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EARLI Association News, fall 2008

We hope you have enjoyed the lovely summer season, charged your batteries and gained fresh energy for another academic year filled with interesting opportunities and challenges. The past summer was an exciting one for the field since we had not less than 17 Special Interest Group meetings, being organised in different universities across Europe. In this edition of Association News, you will be able to 'taste' the atmosphere by reading the reports of these EARLI special interest group conferences. Furthermore, you will be introduced to our new EARLI administrative officer Belinda Boogaerts, who recently took over from Fabienne. And of course, we also look at our future agenda with an overview of interesting events and activities taking place in the coming months. You can find all this information and more on our EARLI website: <http://www.earli.org>

1. New EARLI administration officer

EARLI is happy to announce the appointment of Belinda Boogaerts as new EARLI Administration Officer. Belinda will replace Fabienne van Gelder, who left EARLI after 9 years of loyal duty. Belinda has experience as HR officer, sales coordinator and area management within prominent Belgian companies. All issues concerning membership application, conference registration, website, payments, EARLI mailing list and funding will be handled by Belinda. Curious what she looks like? Surf to our EARLI website for a picture!

We hereby officially welcome her as EARLI colleague, wish her a successful start and a sustainable career at EARLI.

2. Report of the EARLI Special Interest Group conferences

The EARLI Special Interest Groups represent a group of researchers who study one or more parts and/or aspects of the field of Learning and Instruction. This year, many biennial SIG conferences took place all over Europe. We are proud to publish the first reports of these events, which will certainly convince the persons who could not attend this year; to reserve in their agenda's for the upcoming SIG meetings taking place in 2010.

SIG 3: Conceptual Change

Date:	23–25 August 2008
Venue:	University of Turku, Finland
Conference chairs:	Kaarina Merenluoto and Mirjamaija Mikkilä-Erdmann
Coordinators:	Xenia Vamvakoussi and Wim Van Dooren

Conceptual change has been an influential topic in cognitive psychology and educational research for the past 20 years. Its importance has also been in relation to recent developments of Philosophy and History of Science. The EARLI SIG on Conceptual Change has been organising biennial meetings since 1996. The two last meetings were organised in Delphi and Stockholm. The Stockholm conference ended up in an agreement that the debate between the constructivist and the sociocultural approaches enriches our perspectives on learning and gives new insights for the design of instruction aiming at conceptual change.

We are very grateful that the 2008 meeting could take place in the oldest city of Finland, beautiful Turku. About 80 participants from all over the world attended the conference. The theme of the meeting was "Conceptual Change Across Disciplines: Theoretical and Applied Issues". One of the topics receiving particular interest during the meeting was the role of motivation and emotion in processes of conceptual change. Considering the growing interest for this topic, the first day of the Conceptual Change SIG meeting was organised overlapping with the last day of the 11th International Conference on Motivation, organised by EARLI SIG 8 on Motivation and Emotion.

The conference started with a lovely boat trip on the steamship Ukkopekka, cruising through the archipelago surrounding Turku, followed by a dinner outside, during the sunset on one of the countless islands, and after that a big party on the steamship during the return trip. A (large) part of the ambiance was of course due to the participants, those from the motivation conference, who joined us on the trip, and who were celebrating the end of their conference while we still had to start...

The opening session took place in the intriguing setting of the Sibelius Museum. After that, there was an invited symposium on motivational and intentional factors in controversial conceptual change, and a keynote lecture by Gale Sinatra (University of Nevada, USA) – both jointly organised by SIG 8 and SIG 3.

On the following days, an interesting programme followed, consisting of more than 50 papers (grouped in 6 symposia and 9 paper sessions), 10 posters, and of course other keynote lectures by distinguished scholars in the field: Michelene Chi (Arizona State University, USA), Ola Halldén (Stockholm University, Sweden), Lucia Mason (Padova University, Italy), and Stella Vosniadou (University of Athens, Greece).

Erno Lehtinen (University of Turku, Finland) got the first and the last word, by posing several questions and points of concern during the opening session, and giving closing comments at the very end. But of course, the academic and social exchanges that had been taking place both within and outside the session rooms are still continuing, so that the last word about the conference is certainly not spoken yet.

SIG 4: Higher Education

Date:	15th and 16th of May 2008
Venue:	London, in association with the 7th International Scholarship of Teaching and Learning conference.
Coordinators:	Keith Trigwell and Velda McCune

SIG 4 aims to offer the opportunity to those whose educational research interests are in learning and instruction in higher education, to hear about and exchange ideas with colleagues with similar interests. While there is considerable overlap with the many other areas of education research that are a part of the EARLI network, some aspects of the higher education context are quite different and necessitate a special interest group. These include the areas of student learning where the student is given or expected to achieve high levels of autonomy, teaching in which the curriculum and teaching approaches are determined largely by the individual teacher, and academic or educational development, which is addressed at the level of individual tertiary institutions.

This year's SIG meeting was embedded within the 7th International Scholarship of Teaching and Learning Conference hosted by City University, London. This allowed SIG members to engage with the wider conference as well as the SIG event. The SIG sessions were designed as an opportunity for members to present work in progress and to have detailed discussions and comments on their work, in a way that is not usually possible within standard conference formats. Papers were made available before the conference so that participants could prepare their comments in advance. Twelve work in progress papers were presented looking at faculty and student perspectives on higher education across a wide range of contexts (The papers are available at: [www.city.ac.uk/ceap/sotlconference/EARLI Papers.html](http://www.city.ac.uk/ceap/sotlconference/EARLI%20Papers.html)). As in previous years, this discussion format was well received and there was a lively and extensive discussion of the papers.

SIG 6: Instructional Design

SIG 7: Learning and instruction with computers

Date:	03 September–05 September 2008
Venue:	University of Salzburg, Austria
Conference Manager:	Joerg Zumbach
Coordinators:	Liesbet Kester and Tina Seufert (SIG 6) Neil Schwartz and Joerg Zumbach (SIG 7)

SIG 6 focuses on methods, techniques and instruments for more effective and efficient learning. Research in this area investigates, for example, the roles of support and feedback during learning, the design of effective learning tasks and the effect of prior knowledge on future learning. It involves both group and individual learning in various settings (e.g., computer-based, face-to-face). SIG 7 focuses on the integration of technology in education. Current changes in European education stress the role of competences and educational standards and their fostering within educational practice. Here, meaningful computer-based learning environments can contribute to achieve competence acquisition and to meet super ordinate educational standards.

The SIG-meeting took place at Salzburg, from 3 September until 5 September 2008. The theme of the meeting was "Beyond knowledge: the legacy of competence. Meaningful computer-based learning environments". About 65 participants from Europe, America and Australia attended the meeting and enjoyed 3 keynote speakers, 26 papers, and 13 posters.

The three keynote speakers addressed the following topics: Wolfgang Schnotz discussed the pros and cons of Cognitive Load Theory in his talk "Learning beyond cognitive load", Stella Vosniadou addressed how to use external representations in research on conceptual change in her talk "Instructional Considerations in the Design and Use of External Representations" and lastly Fred Paas presented his ideas on how to integrate insights from several disciplines to improve instructional design in his talk "Interdisciplinary Perspectives on Cognitive Load Research as a Key to Tackle Challenges of Contemporary Education".

The papers and posters of this joined SIG-meeting addressed the following topics: E-learning & Mobile learning, Competence based instruction in mathematics and sciences (the majority of papers and posters), Collaborative Learning with ICT and knowledge sharing, Multimedia Learning.

On Wednesday evening, the majority of delegates joined a guided city tour through beautiful Salzburg and everyone enjoyed the conference dinner which was held on Thursday evening.

During the business meeting of SIG 6, the invited SIG symposium for EARLI 2009 was discussed. We are happy to announce the working title of this symposium: 'The Use of Eye Tracking in Uncovering Principles to Improve Instructional Design'. In addition, we discussed the Future and Vision session which is a new format at the EARLI2009 conference. The content of this session will be announced in the near future. Furthermore we are happy to report that the next SIG 6/7 meeting will take place in Ulm, Germany. In the SIG 7 business meeting, the invited EARLI 2009 SIG symposium was discussed. In addition, the upcoming election for the new co-coordinator of SIG 7 in Amsterdam was a major topic.

If you are interested in the SIGs' research areas and would like to find out more, we would encourage you to attend the SIG 6/7 meetings in Amsterdam, 2009. In addition, an edited book is available with full papers of this meeting. For more information about this book, surf to: <http://www.sbg.ac.at/mediaresearch/beyondknowledge/>.

SIG 11: Teaching and Teacher Education

Date: 17–20 August 2008
Venue: University of Fribourg, Switzerland
Coordinators: Fritz C. Staub (Switzerland) - Paul Conway (Ireland)
Conference Chairs: hosted by the University of Fribourg, Switzerland, chaired by Fritz C. Staub.

Following the tradition of the EARLI SIG 11, there were two main goals which the conference met successfully: The conference provided opportunities for SIG-members to share and discuss their research and a frame for networking and planning of submissions for joint sessions for the next main EARLI conference in Amsterdam. The conference theme thus focused on "Fostering Communities of Learning" at the levels of classrooms, schools, institutions for teacher training, professional development as well as on questions of policy.

There was a large increase in participation in the SIG 11 meeting. The conference in Fribourg was attended by 68 participants from 4 continents and 16 different countries. A total of 50 selected papers and posters were presented and discussed.

By its nature, the SIG meeting is not a public conference, but a large work group, in which nearly all participants are presenters. In order to better connect the SIG meeting with the professional community in the hosting country this year's conference offered a special lecture open to the public (and simultaneously translated to German and French). Teacher educators from different parts of Switzerland thus attended the public lecture by Frances O. Rust (USA) on "Teacher Research as a Bridge between Theory and Practice", which was followed by responses from Jaap Buitink (Netherlands), Fritz Oser (Switzerland) and Michal Zeller Mayer (Israel). This event was made possible through the support of the Aebli Näf Foundation for the Advancement of Swiss Teacher Education.

Additional opportunities for professional conversations in an enjoyable atmosphere were made possible by social events such as the welcome and the conference dinner, a guided tour through the beautiful old town centre of Fribourg (one of the biggest and best preserved medieval architectural ensembles in Europe), a visit to the castle of Gruyere and an excursion to the top of mount Moléson (2002 m) including a visit to an original Swiss alpine cheese maker.

For further information on the SIG 11 conference see: <http://www.unifr.ch/lb/earli/index.html>

SIG 16: Metacognition

Date: 8–10 May 2008
Venue: Ioannina, Greece
SIG Coordinators: Zemira Mevarech, Stephanie Pieschl
Conference Managers: Anastasia Efklides, Plousia Misailidi

The 3rd Biennial Meeting of the EARLI Special Interest Group 16 on Metacognition took place in the Epirus Palace Hotel in Ioannina, Greece. It was supported by the Laboratory of Educational Psychology, Counselling and Research, Department of Primary Education, University of Ioannina, Greece, and the Psychological Society of Northern Greece (PSNG).

This meeting was very successful at providing a forum for the presentation and exchange of research findings and expertise relating to the processes, the ecological validity and the applications of metacognition. Especially, the relations of metacognition with learning and thinking from early childhood to old age in various settings were highlighted.

Besides the stimulating regular scientific programme of 96 paper presentations and 15 poster presentations, the conference organisers managed to invite three distinguished scholars as keynote speakers: Josef Perner (University of Salzburg, Austria) spoke about "The metacognition of identity", Beate Sodian (Ludwig-Maximilians-University, Munich, Germany) about "Understanding the nature of scientific knowledge from childhood to adulthood", and Marcel Veenman (Leiden University, The Netherlands) about "Metacognitive skills: Where are we now?". Additionally, three invited symposia emphasized topics of focal interest: Annemie Desoete (Ghent University, Belgium) organized a symposium about "Metacognition and arithmetic", Zemira Mevarech (Bar-Ilan University, Ramat-Gan, Israel) one about "Meta-cognitive instruction: How does it work and what are its effects on schooling outcomes?", and David Whitebread one about "Individual differences in metacognition in young children". For more information about the scientific programme of this meeting, please visit <http://sig16.uoi.gr/>

Supplementing the scientific programme, the conference managers organised wonderful social events: All participants made a boat tour to the island in the Ioannina Lake with subsequent typical Greek dinner. Furthermore, participants could take an

optional bus tour to the Vikos Gorge with a spectacular hike along the canyon. Furthermore, the location of the 4th Biennial Meeting of the SIG Metacognition in 2010 was disclosed during the SIG meeting: Muenster, Germany. We are looking forward to meeting you in Muenster!

SIG 19: Religious and Spiritual Education

Date: 28th–30th August 2008
Venue: Christ Church University, Canterbury, UK.
Coordinators: Kirsi Tirri, Theo van der Zee

Teaching, Learning, and Development in Religion and Spirituality are central strands in the work of the EARLI SIG 19. In the context of these strands, the themes of atheism and agnosticism, and the private/public dimensions of religion and spirituality, have been identified as of particular interest. Due to processes of individualization and secularization, religion has increasingly been banned from the public to the private domain. However, in recent times religion puts itself back on the agenda and thus it 'de-privatizes'. These developments evoke various questions. What consequences do recent developments have for the significance of religion in the domains of development and learning? Is religion back on the agenda of public institutions as schools? If so, in what way? How can religion in educational settings be dealt with in a meaningful way nowadays? How can teachers and educators enhance religious development, learning and involvement? Spirituality is a related field of research. How does spirituality relate to religion? Is spirituality a new and promising domain or subject in schools or other educational settings? How can teachers and educators enhance spiritual development, learning and involvement?

The EARLI SIG 19 Religious and Spiritual Education is a comparatively small SIG, and still growing. In this SIG well established as well as young researchers in the field of religious and spiritual education assemble to exchange findings and discuss implications for educational practice and further research. Fifteen researchers from various countries participated at the conference in Canterbury. Invited speaker to the conference was Professor Fritz Oser, an international well-known researcher in religious and moral education, and member of the SIG. At the conference, twelve interesting and well elaborated paper presentations were held, and there was enough time for discussion. The presentations represent a good overview of recent research into religious and spiritual education. Participants judged the presentations and discussions as very inspiring and thought-provoking. At the business meeting, important issues were discussed such as the symposia at the EARLI Conference in Amsterdam (2009), the EARLI SIG 19 newsletter, and the publication of the papers. The next EARLI SIG 19 Conference will be organised at the University of Malta, August 2010.

SIG 20: Computer Supported Inquiry Learning

Date: 23 June 2008
Venue: ICLS conference, Utrecht, The Netherlands.
Conference organizers: Eleni A. Kyza, Cyprus University of Technology and Hannie Gijlers, University of Twente
Coordinators: Zacharias Zachari and Ton de Jong

The Computer Supported Inquiry Learning SIG organised a workshop at the 2008 International Conference for the Learning Sciences in Utrecht. The workshop focussed on real-time methods to support inquiry learning. Computer-supported inquiry-based learning environments are gradually acquiring a central role in today's science classrooms. The designers of these environments aim to support students in developing their conceptual and epistemological understanding of scientific practice, at the same time as they develop critical scientific inquiry skills. This learning approach, often situated in complex, data-rich, and computer-based environments, presents learners and teachers with challenges in monitoring, evaluating, and sustaining productive, ongoing inquiry processes. During the workshop participants examined students' inquiry learning process and proposed methods and tools that can dynamically support students' monitoring and evaluating of their inquiry process.

Twenty participants from six different countries shared their work and ideas at the workshop. Participants were encouraged to submit a short position paper describing their background and work related to inquiry learning. After a short welcome, participants were invited to introduce their work on inquiry learning. Based on the position papers, the organisers prepared a short presentation on the inquiry learning challenges that were described in the position papers. After the introduction the organisers introduced the two Break-out activities. Based on this introduction, participants chose to explore students' inquiry learning processes with: a) a software tool for semi-automatic analyses of computer log files or, b) analyses of video data.

Each group explored specific patterns in the data and discussed: a) approaches to help students overcome the identified problems, b) affordances and trade-offs of these approaches, and c) new ways to support inquiry-based learning. Break-out groups presented their findings in a short presentation that served as input for a plenary group discussion. During the workshop productive exchanges between participants took place. Discussions stressed the importance of promoting reflective thinking in inquiry learning and further development of analyses methods that support real-time feedback on students' learning processes.

If you are interested in the activities of the SIG and would like to be informed, we invite you to visit our website (<http://kaleidoscope.gw.utwente.nl/SIG-IL/>) or come to the SIG 20 meeting at the EARLI conference in Amsterdam. For more information, please contact the coordinators Zacharias Zacharia (zach@ucy.ac.cy) or Ton de Jong (a.j.m.dejong@utwente.nl)

3. Report of the JURE 2008 Conference, 8–11 July 2008, Leuven, Belgium

Memories of JURE 2008 by Sarah Gielen, the chair of JURE 2008.

What was happening in Belgium this summer?

Well, besides a lot of political troubles, the far most important event in our field was the meeting of 143 (young) educational researchers from 24 different countries. The beautiful and vibrant city of Leuven, with its blend of history, science and *savoir vivre*, at the heart of Europe and only 30 kilometres from Brussels, was the perfect host for the 11th Conference of the Junior Researchers of EARLI (JURE).

The aim of JURE 2008 was to provide a space for all young researchers to focus on the innovative rather than the traditional aspects of their research projects. The goal of this conference was to highlight the creative aspects of the work of junior researchers and to open possibilities for discussing the limitations and contributions of these new perspectives with peers and experienced researchers in the field.

With the aim of enhancing opportunities for in-depth discussion, this year's Organising Committee introduced a peer-review process by which papers, posters and round table hand-outs have been reciprocally reviewed by the participants, in addition to the reviews by senior researchers. We are proud to say that this innovative approach to the review process was very successful. We were impressed with the quality of the peers' feedback which was often at the level of the feedback provided by senior researchers.

Backstage, there were 14 members of the Organising and Local Committee and 78 volunteer senior reviewers who made this JURE conference a stimulating experience for everybody. Front stage, we had 60 exciting papers, 31 amazing posters and 27 intriguing round tables discussions. Moreover, the programme also offered an exquisite list of keynote lectures and professional development courses, provided by 17 invited guests, just to add a 'Summer school-touch' to our Conference.

And of course, what would a JURE Conference be without an splendid social programme? If you missed it, but want to get an idea of what JURE 2008 felt like, visit our website and our photo album at <http://www.earli-jure2008.org/>!

See you next year at the JURE pre-conference in Amsterdam!

4. Advanced Study Colloquium: Cognitive Neuroscience meets Mathematics Education, 25–29 March 2009, Bruges, Belgium.

There is a growing awareness to reflect upon the place of cognitive neuroscience within the research field of learning and instruction. As advocated by several leading scholars, if we want to integrate cognitive neuroscience fruitfully in education, there is a need for a new colony of interdisciplinary researchers trained in both cognitive neuroscience and education. The second EARLI Advanced Study Colloquium taking place from 25 until 29 March 2009 in Belgian Bruges, brings together a small number of research teams consisting of junior and senior researchers with an interest and expertise in bridging cognitive neuroscience and mathematics education. In addition to a more general discussion on theoretical and methodological issues, the ASC specifically targets an in-dept discussion of ongoing research projects in this emerging field. There are also three keynote lectures covering the most recent advances in methods for data collection and analysis as well as the latest findings. This workshop will provide an avenue for future collaborative studies and research programmes and explore the possibility for a new EARLI Special Interest Group around this theme. All information about this ASC and the call for proposals can be found on our EARLI website.

If you are interested in organising an ASC in 2010, please consult the EARLI website where you can find the call for proposals.

5. 13TH BIENNIAL EARLI CONFERENCE 2009, 25–29 August, Amsterdam, The Netherlands

After a long year of patience, you may start making plans for the upcoming EARLI conference in summer 2009. The University of Amsterdam (Graduate School of Teaching and Learning, and SCO Kohnstamm Institute) and the Free University (Educational Centre) have joined forces to make this 13th edition of the biennial conference a fruitful and enjoyable experience. The conference theme will be Communities of learners. Brown and Campione (1996) laid down the framework for the educational concept of the community of learners. This theme provides a focus for both the research which will be presented and discussed, and for the meeting as such. We are aware of the fact that learning is a social process and that students have to learn how to contribute to the process of knowledge creation by collaborating with peers and teachers in a community of learners. By the same token, we as researchers understand that conducting research on learning and instruction benefits from collaborating with students, teachers, parents and fellow researchers. Obviously, by highlighting this theme, we do not mean to underestimate or neglect other important aspects of educational research and practice on learning and instruction.

We hope to welcome you in Amsterdam, a city with a rich history, many cultural highlights and a warm atmosphere. If you would like to contribute, please submit your proposal before **31st October**, 2008. All details can be obtained from the conference website: <http://www.earli2009.org/>

Kindly note that EARLI members who pay their membership fees for 2008 can benefit from reduced conference fees when registering for the EARLI conference in 2009.

6. 3rd Practice-Based and Practitioner Research Conference 2008, 26–28 November 2008, Bergen, Norway

The 3rd PBPR conference covers inquiry activities from different stakeholders within the broad field of education: practitioner researchers, educational developers, educational technologists, instructional designers, educational policy makers, people involved in organisational change in educational institutions, teachers, trainers, academic researchers in the field of applied education, and any other persons who wish to contribute to the development of education.

Theme of this 2008 edition is 'Knowledge Creation and Optimal Teaching and Learning Environments: What works?' This theme is composed out of two key concepts: 'Knowledge creation' and 'Optimal Teaching and Learning environments: What Works'.

The concept of Knowledge creation refers to the process that results in new knowledge, or organising current knowledge in new ways. Knowledge is the result of a learning process, the internalisation of information, data, and experience. In that respect, the term knowledge creation is a conceptualisation of learning and teaching processes and it refers to research as a means to create new knowledge.

'Optimal Teaching and Learning environments' is a concept central to all educational settings. Core question here is 'What Works'? What are the ingredients of such an optimal teaching and learning environment? This conference wants to stimulate the sharing of knowledge between different stakeholders on what seems to be working in terms of optimising teaching and learning environments. But, as our conference theme illustrates, we cannot stop at this point. It is impossible to talk about knowledge on what actually works, without discussing the process of creating new knowledge in educational settings.

We hope that the conference will be a fruitful and enjoyable experience for all participants and are looking forward to meeting you in Bergen, Norway. Do not forget your winter gloves; they may be useful when travelling to Scandinavia!

For more information about the keynote speakers, registration deadlines and the weather in Bergen, please visit the conference website: <http://www.earli-pbpr.org/>

7. European Educational Quality Indicators – Involvement of EARLI as a partner in this European Project, funded under the socio-economic sciences and humanities theme

Traditional methods of assessing research quality of scientific publications have depended heavily on ranking methods according to citation frequency and journal impact factors. Both are based on methodologies which do not reflect adequate coverage of European scientific publications. Hence, if European science or institutions rely these evaluation methods, not only individual researchers, institutions are ignored, but also complete subject domains, and even language areas are disadvantaged, as they are not – or only sparsely – included in the traditional instruments.

The initiators of the EERQI project, as well as many other researchers and evaluation bodies in the European Union region, recognise the need to remedy the inadequacies of this situation. The EERQI-project will provide a prototype framework for adjusting research quality indicators and methodologies to the European context. The prototype framework relies on innovative knowledge about how quality and relevance in research publications can be determined. New technological possibilities provided by natural language processing tools for content analysis and for text mining of digitally-available scientific documents will be used. Thus, taking advantage of contextual relationships, the traditional merely quantitative indicators based on citation counts and ranking will be complemented by quality indicators in a framework model which can be used to support policy decisions as well as research and evaluation processes.

The overall aims of the project are to reinforce and enhance the competitiveness of European scientists and scientific research. As a means for this, new forms of assessing the effectiveness and quality of research with regard to publication will be developed. The results will be presented to the scientific community for verification: to the educational research societies, to experts in the field and to representatives of the respective research funding, promoting and evaluation bodies at regional, national and European level.

EARLI organised the first EERQI workshop in Leuven on 20 and 21 June 2008. The report of this important step in the project can be found on the EARLI website. For more information about this project, please consult the project website: <http://www.eerqi.eu>.

8. Studies on Transitional Programmes – Involvement of EARLI as a partner in this European Project

Transition from school to university and transition between universities' programmes (bachelor/master) is very significant for students and does not always run smoothly. Possible reasons are gaps in knowledge and skills, loss of a learning network or difficulties in adaptation to decreasing guidance. The increasing mobility of students in Europe, and the resulting diversity of the student population, enhances this challenge, since this makes it hard for programmes to adjust to one another. In order to facilitate the transition between programmes, several preparatory courses are offered by higher educational institutes in order to facilitate prospective students as much as possible by using ICT. A separation of time and space might occur when (international) students are looking for a continuation of their study. This project targets the question 'How can institutes facilitate the "lifelong learner", and more specifically how to deal with the transitional problems that are inherent to this increasing need for mobility? In this project, we aim to provide an integrated methodology to measure and assess the actual impact of ICT on learning of students. This project focuses on the added value of using ICT in the transition from one educational programme to another. Each institute in Europe is confronted with transitional problems and most institutes are using methods to overcome these, either supported with ICT or not. As the methods that are implemented by educational institutes deal with problems related to the transition to a new phase in the (students') career, an assessment of both short & long-term learning effects is crucial to understand fully the possible effects of these programmes. The project S.T.E.P. aims to develop a validated framework for assessing and comparing (online) preparatory transitional programmes (EFTPC). More information can be found on the project website: <http://www.transitionalstep.eu/>