

Prof. Dr. Ingrid Gogolin, EERQI-Coordinator

Qualitätsindikatoren in der Erziehungswissenschaft: Das EU- Projekt EERQI

Beitrag zur Tagung
luK im Wandel

Herbstworkshop der luK-Initiative
am 25. September 2008 in Berlin

Was Sie erwartet

- Vorbemerkung: Zur Lage
- EERQI auf einen Blick
- Stand der Dinge
- Ein Beispiel: Semantische Analyse
- Weitere Pläne

Projektvorlauf

European Educational Research Association (EERA) initiiert einen Projektantrag im Rahmen des 7th Framework-Programms der EU.



Ziele:

- **Verbesserung der Kommunikation über erziehungswissenschaftliche Forschung in Europa**
- **Bessere Verbreitung und Wertschätzung der Ergebnisse europäischer erziehungswissenschaftlicher Forschung**

Ein europäisches Konsortium mit 19 Partnern [u.a. EERA, BERA, EARLI, XEROX, Unis in D (Hamburg, Humboldt Uni), S, NL, 3 Rechenzentren, (inzwischen) 6 Verlage, 2 Fachinformationszentren, mehrere Bibliotheken] in 7 Ländern.

Projektförderung im



April 2008-März 2011

„Small and medium sized program“ (1,5 Mio €)

www.eerqi.eu

Ausgangslage:

- **Traditionelle Methoden: Rankingprozeduren, Impact-Faktoren**
- **Keine Berücksichtigung qualitativer Kriterien**
- **Kaum Berücksichtigung wissenschaftlicher Veröffentlichungen in anderen Sprachen als Englisch**
- **Keine Berücksichtigung von Büchern und anderen Medien außer Journals**
- **Zum Beispiel: ISI Thomson, SSCI....**

Country	Number of journals
USA	101
England	37
Netherlands	6
Germany	4
Australia	1
China	1
New Zealand	1
Portugal	1

Zur Lage: Qualitätsprüfung verändert sich

Die Menge des 'research outputs' wächst.

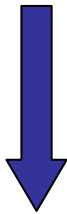
Die Menge und Art der Publikationsmöglichkeiten wächst.

Die Grenzen zwischen den Disziplinen verwischt sich.

Die Zahl der Evaluationsverfahren erhöht sich.

Die Finanzierung von Wissenschaft hängt zunehmend von 'Indikatoren' ab.

Etc.



- Der Bedarf an 'leicht handhabbaren', zugleich verlässlichen Instrumenten der Qualitätsprüfung nimmt zu
 - in der Forschung selbst
 - bei anderen 'Interessenten'

Daher: generelles EERQI-Ziel

Entwicklung eines ‚prototype framework‘ mit neuen Qualitätsindikatoren, die

- qualitative Bewertungskriterien einschließen,**
- auf Journal-Artikel, aber auch auf Bücher, Buchkapitel, Onlineveröffentlichungen &c. angewandt werden können,**
- den europäischen Kontext des Multilingualismus und der unterschiedlichen (national-)kulturellen Forschungstraditionen berücksichtigen (Sprachen im Projekt: Englisch, Französisch, Deutsch, Schwedisch, eventuell bis zu 11 Sprachen...).**

EERQI vereint Interessen

**Hersteller & ©-
Haltende wissen-
schaftlicher
Veröffentlichungen:**
Verleger,
Autor(inn)en

**Qualitätsbewertungs-
instanzen**

Wissenschaftler,
Evaluationsgremien,
Finanziers und
Abnehmer von
Forschungsergebnisse
n

„Techniker“

Datenbankhosts,
Suchmaschinen-
entwickler und -
provider, Open
access-
Produzenten
&c &c

Angestrebtes Produkt:

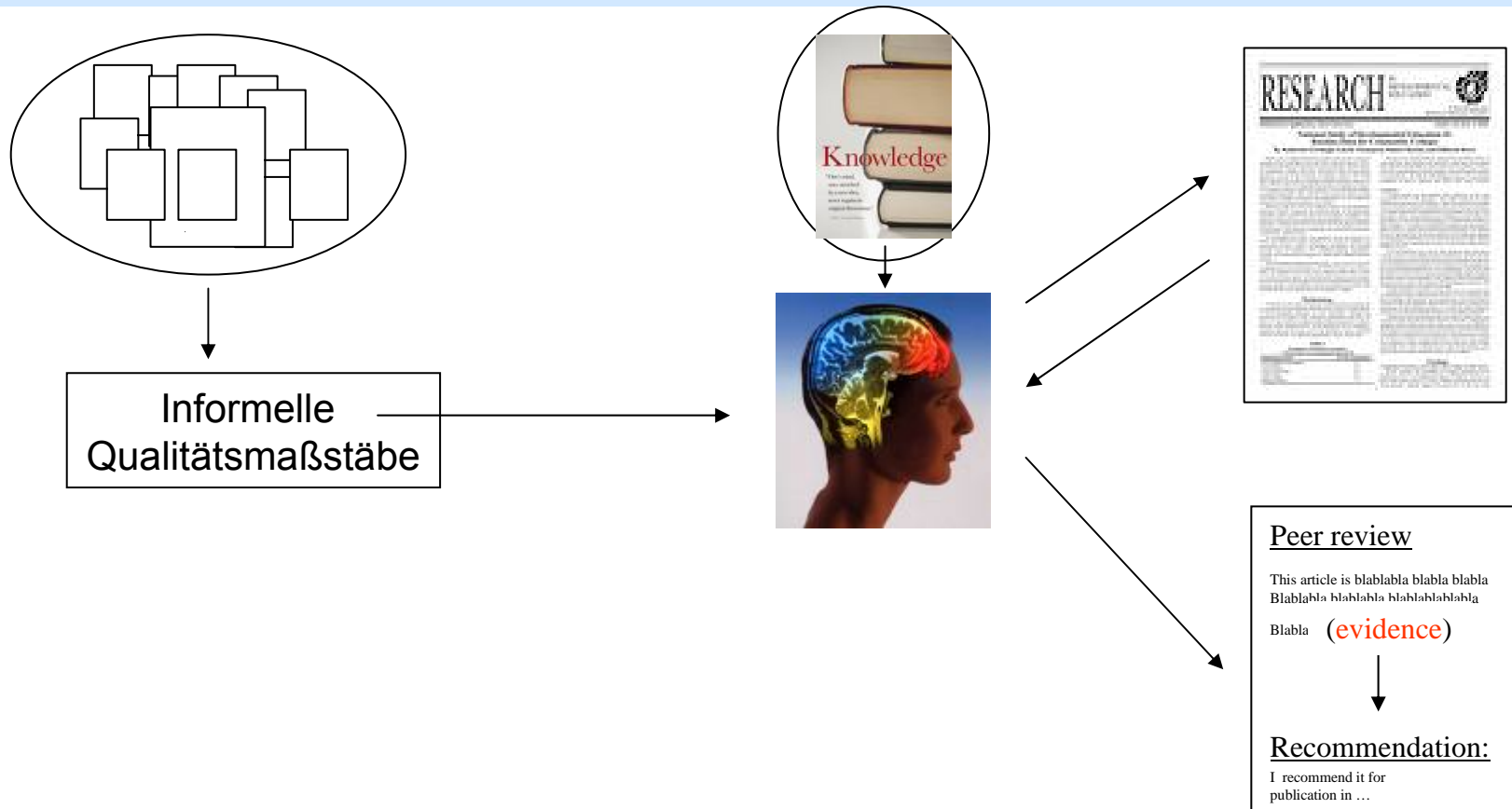
- **ein Rahmenwerk empirisch geprüfter Indikatoren zur Relevanz- und Qualitätsbemessung**
- **das Besonderheiten europäischer erziehungswissenschaftlicher Forschung berücksichtigt, wobei die**
- **Erziehungswissenschaft als Prototyp für Sozial- und Geisteswissenschaften dienen soll.**

EERQI Zeitplan

Drei Phasen:

- Phase 1 (derzeit laufend) = Content Base-Entwicklung und erster Suchmaschinenprototyp; erster Entwurf Prototype Framework
- Phase 2 = erste Tests des Prototype Framework; Erweiterung der Content Base; Weiterentwicklung Suchmaschine (derzeit laufend)
- Phase 3 =Validierung der Ergebnisse durch Fachwissenschaft und andere Experten; Übertragbarkeitstest auf weitere(s) Gebiet(e) der Geistes- oder Sozialwissenschaften; Entwicklung eines ‚Nachhaltigkeitsplans‘: 2010 bis 2011

Ein Beispiel: Semantische Analyse (Xerox France)



Von Peer Review zu EERQI

Informal **quality** criteria  → peer reviewed article

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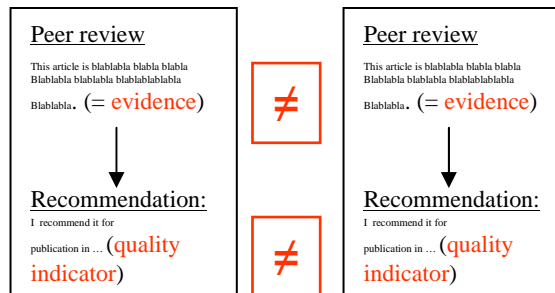
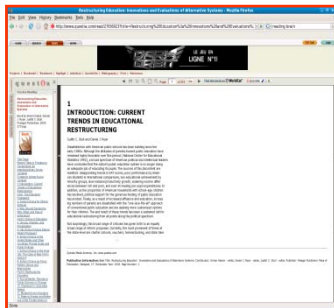
assumptions:

- 1 peer reviewed article = 1 unit of quality
- impact factors: citations, temporality, language, etc.

not generalizable
indirect relationship
with quality

units of quality x impact factor = **quantitative** indicator

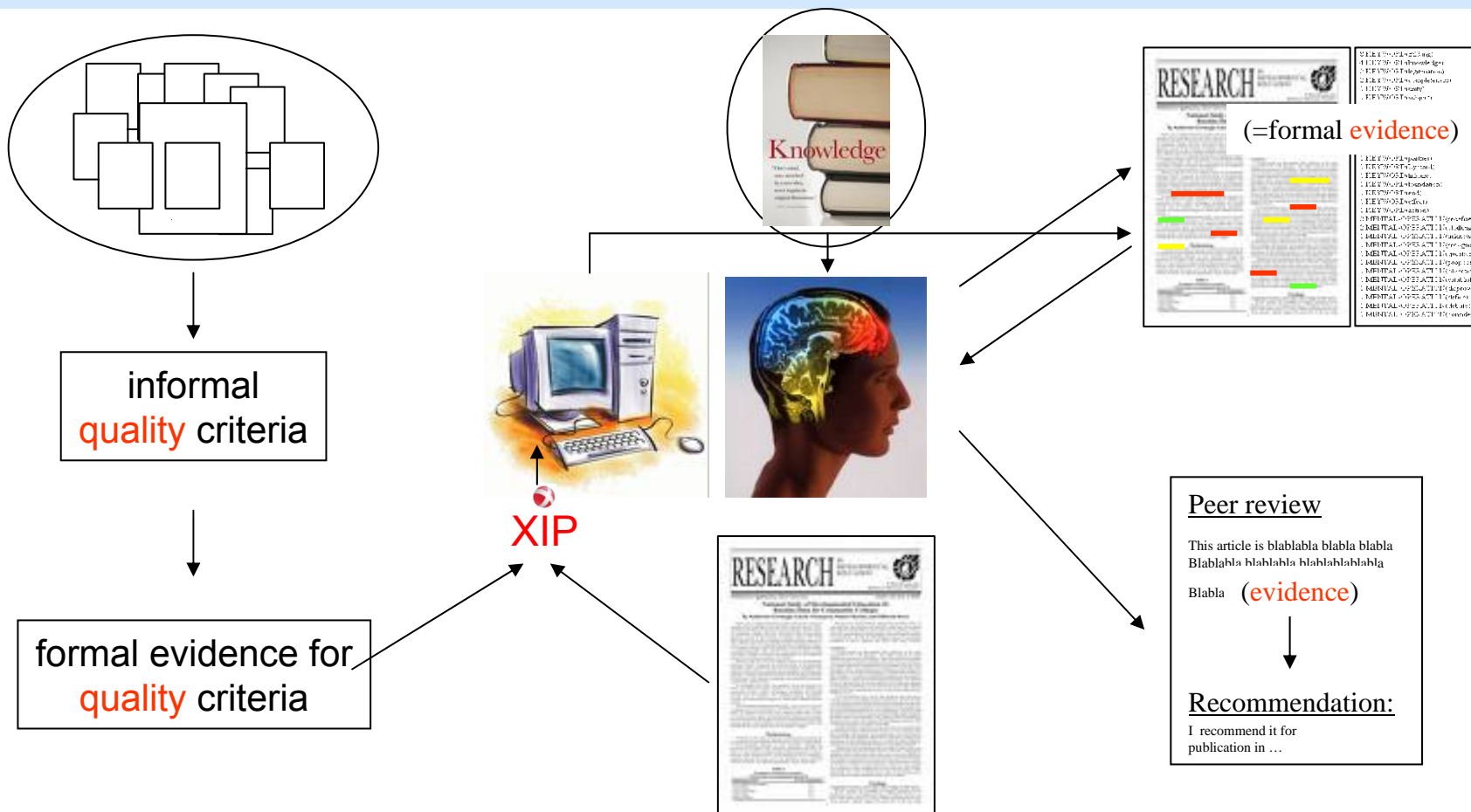
science indexes



rush for
quantity

Reference: [1],[2],[3],[6]

EERQI semantic analysis



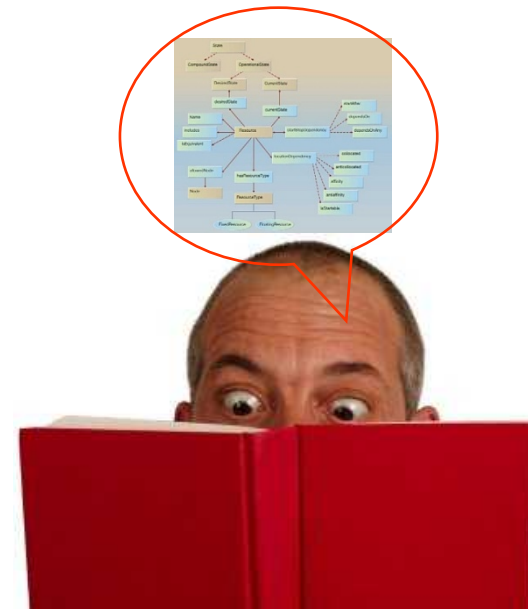
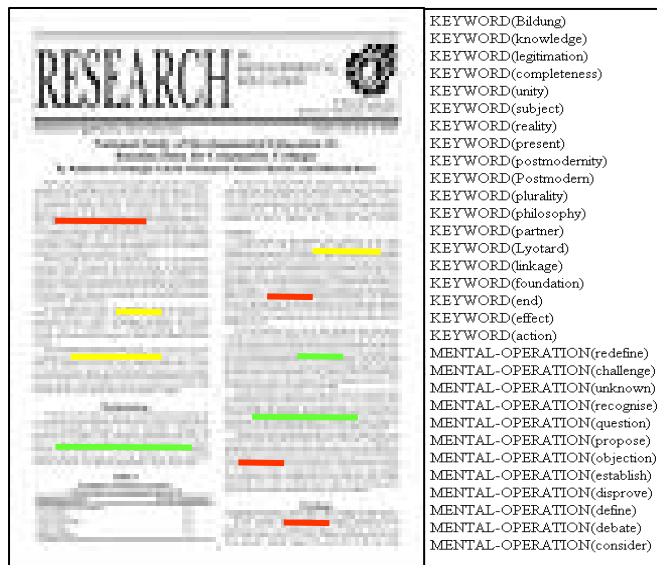
EERQI semantic analysis

IS MEANT TO

detect some homogeneous discourse types that have been singled out as evidence indicating research quality. It provides a synthetic representation of some dimensions of research articles.

IS NOT MEANT TO

provide the semantic representation of the entire research article – that is not feasible. The research article itself is the best representation of the research it describes. This is why it is not a database or a PowerPoint presentation.



EERQI semantic analysis

IS MEANT TO

assist the evaluator by automatically providing evidence of discourse conveying quality



"the paper makes a 'significant' contribution"

- 8 KEYWORD(Bildung)
- 4 KEYWORD(knowledge)
- 2 KEYWORD(legitimation)
- 2 KEYWORD(completeness)
- 1 KEYWORD(unity)
- 1 KEYWORD(subject)
- 1 KEYWORD(reality)
- 1 KEYWORD(present)
- 1 KEYWORD(postmodernity)
- 1 KEYWORD(Postmodern)
- 1 KEYWORD(plurality)
- 1 KEYWORD(philosophy)
- 1 KEYWORD(partner)
- 1 KEYWORD(Lyotard)
- 1 KEYWORD(linkage)
- 1 KEYWORD(foundation)
- 1 KEYWORD(end)
- 1 KEYWORD(effect)
- 1 KEYWORD(action)
- 2 MENTAL-OPERATION(redefine)
- 2 MENTAL-OPERATION(challenge)
- 1 MENTAL-OPERATION(unknown)
- 1 MENTAL-OPERATION(recognise)
- 1 MENTAL-OPERATION(question)
- 1 MENTAL-OPERATION(propose)
- 1 MENTAL-OPERATION(objection)
- 1 MENTAL-OPERATION(establish)
- 1 MENTAL-OPERATION(disprove)
- 1 MENTAL-OPERATION(define)
- 1 MENTAL-OPERATION(debate)
- 1 MENTAL-OPERATION(consider)

IS NOT MEANT TO

substitute the evaluator

$$\frac{-2 \pm \sqrt{2^2 - 4(1)(1)}}{2(1)}$$

$$\frac{-2 \pm \sqrt{4-4}}{2}$$

$$\frac{-2 \pm \sqrt{0}}{2} \rightarrow \frac{-2}{2} \rightarrow -1$$

67/100

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EERQI Semantic analysis

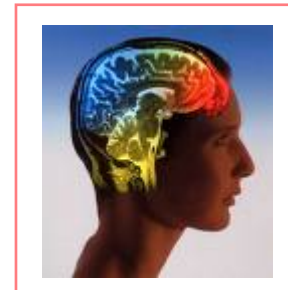
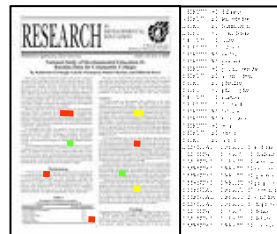
"A clear statement of the **problem**, the hypothesis and/or the **research question**"

"An **argument** – consecutively and consistently developed"

"Clear explanation of central concepts – and consistency in their use"

"Are the **claims** the author makes in any **conclusion** for the **significance of the study** convincing?"

XIP



Examples...

Background knowledge:

A number of recent studies examine the prevalence and determinants of father care (Averett et al. 2000 ; Brayfield 1995 ; Burchfield 1996; Casper and O'Connell 1996 ; O'Connell 1993 ; and Presser 1988 , 1989) .

Based on:

Using the child data from the National Longitudinal Survey of Youth 1979 Cohort (NLSY79), we compare ...

Comparison:

Can we still try to redefine the traditional concept of Bildung and formulate something like a postmodern Bildungsideal (cf. Meder, 1987)... ?

Assessment:

In spite of its numerous critics the concept Bildung is still one of the most important categories within the German speaking discussion on questions of education, learning and teaching (cf. Tenorth, 1997) .

Further topic: multilinguality

Use of Xerox multilingual tools for search

Use of multilingual dictionaries

Adaptation of semantic analysis to other languages than English



EERQI semantic analysis with XIP: an example

PROBLEM: contrast between concepts/notions/ideas

There needs to be a tighter connection than is often the case between contested theories of democracy and debates about the viability and desirability of the common school.

Second, there is no acknowledgment of some of the key internal difficulties that persist within whatever remnant of the common comprehensive school movement we still have - for example, the daily denial of the principles of equality and freedom through internal practices of so-called 'ability' grouping, which rightly preoccupied pioneers like Brian Simon and, more recently, the late Donald McIntyre and the 'Learning Without Limits' group (see Hart et al., 2004).

In our current school system too little attention has been paid to these matters, with the result that engagement with the concept and the practice of democracy is often thin and unconvincing, and talk of democracy often seen as embarrassingly inappropriate, unnecessary or vaguely threatening.

In a beautifully written, elegantly conceived essay heading up his recent book, *After Identity*, Jonathan Rutherford argues, via Norbert Elias, Hannah Arendt, Martin Heidegger and Paul Ricoeur, for a return to the neglected notion of fraternity as 'the catalyst which brings together liberty and equality...



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- [2] Botte: Scientometric Approaches to Better Visibility of European Educational Research Publications: a state-of-the-art-report, European Educational Research Journal, Volume 6, Number 3, 2007
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- [7] Á. Sándor: Semantic analysis of full texts, citation analysis and multilinguality, EERQI Report Working Groups 1 and 5, 06.2008.

So much ...

als Bericht über die ersten Schritte
im EERQI-Projekt

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www.eerqi.eu

Thank you
Danke
Xie xie
Khawp khun
Yum botio
Mahalo
Salamat
Juspajraña
Obrigada
Spacibo
Arigato