

Research News

Lisa Bowett (Research Division)

The following reports and articles have been published since *Research Matters*, Issue 34:

Journal articles and other publications

Crisp, V., & Greatorex, J. (2023). The appliance of science: exploring the use of context in reformed GCSE science examinations. *Assessment in Education: Principles, Policy & Practice*. doi.org/10.1080/0969594X.2022.2156980

Greatorex, J. - Cambridge Partnership for Education (2022). *An analysis of cultural representations of India and the UK in English subject curricula*. British Council India.

Oates, T., Crato, N., & Patrinos, (2022). We cannot ignore the reality of global Covid learning loss. *TES Magazine*.

Research and statistics reports on our website

Carroll, M., & Gill, T. (2023). *Progression from GCSE to A Level, 2018 – 2020. Statistics Report Series No. 129*.

Crisp, V., & Ireland, J. (2022). *A structure for analysing features of digital assessments that may affect the constructs assessed*.

Gill, T. (2022). *Are students who take the Extended Project Qualification better prepared for higher education study?*

Gill, T. (2022). *Uptake and results in the Extended Project Qualification*.

Johnson, M., & Majewska, D. (2022). *Formal, non-formal, and informal learning: What are they, and how can we research them?*

Majewska, D., Rushton, N., & Shaw, S. (2022). *How did we get here? Timelines showing changes to maths education in England and the United States*.

Majewska, D. (2023). *Scientific literacy – what can we learn from high performing jurisdictions?*

Mouthaan, M., & Vitello, S. (2022). *What impacts success in proofreading? A literature review of text feature effects*.

Vidal Rodeiro, C. L., & Macinska, S. (2022). *Equal opportunity or unfair advantage? The impact of test accommodations on performance in high-stakes assessments*.

Vitello, S. (2022). *What impacts success in proofreading? A literature review of proofreading on screen vs on paper*.

Williamson, J. (2023). *The feasibility of on-screen mocks in maths and science*.

Conference presentations

Oates, T. (2023, February 10). *The textbooks of the future*. Stockholm University.

Oates, T. (2023, February 09). *Changing texts and educational media*. Designs for Learning.

Oates, T. (2023, January 15). *Rethinking Education from the Ground Up*. EA Sustain.

Oates, T. (2022, September 29). *School Improvement: Are you Inspection Ready?* Westminster Insight – School Inspections Conference.

Oates, T. (2022, October 21–22). *What personalised learning means in the modern world*. Nazarbayev Intellectual Schools. AEO XIII International Research-to-Practice Conference. Teaching, Educating, Loving: The Year of Children in Kazakhstan.

The AEA-Europe Conference 2022 took place online from 9 to 12 November 2022, with the theme ‘New Visions for Assessment in Uncertain Times’. Our researchers presented a total of 13 papers:

Constantinou, F. *Creativity in examination question writing: How novel can examination questions really be?*

Constantinou, F., & Carroll, M. *Online teaching during the Covid-19 pandemic: an exploration of the nature and quality of teacher–student communication*.

De Groot, C. E. *Estimation of component marks during a pandemic*.

Elliott, G. *The post-pandemic comparability narrative. What changes might we expect?*

Hughes, S. *Providing an evidence-base to inform digital assessment design*.

Jellis, C. *Cultural Challenges in developing an assessment for Indian children during a pandemic*.

Johnson, M., Tzagari, D., Richardson, M., Correia, C., & Child, S. *Symposium: Exploring the role of Assessment Literacy in times of uncertainty*.

Leech, T., & Chambers, L. *How do judges in Comparative Judgement exercises make their judgements?*

Mistry, S. *A learner centred approach to digital assessment item type design and development*.

Morley, F. *Annotation consistency, measured: A methodological poster*.

Oates, T. *A long weekend in Summer 2020 – exams in crisis*.

Vidal Rodeiro, C. L., & Chambers, L. *Online moderation of non-exam assessments: is Comparative Judgement a practical alternative?*

Vitello, S., & Leech, T. *Reflections on teacher assessment after the 2021 Teacher Assessed Grades process in England*.

The BERA Conference 2022 took place online from 5 to 8 September. Our researchers presented a total of three papers:

Greator, J., Kreijkes, P., & Majewska, D. *Exploring representations of culture in the UK nations' national curricula for English Language and English Literature.*

Johnson, M., & Coleman, V. *Teacher workload and wellbeing during lockdown in England: insights from a teacher diary study.*

Vidal Rodeiro, C. L., & Macinska, S. *Teachers' and students' views of access arrangements in high-stakes assessments.*

Kreijkes, P. (2022). *A bird's-eye view of curriculum publications concerning seven countries: A bibliometric analysis.* Proceedings of The European Conference on Education, United Kingdom, 2188–2162.

Majewska, D., Rushton, N., & Shaw, S. (2022, September 26–29). *A timeline is worth a thousand words: The history of maths education in England and the United States* [Poster presentations]. Annual conference of the International Society for Design and Development in Education, University of Nottingham.

Rushton, N., Majewska, D., & Shaw, S. (2022). *Different approaches to the curriculum mapping of mathematics through the lenses of two contrasting educational jurisdictions* [Paper presentation]. BAICE Conference 2022, University of Edinburgh, Scotland.

Blogs and podcasts

The following blogs and podcasts have been published since *Research Matters*, Issue 34:

Oates, T. (2023, February 15). [Sum find it tough: Why we struggle with maths.](#) The Bunker Podcast.

Greator, J., Walland, E., Vidal Rodeiro, C. L., Rushton, N., & Elliot, G. (2023, January 10). [How do our office buildings and environments influence working practice and culture?](#)

Rushton, N., Majewska, D., & Shaw, S. (2022, November 08). [Telling the story of maths education in England and the United States.](#)

Vitello, S. (2022, October 27). [We need research! Bringing research insights to our agile digital innovation team.](#)

Hughes, S., & Elliot, G. (2022, October 04). [How can we balance innovation and comparability in our digital high stakes assessments?](#)

Williamson, J. (2022, September 22). [Shifting maths and science assessments onto screen: what's different?](#)

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: <https://www.cambridgeassessment.org.uk/our-research/all-published-resources/journal-papers-and-book-chapters/>

Research Matters (in full and as PDFs of individual articles): <https://www.cambridgeassessment.org.uk/our-research/all-published-resources/research-matters/>

Conference papers: <https://www.cambridgeassessment.org.uk/our-research/all-published-resources/conference-papers/>

Research reports: <https://www.cambridgeassessment.org.uk/our-research/all-published-resources/research-reports/>

Data Bytes: <https://www.cambridgeassessment.org.uk/our-research/data-bytes/>

Statistics reports: <https://www.cambridgeassessment.org.uk/our-research/all-published-resources/statistical-reports/>

Blogs: <https://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): <https://www.cambridgeassessment.org.uk/insights/>

Our YouTube channel: https://www.youtube.com/channel/UCNnkOpi7n4Amd_2afMUoKgw 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](#).