

CONFERENCE INCREASING EDUCATIONAL OPPORTUNITIES AFTER CORONA

WEDNESDAY JUNE 9TH, 13:30-17:15 CEST



13:30-14:00	OPENING					
	Effective interventions to support teaching and learning (EEF Teaching and Learning Toolkit) - Jonathan Kay					
14:00-14:05	The impact of Covid-19 on education in Europe - Andreas Schleicher					
14:05-14:45	<u>Panel discussion - International practices in catch-up and recovery</u>			<u>Evidence-informed werken in de praktijk</u>		
	Kristof de Witte Megan Kuhfeld Michael Gratz Anne Fleur Kortekaas-Rijlaarsdam			Hanke Korpershoek Anne de Bruijn İşil Sincer		
14:45-15:15	<u>Covid-19 and educational change: Key lessons from Singapore</u>			<u>In gesprek met het onderwijs-OMT</u>		
	Pak Tee Ng			Melanie Ehren en Ilja Cornelisz		
15:15-15:30	BREAK					
15:30-16:00	<u>Supporting schools in choosing effective programs</u>	<u>Looking beyond math and reading: students' wellbeing and socio-emotional development</u>	<u>Evidence-based catching-up: unraveling the theory of change of catch-up programmes</u>	<u>Interrupted schooling</u>	<u>Praktijkaarten Education Lab Extra lessen</u>	<u>Praktijkaarten Education Lab Professionalisering van docenten</u>
	Martijn Meeter	Marcela Huepe Gabriele Cares	Melanie Ehren İşil Sincer	Chris Chang Bacon	Tijana Breuer	Tom Stolp
16:05-16:35	<u>Inequality of educational opportunities in practice: what can be done?</u>	<u>Parents well-being under lock-down and their experiences with home-schooling</u>	<u>Effects of two school closings on learning gains in Dutch primary education: Differences between students and schools</u>	<u>Speciale uitdagingen voor het speciaal onderwijs</u>	<u>Effectief evalueren van eigen programma's</u>	<u>Praktijkaarten Education Lab Ouderbetrokkenheid</u>
	Tijana Breuer Megan Kuhfeld Paula Arce-Trigatti	Karen Wespieser Anne Tharner	Carla Haelermans Lynn van Vugt	Martijn Meeter	Anne Fleur Kortekaas-Rijlaarsdam Roxanne Korthals	Sanne van Wetten
16:40-17:15	<u>Catching up and recovering: approaches in various countries</u> - Dirk van Damme					

■ Keynote; ■ Dutch session; ■ International session



Sessie: Evidence-informed werken in de praktijk en het keuzekompas

Tijdstip: 14:00 – 14:45

Voertaal: Nederlands

Spreekers: Hanke Korpershoek, Anne de Bruijn & Işıl Sincer

Zoomlink: <https://maastrichtuniversity.zoom.us/j/98698315353?pwd=VzFhaUFra2YxdzI4Y1g1N1NpbXBGQT09>

Meeting ID: 986 9831 5353

Password: Conference

Scholen zijn continu in verandering en altijd op zoek naar manieren om de onderwijskwaliteit te verbeteren. Het is steeds gebruikelijker geworden om hierbij evidence-informed te werken, maar hoe doe je dat in de praktijk? Om de kans op succesvolle innovatie te vergroten, is de keuze van een geschikt programma of aanpak (bijvoorbeeld nieuwe werkvormen, instructieprincipes en leer-materialen) ontzettend belangrijk. Als je bijvoorbeeld met tutoring of samenwerkend leren wilt gaan werken, leerdoelen hebt opgesteld die je met de leerlingen wilt bereiken, en informatie hebt verzameld over verschillende aanpakken waar je uit kunt kiezen, hoe kies je dan de best passende aanpak voor jouw school?

In deze sessie lopen we stap-voor-stap een aantal vragen bij langs over het nemen van weloverwogen beslissingen over onderwijsverbeteringen. Evidence-informed decision-making (EIDM) draait om drie oordelen: (1) is de aanpak theoretisch goed onderbouwd, (2) is de effectiviteit van de aanpak goed onderzocht en (3) een professioneel oordeel van de onderwijsprofessional zelf, namelijk of de aanpak past bij de visie van de school en toepasbaar is binnen de eigen schoolcontext. In deze interactieve sessie worden concrete handvatten gegeven en vragen gesteld waar je deze drie oordelen op kunt baseren, om te komen tot een weloverwogen beslissing en een goed onderbouwde aanpak voor kwaliteitsverbetering.

Prof. Dr. Hanke Korpershoek is adjunct hoogleraar Onderwijswetenschappen, i.h.b. Onderwijsinnovatie en Onderwijsverbetering, verbonden aan het GION Onderwijs/Onderzoek van de Rijksuniversiteit Groningen. Haar onderzoeksinteresses liggen op het gebied van onderwijsinnovatie en onderwijsverbetering, evidence-informed decision making (EIDM), onderzoek naar verschillende onderwijssystemen en keuzegedrag en motivatie van leerlingen. Haar huidige onderzoeksprojecten zijn gericht op de profielkeuzes van leerlingen in het voorgezet onderwijs en de rol van de school hierbij, op het verbeteren van de loopbaanoriëntatie en -begeleiding in het vmbo en op studentenwelzijn in het hoger onderwijs.

Işıl Sincer: Onderwijs, maatschappelijke thema's en diversiteit zijn de belangrijkste interesse- en expertisegebieden van Işıl Sincer. Deze thema's lopen als een rode draad door haar professionele leven. In haar promotieproject onderzocht Işıl de relatie tussen kenmerken van de leerlingpopulatie, burgerschapsvorming en burgerschapsuitkomsten van middelbare scholieren in Nederland. Vóór en tijdens haar promotieproject werkte Işıl als wetenschappelijk docent Pedagogische en Onderwijswetenschappen bij de Erasmus Universiteit Rotterdam. Momenteel werkt Işıl als postdoctoraal onderzoeker bij de VU Amsterdam/LEARN! Instituut. In deze functie evalueert ze ondersteuningsprogramma's gericht op het inhalen van leerachterstanden die leerlingen hebben opgelopen door de schoolsluitingen tijdens de coronacrisis.

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Anne de Bruijn is Universitair Docent onderwijswetenschappen aan de Vrije Universiteit Amsterdam. In haar onderzoek houdt ze zich bezig met de relatie tussen de cognitieve en fysieke ontwikkeling van kinderen en de effecten van beweging op schoolprestaties. Op dit moment is ze betrokken bij onderzoek naar de effectiviteit van inhaal en ondersteuningsprogramma's in het primair en voortgezet onderwijs. Binnen dit project houdt ze zich met name bezig met effecten op de sociaal-emotionele ontwikkeling van kinderen.



Sessie: In gesprek met het onderwijs OMT

Tijdstip: 14:45 – 15:15

Voertaal: Nederlands

Sprekers: Melanie Ehren en Ilja Cornelisz

Zoomlink: <https://maastrichtuniversity.zoom.us/j/98698315353?pwd=VzFhaUFra2YxdzI4Y1g1N1NpbXBGQT09>

Meeting ID: 986 9831 5353

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In deze sessie kun je in gesprek met het Onderwijs OMT. Twee leden van het Onderwijs OMT, prof. Melanie Ehren en dr. Ilja Cornelisz, zullen ingaan op jullie vragen en opmerkingen. Dit kunnen vragen zijn over effectieve aanpakken en uitdagingen, maar ook meer algemene vragen over het Nationaal Programma Onderwijs.

Het Onderwijs-OMT heeft als doel om op basis van de stand van de wetenschappelijke kennis een zo goed mogelijk advies aan het onderwijs te geven. Dit advies is gebaseerd op wetenschappelijke inzichten over effectieve aanpakken in het onderwijs. Het Onderwijs-OMT richt zich primair op adviezen omtrent het Nationaal Programma Onderwijs en de extra middelen die beschikbaar zijn om vertragingen als gevolg van Covid-19 tegen te gaan. Achterliggend doel is te adviseren over effectieve aanpakken voor duurzame onderwijsverbetering.



Parallelsessie: Professionalisering van docenten

Tijdstip: 15:30 – 16:00

Voertaal: Nederlands

Spreker: Tom Stolp

Zoomlink: <https://maastrichtuniversity.zoom.us/j/97199727085?pwd=TUVYQXIDOSTHNXVMQ3dNaGg0U2s2QT09>

Meeting ID: 971 9972 7085

Password: Conference

In deze sessie presenteert Tom Stolp de praktijkkaart '[Coaching](#)' van Education Lab. Om de kennis en kunde van de leraar te verbeteren kunnen scholen gebruik maken van coaching. Deze presentatie toont kort het bewijs dat coaching een effectieve manier is om de professionalisering van de leraar te bevorderen. Coaching kan worden ingezet om bestaande praktijken te verbeteren en om nieuwe methoden en effectieve benaderingen onder de knie te krijgen. Zo zijn er effectieve coachingsprogramma's die de leraar-leerling interactie verbeteren en programma's die zich specifiek richten op tekstbegrip. Coaching kan ten slotte bestaan uit meerdere onderdelen die alleenstaand of in combinatie kunnen worden uitgevoerd: Voorbeeldlessen, co-teaching, lesobservatie en coachinggesprek.

Tom Stolp is postdoctoraal onderzoeker bij Education Lab Netherlands aan de Universiteit Maastricht. Tom heeft zowel wetenschappelijke als toegepast onderzoek uitgevoerd en gepubliceerd op het gebied van onderwijs. Het betreft werk voor zowel private als publieke partijen. Zijn onderzoeksinteressen zijn menselijke kapitaal en onderwijs, de meting en effecten van economische voorkeuren en persoonlijkheid en personeelseconomie.



Parallelsessie: Extra Lessen

Tijdstip: 15:30 – 16:00

Voertaal: Nederlands

Spreker: Tijana Breuer

Zoomlink: <https://maastrichtuniversity.zoom.us/j/98698315353?pwd=VzFhaUFra2YxdzI4Y1g1N1NpbXBGQT09>

Meeting ID: 986 9831 5353

Password: Conference

In deze sessie presenteert Tijana Breuer de toolkit '[Extra lessen](#)' van Education Lab.

Tijana Breuer is managing director en mede-oprichter van Education Lab Netherlands. Binnen de Education Lab is Tijana verantwoordelijk voor relaties met externe stakeholders en partnerschappen, strategische planning en financiering van het onderzoek. Als onderzoeker is ze betrokken bij verschillende onderzoeksthema's waaronder 'gelijke kansen', 'innovatie en ICT' en 'scholen als lerende organisaties'



Parallelsessie: Ouderbetrokkenheid

Tijdstip: 16:05 – 16:35

Voertaal: Nederlands

Spreker: Sanne van Wetten

Zoomlink: <https://maastrichtuniversity.zoom.us/j/98698315353?pwd=VzFhaUFra2YxdzI4Y1g1N1NpbXBGQT09>

Meeting ID: 986 9831 5353

Password: Conference

Het vergroten van ouderbetrokkenheid is een krachtig instrument om leerresultaten te verbeteren. Dit geldt zowel voor de ontwikkeling van cognitieve vaardigheden bij jonge kinderen, als voor het aanleren van non-cognitieve (sociale) vaardigheden bij oudere kinderen. De vraag hoe scholen ouderbetrokkenheid kunnen vergroten, wordt in verschillende wetenschappelijke literatuur beantwoord. Education Lab heeft de belangrijkste conclusies uit de literatuur samengevat in de toolkit '[Betrekken van ouders](#)'. In deze sessie bespreken we deze conclusies en geven we praktische voorbeelden van kansrijke manieren om ouders te betrekken bij het leren van hun kinderen. Ook is er voldoende ruimte voor vragen.

Sanne van Wetten (1986) is postdoctoraal onderzoeker bij het Researchcentrum voor Onderwijs en Arbeidsmarkt (ROA) van de Universiteit Maastricht. Ze behaalde twee bachelordiploma's in Pedagogiek en Psychologie, en een masterdiploma in Management of Learning aan de Universiteit Maastricht. Aan dezelfde universiteit promoveerde ze in 2020 aan de School of Business and Economics. Haar belangrijkste onderzoeksinteresses richten zich op de ontwikkeling van talent, de kwaliteit van het onderwijs, onderwijs(on)gelijkheid, innovatie en de overgang van school naar werk.

Momenteel onderzoekt Sanne het effect van onderwijsinterventies en -beleid op het tegengaan van ongelijkheid in het onderwijs en de gevolgen van de coronacrisis op leerlingen. Daarnaast is ze teamlid van het Nationaal Cohortonderzoek Onderwijs (NCO) waar ze betrokken is bij grootschalige dataverzamelingen. Binnen Education Lab heeft Sanne recent meegewerkt aan de toolkits 'Betrekken van ouders' en 'Extra lessen' en heeft zij o.a. een bijdrage geleverd aan verschillende Praktijkaarten over het betrekken van ouders bij het onderwijs van hun kinderen.



Parallelsessie: Speciale uitdagingen voor het speciaal onderwijs

Tijdstip: 16:05 – 16:35

Voertaal: Nederlands

Spreker: Martijn Meeter

Zoomlink: <https://vu-live.zoom.us/j/96166083688?pwd=TW1SRk9MMXJNWWkrdTdTU1MxUEZiQT09>

Meeting ID: 961 6608 3688

Passcode: Conference

Ook scholen in het SO, SBO en VSO hebben inhaal- en ondersteuningsprogramma's georganiseerd om vertragingen naar aanleiding van corona te bestrijden. In deze sessie bespreken we wat voor programma's werden georganiseerd, wat de doelen ervan waren, en in welke mate scholen menen dat deze programma's doel hebben getroffen.

Martijn Meeter is in hoogleraar onderwijswetenschappen aan de Vrije Universiteit Amsterdam (VU). Na een promotie in de psychologie aan de UvA verbleef hij een tijd in Amerika, waarna hij ging hij werken aan de VU. Hij was een paar jaar directeur van onderzoeksinstituut LEARN!, en van de lerarenopleidingen van de VU. Zijn onderzoek focust op leren, en maakt gebruik van zowel klassieke methoden uit de onderwijskunde, als technieken uit de cognitieve neurowetenschappen zoals computationeel modelleren en EEG. Recentelijk is hij trekker van onderzoek naar hoe het onderwijs verandert door de Coronapandemie.



Parallelsessie: Effectief evalueren van eigen programma's

Tijdstip: 16:05 – 16:35

Voertaal: Nederlands

Sprekers: Roxanne Korthals & Anne Fleur Kortekaas-Rijlaarsdam

Zoomlink: <https://maastrichtuniversity.zoom.us/j/97199727085?pwd=TUVYQXIDOSTHNXVMQ3dNaGg0U2s2QT09>

Meeting ID: 971 9972 7085

Password: Conference

In deze sessie gaan we in op monitoren en evalueren. Wat is het verschil en hoe kun je, met oog op het Nationaal Programma Onderwijs, beiden effectief inzetten in je onderwijspraktijk. In deze sessie gaan we vooral kijken naar effectief evalueren: Wanneer is procesevaluatie zinvol en wanneer effectevaluatie? Wat zijn de kenmerken van een goede onderzoeksvraag? Wat is een mogelijke vergelijkingsgroep voor bij je evaluatie? Welke gegevens heb je al binnen de school? Welke gegevens verzamel je en hoe analyseer je die?

Roxanne Korthals werkt als senior onderzoeker bij de Inspectie van het Onderwijs (Ivho) en als research fellow bij het Research Centre for Education and the Labour Market (ROA). Bij de Ivho werk ze aan de jaarlijkse publicatie “de Staat van het Onderwijs”, met daarin onderzoek naar de trends en ontwikkelingen in het Nederlandse onderwijs, en is ze betrokken bij het opstellen van de Inspectie-brede onderzoeksagenda. Roxanne houdt zich daarnaast bezig met innovaties in het onderwijs en het evalueren van deze innovaties. In de Staat van het Onderwijs 2019 was veel aandacht voor dit onderwerp en als navolging daarvan probeert ze rond het thema van innovatie en evaluatie zoveel mogelijk het gesprek aan te gaan met scholen en besturen en hun concrete handvaten te geven.

In haar wetenschappelijk onderzoek richt Roxanne zich daarnaast ook op het indelen van leerlingen in onderwijsniveaus en, sinds kort, op de gevolgen van de COVID-19-pandemie op onderwijs(uitkomsten).

Anne Fleur Kortekaas-Rijlaarsdam is universitair docent onderwijswetenschappen aan de Vrije Universiteit Amsterdam (VU). Zij promoveerde in de neuropsychologie op een proefschrift over leerproblemen van kinderen met ADHD en de effecten van stimulantia op leren en motivatie. Haar onderzoek richt zich op (remediëren van) leerproblemen, sociaal-emotioneel functioneren en welbevinden in de school en op de evaluatie van interventies die scholen inzetten om leerlingen extra te ondersteunen. Zij is tevens coördinator van de universitaire lerarenopleidingen voor het primair onderwijs aan de VU, waar zij zich inzet voor nauwe aansluiting van het curriculum op (vraagstukken in) de onderwijspraktijk en de ontwikkeling van nieuwe universitaire opleidingsroutes om meer academische leraren op te leiden. Vanuit zowel haar onderzoeksexpertise als haar rol in de lerarenopleidingen, werkt zij nauw samen met scholen en besturen om, mede in het kader van het Nationaal Programma Onderwijs, meer onderzoeksmatig werken in de school te realiseren en om daarbij diversiteit in schoolteams te stimuleren en benutten.



Keynote: Effective interventions to support teaching and learning (EEF Teaching and Learning Toolkit)

Time: 13:30 – 14:00

Language: English

Speaker: Jonathan Kay

Zoomlink: <https://maastrichtuniversity.zoom.us/j/98698315353?pwd=VzFhaUFra2YxdzI4Y1g1N1NpbXBGQT09>

Meeting ID: 986 9831 5353

Password: Conference

In his keynote, Jonathan Kay will deliver an update and best practice guidance based on the EEF Teaching and Learning Toolkit, focusing on effective interventions to support teaching and learning. He will discuss what the evidence does and doesn't say about the effectiveness of different interventions, and how this knowledge can inform schools.

Jonathan Kay is Head of Policy (acting) and Toolkit Lead at the Education Endowment Foundation. He works to promote the use of evidence in schools and policymaking. Jon also leads on the EEF's evidence synthesis work through the Teaching and Learning Toolkit. Jon has been at the EEF since 2014 and previously led the publication of EEF's evaluation reports. Prior to joining the EEF, he worked at the National Education Trust and on a research project on using text messages to increase parental engagement.



Panel discussion: International practices in catch-up and recovery

Time: 14:05 – 14:45

Language: English

Speakers: Kristoff de Witte, Megan Kuhfeld, Michael Gratz, Anne Fleur Kortekaas-Rijlaarsdam

Zoomlink: <https://vu-live.zoom.us/j/96265935731?pwd=WTcvc1FtU2pDTzBsWnMwMU9mWVZCQT09>

Meeting ID: 962 6593 5731

Passcode: Conference

In this session, a panel of international experts will talk about the measures taken by schools, local and/or national governments in their respective countries to address potential learning loss of students. This way, we will look across borders to give a broad picture of international practices in catch-up and recovery. Participants will have an opportunity to ask questions and discuss what it means for each country to build back a better system.

Kristof De Witte is a professor (hoogleraar) at the Faculty of Economics and Business at KU Leuven, Belgium, and he holds the chair in 'Effectiveness and Efficiency of Educational Innovations' (bijzonder hoogleraar) at United Nations University (UNU-MERIT) at Maastricht University, the Netherlands. At KU Leuven he is program director of the 'Master in Economic Education', and founding member and director of the research group 'Leuven Economics of Education Research'.

The research interests of Kristof De Witte comprise education economics, performance evaluation and political economy. His research is funded by various national and international organizations. He published his work in many leading academic journals including 'American Sociological Review', 'The Economic Journal', 'Journal of Urban Economics', 'European Journal of Operational Research', 'Economics of Education Review', and 'European Journal of Political Economy'. He is an associate editor for 'International Transactions in Operational Research', and former guest editor in three academic journals. De Witte received the '2021 Pioneer Award' of KU Leuven and the '2020 Laureate of the Academy' award from the Royal Flemish Academy of Belgium for Science and the Arts and various other awards. Further information at www.feb.kuleuven.be/kristof.dewitte.

Megan Kuhfeld is a senior research scientist at NWEA, a not-for-profit assessment provider. Her research seeks to understand students' trajectories of academic and social-emotional learning and the school and neighborhood influences that promote optimal growth. Dr. Kuhfeld's work covers a range of topics, including longitudinal growth modeling, achievement gaps, and summer learning loss and has been featured in Educational Researcher, Psychological Methods, and the Journal of Research on Educational Effectiveness. Prior to joining NWEA, Dr. Kuhfeld completed a PhD in quantitative methods in education and a master's degree in statistics from the University of California, Los Angeles.

Michael Grätz is a researcher at the Institut des sciences sociales at the University of Lausanne and at the Swedish Institute for Social Research (SOFI) at Stockholm University. His research investigates the factors influencing the intergenerational transmission of advantage. He holds a Ph.D. from the European University Institute in Florence, Italy. Currently, he conducts a project, financed by the Swiss National Science Foundation, investigating the contribution of demographic factors to the intergenerational transmission of education.

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Anne Fleur Kortekaas-Rijlaarsdam is assistant professor Educational Sciences at the Vrije Universiteit Amsterdam (VU). She obtained her PhD in cognitive and clinical neuropsychology with her research on academic underperformance in children with ADHD and the effects of stimulant medication on learning and motivation. Her current research focuses on (the remediation of) learning deficits, socio-emotional functioning and school wellbeing, as well as on the evaluation of school interventions aiming to improve both cognitive and socio-emotional learning outcomes. She also coordinates the academic teacher education programme for primary school teachers, where she aims stimulate more evidence-informed working within schools and to invest in (the utilization) of diverse schoolteams.



Keynote: Covid-19 and educational change: Key lessons from Singapore

Time: 14:45 – 15:15

Language: English

Speaker: Pak Tee Ng

Zoomlink: <https://vu-live.zoom.us/j/96265935731?pwd=WTCvb1FtU2pDTzBsWnMwMU9mWVZCQT09>

Meeting ID: 962 6593 5731

Passcode: Conference

Singapore's education system is always a work in progress, even during a pandemic. Drawing on my book "Learning from Singapore: The Power of Paradoxes", I will explain why educational change is so necessary to Singapore, even when we seem to be quite successful. A key lesson we can learn from Singapore is that as times change, educational institutions across the world have to make timely changes to keep up with the times, especially when we are dealing with change triggered by COVID-19. However, there are timeless constants that help us navigate change meaningfully and purposefully. As I will explain, investment in education matters. Schools matter. School leaders matter. Teachers matter.

Pak Tee Ng [National Institute of Education (NIE), Nanyang Technological University (NTU)] is a Singaporean educator who is deeply involved in the development of school leaders. He was a Mathematics teacher and a Ministry of Education (MOE) officer before joining the NIE as an academic. At the NIE, he has previously served as Associate Dean Leadership Learning and Head of the Policy and Leadership Studies Academic Group. His main work is in educational change, policy and leadership.



Keynote: Catching up and recovering: approaches in various countries

Time: 16:40 – 17:15

Language: English

Speaker: Dirk van Damme

Zoomlink: <https://maastrichtuniversity.zoom.us/j/97199727085?pwd=TUVYQXIDOSTHNXVMQ3dNaGg0U2s2QT09>

Meeting ID: 971 9972 7085

Password: Conference

Dirk Van Damme is Senior Counsellor in the Directorate for Education and Skills at the OECD in Paris. He holds a PhD in educational sciences from Ghent University and is also professor of educational sciences in the same university (since 1995). In his academic career he was also part-time professor in comparative education at the Free University of Brussels (1997-2000) and visiting professor of comparative education at Seton Hall University, NJ, USA (2001-2008). His main academic work focused on the history of education, comparative education, lifelong learning and international higher education. He also served in various positions in the field of education policy in the Flemish part of Belgium, among others as general director of the Flemish Rectors' Conference, as deputy and chief of staff of various Flemish education ministers. He was responsible for developing and implementing policies focusing on equality of opportunity in education and the implementation of the Bologna Declaration in his country. In 2008 he moved to the OECD, where he became Head of the Centre for Educational Research and Innovation (CERI), and since 2012 he also led the Indicators of Educational Systems (INES) and its flagship 'Education at a Glance'. In 2017 he became the Head of the Skills Beyond School (SBS) division, covering work on skills, adult learning, vocational education and higher education. And since 1 January 2019 he became the Education and Skills Directorate's Senior Counsellor. His current interests are evidence-based innovation in education, comparative analyses of educational systems, open education and quality issues in higher education. At the OECD he is also the Directorate's focal point for the OECD's Inclusive Growth Initiative.



Session: Supporting schools in choosing effective programs

Time: 15:30 – 16:00

Language: English


Speakers: Martijn Meeter

Zoomlink: <https://vu-live.zoom.us/j/96265935731?pwd=WTcvb1FtU2pDTzBsWnMwMU9mWVZCQT09>

Meeting ID: 962 6593 5731

Passcode: Conference

Martijn Meeter is Professor of Educational Sciences at Vrije Universiteit Amsterdam (VU). After obtaining a PhD in psychology at the University of Amsterdam, he spent some time in America, after which he started working at the VU. He was director of research institute LEARN! for a few years, and director of teacher training programmes at the VU. His research focuses on learning, and uses classical methods from educational science as well as techniques from cognitive neuroscience such as computational modelling and EEG. Recently, he is leading a research program on how education is changing due to the Corona pandemic.



Session: Looking beyond math and reading: students' wellbeing and socio-emotional development

Time: 15:30 – 16:00

Language: English

Speakers: Marcela Huepe & Gabriela Cares

Zoomlink: <https://vu-live.zoom.us/j/97430494431?pwd=R2hadUFZK3drOUlvR1pTR2Z1MThOQT09>

Meeting ID: 974 3049 4431

Passcode: Conference

Our presentation will focus on Chilean student's socioemotional development and well-being in 2020 and 2021. Since the interruption of the regular functioning of schools due to Covid-19, the Agency for Educational Quality has carried through different socioemotional assessments, measuring a variety of aspects such as emotional regulation, empathy, contentment, distress, worry, motivation for distance learning and the perceived negative impact of school closure, among others. Results show a consistent differentiated impact by gender, age, and SES.

Marcela Huepe holds a PhD in Economics and a BA in Teaching. Having experienced the educational scenario both from the perspective of the classroom and the academia, she currently works in the National Agency for Educational Quality as an advisor and researcher in its Research Department. In that role she has helped implement studies that aim to improve the quality of education in Chile.

Gabriela Cares is a sociologist with vast experience in educational policies. She has worked for over a decade in the Chilean public sector, mainly focused on investigating students' academic and non-academic achievements, both from international and national assessments. She has participated in the design and implementation of major educational laws. Currently, she is the Head of the Research Division at the National Agency for Educational Quality.



Session: Evidence-based catching-up: unraveling the theory of change of catch-up programmes

Time: 15:30 – 16:00

Language: English

Speakers: Melanie Ehren & Işıl Sincer

Zoomlink: <https://maastrichtuniversity.zoom.us/j/92233090364?pwd=WGcveFA1VzVzaXNTS0tMVStGSEJiUT09>

Meeting ID: 922 3309 0364

Password: Conference

In the Netherlands, schools receive lump sum funding for catch-up programmes to repair learning loss and address students' well-being and socio-emotional development. Which programmes are schools implementing and what is their theory of change? In this session we'll present findings from interviews and a survey in primary and secondary education and discuss the pros and cons of the Dutch decentralized approach.

Melanie Ehren is a Professor in Educational Governance at the Vrije Universiteit Amsterdam (Free University Amsterdam) and honorary professor at University College London, Institute of Education. My areas of expertise are educational accountability and improvement, both research and capacity-building. I've led a number of large-scale comparative research projects in the EU and worked with colleagues in Latin America, Asia, Africa, the US and the Middle East.

Işıl Sincer: Education, society and diversity are Işıl Sincer's main topics of interest and expertise. These themes run as a common thread through her professional life. In her PhD project, Işıl investigated the relationship between characteristics of the student population, citizenship education and citizenship outcomes of secondary education students in the Netherlands. Before and during her PhD project, Işıl worked as an academic teacher in Pedagogical and Educational Sciences at Erasmus University Rotterdam. Currently, Işıl is working as a postdoctoral researcher at VU Amsterdam/LEARN! Institute. In this position, she evaluates catch-up programs targeted at repairing learning loss in the Netherlands due to COVID-19.



Session: Interrupted schooling

Time: 15:30 – 16:00

Language: English

Speaker: Chris Chang Bacon

Zoomlink: <https://vu-live.zoom.us/j/96166083688?pwd=TW1SRk9MMXJNWWkrdTdTU1MxUEZiQT09>

Meeting ID: 961 6608 3688


Password: Conference

The COVID-19 pandemic disrupted schooling worldwide, compelling educators, researchers, and policymakers to grapple with the implications of these interruptions. However, while the scale of these disruptions may be unprecedented, for many students, interrupted schooling is not a new phenomenon. This presentation draws insights from the field of Students with Interrupted Formal Education (SIFE) for supporting students who experience schooling interruption. The author argues that the extensive accommodations offered to students in the midst of the pandemic must be preserved for future generations of SIFE students - a population for whom similar accommodations have been historically denied. These findings demonstrate the need to interrogate traditional notions of interrupted schooling and the students who experience it. This presentation offers implications for rethinking interrupted schooling, as well as formal education writ large, toward more equitable and socially just ends.

Chris Chang Bacon is an assistant professor of education at the University of Virginia School of Education and Human Development in the U.S. His research focuses on educational equity in multilingual and multicultural contexts. He studies how teachers interpret educational policy, particularly for students learning English as a Second Language. As a former ESL teacher in Massachusetts, South Korea, and Morocco, Chang-Bacon's scholarship is informed by the dynamic language practices young people bring to classrooms.

In 2019, he received the American Educational Research Association's Language and Social Processes Emerging Scholar Award. His current projects are funded by grants from the International Research Foundation for English Language Education and the National Council of Teachers of English. Chang-Bacon also serves on the editorial board for multiple scholarly journals, including *Linguistics and Education* and the *Journal of Literacy Research*.

His presentation today is based on a recent article published in *Educational Researcher* called "Generation interrupted: Rethinking 'students with interrupted formal education' (SIFE) in the wake of a pandemic."



Session: Inequality of educational opportunities in practice: what can be done?

Time: 16:05 – 16:35

Language: English

Speakers: Tijana Breuer, Megan Kuhfeld & Paula Arce-Trigatti

Zoomlink: <https://vu-live.zoom.us/j/96265935731?pwd=WTcvc1FtU2pDTzBsWnMwMU9mVVZCQT09>

Meeting ID: 962 6593 5731

Passcode: Conference

Tijana Breuer is managing director and co-founder of Education Lab Netherlands. Within the Education Lab, Tijana is responsible for external stakeholder relationships and partnerships, strategic planning and research funding. As a researcher she is involved in various research themes including 'equal opportunities', innovation and ICT' and 'schools as learning organizations'. Tijana has extensive experience as a researcher and independent advisor. Tijana is scientific program manager at the Dutch Inspectorate of Education where she was project leader at the State of Education. She also works as a research fellow at the Institute for Advanced Studies (IAS) and regularly works as a consultant for OECD and UNICEF. Tijana was also a senior consultant at the Organisation for Economic Cooperation and Development (OECD) in Paris and a research fellow at Sciences Po's Observatoire Sociologique du Changement (OSC) and French Institute for Demographic Studies (INED).

Megan Kuhfeld is a senior research scientist at NWEA, a not-for-profit assessment provider. Her research seeks to understand students' trajectories of academic and social-emotional learning and the school and neighborhood influences that promote optimal growth. Dr. Kuhfeld's work covers a range of topics, including longitudinal growth modeling, achievement gaps, and summer learning loss and has been featured in *Educational Researcher*, *Psychological Methods*, and the *Journal of Research on Educational Effectiveness*. Prior to joining NWEA, Dr. Kuhfeld completed a PhD in quantitative methods in education and a master's degree in statistics from the University of California, Los Angeles.

Paula Arce-Trigatti is the inaugural Director of NNERPP, a professional learning organization for education RPPs, launched in 2016 at the Kinder Institute for Urban Research at Rice University. In this role, she organizes and coordinates a number of learning opportunities for members across the Network and the RPP field at-large in order to improve both our theoretical understanding of partnerships and how they actually work in practice. Prior to joining NNERPP, she was a Post-Doctoral Fellow at the Education Research Alliance for New Orleans. She holds a Ph.D. in economics from the University of Houston, as well as an M.S. in economics, a B.A. in Music, and a B.S. in Business, all from Florida State University.



Session: Parents well-being under lock-down and their experiences with home-schooling

Time: 16:05 – 16:35

Language: English

Speakers: Karen Wespieser & Anne Tharner

Zoomlink: <https://vu-live.zoom.us/j/97430494431?pwd=R2hadUFZK3drOUlvR1pTR2Z1MThOQT09>

Meeting ID: 974 3049 4431

Passcode: Conference

In this session Dr. Anne Tharner (LEARN!) and Dr. Karen Wespieser (ParentPing) talk about their respective work in the Netherlands and the UK on the role of parents in homeschooling during the pandemic. Both have surveyed parents to understand which parents were best able to support their children in learning at home, and how their sense of self-efficacy, employment position, number of children has affected their involvement. During the session we'll explore differences between the countries and how the pandemic has created opportunities for improved home-school partnerships.

Karen Wespieser is COO of Parent Ping and Teacher Tapp, daily survey apps focused on education. She is an education researcher and has worked for NFER, CfBT, and the BBC amongst others. She is passionate about education and in her spare time is a multi academy trust trustee & sits on her local school appeals panel. In 2021 Karen was awarded an MBE for services to children with special educational needs.

Anne Tharner: As a developmental psychologist, I study the origins and consequences of parent-child interactions and attachment relationships through behavior observation. My main research interest is to better understand how individual differences in parent child interactions and attachment relationships develop and what the consequences are for children's further social emotional development. In my research I focus on the role of risk factors such as depression in the parent, which interferes with parent-child interactions and parent's sensitive responsiveness to children's needs, but I'm also interested in protective factors that increase parents' and children's resilience. Beyond the role of the parent which is traditionally highlighted in developmental science, I have become interested in understanding how parents and children influence each other's behavior.

At Vrije Universiteit Amsterdam, I am part of the research team of [Generations²](#), a prospective cohort study following around 2000 women and their first-born children from pregnancy onwards. The study is focused on the development of parents and children with three assessments during pregnancy, and seven assessments in the first 9 years of life and a recent assessment during the COVID-19 pandemic. This enables us to examine risk and resilience factors for families' adaptation to the pandemic, for example with regard to homeschooling.



Session: Effects of two school closings on learning gains in Dutch primary education: Differences between students and schools

Time: 16:05 – 16:35

Language: English

Speakers: Carla Haelermans & Lynn van Vugt

Zoomlink: <https://maastrichtuniversity.zoom.us/j/92233090364?pwd=WGcveFA1VzVzaXNTS0tM-VStGSEJiUT09>

Meeting ID: 922 3309 0364

Password: Conference

In this study we analyse the inequality in average learning progress of ~325k unique primary school students in the Netherlands of almost 1700 schools (~25% of all schools) during the first year of the COVID-19 crisis. We study the effect of both the first school closure period in spring 2020, which lasted 6 weeks, as well as the effect of going back to school after the summer holiday which was then again followed by a school closure for another 6 weeks between Dec 2020 and Feb 2021. We analyse learning progress in reading comprehension, spelling and arithmetic, and show that large learning losses occurred during the first school closure period. Furthermore, despite the second school closure, during the first semester of the new school year most students and schools had larger learning progress than usual and so the learning losses after one year COVID-19-crisis are a lot smaller than after the first school closure. However, there are large difference between different types of students and different types of schools. We present differentiated results by grade level, gender, student socio-economic status (SES), student home and family situation, as well as by different school characteristics. The results show that the learning loss in the first period is the largest for reading comprehension, and that learning losses are also still largest after one year. Furthermore, the results show that learning losses are largest for students from low socioeconomic background, student with an unstable or more difficult home (divorced parents, or many siblings), and for schools with many low-SES students. Several robustness checks confirm these results.

Carla Haelermans is an associate professor in education economics at the Research Centre for Education and the Labour Market (ROA) at the School of Business and Economics (SBE), Maastricht University.

Her main research interests are in education economics, labour economics and inequality. She has done quite some work on the effectiveness of ICT-tools in education, parental involvement in education, efficiency of education, and the effectiveness of education and labour market policies. She is or has been the project leader of several evaluation studies in education, focusing on topics such as the effectiveness of ICT-tools in secondary education on math and literacy, the effectiveness of summer schools, and active labour market policies, such as retraining programmes.

She is one of two the national coordinators of the Netherlands Cohort Study on Education (National Cohortonderzoek Onderwijs; NCO) for the Netherlands Initiative for Education Research (NRO; part of the Netherlands Organization for Scientific Research NWO), and she is the PhD director and a member of the Management Team of the Graduate School of Business and Economics (GSBE) of SBE.

Lynn Vugt is a PhD candidate at the Research Centre for Education and the Labour Market (ROA) at Maastricht University. Her PhD topic is about young people Not in Employment, Education or Training [NEET] from an international perspective. Next to her PhD, she is involved as a researcher at the Netherlands Cohort Study on Education (Nationaal Cohortonderzoek Onderwijs).

Before she started working at ROA, she completed the International Double-degree Master Sociology & Population Studies. This included the Research Master Sociology & Demography (Universitat Pompeu Fabra) and the Master of Science in Sociology (Tilburg University). She extended her Master's degree by doing an internship at the Dutch Inspectorate of Education.