

Report on SCA/SCB Course

Title of the course

European Tertiary Education Register (ETER): introductory course

Venue

University of Vienna

Date

30.06.2015

Organizers

Daniel Wagner-Schuster (JOANNEUM RESEARCH)

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 **insert** **link** of the course on **RISIS** site

ANNEX 1

LIST OF PARTICIPANTS

First name	Surname	Organization	Present
Chiara	Marzocchi	Manchester Institute of Innovation Research	cancelled
Bralind	Kiri	TOBB University of Economics & Technology, Ankara	cancelled
Maximilian	Unger	JOANNEUM RESEARCH, Vienna	yes
Laszlo	Csonka	IKU Innovation Research Centre, Budapest	yes
Nikolaus	Franzen	Federal Ministry of Science, Research and Economy	yes
Haris	Keric	Federal Ministry of Science, Research and Economy	yes
Peter	Koller	Federal Ministry of Science, Research and Economy	yes
Eva	Schmutzer-Hollensteiner	Federal Ministry of Science, Research and Economy	yes
Guido	Sommer-Binder	STATISTICS AUSTRIA	yes

ANNEX 2 PROGRAMME

9:15-10.00

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

10:00-10:45

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

11:00-11:30

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

11:30-12:00

Preparation of the group work.

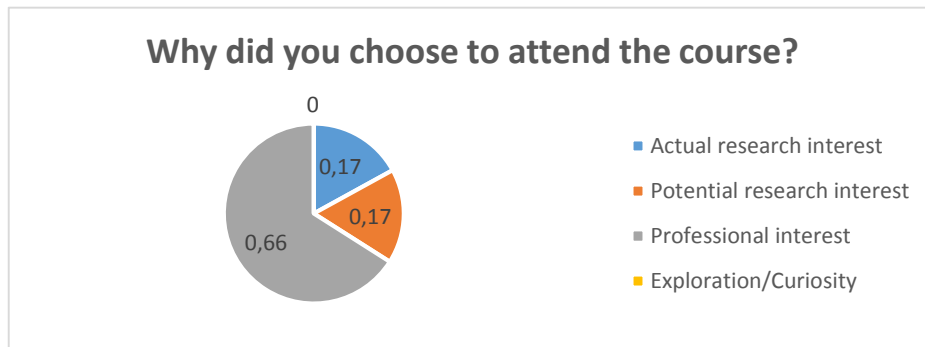
13:00-15:30

Group work. Case studies of descriptive analyses using ETER.

15:45-17:00

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)	

BEST FEATURES

ASPECTS TO IMPROVE

The practical exploration of the dataset	Adding comparison to other potential datasources with related focus
Flexibility of the course instructor to adapt to the needs and interests of the participants	More application of ETER during the 2 nd part of the course
The presentation of results of researches based on ETER data	