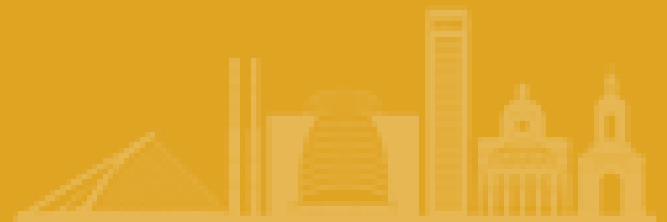




Assessment for Changing Times:
Opportunities and Challenges



Conference Handbook

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Assessment for Changing Times: Opportunities and Challenges

The theme of this year's conference has probably never been more relevant. We are indeed living in changing times, and the pandemic has affected us all in many ways. It has certainly changed education and assessment, and brought challenges for students, teachers, schools and society, but as a consequence also led to creative solutions and innovation. In times like these, it is important to learn and move forward, and research as an important key drive for evidence-based decisions in policy and practice. This is our mission as an Association – to provide a platform for sharing knowledge, and to propose and discuss new ideas.

For AEA-Europe, it has been a time of change as well. In November 2020 we held the successful online AEA-Europe Festival instead of the annual on-site conference, to celebrate the Association and gather our members. In early 2021, we realised that the pandemic would not go away anytime soon, and that the on-site conference we had been hoping for would be too unsafe for our members and hosting country. It would also be financially very risky for the Association. It was decided that the 2021 Conference – the 22nd, counting last year's Festival, would take place online, postponing the on-site meeting in Dublin yet another year. This time we decided to be bolder and have a full annual conference online, with all the presentation formats and also social activities that an annual AEA-Europe conference contains. And it was a good decision – we again have a full scientific programme with many interesting presentations and workshops.

Of course, there are challenges as some things are more difficult online, in some ways impossible. Over the years, we have visited fantastic places and been spoilt by our hosting members, treated to fabulous venues, great meals and a fantastic gala dinner on the last evening. For me, and most certainly for many of you too, the annual conference has been, and still is, the highlight of the working year, both professionally and socially. Still, there are things we can do socially also at an online conference. And if we cannot go to the venue, perhaps the venue can come to us? I am very excited about the social events this year, the Wednesday meeting for PhD students and accredited members, and the Thursday evening event: Ceiliúradh, Cóisir agus Craic --- Celebration, Party and Chat! Imagine that next year, we can all be there in person! I also hope that we will make good use of the possibilities to meet between sessions, to hang out in the conference “lobby”, or perhaps have lunch together. Those of you who like to do some exercise to help our bodies cope with long days on a chair will be pleasantly surprised too!

Last but not least, on behalf of the AEA-Europe council I want to express my warm thanks to all who have contributed and are contributing to the Association and the annual conference: The members of the Conference Organising Committee, the Scientific Programme Committee, The Publication Committee, the Professional Development Committee and of course Easy Conferences that have been so helpful in many ways, and also provided the conference platform. I would also like to give our warm thanks to our sponsors – you are so important for us, we very much appreciate your support! I would also like to send a special thanks to our Irish colleagues, for working with us for such a long time now, patiently waiting for us to gather in Dublin, and this year actually taking Dublin to us on the Thursday night!

Thanks to all who have committed in one way or the other to the activities of the Association, reviewing presentation proposals and applications for accreditation and award nominations, or chairing sessions and presentations. Thanks to workshop leaders, keynote presenters and all the other presenters for generously sharing your time and expertise! Dear AEA-Europe members, thank you all for planning, organizing, presenting, or just being here with us now!

Enjoy the conference!



Christina Wikström
AEA-Europe President

Prof. John Hattie

Emeritus Laureate Professor at the Melbourne Graduate School of Education at the University of Melbourne

“How to devise Visible Learning Assessment Capable Teachers and Students: Moving from ‘merely’ developing tests, to understanding interpretations from testing”



Abstract:

So much of the current debates, training, and methods for teachers focus on psychometric properties such as reliability and validity. If, instead, the focus is on the adequacy and consequences of interpreting the reports from testing we would be in a much more successful state.

This session explores score reporting, teaching students to interpret their test results, and argues that (for students and for teachers) unless there are consequential decisions, improvements, or actions from these reports then maybe we should seriously question the (over-)use of assessments in classrooms.

Bio:

Prof. Hattie is an internationally acclaimed researcher. He is Emeritus Laureate Professor at the Melbourne Graduate School of Education at the University of Melbourne, Chair of the Australian Institute of Teaching and School Leaders, and director of the Hattie Family Foundation. He has published and presented over 1600 papers, and supervised 200 theses students, and 60 books – including 28 on Visible Learning.

More information about his work can be found at:

<https://findanexpert.unimelb.edu.au/profile/428067-john-hattie>

<https://www.visiblelearningplus.com/content/gold-papers>

<https://www.visiblelearningmetax.com>

Dr. Raphael Pasquini

University of Teacher Education in the state of Vaud, Lausanne, Switzerland

*“Constructive grading to help teachers
in their decision-making and to improve students’ learning: what else?”*



Abstract:

For more than a century, grading has been one of the most hotly debated topics in education in almost all OECD education systems. Numerous studies have been conducted on that field. A worrying finding emerged: regardless of the level of education or the subjects involved, grading practices look like a hodge-podge and teachers lack the skills and knowledge to assess and grade consistently. Hence, it becomes urgent to think about education programs that aim to develop assessment and grading skills among teachers related to learning.

The conference will address this complex question. It will start by outlining some issues about grading. Then, a core definition of grading will be presented with several questions, in order to problematize the conditions under which grading practices can be constructive, i. e. related to learning and that can provide efficient feedbacks to students. We will next explain our theoretical framework and present a case study which will concretize the issues teachers’ have to manage when they shift their grading practices from an arithmetical to a constructive perspective. More global research findings and a definition of constructive grading will follow, before an open conclusion based on three challenges to be addressed.

Bio:

Dr. Pasquini, who is an Associate Professor in the Training and Research Unit in the Teaching, Learning and Assessment at the University of Teacher Education in the state of Vaud, Lausanne, Switzerland, will be presenting his keynote speech based on his dissertation in the online AEA-Europe conference 2021. The title of his keynote presentation is “Constructive grading to help teachers in their decision-making and to improve students’ learning: what else?”

Prof. Monserrat Gomendio

Research Professor at the Spanish Research Council and co-founder of SkillsWEGO (consultancy)

*“The True Impact Of Pisa On Education Reforms:
Who Cares About The Evidence?”*



Abstract:

International large-scale assessments (ILSAs) provide comparative evidence on how education systems perform and identify good practices which lead to better student outcomes.

PISA was specifically designed to provide advice to policy makers and it is widely believed to have had a major impact on education reforms.

However, PISA data show that after two decades student outcomes in OECD countries have not improved. The OECD acknowledges that its self-proclaimed mission has not been achieved but argues that it has successfully developed policy recommendations which have lowered the costs of education reforms; thus, it blames governments for failing to follow such good practices. I argue that the reasons why the evidence has not had any major impact are more complex. The evidence concerning the lack of impact of investment is strong, but the political costs of increasing class size and/or decreasing teacher salaries are huge due to vested interests. A second group of factors is strongly context-dependent, but the policy recommendations tend to be universal, leading to dire consequences.

Finally, the evidence concerning variables that attempt to measure equity (a multi-dimensional concept) is partial and non-conclusive, so the policy recommendations have been heavily influenced by ideology. I conclude that the evidence provided by ILSAs interacts in such a way with vested interests and ideology that it does not make education reforms less difficult. I also examine for the first time the real impact of the available evidence on education reforms and show that it has been very small. This is partly to do with the quality of the evidence, partly with underlying conflicts of interest which play a much greater role than any objective data.

Bio:

Prof. Gomendio is a research Professor at the Spanish Research Council and co-founder of SkillsWEGO (consultancy). She started her career as a biologist and then moved into academia where she has held leadership positions as Director of the National Science Museum and Vice-President of the Spanish Research Council. She has also contributed to education reforms in Spain, in her role as Secretary of State for Education, Vocational Education and Training and Universities at the Spanish Ministry of Education, Culture and Sports (2012-2015).

She eventually joined the OECD (2015-2019) where she worked first as Deputy Director for Education and then as Head of the OECD Centre for Skills since it was created in June 2017.

Her main role was to give advice to national governments on the policies that could be implemented to improve the level of knowledge and skills of the population, and make education and training systems more responsive to the rapidly changing demands from the labour market due to the impact of megatrends (digitalization, globalization and demographic trends).

More information about her work can be found at:

<https://www.linkedin.com/in/montserrat-gomendio-0a6aba1a6/?originalSubdomain=es>



Message from the Scientific Programme Committee (SPC)

Members:

Andrej Anovik (Co-Chair)

Nico Dieteren

Damian Murchan

Elisa de Padua;

Stuart Shaw (Co-Chair)

Gerry Shiel

Dear Conference Delegates

For the first year in its history the AEA-Europe annual conference is to be held online.

As a consequence, the Scientific Programme Committee (SPC) has faced new and interesting challenges in constructing the conference programme this year. For example, the reviewing process was complicated because submissions for the 2020 conference were either retained or withdrawn when the call for the 2021 papers was announced. On top of this, we received a large number of high-quality presentation proposals. However, it was generally agreed that the reviewing process went remarkably smoothly. Yes, there were hiccups on the final day of the reviewing window and we are very thankful to those reviewers we approached at the last minute to make up any shortfalls. And, yes there were a great many 'day-to-day' queries from participating reviewers (which is par for the course anyway). The main difference this year was that we had enlarged our pool of reviewers which meant that no one reviewer had an allocation greater than 10 submissions to review, and we also instigated a contingency 'mop up' pool of reviewers to accommodate outstanding reviews.

Another challenge related to the construction of the conference programme. This is, of course, the first year the SPC has created an initial draft of the programme online. The construction process is normally accomplished in a face-to-face meeting (held in Cambridge over recent years). Nevertheless, the SPC engaged in an extremely successful three-and-a-half hour Zoom meeting in June in order to produce an initial draft of the programme.

As you have no doubt seen, the programme contains a large number of sessions on topics that relate to the very timely conference theme: Assessment for Changing Times: Opportunities and Challenges. The conference programme includes workshops, SIG-meetings and discussions, posters, papers, ignite sessions, keynotes, and more! We think you'll enjoy the event especially the activity that is to replace the conference dinner!

When the conference is over, the SPC will meet to review the entire online process. Amongst other things, we intend to revisit and refine the evaluation criteria reviewers use to judge the quality of submissions.

We also propose to make the call for reviewers more transparent. Sometimes it is not clear that there are two invites to review submissions both of which require a response:

- The first informal invite is an email sent by Linda Wye (AQA). The email targets all those who have been willing to review in the past. Once potential reviewers have shown willingness to participate in the current review process their names are keyed into the Easyconferences system.
- Soon after, the system automatically generates a formal email which is sent to reviewers who have agreed to participate informally. Sometimes reviewers - who have agreed to review informally, do not always appreciate that they need to formally respond to the second email. Until they do, they are not officially recognised by the Easyconferences system as 'reviewers' and the SPC is unable to allocate submissions to them.

Anyway, more on these kinds of issues at a later date.

In the meantime, we hope that you and your colleagues both enjoy and engage with the conference programme to the fullest extent.

Regards,

The SPC

Reviewers

Ayesha Ahmed

Steven Bakker

Newman Burdett

Deborah Chetcuti

Rose Clesham

Emer Delaney

Nico Dieteren

Theo Eggen

Delaney Emer

Lorraine Gilleece

Keith Johnston

Frans Kleintjes

George MacBride

Damian Murchan

Gunilla Nasstrom

Paul Newton

Melanie Ni Dhuinn

Isabel Nisbet

Rolf Vegar Olsen

Elisa de Padua

Anna Lind Pantzare

Raphael Pasquini

Mary Richardson

Lise Vikan Sandvik

Alex Scharaschkin

Stuart Shaw

Gerry Shiel

Cor Sluijter

Jana Strakova

Dina Tsagari

Sverre Tveit

Andrew Watts

Christina Wilkstrom

Lesley Wiseman

An Assessment Cultures SIG was first suggested during the Lisbon conference (2019) and in its first year of existence it made a key contribution to the AEA-E online festival (2020). This year our programme has included the publishing of blogs and the organisation of webinars for AEA-E members.

The business meeting will be an informal opportunity for all conference attendees to meet those who have been involved in the SIG steering group so far, and to find out why they are so enthusiastic about the special interest they share.

Find out what the Assessment Cultures SIG has been doing in the past year, and hear about the proposed programme of activities for 2022. There will be plenty of opportunity for discussion and your comments and suggestions for the future activities of the SIG will be warmly welcomed.

Our current Assessment Cultures SIG steering group members are from England, Germany, Norway, Scotland and Switzerland:

- Eleanor Andressen
- Isabel Nisbet
- Raphaël Pasquini
- Lise Vikan Sandvik
- Christoph Schneider
- Stuart Shaw
- Sverre Tveit
- Andrew Watts (Chair)
- Lesley Wiseman

We are keen to encompass as wide a range of assessment interests as possible in our SIG so please come along to this meeting and consider joining the SIG to share your experiences.

If you can't join us in the meeting but would like to make suggestions or find out more about joining the SIG or its steering group, please contact Andrew Watts at aw253@cam.ac.uk.

All conference attendees are warmly invited to attend and participate in this breakfast meeting, to review past activities and influence the future of this first AEA-E SIG which was launched in 2017.

Members of the SIG's current steering group will make very brief presentations on our significant contribution to last year's AEA-E online festival, our conference activities and pre-conference workshops, our annual programme of webinars, and the tangible benefits to SIG members of participation in such activities. This will be followed by small group discussions and a gathering of ideas in a plenary session.

Whether you are already a member of the eAssessment SIG or someone who hasn't previously given much thought to eAssessment, or your interests lie somewhere in between, please come along to find out what's been going on in the AEA-E eAssessment SIG and to influence our future activities.

Current eAssessment SIG steering group members:

- Rebecca Hamer, International Baccalaureate
- Caroline Jongkamp, CITO International
- Mary Richardson, UCL Institute of Education
- Stuart Shaw, University of Cambridge
- Liam Simington, The Chartered Insurance Institute
- Martyn Ware (Chair), Scottish Qualifications Authority
- Lesley Wiseman, University of Glasgow

If you can't join us in the meeting but would like to make suggestions or find out more about joining the SIG or its steering group, please contact Lesley Wiseman at lesley.wiseman-orr@glasgow.ac.uk.

The new AEA-Europe Inclusive Assessment SIG wishes to create a platform to present and discuss research, to debate current events, and discuss issues concerning fairness, inclusion, and advocacy so that educators' work includes the voices of all students irrespective of background. In this Webinar & Launch Event for AEA-Europe's newest SIG, three of the four members of its current steering group will present their work which is closely related to inclusive assessment, offering suggestions for the use of inclusive assessment practices to educators who wish to explore some of its aspects in depth.

The meeting will comprise:

12:15–12:20 Welcome and introduction to the AEA-Europe Inclusive Assessment SIG and its steering group members.

12:20–12:30 The aims of the SIG, what the SIG plans to offer to AEA-Europe members in 2022, and an invitation to join and help to develop the SIG.

12:30–12:40 Dr Eleni Meletiadou “**Nurturing students’ writing knowledge, self-regulation, and attitudes in Higher Education: the use of self-assessment as an inclusive practice**”

12:40–12:50 Dr Sviatlana Karpava “**Inclusive teaching, learning, assessment and critical digital literacies in EFL classrooms**”

12:50–13:00 Dr Doreen Said Pace “**Exploring inclusive teaching and assessment practices in secondary education by listening to the students’ voices: a work in progress**”

13:00–13:15 Q & A, discussion and closing remarks.

Current Inclusive Assessment SIG steering group members:

- Eleni Meletiadou (Chair), London Metropolitan University, UK
- Sviatlana Karpava, University of Cyprus
- Christina Wikstrom, Umea University, Sweden
- Doreen Said Pace, Helen Keller Resource Centre, Ministry for Education, Malta

If you can't join us in the meeting but would like to make suggestions or find out more about joining the SIG or its steering group, please contact Doreen Said Pace at dsaidpace@gmail.com

**AEA EUROPE ONLINE
CONFERENCE 2-5 NOV 2021**

WIND DOWN AND PREPARE FOR THE DAY

*With yoga teacher
Ulrika Cassel*



When most of our days consist of online meetings sitting down, it can get tiring and exhausting.

Help your mind to relax and take a pause !

Start the conference day by joining a yoga session by yoga teacher and physiotherapist Ulrika Cassel.

No previous experience needed. Just bring yourself!

**3RD TO 5TH NOVEMBER 2021
EVERY MORNING AT 08:00 (GMT) WITH
RECORDED SESSIONS AT LUNCH TIME.**

<https://2021.aea-europe.net/>

Wind down and prepare for the day with yoga teacher Ulrika Cassel!

WEDNESDAY-THURSDAY-
FRIDAY

03-04-05 NOVEMBER 2021

08:00

You'll most probably agree that it is not ideal to spend full days sitting down, working in front of a computer. And when all or most of the days consists of online meetings, it can be very exhausting and make us tired and unfocused. Our bodies are built for movement, and our minds need time to relax and take a pause now and then.

If this feels familiar to you, you will be pleased to learn that throughout the conference there will be morning sessions with yoga teacher and physiotherapist Ulrika Cassel, to help us find strategies for a more balanced day, both physically and mentally.

Ulrika Cassel



Ulrika Cassel is a physiotherapist as well as an international Yoga, Kundalini and Meditation teacher. She works full time training yoga instructors, and teaches anatomy, physiology, stress management and conversation methodology. She has a lot of experience from online teaching, and has among other things been giving very popular yoga classes on Swedish daytime TV during the covid pandemic.


Ulrika is passionate about communicating yoga as a tool for you to grow and strengthen yourself, both mentally and physically.

"I use yoga as a complete tool to weave my soul with my body and be able to relate to the outside world in a freer and more sincere way. It helps me to be more true to myself and to others. Yoga is an invaluable tool that, when used, helps me stand with both feet on the ground despite the storms of life. Seeing others wake up and heal through techniques I share is one of life's greatest sources of joy and makes me love my job"


The sessions during the AEA-Europe conference will take place in the mornings, with recorded versions available at lunch time. No previous experience is needed, and no equipment. Bring yourself, as you are. Ulrika's sessions are scheduled to 8.30 Wednesday, Thursday and Friday. Each session lasts ca 20 minutes.

'Imposter Syndrome' is rife within communities of experts and academics across the world. It is something that many people experience throughout their careers but is not something that is readily talked about. If we are to create more supportive and mentally well communities, it is important that we start talking about it. In this relaxed workshop-style social session organised by the Professional Development Committee of the AEA-Europe, Postgraduate Student, Early Career Researchers and Accredited members, will look at: what imposter syndrome is; why we get imposter syndrome; and, strategies to manage our imposter syndrome. It is a chance to have a casual drink with colleagues in a relaxed environment to discuss our own difficulties with imposter syndrome and how we can support others who struggle with it.

This session is run by Lydia-May Townsend, psychologist and specialist practitioner from the University of Southampton. Her work involves ensuring students with complex mental needs are able to engage fully with academic study and demystifying mental-health within the University community. She has a particular interest in wellbeing in academic and research communities. She runs wellbeing workshops as part of the doctoral training programme at the University. She also co-chairs the 'Postgraduate Student and Early Career Researcher Network' SIG.



IMPOSTER SYNDROME



**What is imposter syndrome?
How do we get it?
How can we manage it?**

Find out more during a Workshop/Social event for postgraduate students, early researchers & accredited members of AEA-Europe

The session will be led by
Lydia-May Townsend (co-chair Postgraduate student & Early Researcher Network SIG)

Wednesday 3rd November 2021 18:30 - 20:00 GMT

<https://2021.aea-europe.net/>

Ceiliúradh, Cóisir agus Craic --- Celebration, Party and Chat

In the absence of a Conference Dinner at the 22nd Annual Conference this year, we will convene virtually instead at 20:00 GMT on Thursday 4th November for an evening of entertainment hosted from Dublin. Join some AEA-Europe colleagues in the Merry Ploughboy Pub in Dublin for a Celebration, Party and Chat, or in Gaelic, Ceiliúradh, Cóisir agus Craic. Meet some of the people involved in planning next year's conference and enjoy some Irish music and dance in a pub established in 1789 and steeped in the tradition of the Irish music scene.

If you want to learn how to make an Irish Coffee or even pull the perfect pint of Guinness, the bar staff in the Merry Ploughboy will show you how to do it. Recipe and instructions will be available on the conference platform in advance, so just tune in and follow the steps. And for those who'd like to sing a few bars of a song, your moment has come. Song lyrics will be available on the conference platform in advance so feel free to join in with the band in singing some classic Irish tunes.

This promises to be a special evening as we all gather virtually in Dublin, destination for our conference in November 2022. So, bring along some family and friends and let's get together in the Merry Ploughboy Pub. Doors open at 20:00 GMT and once the band leaves the stage at 21:00 we can stay online in a virtual room and catch up with friends.



AEA-EUROPE PRESENTS

04.11.2021



**Ceiliúradh,
Cóisir agus Craic**

Join AEA-E colleagues in
the Merry Ploughboy Pub in
Dublin for a Celebration,
Party and Chat

LIVE BAND | DANCING | SINGING

IRISH COFFEE | GUINNESS

START: 20:00 GMT

The poster features a green wood-grain background with white text. It is decorated with a gold horseshoe in the top left, a green top hat in the top right, a glass of Guinness on the left, a gold horseshoe on the right, a pot of gold at the bottom left, and a green mug with shamrocks at the bottom right. Dotted lines separate the event details into sections.

Pre –Conference Workshops

NOV 02

09:00-16:30

How hard can it be? Issues around how best to provide evidence for assessment validity, reliability and fairness: the practice and challenge of validation

Stuart Shaw

Put your test to the test: Assessing test quality

Bas Hemker, Cor Sluijter

Item Banking and the Assembly of Test Forms

Angela Verschoor, Roel Visseren

09:00-09:30	<p align="center">Welcome Addresses</p>
09:30-10:30	<p align="center">Keynote Speech Prof. John Hattie</p> <p align="center">Title: How to devise Visible Learning Assessment Capable Teachers and Students: Moving from ‘merely’ developing tests, to understanding interpretations from testing</p> <p align="center">Chair: Christina Wikström</p>
10:30-10:45	<p align="center">COFFEE BREAK</p>
10:45-11:30	<p align="center">Keynote Speech Dr. Raphael Pasquini KTNRA Winner</p> <p align="center">Title: Constructive grading to help teachers in their decision-making and to improve students’ learning: what else?</p> <p align="center">Chair: Elena Papanastasiou</p>
11:30-12:45	<p align="center">Poster presentations Chair: Cor Sluijter</p> <p align="center">Developing e-assessment instruments for assessing 5-year-old children’s skills Anne-Mai Meesak</p> <p align="center">The blind side: Exploring item variance in PISA 2018 cognitive domains Kseniia Marcq, Johan Braeken</p> <p align="center">Well-being and Academic Achievement of NIS Students: Improving Assessment Procedures Gulbakhyt Sultanova, Assel Rakhimbekova</p> <p align="center">Remote marking of high-stakes examinations: leadership, challenges and strategies Emma Walland</p> <p align="center">Let the boys speak: stories of 12-year-olds about assessment Doreen Said Pace</p>

11:30-12:45

Random responders in international large-scale assessment in education: a Threat to validity?

Saskia van Laar, Johan Braeken

Adopting a multilingual approach towards comprehension in assessment in Higher Education Institutions in the UK amidst the Covid-19 pandemic

Eleni Meletiadou

A comparison of outcomes from tests proctored locally in testing centres and online using live remote proctoring (LRP)

Gemma Cherry, Michael O'Leary,
Li-Ann Kuan, Oksana Naumenko,
Linda Waters

12:45-13:45

LUNCH

NOV 03						
13:45-15:15	Psychometrics I Chair: Cor Sluijter	Educational Policy Chair: Andrej Novik	Test Development Chair: Rose Clesham	Covid-19 Research I Chair: Elena Papanastasiou	E-Assessment I Chair: Isabel Nisbet	Reliability Chair: Gerry Shiel
	Metaphors and the psychometric paradigm Tom Bramley	Reflections on the enactment of educational policies: The case of continuous assessment in Malta Michael Buhagiar, Deborah Chetcuti	How to Measure Efficiency of Hints in Interventionist Dynamic Assessment? Maxim Skryabin	Assessing Numerical Reasoning On-Screen Using Hint Items David Budzynski, Matthew Turner, Ben Smith	E-portfolios in teaching, learning and assessment: Tensions in theory and praxis Emma Walland, Stuart Shaw	Evaluating the simplified pairs method of standard maintaining using comparative judgement Tom Benton, Tim Gill
	Achieving parity of standards between paper-based and computer-based tests Lauren Miller, Sarah Hughes	How curriculum and assessment policies affect assessment culture in the English discipline: A New Zealand Case study Henning Fjørtoft, Mei Kuin Lai, Mengnan Li	How do changes in the internal assessment system affect the results of external assessment of NIS students? Saltanat Yessenaliyeva, Aidana Shilibekova, Zhanna Jumabayeva, Aikorkem Zhapparova	Language Assessment under COVID-19: What about teachers? Dina Tsagari, Asma Maaoui, Hanen Dammak	Towards a new framework of digital assessment items: linking item types to assessment objectives Caroline Jongkamp, Rebecca Hamer	Comparing teacher judgement and exams: A case study of the factors influencing GCSE and A level grades in England in 2020 Tim Stratton, Nadir Zanini
	A Mixture Nominal Response Model with Response Certainty for Exploring Distractor-Related Misconceptions and Confidence in Answers Chia-Wen Chen, Björn Andersson, Jinxin Zhu	The Future of qualifications and assessment in England: Stakeholder consultation outcomes for bottom-up reform Hayley Dalton, Lizzie Watts	Reader's cognitive actions as parameters of item difficulty: lessons for test developers Alina Ivanova, Inna Antipkina		Researching accessibility in a high-stakes digital examination environment Irene Custodio, Bryan Maddox, David McVeigh, Naomi Care	The impact of marking vs moderating IB coursework Ben Smith
15:15-15:45	COFFEE BREAK					

15:45-17:15	Formative Assessment I Chair: Simon Child	E-Assessment II Chair: Mary Richardson	Fairness & Social Justice I Chair: Alex Scharaschkin		Covid-19 Research II Chair: Deborah Chetcuti	Formative Assessment II Chair: Ayesha Ahmed
	Peer assessment of writing: a powerful formative tool for improved student learning Eleni Meletiadou	The use of remote invigilation – awarding organisation views on its introduction and impact Stuart Cadwallader, Diana Tonin	What is a fair vocational assessment? Stuart Shaw, Isabel Nisbet		Understanding learning loss during the pandemic – implications for assessment Grace Grima, Jennie Golding	Assessing, mapping, measuring and facilitating the development of abstract skills: how do teachers facilitate creativity and curiosity in classrooms? Therese N Hopfenbeck, Juliet Scott-Barrett, Samantha-Kaye Johnston, Tracey Calabrese, Joshua McGrane
	Assess@Learning - digital formative assessment in classrooms: stakeholders' views Kay Livingston, Jannette Elwood	Machine Scoring of Open-Ended Items Angela Verschoor, Roel Visseren	Diversity and inclusion in GCSE and A Level History Jeanne Marie Ryan, Corina Balaban, Victoria Armstrong		A first look at the impact of Covid in Wales' personalised assessments Matthew Turner, Ben Smith	Decomposition of the Composite: Relating Students' Abilities from Item Response and Cognitive Diagnostic Models Denis Federiakin
		Items in Technology-Based Assessments: Examining the use of multimedia stimuli with post-primary test-takers Paula Lehane	Measuring socioeconomic status among middle school students: Does atypicality of responses matter for predicting academic achievement? Vaidas Morkevičius, Rasa Erentaitė, Rimantas Vosylis, Eglė Melnikė, Daiva Sevalneva, Saulė Raižienė, Berita Simonaiteinė		Non-examined high stakes assessments in vocational education: identifying and managing risk post Covid-19 Rebecca Bagguley	Implications of education reform on assessment practice in schools: Teacher and student perspectives on the enabling and disabling characteristics of formative assessment. Jillian Kellough, Damian Murchan
17:15-18:15	Assessment Cultures SIG Business Meeting					
18:30-20:00	Meet & Greet Event combined with Event for members holding accreditation					

08:00 - 09:00	e-Assessment SIG Business Meeting					
09:00 - 10:30	International Surveys Chair: Grace Grima	Assessing Mathematics Chair: Tom Bramley	Covid-19 and Summative Assessment Chair: Deborah Chetcuti	Formative Assessment III Chair: Stuart Shaw	High Stakes Assessment Chair: Dina Tzagari	
	Cross-country differences in rapid guessing behavior in PISA 2015 Michalis Michaelides, Militsa Ivanova	I know what to do!: Advantages and issues related to developing and administering digital numeracy assessments for 6-year-old students Guri A. Nortvedt, Oksana Kovpanets, Andreas Pettersen, Anubha Rohatgi, Lilly Øygarden	Qualification results in England in summer 2020: Teacher judgement in action Emma Howard, Stephen Holmes, Nathan Case	Implementing grade-free schools: Justifications, challenges and opportunities from principals' perspectives Tony Burner, Astrid Gillespie	Teacher Assessment Identity in the Context of a High Stakes Examination Michael O'Leary, Zita Lysaght, Audrey Doyle	
	Using PISA data to examine high-achieving students' characteristics Vasiliki Pitsia	A study of gender, self-perception, and mathematics: The 2020 England, Wales, and Northern Ireland PISA Field Trial Mark Hill, Grace Grima, Irene Custodio, Jennie Golding	Reshaping external high-stake assessment to mitigate students' inequality during the first stage of Covid-19 pandemic in Portugal Gabriel Cipriano, Susana da Cruz Martins	The first stage of a CEFR standard setting procedure for four communicative skills of English in Kazakhstan Anara Dyussenova, Diana Sartauova	Equal opportunity or unfair advantage? The use of test accommodations in high-stakes assessments Carmen Vidal Rodeiro, Sylwia Macinska	
	Who Benefits from Improved Outcomes in Reading Literacy in Ireland? An Investigation of Equality Using National and International Assessment Data Anastasios Karakolidis, Alice Duggan, Joanne Kiniry, Gerry Shiel	Teachers Beliefs of Growth Mindsets and Students' Mathematical Skills Elen Abdurakhmanova		Challenges and opportunities for formative assessment practices of reading comprehension in vulnerable Chilean classrooms. A multiple case study Elisa de Padua	Predictive validity in selection to higher education: potential barriers for students with immigrant backgrounds Marcus Strömbäck Hjärne, Christina Wikström	
10:30 - 11:00	COFFEE BREAK					

11:00 - 12:30	<p>Automatic marking of student essays: making sense of AI in assessment</p> <p>Chair: Gerry Shiel</p>	<p>Exploring confidence in assessment practice</p> <p>Chair: Mary Richardson</p>	<p>Impact of the disruption to schooling due to the pandemic - data from England</p> <p>Chair: Sophie Gauntlett</p>
	<p>Artificial Intelligence in the prime marking process – a comparison with current applications of machine learning</p> <p>John Burton</p>	<p>Trusting teachers’ judgements: responses to COVID19 in England</p> <p>Mary Richardson</p>	<p>A study of the impact of the pandemic on the attainment of students aged 5-7 in reading and mathematics</p> <p>Susan Rose</p>
	<p>‘Explainability’ of machine learning algorithms and implications for reviews of marking and appeals</p> <p>Cesare Aloisi</p>	<p>Rise of the machines? The evolving role of Technology and Artificial Intelligence (AI) technologies in low and high stakes assessment in the UK</p> <p>Rose Clesham</p>	<p>Diagnostic assessment information for teachers – reading</p> <p>Tara Paxman</p>
	<p>Embedding an AI-based marking process into a high-stakes assessment</p> <p>David West</p>	<p>What builds public confidence in the fairness of standards in high stakes assessment</p> <p>Jo-Anne Baird, Louise Hayward, Martyn Ware</p>	<p>Diagnostic assessment information for teachers – mathematics</p> <p>Parveen Akhtar</p>

12:30 - 13:30	GENERAL ASSEMBLY		
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13:30 - 14:00	LUNCH		
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14:00 - 15:30	Language Issues in Assessment Chair: Elisa de Padua	Psychometrics II Chair: Bas Hemker	Covid-19 Research III Chair: Eleanor Andressen	Fairness & Social Fairness III Chair: Damian Murchan	Validity & Validation Chair: Tandi Clausen-May	Assessment Cultures I Chair: Andrew Watts
	The Item-Explanatory Models with Language Features for a Test of Russian as a Foreign Language Maxim Skryabin, Maria Lebedeva	Catching the change of test difficulty with multiple methods: equating Cyprus teacher admission examinations Marieke Van Onna, Iasonas Lamprianou, Demetris Chandriotis, Caroline Jongkamp	Setting and maintaining standards in technical qualifications in England before and after Covid-19: evidence and some reflections Nadir Zanini, Tim Stratton	The impact of representative subject content on the attainment gap: Ethnicity and Outcomes in GCSE History Kevin Mason, Ellen Barrow, Mark Hill	Comparability of computerized performance-based assessment for measuring critical thinking Daria Gracheva	Defining and operationalising synoptic assessment Filio Constantinou
	Different but the same: Score concordance across academic English language proficiency tests Sarah Hughes, Rose Clesham	Flexible and secure high stakes testing using Linear-on-the-fly-Testing Sebastiaan de Klerk, Angela Verschoor	A year of pandemic: managing the impact in Power Maths primary schools in England, 2020-2021 Ellen Barrow, Jennie Golding, Grace Grima	Does removing tiering from high-stakes examinations reduce the size of attainment gaps? Matthew Carroll	Validation of the updated student selection system to enter grade 7 of Nazarbayev Intellectual schools: effectiveness and predictive validity Aigerim Issatayeva, Aigul Jandarova, Zhanna Jumabayeva, Yerbol Nurguzhin, Nico Dieteren, Frans Kamphuis	Assessment Literacy Enhancement of language teachers: How can we support them? Dina Tsagari, Thomais Rousoulioti
			What is lost when exams are cancelled? Ben Redmond, Jennie Golding, Grace Grima		Development and Validation of Competency Frameworks: aligning purposes, constructs, structures and methods Simon Child, Stuart Shaw	Assessment Literacy – How does being an examiner enhance teachers' understanding of assessment? Victoria Coleman, Martin Johnson

15:30 - 16:00 COFFEE BREAK

16:00 - 18:20

Ignite Session
Chair: Andrej Novik & Stuart Shaw

**“Assessment for Changing Times: Opportunities and Challenges”
The AEA-Europe eAssessment Special Interest Group (SIG)**

Martyn Ware

**Fostering the student-teacher relationship in the age of distance learning:
the use of screencasting to provide assessment feedback**

Samir Nuseibeh

Digital Storytelling as a Technology-enhanced Assessment Technique

Sima Caspari

**An exploration of the effects of examination speededness
in A level mathematics, A level science, GCSE mathematics and GCSE French**

Qingping He, Beth Black

Supporting schools in the analysis and use of external assessment reports

Aldina Lobo, Maria Borges, Ana Monteiro

**A teacher-report measure of student’s personal social-emotional skills:
a multilevel mixture IRT approach**

Irina Uglanova, Alina Ivanova

**Is the inclusivity paradox of technology in education holding
back onscreen assessment?**

Hayley White, Mark Campbell

20:00 - 21:00

CONFERENCE EVENT

09:00 - 10:30	<p>Assessment Cultures II</p> <p>Chair: Lesley Wiseman</p>	<p>Educational Policy and Assessment</p> <p>Chair: Nico Dieteren</p>	<p>National Tests and Examinations</p> <p>Chair: Therese Hopfenbeck</p>
	<p>Assessment for changing times: opportunities and challenges</p> <p>Eleanor Andressen</p>	<p>Lesson observations for better teaching: Evidence from school inspections in Nazarbayev intellectual schools</p> <p>Gulmira Zhailauova, Raigul Kakabayeva, Gulnar Kurmanbayeva, Olga Mozhayeva</p>	<p>Standardised Testing in English Reading and Mathematics in Irish Primary Schools: Trends Over Time</p> <p>Zita Lysaght, Gemma Cherry</p>
	<p>'Elasticity' in the administration of national assessment systems</p> <p>Andrew Watts</p>	<p>The potential impact of unconditional University offers on A level attainment in England: evidence to inform the debate on proposed changes to University admissions</p> <p>Rachel Taylor, Nadir Zanini, Merlin Walter</p>	<p>Exploring Primary School Teachers' Use of Assessment Data in an Irish Context</p> <p>Paula Lehane, Vasiliki Pitsia, Anastasios Karakolidis</p>
		<p>How good can marking be? Adventures in marking, chapter 6 (or thereabouts)...</p> <p>Stephen Holmes, Beth Black</p>	<p>National contest of thinking skills – an initiative to address the importance of 21 century skills development. Lithuanian experience</p> <p>Eglė Melnikė, Daiva Sevalneva</p>
10:30 - 11:00	<p>COFFEE BREAK</p>		
11:00 - 11:45	<p>Keynote Speech</p> <p>Prof. Monserrat Gomendio</p> <p>Title: The True Impact Of Pisa On Education Reforms: Who Cares About The Evidence?</p> <p>Chair: Therese Hopfenbeck</p>		
11:45 - 12:15	<p>Awards & Closing Session</p>		
12:15 - 13:20	<p>AEA-Europe Inclusive Assessment SIG Launch Event & Webinar</p>		

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