

# European Educational Research Quality Indicators (EERQI): 2<sup>nd</sup> Workshop

## Scientific Report

### 1. Date and location

The conference took place on 17th and 18th of September 2010. It was located at University of Geneva (Uni-Mail, bd du Pont-d'Arve 40, 1205 Genève).

### 2. Invited speakers

There were two sorts of invited speakers: on the one hand members of the EERQI Consortium who presented the state of the art of the EERQI project on the other hand external experts who reacted on the work of the EERQI consortium.

#### a) External Experts

The following experts participated in the parallel sessions as discussants:

- Bernard Schneuwly (University of Geneva, Switzerland)  
Parallel Session A: Indicator Framework (Extrinsic Indicators, Intrinsic Indicators and Use Cases)
- Najko Jahn (University of Bielefeld, Germany)  
*Discussant of Parallel Session B: Search and Query Engine*
- Ivana Bitto (University of Messina, Italy)  
*Discussant of Parallel Session C: Semantic Analysis and Multilingualism*
- Tim Brody (University of Southampton)  
*Discussant of Parallel Session D: Webometrics and Bibliometrics*

The following external experts participated to the Round table ("Discussion of the Indicators and Methods proposed by the EERQI Project"):

- Jörg Hellwig (Elsevier, Netherlands)
- Hendrik Speck (University of Applied Sciences Kaiserslautern, Germany)

The following experts participated in the session on EERQI's Future:

- Manuela Alfé (European Commission)  
Outlook: EERQI's Future from the Perspective of the European Commission
- Anatoly A. Maslak (Slavyansk-on-Kuban State Pedagogical Institute, Ministry of Education and Science, Russian Federation)  
Outlook: EERQI's Future from the Perspective of a University Administrator
- Alis Oancea (University of Oxford, UK)  
Outlook: EERQI's Future from the Perspective of a University Professor and Researcher

#### b) EERQI Consortium Members

Ingrid Gogolin, EERQI Project Coordinator (University of Hamburg, Germany) & Stefan Gradmann (Humboldt University, Germany)

#### *The EERQI Project*

David Bridges (British Educational Research Association, BERA, UK)

*Research quality assessment in education : impossible science, possible art ?*

Sybille Peters, Wolfgang Sander-Beuermann (Leibniz University Hannover, Germany), Thomas Severiens (ISN Oldenburg, Germany)

*Search and Query Engine and Content Base*

Ingrid Gogolin, EERQI Project Coordinator (University of Hamburg, Germany)

*Indicators and Framework*

Virginia Moukouli (University of Hamburg, Germany)

*Sustainability Plan*

Ingrid Gogolin (University of Hamburg, Germany), Alexander Botte (DIPF, Germany), Wim Jochems (EsoE, Netherlands)

*Parralel Session A: Indicator Framework (Extrinsic Indicators, Instrinsic Indicators and Use Cases)*

Sybille Peters and Wolfgang Sander-Beuermann (Leibniz University Hannover, Germany), Thomas Severiens (ISN Oldenburg, Germany)

*Parralel Session B: Search and Query Engine*

Agnes Sandor and Aaron Kaplan (Xerox, France), Angela Vorndran (DIPF, Germany)

*Parallel Session C: Semantic Analysis and Multilingualism*

Stefan Gradmann (Humboldt University, Germany), Fredrik Aström (Lund University, University Libraries, Sweden)

*Parallel Session D: Webometrics and Bibliometrics*

The following EERQI members participated in the Round table ("Discussion of the Indicators and Methods proposed by the EERQI Project"):

- David Bridges (British Educational Research Association, BERA, UK), Moderator of the Round Table
- Lisbeth Lundahl (University of Umeå, Sweden), participant
- Agnes Sandor (Xerox, France), participant

Matthis Behrens (IRDP, Switzerland) moderated the Session "Outlook: EERQI's Future"

### **3. Participants**

73 people participated at the conference (29 EERQI consortium members, 35 non EERQI consortium members and 9 external experts). Several people came from Swiss Universities or research institutions (Universities of Geneva, Lausanne and Fribourg, Universita della Svizzera Italiana, ETH Zürich, SUPSI/TI, Centre suisse de coordination pour la recherche en éducation/SKBF-CSRE). The Secrétariat d'Etat à la science et à la recherche (SER) was also represented.

Others came from European Universities or learned societies (University of Florence, University of Cambridge, University of the West of Scotland, University of Gothenburg, University of Bedfordshire, Observatoire de l'enseignement supérieur (Belgique), AECSE, and Swedish Research Council.

And some participants came from outside of Europe: Université de Sherbrooke/Canada, National Taiwan Normal University, Department of Education.

Different Editors were also present at the conference: Peter Lang SA, Springer Fachmedien Wiesbaden GmbH, and the International Association of STM Publishers.

The EERQI Consortium is constituted by several European research institutions and learned societies: Lund University Libraries, Deutsches Institut für Internationale Pädagogische Forschung (DIPF), University of Cambridge Faculty of Education, University of Cambridge (Faculty of Education), Umeå University (Department of Creative Studies), Hamburg University, Humboldt-Universität zu Berlin, University of Gothenburg, Eindhoven University of Technology, Université de Sherbrooke, Regionales Rechenzentrum für Niedersachsen der Leibniz Universität Hannover, INRP, Xerox Research Centre Europe, ISN Oldenburg GmbH, EERA e.V. (European Educational Research Association), and BERA.

#### **4. Results**

The aim of the workshop was to discuss EERQIs intermediate results with the different stakeholders possibly interested in them (researchers, administrators, publishers, etc.). The first morning was dedicated to a series of presentations of the different aspects of the EERQI project. Four different parallel sessions took place in the afternoon. These parallel sessions permitted an extensive discussion of the different issues.

Parallel session 1 on the indicator framework discussed the question of intercultural aspects in peer reviewing processes. The results of this discussion will be incorporated in the ongoing peer review exercise.

Parallel session 2 was devoted to the problems related to the design and implementation of an educational database. On the one hand, editors provide published texts and on the other hand, data is automatically crawled on the internet. A specific search-algorithm has been implemented to browse the internet in a methodical manner. This process guarantees that this materials are always up-to-date. Several issues were discussed: what is educational research? How to classify the materials found?

Parallel session 3 addressed the questions of multilingualism and automatic semantic analysis. The multilingual search function of the search engine allows searching keywords in one language and getting results in different languages. Many participants were interested by this function and the way it was implemented was discussed (translation of the keywords, development of term networks and multilingual morphological analysis). Automatic semantic analysis algorithms are being developed in order to support both peer-reviewing and document search by highlighting key sentences. This second issue of the parallel session was more controversial. The fear of some participants was that the automatic highlighting of parts of a document oriented the interest of the reviewer. Other participants argued that as a reviewer gets to much information, he or she has to make a selection (he or she might for example read only the title and the abstract). On the other hand, the integration of key sentence detection in the search engine enhances relevance ranking, since the key sentences are supposed to contain the relevant concepts of a publication.

Parallel session 4 was devoted to bibliometrics/webometrics. Different points were discussed such as the coverage of documents in the EERQI content base, the development of the so-called correlation methodology, and the different extrinsic characteristics of research quality. The first results of bibliometric testing were presented. The last point of discussion was the issue of how to deal with monographs in the EERQI project. The partners expressed the feeling that a substantial part of publication culture in educational science would get lost without including monographs. Two different approaches were presented and discussed.

The second day started with a very stimulating round table. One participant argued for the open access publications, saying that the students – i.e. tomorrow's researchers – do not buy articles. That means that open access articles have more impact. The editors present in the audience stretched the important work done by them, enhancing the editorial quality of the texts. One participant stressed that every ranking system fails to include really innovative papers. The increasing importance of internet and electronic publishing was also discussed. All partners – researchers and editors – have to adapt their practice to this fact (a participant said that the N.Y. Times might be stopped to be published on paper!).

The session on EERQI's Future gave the word to three personalities who exposed their expectations on EERQI from different perspectives (the perspective of the European Commission, the perspective of a University Administrator, the perspective of a University Professor and Researcher).

The workshop closed by the exposure of a draft version of the sustainability plan by the EERQI team.

### **5. Publication**

There will be no specific publication on the presentations and discussions held during the 2nd EERQI workshop. The final results will be presented during a conference held in Bruxelles in March 2011 (15.-16.3.2011, see [www.eerqi.eu](http://www.eerqi.eu)).

Eva Roos, IRDP/Switzerland, December 2010.