

PEER* Research Camp Cologne 2017: Schedule of Events

*Professional development for emerging educational researchers



last update: 06-May-17

	Date	Session name	Brief description	When?	Where?
1.	SAT 6-May-17	PEER KickOFF	Get together & What are you interested in? How can I turn my research interests into research? The IMPRESSERS video database, networks and other important step stones for my path to publication in Edu Research	11:00AM - 1:00PM & 02:30PM - 5:00PM	GürzenichStr. 27 (Heumarkt), Room 2.13 & 2.17
2.	SUN 7-May-17	Practicum: Building our researcher eyes	Practical workshop on conducting video-based research: how to refine research questions, watch video, and use analysis tools.	01:00 PM - 3:30PM	GürzenichStr. 27 (Heumarkt), Room 2.13 & 2.17
3.		PEER educational bar camp	Finding creative solutions and grouping up with other researchers	5:00PM - open end	
4.	MON 8-May-17	ZuS resources: What is already on board for you?	The floating EduLab, MediaLab, SocialLab, LanguageLab, ScienceLab, Stud_i inclusion part project, promotion project for rookie researchers	4:00PM - 5:00PM	Ökologische Rheinstation (Bootshaus der UzK Oberländer Werft Rheinkilometer 684,5 50968 Köln-Marienburg)
5.	THU 11-May-17	Swap lecture series: Teacher career alternatives	What made us educational researchers? Personal motivations and swings in biography	4:00PM - 5:30PM	HS VIII, HG
6.	FRI 12-May-17	ZHD workshop1: Group dynamics in Educational Settings	How to <i>increase</i> Engagement & Equity?	9:00AM - 1:00PM	S138 (Hauptgebäude der Humanwissenschaftlichen Fakultät, Gronewaldstraße 2, 50931 Köln)
7.		ZHD workshop2: Group dynamics in Educational Settings	How to <i>measure</i> Engagement & Equity?	2:00PM - 5:00PM	
8.	SAT 13-May-17	PEER Follow-up session	Presentations: What is my current research idea? What should be my next steps? What is still missing?	11:00AM - 1:00PM &	GürzenichStr. 27 (Heumarkt), Room 2.13 & 17
9.		PEER outlook Session1	Group and individual research project counselling (15-45min)	02:30PM - 5:30PM	
10.	MON 15-May-17	PEER outlook Session2	Group and individual research project counselling (15-45min)	11:00AM - 4:00PM	GürzenichStr. 27 (Heumarkt), Room 2.15
11.	TUE 16-May-17	PEER outlook Session3	Group and individual research project counselling (15-45min)	11:00AM - 4:00PM	

Possible and ongoing research projects: *(simply for your inspiration)*

Every project aims to become at least one publication (BA-, MA- or PhD-thesis or a journal paper)

It is possible to jump onto ongoing projects or to motivate our team for your own research questions.

Project 1 * How do gender and ethnicity affect **conversational equity in lab groups**? We're developing both quantitative and qualitative measures of equity, and comparing the measures among multiple groups.

Project 2 * How to **measure equity and inclusion** in other diverse learning groups and educational settings. We are interested in how newly developed equity and inclusion measures perform in other cultural contexts.

Project 3 * How do groups of students **negotiate authority** in conversations? We're curious about both expertise (who knows relevant information) and inchargeeness (who controls the conversation).

Project 4 * How do students **collaborate** within and among lab groups, and how does the nature of that collaboration change over the course of the summer experience? We use network analysis to track collaboration within and among lab groups of 3-4 students

Project 5 * What do students think it **means to be an expert**? How are their ideas dependent on their personal backgrounds and the subjects they're interested in? We're interested in aspects of expertise that students come up with, and how they justify those aspects as important or unimportant.

Project 6 * How does the IMPRESS program promote students' metacognitive ideas and their retention at RIT? We're interested in which elements of the program, beyond just the summer experience, are impactful for students.

Project 7 * When students write **reflective journals**, how does their tone and metacognitive content change in response to instructor comments or increased experience in the program? We use computational linguistics to score both students' words and the faculty responses.

Project 8 * When former IMPRESS students return as learning assistants, how do their experiences in the program shape their interactions with students later on? We're interested in **how** learning assistants **interactions** with IMPRESS students **change** (and remain the same) as they experience the **roll change** from participants to instructors.

Project 9 * How does participation in the program affect **students' views** of the **nature of science** and the role of experimentation? When students conduct experiments, we learn about their ideas around what makes an experiment "good", and how their table-top experiments are related to scientific practices.

Project 10 ...

Project 11
to 111 your project(s)