

Report on SCA Course

Title of the course

European Tertiary Education Register: introductory course (1st edition – Rome)

Venue

IRCRES – CNR (Research Institute on Sustainable Economic Growth) – Rome, Italy

Date

April 16, 2015

Organizers

Benedetto Lepori (USI); Andrea Orazio Spinello (IRCRES CNR)

Objectives

The aim of this course was to disseminate the use of the European Tertiary Education Register (ETER) facility among researchers interested in its exploitation for the purposes of analysis of higher education systems.

Main results

The course reached the following goals: (i) provide a general presentation of the ETER database and its methodological concepts; (ii) provide guidance on the use of ETER and how to deal with comparability issues; (iii) provide examples of exploitation of the database for research policy purposes; (iv) provide practical training on the use of the ETER dataset. The materials and the practical session based on three case studies facilitated the learning of the techniques of consultation and querying of the dataset. At the end of the course, the trainee got acquainted with the features of ETER and was able to handle the dataset.

List of participants: **see ANNEX 1**

Programme: **see ANNEX 2**

Assessment: **see ANNEX 3**

Materials: **available at <http://risis.eu/event/eter-course-rome/>**

ANNEX 1

LIST OF PARTICIPANTS

	Last Name	Name	Name of the organization	Country of the organization
1	Reale	Emanuela	IRCrES CNR	Italy
2	Primeri	Emilia	IRCrES CNR	Italy
3	Cerulli	Giovanni	IRCrES CNR	Italy
4	Potì	Bianca	IRCrES CNR	Italy
5	Morettini	Lucio	IRCrES CNR	Italy
6	Dafano	Alessandro	Università degli studi Roma Tre (PhD candidate)	Italy
7	Iacullo	Vittorio Maria	Sapienza Università di Roma (PhD candidate)	Italy
8	D'Alessandro	Giampiero	Sapienza Università di Roma (PhD candidate)	Italy
9	Romagnosi	Sandra	ANVUR	Italy
10	Gherardini	Alberto	Università di Firenze	Italy

ANNEX 2 PROGRAMME

April 16, 2015

9:00-9:45

Introduction to the ETER facility. General concepts, variables, data structure and comparability issues

9:45-10:30

The scholarly and policy relevance of ETER. Examples of analyses based on ETER data and matching with other data.

11:00-11:45

The ETER lab. Guided session on how to analyze ETER data.

11:45-12:15

Preparation of the group work

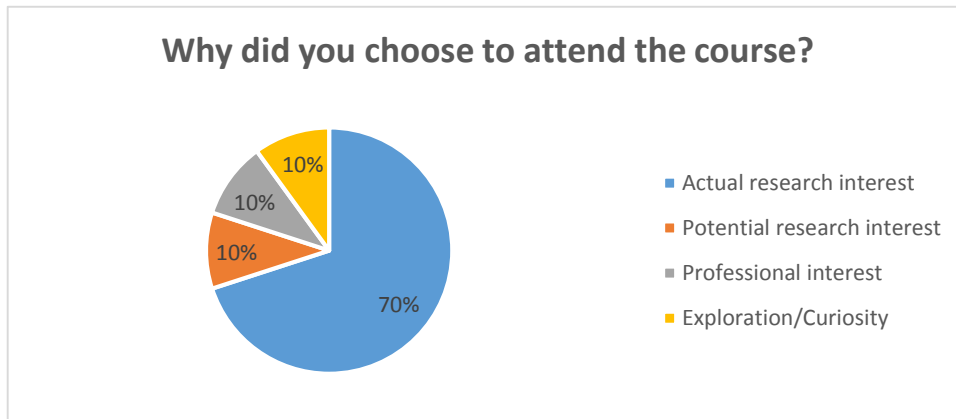
13:00-15:00

Group work. Case studies of descriptive analyses using ETER.

15:15-16:30

Presentation of the analyses by groups and final discussion

ANNEX 3 ASSESSMENT



RATINGS

<i>Were the course objectives clearly defined?</i>	
<i>Were the contents of the course consistent with the course description?</i>	
<i>Has this course stimulated your interest?</i>	
<i>Was the course well organized?</i>	
<i>Was the course well structured?</i>	
<i>Have teaching materials facilitated learning?</i>	
OVERALL SATISFACTION (scale 1-10)	8,8

BEST FEATURES

ASPECTS TO IMPROVE

Practical session / Group work	Duration of the course / More time for lab session
Clear teaching	Troubles with variables names and labels of ETER database at first impact
Pragmatism	Website needs improvement