

Call for Abstracts  
4<sup>th</sup> Meeting on Quantitative Educational Research in Denmark  
28-29 November 2024

Dear colleagues,

TrygFonden's Centre for Child Research invites you to the 4<sup>th</sup> **meeting on Quantitative Educational Research in Denmark**.

The meeting will take place at Comwell Kellers Park on 28 – 29 November 2024. The conference will start with lunch and a welcome session. After that, we will have presentations on Thursday afternoon and Friday morning. Thursday evening, we will have dinner together. The meeting will close with lunch Friday at noon.

We invite submissions of work at all stages – from initial ideas to full papers. Please submit abstracts (up to 400 words) or full papers that study education (from early childhood to higher education) using quantitative methods, specifying if your submission is an initial idea or already advanced. Studies could either focus on education in Denmark or be done by researchers affiliated with Danish research institutions. Contributions that combine quantitative and qualitative methods are also welcome.

Please indicate in your submission what kind of presentation you prefer to give. Rank your preferences from these three types:

- i) Poster (in a 1h session)
- ii) Ordinary paper presentations (30 min. presentation and discussion)
- iii) Short presentation (15 min. presentation and discussion)

Submit via email to [mvandersen@econ.au.dk](mailto:mvandersen@econ.au.dk) with subject "Submission to QERD 2024". The **deadline** for submissions is **Friday September 27**. Notification messages will be sent out by early-October. If additional slots are available, we will invite other people to attend the meeting without presenting a paper.

The conference fee is 2,400 DKK, which covers accommodation and meals. We will circulate further information about the program and transportation logistics when we open for registration.

With best wishes from the organizing committee,

Søren Albeck Nielsen, Aarhus University, BSS  
Felix Weiss, Aarhus University, DPU  
Morten Hjortskov Larsen, VIVE  
Jesper Eriksen, Copenhagen University, EduQuant

