

CALL FOR PAPERS

VI International Research Seminar on Quality of Education

ICFES invites higher education students, professionals, education researchers and policy makers to participate in the Call for Papers for the VI International Research Seminar on Quality of Education, which will be held in Bogota from the 3rd to the 6th of November of 2015.

In concordance with the objectives of the ICFES' Research Program and the purpose to promote educational research in the country, the Call for Papers includes documents with final results. Studies must use Educational data from national and/or international standardized test and advances in research methods that contribute to improve quality of education.

The proposals will be accepted from **July 15th to October 9th at 6:00pm** (Colombian local time). The Seminar's Academic Committee will realize selection. Accepted proposals will be notified by email on September.

The official language of the Seminar is Spanish, however proposals will be accepted also in English and Portuguese, and these can be done in those languages, but support visual material must be in Spanish. Because of this, slides can be send in English or Portuguese and ICFES will translate them; translate service will be provided during conferences.

MODES OF PARTICIPATION

Proposals can be presented in the following modes:

Parallel conferences

Accepted proposals, as *Parallel Conferences*, will be presented on sessions of multiple presentations that will develop similar topics. These sessions are going to be composed by maximum five conferences per session, with a maximum length of 20 minutes each one. At the end of the presentations, the commentator makes a speech of approximately 15 minutes about the papers presented and gives way to discussion and questions with the audience lasting approximately 15 minutes, coordinated by a moderator.

Each speech must have maximum 15 slides in ICFES template, which will be provided to the authors of selected papers.

Complete Sessions

The purpose of the *Complete Sessions* is to address a research problem of educational quality from various perspectives, in which are presented 3 to 5 speeches around a topic, to disclose different solutions and interpretations and/or contrasting points of view.

The organization of the studies in each *Complete Session* will be on charge on a research group, faculty or university department, or particular researcher, of any discipline (education, sociology, economy, statistics, psychology, etc.), that have interest topics related to education quality. It is not necessary that the studies belong to the same research group, university and/or researcher.

Poster

The main purpose of the *Poster* is to expose in a quick way the most important information of the research through a visual presentation, in order that author can interact with audience and other speakers in an informal discussion around the topic.

The poster will have a design established by ICFES, which will be send in a template to the authors of selected proposals. The poster information must be in Spanish. ICFES will provide the posters impression and required structure for the exposition.

SENDING THE PROPOSAL

To send the proposal in any of the modes described above the following documents must be submitted:

1. Proposal with maximum 2.000¹ words for Parallel conferences and Posters, and 10.000¹ words for Complete Sessions, that includes:
 - a. Problem statement or research questions
 - b. Objectives
 - c. Justification from theoretical, empirical or educational policy view
 - d. Method or analysis technique
 - e. Data sources used
 - f. Key findings or conclusions

Also for Full Sessions, the description of the research problem of the session and the way studies are organized around it must be submitted.

2. Summary of 200 words that will be required to assess the proposal and as a possible support material for the Seminar program.

¹Without including references.

For *Posters* and *Parallel Conferences* the summary should provide the reader an overview of research proposal, which must include the following:

- Research problem
- Objectives
- Methods and techniques of empirical analysis
- Main expected results or conclusions
- keywords

For *Complete Sessions* the summary must include:

- Research problem of the session
- Justification of the papers included in the session
- Key findings

3. References of involved studies

Summary, proposal and references must use the following format specifications:

- Single space
- Type 12 point, Calibri font

The registration form request the mode and general topic to participate, however the Academic Committee **reserves the right to accept a proposal in another mode and/or general topic than selected by the author**. Each author may submit up to two proposals.

Proposals will be evaluated anonymously. Each proposal will be assigned a reference number for the process. Evaluators only review Summary, Proposal and References without author's names. Therefore, proposals should not include author's names.

Proposals are received through online application. If a problem occurs submitting the proposal or if the confirmation email is not received, please contact seminarioinvestigacion@icfes.gov.co

Acceptance notification will be made by email no later than October 16th, 2015.

APPENDIX 1. RESEARCH GENERAL TOPICS

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Some general topics to be presented at the *VI International Research Seminar on Quality of Education*

- **Associated factors:** Different factors that may be related to student performance on test. In particular proposals that analyze school or policy factors that improve achievement levels between institutions, departments or countries will be favored.
- **Value-added:** Contribution analysis about teachers and/or schools in knowledge or skills of student. For example, evaluation of the effect of higher education institutions in low socioeconomic status students results.
- **The effects of Policy on achievement:** Different effects that policy can have in student performance. For example, study the effect of increase school day's policy on student achievement.
- **School practices and students' competencies:** Relationship between the content and/or teaching methodologies used in educational institutions (at any level), assessment practices and student performance. For example the relationship between certain pedagogical models and the results of students performance; analysis of the relationship between assessment made in the institutions and external evaluations; analysis of written production in tests and student's performance.
- **Evaluation of evaluation:** Includes proposals aimed at both assessing the test results validity from analyzing their design and/or implementation, and to explore ways to improve it (new evaluation forms, different methodologies, incorporate new analysis).
- **Identification of outliers (students or schools):** Identify schools that get better results than expected for similar institutions using ICFES data. This can imply an additional data collection (either quantitative or qualitative) that allows deepening the understanding of topic studied. Proposals to analyze extreme cases must present the methodology used to identify them.
- **Test preparation courses and training:** Assess the effect that preparatory courses can have in the tests' psychometric properties, for example the effect of the commonly known Pre-ICFES on scores of students and validity of SABER 11° (Colombian test to assess high education).
- **Citizenship education:** Study of some perceptions, attitudes and actions of students and their environment from citizenship. An example in this line of study, studies examining

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the relationship between attitudes and actions against citizenship with results on cognitive tests.

- **College Readiness:** Is defined as the ability of a student to successfully complete the requirements of the establishment without remedial courses. For a student to be considered ready for higher education he must meet a certain level of skills, knowledge and behaviors content, which must be acquired before graduation from high school. In this context, the State examinations in secondary education play a role in the assessment of the preparation for higher education.