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Editorial

Steven Bakker
AEA Europe President



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Dear colleagues,

When the Association for Educational Assessment –Europe decided to include a subscription to CADMO into the package of benefits a membership of our Association brings, it was agreed that a special issue of CADMO would appear every two years. For these issues, the Association would appoint the Editor, and articles would be contributed by AEA-E members. I am very proud that the second special edition, for which Guri Nortvedt acted as the Editor, has been published this summer. Her excellent Editorial summarises the various contributions and identifies the thread that ties them together: innovation and change.

Not only is this a theme of utmost importance for our profession, as all articles in this AEA-E edition of CADMO testify, it also applies to the Association itself. AEA-E was established in 2000, and since then has successfully become a platform for discussion of developments in educational assessment, fostering co-operation and facilitating liaison between organisations and people active in educational assessment across the whole of Europe. We are probably best known for our well regarded Annual Conferences, featuring presentations by top experts in our profession and attracting 150-200 professionals from over 25 countries. This year we will convene in Belfast and again the program is such that I'm sure you wouldn't want to miss it. But AEA-E wants to do even more than provide conferences and special editions of CADMO. To our existing members we offer many services such as a professional accreditation system, regular on-line seminars and a newsletter. And still we believe that is not enough.

The value of a professional association is the opportunity it offers for the exchange of ideas and for leading the way in improving the industry. The key words are interactivity and participation. We are launching a new website in November this year and we hope this will enable us to take a major step towards achieving our aims by involving many more professionals working in our field, in Europe and beyond. These aims are central to our policy agenda: becoming more visible, attracting more colleagues from more regions and sectors to our Association,

benefiting from a more diverse input and truly becoming the association to which assessment professionals throughout Europe look for information, contacts and career development.

CADMO plays an important role in this. While many of our activities are quite practical, there would be no progress without the systematisation of experience and modelling the reality we are dealing with, publishing the results and discussing them. I'm sure that reading the special edition - and this newsletter - will give you food for thought, show you new perspectives and, last but not least, provide an enjoyable experience!

Steven Bakker
AEA-E president



Welcome to Belfast

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The 12th AEA-Europe conference is fast approaching so here is some information about the location to whet your appetites:

The conference will take place at The Queen's University Belfast. The university was founded in 1845 and opened in 1849, when the first 90 students entered the new college building designed and built by Charles Lanyon. Today, it is one of the UK's 20 leading research-intensive universities, providing world-class education underpinned by world-class research for approximately 24,000 students. Its continued expansion has added more architectural gems to the campus, such as the award winning McClay Library, one of the most impressive university libraries in the world.

There is more information about the conference venue on the AEA-Europe website:

<http://www.aea-europe.net/page-294.html>

The university is situated in one of Europe's most vibrant and friendly capital cities. From small beginnings, when Belfast was just a hamlet with a crossing on a river mouth, the city has grown to become a centre for industry: in the very early days, it didn't take marauders and pirates long to realise that here was a safe haven from the north Atlantic storms, making it a perfect location for boat repairs. Over time, the industrious local people developed a boat building trade and ship building became a major industry, with the Harland and Wolff shipyard rapidly dominating the field. Perhaps their best known ship was the Titanic, launched in 1912. You can read more about the history of the city at **http://www.gotobelfast.com/explore_belfast/history.aspx**.



But the city is not just about industry and the all too well-known 'troubles'; it has also been fuelled by music. This drive has produced a synergy that created talent such as Van Morrison, James Galway, the harpist Derek Bell, Snow Patrol, Barry Douglas, Ash and many more. It's also well known for its plethora of literary talent – and if you want to gain a literary feel for the city (and Northern Ireland) before your visit, try some of these authors, recommended by Jannette Elwood, one of our conference hosts: David Park, Glen Patterson and Colin Bateman provide some local colour and, if your tastes run to poetry, you have to read some of the poems of Seamus Heaney and Michael Longley.



The Giant's Causeway – a World Heritage site a short trip from Belfast

More Information

For further advice and information on the latest tourism industry news, events and publications, visit the official Northern Ireland Tourist board at **<http://www.nitb.com/>**

Images of Queen's University are courtesy of Marketing & Creative Services, QUB.

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We're pleased to announce our first Doctoral Network event!

Lucy Simpson



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STOP PRESS: FREE EVENT

We're pleased to announce our first Doctoral Network event!

November 9 2011, Queen's University Belfast

Earlier this year the Association launched a Doctoral Network for PhD students and supervisors working in the field of assessment, via the professional networking site Linked-In. The online Network now has 70 members from across Europe and beyond, and its membership is steadily increasing. The purpose of the Doctoral Network is to help foster relationships amongst new researchers. We want doctoral students to use the Network as a platform to exchange knowledge, experiences and ideas, to seek critical evaluations of their work, and to provide one another with support and encouragement.

Due to the success of the online Network, we're pleased to announce that the Doctoral Network's first face-to-face event will be held before the main conference on 9 November in Belfast. The event will take the form of a workshop and will consist of three sessions:

1. a presentation practice workshop, focusing on students' presentations of their areas of research;
2. a writing workshop, for students to develop publications; and
3. an open forum for discussions about the preferred ways of taking the Network forward.

The workshop is aimed at doctoral students, but supervisors may wish to attend the closing session. The workshop is sponsored by Pearson - attendance at the workshop is free and lunch will be provided. Participants need not be attending the main conference in order to attend the workshop. Doctoral students and supervisors from outside the Association are also welcome to attend the workshop, so please do pass on this information to any colleagues who you think may be interested in attending.

If you would like further information about the pre-conference Doctoral Network workshop and how to register for the event please contact Lucy Simpson, the Doctoral Network Co-ordinator, at Lucy.Simpson@bristol.ac.uk.



You can also join our online network on Linked-In by going to <http://www.linkedin.com/e/-b26ysr-gnufcy1c-2i/vgh/3916624/> and clicking on 'Join Group'. Please note that if you are not already a member of Linked-In, you will need to set up a profile before you can join the Doctoral Network.

We hope to see you online or at a Doctoral Network event soon!

Image of Queen's University courtesy of Marketing & Creative Services, QUB



AEA-Europe conferences go from strength to strength!

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The Belfast conference this year promises to offer the best selection of papers, posters and discussion groups ever – so it's a definite date for your diaries.

For proof, look no further than the table below, showing the number of submissions for the 2010 Oslo conference and those for this year's event.

	Belfast 2011 submissions	Oslo 2010 submissions
Papers	71	47
Posters	14	8
Discussion groups	8	8

You can see that there has been an increase of just over 50% in the number of papers submitted and a 75% increase in the number of posters, while numbers for discussion groups have remained consistent at eight. The Association would welcome the submission of more discussion group proposals at future conferences, as these events allow more interaction between participants and have been known to generate collaborations and research programmes.

It's not just the numbers that have increased. More countries than ever before have submitted papers, poster and ideas for discussion groups, with a total of 22 countries making submissions for the 2011 conference compared with 15 for 2010. Additionally, more submissions have been made from outside Europe - from as far away as Singapore and China, as well as an increased number of submissions from the USA. Our European colleagues continue to be well represented with more countries involved and a growing number of submissions from different organizations and people.

With this range of submissions, one thing is certain: all those attending will learn a great deal, which fits very neatly with the theme of the conference – *Assessment and the opportunity to learn*.

Map produced by Jonathan Greenwood (NFER)



Identifying key issues in bilingual education and assessment

Stuart Shaw and Helen Imam, University of Cambridge International Examinations



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The context

International assessments in a wide range of subjects are being prepared for and delivered through the medium of English. These are taken by many candidates whose first language is not English and increasingly by students who have participated in Content and Language Integrated Learning (CLIL) programmes, which are "a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language" (Mehisto et al, 2008, p.9). Typically students preparing for University of Cambridge International Examinations ('Cambridge') do so in very diverse linguistic and educational contexts, some following an entire curriculum in English, and others undertaking only one or two Cambridge examinations in parallel with qualifications from their own (non-English) national curriculum. The integration of two curricula in bilingual education programmes presents challenges for the schools. Cambridge is keen, therefore, to understand this context in order to evaluate the impact of this choice of education programme and particularly the role of assessment within it.

What is happening

Bilingual education is 'a simplistic label for a complex phenomenon' (Baker, 2000, p.213). Over the last year, Cambridge has conducted a number of literature reviews (Lewis, 2010; Chu et al. 2011). The reviews have been designed to address specific questions which now constitute the Cambridge bilingual research framework:

1. What impact does bilingual education have on the teaching and learning process?
2. What is the impact of bilingual education on learner outcomes?
3. What are the key assessment issues?

According to Garcia (2009), "No area of bilingual education is in more need of development than that of bilingual assessment. Without large-scale bilingual assessment that would take into consideration the bilingual continuum in which bilingual children operate, as well as the integrated nature of their language proficiency and content knowledge, bilingual children will never be able to demonstrate their strength" (2009, p.378). Bilingual assessment is an issue that needs to be developed and researched in order to accommodate the bilingual continuum in which bilingual children operate. It is evident that this 'most thorny issue' (García, 2009, p.396) stems from the fact that assessment methods for bilinguals have developed from the practice of testing monolinguals and most often ignore the children's bilingualism by assessing their abilities and knowledge as if they were performing as two monolinguals.

Cambridge is interested in the potential for developing bilingual assessments and is also conducting a number of studies designed to address specific questions in relation to its own assessments. For example:

- Does the level of English impact on standards achieved in Cambridge non-language qualifications?

- What does successful attainment of Cambridge non-language qualifications indicate about language proficiency?
- What level of English, according to the Common European Framework of References for Languages (CEFR), is needed to access Cambridge assessments?
- What cognitive and academic language skills are needed to access Cambridge assessments?
- How can schools be supported to prepare teachers and learners for whom English is a second language for bilingual programmes which include high-stakes, international assessment? For example, schools could be guided on mapping their national against the international curriculum to streamline teaching and learning. They could be given the tools to develop language awareness amongst content teachers as well as coordination between content and language teachers.
- What form of new assessments would enable bilingual students to demonstrate their strengths?

Why inform members

The growth of multiple multilingual education programmes at the end of the 20th century has been in response to the type of complex bilingualism brought about by globalisation (García, 2009a). Cambridge is attempting, therefore, to build an understanding of best practice in the area of bilingual education and to guide any future developments in terms of bilingual assessment which can be shared more widely across the assessment community.

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More information

It is hoped that the outcomes of research will be reported on at future AEA-Europe conferences.



The Diploma Qualification in England: Another Failed Vocational-Education Initiative?

Tina Isaacs



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The context

In 2005 the Labour government introduced new Diploma qualifications in 14 vocational areas. Five areas were first taught in September 2008 and the first two-year programmes were examined in 2010. The Diploma is a qualification in its own right that comprises a series of discrete qualifications. To gain a Diploma a student must complete ten elements: Principal Learning; Project; additional/specialist learning (potentially comprising multiple qualifications); Functional Mathematics; Functional ICT; Functional English (separately assessing writing, reading and listening and speaking); Personal Learning and Thinking Skills (PLTS); and work experience. The grades from the first two combine to form the overall grade, but a student who is unable to achieve in any of the other eight elements cannot receive a Diploma qualification.

Early government predictions were that up to 40% of 14 to 16 year olds, approximately 250,000 students per year group, would take Diploma qualifications by 2013, but that lofty prophecy was scaled down quickly. Predictions for 2008 entries were 50,000; however, in 2008 only 11,326 students registered for the qualification of whom 4,500 completed its requirements in 2010, not all of them successfully.

What is happening

At the time of this writing the second cohort's achievements are being assessed. When you read this, figures on the pass rates for Principal Learning, Project and overall Diploma will have been published. Whatever the final number, it certainly won't be the tens of thousands that the former government anticipated.

Two main reasons seem to contribute to the Diploma's downfall. The qualification itself is not really vocational, with a smaller practical element than other European vocational programmes. And, more germane to AEA concerns, is the qualification's complex structure and hurdles-based assessment model. The Diploma sets a very high bar to achievement. Every element has to be passed, and five of the hurdles – the Functional Skills – are based on a mastery model, where candidates have to fulfil all assessment objectives and pass tests with high marks.

Hurdles are meant to be tripped over, as Functional Skills outcomes unfortunately proved. Early modelling showed that pass rates could drop as low as 2% if functional elements had to be mastered. Past hurdle-based assessments – the earliest National Curriculum tests and the Key Skills hurdle for GNVQs – were abandoned after unexpectedly low results. The more components, the more likely any individual is to do badly on one of them, and with no room for failure the consequences are dramatic. The largest Diploma provider had reasonable success rates for the Principal Learning component in 2010. However, the conversion rate to

full Diplomas was less than 50%. The most common reason was failure to achieve one or more of the Functional Skills – almost 90% of the unclaimed total.

Why inform members

England has seen many government-sponsored vocational qualifications relegated to the scrap heap over the last twenty years. Other AEA member states seem to have more robust systems. For the Diploma the complexity of the assessment system that defined it greatly increased its chance of failure. Recently Professor Alison Wolf recommended – and the Coalition government accepted – that vocational qualifications for 14 to 16 year olds should play a different role in school accountability measures, which will doubtless inspire awarding bodies to modify old, or create new vocational provision. It will be interesting to see if they will be able to avoid the potential assessment traps.

More information

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Using Mixed methods to explore the range, extent and distribution of school effectiveness in Chilean secondary schools

Bernadita Munoz



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The Research

For the past 30 years the Chilean school external accountability system has been based on raw results of students' educational achievements. SIMCE (The National System of Measurement of Educational Quality) applies an annual test to the whole population of students in 4th grade (9 years-old) in Maths, Language and Science and every two years a test in the same subjects at 8th and 10th grades (13 and 15 years old, respectively). Results are made public by the dissemination of a yearly league table (raw results) of each school in the country. Given that Chilean inequalities in education are a matter of concern because a large part of Chilean pupils' performance variation (57%) has been attributable to their socio-economic background (OECD, 2002; OECD, 2007), it is not at all surprising that private fee-paying schools and private subsidized schools have better raw achievement levels than public (state) schools. Though the misleading nature of raw league tables as a tool for assessing school performance has been well documented in western countries in general (OECD, 2008) and in the UK in particular (Nuttall et al 1989, Thomas et al 1992, Thomas et al 1993; Stroll & Mortimore, 1997; Sammons et. al., 1997; Sammons, 1999; Leckie & Goldstein, 2007), in Chile it remains the main tool for assessing educational quality for external accountability purposes.

In the Chilean context, research on complementary approaches to evaluating educational quality and accountability is needed, especially after an increasing awareness by policy makers and the academic community that school mean examination results - unadjusted for school differences in student background - seriously bias the perception of the effectiveness of Chilean schools (McEwan & Carnoy, 2000; Bellei 2001; 2007; Hsieh and Urquiola, 2006; Carnoy, 2007; Valenzuela et, al. 2009).

The research

This Ph.D is an empirical investigation oriented to explore the accountability role of school performance indicators; that is, to hold the educational system accountable for its functioning and performance (Scheerens, Glas & Thomas, 2003), by complementing raw league tables or a ranking approach with fairer and more accurate approaches - such as Value-added and Contextualised Value Added - in order to provide a better picture of Chilean secondary school effectiveness.

Methods

Quantitative methods: A longitudinal sample of a cohort of 177,896 students nested within 7,146 classrooms within 2,283 schools that took the SIMCE tests in Language and Math in grades 8 and 10 in 2004 and 2006 and their family questionnaires, were analysed

using multilevel modeling (Goldstein, 1995) in order to estimate Value Added (VA) and Contextualised Value Added (CVA) indicators.

Qualitative methods: The results from the quantitative phase were used as a screening instrument to choose two schools (1 school with low and 1 with high Contextualised Value Added performance) where case studies were carried out in order to generate a deeper understanding of how and why the differences between these schools occur.

Potential impact

This Ph.D aims to provide a useful contribution to the debate about the interpretation of secondary schools' assessment results for accountability purposes in Chile by providing a methodological tool to explore the range, extent and distribution of school effectiveness in Chilean secondary schools. Such a tool could be used to complement Chilean school external accountability system and could perhaps be adapted for similar systems in other countries.

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Bernadita Muñoz is currently working on her PhD degree at Bristol University under the supervision of Sally Thomas.

Funded by: The Chilean National Commission for Scientific and Technological Investigation (CONICYT)

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Alice's adventures in assessment-land: exploring the potential impact of English language tests on the formation of the subjectivity of Greek test-takers

Vanda Papafilippou, University of Bristol, UK



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The Research

The modern individual is argued to be not only subject to but also subjectified by tests, as some aspects of the linguistic and social 'identity' of the test-taker appear to be constructed exclusively by tests (Foucault, 1977; Hanson, 1993; McNamara and Roever, 2006). My research, which could be positioned in the interpretive tradition of test validation and in Critical language testing (Shohamy, 2001) in particular, focuses on how Greek test-takers and secondarily other stakeholders (teachers, parents and language testers) view English language tests. To be more specific, I attempt to explore what values underpin these views, and how the 'Greek candidate' is constituted as a subject by society, ideology and discourses around and promoted by English language tests, as these operate in Greece, which is one of the biggest markets of the English language teaching and testing industry.

Philosophical framework and Methodology

Traditional validity theory has been grounded in the epistemological tradition of a realist philosophy of science (Kane, 2001), where "[o]ne experiences the world as rational and necessary, thus deflating attempts to change it" (Agger, 1991, p. 109). Hence, the prevailing epistemological choices have quite clear ethical and political consequences (Moss, 1996), as they 'block' other perspectives, thus creating a specific societal and educational reality and reproducing certain power relations. Therefore, if we want to acquire a broader perspective about the social phenomenon of language testing we should employ different epistemological approaches.

My research design is informed by the work of Foucault and Gramsci in order to explore power relationships at both the micro and the macro level and in order to explore the possibility of 'counter-assessment'. Two qualitative methods were employed: narrative interviewing with ten test-takers and 15 more stakeholders (teachers, parents and test-takers) and critical discourse analysis of a corpus of texts (my approach mostly draws upon Fairclough 2003 but also upon the work of Foucault and Barthes). By integrating these 'non-traditional' approaches for language test validation, the study aims to encourage the language test community to reflect on assessment practices and their consequences, to pay equal attention to the test and the test-taker, and to consider the constructs of research within the language testing field.

A priority in my research design has been to produce a multivoiced text that challenges the dominant conventions and discourses. Thus, I chose to write my thesis in a narrative and fictional way, emphasising the stratification of meaning. In particular, my thesis follows the structure and the literary style of Alice in Wonderland. I, like Alice, recount my adventures in Assessment-land.

Some findings

My research has shown that tests do, indeed, appear to contribute to the construction of the self as a learner of English (e.g., talented, hopeless) during the school years although later this image subsides. What remains though, is the prevailing ideology that tests seem to be promoting: neoliberalism. A person's priority seems to be her/his employability and the acquisition of the necessary qualifications that the job market demands. English language tests therefore, form – and promote – certain subjectivities not only regarding the self as a learner but also as a social person and citizen.

Potential impact

The study's main aim is to contribute – however minimally – to changing the institutional regime of the production of 'truth', by offering other alternative 'truths', thus suggesting the need for an alternative paradigm in language testing research (Shohamy 2001).

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Assessing Learning Outcomes in Engineering Education: An e-Learning based approach

Rita Falcão de Berredo, Universidade do Porto



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Context

Since the last half of the 20th Century, the world has experienced rapid transformation in the field of Education, led by the changing Knowledge Society. Higher and Continuing Education have been most affected by this transformation, adapting to the demand for new skills in the labor market and at the same time corresponding to the needs of an increasing number of students. The Global Economy created both opportunity and need for the mobility of students and workers, demanding better recognition of qualifications and increasing competitiveness in this field. One visible effect of this transformation is the shift from a content based approach in Education to an approach centered on the student, the Learning Outcomes (LO). This approach is underpinning the development and implementation of most European Education policies, at international and national level. In Europe, Higher Education Institutions (HEI) and Continuing Education Institutions (CEI) are redefining programmes in terms of LO, harmonizing them with national, international and sector specific frameworks of qualifications that are also based on LO. In this context, the assessment of LO becomes a crucial process for the Educational System. Measuring the real Learning Outcomes of the student, against the intended ones, using assessment strategies that are appropriate for the situation should be a main concern of HEI and CEI. Another major revolution in our society has been the introduction of Information and Communication Technologies. The use of ICT applied to Education has been increasing and its use creates new opportunities for teaching, learning and assessment and has huge potential as an answer to some of the current challenges of Education.

The research

This research project is placed at the intersection of these two areas and will address the assessment of Learning Outcomes using e-learning, in different levels of Engineering Education. Accrediting e-learning by means of an assessment delivery tool that can be applied independently of the learning pathways can contribute to the achievement of recognition and mobility of students and to the creation of a flexible Education System. This research will propose specific e-assessment methods for the Learning Outcomes in the area of Engineering Education. It is intended that this proposal will increase the flexibility and mobility of Education in the field of engineering, facilitating the accreditation of competences in Higher and Continuing Education. The project will provide a comparative analysis of the LOs integrated in different frameworks, including the European Qualification Framework (EQF), ABET and EURACE. (European Commission 2008). The main focus of this proposal is developing a model for using e-learning to deliver assessment in Engineering Education. The model will use the revised version of Bloom's Taxonomy (Anderson, Krathwohl et al. 2001) to link e-assessment methods to intended Learning Outcomes.

Research questions

- Can on-line assessment strategies be effective in measuring Learning Outcomes in engineering education?
- Which type of Learning Outcomes identified in engineering education can be assessed using e-learning?
- Can on-line assessment contribute to improvements in the quality of engineering education?

Methodology

The main methodology to be used in this project is documental research and case study analysis applied to the area of engineering education. A model of e-assessment will be developed from literature and previous knowledge. The model will then be proposed and tested in real cases, including Learning Outcomes from courses, modules and qualification frameworks. Detailed information will be collected to gather evidence on the effectiveness of the model and to propose changes.

References

Anderson, L. W., D. R. Krathwohl, et al. (2001). A taxonomy for learning, teaching, and assessing : a revision of Bloom's taxonomy of educational objectives. New York ; London, Longman.
European Commission (2008, 12.July.2008). "The European Qualifications Framework (EQF)." Retrieved 14.June.2009, 2009, from http://ec.europa.eu/education/lifelong-learning-policy/doc44_en.htm.

Supervisor: **Dr Roberto Frias**
Contact details: rfalcao@reit.up.pt



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Recent events

Teacher judgments within systems of summative assessment Invited research seminar at OUCEA

The Oxford University Centre for Educational Assessment hosted an invited seminar on the use of teachers' judgments within systems of summative assessment in June this year. Leading researchers and assessment experts from seven countries contributed. Seminar papers reported on research findings from the US, Australia, England, Scotland and Wales and referred to experience in vocational education and higher education as well as to the schools sector. The seminar focused on what can be learned about the effectiveness of strategies for ensuring consistency in the measurement of student attainments in large-scale systems that rely on teacher judgment.

Seminar papers now available at
<http://oucea.education.ox.ac.uk/teacher-judgment-seminar-june-2011/papers-2/>

Assessment and Learning in the Digital Age Symposium, University of Bristol

This symposium, in June 2011, chaired by Professor Rosamund Sutherland and Dr Sue Timmis, was designed to ask questions about the role and future of assessment in an age when digital technologies enable young people to construct knowledge in new and creative ways.

The speakers were Professor Barbara Wasson (University of Bergen), Professor Patricia Broadfoot (University of Bristol) and Dr Carlo Perrotta (London Knowledge Lab).

This event was streamed live online and can still be accessed at the following link:
<http://www.bristol.ac.uk/education/events/2011/619assessmentandlearning.html>

Members' News

On June 16, **Guri A. Nortvedt** successfully defended her PhD thesis, "Norwegian Grade 8 students' competence in solving multistep arithmetic word problems", after giving a trial lecture on the topic of the use of problem solving tasks in mathematics education. The doctoral work was conducted at the Department for Special Needs Education at the University of Oslo. Guri currently works at the Unit for Quantitative Analysis of Education at the Department for Teacher Education and School Research at the University of Oslo. Guri is also a member of the MESA (Measurement and Evaluation of Student Achievement) research group.



Guri (centre) with her discussants, Per Frostad (NTNU, Norway) and Karin Linnanmäki (Åbo Akademi, Finland)

Julie Sewell adds: The defence was followed by a wonderful dinner for colleagues and friends, in a traditional old Oslo house. Good food, good speeches and lots of good conversation flowed (with helpful translation services provided by many for me!)

Jo-Anne Baird has been appointed as Pearson Professor of Educational Assessment at the Oxford University Centre for Educational Assessment.

Tova Stenlund has graduated from her doctoral studies in Umea earlier this summer and has now received her PhD in Educational Measurement. The title of her thesis is "As valid as it can be?: The assessment of prior learning in higher education". The faculty opponent was Patricia Murphy (in Sweden there is a system where there is one "opponent" who asks the questions and examiners listening to the discussion; it is an open viva so there is also an audience). Here is a link to the introductory part of the thesis: <http://umu.diva-portal.org/smash/get/diva2:414060/FULLTEXT01>

Christina Wikström will be a visiting scholar at Val Klenowski's department in Queensland University of Technology in Brisbane, Australia, from December 2011 until January 2012.

Dr Michelle Meadows has been appointed as a Director of AQA.

Dr Therese Nerheim Hopfenbeck is joining the Oxford University Centre for Educational Assessment in January 2012. Therese has a PhD in Education at the University of Oslo, where she currently holds a post-doctoral position. At the moment she is based at Oslo University's research group for Measurement and Evaluation of Student Achievement and the Unit for Quantitative Analysis of Education, where she is focusing on large-scale comparative assessments and how international testing has shaped public policy across education systems. Her research interests also include educational accountability, test-motivation, and developing models of classroom assessment and self-regulation in secondary comprehension schools. She is the 2010 recipient of the Association for Educational Assessment-Europe New Researcher Award.



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What's new

Thank you
Call for papers

The next issue of the AEA-Europe newsletter will be in March 2012. All contributions are welcome and should be sent to j.sewell@nfer.ac.uk by 20th February 2012.

Call for papers

Special Issue of *Cadmo*: Selection to Higher Education – Fairness, Efficiency, and Consequences

The special issue of *Cadmo* in 2013 will be the responsibility of AEA-Europe. The issue will focus on Selection to Higher Education and aspects of Fairness, Efficiency, and Consequences.

When there are more applicants to higher education than there are study places available, selection must take place. How this selection should be carried out poses interesting and important questions: Who should be admitted, and why? What are the criteria for admission? How should selection instruments be designed, used and interpreted to meet these requirements? However, in the field of admission and selection to higher education, there are a number of important concerns that all have to do with validity aspects of the chosen selection model. There are issues of fairness for the applicants, but also issues of manageability for the universities and consequences for the future job market. Equal access is important and is also emphasized as being of central importance for democratic societies in international steering documents (UN, 1966). Selection should not only be concerned with perceived fairness and efficiency, but also with the consequences of the selection model and instruments used. This is particularly important as today's students will be those who transmit intellectual capital to new generations, future leaders and policy makers.

This call for papers invites relevant articles from those working in this area. Proposals for the special issue should be related to selection for higher education and at least one of the issues of fairness, efficiency, and consequences. Articles must be acceptable to a general readership and relevant to the journal's European readers.



Thank you to the Cadmo 2011 Special Issue review panel

This summer the second AEA-Europe edited *Cadmo* issue was printed and sent out to all the journal's subscribers, and much credit must be given to the careful and thorough reviews conducted by reviewers sought among AEA-Europe members. The theme for this issue is "Innovations in assessment to meet changing needs". Many articles were submitted and as the guest editor my search for reviewers brought me in contact with many of you. I would like to express my gratitude to all of you who took on this work: you gave your time, completed your reviews within my deadlines, dedicated yourselves to give constructive criticism and thereby gave invaluable help towards finalizing the issue. I would also like to express my gratitude and thanks to the AEA-Europe Publications and Communications Committee for their assistance with the editorial work.

Thank you all.

Germi A. Nertveld

The contributions could consider:

- Changes and innovations in the ways candidates are being assessed
- Instruments used in the selection (test, grades, interviews etc), their shortcomings and benefits, especially from a perspective of validity
- The "Achievement vs. Aptitude" discussion
- The delivery, taking, and marking of tests/assessments
- The policy and organization of admission systems, with a focus on selection.
- Meritocracy and democracy in admission policy

Articles may be in any mainstream European language, but authors should know that the journal will include over half the articles in English. Articles should begin with a structured abstract in English of 100-700 characters (10-12 lines) and include up to six keywords. The article should be around 20,000 to 30,000 characters.

Follow this link to the Journal's website:

<http://www.francoangeli.it/riviste/sommario.asp?idRivista=117>

Articles must be submitted by e-mail to the Lead Editor, Christina Wikström, at christina.wikstrom@educsci.umu.se or Per-Erik Lyrén per-erik.lyren@educsci.umu.se by 31 July 2012 at the latest. Submissions must be clearly labelled as submission for *Cadmo* Special Issue 2013. Late submissions cannot be considered.

Submissions will be subject to the Journal's rigorous peer review process, based on initial editorial screening (all submissions) and refereeing by at least two anonymous referees for submissions selected from the initial screening.

Cadmo is a biannual scientific journal launched in 1993 and published by FrancoAngeli. Since 2007 it has been an ISI publication (listed in the Social Sciences citation index). As of 2009 AEA-Europe and *Cadmo* Board have entered into an agreement which provides for AEA-Europe to adopt *Cadmo* as the Association's journal and to distribute it to AEA-Europe members.

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Conferences

IRT Workshop at the University of Twente

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Conferences

ISDDE Conference 2011, "Design and Development: Transforming STEM Learning" September 12-15, Boston, USA, <http://www.isdde.org/isdde/boston2011/index.htm>

ECER 2011, "Urban Education" September 13 – 16, Berlin, Germany <http://www.eera-ecer.eu/ecer/ecer-2011-berlin/>

ATP Europe 2011, "Growing talent in Europe. Gaining Advantage through Assessment", September 28 – 30, Prague, Czech Republic, <http://www.eatpconference.eu.com/>

IAEA 2011, "Assessment and the Challenges of Globalization" October 23 – 28, Manila, Philippines <http://www.iaea2011.com/>

The 2011 Assessment Institute conference October 30 – November 1, Indianapolis, Indiana, USA <http://www.planning.iupui.edu/institute>

AEA-Europe Annual Conference 2011, "Assessment and Opportunity to Learn" November 10 – 12, Belfast, Northern Ireland, <http://www.aea-europe.net/page-293.html>

An International Sociological Association (ISA) RC04 & RC10 sponsored mid-term conference, "Social Justice and Participation: the role of Higher Education" 25-27 November 2011, Cyprus <http://www2.ucy.ac.cy/~iasonas/conf11.html>

5th Rasch Measurement Conference January 23 – 25, Perth, Western Australia <http://www.education.uwa.edu.au/raschconference>

Pearson Global Research Conference 2012, "The Role of Technology and Assessment in System-wide Improvements" January 27- 28, Fremantle, Western Australia www.pearson.com.au/globalresearchconference

Innovations in Testing 2012 February 29 – 29, Westin Mission Hills, Palm Springs, California www.innovationsintesting.org

New Mexico Higher Education Assessment and Retention Conference Winter/spring 2012, Albuquerque, NM, USA, <http://www.nmsu.edu/NMHEAR/>

'The 10th e-assessment question' March 21 – 22, London, UK <http://www.e-assess.co.uk/2012/2012.html>

2012 Annual Meeting & Training Sessions April 12 – 16, Vancouver, British Columbia <http://www.ncme.org/meeting/index.cfm>

2012 Annual Meeting "Non Satis Scire: To Know Is Not Enough" April 13 - 17, - Vancouver, British Columbia, Canada

AEA-Europe Annual Conference 2012 November, Berlin, Germany

IRT Workshop at the University of Twente

The RCEC Workshop on Item Response Theory and Educational Measurement will be held at the University of Twente from Wednesday, October 12, through Friday, October 14, 2011. This workshop continues the tradition of the IRT workshops in Twente, but with an added focus on educational measurement.

We hope you will participate in this workshop. Although the workshop is invitational, we would gladly consider extending invitations to persons in your institution or organization with an active interest in IRT and educational measurement who are not on the list of invitees.

The keynote speaker at this workshop will be Robert Mislevy,

Robert Mislevy is the Frederic M. Lord Chair in Measurement and Statistics at Educational Testing Service. He was previously a Professor of Measurement, Statistics, and Evaluation at the University of Maryland at College Park, and Affiliate Professor of Survey Methods and of Second Language Acquisition. Dr. Mislevy's research applies developments in technology, statistical methods, and cognitive science to practical problems in educational assessment. His publications include Automated Scoring of Complex Tasks in Computer-Based Testing (with David Williamson and Isaac Bejar), the BILOG computer program (with R. Darrell Bock), and the chapter on Cognitive Psychology and Educational Assessment in Educational Measurement (4th Ed.). His current projects include the NSF-supported PADI project, which is developing an assessment design system with a focus on science inquiry, and work with CRESST and Cisco on simulation- and game-based assessments. He has received the Raymond Cattell Early Career Award, AERA's Lindquist award for career contributions, TOEFL's Samuel J. Messick Memorial Lecture Award, AERA Division D's Robert L. Linn Address Award, and NCME's Career Contributions Award and their Award for Technical Contributions to Educational Measurement (three times). He is a past-president of the Psychometric Society and a member of the National Academy of Education.

All participants are invited to present a paper.

You can register now by filling in the registration form on this website Please register as soon as possible, but no later than September 15.

Participation fees are €250,-. Lunches and a workshop dinner are included in the fee. You will receive an invoice upon registration.

A room can be reserved at one of the conference hotels, Drienerburght or Logica. We will take care of the reservation of your room. **Note:** You have to pay the room yourself upon arrival.

Please fill in the (preliminary) title of your presentation in the form below. You will receive a draft of the program by email early in September.

For questions and further information please contact Birgit Olthof (rcec@gw.utwente.nl)



Council changes

*There have been some recent changes in the council.
Steven Bakker explains:*

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Dear colleagues,

As some of you know, some changes have taken place in the AEA-E Council.

As an outcome of the elections held early this year, Sandra Johnson joined us in May. On behalf of all members I would like to thank her once again for her willingness to take up this position and help us develop our Association.

As a Council member Sandra will take over the Chair of the Professional Developing Committee as of 7 September this year.

Also in May Kiril Bankov decided to resign from his position. During his six years on the Council Kiril has made many a valuable contribution, lastly as the editor of the AEA-E Conference Handbook. On behalf of the Association I would like to thank Kiril for his input, and I'm happy to know that he will remain an active member of the Association.

After consultation with the membership the Council decided to invite Claude Sauvageot, who had nominated himself as a candidate for an earlier vacancy, to join the Council without further elections.

Claude will effectively join us at the Council Meeting in November this year. A warm welcome to Claude, on behalf of the Association and Council, and let me express my hope that Claude's joining will be the start of a rapid expansion of our French membership!

Steven Bakker
AEA-E President

The Spring newsletter will include an introduction to Sandra and Claude.

Minutes of council meetings are regularly posted on the AEA-Europe website (<http://www.aea-europe.net/>).



Publications and communications committee

Gabriella Agrusti chairs the Publications and Communications Committee. This committee is responsible for the special editions of CADMO, these newsletters and the development of the doctoral forum.

We hope to meet at least some of you in Belfast – come and talk to us!



The members of the Publications and Communications Committee at their spring meeting.

Left to right: Lucy Simpson, Guri A. Nortvedt, Jo-Anne Baird, Gabriella Agrusti, Julie Sewell, Christina Wikström.

Please contact the editor of the newsletter with any articles or news for inclusion in the 2012 Spring newsletter. Deadline date 20th February 2012.

Contact: j.sewell@nfer.ac.uk

