dr. Heinz Mandl, Vice-chair (Germany), Dr. René Amigues (France), Dr. Pietro Boscolo (Italy), Dr. Mario Carretero (Spain), Dr. Maureen Pope (UK), Dr. Jan Prucha (Czechoslovakia), Dr. Robertjan Simons (The Netherlands).

**Conference Program**  
The conference will comprise the following forms of presentation: invited speakers, symposia, paper sessions, poster sessions, demonstrations. Detailed information can be obtained from the 1st circular of the conference.

**Invited speakers**  
If you intend to propose a symposium, please suggest two organisers (chair and discussant) from different countries and three to four presenters.

**EARLI**  
European Association  
for Research on Learning  
and Instruction

## 4th EARLI CONFERENCE TURKU, FINLAND 1991

### EXECUTIVE COMMITTEE 1991-1993

President: N. Entwistle

President-Elect: R.J. Simons

Secretary-Treasurer: W. Schnotz

Ordinary Members: A. Demetriou, E. Lehtinen, M. Boekaerts

Conference President: M. Gilly

Editor Learning and Instruction: E. De Corte

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### Social Programme

Sightseeing tour, Opening Session and the Reception of the city of Turku (24.8.)

The sightseeing tour takes you through the most beautiful places of the city. Afterwards, there is the reception sponsored by the city of Turku, which also serves as the Opening Session and as the get-together-party of the conference. The Opening Lecture will be given by Prof. Johan von Wright (Finland). Reservation in advance recommended.

Waterbus cruise (25.8.) - optional

Cruise in the beautiful and unspoiled archipelago of Turku. You will also see the old picturesque villas of the Ruissalo Park. Reservation in advance necessary - no guarantee for registration on the spot.

Banquet (27.8.) - optional

The Conference banquet will take place in Naantali, one of the oldest towns in Finland, which grew up around a former Bridgettine convent. Most of the old wooden houses have been renovated, and the Old Town has been able to maintain its unique atmosphere. Reservation in advance necessary - no guarantee for registration on the spot.

### Facts on Turku and Finland

#### Turku

- Located on the south-west coast of Finland
- The former capital of the country, founded in 1229
- 162 000 inhabitants
- The Academy of Turku was founded in 1640 (transferred to Helsinki after the Great Fire of

Turku in 1827); a Swedish-language university was founded in 1918 and the Finnish-language University of Turku in 1920.

#### Finland

- By area the 5th largest country in Europe; 338,000 sq. km.
- 4.9 million inhabitants
- Two official languages; Finnish (94%) and Swedish (6%)
- Parliamentary democracy
- Time: Greenwich Mean Time plus 2 hours

### Contact addresses

Mailing address for proposals and further information:

4th EARLI Conference  
Conference Secretariat  
P.O. Box 114  
SF-20520 Turku, Finland

telefax: + 358-21-633 5090;

e-mail: VAURAS@KONTU.UTU.FI

telephones:

+358-21-633 8598 (Marja Vauras, Secretary

General)

+358-73-151 2378 (Erno Lehtinen, Chair)

Congress Office - Inquiries on accommodation, social programme, travels and tours:

Congresspoint LTD  
Tähtitorninkatu 5 G  
SF-20700 Turku, Finland  
tel. + 358-21-500 333

### WELCOME TO FINLAND! IT BEGINS WITH FINNAIR

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ATHENS	Finnair, 16 Nikis St./5th floor	(01) 325325
ATLANTA	Finnair, 1815 Century Blvd, Suite 330	(404) 320-9787
BARCELONA	Finnair, Plaza Urquisona, 6, 12.-C	(93) 3186372
BEIJING/PKING	Finnair, CITIC Building 18-5, 19 Jien Gao Men Wai Dajie	512 7188
BERLIN/DOR	Finnair, Rathausstrasse 5	(030) 2123540
BERLIN/WEST	Finnair, Budapester Strasse 26 A	(030) 2618055
BOSTON	Finnair, 20 Park Plaza	(617) 482-4952
BRUSSELS	Finnair, Rue de Finistere 4, 7th floor	(02) 2182838
BUDAPEST	Finnair, Vaci Utca 19-21, 11.3	(01) 1174022
CAIRO	Finnair, 15. Tahrir Square, 1st floor	749571
CHICAGO	Finnair, 180 North Michigan Ave., Suite 730	(312) 736-0871
COPENHAGEN	Finnair, Vad Vesterport 4	33120855
DUSSELDORF	Finnair, Am Wehlhehu 2a	(0211) 353378
FRANKFURT	Finnair, Wissenschaftszentrum 25	(069) 236241
GENEVA	Finnair, 12, Place Cornavin	(022) 7312530
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LSBOM	Finnair, Avenida Saldonia Pais 2, 2nd floor	(1) 576148
LONDON	Finnair, 14 Clifford Street	(01) 4081222
LOS ANGELES	Finnair, 5939 West Century Blvd., Suite 214	(213) 216-5750
LUXEMBOURG	Finnair, 63 Avenue de la Gare	487888
MADRID	Finnair, Plaza de Colon, 2 Torres de Colon	(91) 3085571
MALAGA	Finnair, Airport (International Terminal)	(952) 231380
MALMÖ	Finnair, Baltzargatan 31	(46) 100975
MANCHESTER	Finnair, International Airport Building 302, Room 104	(061) 4362400
MILAN	Finnair, Via Lanza 2	(02) 809458
MONTREAL	Finnair, 500 Sherbrooke Street West, Suite 1030	(514) 282-1173
MOSCOW	Finnair, Proyezd Khudzheshchevogo Teatra 6	(089) 2928788
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OSLO	Finnair, Tordenskjoldsgata 8-10	(02) 425854
PARIS	Finnair, 11 Rue Aubert	(1) 47423333
PRAGUE	Finnair, Spalenka str. 2, 2nd. floor	(2) 223012
ROME	Finnair, Via Barberia 86	(06) 4745817
SAN FRANCISCO	Finnair, 291 Geary Street, Suite 408	(415) 397-5540
SINGAPORE	Finnair, Liat Towers 18-01, 541 Orchard Road	735-3377
STAVANGER	Finnair, Kirkegaten 23	(04) 528812
STOCKHOLM	Finnair, Norrmalmstorg 1	(08) 244330
STUTTGART	Finnair, Calwer Strasse 23	(0711) 221571
SUNDSVALL	Finnair, Storgatan 1	(066) 170370
SYDNEY	Finnair, Edgecliff Centre, 203	(02) 3262999
TOKYO	Finnair, New South Road Road, N.S.W 2027	(03) 222-4801
TORONTO	Finnair, N.E. Bldg. 47, 2-14-2, Kojimachi, Chiyoda-ku	(416) 927-7400
VANCOUVER	Finnair, 1075 Bay Street	(604) 687-7582
VIENNA	Finnair, 1 030 West Georgia Street, Suite 617	(0222) 587548
WARSAW	Finnair, Opersing 1	(822) 268764
WASHINGTON	Finnair, Saplina 6	(202) 659-8233
ZURICH	Finnair, 1901 Pennsylvania Avenue N.W.	(01) 2211460
	Finnair, Leventenstrasse 56	



## 5th EARLI CONFERENCE AIX-EN-PROVENCE, FRANCE 1993

### EXECUTIVE COMMITTEE 1993-1995

President: R.J. Simons

President-Elect: S. Vosniadou

Secretary: A. Helmke

Treasurer: F. Pereira

Editor Learning and Instruction: R. Säljö

Front cover

<p><b>SECOND CIRCULAR</b></p> <p><b>UNIVERSITE DE PROVENCE</b> U.F.R. DE PSYCHOLOGIE ET SCIENCES DE L'EDUCATION</p> <p>Aix-en-Provence, FRANCE August 31 to September 5, 1993</p>	<p><b>General Information</b></p> <p>Aix-en-Provence has a population of approximately 120,000 people. It is located 20 minutes from the Marseille-Provence International Airport and is at the crossroads of national motorways for the southeast of France.</p> <p>Aix is famous for its :</p> <ul style="list-style-type: none"><li>- International Music Festival</li><li>- Court of Appeals (dating from 1501)</li><li>- University (1413)</li><li>- Archbishop's palace (IV th century)</li><li>- Fountains</li><li>- Cours Mirabeau (Main street, 1651)</li><li>- Private mansions (XVII and XVIII th centuries)</li></ul> <p>Aix is a starting point for discovering the entire Provençal region, made famous by Cezanne's paintings. Numerous archeological sites, Roman ruins, and fine wines are to be found.</p>	<p><b>Conference Program</b></p> <p>The official language will be English.</p> <p>The conference will include the following forms of presentation: invited speakers, symposia, paper sessions, poster sessions (workshops), demonstrations. Detailed information can be obtained from the first circular of the conference (call for papers).</p>
<p><b>5TH EUROPEAN CONFERENCE FOR RESEARCH ON LEARNING AND INSTRUCTION</b></p>	<p><b>Main Themes</b></p> <p>The main themes of the conference will be <b>Learning and Instruction</b> which will be related in particular to the following topics :</p> <ul style="list-style-type: none"><li>- cultural and social aspects</li><li>- learning in natural settings</li><li>- social, motivational and cognitive factors</li><li>- knowledge acquisition, problem solving, and meta-cognition</li><li>- text comprehension and text production</li><li>- developmental processes</li><li>- learning disabilities</li><li>- teaching process and teacher thinking</li><li>- classroom interactions and learning processes</li><li>- industrial and professional training</li><li>- new media and information technologies</li><li>- learning and teaching in specific subject areas, including foreign languages</li><li>- evaluation and assessment</li><li>- parental involvement in learning</li><li>- adult learning and continuing education</li></ul>	<p><b>Program Committee Members</b></p> <p>Prof. M. Gilly, chair (France), Dr. R. Amigues (France), Prof. A. Efklides (Greece), Prof. N. Entwistle (U.K), Prof. J. Lowyck (Belgium), Prof. A. Podolsky (Russia - C.E.I.), Prof. C. Pontecorvo (Italy), Prof. W. Schnotz (Germany), Prof. M. Vauras (Finland)</p>
 <p><b>EARLI</b> European Association for Research on Learning and Instruction</p>	<p><b>Invited Main Speakers</b></p> <p>Prof. P. Boscolo (Italy) Prof. J.P. Bronckart (Switzerland) Prof. M. Fayol (France) Prof. F. Hesse (Germany) Prof. I. Ilyassov (Russia - C.E.I.) Prof. F. Pereira (Portugal), Prof. D. Perkins (U S A.) Prof. A.N. Perret-Clermont (Switzerland) Prof. B. Rogoff (U.S.A.) Prof. R. Säljö (Sweden) Prof. D. Wood (U.K.)</p>	

## 5th EARLI CONFERENCE AIX-EN-PROVENCE, FRANCE 1993

### EXECUTIVE COMMITTEE 1993-1995

**President: R.J. Simons**

**President-Elect: S. Vosniadou**

**Secretary: A. Helmke**

**Treasurer: F. Pereira**

**Editor Learning and Instruction: R. Säljö**

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#### Accommodations

Two types of accommodation are possible:

- Hotel: rooms range from about 250 FF (2-star hotel) to 800 FF (4-star hotel) per night.
- University housing: about 150 FF per night.

Some time after september 1992, complete and exact information will be sent to all enrolled participants

#### Social Program

Sightseeing tour, reception, cocktail dinner, and concert (free)

Excursion to the Camargue, tour of a "bull ranch", banquet, and show including gypsy and flamenco dancing (optional).

For persons accompanying participants, a daily tourist program will be proposed.

Some time after september 1992, complete and exact information will be sent to all enrolled participants

#### Payment

Payment forms and conditions will be sent to enrolled persons some time after september 1992.

#### Cancellations - Refunds

Before July 31, 1993      Cancellation fee: 350 FF  
After August 1, 1993      No refund

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5th EARLI Conference Secretariat  
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August 31 to September 5, 1993

#### 5TH EUROPEAN CONFERENCE FOR RESEARCH ON LEARNING AND INSTRUCTION



**EARLI**

European Association  
for Research  
on Learning and Instruction

## 6th EARLI CONFERENCE NIJMEGEN, THE NETHERLANDS 1995

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Snow</i>, School of Education, Stanford University, 94305 Stanford, California, E-mail: e1588@orsky.stanford.edu</p>	 <p><b>EARLI</b> European Association for Research on Learning and Instruction</p> <p>The main purpose of EARLI is to promote empirical and theoretical research into processes of learning, development, and instruction in, or relevant to, education or training. EARLI does not exclude any scientific discipline. EARLI encourages the study of learning from diverse perspectives as long as these perspectives contribute to a deeper understanding of learning and of instructional processes. The ultimate goal is to make a contribution to the improvement of learning and instruction. EARLI provides a platform for critical and constructive dialogue among scholars from all parts of Europe. It already has more than 1000 members drawn from 40 countries.</p> <p><a href="http://clac.open.ac.uk/EARLI.html">http://clac.open.ac.uk/EARLI.html</a></p>

# 6th EARLI CONFERENCE NIJMEGEN, THE NETHERLANDS 1995

## EXECUTIVE COMMITTEE 1995-1997

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**Ordinary Members: A. Helmke, F. Pereira, A. Dumitrescu**

**Editor Learning and Instruction: R. Säljö**

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### CONFERENCES

EARLI organizes a biennial conference. Conference themes cover a very wide range of research, some of which draw substantially from psychology, such as cognitive development, knowledge structures, reasoning and problem solving, individual differences, and motivation, while others are more concerned with teaching, such as reading, writing, communication skills, educational attainment, evaluation, pedagogical innovations, computer based learning, and teacher training. In addition, there are themes covering aspects of the curriculum and different stages of education. Conferences have been held at Leuven, Tuebingen, Madrid, Turku, Aix-en-Provence and Nijmegen. In 1997 the conference will be in Athens, and in 1999 in Gothenburg.

### SPECIAL INTEREST GROUPS (SIGS)

One of the main aims of EARLI is to encourage contact between researchers through Special Interest Groups that support activities such as newsletters, seminars and publications. Members are able to join as many SIGs as they like, at a small additional fee.

### LEARNING AND INSTRUCTION

EARLI has its own journal, Learning and Instruction, which is included in the membership fee. The journal has four issues a year, each issue having about 100 pages. Members of EARLI are encouraged to submit papers for consideration by the Editor. The chief editor is **Roger Säljö**, Dept. of Communication Studies, University of Linköping, S-581 83 Linköping, Sweden, Email: RogSa@Tema.LiU.SE, fax: +46-13-282299, tel. +46-13-282269. His Assistant Editor is **Kerstin Bergquist** and there are five Associate Editors each from a different region of Europe: **Monique Boekaerts**, **Andreas Demetriou**, **Michel Fayol**, **Neil Mercer** and **Hans Spada**.

### EARLI NEWS

The newsletter - EARLI News - is sent to members three times a year. It contains information about conferences, seminars and other information for researchers, together with short articles covering various aspects of EARLI activities. The current editor of EARLI News is:

**Neil Mercer**, School of Education, The Open University, Walton Hall, Milton Keynes MK7 6AA, United Kingdom, fax: +44-1908-654111, tel: +44-908-653843, Email: N.M.Mercer@open.ac.uk. Neil is assisted by **Rupert Wegerif** (r.b.wegerif@open.ac.uk) who maintains the main EARLI World-Wide-Web site at <http://clac.ac.uk/EARLI.html>.

### EARLI Electronic Networks

The EARLI Electronic Network facilitates communication among members through such things as conference and job announcements, SIG information and news of projects. The Ph.D.-Network aims to put Ph.D.-students in contact with each other. The managers of the EARLI Listserv are **Filip Dochy** and **Giray Berberoglu**. To subscribe mail to: Listserv@nic.surfnet.nl a message with the following content 'subscribe EARLI yourfirstname yourlastname'.

### EXECUTIVE COMMITTEE

EARLI has an executive committee which takes policy decisions and reports to the Members' Meeting at each conference. Members vote for the President, Secretary and Treasurer, as well as for four other members. The rules governing election ensure that there is a good spread of countries represented.

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### MEMBERSHIP APPLICATION

Eligibility for full membership of EARLI depends on being able to offer one or more of the following:

- ▶ an appropriate academic qualification (a Doctorate, a Masters degree or a Diploma)
- ▶ professional involvement in innovations in teaching and learning

Student membership is available for students enrolled on appropriate Doctoral, Masters, or Diploma programmes. Special arrangements can be made for people from countries with currency problems. Please contact the Treasurer of EARLI for further information.

### MEMBERSHIP APPLICATION FORM

Last name: .....  
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Zip Code: ..... City: .....  
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Private address: .....  
Zip Code: ..... City: .....  
Country: .....  
Which should be your mailing address?  Institute  Private  
Phone number: ..... Fax number: .....  
E-mail: .....  
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Fields of Interest: .....  
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**Application for**  
 Full Membership (Annual dues Bfr 1785 - approximately 85 DM)  
 Student Membership (Annual dues Bfr 630 - approximately 30 DM)  
 x Bfr 105 for SIG memberships n/s

**For students:** For what academic degree are you registered? .....  
I confirm that applicant is a full-time student: .....  
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Total amount + 5% for credit card payment = .....Bfr  
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### Eurocheque or Direct Remittance

Total amount + 10 % for the costs = .....Bfr  
 Eurocheque included on the name of Filip Dochy, Treasurer of EARLI  
 Direct remittance to Account nr. 235-0100178-86, General Bank, Bilzen, Belgium

### Special Interest Groups

If you want to become a member of Special Interest Groups, tick in the boxes below to indicate which SIGs you wish to join. You will be charged 105 Bfr for each SIG you decide to join. It is not possible to be a SIG member without being a member of EARLI.

- 1. Assessment and Evaluation
- 2. Comprehension of Verbal and Pictorial Information
- 3. Conceptual Change
- 4. Higher Education
- 5. Individual Differences in Learning and Instruction
- 6. Instructional Design
- 7. Knowledge Handling
- 8. Learning and Instruction with Computers
- 9. Motivation and Emotion
- 10. Qualitative Studies of Experience and Understanding
- 11. Social Interaction in Learning and Instruction
- 12. Teaching and Teacher Education
- 13. Writing

The completed application forms should be sent to the Network Manager & Treasurer of EARLI, Dr. F.J.R.C. Dochy, Center for Educational Technology and Innovation, Open University of Heerlen, PO Box 2960, 6401 DL Heerlen, The Netherlands. The Secretary of EARLI will inform you on your admission as a Member, and the Treasurer will confirm the payment of your membership and SIG dues once eligibility for membership has been confirmed. Signing this application form indicates a willingness to abide by the Standing Orders.

## 7th EARLI CONFERENCE ATHENS, GREECE 1997

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### European Association for Research on Learning and Instruction

*EARLI exists to support and promote an active research culture in the field of learning and instruction. Through its networks, activities and publications EARLI encourages critical and constructive dialogue and promotes both international and inter-disciplinary co-operation. It already has more than 1000 members drawn from all parts of Europe and many parts of the world.*

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## 7th EARLI CONFERENCE ATHENS, GREECE 1997

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EARLI organizes a biennial conference. Conference themes cover a very wide range of research, some of which draw substantially from psychology, such as cognitive development, knowledge structures, reasoning and problem solving, individual differences, and motivation. Other themes are more concerned with education, such as reading, writing, communication skills, educational attainment, evaluation, pedagogical innovations, computer based learning, and teacher training. Conferences have been held at Leuven, Tuebingen, Madrid, Turku, Aix-en-Provence, Nijmegen and Athens. In 1999 the conference will be in Göteborg, and in 2001 it will be in Fribourg.

#### SPECIAL INTEREST GROUPS (SIGs)

One of the main aims of EARLI is to encourage communication between researchers through Special Interest Groups that support activities such as seminars, newsletters and publications. Members are able to join as many SIGs as they like, at a small additional fee.

#### LEARNING AND INSTRUCTION

EARLI has its own journal, Learning and Instruction, which is included in the membership fee. The journal has six issues a year, each issue having about 100 pages. Members of EARLI are encouraged to submit papers for consideration by the Editor. The chief editor up to 1999 is Roger Säljö, Dept. of Education and Educational Research, Göteborg University, P.O. Box 1010, S-431 26 Mölndal, Sweden, Email: roger.saljo@ped.gu.se. From 1999 the Chief Editor will be Neil Mercer, School of Education, Open University, Milton Keynes, MK7 6AA, U.K. Email: n.m.mercer@open.ac.uk. There are five Associate Editors, Monique Boekaerts, Andreas Demetriou, Neil Mercer, Clotilde Pontecorvo and Peter Reimann.

#### RESEARCH DIALOGUE in Learning and Instruction

Research Dialogue is sent to all members twice a year. Each issue has 3 sections: (1) Articles opening discussions and debates on current research issues, (2) Book reviews, and (3) News on EARLI activities, conferences, research funding and other information. Discussions opened in the Research Dialogue will continue via the EARLI web site. Members of EARLI are encouraged to submit short discussion articles (1500-3000 words) for consideration by the Editor, Marja Vauras, Centre for Learning Research, University of Turku, FIN-20014 Turku, Finland, Email: marja.vauras@utu.fi. The Book Review Editor is Michael Spector, Email: mike@ifi.uib.no and there are five members in the Advisory Editorial Board from different member countries: Ewa Czerniawska, Fritz Staub, Lieven Verschaffel, Simone Volet, and Stella Vosniadou.

#### EARLI Electronic Network

The EARLI Electronic Network facilitates communication between members including conference and job announcements, SIG information and news of projects. The managers of the EARLI Listserv are Filip Dochy and Giray Berberoglu. To subscribe, mail a message with the following content "subscribe EARLI yourfirstname yourlastname" to: Listserv@nic.surfnet.nl.

Matthew Stratfold (M.P.Stratfold@open.ac.uk) maintains the main EARLI World-Wide-Web site at <http://www.earli.eu.org>

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EARLI has an executive committee which takes policy decisions and reports to the Members' Meeting at each conference. Members vote for the President, Secretary and Treasurer, as well as for three other members.

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#### MEMBERSHIP APPLICATION

Full membership of EARLI requires an appropriate academic qualification (a Doctorate, a Masters degree or a Diploma) or professional involvement in innovations in teaching and learning.

Student membership is available for students enrolled on appropriate Doctoral, Masters, or Diploma programmes. Special arrangements can be made for people from countries with currency problems. Please contact the Treasurer of EARLI for further information.

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 4. Higher Education  
 5. Individual Differences in Learning and Instruction  
 6. Instructional Design  
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**8th EARLI CONFERENCE GOTHENBURG, SWEDEN 1999**

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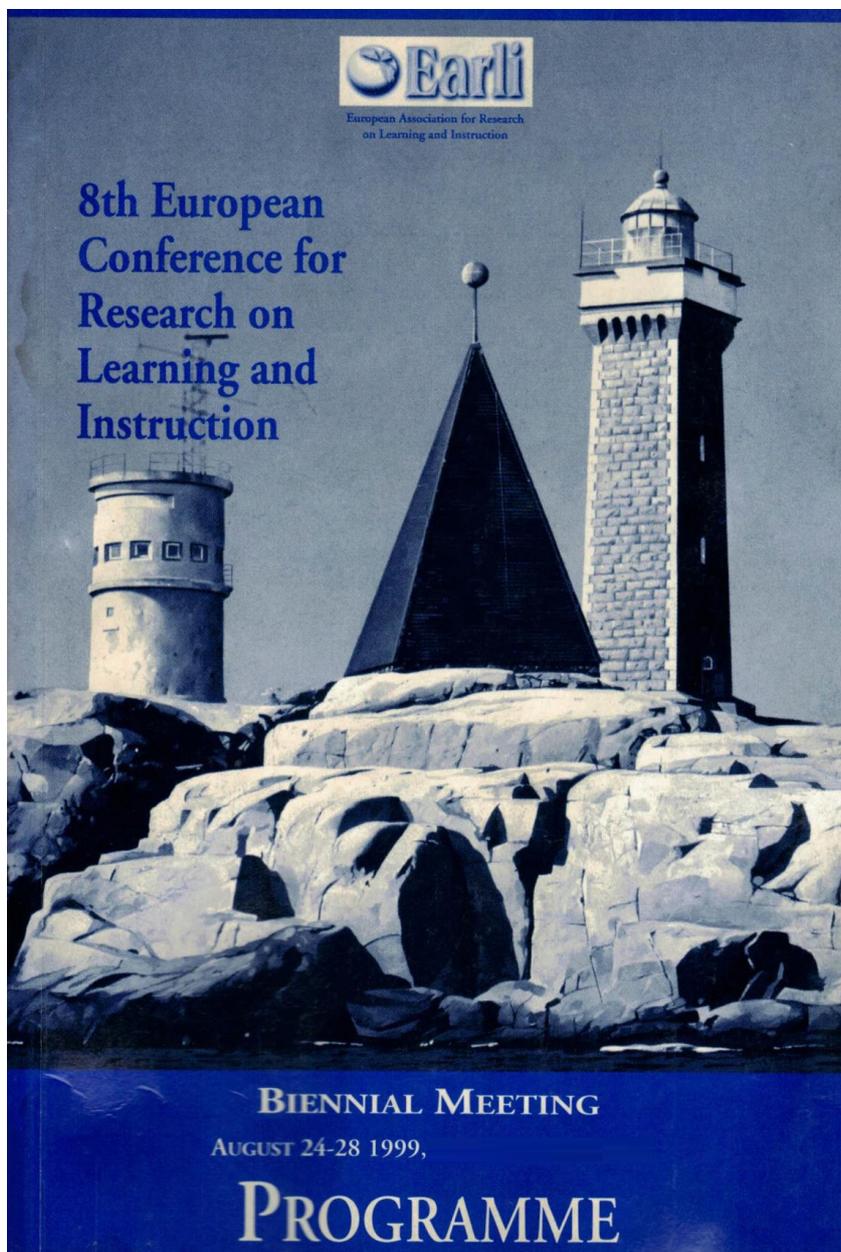
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## 9th EARLI CONFERENCE FRIBOURG, SWITZERLAND 2001

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**EUROPEAN ASSOCIATION  
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*EARLI exists to support and promote an active research culture in the field of learning and instruction. Through its networks, activities and publications EARLI encourages critical and constructive dialogue and promotes both international and interdisciplinary co-operation. EARLI already has more than 1.200 members drawn from all parts of Europe and many parts of the world.*

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**SPECIAL INTEREST GROUPS**  
One of the main aims of EARLI is to encourage communication between researchers through Special Interest Groups that support activities such as seminars, newsletters and publications. Members are able to join as many SIGs as they like, at a small additional fee of 3 EURO per SIG per year.

**JURE**  
JURE, the Junior REsearchers of EARLI, is a network dedicated to the interests of all junior researchers of EARLI. "Junior researcher" includes PhD-students and graduates who have received their doctorate within the last three years. Membership of JURE is free for EARLI-members (EARLI student membership is 30 EUR). Registration for JURE is advised even if you are a member of EARLI. The primary aim of JURE is to represent research students and to take action on matters that are of interest to them. JURE seeks to establish a supportive role for research students who are members of EARLI and its SIGs. Furthermore, learning and interaction among all junior researchers as well as between junior and senior researchers are significant goals for JURE.  
The coordinators of JURE are:  
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is responsible for the commissioning and approval of special issues. The Chief Editor is Wolfgang Schnotz (Germany). There are three Associate Editors: Anastasia Efklides (Greece), Michael Roth (Canada) and Simone Volet (Australia).

Articles should be submitted to Wolfgang Schnotz, University of Koblenz-Landau, Department of General and Educational Psychology, Thomas-Nast-Str. 44, D-76829 Landau, Germany, [schnotz@uni-landau.de](mailto:schnotz@uni-landau.de)

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ALI is a book series of EARLI and is published by Pergamon. The major purpose of the series is to present the scientific community with the latest research and theory-building that cover the major areas of EARLI: learning, development, instruction, and teaching.  
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## 9th EARLI CONFERENCE FRIBOURG, SWITZERLAND 2001

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#### EUROPEAN ASSOCIATION FOR RESEARCH ON LEARNING AND INSTRUCTION

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## 10th EARLI CONFERENCE PADOVA, ITALY 2003

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<p><b>CONFERENCES</b></p> <p>EARLI organizes a biennial conference. Conference themes cover a very wide range of research, some of which draw substantially from educational psychology, such as cognitive development, knowledge structures, reasoning and problem-solving, individual differences, and motivation. Other themes are more concerned with educational theory and practice, such as reading, writing, communication skills, educational attainment, evaluation, pedagogical innovations, computer-based learning, and teacher training. The next EARLI conference will be held in Nicosia, Cyprus from 23rd until 27th of August 2005. For further information, please visit: <a href="http://www.ucy.ac.cy/earli2005">www.ucy.ac.cy/earli2005</a>. In 2007 the EARLI conference will be organized in Budapest, Hungary.</p> <p><b>SPECIAL INTEREST GROUPS (SIGs)</b></p> <p>One of the main aims of EARLI is to encourage communication between researchers through Special Interest Groups that support activities such as seminars, newsletters and publications. Members are able to join as many SIGs as they like, at an additional fee of € 5 per SIG per year.</p> <p><b>JURE</b></p> <p>JURE, the Junior REsearchers of EARLI, is a network dedicated to the interests of all junior researchers of EARLI. "Junior researcher" includes PhD-students and graduates who have received their doctorate within the last two years. Membership of JURE is free for EARLI members. Registration for JURE is advised even if you are a member of EARLI. The primary aim of JURE is to represent research students and to take action on matters that are of interest to them. JURE seeks to establish a supportive role for research students who are members of EARLI and its SIGs. Furthermore, learning and interaction among all junior researchers as well as between junior and senior researchers are significant goals for JURE.</p> <p><b>NATIONAL CORRESPONDENTS</b></p> <p>Please visit our website for the list of National Correspondents.</p> <p><b>LEARNING AND INSTRUCTION</b></p> <p>EARLI has its own journal, Learning and Instruction, which is included in the membership fee. The journal has 6 issues a year, each issue having about 100 pages. Members of EARLI are encouraged to submit papers for consideration by the Journal's editor. The editor is responsible for the commissioning and approval of special issues.</p>	<p><b>Editor-in-Chief</b> Wolfgang Schnotz, University of Koblenz-Landau, Germany.</p> <p><b>Associate Editors</b> Anastasia Efklides (Aristotle University, Greece), Wolff-Michael Roth (University of Victoria, BC, Canada) and Simone Volet (Murdoch University, Australia).</p> <p>Articles should be submitted to Prof. W. Schnotz, <a href="mailto:schnotz@uni-landau.de">schnotz@uni-landau.de</a></p> <p><b>ADVANCES IN LEARNING AND INSTRUCTION</b></p> <p>Advances in Learning and Instruction is a book series of EARLI and is published by Pergamon. The major purpose of the series is to present the scientific community with the latest research and theory-building that cover the major areas of EARLI: learning, development, instruction, and teaching. The books in the highly selective series forge innovative new conceptions and perspectives in the field. Originality, scientific merit and educational significance are the hallmarks of the series. The interdisciplinary, international flavour of the series is designed to appeal to a wide audience of researchers and post-graduate students in psychology and education.</p> <p><b>Editor-in-Chief</b> Karen Littleton, Open University, UK.</p> <p><b>Editorial Board</b> Pietro Boscolo, University of Padova, Italy. Erik De Corte, University of Leuven, Belgium. Wolff-Michael Roth, University of Victoria, BC, Canada. Responsible for Publisher Liaison: Rupert Wegerif, Open University, UK.</p> <p>For more information, please contact Dr. Karen Littleton, <a href="mailto:k.s.littleton@open.ac.uk">k.s.littleton@open.ac.uk</a></p> <p><b>EARLI ELECTRONIC NETWORK</b></p> <p>The EARLI Electronic Network facilitates communication between members including conference and job announcements, SIG information and news of projects. The manager of the EARLI Listserv is Fabienne Van Gelder, the EARLI Officer. To subscribe, mail a message with the following content "subscribe EARLI yourfirstname yourlastname" to: <a href="mailto:Listserv@nic.surfnet.nl">Listserv@nic.surfnet.nl</a>. Fabienne Van Gelder also maintains the EARLI website at <a href="http://www.earli.org">www.earli.org</a></p>	<p><b>EXECUTIVE COMMITTEE</b></p> <p>EARLI has an Executive Committee that takes policy decisions and reports to the Members' Meeting at each conference. 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## 11th EARLI CONFERENCE NICOSIA, CYPRUS 2005

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EARLI has recently started a series of position papers. A position paper is a short paper on a topical subject in the field of learning and instruction, written by two to four experts. The aim of a position paper is to inform educational policy makers and officials on research findings and to advise them with practical recommendations concerning a better adjustment of policy and educational practice. These papers are published in Learning and Instruction and in Educational Research Review. EARLI members are invited to submit position papers to Goele Nickmans, EARLI Project Manager ([goele.nickmans@ped.kuleuven.be](mailto:goele.nickmans@ped.kuleuven.be)).

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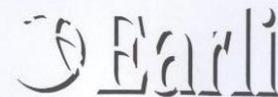
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Through its networks, activities and the publication of journals and book series, EARLI promotes both international and interdisciplinary cooperation.

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Full details can be obtained from [www.edu.u-szeged.hu/earli2007/](http://www.edu.u-szeged.hu/earli2007/)

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Full details can be obtained from [www.ut.ee/jure2006/](http://www.ut.ee/jure2006/)

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## 12th EARLI CONFERENCE BUDAPEST, HUNGARY 2007

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An Advanced Study Colloquium is a meeting of 4 days with a small group of EARLI members (12 to 20) who gather for in-depth discussion on research design, analyses, results, future research questions, current developments in the research field.

The participants are professors and their PhD-students, and come from 3 different countries. Full details can be obtained from [www.earli.org](http://www.earli.org).

#### JUNIOR RESEARCHERS (JURE)

JURE (Junior REsearchers) is a network of EARLI dedicated to the interests of all junior researchers in the domain of learning and instruction.

"Junior researcher" includes master and PhD students as well as graduates who received their doctorate within the last two years. Primary aim of JURE is to represent and support research students on matters that are of interest to them. Furthermore, learning and interaction among junior and senior researchers are significant goals for JURE. JURE organizes annual (pre-) conferences that offer the possibility to meet fellow junior researchers from all over Europe, to exchange ideas and experiences with junior and senior researchers and to develop research skills in an international context. JURE provides an environment where juniors can socialise and participate in a scientific community.

The 11th EARLI JURE conference will be held in Leuven, Belgium from 8 until 11 July 2008.

Full details can be obtained from [www.earli-jure2008.org](http://www.earli-jure2008.org).

#### SPECIAL INTEREST GROUPS (SIGs) AND COORDINATORS

One of the main aims of EARLI is to encourage communication between researchers through Special Interest Groups. A SIG represents a group of researchers who study one or more parts and/or aspects of the field of Learning and Instruction.

The SIGs support activities such as seminars, newsletters and publications and they give substance to the conference themes of the biennial conference.

EARLI members are able to join as many SIGs as they like, at a yearly fee of € 5 per SIG.

Full contact details of the SIG coordinators and information on the SIG biennial meetings can be obtained from [www.earli.org](http://www.earli.org).

- Assessment and Evaluation**
  - Eduardo Cascallar (Belgium)
  - Denise Whitelock (United Kingdom)
- Comprehension of Text and Graphics**
  - Shaaron Ainsworth (United Kingdom)
  - Fons Maes (The Netherlands)
- Conceptual Change**
  - Xenia Vamvakoussi (Greece)
  - Wim Van Dooren (Belgium)
- Higher Education**
  - Velda McCune (United Kingdom)
  - Keith Trigwell (Australia)
- Individual Differences in Learning and Instruction**
  -
- Instructional Design**
  - Tina Seufert (Germany)
  - Liesbeth Kester (The Netherlands)
- Learning and Instruction with Computers**
  - Joerg Zumbach (Austria)
  - Neil Schwartz (USA)
- Motivation and Emotion**
  - Alexander Minnaert (The Netherlands)
  - Stuart Karabenick (USA)
- Phenomenography and Variation Theory**
  - Mona Holmqvist (Sweden)
  - Jo McKenzie (Australia)
- Social Interaction in Learning and Instruction**
  - Eva Hjorne (Sweden)
  - Paul Vedder (The Netherlands)
- Teaching and Teacher Education**
  - Paul Conway (Ireland)
  - Fritz Staub (Switzerland)
- Writing**
  - Asa Wengelin (Sweden)
  - Denis Alamargot (France)
- Moral and Democratic Education**
  - Cees Klaassen (The Netherlands)
  - Jean-Luc Patry (Austria)
- Learning and Professional Development**
  - Frank Achtenhagen (Germany)
  - Leif Lahn (Norway)
- Special Educational Needs**
  - Adina Shamir (Israel)
  - Diny van der Aalsvoort (The Netherlands)
- Metacognition**
  - Zemira Mevarech (Israel)
  - Stephanie Pieschl (Germany)
- Qualitative and Quantitative Approaches to Learning and Instruction**
  - Markus Wirtz (Germany)
  - Michaela Gläser-Zikuda (Germany)
- Educational Effectiveness**
  - Jan Van Damme (Belgium)
  - Eckhard Klieme (Germany)
- Religious and Spiritual Education**
  - Theo van der Zee (The Netherlands)
  - Kirsi Tirri (Finland)
- Computer Supported Inquiry Learning**
  - Ton de Jong (The Netherlands)
  - Zacharias Zacharia (Cyprus)
- Learning and Teaching in Culturally Diverse Settings**
  - Ed Eibers (The Netherlands)
  - Guida de Abreu (United Kingdom)

**13th EARLI CONFERENCE AMSTERDAM, HOLLAND 2009**

**EARLI EXECUTIVE COMMITTEE 2009-2011**

**President: S. Lindblom-Ylänne**

**President-Elect: J. Beishuizen**

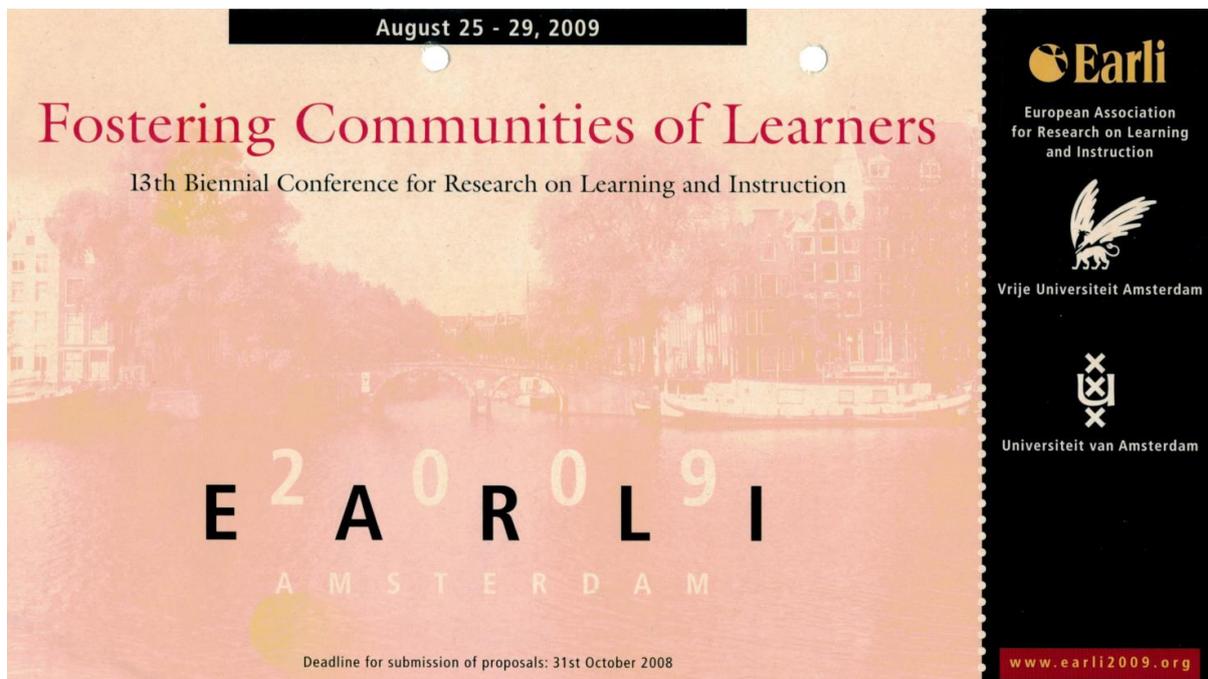
**Secretary-Treasurer: C. Constantinou**

**Ordinary Members: H. Gruber, S. Järvelä, V. Monteiro, J. Vermunt**

**Conference President: R. Wegerif**

**Editor Learning and Instruction: L. Mason**

**Editor Educational Research Review: P. Tynjälä**



The poster features a background image of a canal in Amsterdam with buildings and a bridge. At the top, a black bar contains the text "August 25 - 29, 2009". The main title "Fostering Communities of Learners" is in a large, red, serif font. Below it, in a smaller black font, is "13th Biennial Conference for Research on Learning and Instruction". The acronym "EARLI" is prominently displayed in large, bold, black letters, with the numbers "2009" integrated into the letters 'A' and 'I'. Below "EARLI" is the word "AMSTERDAM" in a smaller, spaced-out font. At the bottom left, it says "Deadline for submission of proposals: 31st October 2008". On the right side, there is a vertical black bar containing the Earli logo (a globe with the word "Earli"), the text "European Association for Research on Learning and Instruction", the logo of Vrije Universiteit Amsterdam (a stylized bird), the text "Vrije Universiteit Amsterdam", the logo of Universiteit van Amsterdam (a shield with an 'X'), the text "Universiteit van Amsterdam", and the website "www.earli2009.org" at the bottom.



**14th EARLI CONFERENCE EXETER, UK 2011**

**EARLI EXECUTIVE COMMITTEE 2011-2013**

**President: J. Beishuizen**

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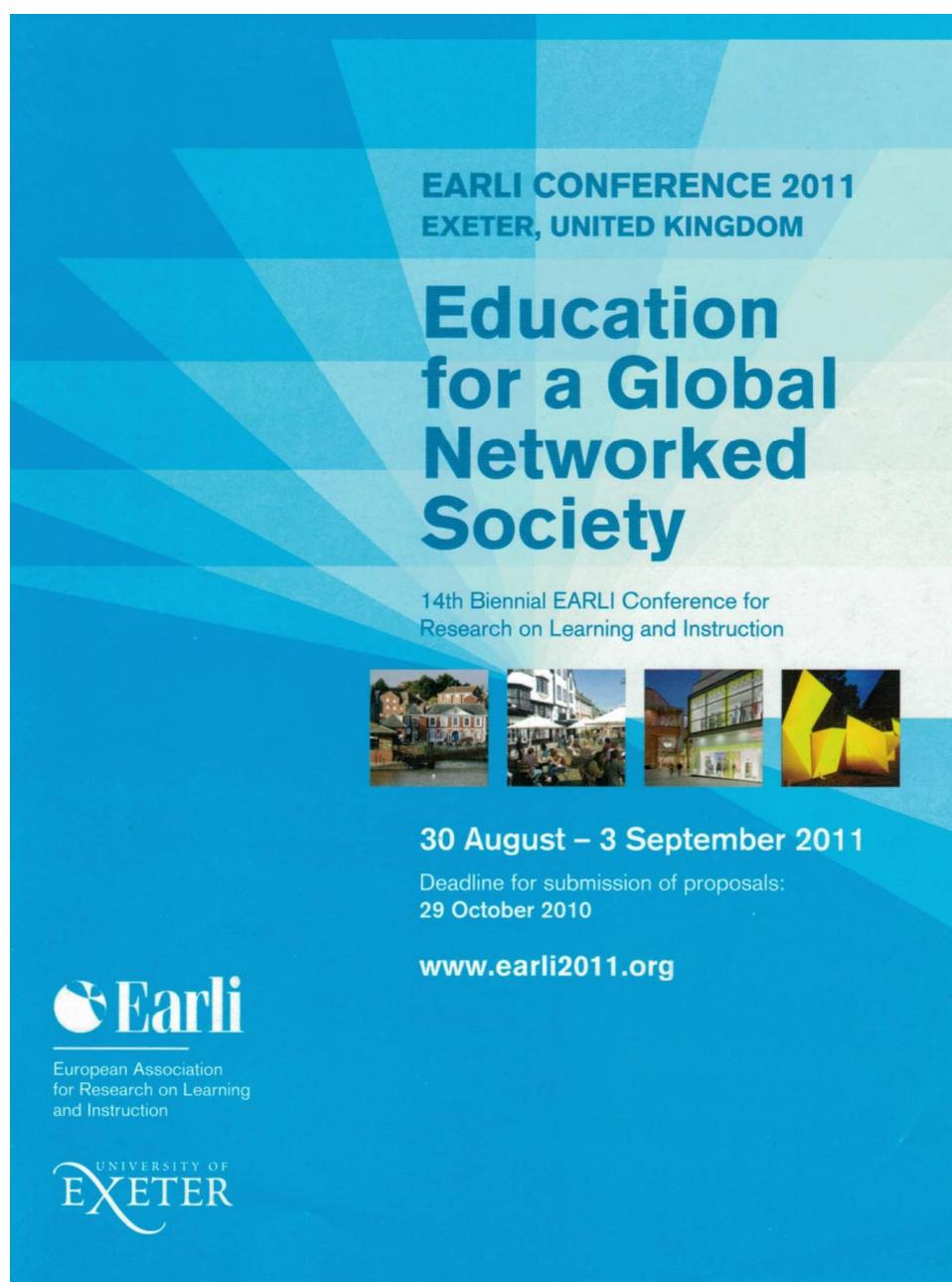
**Secretary-Treasurer: D. Myhill**

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**Conference President: M. Prenzel**

**Editor Learning and Instruction: L. Mason**

**Editor Educational Research Review: P. Tynjälä**



**EARLI CONFERENCE 2011**  
**EXETER, UNITED KINGDOM**

# Education for a Global Networked Society

14th Biennial EARLI Conference for  
Research on Learning and Instruction



**30 August – 3 September 2011**  
Deadline for submission of proposals:  
29 October 2010

[www.earli2011.org](http://www.earli2011.org)

  
European Association  
for Research on Learning  
and Instruction

  
UNIVERSITY OF  
EXETER



**15th EARLI CONFERENCE MUNICH, GERMANY 2013**

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**Conference President: E. Kyza**

**Editor Learning and Instruction: J. Vermunt**

**Editor Educational Research Review: D. Gijbels**

**Editor New Perspectives on Learning and Instructions: M. Segers**

**Editor Frontline Learning Research – FLR: E. Lehtinen**



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**Munich,  
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27–31 August  
2013**

[www.earli2013.org](http://www.earli2013.org)

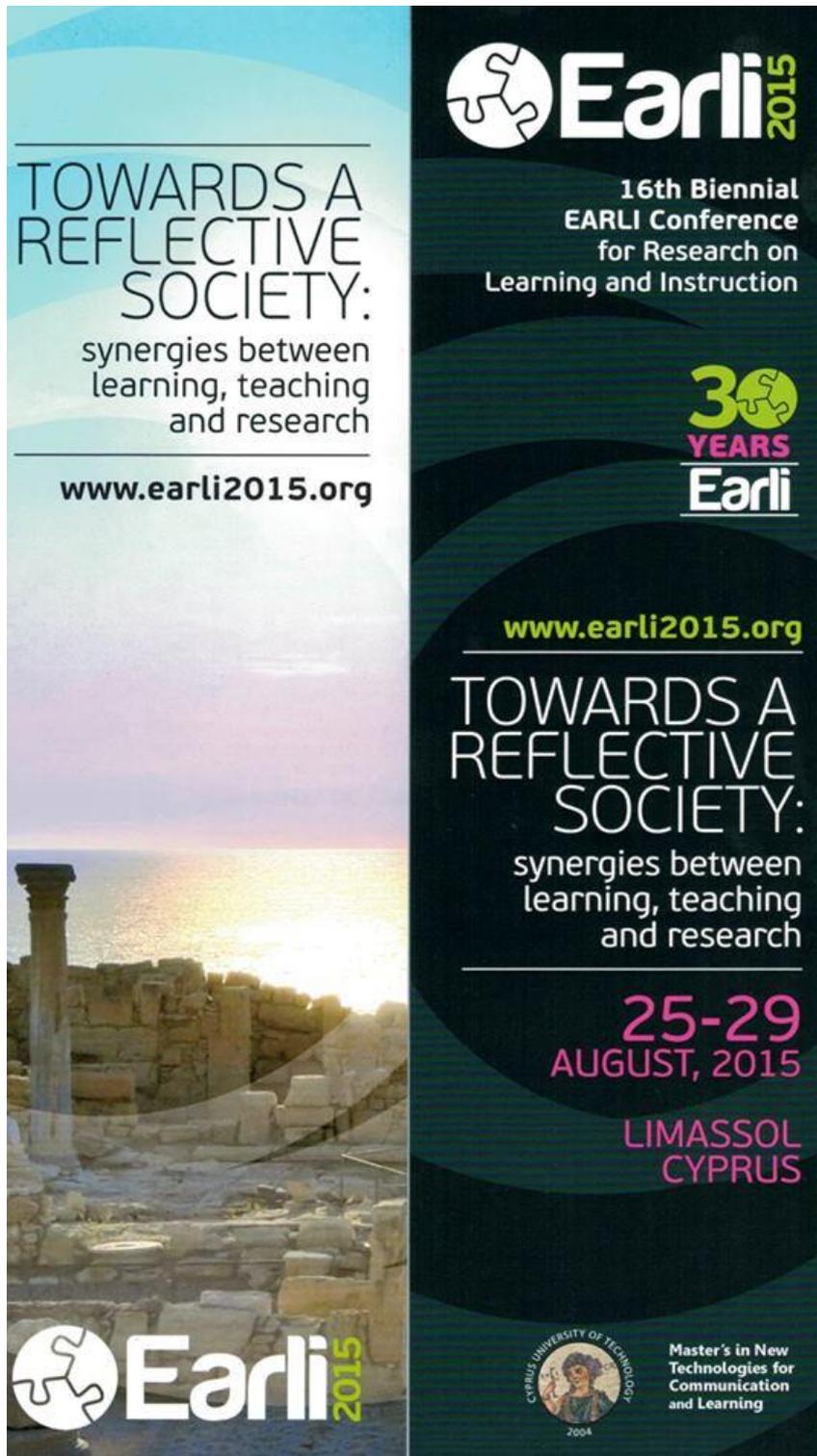


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synergies between learning, teaching and research

[www.earli2015.org](http://www.earli2015.org)

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