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01-04 November, 2023

Malta

Assessment reform journeys:
Intentions, Enactment and Evaluation



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Welcome Note

● Message from the AEA-Europe president

Theme: Assessment reform journeys: intentions, enactment, and evaluation

Dear Colleagues

It is with great pleasure we welcome you back to beautiful Malta – and to the AEA-Europe Conference of 2023.

For many, this is the highlight of the year, where we meet new and old academic friends, enjoy stimulating keynotes, workshops and presentations, and experience new breakthroughs in our field of research. After lock-down and covid, we feel an even greater appreciation for being in person; discussing our work, sharing meals, enjoying the wonderful venues and experiences together.

Throughout this conference, we will delve into the various aspects of assessment reform, from its conceptualization to its practical enactment and, ultimately, its rigorous evaluation. The academic community, policy makers and business partners have been seeking and implementing innovative solutions to address the ever-evolving challenges in education, whether it is responses to covid, climate change and/or different global conflicts. But these are also times of great technological advancement and opportunities in our field by way of the advancement of artificial intelligence models. We know assessment practices need to be adapted to the dynamic needs of students and educators, and this conference is an embodiment of those endeavours.

Our esteemed speakers, Dr Frank Ventura, Prof Mary Richardson and Prof Anastasiya Lipnevich, all bring a wealth of experience, knowledge and expertise in different aspects of the field of educational assessment, and we are looking forward to engaging in meaningful discussions around the future of assessment following their presentations. We might have different perspectives and backgrounds, but we share the collective commitment to shape better futures for our students globally. Your insights and contributions are invaluable, as they contribute to the shared knowledge needed to move our field forward.

Finally, I extend my heartfelt gratitude to all participants, speakers, sponsors, the local organising committee, AEA-Europe committees and the Council members, who have made this conference possible. Thank you for your dedication to the advancement of educational assessment and the betterment of education worldwide.

I wish you all an inspiring conference, current and future members alike, thank you all for being here with us! Enjoy the conference!

Therese Hopfenbeck,
President AEA-Europe



● Message from the Scientific Programme Committee (SPC)

Dear Conference Delegates

The preparatory work of the Scientific Programme Committee (SPC) begins in earnest in early January. Coordinating construction of the programme can be a complex business and involves close collaboration between the SPC and the Council; the Conference Organising Committee; the Local Organising Committee; the Publications Committee; the Professional Development Committee; and the Special Interest Groups. A truly collective endeavour!

Some members may recall the annual conference back in Malta in 2009. At the time Malta was experiencing significant assessment reforms that were intended to replace the selective examinations. Fourteen years later, Malta is undergoing further reforms that seek to incorporate school-based assessment as part of the end-of-secondary certification system (operated by the MATSEC Examinations Board of the University of Malta). This year's conference theme, therefore, takes as its focus Assessment reform journeys: intentions, enactment and evaluation. Accordingly, the 2023 conference programme embraces a full range of varied submission formats including keynote addresses, open paper presentations, discussion groups, symposia, workshops, ignite presentations and poster presentations on topics relating to this theme.

The overriding responsibility of the SPC is to ensure the preparation and production of a quality, balanced and timely programme for the November annual conference. On occasions, however, such a responsibility can be challenging. For example, the number of proposals submitted for the 2023 annual conference far exceeded our expectations and, although very encouraging, has created a raft of related issues. In 2022, the SPC received a total of 168 submissions (across all formats). The total for this year has been 223.

Format	2023			2022		
	Total	Accepted	Rejections	Total	Accepted	Rejections
Pre-conference workshop	10	5	5	3	3	0
Ignite Presentation	10	8	2	9	8	1
Open Paper Presentation	140	124	10	113	106	7
Discussion Group	8	8	0	6	5	1
Poster Presentation	30	30	0	25	25	0
Symposium: Overview	7	7	0	3	3	0
Symposium: Ora	18			9	9	0
Presentation Total	223	182	17	168	159	9

Given the high number of submissions, the SPC has decided that the option to convert open paper submissions to either ignite presentations or posters (where an open paper has not met the criteria for 'acceptance') would no longer be available. (In any event, the option to 'convert' has been largely unpopular for several years.)

Increased submissions have also impacted the reviewing process. Proposals are considered through a blind peer review process and each proposal is reviewed by three independent reviewers. With increased submissions, there has been an inevitable escalation of independent evaluations. Consequently, the SPC has had to widen its reviewer network.

	2023	2022
Number of reviews	591	459
Number of reviewers	60	46

Fortunately, the reviewing situation has again been considerably eased due to an ever-expanding pool of reviewers which has meant that no single reviewer this year received an allocation of submissions to review greater than 12. Whilst the SPC is indebted to all those volunteers for their willingness to review and hard work, recruitment remains a continuing issue. The SPC welcomes further requests from members to join the reviewing team for next year.

The revised evaluation criteria for judging the quality of submissions – introduced last year and which were intended to be used to evaluate both conceptual/theoretical and empirical proposals, are now fully embedded in the evaluative process. The new criteria appear to be working well. The evaluation criteria for pre-conference workshops are currently under revision by the SPC.

The 2023 conference submission data reflects not only the Europe-wide interests of members but also an increasing international reach. The SPC received a large number of high-quality proposals from 26 countries (three more countries than in 2022). Reassuringly, every country represented has had at least one proposal accepted.

Country	Total submitted	Accepted
Australia	6	6
Belgium	2	2
Canada	2	2
Chile	5	5
Cyprus	2	2
Czech Republic	2	1
Estonia	1	1
Finland	2	2
France	1	1
Germany	3	3
Greece	1	1
India	1	1
Ireland	3	3
Israel	2	2
Italy	1	1
Kazakhstan	7	4
Latvia	1	1
Malta	17	13
Mexico	1	1
Netherlands	15	11
Norway	23	22
Portugal	2	2
Russia	6	5
Sweden	11	11
United Kingdom	106	97
USA	6	6

A further consequence of the high number of submissions received is that the conference programme now appears slightly more 'full' compared with previous years. Whilst the programme has always contained five sets of parallel sessions, the number of themes within each session has increased very slightly over time. In order to accommodate all accepted papers, the programme now consists of four parallel sessions of 8 themes and one parallel session of 9 themes.

Thursday 'Open Paper' Sessions									
// session 1	1	2	3	4	5	6	7	8	
// session 2	1	2	3	4	5	6	7	8	
Friday 'Open Paper' Sessions									
// session 3	1	2	3	4	5	6	7	8	9
// session 4	1	2	3	4	5	6	7	8	
Saturday 'Open Paper' Sessions									
// session 5	1	2	3	4	5	6	7	8	

Finally, given that some of the existing SPC will no longer participate in future SPC activities (e.g. some members of the SPC representing conference hosts), we would welcome interest from other AEA-Europe members who are keen to join the SPC.

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

Stuart Shaw (Chair of the SPC)

Current SPC membership:

- Stuart Shaw (Chair) (Institute of Education, University College London)
- Angela Verschoor (CITO, Netherlands)
- Elisa de Padua (University of Cambridge)
- Rebecca Hamer (IB, Netherlands)
- Gerry Shiel (Educational Research Centre, Dublin)
- Damian Murchan (Trinity College Dublin)
- Dario Pirotta (University of Malta)
- Michael Buhagiar (University of Malta)

Communications Committee

- Deborah Chetcuti (Chair) (University of Malta)
- Amina Afif (Pedagogue, Luxembourg)
- Judith Gracey (AQA, UK)
- Penelope Woodham (Cambridge Assessment Network)
- Jeanne Marie Ryan (AQA, UK)

Professional Development Committee

- Elena Papanastasiou (Chair) (University of Nicosia, Cyprus)
- Bas Hemker (CITO, Netherlands)
- Shakeh Manassian (PSI Services, UK)

Audit Committee

- Graham Hudson (GA Partnerships, UK)
- Fazilat Siddiq (University of South-Eastern, Norway)
- Sebastian de Klerk (eX:plain, the Netherlands)

Conference Organising Committee/Local Organising Committee 2023

- Therese Hopfenbeck (Chair), President AEA-Europe (University of Melbourne, Australia)
- Linda Wye, AEA-Europe Secretariat (AQA)
- Damian Murchan, Vice-President AEA-Europe (Trinity College, Dublin)
- Christina Wikstrom, former President AEA-Europe (Umea University)
- Stuart Shaw, Chair of SPC (Institute of Education, University College London)
- Deborah Chetcuti, Co-Chair of the LOC 2023 Malta conference (University of Malta)
- Michael Buhagiar, Co-Chair of the LOC 2023 Malta conference (University of Malta)
- Frank Ventura, Member of the LOC 2023 Malta conference (University of Malta)
- Dario Pirotta, Member of the LOC 2023 Malta conference (University of Malta)
- Grace Grima, Member of the LOC 2023 Malta conference (Pearson)
- Claudine Muscat, Member LOC 2023 Malta conference (Ministry of Education, Malta)
- Petros Stratis, (EasyConferences)
- Christos Therapontos, (EasyConferences)

Alex Scharaschkin	Lenka Firtova
Andrej Novik	Lesley Wiseman
Andrew Watts	Liberato Camilleri
Anna Lind Pantzare	Lise Vikan Sandvik
Antony Furlong	Louise Badham
Ayesha Ahmed	Marie Therese Farrugia
Christina Wilkstrom	Mary Richardson
Christoph Schneider	Matt Glanville
Claudine Muscat Michael	Buhagiar
Cor Sluifster	Newman Burdett
Damian Murchan	Mkululi Wami
Daniel Xerri	Odette Vassallo
Dario Pirotta	Paul Bartolo
Deborah Chetcuti	Paul Newton
Dina Tsagari	Rachel Cunningham
Doreen Said Pace	Raphael Pasquini
Edward Mazzacano D'Amato	Rebecca Chivers
Elana Papanastasiou	Rebecca Hamer
Eleanor Andressen	Rolf Vegar Olsen
Elisa de Padua	Rose Clesham
Fanny Passeport	Ruth Falzon
Frank Ventura	Ryan O'Connor
Gerry Shiel	Sandro Caruana
Grace Grima	Sandro Lanfranco
Ian Mifsud	Stuart Shaw
Isabel Nisbet	Sverre Tveit
Jana Strakova	Therese Hopfenbeck
Jannette Elwood	Tony Pace
Jillian Kellough	Victor Martinelli
Laura Gardner	

Therese Hopfenbeck, President AEA-Europe (Professor of Educational Assessment, Assessment and Evaluation Research Centre, Melbourne Graduate School of Education, University of Melbourne, Australia)

Damian Murchan, Vice President AEA-Europe (Associate Professor at the School of Education, Trinity College Dublin)

Melchior de Vries, Treasurer (Director of Cito International, Netherlands)

Alex Scharaschkin, Executive Secretary AEA-Europe (Director of Research and Regulation at AQA)

Linda Wye, AEA-Europe Secretariat (AQA)

Deborah Chetcuti, Non-Executive Member (Professor, Faculty of Education, University of Malta)

Elena Papanastasiou, Non-Executive Member (Dean of the School of Education at the University of Nicosia),

Lesley Wiseman, Non-Executive Member (Research Fellow at the School of Education University of Glasgow)

Stuart Shaw, Non-Executive Member (Honorary Professor of University College London in the Institute of Education – Curriculum, Pedagogy a& Assessment)



■ **Dr. Frank Ventura, University of Malta**
**Title: “MATSEC Examinations:
 An eventful journey”**

Thursday, 2nd November, 09.30 -10:15 GMT

Abstract:

In 1988, the newly-elected government of Malta decided to end the reliance of the education system on the GCE examinations offered by UK examination boards, namely, the Ordinary level examinations for certifying 16-year-old students at the end of compulsory education and the Advanced level examinations which were used for admission to the University of Malta. It set up a board to consider the full implications of this decision and the actions that needed to be taken to put it into effect. The board consisted of members from the University of Malta, the government Department of Education and the schools working as a partnership under the chairmanship of the Rector of the University. In 1991, this board was officially established as the Matriculation and Secondary Education Certificate Examinations (MATSEC) Board under the authority of the University Council through the Senate. The remit of the board was (a) to set up a system of examinations that would certify at least 80% of the cohort of students at the end of compulsory education, and (b) to replace the GCE Advanced levels by a system modelled on the International Baccalaureate Diploma system of examinations for admission to the university.

Naturally, these tasks presented formidable challenges regarding the required standards, equity, integrity and public confidence. Education officials openly doubted whether the university can have a structure to run these systems professionally. Their fears were based on the lack of personnel with expertise in educational assessment and the ‘small island state mentality’ where everybody knows everybody else giving rise to concerns about security, corruption, and nepotism. These concerns were also fuelled by the suspicion that the university would control the secondary school curriculum as the UK examination boards had effectively done for many years. Notwithstanding these doubts, also in 1991, the university set up a MATSEC Support Unit with an academic and an administrative division from members of staff to take responsibility for the day-to-day running of the examinations under the direction of the university Registrar.

After lengthy discussions internally, with the Ministry of Education and the Malta Union of Teachers, the Secondary Education Certificate (SEC) system of examinations for 16+ was launched in 1992 and the first new format examinations in 30 subjects were held in May 1994. These offered tiered papers, an extension of the grading scale to cover a wide range of abilities, and the introduction of oral examinations in languages and coursework in several subjects. The reaction by the schools, especially

the private schools, was cautious as only 50.5% of the 16-year-old cohort sat for these examinations in the first year. This percentage rose gradually to 81.3% in 2005 and continued to exceed the projected 80% level since then. Indeed, this percentage exceeded the 90% level after the inclusion of vocational subjects at SEC level in 2014 with parity of esteem with the ‘traditional’ SEC subjects. This innovation took place following discussions between the University, the Directorate of Education of the Ministry of Education and the Malta College of Science and Technology (MCAST). A technical working group with members from the MATSEC Support Unit and MCAST discussed the format of the new syllabi and devised an interesting assessment scheme to ensure the acceptance of parity of esteem of the vocational subjects with the ‘traditional’ subjects.

Meanwhile, work on the replacement of the GCE Advanced levels by IB-type examination led to the launch of the Matriculation Certificate (MC) system of examinations in 30 subjects at Advanced level and 30 subjects at Intermediate level. Candidates for the MC needed to sit for two Advanced levels, three Intermediate levels and Systems of Knowledge also set at Intermediate level in the same session of examinations. The choice of subjects had to include a language, a science, and a humanities or a business subject. This innovation was launched in June 1994 but the first MC examinations took place in 1997 since the schools needed more time to implement the necessary changes.

From a different perspective, the initiative of creating a local system of examinations at this level can be interpreted as an act of decolonisation. In effect, however, the colonial mentality, where the foreign product is always considered better than the local one, does not disappear by a simple declaration of independence. Several instances of the continued reliance on English sources ranging from the students’ use of English textbooks meant for GCE subjects at Ordinary and Advanced levels in many SEC and MC subjects to references to the GCSE and GCE Mandatory Code of Practice and other documents for producing a local code of practice in the conduct of examinations and assessments.

The keynote address will elaborate on how the challenges were met in the first years of the operation of the MATSEC Examinations Board; the continued scrutiny by the schools, teachers, parents and the media; the introduction of vocational subjects; and the updates suggested in the evaluation reports published in 1998, 2005, 2010 and 2017.

Bio: Dr. Frank Ventura taught at the primary and post-secondary levels before joining the Department of Educational Studies at the Malta College of Arts Science and Technology in 1977. In 1978, this department became the Faculty of Education in the reformed University of Malta and he was given the responsibility of designing and teaching the science education course to BEd(Hons) and PGCE students. In 1988, Ventura was appointed Head of the Department of Pedagogy and Communication Studies and later the Department of Mathematics, Science and Technical Education in the Faculty of Education. Also in 1988, he was asked to help in the setting up of two systems of national examinations to replace the GCE examinations at the Ordinary and Advanced levels offered to Maltese students by UK examination boards. He became a member of the MATSEC Examinations Board of the University of Malta at its inception in 1991 and acted as the Principal Subject Area Officer (Sciences) on a part-time basis in the MATSEC Support Unit. In 1995, he was appointed Head of the Academic Division and later Chairman of the MATSEC Examinations Board in 2001, a post which he retained until his retirement in 2019. Ventura has contributed to various publications on science education, environmental education, educational assessment, and on his lifelong interest in astronomy in culture.



■ **Dr. Vasiliki Pitsia, Centre for Assessment Research, Policy and Practice in Education (CARPE), Dublin City University, Ireland**

Winner of the Kathleen Tattersall New Assessment Researcher Award 2023

Title: “Investigating high achievement in mathematics and science in Ireland: An in-depth analysis of national and international assessment data.”

Thursday, 2nd November, 10.45 -11:30 GMT

Abstract:

In Ireland, while, on average, students have performed well on national and international assessments of mathematics and science, the low proportions of high achievers in these subjects are noteworthy. Given these patterns and the multifaceted benefits in individual and societal terms that expertise in mathematics and science has been associated with, policymakers in Ireland have begun placing an increasing emphasis on high achievement in these subjects. This emphasis has coincided with ongoing efforts during the last decade to raise interest and improve academic performance within the realm of science, technology, engineering, and mathematics (STEM) education.

Despite this policy attention, research on high achievement in mathematics and science nationally, but also internationally, has been particularly scarce. In an attempt to provide research evidence that could add further impetus to the ongoing efforts, this study conducted an in-depth investigation of high achievement across education levels, student cohorts, and subjects using data from the Programme for International Student Assessment (PISA), the Trends in International Mathematics and Science Study (TIMSS), the Progress in International Reading Literacy Study (PIRLS), the Irish National Assessments of Mathematics and English Reading (NAMER), and the Irish State Examinations (Junior and Leaving Certificates). The study aimed to (i) examine the magnitude and consistency of the issues related to high achievement, (ii) build profiles of high-achieving students, and (iii) evaluate the contribution of various contextual characteristics stemming from students, their families, teachers, and schools in the prediction of high achievement in mathematics and science in a multivariate and multilevel context.

The findings indicated that Ireland’s percentages of high achievers and scores among students at the highest national percentiles of performance in mathematics and science have been significantly lower compared to countries with similar average performance. These issues, which were consistent across years and assessments, were more apparent for mathematics than science and at post-primary than at primary level, while similar patterns were not detected for reading.

It was also found that variables related to students’ self-beliefs, dispositions, engagement, learning approaches, and socioeconomic background were consistently associated with high achievement in mathematics and science. Overall, the significant role of students’ homes and families in predicting students’ chances of being high achievers in the two subjects was highlighted. In turn, this indicated that further efforts to enhance collaboration between teachers, schools, and parents may be warranted if progress in the area of high achievement in mathematics and science is to be made. The implications of these findings for policy and practice within the Irish context, the limitations of the study, and recommendations for future research will be discussed.

Bio: Dr. Vasiliki Pitsia is a Research Associate at the Educational Research Centre (ERC), Ireland. She holds a BEd from the University of Ioannina, Greece, an MSc in Quantitative Methods and Statistical Analysis in Education from Queen’s University Belfast, UK, and a PhD in Educational Assessment from Dublin City University, Ireland. In the ERC, Vasiliki is a member of the national TIMSS (Trends in International Mathematics and Science Study) team and an Associate Editor for the ERC’s Irish Journal of Education. She has also worked as a researcher, data analyst, and psychometrician on various projects in Ireland and Greece and as a consultant at the World Bank Group, and has given lectures on research methodology, measurement, assessment, and statistics to postgraduate students and staff in academic institutions across Europe. Vasiliki’s research has attracted grants, including the Irish Research Council Government of Ireland Postgraduate Scholarship, while it has also been published in books and peer reviewed academic journals and presented at national and international conferences. Her research interests include research methodology, statistical analysis, psychometrics, measurement, and assessment.



■ **Professor Anastaiya Lipnevich, Professor of Educational Psychology at Queens College and the Graduate Center of the City University of New York**

Title: “Lost and Found: Navigating the Maze of Instructional Feedback”

Saturday, 45th November, 11.00 -11:45 GMT

Abstract:

In this presentation, I will describe a series of studies that have investigated instructional feedback, exploring its mechanisms and the diverse (and often paradoxical) effects it has on various educational outcomes. I will delve into the underlying processes that contribute to the effectiveness of instructional feedback and discuss conditions that optimize its potential for enhancing student performance, learning, and individual characteristics. I will share research on assessment approaches employed by instructors and highlight cognitive biases that may influence assessment-related decisions made by both teachers and students.

Further, I will propose strategies for equipping students with the necessary tools to generate self-feedback effectively, promoting autonomous learning.

The studies discussed in this talk will encompass a wide range of contexts, cultures, and academic disciplines, emphasizing potential pitfalls with generalizations of findings. Additionally, I will outline potential avenues for future research and highlight some of the current challenges faced by the field. By addressing these challenges, we can advance our understanding of instructional feedback and its implications for educational settings.

Bio: Dr. Anastasiya A. Lipnevich is a Professor of Educational Psychology at Queens College and the Graduate Center of the City University of New York. Originally from Belarus, Prof. Lipnevich received her combined Master’s degrees in Clinical Psychology, Education, and Italian language from the Belarusian State Pedagogical University, followed by her Master’s in Counseling psychology from Rutgers University. She then earned her PhD in Educational Psychology (Learning, Cognition, and Development concentration), also from Rutgers University. After receiving her PhD, Anastasiya joined Educational Testing Service in Princeton, NJ as a post-doctorate research scholar. Anastasiya held visiting professorships, among others, at the University of Konstanz (Germany), University of Otago (New Zealand), National Institute of Education (Singapore), University of Trento (Italy); Universidad Autonoma de Madrid (Spain).

She co-edited two books (and has one under contract)— Psychosocial Skills and School Systems in the 21st Century (Lipnevich, Preckel, & Roberts, 2016; Springer) and The Cambridge Handbook of Instructional Feedback (Lipnevich & Smith, 2018; Cambridge University Press) and co-authored a recent book — Instructional Feedback: The Power, The Promise, The Practice (Smith, Lipnevich, Guskey, 2023; Corwin Press) along with numerous articles and book chapters.

Prof. Lipnevich received the Early Career Award and the Best Article Award from Division 3 (Experimental Psychology) of the American Psychological Association, an international mentorship award from the European Research Council, along with many other professional accolades. Her research interests include instructional feedback, educational assessment, alternative ways of cognitive and non-cognitive assessment, and the role of psychosocial characteristics in individuals’ academic and life achievement.

Prof. Lipnevich may be contacted at:
www.anastasiyalipnevich.com or a.lipnevich@gmail.com



■ **Professor Mary Richardson, Professor of Educational Assessment, Institute of Education, University College London**

Title: “Many rivers to cross? Navigating the challenging terrains of assessment in education”
Saturday, 4th November, 11.45 -12:30 GMT

Abstract:

The one continuous factor in most education systems around the world seems to be change of one kind or another. Such changes might be invoked by decisions of a political, social, national, local, or even personal nature, but they share a common feature – an impact, somewhere, on the lived experience of students and their teachers. Change is not something that humans seem to like and when it affects a critical aspect of our lives, as educational assessment is, the anxiety and concerns about its value are brought into sharp focus. However, it doesn’t need to be this stressful and in this talk I will consider how we, as an assessment community:

- should plan effectively for change in our practice
- should create networks to share practice and improve understanding of assessment
- should build bridges that invoke trust within and between those networks

As the philosopher Thomas Paine said “We have it in our power to begin the world over again” and we have the expertise and knowledge as a community to enact substantive and valuable change – not necessarily to begin again, but to build alternatives to systems that don’t benefit individuals, societies and nations. We can take this challenge and use it to continue to improve the role of assessment in education.

Bio: Dr Mary Richardson is a Professor of Educational Assessment at the Institute of Education, University College London (UCL). She leads an MA in Assessment and supervises doctoral students on a range of themes related to assessment theory and practice. Mary’s work focuses on philosophical issues in assessment and her recent book published by UCL Press (2022) explored how public understanding of assessment needs improving; in 2023, her first work focusing on decolonisation and assessment is due for publication in the Journal of Philosophy of Education. She is currently leading the national reporting for TIMSS2023 for England and is engaged in research with the Centre for Holocaust Education (UCL) examining how teachers might assess curriculums focused on the Holocaust.

● **Workshop 1**

1ST NOVEMBER 9AM - 5PM

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

Abstract:

The primacy of validity as measurement concept has been consistently affirmed in the assessment literature. The responsibility for assessment providers to demonstrate robust and thorough validity evidence is, therefore, a long established expectation (Messick, 1992, p.89) as are warnings about the “potentially serious consequences” (Kane, 2009, p.61) of shirking such responsibilities. Even assessment providers that have limited resources will still have a responsibility to demonstrate the quality and validity of their assessments. This workshop is intended to make the complexities of validation theory and practice less challenging and more readily operational. The workshop broadly divides into two parts.



Stuart Shaw

Honorary Professor of University College London in the Institute of Education - Curriculum, Pedagogy & Assessment, United Kingdom

Biography:

Stuart Shaw has worked for international awarding bodies for over 20 years. From 2007 to 2021, he was Head of Research at Cambridge Assessment International Education. Stuart is particularly interested in demonstrating how educational, psychological and vocational tests seek to meet the demands of validity, reliability and fairness. Stuart has a wide range of publications in English second language assessment and educational research journals (around 150). His assessment books include: Examining Writing: Research and practice in assessing second language writing (Shaw & Weir, 2007); The IELTS Writing Assessment Revision Project: towards a revised rating scale (Shaw & Falvey, 2008); Validity in Educational and Psychological Assessment (Newton & Shaw, 2014); and Language Rich: Insights from Multilingual Schools (Shaw, Imam & Hughes, 2015). His most recent book is entitled Is Assessment Fair? (Isabel Nisbet & Stuart Shaw) published by Sage (2020).

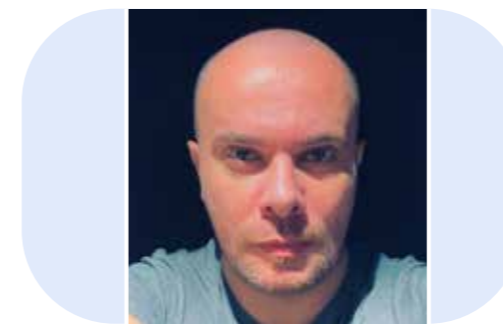
Stuart is currently working on a book with Isabel Nisbet (to be published by Routledge in early 2024) entitled: Educational Assessment in a Changing World: Lessons Learned and the Path Ahead. Stuart is a Fellow of the Chartered Institute of Educational Assessors (CIEA) and a Fellow of the Association for Educational Assessment in Europe (AEA-Europe). Stuart is an elected member of the Council of AEA-Europe and is Chair of its Scientific Programme Committee. He is an elected member of the Board of Trustees of the International Association for Educational Assessment (IAEA) and Chair of the IAEA Communications Committee. Stuart is also an affiliated lecturer at the Faculty of Education, University of Cambridge, and an Honorary Professor – Curriculum, Pedagogy and Assessment, Institute of Education, University College London (UCL). Stuart has contributed to international debates on validity and fairness (see, for example, Special Issue of Assessment in Education: Principles, Policy & Practice, 2016) and more recently at The British Educational Research Association (BERA) Presidential Roundtable (2022).

Artificial Intelligence as a tool for Assessment Reform**Abstract:**

In 2021, the Ministry for Education, Sport, Youth, Research and Innovation in Malta embarked on a pilot project to introduce an AI-powered educational platform in Primary Mathematics. Part of the Government of Malta 'Strategy and Vision for Artificial Intelligence in Malta', the EducationAI pilot project aims to further move from a one-size-fits-all schooling system to a more equitable quality education for all. This is aligned with the 'Framework for the Education Strategy for Malta 2014-2024' and the educational reforms brought about by 'My Journey: Achieving through different paths'. Apart from supporting students through personalised and adaptive learning, the system assists educators in building more formative assessments based on the learners' individual needs. This complements the summative evaluation of students' academic achievement and provides a context for implementing continuous assessment, recently introduced in the Maltese educational system as part of the Learning Outcomes Framework reform. Consequently, the platform has the potential to provide timely, quantitative and qualitative feedback to all stakeholders, as envisaged in the National Curriculum Framework for Malta. It is currently being designed and developed by the University of Malta and piloted with 50 educators and 1000 students in Mathematics across Years 4 to 6.

The proposed pre-conference workshop entitled "Artificial Intelligence as a tool for Assessment Reform" aims to provide participants with a hands-on and interactive opportunity to explore the potential of Artificial Intelligence (AI) in and for assessment reform. By creating more equitable learning environments for students and through the development of a fairer assessment system, AI has the potential to keep assessment practices apace with theoretical and technological advancements. The workshop will start with an introduction to AI, specifically focusing on education. Through a series of use cases from around the world, participants will have the opportunity to discuss the application of AI in and for various educational endeavours, ranging from teaching and learning to assessment and administration. The workshop will then feature a walkthrough of the EducationAI platform, which is currently being piloted in Maltese Primary schools, through two hands-on sessions. The first session will cover the pedagogical and technological affordances offered by the platform from the educators' perspective, while the second session will revolve around the students' experience in using the platform. This will enable the participants to experience AI first-hand and will underpin discussions on how AI is likely to shape and reshape teaching, learning and, particularly, assessment in the context of educational reforms. The workshop will conclude with a short presentation on the preliminary findings of the EducationAI project and a discussion on the ways forward, as well as considerations for future implementations. This will include a discussion of the current research on the use of AI in adaptive and personalised assessment and the ethical issues that need to be considered when introducing AI into the assessment process.

The target audience for the workshop includes educators, administrators, policymakers, and researchers interested in exploring AI as a tool in and for assessment reform. In terms of the required previous knowledge, participants need no prior knowledge or experience with AI, as the workshop will be designed for all levels of expertise. The hands-on nature of the workshop requires participants to make use of their own laptops or tablets. It is envisaged that by the end of the workshop, participants will have gained a deeper understanding of the potential of AI in education, particularly in the context of assessment reform. They will gain a better understanding of the possibilities of AI in education, as well as the challenges associated with its implementation. This will enable participants to critically evaluate the use of AI in their own educational settings and make informed decisions on how to implement AI-powered tools and strategies for assessment.



Stephen Bezzina

Biographies:

Stephen Bezzina is a Research Support Officer at the Department of Artificial Intelligence at the Faculty of ICT at the University of Malta. His research interests include the application of Artificial Intelligence to playful and game-informed approaches, such as game-based methodologies and gamification. He holds a Master of Science degree in Digital Education (University of Edinburgh), specialising in games and digital assessment. In the past, he has worked as an Education Officer (responsible for diversity, cooperative learning and digital literacy) within the Ministry for Education and Employment in Malta.



Alexiei Dingli

Prof. Alexiei Dingli is a renowned AI expert and Professor at the University of Malta. With over 20 years of experience in the field, he has helped numerous companies successfully implement AI solutions. His work has been recognized as world-class by international experts, and he has received numerous awards from organizations such as the European Space Agency, the World Intellectual Property Organization, and the United Nations. In addition to his considerable peer-reviewed publications, he has also been a critical member of the Malta.AI task force, working to position Malta as a global leader in AI.

Moving to fully inclusive e-assessment**Abstract:**

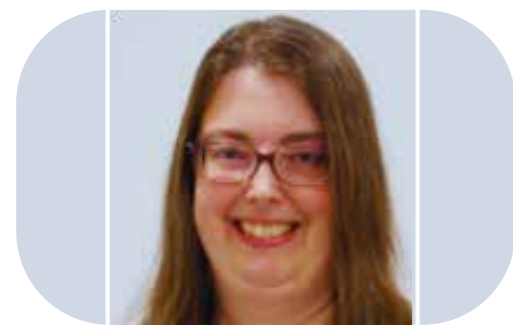
It is often the case that diversity and inclusion are afterthoughts when an organisation is evolving its e-assessment offering. This workshop will provide an engaging opportunity for collaboration with peers, to consider the perspectives of a range of stakeholders. Thought-provoking discussions will equip participants with areas to take away and integrate in their future work practices.

The premise for the workshop is that participants work for a hypothetical assessment organisation that wants to update an onscreen assessment to make greater use of onscreen interactivity. The assessment has a diverse audience, including those with various access requirements.

Small group discussion will be used to explore the premise from multiple perspectives, drawing on experiences from across the group. The presenters will provide an informative introduction to various key areas, through short presentations, and participants will investigate some of these areas in more detail for themselves during the workshop and share findings with the group.

This workshop is led by members of the AEA-Europe eAssessment and Inclusive Assessment SIGs. We aim to provide participants with a basic understanding of inclusion considerations to inform everyday practice and/or opportunity to extend existing understanding.

No prior experience of e-assessment or inclusive assessment is needed.



Helen Claydon

Biographies:

Helen Claydon is an experienced assessment developer and leader, having worked in assessment for over 25 years. She has led a range of projects developing summative and formative assessments for ages from 6 years-old to adult. Most notably she has led assessment development for national programmes in the United Kingdom, including the Scottish National Standardised Assessments, the KS1 and KS2 National Curriculum Tests in mathematics (SATs) and the Professional Skills Tests for Prospective Teachers. Her experience covers all aspects of the assessment development process, including assessment design, item writing and review, trialling, review of item and test statistics, test construction, standard setting and standards maintenance.

Helen is currently an assessment consultant, undertaking qualification and assessment design, development and review work for organisations such as the Association for Project Management (APM), GL Assessment, MH&A and Qualifications Wales.

Helen holds a Master's degree in Education. She is a Steering Committee Member for AEA-Europe's eAssessment Special Interest Group and a Fellow of the Chartered Institute of Educational Assessors. Helen helped to launch the annual International e-Assessment Awards in 2016 and has been a judge for the awards each year since then.



Caroline
Jongkamp

Caroline Jongkamp is currently a senior consultant for international projects at Cito, the Netherlands. She is experienced as a professional test developer in economics, financial accounting, and ICT. At Cito, she was responsible for the implementation of computer-based testing in Dutch secondary school leaving exams. She is an experienced change manager involved in change processes on item banking and computer-based testing. Caroline holds an MSc in Econometrics with a specialization in Operations Research.

Caroline is a Steering Committee member for AEA-Europe's eAssessment Special Interest Group.



Irini-Renika
Papakammenou

Irini-Renika Papakammenou holds a BA in English literature with English language from the university of North Wales, Bangor and an MSC in Teaching English to Speakers of other Languages (TESOL) from the University of Stirling. She has done a PhD in Linguistics with specialization in Language Testing and Assessment at the University of Cyprus. She has received an award for her PhD thesis as the best postgraduate thesis of the year. She has also published scientific papers on language testing and assessment and alternative assessment techniques in international books and journals. She has presented in numerous local and international conferences, and she has delivered training courses. She is a member of language teaching and assessment societies and research groups. Her research interests include language testing and assessment, curricula, material design (for face-to-face and online classrooms), classroom practices and teacher education and development.

Irini has been involved in EFL teaching and learning for the past 21 years. During her 21-year career she has contributed to the field in a number of different capacities such as English Language Teacher, Exam Preparation Teacher (all exams including IELTS and TOEFL), Teacher Trainer, Oral Examiner, Speaker and Researcher. She is the owner of a private institute of foreign languages, she owns a distance learning platform and leads distance learning EFL examination programs. She has created innovative classroom and online materials which have been presented in international conferences and have been published. Irini has recently received the Global Teacher Award 2020.



Thomais
Rousoulioti

Thomais Rousoulioti, PhD in Applied Linguistics, works as a special teaching staff at Aristotle University of Thessaloniki, Greece. During the years 2010-2017 she worked at Department of Support and Promotion of the Greek Language of the Centre for the Greek Language, Greece, where she was involved in the design and implementation of research programs regarding the teaching and assessment of the Greek language as a second/foreign language but also with the design and editing of tests for the assessment of participants in the examinations for the Certification of Attainment in Greek.

She has also worked for the Hellenic Open University and the University of Nicosia teaching in online distance Ma programs. Her research interests include the teaching and assessment of language proficiency in multilingual settings, the design of teaching materials, adult education, distance education and inclusive assessment. She is the coordinator of a postgraduate course for the assessment in Greek as a second/foreign language and the coordinator of the module Students' Assessment in the training program Routes of the Centre for the Greek Language which is the sole representative of Greece at the European Federation of National Institutions for Language (<http://efnil.org/>). She is a member of the SIG Steering Committee on Inclusive Assessment in Education (AEA-Europe), the "Psifis" laboratory of Aristotle University of Thessaloniki, Greece, the Hellenic Society of Applied Linguistics, EALTA, ALTE and OsloMet's EnA research team.

● Workshop 4

1ST NOVEMBER 9AM - 5PM

Responding as assessment professionals to calls for reform

Abstract:

This workshop will give participants a chance to consider significant changes that are currently being discussed in their own assessment systems. Three key topics will be presented with the intention of stimulating thinking. 1) What society expects of assessment professionals? 2) How we might balance assessment of learning and assessment for learning? 3) Assessment for learning beyond schooling? (e.g. in lifelong learning and for technical and vocational skills).

Participants will have opportunities to describe their chosen system, to express their opinions about on-going thinking in their context, and to share with fellow AEA-E members their thoughts on those issues. Much of the time will be spent working within discussion groups on themes which will first be presented by workshop leaders.

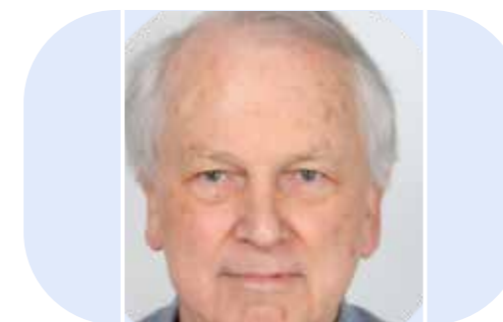
Now is a time in which what it means to be employable is evolving and in which learning is increasingly experienced through technology and at a distance, even when education is delivered in traditional contexts. Attendees to the workshop will explore together how they address the changing needs of students, of the workplace and of their societies more widely. The themes which will emerge during the group discussions will be brought together in a final plenary summary introduced by our discussant, Professor Henning Fjørtoft of the Norwegian University of Science and Technology.



Dr. Eleanor Andressen

Biographies:

Dr. Eleanor Andressen has particular interests in technical and vocational education and training, adult and lifelong learning, and assessment cultures (with a focus on TVET and compulsory national examinations). She is in her third year as a judge for the e-Assessment Association awards and is a peer reviewer for the Higher Education and Work-based Learning journal. She is the current chair of the Steering Group for the AEA Europe Assessment Cultures special interest group.



Dr. Andrew Watts

Dr. Andrew Watts taught in secondary schools in England, and then in Singapore, where he joined a team of specialist inspectors which focused on curriculum development and in-service training. When he returned to England he worked for the Cambridge school examination board (then Cambridge Assessment) and set up the Cambridge Assessment Network, whose aim is to provide support for assessment professionals internationally.



Henning Fjørtoft

Henning Fjørtoft is professor of Norwegian didactics at NTNU, The Norwegian University of Science and Technology, in Trondheim. His research interests include literacy education, classroom assessment, and professional development in schools. He has been involved in assessment research in Scandinavia, New Zealand, and Ethiopia, and serves on the editorial boards of *Assessment in Education: Principles, Policy & Practice*, *Educational Assessment, Evaluation and Accountability* and *Teachers and Teaching: Theory and Practice*.

- Workshop 5

1ST NOVEMBER 9AM - 5PM

(Re)design YOUR assessment! Designing assessment tasks with evidence-centered design**Abstract:**

Evidence-Centered Design (ECD) is a scientifically proven framework for streamlining the process of (re)designing your assessment tasks and making your assessment practices more evidence-based (Mislevy, Almond, & Lukas, 2003). In this semi-hackathon workshop, participants from a multidisciplinary background take on the challenge to (re)design their own assessment practices, and make those more evidence-based, by working from an ECD perspective. Assessment redesign is increasingly important and necessary, as societal and technological changes require students, employees or citizens to demonstrate different universal KSA's (knowledge, skills and abilities) to be successful in school, a job, or society. On the one hand, we, as an assessment community, need assessment practices that match these changes in society. On the other hand, there is a need for assessments that fit the specific context of a country, educational institution, or company, and reforms that take place there. In both cases, there is a profound need to align what you want to evaluate, the task characteristics that allow insights into the what, and a measurement model for interpreting task performance and providing feedback and feedforward. In this workshop, we are going to work in teams on the challenge to build a blueprint for tomorrow's assessment, based on ECD.

Biographies:

Michiel Waltman

Michiel Waltman (1979) is an educational researcher at CitoLab, Cito's research and innovation division. Michiel worked as a high school teacher, lecturer at Fontys University of Applied Sciences and University of Twente and as an assessment expert at Cito's division of central examination. Michiel is especially interested in design and validation of assessment instruments for complex constructs like critical thinking and citizenship development.

His expertise is in making validation and assessment design approaches (e.g. evidence-centered design and argument-based approach to validation) accessible and meaningful for educational practitioners. He published in educational practitioners' journals and books and contributed to conferences.



Sebastiaan de Klerk

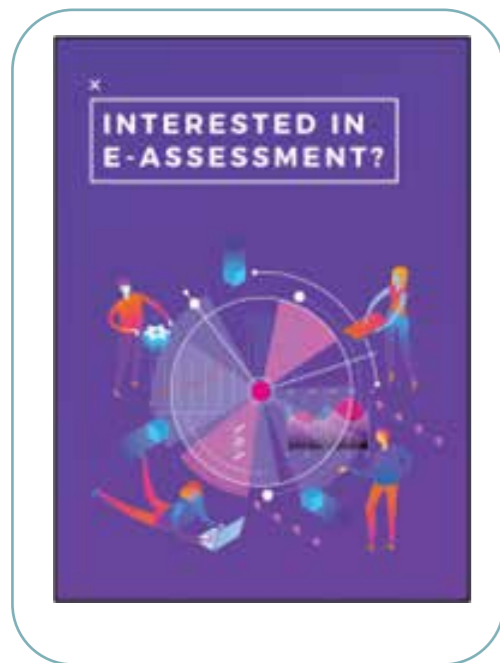
Sebastiaan de Klerk (1986) is an educational researcher at CitoLab. CitoLab is the research and innovation division of Cito. Sebastiaan received his PhD from Twente University in 2016 for research on the design and validation of simulation-based assessment (SBA) in vocational education. In his PhD research, he focused on the measurement of procedural skills in SBA. The key element in his PhD research was to design and validate an assessment for a Dutch security profession. To that extent, evidence-centered design was used for the design. In 2016, during the AEA-Europe conference on Cyprus, he was awarded the Kathleen Tattersall New Assessment Researcher

Award for his work on the design and validation of SBA. Sebastiaan also worked (2017 – 2022) as the treasurer of the Dutch Association for Educational Assessment (NVE). At CitoLab, Sebastiaan's main focus is on research on the influence of technology on assessment. Sebastiaan has multiple scientific publications and presented at numerous conferences.

e-Assessment SIG

Since its introduction at the Prague conference in 2017, the eAssessment SIG has offered a wide range of activities for sharing specialist knowledge and professional skills relevant to a wide range of e-assessment topics. However, the recent sudden and worldwide shift of learning and assessment into the digital realm has – to a certain extent – made e-assessment specialists of us all. E-assessment is no longer a specialism of the future; in its broader interpretation, it has become more a “common” than a “special” Interest. Consequently, there is currently underway a review and refocus of our SIG. Please join us at our events to contribute to these important discussions.

During the conference, please come and find us near our banner. We would be very happy to welcome you to our SIG. Joining is free for AEA-E members, with a registration link on our webpage at <https://aea-europe.net/eassessment-sig/>



eAssessment SIG Steering Committee members:

- Dee Arp, NEBOSH
- Berny Brzyska, GL Assessment
- Helen Claydon, freelance assessment consultant
- Graeme Clark, Scottish Qualifications Authority
- Rebecca Hamer, International Baccalaureate (Chair)
- Caroline Jongkamp, CITO International
- Stuart Shaw, University College London

Assessment Cultures SIG

The Assessment Cultures SIG offers an opportunity for members to examine their own cultures and values, and to learn about and from the assessment cultures of other countries. The SIG offers a collaborative ‘community of practice’ in which “to share what they know, to learn from one another regarding some aspects of their work and to provide a social context for that work” (Lave and Wenger, 1998).

The SIG’s identity is created by the contributions of its members, whose individual perspectives – for example, historical, educational, psychological, sociological or methodological – are variously brought to bear on the work of assessment. Members come together to study the assessment cultures within which they work, through discussion, debate, and the exchange of information and ideas.

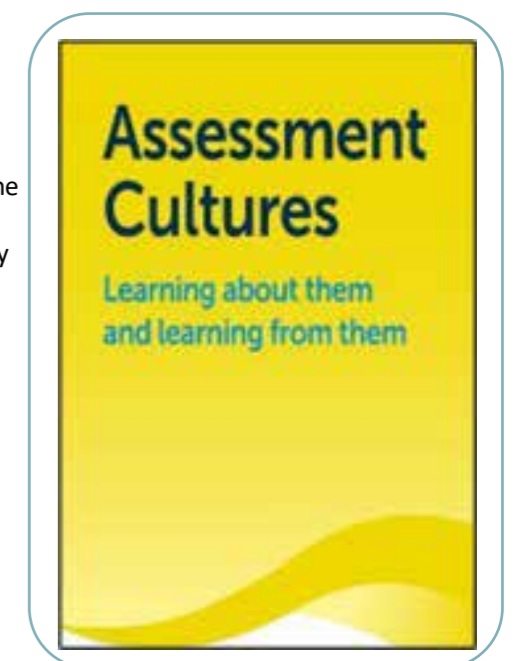
Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511815355>

During the conference, please come and find us near our banner. We would be very happy to welcome you to our SIG. Joining is free for AEA-E members, with a registration link on our webpage at:

<https://aea-europe.net/assessment-cultures-sig/>

Assessment Cultures SIG Steering Committee members:

- Eleanor Andressen, University of London (Chair)
- Isabel Nisbet, Faculty of Education, University of Cambridge
- Raphaël Pasquini, University of Teacher Education state of Vaud, Lausanne
- Fanny Passeport, EUR, Netherlands
- Lise Vikan Sandvik, Norwegian University of Science and Technology
- Christoph Schneider, Universität Trier
- Stuart Shaw, Institute of Education, University College London
- Andrew Watts, University of Cambridge
- Nathalie Younès, University of Clermont Auvergne



Inclusive Assessment SIG

The internationalisation of Education worldwide has broadened student diversity in educational institutions in recent years. Inclusive assessment or Assessment for Social Justice promotes developmental, timely feedback which supports students' understanding of the assessment requirements and allows them to reflect on how they can improve their academic performance. It also ensures fairness and inclusivity for all students. Assessment is a powerful driver of learning which may engage our diverse student cohorts in processes that support their development, academic success, and employability, while connecting with their own linguistic identities, learning experiences, and cultural capital. Our SIG was established to bring together AEA-E members with a special interest in these important qualities. It aims to offer a platform to present and discuss research, debate current events, and discuss issues concerning fairness, inclusion, and advocacy so that educators' work includes the voices of all students irrespective of background.

During the conference, please come and find us near our banner. We would be very happy to welcome you to our SIG. Joining is free for AEA-E members, with a registration link on our webpage at <https://aea-europe.net/inclusive-assessment-sig/>

Inclusive Assessment SIG Steering Committee members:

- Sviatlana Karpava, University of Cyprus
- Eleni Meletiadou, London Metropolitan University (Chair)
- Irini Papakammenou, University of Staffordshire
- Thomais Rousoulioti, Aristotle University



Postgraduate and Early Career Researcher Network SIG

Being a postgraduate student or early career researcher can be a lonely and challenging journey. The COVID-19 pandemic made it even more challenging to meet, interact with other students and researchers, be part of a supportive community, and build a professional network. Our SIG was established to bring together early AEA-E members facing such challenges. In our SIG, we can meet, connect, discuss, and share our work and research within a supportive community. As a collaborative research community, the Postgraduate Student and Early Career Researcher Network provides members with opportunities to come together to get to know each other, to inspire and to share research, experiences, and practices within the field of assessment in education. We welcome all postgraduate students and early career researchers to join our SIG and be a part of our network.

Whether you are already a member or you are just curious about our SIG, we want to get to know you and your research. Look for our green SIG banner during lunch and coffee-breaks and have a chat with us. We would be very happy to welcome you to our SIG. Joining is free for AEA-E members, with a registration link on our webpage at <https://aea-europe.net/postgraduate-early-career-network/>

Postgraduate and Early Career Researcher Network SIG Steering Committee members:

- Gabriel Cipriano, CIES-ISCTE, Instituto Universitário de Lisboa
- Julie Leonardsen, Department of Teacher Education in Vocational Subjects, Norwegian University of Science and Technology
- Shakeh Manassian, University of Glasgow/PSI Services
- Pernille Moe, Department of Pedagogy, Western Norwegian University of Applied Sciences
- Dan-Anders Normann, Department of Teacher Education in Vocational Subjects, Norwegian University of Science and Technology (Chair)
- Skevi Vassiliou, The Language Centre, Cyprus University of Technology



Special Interest Groups (SIGs)

01-04 November 2023

Holistic Assessment SIG

Launch of this new SIG is at the conference on Thursday, 2nd November, 17.15 -18:00 GMT

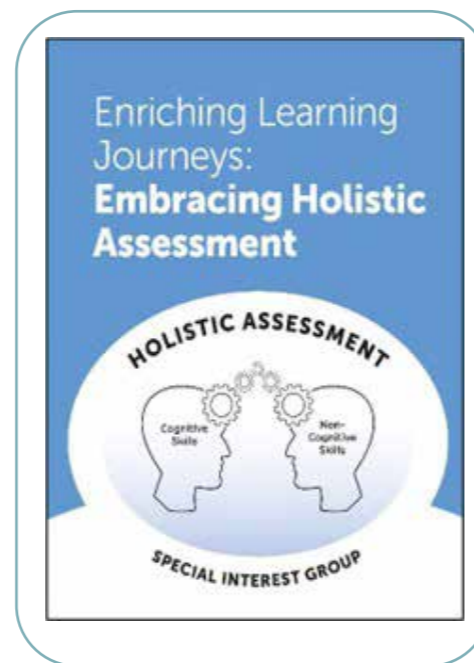
To succeed in the modern society, including in the workplace, learners need to complete their education with more than the academic knowledge, skills and understanding assessed in traditional school subjects. They need a broad range of 21st-century competencies coupled with other personal attributes such as solid ethical values, positive learning dispositions, and high levels of personal wellbeing. This is the concept of holistic education, which has a deep-rooted history in several European pedagogical philosophies. Both cognitive skills (such as problem-solving, critical thinking, and creativity) and so-called 'non-cognitive' skills (such as communication, collaboration, and perseverance) are important. Assessing personal competencies and attributes accurately, and understanding how they interact to affect educational outcomes and life chances, are significant challenges in the assessment field. Despite its importance, however, holistic assessment is still an under-researched area. This SIG aims to bring members together who are interested in theories and practices for assessing cognitive and non-cognitive skills and attributes, and provide recommendations for effective assessment tools.

During the conference, please come and find us near our banner. We would be very happy to welcome you to our SIG. Joining is free for AEA-E members, with a registration link on our webpage at <https://aea-europe.net/holistic-assessment-sig/>

Holistic Assessment SIG Steering Committee members:

- Tim Oates, Cambridge University Press and Assessment
- Assel Rakhimbekova, Center for Pedagogical Measurements, NIS, Kazakhstan
- Gulbakhyt Sultanova, Center for Pedagogical Measurements, NIS, Kazakhstan (Chair)
- Irenka Suto, Cambridge University Press and Assessment

All SIG conference flyers are available on the conference website <https://2023.aea-europe.net/sig-events/>



Programme



01-04 November 2023

Assessment reform journeys: intentions, enactment and evaluation



01 Wednesday, NOV

9:00 - 16:30

Pre-Conference Workshops

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

Room: Studio 2C (n=28)

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

Stuart Shaw

Artificial Intelligence as a tool for Assessment Reform

Room: Studio 2A (n=28)

Artificial Intelligence as a tool for Assessment Reform

Stephen Bezzina, Alexiei Dingli

Moving to fully inclusive e-assessment

Room: Studio 2B (n=28)

Moving to fully inclusive e-assessment

Helen Claydon, Caroline Jongkamp, Thomais Rousoulioti, Irini-Renika Papakammenou

Responding As Assessment Professionals To Calls For Reform

Room: Studio 1 (n=24)

Responding As Assessment Professionals To Calls For Reform

Andrew Watts, Eleanor Andressen

(Re)design YOUR assessment! Designing assessment tasks with evidence-centered design

Room: Studio 3 (n=24)

(Re)design YOUR assessment! Designing assessment tasks with evidence-centered design.

Sebastian de Klerk, Michiel Waltman


19:00 - 20:30

Welcome Reception for all participants

A Taste of History at the Maritime Museum, Birgu

Coaches leave the Marriott Hotel at 18:15



02	Thursday, NOV	Thursday, NOV 02
8:00 - 9:00	Registration	
9:00 - 9:15	Welcome Addresses Room: Ballroom <i>Prof. Therese Hopfenbeck (President AEA-Europe)</i>	A meta-analysis of math anxiety interventions <i>Ellen Sammallahti, Jonatan Finell, Bert Jonsson, Johan Korhonen</i> Not like that! Attempting to use GPT to generate examples in statistics <i>Imogen Casebourne</i> Construct definition in international educational assessment design <i>Louise Badham</i>
9:15 - 10:15	Keynote Speech Chair: <i>Therese Hopfenbeck</i> Room: Ballroom MATSEC Examinations: An eventful journey <i>Prof. Frank Ventura, University of Malta</i>	Assessing the Swedish Shortened Mathematics Anxiety Rating Scale and its Relationship to Math Performance and Attitudes in Young Students <i>Jonatan Finell</i> Feedback Culture at School: What Remains Neglected? <i>Zukhra Utesheva, Saltanat Unbayeva</i> Does a unitised approach build resilience into an assessment system? <i>Richard Harry</i>
10:15 - 10:45	Coffee Break - Room: Pre-Function Area & Gallery Terrace	
10:45 - 11:30	Keynote Speech Chair: <i>Elena Papanastasiou</i> Room: Ballroom KTNRA Winner - <i>Dr. Vasiliki Pitsia</i> , Centre for Assessment Research, Policy and Practice in Education (CARPE), Dublin City University, Ireland & the Educational Reserach Centre, Ireland Investigating high achievement in mathematics and science in Ireland: An in-depth analysis of national and international assessment data	'But what do we do with the results?' A systematic approach to using assessment data holistically to improve teaching and learning <i>Suzanne Crocker, Irenka Suto</i> Cooperation in external assessment – projects in Cape Verde and Angola <i>Ana Monteiro, Manuel Gomes, Margarida Borges</i> Development of a framework for assessing mathematical literacy in primary and secondary school: Apilot study <i>Marta Mikite, Ilze France, Ģirts Burgmanis</i> Divergent considerations during the journey to internationalise mathematics questions in an adaptive baseline assessment. <i>Emma Barthel, Irenka Suto</i>
11:30 - 12:45	Poster session Chair: <i>Cor Sluijter</i> Room: Ballroom & Pre-Function Area Reduced grading in vocational education <i>Dan-Anders Normann</i> Accessibility considerations for Digital Assessments - Development of a Framework <i>Sanjay Mistry</i> 'Disruption' and/or 'Innovation? The case for e-assessment <i>Graeme Clark, Stuart Shaw</i> Exploring the social and cultural factors that impact on student attainment <i>Phoebe Surridge</i> TALK: Developing a baseline oracy framework for Teaching, Assessment, Learning, and Knowledge (TALK) in school <i>Lynell Chvala, Anne-Grete Kaldahl</i> The overall impact of cross-language Differential Item Functioning at the test level: The case of PIRLS 2016 in South Africa <i>Heather Leigh Kayton</i> IB Open Book Exams pilot study – A picture of our schools at the start <i>Rebecca Chivers, Rebecca Hamer</i> Is that true? No, that's nonsense! Understanding AI hallucination and confabulations <i>Rebecca Hamer</i> Evaluating and assessing distance education learners: Developing a comprehensive learner model <i>Slaviša Radović, Niels Siedel</i> Read Messick! Developing ethical AI will require assessment literacy. <i>Cesare Aloisi</i>	Student motivation in history: associations between formative assessment, historical consciousness and 'doing history' <i>Harald Eriksen, Hege Roaldset, Karsten Korbøl</i> Comparative Judgment vs. Criteria-based Assessment in Legal Education <i>Kjetil Egelanddal, Eva Hartell</i> Comparative Judgment for Summative Assessment in Legal Education <i>Kjetil Egelanddal, Eva Hartell</i> Transformations in Large-scale Educational Assessments: The Case of India Compared Internationally <i>Peter van Rijn, Indrani Bhaduri, Jonas Bertling, Han-Hui Por</i> Speak properly! Understanding the role of auto-generated captioning technologies in the marginalisation of disabled speech <i>Claire Tupling</i> An investigation of approaches to student assessment in international high schools in China in the context of practices internationally. <i>Xiaohui Yang</i> Towards justified use of automated speaking assessment algorithms via an argument-based validation: A case study of prosodic features assessment <i>Yuanyue Hao</i> Self-Assessment in performance. Teachers' thoughts and concerns. <i>Dimitra Tsalta, Thomais Rousoulioti, Antonios Ventouris, Olympia Blatsioti</i>
		12:45 - 13:45 Lunch - Room: Marketplace Restaurant, Level 2 Sponsored by  duolingo english test

02 Thursday, NOV **Thursday, NOV 02**

Open Paper Sessions							
Psychometrics and Test Development I	Educational Policy and Assessment in the era of decolonising curriculum I	Summative Assessment I	International Assessments	Assessment that is reactive to unforeseen circumstances (e.g. Covid 19) I	E-Assessment I	Comparative Judgement	Technical, Vocational and Applied Assessments I
Chair: <i>Alex Scharaschkin</i> Room: Studio 2A (n=60)	Chair: <i>Damian Murchan</i> Room: Amphitheatre (n=141)	Chair: <i>Dan-Anders Normann</i> Room: Studio 2B (n=60)	Chair: <i>Nico Dieteren</i> Room: Studio 2C (n=60)	Chair: <i>Doreen Said Pace</i> Room: Studio 1 (n=40)	Chair: <i>Rebecca Hamer</i> Room: Studio 3 (n=59)	Chair: <i>Rose Clesham</i> Room: Studio 7 (n=18)	Chair: <i>Eleanor Andressen</i> Room: Studio 8 (n=24)
How does DIF items affect the equating transformation? <i>Marie Wiberg, Inga Laukaityte</i>	The Morality of Assessment <i>Isabel Nisbet, Stuart Shaw</i>	High stakes assessment that supports mathematical problem solving: a journey of realistic aspiration or of chimera? <i>Jennie Golding, Ben Redmond, Grace Grima</i>	Applying Differential Item Functioning analysis to evaluate the comparability of language versions of PIRLS in South Africa <i>Heather Leigh Kayton</i>	Global and Intercultural Skills Program: Intercultural Perceptions Student Index <i>Todd Milford, Victor Glickman, John Anderson</i>	What can process data can tell us about students' persistence? Evidence from the e-TIMSS 2019 assessment <i>Elena Papanastasiou, Evi Konstantinidou</i>	Multiple marking using the Levels-only method in A level English Literature <i>Emily De Groot, Jo Ireland</i>	Towards understanding the quality and value of outcomes-based qualifications: academic criticisms versus lived practices of awarding organisations <i>Milja Curcin, Asteria Brylka, Latoya Clarke, Paul Newton</i>
Can examination papers always be error-free? An exploratory investigation into the conditions that can give rise to errors in assessment instruments <i>Filio Constantinou</i>	Professional Testing Guidelines as Tools for Improving Educational Assessment: The Role of the International Test Commission <i>Stephen Sireci, Tram-Anh Tran Nguyen</i>	Investigating how access to statistical evidence and teacher feedback influences examiner judgement in grade awarding. <i>Louise Badham</i>	Pre-smoothing and other approaches to linking scores between mixed tier assessments. <i>Blake Ashworth, Liyuan Liu, Barbara Donahue, Pia Pirc Zagar, Sebastian Nastuta</i>	Evolving understandings: A longitudinal analysis of teacher candidates' approaches to assessment <i>Christoph Schneider, Christopher DeLuca, Lothar Müller, Andrew Coombs</i>	A new quantile regression approach to age-standardisation for on-demand assessments Matthew Turner, Ben Smith	Experiences from reforming the math exams in Norway <i>Bård Vinje, Olav Tokle</i>	Assessing 'competence' in education reform projects – what lessons can we learn from technical and vocational education? <i>Rebecca Conway, Matthew Dean</i>
An evaluation of targeting of items at assessment objectives in GCSE and A level qualifications in England <i>Qingping He, Yasmine El Masri</i>	The journeys of large-scale assessment systems from an international perspective: towards a formative, low-stakes, democratic, contextualised, and holistic approach <i>Maria Teresa Florez Petour</i>		Implementing the ISAWG Method of Standard Setting and Maintenance in the International Baccalaureate <i>Chris Hope, Ben Smith</i>		The reform journey of an on-screen national assessment <i>Andrew Boyle</i>	Linking two scales using comparative judgement <i>Anton Béguin, Elise Crompvoets, Marieke Van Onna</i>	Exploring the quality and value of vocational qualifications in England: reflections from students, teachers, employers and higher education recruiters <i>Latoya Clarke, Paul Newton, Milja Curcin, Asteria Brylka</i>

15:15 - 15:45 **Coffee Break** - Room: Pre-Function Area & Gallery Terrace

02 Thursday, NOV **Thursday, NOV 02**


Open Paper Sessions							
Formative Assessment I	E-Assessment II	Fairness & Social Justice I	Assessment Cultures I	National Tests & Examinations I	Assessment that is reactive to unforeseen circumstances (e.g. Covid19) II	Assessment of Practical Skills I	Psychometrics and Test Development II
Chair: <i>Isabel Nisbet</i> Room: Studio 2A (n=60)	Chair: <i>Helen Claydon</i> Room: Studio 3 (n=59)	Chair: <i>Elena Papanastasiou</i> Room: Studio 2B (n=60)	Chair: <i>Lise Vikan Sandvik</i> Room: Studio 2C (n=60)	Chair: <i>Christina Wikstrom</i> Room: Amphitheatre	Chair: <i>Christoph Schneider</i> Room: Studio 1 (n=40)	Chair: <i>Dina Tsagari</i> Room: Studio 7 (n=18)	Chair: <i>Tom Bramley</i> Room: Studio 8 (n=24)
Self-assessment in English as a foreign language Students' written self-assessments and students' and teacher's reflections <i>Astrid Gillespie</i>	Computer-based tests and machine marking: candidates' perceptions and beliefs about test taking experiences <i>Mary Richardson, Rose Clesham, Sandra Leaton-Gray</i>	Fair and effective? Staff and student perspectives on 25% extra time in exams in England <i>Lauren Kennedy, Stephen Holmes</i>	Applying policy learning from two cultures to a third. What developing and evolving skills-based programmes can really learn from Germany and England about technical and vocational education and training (TVET) structures, practice and assessment: insight <i>Eleanor Andressen, Stuart Shaw</i>	Evaluating the impact of curriculum and assessment reform in secondary education on progression to mathematics post-16 <i>Carmen Vidal Rodeiro, Joanna Williamson</i>	Hybrid model of high-stakes testing in the Czech Republic: challenges posed by conducting simultaneous online and paper-based exams <i>Lenka Firtova</i>	Challenges and opportunities in reforming assessment of school principals' capabilities <i>Fabienne van der Kleij, Pauline Taylor-Guy, Michelle Lasen</i>	Exploring the assessment of IELTS writing task response among the high school students <i>Valentina Gainanova, Indira Ismailova, Xeniya Alikulova</i>
Journeys of self- and peer-assessment in a reformed mathematics curriculum: primary school children's accounts of the roles of explanation, reflection and challenge. <i>Grace Grima, Jennie Golding, Ben Redmond</i>	Towards external assessments dematerialization – Are we ready? Portuguese school principals' concerns. <i>Gabriel Cipriano, Susana da Cruz Martins</i>	The future of accessibility in assessment: practitioners' views on current and future access arrangements in England <i>Katy Finch, Phoebe Surridge</i>	Enacting assessment reform in Cox's Bazar Refugee Camp: a case study <i>Georgie Billings, Sarah Nelson</i>	Can centralising marking in Sweden improve interrater reliability? <i>Jens Anker-Hansen, Daniel Gustafsson, Cecilia Johansson, Nina Ekblom</i>	Assessment and Learning during Covid-19 times: perspectives and experiences of university students in Initial Teacher Education in Malta <i>Josephine Milton, Josephine Deguara, Charmaine Bonello, Rosienne Camialleri, Tania Muscat</i>	To change or not to change? The case of changing the mode of coursework in Advanced Level Computing to improve its reliability and validity. <i>Analise Gixti, Rodrick Cini, Steve Mifsud</i>	A domain-specific assessment of the critical thinking in universities: from methodology to implementation <i>Ekaterina Orel, Ksenia Tarasova, Daria Gracheva, Daniel Talov</i>
Changing assessment cultures and practices through <i>Vegard Meland, Egil Weider Hartberg</i>	Response Model Validation in Digital Mathematics Assessments <i>Franck Salles, Bryan Maddox, Saskia Keskaik, Peter Boon, Matthew Meangru</i>		Assessing Learning Outcomes in Finnish Basic Education: Critiques and Challenges <i>Jukka Marjanen, Mari Huhtanen</i>	Implementation of the use of central tests in Flanders. Teachers' readiness to use formal performance data to improve student learning and the impact of school culture. <i>Glen Molenberghs, Jan Vanhoof, Roos Van Gasse</i>	Co-constructing national qualifications - A novel approach to developing GCSE requirements <i>Oliver Stacey</i>		

17:15 - 18:00 **Holistic Assessment SIG Launch** - Room: Studio 3 (n=59)

18:45 - 20:15 **Event for AEA-Europe Fellows, Practitioners & PhD students**
Room: Roof-top Pool Bar Area (Marriott Hotel)



03		Friday, NOV							03	
8:30 - 9:00		Registration								
9:00 - 10:30		Open Paper Sessions								
		Assessment that is reactive to unforeseen circumstances (e.g. Covid 19) III	E-Assessment III	Summative Assessment I	National Tests & Examinations II	Higher Education & Assessment	Assessment Cultures II	Technical, Vocational and Applied Assessments II	Formative Assessment II	Fairness & Social Justice II
		Chair: <i>Therese Hopfenbeck</i> Room: Studio 8 (n=24)	Chair: <i>Dean Seabrook</i> Room: Ballroom	Chair: <i>Grace Grima</i> Room: Studio 2A (n=60)	Chair: <i>Jannette Elwood</i> Room: Studio 2C (n=60)	Chair: <i>Gerry Shiel</i> Room: Studio 2B (n=60)	Chair: <i>Lesley Wiseman</i> Room: Amphitheatre (n=141)	Chair: <i>Graham Hudson</i> Room: Studio 1 (n=40)	Chair: <i>Rolf Vegar Olsen</i> Room: Studio 7 (n=18)	Chair: <i>Guri A. Nortvedt</i> Room: Studio 3 (n=59)
		COVID-19-related changes to upper secondary assessments in six countries: Adaptations and reactions <i>Nicky Rushton, Santi Lestari</i>	Differences in mathematics results due to item types <i>Erica Aldenius, Johanna Ingmarsdotter Lundmark, Victor Severyd</i>	Exploring marking time and examiner agreement for item-level versus whole response marking <i>Antony Furlong, Louise Badham, Mkululi Wami</i>	How are GCSE grades used in post-16 admissions decisions? <i>Emma Walland, Tony Leech</i>	Developing a New English Placement Test for Higher Education in Israel: A Survey of Stakeholders <i>Liat Atzmon, Ruth Fortus, Tzur Karelitz, Hagar Lerman</i>	Exploring the longitudinal development of assessment practitioners via their participation in assessment professional development. <i>Hannah Williams, Simon Child</i>	Strategies to allow multiple voices to be heard in assessment reform: Engagement strategies and their findings from Qualifications Wales' review of qualifications in the Travel, Tourism, Hospitality and Catering Sector. <i>Lisa Mitchell</i>	Moving towards a new assessment culture in Malta: the implementation of School-Based Assessment in the French as a Foreign Language classroom. <i>Ruth Bonello</i>	Measurement invariance across educational systems in the First and Second International Science studies <i>Yuriko Sosa Paredes, Björn Andersson</i>
		How the pandemic impacted on how Scotland and other jurisdictions assess young people and the implications for the future <i>Susie Hill</i>		'How do you assess that?' Achieving meaningful engagement with a large dataset as part of a reformed A-level Mathematics. <i>Ben Redmond, Jennie Golding, Grace Grima</i>	Vocational Assessment in Secondary Education – Recent Developments <i>John Muscat, Ramona Cuschieri, Sephora Sammut</i>	Navigating Change in Chile's Higher Education Access System: Examining Standardized Testing and Governance Amid Societal Unrest <i>Daniela Jimenez, María Leonor Varas</i>	The impact of curriculum and assessment reform on practices in a high-stakes examination system: A Maltese case study <i>Dario Pirotta, Odette Vassallo</i>	Lessons learned from working with partners to introduce vocational qualifications with significant project-based assessment in sub-Saharan Africa. <i>Peter Ashton</i>	Ringing the inner voice: Students' Experiences of Teacher-Feedback using Narrative Frames. <i>Fanny Passeport</i>	Education Reform: Improving Educational Prospects for Girls in India <i>Indrani Bhaduri, Dinesh Prasad Saklani, Peter van Rijn, Han-Hui Por, Jonas Bertling, Kavita Ghosh</i>
		Assessment of International GCSE English: Insights from 2 years of live delivery of onscreen exams and implications for regulated environments <i>Anastasia Ulicheva, Irene Custodio, Hayley Dalton, Meredith Reeve</i>		To err is human: how AI might contribute to trust and accountability <i>David West</i>	Exploring teacher perspectives on assessment reform: the change from modular to linear A-level assessment <i>Gemma O'Brien</i>		What can constructs of high stakes exams tell us about assessment cultures? The case of the new Language arts exam in Norway. <i>Gustaf Bernhard Uno Skar, Arne Johannes Aasen</i>	Feasibility of using z-score mark estimations for new and existing Technical Qualifications <i>Zeeshan Rahman</i>		It's a question of style: Understanding learner interactions and preferences with text styling in Onscreen Assessments <i>Ellen Barrow, Emma Crampton, Irene Custodio</i>
10:30 - 11:00		Coffee Break - Room: Pre-Function Area & Gallery Terrace								

03	Friday, NOV							03
11:00 - 12:00	Discussion Groups Spaces limited - advised to come early							
	Discussion Group 1 Room: Studio 1 (n=24)	Discussion Group 2 Room: Studio 8 (n=24)	Discussion Group 3 Room: Studio 7 (n=18)	Discussion Group 4 Room: Ballroom	Discussion Group 5 Room: Studio 2A (n=28)	Discussion Group 6 Room: Studio 3 (n=24)	Discussion Group 7 Room: Studio 2B (n=28)	Discussion Group 8 Room: Studio 2C (n=28)
	What are the possible consequences of giving teacher assessment a large(r) part to play in school student certification? <i>Isabel Nisbet, Stuart Shaw, Lesley Wiseman</i>	Assessment Reform Journeys: Post Graduate Students and Early Researchers Across Borders <i>Julie Leonardsen, Dan-Anders Normann, Shakeh Manassian, Skevi Vassiliou, Gabriel Cipriano</i>	Organizing Effective Thesis Calibrations with A Typology of Calibration Methods <i>Ya Ping Hsiao, Astrid Kramer, Gerard van de Watering</i>	What do assessment professionals think should be included in a code of ethics for using process data in educational assessment? <i>Damian Murchan, Fazilat Siddiq</i>	Beyond the hype – understanding the limits and potential of AI in education <i>Cesare Aloisi, Imogen Casebourne, Rebecca Hamer, Claire Tupling</i>	Removing unnecessary barriers: practical considerations for designing accessible digital assessments. <i>David McVeigh, Ellen Barrow, Irene Custodio, Emma Crampton</i>	Digital Formative Assessment: dialogue, implications, and ethics in the context of a European policy experimentation project <i>Jannette Elwood, Kay Livingston</i>	Mathematics assessments for the future – taking into account the communicative and collective aspect of mathematical reasoning <i>Guri A. Nortvedt, Lovisa Sumpter</i>
12:00 - 13:00	General Assembly - Room: Amphitheatre							
13:00 - 14:00	L u n c h - Room: Marketplace Restaurant, Level 2							
	sponsored by 							
14:00 - 15:30	Open Paper Sessions							
	Assessment Cultures III	Psychometrics & Test Development III	Assessment that is reactive to unforeseen circumstances (e.g. Covid 19) IV	Fairness & Social Justice III	Higher Education & Assessment II	E-Assessment IV	Perspectives of End-users and the General Public on Assessment I	Other I
	Chair: <i>Andrew Watts</i> Room: Studio 2A (n=60)	Chair: <i>Cor Sluijter</i> Room: Studio 8 (n=24)	Chair: <i>Amina Afif</i> Room: Studio 2B (n=60)	Chair: <i>Stuart Shaw</i> Room: Studio 7 (n=18)	Chair: <i>Michael Buhagiar</i> Room: Studio 2C (n=60)	Chair: <i>Graeme Clark</i> Room: Studio 3 (n=59)	Chair: <i>Claudine Muscat</i> Room: Amphitheatre (n=141)	Chair: <i>Mary Richardson</i> Room: Studio 1 (n=40)
	A Critical Reflection on the Implementation of Programmatic Assessment <i>Lorenzo Duchi, Fanny Passeport</i>	Attitudes to the importance of empathy in police work: the student perspective <i>Tova Stenlund, Christina Wikstrom, Miguel Inzunza</i>	Evaluation of the 2022 Approach to the Assessment of Graded National Courses in Scotland: Learner and Practitioner Experiences <i>Simon Allan, Susie Hill</i>	Learner preferences and inclusive assessment <i>Amy Harrison, Vasile Rotaru</i>	The process of developing a personality questionnaire for screening candidates for higher education <i>Avital Moshinsky, Daniel Gilon, David Ziegler, Gilad Soffer, Efrat Ben Barak, Marina Fronton</i>	Evaluation of the Cambridge International Digital Mock Exams Service <i>Martina Kvalja</i>	Computer-based high-stakes assessments in England: Opportunities and Risks in the Eyes of Students and Parents <i>Yasmine El Masri</i>	New policies, old practices: The enactment of assessment reform in Maltese science classrooms. <i>Ritienne Attard, Deborah Chetcuti</i>
	The strange non-death of SIMCE tests: The multiple survival strategies of a controversial and contested market mechanism <i>Elisa de Padua, Mariano Rosenzvaig</i>	Measuring educational constructs qualitatively <i>Alex Scharaschkin</i>	An evaluation of post-16 maths qualifications in England: gathering evidence on standard setting and maintenance to inform policy change <i>Nadir Zanini, Megan Wayman, Theo Bruckbauer</i>	Amplifying Small Voices in the Age of Big Data: A Qualitative Study of Vision-impaired Students on the Use of Modified Exam Papers and Assistive Technologies <i>Liyuan Liu, Kevin Mason, Benjamin Redmond, Hayley Dalton</i>	Rethinking a Higher Education Online Curriculum using Backward Design (Learning Outcomes - Assessment-Activities) <i>Martha Barba, Rafael Estrada, Lorena Garelli, Cintia Martinez, Paola Sánchez</i>	Piloting on-screen exams: a shift in mode and a shift in culture <i>Jeanne Marie Ryan</i>	Review and reform of Essential Skills qualifications in Wales <i>Gareth Downey, Paul Johnson</i>	Assessing the impact of vocational qualification reforms in England: Using large datasets to assess changes in outcomes for learners taking Applied General qualifications since 2016. <i>Hayley Dalton, Sebastian Nastuta</i>
	How do students experience their teacher's didactical practice of formative assessment? <i>Egil Weider Hartberg, Kari Kolbjørnsen Bjerke, Trude Slemmen Wille, Terje Engh Wiig</i>	Investigating the Robustness of DIF-Analysis in Standardized Testing: A Longitudinal Study of Experimental Items <i>Inga Laukaityte, Per-Erik Lyrén, Christina Wikstrom</i>			Preparation for a high stakes language examination: practitioners' views from the field of shadow education <i>Stavroula Tsiplakou, Dina Tsagari</i>	Explain yourself: Expanding validity evidence for automated scoring through explainability <i>Sarah Hughes</i>	Building a better qualification system: why the reform of construction and built environment qualifications in Wales demonstrates that effective reform must extend beyond qualification development <i>Dean Seabrook</i>	
15:30 - 16:00	C o f f e e B r e a k Room: Pre-Function Area & Gallery Terrace							

03	Friday, NOV					03
16:00 - 17:00	Symposium					
	Symposium 1: Assessment for Social Justice Chair: <i>Doreen Said Pace</i> Discussant: <i>Dina Tsagari</i> Room: Studio 1 (n=40)	Symposium 2: Education Futures in Flux: Journeys into Learning & Assessment Transformation Chair: <i>Sarah Hughes</i> Discussant: <i>Luning Sun</i> Room: Studio 2A (n=60)	Symposium 3: The Digital Transformational Journey in England: Lessons Learned from TIMSS 2019 and Implications for National Assessments Chair: <i>Lucian Lanteri</i> Discussant: <i>Grace Grima</i> Room: Studio 2B (n=60)	Symposium 4: Supporting countries to set global standards on national learning assessments Chair: <i>Ursula Schwantner</i> Discussant: <i>Anton Béguin</i> Room: Studio 2C (n=60)	Symposium 5: Assessment reforms in Norway: tensions in quality assessment and quality development Chair: <i>Marte Sjøve Syverud</i> Discussant: <i>Rolf Vegar Olsen & Lise Vikan Sandvik</i> Room: Studio 8 (n=24)	Symposium 6: Technicians, Curators or Guides on the Assessment Reform Journey? Preparing the Next Generation of Educational Measurement Professionals Chair: <i>Derek Briggs</i> Discussant: <i>Therese Hopfenbeck</i> Room: Studio 3 (n=59)
	Success and Growth for Every student <i>Jude Zammit</i>	Assessment Futures Through a Looking Glass <i>Bryan Maddox</i>	A Comparison of the Delivery Considerations of Digital and Paper Assessments in TIMSS 2019 in England <i>Mish Mohan, Sarah Turner, Alistair Hooper</i>	Learning Progression Scales <i>Elizabeth Stubbs, Ursula Schwantner</i>	Tension points in assessment reform in Norway <i>Tine S. Prøitz</i>	What are foundational competencies in educational measurement and why should we care about them? <i>Derek Briggs</i>
	Using assessment data to inform action in a state college literacy initiative. <i>Doreen Said Pace</i>	The Modern Socratic Assessor: The Promise of AI for the Future of Education <i>Alina von Davier</i>	TIMSS 2019 Equivalence Study: A Quantitative Approach to Explore Assessment Mode Effects on Mathematics Performance in England <i>Sebastian Nastuta, Liyuan Liu</i>	The International Standard Setting Exercise to locate global Minimum Proficiency Levels on the Learning Progression Scales <i>Maurice Walker</i>	Quality assessment and -development: enactment through educational leadership autonomy <i>Rikke A. Sundberg</i>	Computational psychometrics skills in the age of artificial intelligence <i>Alina von Davier</i>
	Opportunities for the development of foreign language proficiency through alternative assessment practices. <i>Alice Micallef</i>	Is this the future of essay writing? ChatGPT's impact on the process and output in different languages <i>Rebecca Hamer</i>	The Impact of Assessment Mode on Item Performance: A Qualitative Study of TIMSS 2019 in England <i>Kevin Mason, Liyuan Liu</i>	The Pairwise Comparison Method for linking national assessments to global standards <i>Colin Watson</i>	Validating oral examinations through a unitary view of validity <i>Marte Sjøve Syverud</i>	Too much or not enough: challenges of teaching foundational competencies in educational measurement <i>David Torres Iribarra</i>
16:00 - 18:00	Ignite Session					
	Chair: <i>Stuart Shaw and Lesley Wiseman</i> - Room: Amphitheatre (n=141)					
	The Key to Successful Assessment Reform: Authoring Reform <i>Shaun Crowley, Alice Leigh</i>					
	Partnership between schools and universities in developing assessment practices - the journey from intentions to enactment. <i>Kaja Haaland, Hege Havn, Elin Bræin, Morten Rustad, Camilla Nygaard, Lasse Dahl</i>					
	Creating the conditions for successful assessment reform through education system planning <i>Brooke Wyatt, Marc Neesam</i>					
	Why so many assessments? A holistic framework to help teachers to see the bigger picture - including the missing pieces <i>Irenka Suto, Suzanne Crocker</i>					
	Views of Scottish disabled learners/learners with additional support needs (ASN) on National Qualifications assessment in 2022 <i>Simon Allan, Michelle Cuninghame</i>					
	Development of a Game-Based Assessment of Divergent Thinking <i>Luning Sun, Yuzhuo Yuan, Fang Luo</i>					
19:00 - 00:00	Conference Dinner - Room: Venue: Mediterranean Conference Center, Valletta					



Coaches leave from the Marriott Hotel at 18:30

04 Saturday, NOV **Saturday, NOV 04**

9:00 - 10:30 Open Paper Sessions							
Perspectives of End-users and the General Public on Assessment II	Summative Assessment II	National Tests & Examinations III	Formative Assessment III	Assessment of Practical Skills II	Fairness & Social Justice III	Psychometrics & Test Development IV	Other II
Chair: <i>Tim Oates</i> Room: Studio 2A (n=60)	Chair: <i>Alex Scharaschkin</i> Room: Studio 1 (n=40)	Chair: <i>Frank Ventura</i> Room: Amphitheatre	Chair: <i>Irenka Suto</i> Room: Studio 8 (n=24)	Chair: <i>Dario Pirotta</i> Room: Studio 2B (n=60)	Chair: <i>Elisa de Padua</i> Room: Studio 3 (n=59)	Chair: <i>Marieke van Onna</i> Room: Studio 7 (n=18)	Chair: <i>Gulbakhyt Sultanova</i> Room: Studio 2C (n=60)
Setting Standards in the new Technical T Level qualifications in England: Prior attainment relationship to outcomes <i>Jagdeep Kaur, Blake Ashworth</i>	Assessing Knowledge Acquisition through Brain Activity: Shared Processes in Active Learning Strategies in Vocabulary and Mathematics? <i>Bert Jonsson</i>	Performance in secondary mathematics topics pre- and post-reform <i>Joanna Williamson, Carmen Vidal Rodeiro</i>	Exploring the Potential of Using Lesson Study to Enhance the Formative Dimension of Classroom Assessment <i>Michael A. Buhagiar</i>	Assessing Practical Skills in High Stakes Qualifications: A qualitative study of GCSE Science qualifications <i>Alistair Hooper, Christine Harrison, Grace Grima</i>	How should we design central tests to ensure they are universal? Different perspectives on the use of accommodations in centralized testing in Flanders <i>Sabine Dierick, Prof dr. Katrien Struyven</i>	Using selected response items to assess higher order thinking skills <i>Ezekiel Sweiry, Matt Hodgkin, Lauren Kennedy, Aldrin Loomes</i>	Evidence for assessment reform journeys: The Analysis of National Learning Assessment Systems <i>Ursula Schwantner</i>
Spoken practice: evaluating an external ESOL language assessment for young learners in France <i>Jonah Champaud, Brigita Seguis</i>	Accessibility in high stakes testing and validation of test accommodations: Empowering visually impaired students. <i>Marcus Strömbäck Hjärne, Christina Wikstrom</i>	How to go about “eating an elephant”: A critical analysis of validity frameworks in application <i>Pok Jing (Jane) Ho</i>	A teacher’s attempt to enact the vision of implementing formative assessment: A case study <i>Torulf Palm</i>	The impact of using peer assessment in writing essays <i>Nurdana Orazbayeva, Altyn Kelimberdyieva</i>	Examining the domain relevance of a test that has differing designated purposes- Is it valid? <i>Lauren Miller, Rose Clesham</i>	The Application of Generalizability Theory to the Scenario-Based Performance Assessment of 21st Century Skills: Analysis of Task Context Effect <i>Daria Gracheva</i>	Assessment practice: pivotal in understanding and development of good learning cultures. <i>Ingrid Jacobsen, Kathinka Blichfeldt</i>
The Adaptive Models of the New National Screening Tests in Reading and Numeracy for Grade 1 and 3 students in Norway - possibilities and limitations. <i>Bente Walgermo, Guri A. Nortvedt, Per Henning Uppstad, Karianne Berg Bratting, Henrik Hung Haram, Njål Foldnes</i>	Defining standards in a reformed national qualification system: lessons in coherence from Covid to recovery <i>Richard Harry</i>	Towards a fairer and more equitable national test system - focusing standard setting and equating <i>Anna Lind Pantzare</i>		A multi-country comparison of lower secondary students’ critical thinking under different curricula <i>Joshua McGrane, Samantha-Kaye Johnston, Mireia Vendrell i Moranchó, A Therese N Hopfenbeck</i>	We need to talk about SEND: How can a needs-based approach to assessment design result in fairer assessments for learners with Special Educational Needs and Disabilities? <i>Irene Custodio, Ellen Barrow, David McVeigh</i>	Experienced but detached from reality: Theorizing and operationalizing the relationship between experience and rater effects <i>Dina Tsagari, Iasonas Lampranou, Nansia Kyriakou</i>	An Assessment Framework for Education Reform Projects <i>Matthew Dean, Dan Bray</i>

10:30 - 11:00 Coffee Break - Room: Pre-Function Area & Gallery Terrace

04 Saturday, NOV	
11:00 - 11:45	<p>Keynote Speech Chair: <i>Therese Hopfenbeck</i> Room: Ballroom</p> <p><i>Prof. Anastasiya Lipnevich</i>, Professor of Educational Psychology at Queens College and the Gra-duate Center of the City University of New York Title: Lost and Found: Navigating the Maze of Instructional Feedback</p>
11:45 - 12:30	<p>Keynote Speech Chair: <i>Damian Murchan</i> Room: Ballroom</p> <p><i>Prof. Mary Richardson</i>, Professor of Educational Assessment, Institute of Education, University College London Title: Many rivers to cross? Navigating the challenging terrains of assessment in education.</p>
12:30 - 13:00	<p>Closing Ceremony including Poster & Accreditation Awards, 2024 Presentation Chair: <i>Elena Papanastasiou</i> Room: Ballroom</p>
13:00 - 14:00	<p>L u n c h - Room: Marketplace Restaurant, Level 2 sponsored by </p>

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Social Events

01-04 November 2023

Welcome Reception

Date: **Wednesday 1st November 2023**

Location: **Venue Hotel**

Time: **19:00 - 20:30**

Departure Time: Buses will depart from the **Mariott Hotel at 18:15**

Step back in time and taste food and wines from Maltese and Mediterranean history. Sample culinary delights that were eaten by inquisitors, corsairs and knights.

The tasty bites are prepared by chefs and are based on documentary evidence from different eras in Maltese history. Foreign influence and spices are blended together with local ingredients to create what our ancestors ate and drank.

Cost for extra Welcome Reception ticket: €65



Gala Dinner

Date: **Friday 3rd November 2023**

Location: **Mediterranean Conference Centre, Valletta**

Time: **19:30 onwards**

Departure Time: Buses will depart from the **Marriott Hotel at 19:00**

The venue of the gala dinner is the Mediterranean Conference Centre in Valletta. This was previously the Holy Infirmary of the Knights of St. Joseph. Most impressive was the long ward which was 155m in length and had a magnificent timber ceiling. Here male patients of every class, whether members of the Order, civilians, or slaves, and irrespective of their nationality or faith, were nursed back to health.

The knights themselves cared for the patients and provided the foremost medical treatment and hygiene of the time. The Sacra Infirmeria became known as one of the leading hospitals in Europe during that period.

Cost for Tour & Conference Dinner ticket: €85



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