EARLI Association News, Fall 2010

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Before you start reading the latest issue of EARLI's Association News, we need you to find a comfortable chair and take some time, because we've got plenty of news for you! Summer is over, unfortunately, since many interesting EARLI activities took place in the best season of the year: hundreds of EARLI members traveled all over Europe, to attend the SIG meetings and the JURE 2010 Conference. But don't worry, EARLI will offer many more interesting opportunities for you to stay up-to-date with the latest educational research developments. From 22 until 24 November 2010, EARLI's sister association EAPRIL organises its annual conference in Lisbon, Portugal. Furthermore, we have news for you on EARLI's Publications: Learning and Instruction, Educational Research Review and the book series: New Perspectives on Learning and Instruction. And, last but not least, we warmly invite you to join us in Exeter next Summer, at the JURE 2011 pre-conference and at EARLI's Biennial Conference 2011!

1. Report of the EARLI Special Interest Group meetings

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 meetings took place all over Europe. Learn more about these exciting conferences, these reports will probably attract even more participants in 2012!

SIG 2: Comprehension of Text and Graphics

Date:	25–28 August 2010
Venue:	Knowledge Media Research Center, Tübingen, Germany
Coordinators:	Anne Schüler (JURE Assistant Coordinator), Fons Maes and Katharina Scheiter

The 2010 EARLI SIG 2 meeting was hosted by the Knowledge Media Research Center (http://www.iwm-kmrc.de) in Tübingen from August 25 to 28. Its topic was **'Tracing the mind: How do we learn from text and graphics?'** The meeting's program comprised a total of 31 oral presentations and 28 poster presentations dealing with learning from static and animated visualisations, integrating information extracted from multiple representations such as multiple text documents or combinations of different representations, ways of supporting learning from text and graphics representations as well as with the cognitive and perceptual processes underlying learning from these representations. Three keynote speakers complimented this program: Mireille Bétrancourt (University de Geneva, Switzerland) on "Understanding animation or understanding from animations? Cognitive issues in learning from animation and their instructional implications", Barbara Kaup (University of Tübingen, Germany) on "The experiential-simulation view of language comprehension: How is negation represented and meaning composed?" and Uri Hasson (Princeton University, USA) on "Neurocinematics! Where Neuroscience Meets Filmmaking". Finally, for the first time the first half day of the conference was devoted solely to the junior researchers of the SIG by offering these participants two JURE workshops that were held by distinguished members of the SIG 2 community, namely Shaaron Ainsworth (University of Nottingham, UK) on "Approaches to analysing graphical representations" and Lalo Salmerón (University of Valencia, Spain) on "Natural language techniques for text comprehension analysis". Almost 40 students and postdoctoral researchers participated in these workshops, which were free for registered SIG 2 meeting attendees.

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Almost one hundred researchers from 15 countries including guests from non-European countries such as USA, Canada, Australia, or New Zealand attended this year's SIG 2 meeting. Despite this rather large number of participants, a very discussion-friendly atmosphere characterised the meeting with many opportunities for exchanging ideas and opinions – be it in the sessions or during the poster event and its accompanying barbecue reception in the sunset. We believe that this positive atmosphere is largely due to the fact that the SIG 2 has been able to maintain its tradition of not offering parallel sessions, thereby allowing all participants to get to know each other over the course of the 3-day conference as well as offering the opportunity to learn especially from those, who work in fields different from one's own.

SIG 8: Motivation and Emotion

Date:	02–04 September, 2010
Venue:	Univsersity of Porto, Portugal
Conference chairs:	Marina Lemos and Teresa Goncalves
Coordinators:	Alexander Minnaert and Jenefer Husman

The Motivation and Emotion SIG aims to offer the opportunity to those whose educational research interests are in motivation and emotion in education, to hear about and exchange ideas with researchers with similar interests from across the globe. The 12th International Conference on Motivation was hosted by the University of Porto, Portugal and was preceded by the 3rd Summer School for graduate students. The theme was: **'Motivation: New Directions in Mind'**. 200 people attended the conference, including 18 graduate students. There were 3 keynote speakers and 5 symposia, as well as 83 paper presentations and 42 posters. A new tradition was also started at this conference; the awarding of the first ever Oeuvre Award for Lifetime Achievement in Research on Motivation and Emotion. The three awards were given to Prof. Dr. Monique Boekaerts; Prof. Dr. Willy Lens; and Prof. Dr. Peter Nenniger. The award introduction for Monique Boekaerts was given by Reinhard Pekrun; the introduction for Willy Lens was given by Jenefer Husman and Marold Wosnitza introduced Peter Nenniger. In addition to the stimulating discourse, the conference participants also enjoyed a riverboat cruise and dinner at Taylor's, a port wine cellar overlooking the city.

The date, location and theme of the next conference are still being decided. It was suggested that the next conference be entitled the 13th Annual International Conference on Motivation and Emotion, to incorporate the full name of the SIG as well as represent the full range of research that is presented at the conference. If your institution is interested in hosting the 2010 conference, or if you have questions, please contact conference coordinator Jenefer Husman at Jenefer.Husman@asu.edu.

SIG 10: Social Interaction in Learning and Instruction; together with SIG 21: Learning and Teaching in Culturally Diverse Settings

Date:	2–3 September, 2010
Venue:	Utrecht University, the Netherlands
Conference chair:	Ed Elbers
Coordinators:	Eva Hjörne, Tania Zittoun and Jörg Holle (JURE Assistant Coordinator) for SIG 10; and Guida de Abreu, Ed Elbers and Marieke Meeuwisse (JURE Assistant Coordinator) for SIG 21.

After the successful joint meeting of SIG 10 and SIG 21 in Gothenburg, Sweden, in 2008, the SIGs met again in a combined meeting in Utrecht, the Netherlands. The aim of the meeting was to provide a forum for the exchange of research findings and new ideas on the theme: **'Moving through cultures of learning'**. This meeting focused on the transition of students teachers and parents, as they move from one context to another, such as from school to their home situation, from one discursive context to another, from one language to another. Migrant students, in particular, face the transition between cultural contexts on a daily basis and have to adapt to the demands of various cultural contexts. This theme, transitions between situations with different cultural rules and perspectives, provided opportunities for the SIGs to work together on matters of joint interest and expertise: the study of interaction processes in learning and instruction, and the commitment of the two SIGs to promote qualitative as well as quantitative studies.

The interest in this meeting surpassed our expectations. 110 participants attended the conference. 80 presentations took place, in paper sessions, poster sessions and JURE sessions. Participants from over 20 countries travelled to Utrecht, from Europe, but also from Australia, Canada, Chile, Israel, Japan, Mexico and the Russian Federation. The keynote addresses were given by Pauline Gibbons (Sidney) on 'Scaffolding language and learning in multilingual classrooms', and Hubert Hermans (Nijmegen) on 'Dialogical self theory'. For the first time, two JURE sessions were organised. The idea of special JURE sessions as part of a SIG meeting originated from discussions at the 13th EARLI conference in Amsterdam in 2009. The JURE sessions, moderated by Tania Zittoun (session on triangulation) and Michèle Grossen (session on coding schemes), were an answer to the expressed interest of the JURE members within these two SIGs in discussing common questions, in particular, concerning the application of qualitative methods for research.

The social program consisted of a walking tour to the spectacular new building of the Uithof Campus of Utrecht University, an architectural masterpiece, and a dinner in the historic hall of the Academy Building in the Centre of Utrecht. This meeting's evoked much interest, also from outside EARLI: 45 of the 110 participants were non-members of EARLI. During the closing session participants looked back at the meeting. One of them, Anne-Nelly Perret-Clermont, made a statement about SIG 10: the study of social interaction tends to consider only the present, whereas interactions can only be understood from the perspective of the past and the future, that is: their place within a tradition and their orientation to the future. She also

made a suggestion for SIG 21: that members should reflect more deeply on the concepts of culture and ethnicity. Using these concepts easily leads to thinking in opposites such as in-group and out-group, migrants and natives. We know from social psychology that such opposites may result in discrimination and stereotyping. No doubt, these are among the issues which SIG 10 and SIG 21, separate and jointly, will discuss in the future.

SIG 14: Learning and Professional Development

Date:	25–27 August 2010
Venue:	Ludwig-Maximilians-University in Munich, Germany
Coordinators:	Esther Winther (JURE Assistant Coordinator), David Gijbels and Leif Lahn

From August 25 to 27 the EARLI SIG 14 Learning and Professional Development Conference took place at the Ludwig-Maximilians-University in Munich, Germany. The increasing interest in the work of our SIG was demonstrated by about 200 participants, from 22 countries of all continents, who presented 5 keynote lectures, 54 papers, 44 papers within symposia and 22 posters. With **'Diversity in Vocational and Professional Education and Training'** as the general conference theme, the presentations covered a wide range of issues connected with professional learning, workplace learning, competence development, knowledge management, but also building social networks and learning over the lifespan in a variety of domains from aviation to education and medicine.

One evening was characterised by bringing together young researchers of our SIG to foster cooperation and net-working activities. During the conference, young researchers could relate discussions of the topic to work in progress or work in planning in a community, where we were able to make out groups of young researchers with similar interests to foster the exchange of insights. The conference organisers were successful in offering a stimulating scientific programme to the conference participants. During the wonderful social events that were organised with Bavarian food, beer, wine and champagne, we had the time talk with old and new colleagues and friends from all over the world. We recommend those of you, who are already impatient for the next SIG 14 meeting, to keep an eye on the SIG 14 website:http://www.earli.org/special_interest_groups/learning_professional.

SIG 17: Qualitative and Quantitative Approaches to Learning and Instruction

Date:	2–3 September 2010
Venue:	Institute of Educational Science, Friedrich Schiller University, Jena, Germany
Coordinators:	Patrick Sins, Michaela Gläser-Zikuda

To conduct empirical research in the field of learning and instruction is a highly complex practice, since it involves finding the most appropriate and thorough strategies to extract and address our research questions in a large problem space. More specifically, researchers not only need to be engaged in reviewing existing literature with the aim of generating relevant research questions that need to be dealt with, but moreover we have to identify, select, design and apply those research methods and strategies to ensure results that provide valid and reliable answers to these questions. Although these latter considerations play a considerably significant role in all of our research, only rarely this is the focus of collaborative reflection and discussion at scientific conferences and meetings.

The aim of the EARLI SIG 17 meeting, therefore, was to capitalise on the expertise of its participants to discuss and collaboratively reflect on the methods we use in our research. As research that is conducted by members of the EARLI is characterised by a diversity of theoretical strands, paradigms, epistemological perspectives, and knowledge domains this is necessarily reflected in the different qualitative and quantitative methods employed. The SIG 17 meeting strived to foster negotiation between these differences, aiming to foster an integrative view.

21 participants attended the SIG 17 meeting at the Institute of Educational Science of the Friedrich Schiller University in Jena, Germany. The opening session was chaired by the two coordinators of the SIG: Michaela Gläser-Zikuda, professor at the Institute of Educational Science at Friedrich Schiller University and Patrick Sins, postdoc at the Graduate School of Teaching, Leiden University.

The meeting started off with an extremely interesting keynote by Michael Baker, professor and research director at the National Scientific Research Centre at Telecom ParisTech in Paris. His keynote was entitled 'Approaches to understanding students' dialogues: Articulating multiple modes of interpretation'. The keynote proposes an alternative approach to understand interactions between students based on a critical perspective on the standard methodology for analysing students' dialogues. Michael convincingly argued that researchers need to integrate both theories of learning and of dialogue to collaboratively create meaning of students' collective thinking in dialogical exchanges. This means that researchers need to engage in an interpretative method of 'dialogue about dialogue'. The standard approach relies heavily on the cognitivistic paradigm which presumes dialogues to emerge in a linear fashion. Consequently, this epistemology is reflected in the methodological approaches for analysing students' dialogues; i.e. coding segments of dialogues between students and correlating frequencies of assigned codes with measures of performance. However, Michael argues that, when investigating collaborative learning situations, we need to consider theories of dialogue which show that interactions can be characterised as complex systems and need to be interpreted as such. Researchers engaged in investigating students' dialogues thus need to engage in a process of collective interpretation wherein invariants in dialogues need to be induced moving beyond the cognitivistic dimension.

Michael's keynote set the stage for the 11 paper presentations and 4 workshops (for the complete program, please visit: http://www.earli.uni-jena.de/earlimedia/SIG+Programm.pdf). During paper sessions, participants engaged in a constructive dialogue about methods by exchanging insights, interpretations, theories and practices. Several approaches were presented that involved integrating between quantitative and qualitative methods, such as: time-series analysis and pattern analyses of interactions, data mining techniques for constructing competency models as well as for automatic assessment of texts and multi-dimensional analysis of interactions and progression of knowledge objects. In addition, the workshops fostered the meeting's participants to engage in a process of networking theories and methodological approaches. Workshops revolved around the following themes: Graphical representation from small texts: *Using measures of association to feasibly bridge aspects of quantitative and qualitative knowledge assessment*, *Potentials and techniques of qualitative content analysis*, *How to create rich data in quantitative educational research and thereby enabling qualitative elaboration of discovered differences* and *Integrating between perspectives and epistemologies: Analyzing tensions in collaborative work*.

At the closing session participants collectively reflected on the future directions of SIG 17, explicating the intention to continue collaborating and disseminating in the future. For instance, SIG 17 will organise an invited symposium at EARLI 2011 in Exeter based on the themes that emerged from the SIG 17 meeting. In addition, participants were interested in contributing to symposia at other international and national conferences on the field of learning and instruction, such as ICLS, AERA, CSCL and ECER. Eventually, SIG 17 and its participants intend to work towards organising special issues in relevant journals, such as *International Journal of Qualitative Studies in Education*, *International Journal of Research and Method in Education* and *Ethnography and Education*. Moreover, other members of EARLI are warmly invited to join these endeavours of SIG 17.

Finally, Michaela regrettably announced that she will retire as coordinator of SIG 17 at EARLI 2011 in Exeter, after being actively engaged in supporting this SIG from its inception until the current day. We would like to thank Michaela for her extremely constructive commitment and productive work which provided this SIG with the optimal foundations for continuing its mission. On the invitation of Patrick and Michaela, Michael agreed to take over a co-coordinator role of SIG 17, with Patrick. This proposal was discussed at the end of the meeting, and ratified by the participants present. Also, he was willing to organise the next SIG 17 meeting at his department in 2012. In addition, Nadina Schlomske, a PhD-student at the Institute of Educational Science of the Friedrich Schiller University in Jena and co-organiser of the SIG 17 meeting, had been elected as new JURE assistant coordinator of the SIG.

SIG 17 is also represented as a group on LinkedIn, please visit: http://www.linkedin.com/groups?mostPopular=&gid=2913847.

Patrick Sins and Michaela Gläser-Zikuda
On behalf of the co-organizers of SIG 17 meeting 2011 and its participants

SIG 19: Religious and Spiritual Education

Date:	26–28 August 2010
Venue:	Valetta Campus, University of Malta, Malta
Coordinators:	Theo van der Zee, Terence Lovat, Arniika Kuusisto (JURE Assistant Coordinator)

Theme

Religious and spiritual education is an emerging field of research into learning, development, socialisation and formation in various contexts concerned with religion and spirituality. The EARLI SIG 19 Conference under the heading **'New perspectives on religious and spiritual education'** dealt with three major issues relevant to the field. Firstly, the interdisciplinary approach: from being an exclusive theological field of interest, religious and spiritual education has evolved to become an interdisciplinary field in which scholars of various disciplines are involved. Secondly, the balance between explanation and interpretation of findings. Thirdly, the relationship between religious and spiritual education, on the one hand, and similar fields of interest, such as moral, citizenship, and values education, as well as the contemporary imperative around social inclusion and cohesion.

Programme

After the conference opening, Prof. Kirsi Tirri (University of Helsinki) gave an invited lecture on the state of art in research in the field. She focused on new perspectives in research that can be considered challenging, such as those from positive psychology, and grounded her arguments with findings from her own current empirical research.

At the conference, 28 participants presented findings of recent or current research on various important issues, such as coping with a diversity of religions in early years education, supporting the construction of religious identities of Muslims students by teachers, enhancing civic virtuousness of teachers, learning through physical activities ("Leibliches Lernen"), a phenomenological approach to interfaith religious education, and the development of afterlife beliefs of children.

The conference was closed by an invited lecture from Prof. Fritz Oser (University of Freiburg) on the concept of resilience. In his lecture, Prof. Oser substantiated that enhancing resilience could be a useful aim of religious and spiritual education, and grounded his plea with findings from his current empirical research.

Participants

The scientific committee that included Theo van der Zee (Netherlands), Terry Lovat (Australia), Arniika Kuusisto (Finland) and Adrian Gellel (Malta) was responsible for organising the conference. 35 scholars from 9 different countries participated in the conference that was organised at the University of Malta, Valetta Campus. The conference provided them with the

opportunity to socially interact on a high academic level. The participants valued the ample opportunity for discussion and reflection, but also enjoyed the historic and impressive Maltese environment.

Perspective

At the conference, one issue that came up frequently concerned the question of *what is* religious and spiritual education *good for*? This question, that has been raised especially by the issue of the relationship with similar fields of interest, relates to the function and the aims of the subject. The next EARLI SIG 19 Conference in August 2012 at Radboud University Nijmegen (The Netherlands) will therefore deal with this important aspect.

SIG 20: Computer Supported Inquiry Learning

Date:	4–7 July 2010
Venue:	OEIiZK, In-service Teachers Training Centre, Warsaw, Poland
Coordinators:	Margus Pedaste, Zacharias Zacharia, Marios Papaevripidou (JURE Assistant Coordinator)

EARLI Special Interest Group Computer Supported Inquiry Learning (SIG 20) organised a workshop, titled **'Steps towards integration of technological and pedagogical innovation in the context of inquiry learning'**, during the International Conference of Computer Based Learning in Science (CBLIS 2010) on 5th July 2010 in Warsaw (Poland). The leading theme of the conference was 'Modelling and Simulation in Inquiry-Oriented Learning Environments' which was directly related to the scope of SIG 20. The conference had around 100 participants and the workshop organised by SIG 20 attracted more scholars than any other workshop during the conference.

During the workshop, Dr. Adam Giemza introduced the SCY project. SCY is a large scale scientific project that is funded by the European Community's 7th Framework Programme on the theme of Information and Communication Technologies. Specifically, he demonstrated/introduced the SCY-Lab, in which learners created, developed and reused "emerging learning objects" in the domain of science and technology. Right after this, the participants had an opportunity to personally interact with the actual SCY-Lab environment. They experienced a SCY "mission", which involved several types of learning actions and the use of technologically innovative tools. Finally, we (SIG coordinators) facilitated a general discussion on the topic of the workshop. These discussions took us out of the SCY context. This debate gave the attendees the possibility to contribute to the discussions around recent pedagogical and technological innovations and theoretical principles and practice in the domains of learning by design and through exchange of learning objects.

The workshop went very well: the participants were satisfied and found that this workshop was useful for them. Some of them asked for more collaboration and the development of new ideas after the conference. Of course, the workshop also indicated some issues that should be taken into account in the upcoming research and developmental work in developing similar advanced technology enhanced learning environments for inquiry learning.

In conclusion, we can say that the workshop fulfilled its aims and was very useful for the international audience (both EARLI and non-EARLI members) interested in computer supported inquiry learning.

2. Report of the JURE 2010 Conference, 19-22 July 2010, Frankfurt am Main, Germany

This year's conference theme **'Connecting Diverse Perspectives on Learning and Instruction: A Conference of Synergy'** brought together research from different domains, viewpoints and methodological approaches with the intention of exploring and discussing comprehensive and interdisciplinary ideas. The 161 contributions (66 papers, 69 posters, 25 round-tables and 1 ICT-demonstration) reflected an amazing breadth of topics and methods – from business education to autism, from math to art. The 250 participants from all over the world could improve their scientific skills by attending 3 of 15 professional development courses. Furthermore, three outstanding keynote speakers (Tamara van Gog, Helen Cowie and Benő Csapó) provided insights into research on learning and instruction from very different perspectives.

The 2010 committee established various **innovations** during this JURE conference: On the last day, the different perspectives were discussed in a controversial debate with the three keynote speakers and Eckhard Klieme. It was also the first time that the EARLI Special Interest Groups were involved in JURE. The JURE assistant coordinators presented their SIGs during a poster session. Another innovation concerns the poster and round table award procedure. All posters and round tables were judged by jury-members and session chairs. Here are the Best-of-JURE2010 award winners: Dominique Rauch (best paper), Daniela S. Schalke (best poster), Natalie Förster (best round table), and Giang Pham (best ICT-demonstration).

The participants had a lot of opportunities to socialise and network during our numerous **social activities**. On Monday we had a welcome reception, where all participants and guests enjoyed the evening at the beautiful and sunny Campus Westend. For Tuesday evening we had arranged several city tours with special topics like "Psychology and Psychiatry in Frankfurt". The highlight of the social program was the delicious and sparkling conference dinner and subsequent party on Wednesday.

3. EAPRIL Conference 2011, 24–26 November, Lisbon, Portugal

Within the context of initial and lifelong learning, the aim of the European Association for Practitioner Research on Improving Learning in education and Professional Practice (EAPRIL) is to develop and support learning and professional

development of individuals, teams, organizations and networks. EAPRIL promotes educational and training practices in educational, business and professional contexts, including workplace learning. Since 2006, EAPRIL organises a yearly conference, also known as the PBPR conference (Practice-Based and Practitioner Research conference). The theme of the EAPRIL conference 2011 is **'Challenges in professional learning across the disciplines'**. For this 5th edition, practitioner researchers, professional trainers, staff developers, learning consultants, people involved in organizational change, HR developers, academics in the field of professional learning and teachers are warmly welcomed. The involvement of different professionals on an international scale is of utmost importance for the success of the conference. With workshops, paper presentations, symposia and interactive poster presentations, this event offers the perfect opportunity for professional development and networking. But, besides work, there will also be pleasure. All participants will be invited for a conference reception and a conference dinner. Is there a better environment than Lisbon to combine work and pleasure? More information about EAPRIL can be found on the website http://www.eapril.org. Looking forward to welcoming you at the EAPRIL conference 2011!

Conference website: http://www.eapril.org/EAPRIL2010

4. EARLI's publications

Until recently, all journals and book series of EARLI were published only on paper. Today, more scientists collect information from electronic journals and from the internet, and so EARLI has adapted its policy.

From 2011 on, both journals Learning and Instruction and Educational Research Review, will be provided electronically to the EARLI members. Those members who wish to receive paper copies will get that possibility for a few more years. Certainly because libraries still require paper copies of the journals.

Learning and Instruction

It is a great pleasure to announce to the EARLI members that according to the most recent information from Thomson Reuter the Impact Factor of Learning and Instruction raised in 2009 from 1.435 to 2.372 this year, the highest it has ever been up to now. As a consequence, Learning and Instruction has moved up the rankings of the Educational Psychology category to 5/44 this year and of the Education and Educational Research category to 4/139 this year.

Congratulations are due to the outgoing editor of L&I, Prof. Dr. Dr.h.c. Anastasia Efklides and her complete editorial team, including her associate editors: Dr. Thea Peetsma, Prof. Dr. Alexander Renkl, Dr. Stuart Karabenick and Prof. Dr. Marja Vauras. Those interested in the computation of the Impact Factor index can visit the journal's website at the URL http://ees.elsevier.com/jli/ (link "Journal Information").

The next Editor of Learning and Instruction is Prof. Dr. Lucia Mason, Italy.

EDUREV

Educational Research Review is the youngest EARLI journal. The first issue was published in 2006. During first four years, Filip Dochy served as the editor-in-Chief, with the help of Susan R. Goldman, Richard Lowe and Lucia Mason as associate editors. At the start of this year, the new editorial team took over, with Päivi Tynjälä as the Editor-in-Chief, and David Gijbels, Ming-fai Pang, Keith Sawyer and Helen Watt as associate editors. Diverse perspectives of educational research are represented, because the editorial board and editorial advisory board consist of a variety of experts from within the field.

Despite its short history, the journal has gained a sustainable position in the continuously expanding field of publishing. The number of full text article downloads has increased from 5.036 in 2006 to 35.681 in 2009. Also the regional coverage is good: last year 38% of the downloads were from Europe, 23% Asia, 18% North America, 8% Middle East, 6% Australasia, 4% Africa, and 3% from South America. So, we can proudly say that the journal is being read all over the world.

We welcome all EARLI members to submit papers to Educational Research Review. While Learning and Instruction publishes merely empirical studies, EDUREV publishes review papers and theoretical papers. Writing a review study is a challenging task but, at the same time, it is a deep learning process. Therefore we want to encourage especially young researchers and doctoral students to write review articles.

Diverse types of reviews can be accepted such as *research reviews* aimed at analysing and comparing research on similar or related topics, *theoretical reviews* critically describing the evolution of theories, *methodological reviews* devoted to methods and methodologies used in educational research, *thematic reviews* based on description of particular areas of the literature, or particular educational approaches or learning models, and *research critiques* focusing on selected educational topics. The genre of the papers may vary from meta-analytic and best-evidence reviews to narrative reviews. EDUREV also publishes non-reviewed Position Papers. They are essays that present a justified opinion about a specific issue related to educational research.

For more information, visit the journal homepage on: http://www.elsevier.com/locate/edurev.

Full details of electronic submission can be obtained from http://ees.elsevier.com/edurev/. Editor of Educational Research Review: Prof. Dr. Päivi Tynjälä, Finland.

New Perspectives on Learning and Instruction

Also from 2011 on, the EARLI book series "New perspectives on Learning and Instruction" will go partly electronically. This series of EARLI books is running well: recently 2 new issues were published "Use of representation in reasoning and problem solving" edited by Verschaffel, De Corte, De Jong and Elen, and "Researching and understanding educa-

tional networks" edited by Mc Cormick, Fox, Carmichael and Procter. This book series, published by Routledge, is now less expensive than it was previously (price is 34 € per issue), and can be ordered at: http://www.routledge.com/books/series/new_perspectives_on_learning_and_instruction_EARLI/.

But also here we contracted Routledge to start spreading these books to the EARLI membership electronically: from 2011 on, an issue of the book series that is broadly accessible to the majority of the membership, will be provided for free to all EARLI members. As such, EARLI hopes to create a larger spin-off of the book series and the scientific content that it holds. More information on the book series can be found on http://www.earli.org/publications/New_perspectives_on_learning_and_instruction

Editor-in-Chief: Prof. Dr. Mien Segers, the Netherlands. Assistant of the Editor-in-Chief: Dr. Isabel Raemdonck, the Netherlands.

5. JURE 2011 pre-conference, August 29-30, Exeter, UK

With great pleasure we would like to invite all junior researcher of EARLI to present their research, at the 2011 pre-conference of the Junior Researchers of EARLI, taking place prior to the EARLI biennial conference at the University of Exeter, Exeter, UK, on the 29th and 30th of August 2011.

We encourage you to share your research with the JURE EARLI community to:

1. discuss your research with internationally recognised scholars or senior researchers,
2. receive helpful feedback from your peers on your presentation and feedback,
3. be part of a vibrant network of young researchers of learning and instruction.

The pre-conference includes different presentation formats, including paper sessions, interactive poster sessions as well as roundtable sessions. We hope you join us for the JURE 2011 experience in Exeter.

The organising committee can be contacted via: 2011jure@gmail.com

Registrations for the JURE 2011 pre-conference will start in December, 2010. JURE members are entitled to reduced conference fees for both conferences. Find out if you are entitled to JURE membership of EARLI on http://www.earli.org/Junior_Researchers_(JURE). Please make sure your JURE membership is approved by the EARLI Office before you register for JURE and/or EARLI 2011.

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

Dear colleagues,

Welcome to the 14th European Conference for Research on Learning and Instruction. Preparations here in Exeter are progressing well and by the time this issue of the Association News goes to printing, the deadline for submissions is approaching: submission deadline 29 October 2010.

The University of Exeter is proud to host the EARLI Conference and we are looking forward to welcoming you all here in Exeter. We hope that the conference will enable you to share your research with an international research community and to engage in discussion and conversation about the pressing research issues of the modern age. The conference brings together researchers from across the world and through both formal and informal conversations, new links and new networks are established. Many long-lasting research collaborations are forged at EARLI!

Indeed, the theme of the conference is *Education for a Global Networked Society*. The theme reflects our interest in how the globalisation of markets, including education, and how the technology of mass communication are changing educational practices and creating both new possibilities and new challenges. We hope the theme will stimulate the sharing of research around networked and collaborative learning, both virtual and face-to-face, and research investigating and theorising education in a global world. We are, of course, very glad to welcome a wide range of research on learning and instruction.

The city and University of Exeter is a great venue for a conference. The University of Exeter has one of the country's 'most beautiful' campuses (Michelin Green Guide), situated on the northern outskirts of the city, and the city itself is a delightful blend of old and modern, with its Roman walls, its Gothic cathedral, and its new modern shopping centre. You might also like to visit the historic St Luke's campus, home to the Graduate School of Education. Exeter is located in the beautiful South-West of England, close to the World Heritage Jurassic coast and the National Parks of Dartmoor and Exmoor. It is easily accessible and is about two hours by train from London Heathrow.

We are looking forward to meeting all of you in Exeter.

Rupert Wegerif   **Debra Myhill**
Chair of the 14th EARLI Conference   Conference Manager

Registrations for the EARLI 2011 biennial conference will start in December, 2010. JURE members are entitled to reduced conference fees for both conferences. Find out if you are entitled to JURE membership of EARLI on http://www.earli.org/Junior_Researchers_(JURE). Please make sure your JURE membership is approved before you register for JURE and/or EARLI 2011.