

Research News

Karen Barden Research Division

Conference presentations

Educational Collaborative for International Schools (ECIS) Leadership Conference

Under the theme of *The Language and Design of Learning*, the ECIS Leadership Conference took place in Berlin, Germany, in April 2018. Stuart Shaw, Cambridge Assessment International Education, presented a paper on *Issues and challenges in the Design, Construction and Implementation of an L2 School Student Survey*.

American Educational Research Association (AERA)

The AERA conference took place in New York, USA, in April 2018 with the theme *The Dreams, Possibilities, and Necessity of Public Education*. Carmen Vidal Rodeiro, Research Division, presented *Identifying 'Fit-for-Purpose' Data for Predictive Validity Studies to Inform Postsecondary Admissions Decisions*, a paper co-authored with Stuart Shaw.

The European Conference on Education (ECE)

The ECE conference took place in Brighton, UK, in June 2018 with the theme of *Surviving and Thriving: Education in Times of Change*. Jackie Greatorex presented *Towards a Method of Comparing Curricula*, a paper co-authored with her Research Division colleagues Nicky Rushton, Victoria Coleman, Ellie Darlington and Gill Elliott.

International Conference on Education and New Learning Technologies (EDULEARN)

The 10th annual EDULEARN conference was held in Palma de Mallorca, Spain, in July 2018. The event is a platform for international strategic networking and for presenting innovations and projects about education and technology. Stuart Shaw presented the following co-authored papers:



Cambridge Assessment
Network

A seminar with Dr Mary Richardson,

UCL Institute of Education

post-truth

ADJECTIVE

Relating to or denoting circumstances in which objective facts are less influential in shaping public opinion than appeals to emotion and personal belief. (FLOOD, 2016)

PRONUNCIATION

post-truth/ˌpəʊs(t)ˈtruːθ/

This seminar will consider how assessment is discussed and perceived within the "post-truth" perspective applied to education.

Our means of accessing information may be broader and faster than ever before, but when framed by a "post-truth" narrative, just how are key stakeholders: schools, teachers, pupils, employers etc. expected to believe in the value of educational assessments?

Register today:

www.canetwork.org.uk/seminars

Assessment in a 'post-truth' world

29 January 2019 | 16.00 – 18.30 | Cambridge | Free

Stuart Shaw and Marta Czajkowska, Cambridge Assessment International Education: *The issues in the design, construction and administration of student questionnaires for bilingual learners.*

Stuart Shaw and Carmen Vidal Rodeiro: *The value of predictive validity studies and the need for 'fit-for-purpose' data to inform postsecondary admissions policies and decision-making in the United States.*

5th International Conference on Employer Engagement in Education and Training

Held in London, UK, in July 2018, the Education and Employers and the Edge Foundation brought together leading researchers, practitioners, and policy makers from around the world to present recent research and discuss employer engagement in education, policy development and delivery. The theme of the event was *Social Mobility, industrial and skills strategies, post-Brexit: What role can employer engagement and technical education play?* Several researchers from the Research Division of Cambridge Assessment attended the conference and the following papers were presented:

Sylvia Vitello and Simon Child: *Vocational qualifications for 14–16 year olds: Exploration of knowledge, skills and teacher perceptions.*

Joanna Williamson and Matthew Carroll: *Examining the use of technical qualifications within Key Stage 5 programmes of study.*

Further information on all conference papers can be found on our website: <http://www.cambridgeassessment.org.uk/our-research/all-published-resources/conference-papers/>

International Summit on Textbooks

This event was held in London, UK, June 2018 and was hosted by The Rt. Hon. Nick Gibb, UK Minister of State for School Standards, in collaboration with Cambridge Assessment and the Royal Society. It enabled a high-quality debate on international experiences of using textbooks, from jurisdictions that either routinely use textbooks or are interested in introducing them to improve education standards.

Tim Oates, CBE, Cambridge Assessment's Group Director of Assessment Research and Development, spoke about research on the strategic role of high-quality materials.

Issues explored at the summit included changes in the development and use of textbooks, how teachers can use textbooks to reduce workload, and the incentives and barriers to promoting high-quality textbooks. Further insight from the day can be found on our website: <http://www.cambridgeassessment.org.uk/news/a-textbook-a-day/>

Publications

The following articles have been published since *Research Matters*, Issue 25:

Carroll, M. (2018). *Changes in media coverage of GCSEs from 1988 to 2017.* Cambridge Assessment Research Report. Cambridge, UK: Cambridge Assessment. Available online at <http://www.cambridgeassessment.org.uk/Images/504456-changes-in-media-coverage-of-gcses-from-1988-to-2017.pdf>

Constantinou, F. (2018). Strong and weak 'brands' in the school curriculum: towards a framework for levelling the curriculum hierarchy. *Research Papers in Education*. Advance online publication available at <https://doi.org/10.1080/02671522.2018.1481139>

Johnson, M. and Shaw, S. (2018). What is computer-based testing washback, how can it be evaluated and how can this support practitioner research? *Journal of Further and Higher Education*, 1–16. Advance online publication available at <https://doi.org/10.1080/0309877X.2018.1471127>

Vidal Rodeiro, C. L. (2018). *Progression from Level 3 Cambridge Technicals to Higher Education.* Cambridge Assessment Research Report. Cambridge, UK: Cambridge Assessment. Available online at <http://www.cambridgeassessment.org.uk/Images/469479-progression-from-level-3-cambridge-technicals-to-higher-education.pdf>

Vitello, S. and Williamson, J. (2018). *AS level trends.* Cambridge Assessment Research Report. Cambridge, UK: Cambridge Assessment. Available online at <http://www.cambridgeassessment.org.uk/Images/467321-as-level-trends-2017.pdf>

Further information on all journal papers and book chapters can be found on our website: <http://www.cambridgeassessment.org.uk/our-research/all-published-resources/journal-papers-and-book-chapters/> Reports of research carried out by the Research Division for Cambridge Assessment and our exam boards, or externally funded research carried out for third parties, including the regulators in the UK and many ministries overseas, are also available from our website: <http://www.cambridgeassessment.org.uk/our-research/all-published-resources/research-reports/>

Data Bytes

Data Bytes is a series of data graphics from Cambridge Assessment's Research Division, designed to highlight the latest research findings and trends in educational assessment to a wide audience. Topics are often chosen to coincide with contemporary news or recent Cambridge Assessment research outputs. All *Data Bytes* can be found on our website: <http://www.cambridgeassessment.org.uk/our-research/data-bytes>

The following *Data Bytes* have been published since *Research Matters*, Issue 25 – Interactive graphics are indicated with (I):

- May 2018: *Preparing students for university*
- June 2018: *Cambridge Assessment exam papers shipping (I)*
- August 2018: *Top GCSE news stories (I)*.