

research ED 2017

HANINGE

RESEARCH LEADS NETWORK

Haninge
kommun



CONFERENCE PROGRAMME



tyresö
kommun

Saturday February 4th 2017

Fredrika Bremergymnasiet, Dalarövägen 64, Handen
Haninge, 136 46 Sweden



- 1.** To raise the research literacy of educators, in order for them to possess the critical skills necessary to challenge and understand the quality of research they encounter.
- 2.** To bring together as many parties affected by educational research - e.g. teachers, academics, researchers, policy makers, teacher-trainers - in order to establish healthy relationships where field-specific expertise is pooled usefully.
- 3.** To promote collaboration between research-users and research-creators so that educators become more involved in the questions posed for research to answer, the data generated in that process, and in the consideration of the meaning of that data.
- 4.** To help educators become as aware as possible of significant obstacles - e.g. biases - in their own understanding of learning and education, and to locate the best methods of empirical enquiry and analysis in those fields.
- 5.** To promote, where possible, research of any discipline that has been shown to have significant evidence of impact in education, and to challenge research that lacks integrity, or has been shown to be based on doubtful methodologies.
- 6.** To explore 'what works' in the field of education, and to explore what the concepts contained in that statement might mean, as well as to consider the limitations of scientific enquiry in this area as well as the opportunities.

ORDER OF THE DAY

9:00 - 9:45	Registration	13:10 - 13:50	Session Four
9:45 - 10:00	Welcome	14:00 - 14:40	Session Five
10:10 - 10:50	Session One	14:40 - 15:05	Break
11:00 - 11:40	Session Two	15:05 - 15:45	Session Six
11:50 - 12:30	Session Three	15:55 - 16:35	Session Seven
12:30 - 13:00	Lunch	16:35 - 16:50	Plenary/Thanks

WELCOME TO researchED HANINGE 2017

It has been an extraordinary year for researchED. In 2016 we took the concept to Washington DC, and Melbourne, and held our first ever Further Education conference.

And now, we've come together for our first research lead conference in Haninge. I can't tell you how proud this makes me; by that I mean proud of everyone who makes researchED happen: the volunteers, the speakers, the hosts, the sponsors and the attendees.

researchED is a symptom of something more than just itself; it represents a new appetite from educators to empower themselves, and transform the way they learn about their own craft. It also represents a new model of how educators can learn from one another, and I for one am thrilled to see where this is going.



This conference reflects our aims: rising research literacy and driving new models of professional development.

This conference also represents researchED growing internationally; we're proud that the Sweden has joined us again in what should really be a global conversation.

I hope you have a fantastic day, and I hope it helps you have a few fantastic days because of it.

TOM BENNETT
Founder, researchED

THANK YOU TO OUR SPONSORS



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tyresö kommun 



WELCOME TO



FREDRIKA



Haninge
Municipality

Welcome to our beautiful upper secondary school **Fredrika Bremergymnasiet**. I am very honoured that Haninge municipality and Tyresö municipality have been given the opportunity to co-host researchED Leads Network Day in Haninge. We believe working out what works together is the way forward. We are committed to developing how our pupils learn and we know the value of continuing research-based professional development and importance of inspiring practice in the classroom and beyond. We hope you will enjoy today's researchED conference, a movement and organisation whose values we try to embrace.



I look forward to meeting you and hope that you will enjoy today's exciting speakers and stimulating conversations, and that you leave us full of creative ideas to take into the future.

I also hope that you enjoy a good lunch and our beautiful surroundings!

Best wishes,

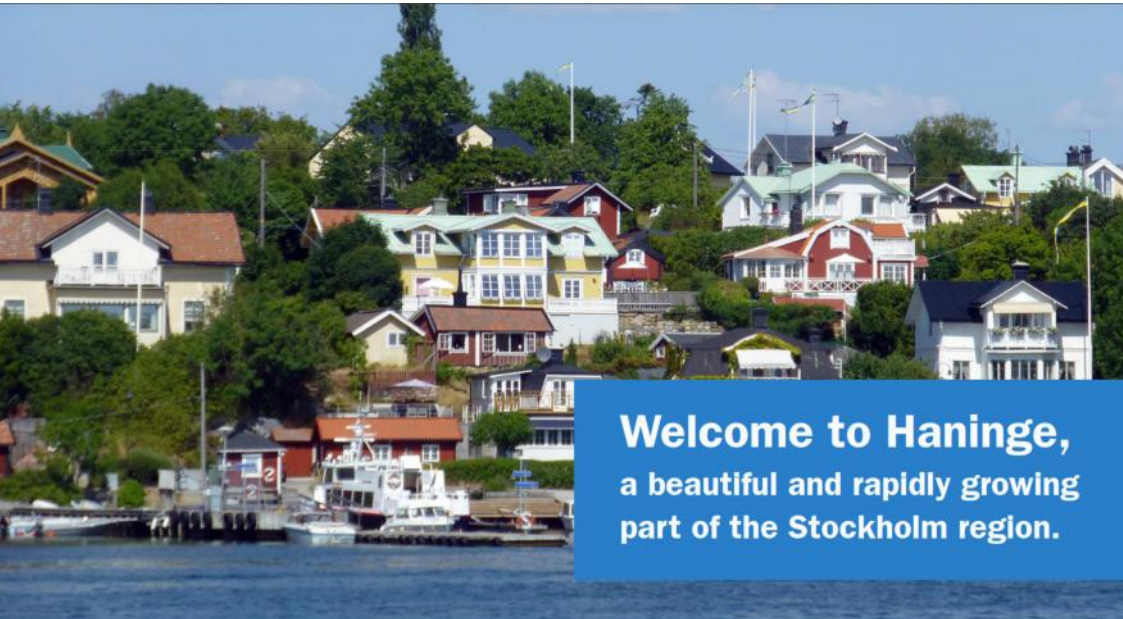
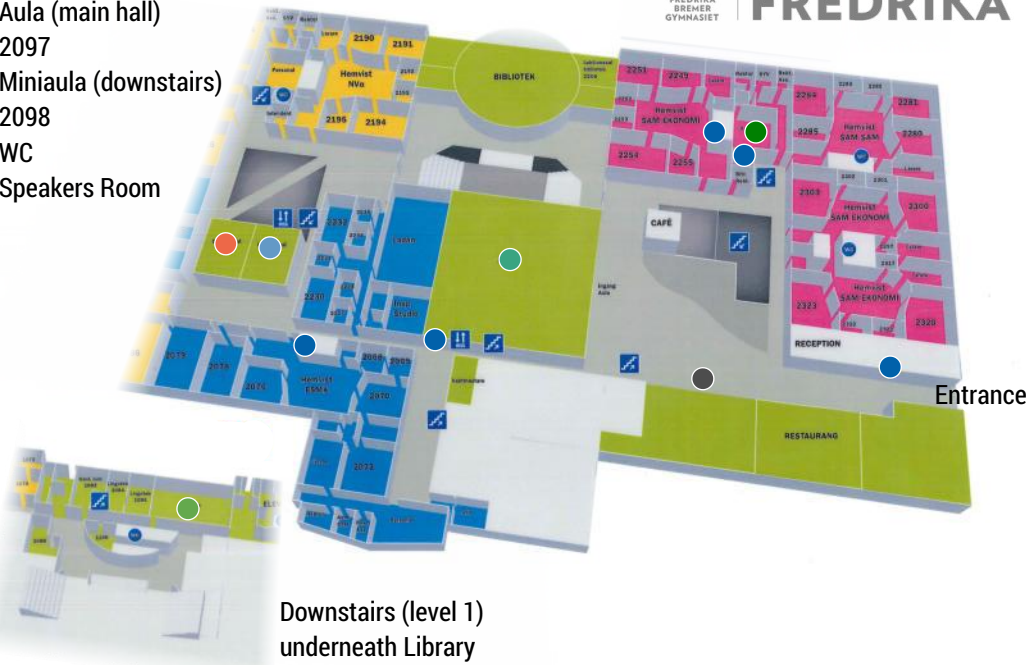
Mats Öhlin,
Head of Department of Education in Haninge





FREDRIKA

- Registration
- Aula (main hall)
- 2097
- Miniaula (downstairs)
- 2098
- WC
- Speakers Room



Welcome to Haninge,
a beautiful and rapidly growing
part of the Stockholm region.

Aula

Welcome and Introduction 9:45 – 10:00

Tom Bennett

Session One - 10:10 – 10:50

Aula

Some basic ingredients for education

Pedro De Bruyckere - Educational scientist and teacher trainer @ Arteveldehogeschool Ghent, Belgium

There are no recipes in education, yet there are basic ingredients that teachers can use while preparing and teaching their classes. Some classes may need some more pepper; others will need a bit less salt. In this session you'll learn some of these basic ingredients and when and how to use them. Or in short: basic, practicable principles for the effective acquisition of new knowledge & skill

Session Two - 11:00 – 11:40

2097

Investigating teachers' assessment practices

Eva Hartell PhD & certified teacher, Haninge and KTH Royal Institute of technology

This session will provide some insights on how research leads and school leaders can provide evidence-based guidance for teachers' assessment practices in order to bridge teaching and learning through embedding formative assessment and comparative judgement.

Miniaula

Being a researcher in the shade of the ed-tech industry - Examples from game-based learning and gamification

Jonas Linderöth - Professor, University of Gothenburg

In this talk Jonas shares his experiences of being an academic scholar whose work focuses on games and learning, and whose use of game theory in teaching and learning often competes with more 'hyped' narratives from the ed-tech industry. Jonas will illustrate how doubtful arguments are woven into academic discourse, how the industry, to some extent, controls the public voice of academics and how the media oversimplify research on games and learning. He will conclude by giving a more nuanced picture of what can be achieved through introducing carefully thought-through (and not necessarily ed-tech) gamification in specific subjects.

2098

Journal Clubs

Beth Greville-Giddings - Research Lead and Teaching Assistant at Westbury School, Nottingham

Journal clubs are a great way for schools to start engaging with research and current ideas in education. Find out what a Journal Club is, how to run one in an educational setting, how to access resources to help you, and get hands-on experience of a Journal Club.

Session Three - 11:50 – 12:30

2097

The Institute for Education Educational Research - Research-Based Teaching and Learning*Lena Adamson - Director Swedish Institute for Educational Research*

The Swedish Institute for Educational Research is a government agency with the task to provide teachers and other professionals in the school system with research-based knowledge in relation to teaching and learning practices. This we do by producing systematic reviews and financing educational practice-based research. This presentation will present the institute's current activities. The presentation will also discuss the concepts of 'research-based', 'evidence' and 'evidence-informed practice' and why we need to enhance the use of research in teaching.

Minniaula

What can Research Schools do for us?*Alex Quigley - Director of Research School, Huntington School, York*

Many teachers and organisations, like ResearchEd, are working hard to see education become evidence-based. There are no quick-fixes, but this session explains the new EEF/IEE Research Schools project, and how it aims to support schools in sharing, interpreting and using research evidence to improve student outcomes.

2098

How can school and teachers become more research engaged?*Tom Bennett - Founder of researchED, UK Government Advisor on Behaviour*

In this session Tom will outline practical ways in which both teachers and school leaders can engage in order to use the best research to enhance how we lead, teach and nurture students. From research leads to staff training, opportunities are everywhere.

Lunch

kunskaps

HÖGA AMBITIONER. NÄRA LIVET.

”Jag uppskattar verkligen att Tyresö kommun genomför en gemensam och övergripande pedagogisk utvecklingssatsning som berör alla lärare på samtliga grundskolor. Bedömning för lärande breddar vår pedagogiska verktygslåda och bidrar till att vi hela tiden håller oss uppdaterade kring elevernas förkunskaper och kunskapsutveckling.”

Laban Tobiasson, lärare i musik och SO på Tyresö skola

tyresö kommun 

Session Four - 13:10 – 13:50

2097

Evidence-based practice: Misconceptions and missed opportunities*Dr Gary Jones - independent researcher and consultant*

This session will provide a working definition of evidence-based practice and explore some of the common misconceptions associated with evidence-based practice. The session will also demonstrate a practical technique which will increase your skills as an evidence-based practitioner.

Miniatura

(R)evolutionary professional learning*Per Kornhall PhD*

There is a lot of support in recent research for the importance of teachers working together to develop teaching. At the same time neoliberal management ideas have strongly influenced most school systems in Europe, creating a pressure for standardized teaching and measurement and, as in Sweden, outright marketization of education. I will make an argument for that that iterative, evolutionary professional development processes are essential for teachers to regain, and reclaim, mastery of their profession.

2098

Stockholm Teaching & Learning Studies - a platform for teacher-driven research*Jessica Berggren - Lektor, R & D Unit, Central Education Administration, City of Stockholm*

Stockholm Teaching & Learning Studies (STLS) is a collaboration between several school organisers in the Stockholm area and Stockholm University. STLS initiates and supports teacher-driven research and development projects in schools. These projects stem from the teachers' own questions and the main objective is to develop teaching and learning and strengthen the teaching profession's knowledge base. Today, more than 100 teachers are involved in ongoing projects which cover questions such as what it means to follow a line of reasoning in algebra to how to design tasks for oral interaction in foreign languages. The projects are supervised by teachers with research degrees.

Session Five - 14:00 – 14:40

2097

What use is educational research to a school?*Panel with Tom Bennett, Per Kornhall, Lena Adamson et al*

Miniatura

A Student's Journey Through Learning: How Can Cognitive Psychology Help?*Yana Weinstein - Assistant Professor at University of Massachusetts, Lowell, USA, and co-founder of the Learning Scientists (<http://www.learningscientists.org/>)*

I look at the students' learning experiences from a cognitive psychology perspective. But what does this mean? How can cognitive psychologists help shed light on the learning process? I will talk about some promising findings, as well as some limitations of our field.

2098 The Prospect and Dilemma of Lesson Study*Megumi Honjo - Associate professor, Kanazawa University*

Lesson Study is very common in Japanese schools. Teachers observe one class and reflect together so as to develop their teaching skills and grow their collegiality. There are currently competing approaches to conducting lesson study. Each school or district has own way to do lesson study; some work very well and some present more difficulties. As a researcher, I have joined some lesson study to support teachers' reflection and learning. I have visited some schools also in Sweden to compare current practices in order to enhance the ways in which we can improve the quality of education.

COFFEE**Session Six - 15:05 – 15:45****2097 Becoming a Research-Engaged School***Carl Hendrick - Head of Learning and Research at Wellington College*

With the emergence of evidence-based practice there is a huge interest in harnessing the lessons from education research for school improvement. However many school leaders have difficulty in mobilising that huge body of information and harnessing it at the point of use resulting in a real gap between research and practice. This session seeks to give practical advice to school leaders and classroom practitioners on how to link research to practice.

Miniatura To consider and reconsider teaching*Karin Berg - Lead Teacher Gothenburg Scillerska gymnasiet*

There is a lot of talk about the need to develop teaching and ways in which the teaching profession should be improved. But how do we know that what we do is best for students' development? How do we know that what we change in our practice is actually effective, not just 'new' or 'innovative'? How do we work out what to change? I will talk about what needs to change: why it is necessary; the difficulties and the joys of 'changing'; the need for collegial learning; strategies to follow and organizational changes needed; and how to consider and reconsider .

2098 The school as an organisation - for whom is it made?*Lina Axelsson Kihlblom - Operations manager Primary school*

Schools are organizations with traditions and they tend to look back at their results to try and improve their practice for the benefit of future students. The fact is that teachers and leaders know early on in the school year how the results will turn out in the end, but few organizations really question that information or even dare to re-organize their structures and curriculum while there is still time to change students' outcomes; in other words, few genuinely think about meaningfully changing inputs in order to improve outcomes. Organizational predictability sometimes obstructs students' outcomes but it is possible to develop tools using teacher's predictions that are effective in improving school culture .

Aula Flip the system: Changing education from the ground up.*René Kneyber - Math teacher, Oosterlichtcollege, Nieuwegein, Holland*

On a world wide scale education is suffering from neoliberal reforms: governments are forcing schools to strive for measurable results, work pressure is increasing, and teachers are deprofessionalized. In this session René Kneyber argues that 'there is an alternative' and highlights how we can give back education to teachers.

Followed by a plenary with Tom Bennett.



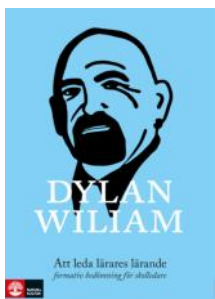
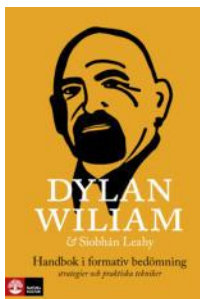
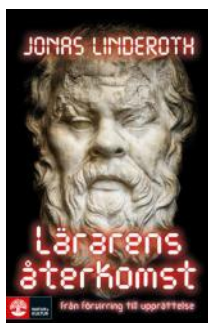
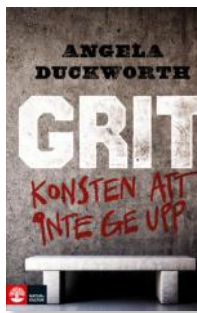
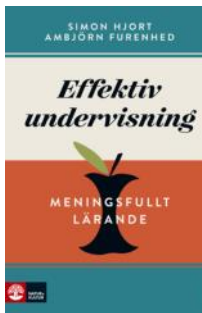
Haninge schools are serious about raising student achievement.

We value diversity among our students as well as our employees, and believe working out what works together is the way forward.

Welcome to Haninge!

Natur & Kultur Akademisk

Proud sponsor of *researchED* Haninge 2017





Lena Adamson @skolffi

Lena Adamson, associate professor of psychology, director of the Swedish Institute of Educational Research, also affiliated to Stockholm University, Stockholm, Sweden. Her original research interest dealt with adolescent identity development, future orientation, prevention and youth development programs. She has had several leadership positions within and outside of Academia, amongst others as Secretary General for The Swedish National Agency for Higher Education. She is currently engaged as HE expert to several National Quality Assurance Agencies, the European Network of Quality Assurance (ENQA), the Council of Europe and the European Commission/European Institute of Innovation and Technology (EIT).



Lina Axelsson Kihlblom @rektorlina

Former principal who now leads Haninge community primary schools and is a member of 2015 School commission for improved schoolresultas in Sweden.



Tom Bennett @tombennett71

Tom Bennett is the founder of researchED, a grass-roots organisation that seeks to raise research literacy in education. Since 2013 researchED has visited three continents and six countries, attracting thousands of followers. In 2015 he became the UK government's school 'Behaviour Czar', advising on behaviour policy. He has written four books about teacher training, and in 2015 he was long listed as one of the world's top teachers in the GEMS Global Teacher Prize. In the same year he made the Huffington Post's 'Top Ten Global Bloggers' list. His online resources have been viewed over 1,200,000 times.



Karin Berg @frokenbagare

Karin Berg, teacher of Swedish and Religion, holds a position as Advanced Teacher at Schillerska Gymnasiet in Gothenburg, assigned to lead the school's development work: "I love to teach. I need to develop. I dream of a school organisation where teaching develops every day. This is why I founded the think tank Skolsmedjan, air the podcast Skolsverige and write chronicles in the magazine Skolporten. And of course, this is why I teach at Schillerska gymnasiet in Gotenburg".



Jessica Berggren @jecka_b

Jessica Berggren works for the Research & Development unit at the Central Education Administration in the City of Stockholm. She is a coordinator and supervisor in Stockholm Teaching & Learning Studies, in the network for English and second foreign languages. She is also a doctoral student at the Department of English at Stockholm University



Pedro De Bruyckere @thebandb

Pedro De Bruyckere (1974) has worked as an educational scientist at Arteveldehogeschool in Ghent, Belgium since 2001. He co-wrote several books on youth and education in Dutch and is an often solicited international public speaker on education. One of his strongest points is that Pedro is funny when explaining serious stuff. In 2015 Pedro co-wrote the popular book "Urban Myths about Learning and Education" with Paul Kirschner and Casper Hulshof. He is also an avid blogger on new research in education. Do check www.theeconomyofmeaning.com.



Beth Greville-Giddings [@bethgg](#)

Beth Greville-Giddings is the Research Lead and a Teaching Assistant at Westbury School, a special school (SEMH) in Nottingham, UK. Beth completed her M.Ed. in 2012 and has led the school in Lesson Study as part of a national research project. She is currently working on collaborations between The University of Nottingham and local schools. Beth runs a regular journal club which is open to all staff in school, and has initiated journal clubs for Transform Teaching School Alliance and the researchED forum.



Eva Hartell [@EvaHartell](#)

Eva is senior lecturer and certified teacher in STEM subjects, focusing her work on assessment in elementary schools. She is an experienced teacher and she holds a PhD in the area of educational assessment focused on teachers' assessment practices, concluding in her doctoral thesis that affordance for teachers' assessment practices must be increased. She has extensive experience in school-based research working directly with teachers, schools, and municipalities to conduct significant practice-based research and is currently working in Haninge and at KTH Royal Institute of Technology in Sweden.



Carl Hendrick [@C_Hendrick](#)

Carl Hendrick is the head of learning and research at Wellington College where he teaches English. He is also completing a PhD at King's College London. He has taught for several years in both the state and independent sectors where he has worked on several cross sectoral collaborations and is a co-director of the Telegraph Festival of Education. In 2014 he established the Wellington Learning and Research Centre. Among the many projects he is leading is a two-year collaboration with Harvard Graduate School of Education faculty evaluating Growth Mindsets and student self-efficacy. He tweets in a personal capacity at [@C_Hendrick](#) and can be contacted at CNEH@wellingtoncollege.org.uk



Megumi Honjo [@megumi_honjo](#)

Megumi Honjo is an associate professor of pedagogy at the Faculty of Teacher Education of Kanazawa University, Japan. Her research fields are mainly on curriculum planning and instruction development. For more than ten years, she has been studying and collaborating on Lesson Study with a variety of teachers ranging from elementary school to higher educational institutions. Her role on those occasions is to help teachers develop reflection and evaluation on their classroom teaching. Her current work focuses on the assessment of students' competencies and their career in vocational education at the upper secondary level.



Gary Jones [@DrGaryJones](#)

Dr Gary Jones worked in post-compulsory education for over 25 years. Gary has a doctorate in educational management from the University of Bristol and is interested in evidence-based practice and the implications for school leadership and management. Gary is currently an associate of Expansive Education Network based at the University of Winchester, where he supports teachers engaged in evidence-based practice. Gary is also involved in a research project investigating school research leads' use of research evidence.

**René Kneyber**  [@rkneyber](#)

René Kneyber is a mathematics teacher from Holland. He has written multiple books on classroom management, formative assessment and education policy. He is member of the Dutch Education Council by royal appointment and writes opinion pieces for Dutch national newspaper Trouw.

**Per Kornhall**  [@Kornknarr](#)

With a PhD in Botany, and a teacher's diploma, Per has been a teacher and worked on the National level with educational issues. He is currently employed part time as a researcher at Mälardalens University, and spends the rest of his time writing books, lecturing and consultancy. His main focus is on improving and leading on professional learning and leadership, and the re-professionalization of the teaching profession. I am part of a network of independent experts on education connected to the European Commission and a member of the Royal Academy of Sweden's School Committee.

**Jonas Linderöth**

Jonas is a professor in education at the University of Gothenburg. His academic interest is perception, learning and cognition during gameplay. Recently he has published research on how game designers work with storytelling and the unique skills it takes to design what Jonas calls a "composite form".

**Alex Quigley**  [@huntingenglish](#)

Alex Quigley is Director of Research School, at Huntington School, in York. He is an English teacher who reads and writes about research evidence, attempting to translate it into practice. Alex leads the Education Endowment Foundation RISE Project (Research-leads Improving Students' Education). He is the author of 'The Confident Teacher', published by Routledge

**Yana Weinstein**  [@doctorwhy](#) and  [@AceThatTest](#)

Yana received her PhD in Psychology from University College London and had four years of postdoctoral training at Washington University in St. Louis. The broad goal of her research is to help students make the most of their academic experience. Yana's research interests lie in improving the accuracy of memory performance and the judgments students make about their cognitive functions. Yana tries to pose questions that have direct applied relevance, such as: How can we help students choose optimal study strategies? Why are test scores sometimes so surprising to students? And how does retrieval practice help students learn?



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Bokrelease 4 februari

Välkomna till Studentlitteratur monter för att fira
utgivningen av *Flip the System* och *Moderna myter!*

Böckerna finns att köpa till releasepris. Endast kortbetalning.
Vi bjuder även på kaffe och tårta till eftermiddagsfikat.

*Varmt välkomna,
Studentlitteratur*



	<i>Aula</i>	<i>2097</i>	<i>Miniaula</i>	<i>2098</i>
9:45 – 10:00	Introduction Tom Bennett			
Session One 10:10 – 10:50	Some basic ingredients for education Pedro De Bruyckere			
Session Two 11:00 – 11:40		Investigating teachers' assessment practices Eva Hartell	Being a researcher in the shade of the ed-tech industry Jonas Linderoth	Journal Clubs Beth Greville-Giddings
Session Three 11:50 – 12:30		Research-Based Teaching and Learning Lena Adamson	What can Research Schools do for us? Alex Quigley	How can school and teachers become more research-engaged? Tom Bennett
Lunch				
Session Four 13:10 – 13:50		Evidence-based practice: Misconceptions, missed opportunities Gary Jones	(R)evolutionary professional learning Per Kornhall	Stockholm Teaching & Learning Studies Jessica Berggren
Session Five 14:00 – 14:45		What use educational research? <i>Panel Tom Bennett, Per Kornhall, Lena Adamson et al</i>	A Student's Journey Through Learning Yana Weinstein	The Prospect and Dilemma of Lesson Study Megumi Honjo
Refreshments				
Session Six 15:05 – 15:45		Becoming a Research-Engaged School Carl Hendrick	To consider and reconsider teaching Karin Berg	The school as an organisation - for whom is it made? Lina Axelsson Kihlblom
Session Seven 15:55 – 16:35	Flip the system: Changing education from the ground up. René Kneyber			
Plenary 16:35 – 16:50	Thank you Tom Bennett			