

Research News

Anouk Peigne Research Division

Conference Presentations

British Educational Research Association (BERA)

The annual conference of the British Educational Research Association took place in Manchester in September 2019 and allowed researchers to discuss findings across many educational themes:

David Beauchamp and Filio Constantinou (Research Division):

To what extent is the language of this test question readable? Tools for investigating the linguistic accessibility of assessment material.

Matthew Carroll (Research Division): *Longitudinal data in education research.*

Vicki Crisp (Research Division): *Context in science exams.*

Nicky Rushton (Research Division): *Teachers' use of and views about enquiry-based learning in the new 9-1 GCSE Geography specifications.*

Carmen Vidal Rodeiro (Research Division): *How does A-level subject choice and students background characteristics relate to Higher Education participation?*

Emma Walland: *Teacher decision-making on post-16 provision in response to reform.*

British Psychological Society East of England

This conference took place at the University of Anglia Ruskin, Cambridge, UK, in September. Professionals gathered in a mixture of workshops, oral and poster presentations to discuss around this year's theme: *The Psychology of Wellbeing*. The following paper was presented:

Irenka Suto (Research Division): *It's Time to Talk about talking about research; Presentation anxiety and other aspects of our jobs which make researchers tense.* This was based on research with her colleague Gill Elliott.

International Society for Design and Development in Education

The 15th annual conference of the International Society for Design and Development in Education took place in Pittsburgh, USA. The theme was *Design for the Future* and attendees participated in group work sessions, presentations, talks and informal conversations. The following paper was presented:

Martin Johnson (Research Division): *Development Challenges in Challenging Contexts: A story of EiE curriculum framework development.* This was based on his research with colleagues Tori Coleman and Sinéad Fitzsimons.

Association for Educational Assessment-Europe (AEA-Europe)

The AEA-Europe annual conference took place in Lisbon, Portugal, in November 2019. The conference's topic was *Assessment for*

transformation: teaching, learning and improving educational outcomes. Various researchers from Cambridge Assessment presented papers:

Tom Bramley, co-authored with Victoria Crisp (Research Division): *Spoilt for choice? Is it a good idea to let students choose which questions they answer in an exam?*

Gill Elliot, co-authored with Jo Ireland (Research Division): *Re-heated meals: Revisiting the teaching, learning and assessment of practical cookery in schools.*

Filio Constantinou (Research Division): *Tests as texts: investigative text questions from a sociolinguistic perspective.*

Filio Constantinou, co-authored with David Beauchamp (Research Division): *To what extent is the language of this test question readable? Tools for investigating the linguistic accessibility of assessment material.*

Martina Kuvalja (Cambridge English), Stuart Shaw (Cambridge Assessment International Education), co-authored with Sarah Matthey (Research Division) and Giota Petkaki (Cambridge Assessment International Education): *Assessment of problem-solving skills.*

Isabel Nisbet and Stuart Shaw (Cambridge Assessment International Education): *workshop Is assessment fair?*

Martin Johnson, co-authored with Victoria Coleman (Research Division): *Getting out of their heads – using concept maps to elicit teachers' assessment literacy.*

Carla Pastorino (Cambridge Assessment International Education): *Student engagement with on-screen assessments: A systematic literature review.*

Alison Rodrigues (Cambridge Assessment International Education) and Sarah Hugues (OCR): *From opinion to evidence: transforming organisational culture in two Awarding Organisations.*

Stuart Shaw (Cambridge Assessment International Examinations): *The CEFR as an assessment tool for learner linguistic and content competence: assisting learners in understanding the language proficiency needed for specific content goals in the CLIL classroom.*

Stuart Shaw (Cambridge Assessment International Education), Victoria Crisp (Research Division) and Sarah Hugues (OCR): *A framework for describing comparability between alternative assessments.*

Tim Oates, co-authored with Philippa Griffiths (Research Division): *The 'grey history' of assessment: understanding the origins of England's new model of assessment of practical work in Science.*

Sylvia Vitello and Carmen Vidal Rodeiro, co-authored with Lucy Chambers (Research Division): *Moderation of non-exam assessments: a novel approach using comparative judgement.*

Irenka Suto convened a symposium on the innovative research area of errors in examination papers: *The rare but persistent problem of errors in examination papers and other assessment instruments.* The following three papers were presented and were followed by active discussions and feedback:



Cambridge Assessment Network



Postgraduate Advanced Certificate in *Educational Assessment*

New for 2020: Cambridge PGCA is now worth 90 credits at Master's Level

From 2020 the Cambridge PGCA is evolving into the 'Postgraduate Advanced Certificate in Educational Studies: Educational Assessment' – a 15 month, part-time course now worth 90 credits at Master's level (Level 7).

The qualification continues to be practice-based and is designed to directly impact your work as you learn to apply various research methodologies to your professional context.

You'll learn through a mix of online learning and four day schools in Cambridge led by experts from Cambridge Assessment and the University of Cambridge Faculty of Education.

On successful completion of the course you'll be awarded a Postgraduate Advanced Certificate in Educational Studies (PACES).

“It was a very valuable learning experience that I will be returning to repeatedly over the next 12 months, re-reading, re-thinking and adapting practice.”

cambridgeassessment.org.uk/pgca

Irenka Suto, co-authored with Jo Ireland (Research Division): *'To err is human' but it's time to go deeper. An analysis of human and system level challenges in the construction of assessment instruments.*

Joanna Williamson and Irenka Suto, co-authored with Jo Ireland and Sylwia Macinska (Research Division): *On the psychology of error: a process analysis method for understanding error detection during the construction of assessment instruments.*

Sylvia Vitello and Nicky Rushton (Research Division): *How and why do errors occur? Insights from people directly involved in assessment instrument construction.*

Migration Research Methods workshop

Jackie Greatorex attended the Migration Research Methods Workshop that took place in Cambridge on the 13th of January. She presented a paper on *Intelligence gathering and networking.*

Association for Science Education

Tim Oates attended the Association for Science Education annual conference which took place at the University of Reading in January 2020, and presented a keynote titled *'Learning everything, learning nothing, or learning something from international comparisons of science curricula'*. There is much contention around the extent to which international comparisons can be used for domestic policy development and improvement of practice. His presentation looked at the principles of robust transnational comparisons, and how 'policy learning' can be a legitimate activity, in contrast to naive 'policy borrowing'. It has focused particularly on recent progress in the development of Science and Mathematics curricula and the insights which can be gained from well-grounded transnational comparisons.

Data Bytes

Data Bytes is a series of data graphics from Cambridge Assessment's Research Division, designed to bring the latest trends and research in educational assessment to a wide audience. Topics are often chosen to coincide with contemporary news or recent Cambridge Assessment research outputs.

The following Data Byte has been published since *Research Matters*, Issue 28:

- December 2019: Popularity of A level subjects among university students.

Publications

The following reports and articles have been published since *Research Matters*, Issue 28:

Constantinou, F., & Chambers, L. (2020). Non-standard English in UK students' writing over time. *Languages and Education (ahead of print)*. Available online at <https://www.tandfonline.com/doi/full/10.1080/09500782.2019.1702996>

Darlington, E. (2017, circulated in 2020). *What is a non-specialist teacher?* Cambridge Assessment Research Report. Cambridge, UK: Cambridge Assessment. Available online at <https://www.cambridgeassessment.org.uk/Images/562865-what-is-a-non-specialist-teacher-.pdf>

Gill, T. (2019). *Progression from GCSE to A Level, 2017*. Cambridge Assessment Statistics Report. Cambridge, UK: Cambridge Assessment. Available online at <https://www.cambridgeassessment.org.uk/Images/560531-progression-from-gcse-to-a-level-2017.pdf>

Shaw, S.D., & Crisp, V. (2020). An approach to validation: Developing and applying an approach for the validation of general qualifications. *Research Matters: A Cambridge Assessment publication*, Special Issue 3 (First published 2012). Available online at <https://www.cambridgeassessment.org.uk/Images/577704-research-matters-special-issue-3-an-approach-to-validation-republished-with-afterword.pdf>

Vidal Rodeiro, C. L. & Stuart Shaw, S. D. (2020). The Cambridge Program in the State of Washington: Students' Characteristics, Courses Taken, and Progression to Postsecondary Education. *College & University. Educating the Modern Higher Education Administration Professional*, 95 (1), Winter 2020, 2–17. Available online at <https://www.aacrao.org/research-publications/quarterly-journals/college-university-journal/issue/c-u-vol.-95-issue-1-winter-2020>

Sharing our research

We aim to make our research as widely available as possible. Listed below are links to the places where you can find our research online.

- *Journal papers and book chapters:* www.cambridgeassessment.org.uk/our-research/all-published-resources/journal-papers-and-book-chapters/
- *Research Matters* (in full and as PDFs of individual articles): www.cambridgeassessment.org.uk/research-matters
- *Conference papers:* www.cambridgeassessment.org.uk/our-research/all-published-resources/conference-papers/
- *Research Reports:* www.cambridgeassessment.org.uk/our-research/all-published-resources/research-reports/
- *Data Bytes:* www.cambridgeassessment.org.uk/our-research/data-bytes
- *Statistics reports:* <https://www.cambridgeassessment.org.uk/our-research/all-published-resources/statistical-reports/>
- *Blogs:* www.cambridgeassessment.org.uk/blogs/
- *Insights* (a platform for sharing our views and research on the big education topics that impact assessment around the globe): www.cambridgeassessment.org.uk/insights/
- Our *Youtube* channel: www.youtube.com/user/CambridgeAssessment1 contains Research Bytes (short presentations and commentary based on recent conference presentations), our online live debates #CamEdLive, and Podcasts.

You can also learn more about our recent activities from Facebook, Instagram, LinkedIn and Twitter.