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### EARLI Association News, Spring 2011

So, our dear EARLI members, the transition from 2010 to 2011 is already behind us, 2010 was a special year for EARLI, and, obviously, 2011 is also a very important year for the association. In 2010, EARLI turned 25. Erik de Corte, who, together with the late Dick Snow, organised the very first EARLI conference and founded the association in 1985, tells the story of EARLI's origin, its developments, and why the road to success is always under construction.

2011 is, of course, the year of the 14th Biennial EARLI conference in Exeter. The EARLI conference will be preceded by a JURE pre-conference, organised by and for EARLI's Junior Researchers. Both conferences received a very high number of submissions, which shows their popularity among researchers all over Europe, moreover, among researchers all over the world.

EAPRIL, the European Association for Practitioner Research on Improving Learning in education and professional practice (EARLI's sister association), also has hot news for you. In this Association News, we will announce the location of this year's EAPRIL conference.

Finally, we will inform you of the newest trend within the EARLI association: the digitalisation of all EARLI publications.

#### 1. EARLI 25: A European success story

By Erik De Corte

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I was privileged to attend an important NATO International Conference on "Cognitive Psychology and Instruction" organised in Amsterdam, in June 1977. The aim of the conference was to promote exchange between cognitive psychologists and educational researchers who were interested in the use of methodologies and theories of cognitive psychology to understand and address fundamental problems of instruction (Lesgold, Pellegrino, Fokkema, & Glaser, 1978). The majority of the presenters were North Americans who knew each other quite well, whereas many European participants met each other there for the first time. This was typical for the European situation in those days, probably mainly due to language and cultural barriers. When I started to attend the AERA meetings and to visit American research centers like LRDC in Pittsburgh in the late seventies, I regularly met European colleagues whom I never encountered in the "old world".

There was thus an obvious lack of a European formal forum for researchers in learning and instruction, and consequently the idea and plan slowly matured to create such a meeting space. In this respect I was strongly stimulated and supported by the late Dick Snow of the School of Education of Stanford University, in those days one of the few American scholars in the field with a strong interest in the European scene. In the early 1980s, Snow stayed for a two year period as liaison scientist at the London Branch of the US Office of Naval Research. Observing of and reporting about European research in the broad field of psychology, especially instructional and differential psychology, he travelled throughout the continent and identified in different countries senior as well as promising junior scholars doing interesting research on learning, development and instruction, but who had not many contacts with their colleagues in other parts of Europe. In December 1983, Snow and I decided to organise a conference as a lever for launching a European forum for exchange and discussion of research ideas, methodologies and results relating to learning and instruction.

Working on our plan we discovered a related initiative of two Dutch colleagues, Hans Lodewijks and Robert-Jan Simons, namely to start a European journal in educational research. In that perspective they were also contacting scholars in different countries. After some negotiation, we joint our efforts in the Spring of 1984, and decided that the organisation of a conference and the establishment of an organisation were our top priorities; the plan for launching a journal was postponed. This resulted in the organisation of the first EARLI conference in Leuven, Belgium from 10 to 13 June 1985 with the financial support, mainly from SVO (the Dutch Foundation for Educational Research) and the London Branch of the US Office of Naval Research. During

the preparatory work for the conference we were very pleased with and encouraged by the many positive, even enthusiastic reactions of European, but also non-European colleagues to the EARLI idea. One may wonder why the first conference took place in Leuven and not in The Netherlands. As I mentioned as a joke in my opening address of the conference, the answer is very simple. Dutch colleagues like conferences in the Flemish part of Belgium very much, the argument being that even if the content of the meeting is not terrific, at least the food and the beer are excellent.

The first conference brought together 140 scholars from 11 European countries: Belgium, France, Greece, Italy, Norway, Spain, Sweden, Switzerland, The Netherlands, United Kingdom and West-Germany. They were joined by five distinguished American researchers: Bill McKeachie, Bob Glaser, Lauren Resnick, David Berliner who was the President of AERA at that time, and of course Dick Snow. The conference was organised around six topics that were central in research on learning and instruction at the time: developmental processes, cognitive-motivational interactions, problem solving, instructional and social interactions, discourse processing, and individual differences. It is interesting to compare these topics with the current list of EARLI Special Interest Groups. For instance, themes like conceptual change, metacognition, assessment, and learning and instruction with computers were not yet in the foreground as today; research on e-learning was still in its infancy but assumed enormous proportions in the years after the first EARLI conference.

The 1985 conference ended up with the foundation session of the European Association for Research on Learning and Instruction. The foundation of the organisation was enthusiastically supported by all conference participants and the first Executive Committee was (undemocratically) installed and consisted of the following people: Erik De Corte, University of Leuven (President); Hans Lodewijks, Dutch Foundation for Educational Research (Secretary); Pieter Span, University of Utrecht (Treasurer); Noel Entwistle, University of Edinburgh; Michel Gilly, Université de Provence, Aix-en-Provence; Heinz Mandl, University of Tübingen; and Roger Parmentier, University of Ghent.

The first issue of *EARLI News, Newsletter of the European Association for Research on Learning and Instruction* appeared in March 1986, and reported extensively about the conference. The Proceedings of the first EARLI conference were published in 1987 in a volume entitled *Learning and instruction: European research in an international context*, edited by Erik De Corte, Hans Lodewijks, Roger Parmentier, and Pieter Span, and jointly published by Leuven University Press and Pergamon Press. In an interesting review of the book published in the *Educational Researcher* (1987, Volume 16, # 6) and entitled “The European connection” Tom Shuell (State University of New York at Buffalo) commented:

“In nearly all of the papers the European perspective is evident, and in reading through them it becomes clear that the seams of the scientific cloth are located in somewhat different places on either side of the Atlantic. Perhaps the most obvious difference between the European and American perspectives is the European tendency to view research problems more broadly and to integrate topics studied separately in American research (e.g., developmental differences and individual differences). To a large extent, the two perspectives complement one another, and considering the similarities and differences between the two can be a refreshing, and worthwhile task.” (p. 45)

The first EARLI Executive Committee (EC) gathered in Paris in October 1985, where Heinz Mandl accepted to organise the second EARLI conference in Tübingen from 19 to 22 September 1987. During this very first EC meeting, the plan for publishing a journal was taken up again. Attempts to cooperate with the *European Journal of Psychology of Education* that was launched in 1986 failed, especially because, at that time, this journal adhered strictly to its bilingual (English–French) character. Negotiations at AERA in San Francisco in 1986 with the *International Journal of Educational Research* (IJER) were more successful. Accompanied by the famous local beer “Anchor Steam”, an agreement was made with Pergamon Press: 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 De Corte was nominated as one of the editors of the journal, and Heinz Mandl became a member of the Panel of Consultants. The agreement also stipulated that all EARLI members would receive the 6 yearly issues of IJER as part of their membership dues. In 1987, the first EARLI-issue of IJER appeared, entitled “Acquisition and transfer of knowledge and cognitive skills”.

The success of the Tübingen conference confirmed the importance and the need of a European platform for research in the domain of learning and instruction. In contrast to the first invitational meeting, this conference was based on an open call for papers. The review process by the organising committee resulted in the acceptance of 244 contributions representing 24 countries. Since Tübingen, EARLI conferences have continued to be organised biennially moving around Europe, and throughout the past decades EARLI has grown and developed into a dynamic community of over 2000 researchers in the domain of learning and instruction. Besides Europeans the organisation attracts many scholars from all over the world; for instance, in terms of number of members per country the USA currently ranks third. Over the years the number of countries represented has increased to about 40. It has to be mentioned that there are substantial differences between the countries with respect to the size of the membership; for instance, Finland that was even not represented at the first EARLI conference, ranks currently fifth, whereas France is very poorly represented. The growth and development of the association has been strongly facilitated and stimulated by the establishment in 1997 of the permanent EARLI Office located in Leuven, and currently having a staff of five people under the management of professor Filip Dochy.

In the early years of EARLI the idea to make organise the conference every year has been raised. Looking back, it has been an excellent decision to stick to the biennial rhythm which certainly increases the chances of encountering research novelties at each meeting. However, this does not mean that there is lack of activity in between conferences. Indeed, already in 1987 six Special Interest Groups were established within the organisation, and over the years the number has grown to 22 SIGs, “Neuroscience and Education” being the last newcomer. With the support of the EARLI Office, most of these SIGs

organise their own meeting in the year between the biennial conferences; for instance, in 2010 18 SIG meetings took place, ranging from Northumbria to Tel Aviv.

Another important initiative was taken in the mid-1990s, namely the foundation of JURE, the network for Junior Researchers of EARLI with the aim of representing and supporting research students on matters that are of special interest to them. Since 1995, a JURE pre-conference has been organised in conjunction with the biennial EARLI conference. But also in the year in between EARLI conferences, a conference is organised for the now about 450 JURE members. Besides interaction with their JURE colleagues, those meetings offer interesting opportunities for the young scholars to exchange and discuss ideas with senior researchers.

Since the late 1980s, significant steps have also been made in EARLI's publication policy. The constructive cooperation with Pergamon Press took a new impetus in 1989, when it was decided to start a real EARLI flagship journal *Learning and Instruction*, replacing EARLI's yearly contribution to the *International Journal of Educational Research*. Erik De Corte, whose term as President of EARLI ended at that time, 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 – Roger Säljö, Neil Mercer, Wolfgang Schnotz and Anastasia Efklides – and their team, the journal's scientific status and reputation has continuously increased over the past two decades, and is now world-wide recognised as one of the top-journals in our field (with currently an impact factor of 2.372). I'm sure that the new editorial team led by Lucia Mason will succeed in the challenge to keep up the high standard of *L&I* and even in improving it. In 2006, EARLI has successfully launched a second journal: *Educational Research Review*. Filip Dochy acted as the first Editor-in-Chief; at the start of 2010 Päivi Tynjälä took over the helm, supported by a new editorial team. While *L&I* publishes merely high-quality empirical studies, *EDUREV* focuses on review articles and theoretical papers. In addition to the journals, EARLI launched a book series "Advances in Learning and Instruction" in 1998, published by Pergamon Press. A few years ago, the series was taken over by Routledge under the new title "New Perspectives on Learning and Instruction"; currently Mien Segers acts as Editor-in-Chief. Keeping up with the ongoing technological developments, from 2011 on both journals and also the book series will be available electronically.

So far, the EARLI Office was housed in the premises of the University of Leuven. A major step in EARLI's development, a crowning as an organ-point of the association's Silver Jubilee, is that recently EARLI has acquired its own office space in downtown Leuven.

Currently it is generally recognised that EARLI is the most important educational research platform in Europe, and one of the most valued forums world-wide. Regular American visitors of the EARLI conference have repeatedly told me that they prefer it to the Annual AERA convention; of course they like to come to Europe, but – as I often heard – the main reason is the high scientific quality of the meeting besides the fact that it is well-organised and medium-sized. But why has EARLI become a success story? One reason is certainly that, in the mid 1980s, the Zeitgeist in Europe was mature for the creation of such an organisation. However, the major explanation lies in the hard work and strong devotion of all those scholars who have been involved in building and further elaborating the association in its different aspects and activities. The central driving forces thereby have been the successive Presidents and their Executive Committee, since 1997 strongly supported by the EARLI Office staff. Over the 25 years, the association has succeeded in developing a solid management structure, and this has facilitated the gradual emerge and consolidation of a strong and dynamic scientific culture. As expressed rightly by the EARLI secretary, Costas Constantinou (2010), major shared values that have made this possible are: continuous pursuit of sustained academic rigour to guarantee and keep up the scientific quality of the conferences and the publications; the promotion of a focused and purposeful perspective and vision on research that relies on cumulative progress; and the creation of a community based on openness that allows to pursue strength in diversity, to accommodate cultural differences, and to promote constructive dialogue across specific constraints of distinct educational systems.

I'm sure that all readers will join me in wishing EARLI sustained scientific success in the coming years, and I hope that the association will succeed in the coming decades in making a substantial contribution to the innovation and improvement of education throughout Europe.





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## 2. JURE 2011 pre-conference, August 29–30, Exeter, UK

JURE organises 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. Junior researchers who submitted for the JURE pre-conference receive notification in January.

**Registration** for the JURE pre-conference is possible on the EARLI 2011 website: <http://www.earli2011.org>. The JURE pre-conference dinner on Monday 29 August is included in the conference registration fee, and takes place at the 'Boston Tea Party'.

The **conference fees** for the JURE Pre-Conference 2011 are:

€ 65,- for a JURE or FULL member in 2011

€ 85,- for a non member in 2011

The registration fee is €65 for persons who are JURE or FULL EARLI members in 2011, and €85 for all other participants. EARLI membership is not automatically included in the conference fee when you only register for the JURE conference (and not for the main EARLI conference). Included in the JURE conference fee are: coffee, lunch and the JURE dinner on 29th of August, as well as the programme book and of course many interesting papers, workshops and discussion opportunities!

Future JURE members, please note that if you are entitled to the reduced student registration fee, JURE membership is required before you start the registration process for the conference(s). In order to avoid problems when the early bird deadline is approaching, it is required to complete your JURE membership application (payment + sending the proof of student status to the EARLI office) at the latest on 1 April 2011. If your membership application is not completed before that date, we cannot guarantee the reduced EARLI bird registration fee. For more information about JURE membership, visit the EARLI website: [http://www.earli.org/Junior\\_Researchers\\_\(JURE\)/membership](http://www.earli.org/Junior_Researchers_(JURE)/membership).

The JURE 2011 organising committee can be contacted by sending an email to: [2011jure@gmail.com](mailto:2011jure@gmail.com).

## 3. EARLI 2011 Biennial Conference, August 30 until September 3, Exeter, UK

The large number of submissions shows that both the EARLI conference and the JURE pre-conference prove to be very popular among educational researchers all over the world. In March next year, you will receive an email to notify you whether your proposal has been accepted or rejected for the EARLI conference.

The EARLI 2011 website is now open for **online registrations** through this link. Visit the EARLI 2011 website for an overview of the different conference registration fees. It is possible to register for the EARLI 2011 conference and/or for the JURE 2011 pre-conference. Participants who would like to attend the EARLI conference gala dinner can book one or more conference dinner tickets throughout the registration process. The **EARLI Gala Dinner**, on Friday 2nd September, is the highlight of the social programme and will be a wonderful opportunity for you to take part in a formal dinner within

the Great Hall of the University of Exeter. The Great Hall is located in the very heart of the University Campus and the Gala Dinner will be the first event held in this location to celebrate its top quality refurbishment. The evening will prove to be full of surprises. There will be roaming magicians and a live jazz and blues band made up by some of the county's best young school musicians. An exquisite menu, show casing West Country produce, is being planned and drinks will be flowing. This will be a really special evening where nothing but the best will do, organised by the award winning Event Exeter. The ticket price of €75 includes all food, drink and entertainment. There will also be a cash bar available throughout the evening. Dress code: smart/formal. It is important to note that the Gala Dinner is limited to 500 people and so we must operate on a first come first served basis. Make sure you book early to avoid disappointment. More information about the conference gala dinner can be found on the EARLI 2011 website.

**JIGSAW**, the official housing agent for the EARLI Biennial Conference in Exeter, has made a selection of hotels in and around Exeter for you, in consultation with the organisation. Through the EARLI 2011 website you can access their online reservation system. As you can see, there are many different kind of hotel rooms available in various price categories. If you would like to stay in the area a bit longer, it is also possible to book hotel rooms in the lovely countryside that surrounds the city of Exeter. For more information about how to get to Exeter, please see our travel information.

All conference participants will get the opportunity to 'stay in shape' during the conference, whether they want to or not: the domain of the Streatham campus is quite hilly! Prepare yourself for a few moderate climbs. . . Good news for those who would like to, play tennis, use the swimming pool, use the gym, do some Pilates: through the Exeter University Online Store, you can book your **Conference Sports Membership**, for a one off costs of 10€ per delegate. Learn more about this fantastic service and book online.

#### 4. EAPRIL news

The European Association for Practitioner Research on Improving Learning in education and professional practice is a young and dynamic organisation, open to new ideas and suggestions from its members. EAPRIL can bring you into contact with European colleagues who are facing the same challenges. It will help you to find out what 'really works', what is only a hype and will soon fade away and what will have a long-term impact on education. Many educational researchers, developers and practitioners have appreciated our EAPRIL Conferences. If you would like to attend one or our conferences in the future and if you feel that there is a strong need for practitioner research on improving learning, become a member of EAPRIL. Your support can help us to build a stronger network, take new initiatives and organise more relevant activities.

The next EAPRIL Conference will take place in **Nijmegen, the Netherlands**. The host for this year's conference will be the HAN University of Applied Sciences. Dominique Sluijsmans, who is well-known in both the EARLI and the EAPRIL community, has been appointed as the next conference president.

The EAPRIL board is delighted to announce their brand new cooperation with the journal 'Vocations and Learning'. In 2011 EAPRIL members will have free online access to this official journal of EAPRIL. In each issue EAPRIL will fill one or two pages of the journal with relevant information about the association. At the moment EAPRIL is also creating an e-platform where EAPRIL members can easily exchange papers, abstracts, presentations,... and have online discussions about it.

These are the EAPRIL membership fees for 2011:

€ 75 for individual members

€ 40 for student members (please note that a proof of studentship is required)

Surf to [www.eapril.org/joinnew!](http://www.eapril.org/joinnew!)

If you have any question, please mail to [jan.verschuere@ped.kuleuven.be](mailto:jan.verschuere@ped.kuleuven.be).

You can also join us on LinkedIn.

#### 5. EARLI's publications: EARLI goes digital

At the start of EARLI, 26 years ago, educational scientists were sending each other letters, proposals on paper, printed journals, books, etc. Last year – 25 years later – the EARLI executive committee and the journal editors decided to make the transition to digital publications from 2011 on. The timing is considered to be a landmark where a majority of members prefer electronic journals, e-books, e-newsletters, EARLI groupware, etc., and others will soon follow.

In 1984, research universities were connected in an interuniversity network, and researchers started sending e-mails. It became possible to send information from Europe to Australia in one hour, instead of one week. This has been a start of a continuous development of spreading information along the electronic highway. In 1994 we started using a web mailing list to inform the membership on calls, activities and vacancies.

EARLI started to use an electronic membership database since 1995. In 2000, EARLI started using a website to inform the members on the organisation and its activities. In 2004, the membership database became web based and thus more interactive.

Five years later, in 2005, EARLI programmed its first electronic conference management system for the 2005 EARLI biennial conference in Nicosia, Cyprus. Prof. Costas Constantinou was the brain behind the system. Over the years, the conference management system was updated and expanded several times since then in order to add functionalities and user friendliness. The CMS not only automatically collects submissions, spreads it to reviewers, collects the reviews, informs through mails, rejects or accepts automatically unanimously reviewed papers, sends results and reviews to sub-

scribers, etc., it also allocates conference rooms to sessions and prints a CD-Rom or flash disk with the so-called ‘book of abstracts’.

In 2010, EARLI started a facebook group. You can join at <http://www.facebook.com/group.php?gid=113134478725880>

In 2011, books and journals will be available electronically for the members:

### 5.1. EARLI book series

The first issue is now available in e-format: all EARLI members can download it free of charge!! Go to: [http://www.earli.org/publications/New\\_perspectives\\_on\\_learning\\_and\\_instruction/electronic\\_access\\_to\\_publications](http://www.earli.org/publications/New_perspectives_on_learning_and_instruction/electronic_access_to_publications)

And find the download link for the first book at the bottom of that page.

#### **Learning Across Sites**

New Tools, Infrastructures and Practices

Edited by Sten Ludvigsen, Andreas Lund, Ingvill Rasmussen, Roger Säljö

Abstract:

The ever evolving, technology-intensive nature of the twenty-first century workplace has caused an acceleration in the division of labour, whereby work practices are becoming highly specialised and learning and the communication of knowledge is in a constant state of flux. This poses a challenge for education and learning: as knowledge and expertise increasingly evolve, how can individuals be prepared through education to participate in specific industries and organisations, both as newcomers and throughout their careers?

Learning Across Sites brings together a diverse range of contributions from leading international researchers to examine the impacts and roles which evolving digital technologies have on our navigation of education and professional work environments. Viewing learning as a socially organised activity, the contributors explore the evolution of learning technologies and knowledge acquisition in networked societies through empirical research in a range of industries and workplaces. The areas of study include public administration, engineering, production, and healthcare and the contributions address the following questions:

- How are learning activities organised?
- How are tools and infrastructures used?
- What competences are needed to participate in specialised activities?
- What counts as knowledge in multiple and diverse settings?
- Where can parallels be drawn between workplaces?

Addressing an emerging problem of adaptation in contemporary education, this book is essential reading for all those undertaking postgraduate study and research in the fields of educational psychology, informatics and applied information technology.

Call for book proposals:

The aim of the series is to present, to the scholarly community, high quality, theoretically-driven research in the areas of learning and instruction. Books that are published in the series are innovative, attempting to forge new conceptions of the field. Originality, scientific merit, and significance for the field are what guide the series. Both edited collections and sole-authored texts that meet these criteria are considered for publication. The focus is on European work, however, contributions from non-European researchers are invited. The series is designed to appeal to a wide audience of researchers and post-graduate students in education and psychology. All widely relevant books in the series will be made freely downloadable to all EARLI members.

To submit book proposals:

[http://www.earli.org/publications/New\\_perspectives\\_on\\_learning\\_and\\_instruction](http://www.earli.org/publications/New_perspectives_on_learning_and_instruction)

### 5.2. The EARLI Journals: *Learning & Instruction* and *Educational Research Review*

Very soon, all members will receive an electronic mail alert when a new journal issue appears. This will be done six times per year for L&I, 3 times per year for EDUREV. Editors in Chief Lucia Mason (*Learning & Instruction*) and Päivi Tynjälä (*Educational Research Review*) will alert you by informing you on the content of each issue and they will provide you with other interesting calls and information on their journal.

Now that both journal have an impact factor (EDUREV is recently accepted in the ISI listing) we will certainly monitor the backlogs of our journals even better. The striving is to have submissions published preferably within 6 months after acceptance. Of course, all accepted articles appear a few days after acceptance on the journals’ website.

Go to:

[http://www.earli.org/publications/New\\_perspectives\\_on\\_learning\\_and\\_instruction/electronic\\_access\\_to\\_publications](http://www.earli.org/publications/New_perspectives_on_learning_and_instruction/electronic_access_to_publications) for all information on electronic access to the journals for EARLI members.

More information on membership and your personal password reminder: <http://www.earli.org/>