

aea '24

EUROPE



25th Annual Meeting of the Association for
Educational Assessment – Europe

06 - 09 November 2024, Paphos, Cyprus

<https://2024.aea-europe.net>



Conference Handbook

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Theme: Advances in Educational Assessment Practices: Considering the use of Technology, Artificial Intelligence, and Process Data for Assessment in the 21st Century

Educational assessment has long been an integral part of educational systems worldwide, guiding our understanding of student learning and informing educational policies and practices. Within these systems, paper-and-pencil tests have traditionally been the primary method for assessing students' knowledge and skills. In the 21st century however, with the advancement of technology, the wider adoption of computer-based tests, and the availability of vast amounts of process data, the landscape of educational assessment is evolving very rapidly. Moreover, the recent emergence and wide availability of generative artificial intelligence (AI) models such as ChatGPT is currently pushing the field into more innovative directions. Recognizing the potential of integrating AI and process data for transforming the way we evaluate, deliver feedback, and understand student learning, we are provided with research opportunities and valuable insights that go beyond the mere quantification of correct and incorrect answers from traditional paper-and-pencil tests.

The first focal point of the conference theme is Artificial Intelligence and Assessment, which promises to revolutionize the assessment landscape. Machine learning algorithms offer the potential to enhance the validity, reliability, and efficiency of testing procedures. AI-driven assessment systems can adapt to individual students' learning profiles, identifying strengths and areas for improvement to provide personalized feedback and learning pathways. As we explore the application of AI in assessment, we must also address issues related to the misuse of AI, as well as issues of ethics, fairness, transparency, accessibility, and bias to ensure that the implementation aligns with ethical considerations.

The second focal point of the conference theme is Leveraging Process Data in Assessment, by delving into the richness of data that emerge from students' interaction processes with a test. The analysis of process data, encompassing response times, answer changes, keystrokes, and other behavioral indicators, can provide unprecedented opportunities to gain deep insights into students' thought processes, learning strategies, and test-taking strategies. By understanding the examinee cognitive processes during test-taking, we can tailor interventions and instructional strategies to meet their specific needs, ultimately fostering more effective learning outcomes.

The Relevance of Traditional Testing is the third focal point of this conference theme, where we challenge the confines of conventional assessment methods. As technology advances, so does the potential for diverse forms of assessment, including, but not limited to, computerized adaptive testing, game-based assessments, authentic assessment and new approaches to the assessment of 21st century skills. Some of these approaches can capitalize on process data while also enabling a better understanding of students' competencies, problem-solving skills, and abilities to apply knowledge in real-world contexts. However, existing approaches to assessment are supported by a long tradition of research, custom and practice, factors that suggest continued relevance for such methods.

Students, educators, and institutions all play essential roles in the implementation of assessment practices. Assessment Perspectives and Experiences of Stakeholders are of paramount importance in understanding the perception and implementation of assessment within formal educational and in extracurricular contexts. Inquiry into how these viewpoints influence individuals' behaviors and learning outcomes will uncover valuable implications, test score interpretations and validity evidence for assessments. The exploration of various methodologies and practices (e.g., test development or scoring with AI technology, innovative item forms and delivery platforms, and more holistic approaches to assessment) across diverse settings, academic subjects, and administration conditions will reveal promising and innovative uses of assessments.

Finally, as we embrace the power of process data and artificial intelligence, it is essential to address the Ethical and Practical Considerations associated with assessment practices. We must engage in meaningful discussions on the ethical implications of all assessment including the use of AI in assessment, ensuring that student privacy, data security, and equity remain at the forefront of our endeavors. Additionally, identifying best practices for implementing AI-driven assessment is crucial to harnessing its potential for the benefit of all learners, and of education in general.

The conference theme for 2024 builds on the theme of the successful 2023 conference titled "Assessment reform journeys: intentions, enactment and evaluation". By building on the momentum of the previous conference, we are excited to continue the exploration by investigating and improving traditional assessment practices and drawing attention to alternative assessment strategies that utilize process data and AI models, amongst others. In light of this theme, we extend a warm invitation to scholars, educators, researchers, students, and policymakers to share their innovative research and transformative ideas in these and related areas.

Welcome address from the President

Welcome address from the President
Dear Colleagues

It is with great pleasure we welcome you back to beautiful Cyprus – and to the AEA-Europe Conference of 2024, the 25th conference in our organisation's history!

We are looking forward to celebrating together the fact that we have been able to meet online and in person across a quarter of a century, thanks to the hard work of all our members in different roles. This organization is us – the researchers and delegates who annually meet and share the recent development in research, technological innovation and teaching of educational assessment. Together, we form a partnership which we can all celebrate, built upon our shared values and respect.

We are saddened that we, as last year, meet during times of challenges, where colleagues globally are impacted by ongoing wars. As Dewey reminded us a hundred years ago, at the heart of Education lies the call for working for Democracy. It is my hope as President of this organization that we will continue meeting as assessment researchers and educators working together across countries for a better world, united in humanity.

Our assessment research and practices need to be characterised by high quality and integrity, as well as compassion.

We find ourselves in an era of both technological advancement and societal challenges for educational assessment. As educators and researchers, we gather at a crucial moment where artificial intelligence transforms our practices while trust in democratic institutions faces unprecedented challenges.

Our role extends beyond implementing new assessment technologies. In a world where social divisions deepen and mutual understanding diminishes, education remains a cornerstone of democratic society. While AI offers powerful tools for personalized learning and automated feedback, we must ensure these advances serve to strengthen, not diminish, human connections and critical discourse.

Together, we will explore how educational assessment can serve not only academic achievement but also the broader goal of preparing students to be thoughtful, engaged citizens in an increasingly complex world. We look forward to your valuable contributions to these important discussions.

Therese Hopfenbeck,
President AEA-Europe

 Message from the Scientific Programme Committee (SPC)

Dear Conference Delegates

The preparatory work of the Scientific Programme Committee (SPC) for the 2024 annual conference began in earnest in early December 2023. 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!

Advances in technology are having potentially seismic implications for educational assessment. Accordingly, this year's conference theme takes as its focus *Advances in Educational Assessment Practices: Considering the use of Technology, Artificial Intelligence, and Process Data for Assessment in the 21st Century*. The 2024 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 2024 conference submission data reflects both Europe-wide and international interest with over 200 high-quality proposals from 28 countries (two more than in 2023).

| Country | Total submitted | Total Accepted |
|----------------|-----------------|----------------|
| Australia | 7 | 7 |
| Azerbaijan | 2 | 1 |
| Belgium | 2 | 2 |
| Canada | 2 | 2 |
| Chile | 4 | 4 |
| Cyprus | 16 | 13 |
| Czech Republic | 2 | 2 |
| Estonia | 1 | 1 |
| France | 3 | 3 |
| Germany | 1 | 1 |
| Greece | 3 | 3 |
| India | 1 | 1 |
| Ireland | 12 | 12 |
| Kazakhstan | 15 | 11 |
| Latvia | 1 | 1 |
| Malta | 7 | 7 |
| Mexico | 1 | 1 |
| Netherlands | 15 | 15 |
| New Zealand | 1 | 0 |
| Norway | 26 | 24 |
| Portugal | 2 | 2 |
| Russia | 8 | 8 |
| South Africa | 2 | 2 |
| Spain | 3 | 1 |
| Sweden | 7 | 7 |
| United Kingdom | 86 | 83 |
| Uruguay | 2 | 2 |
| USA | 3 | 2 |

Given that the conference structure and duration of the conference has remained the same, internal features of the programme have been reconfigured to accommodate potentially higher numbers of future presentations. Main changes to the internal structure of the programme for 2024 included:

- The number of poster submissions increased significantly in 2024 (n=48) compared to 2023 (n=30). The poster session has been divided, , therefore, across two successive days in parallel with (for the first time) other presentation formats. In addition, two 'presenter' sessions have been built into the conference programme (including during the coffee break immediately after each poster session). This is in direct response to the feedback from the 2023 Malta Survey i.e. concerns expressed by conference attendees that poster presenters were not always available to speak to at their poster.
- The number of poster submissions increased significantly in 2024 (n=48) compared to 2023 (n=30). The poster session has been divided,, therefore, across two successive days in parallel with (for the first time) other presentation formats. In addition, two 'presenter' sessions have been built into the conference programme (including during the coffee break immediately after each poster session). This is in direct response to the feedback from the 2023 Malta Survey i.e. concerns expressed by conference attendees that poster presenters were not always available to speak to at their poster.
- One Keynote presentation is now delivered on each of the three main conference days (unlike previous years when two keynotes appeared on the first day and two on the last day).
- The KTNRA Winner Keynote has been moved to the final day (before the 'Closing Ceremony incl. Poster Award & Accreditation Awards').
- Discussion Groups are now located in parallel with the first of the two poster sessions (in the past, Discussion Groups have not appeared alongside other formats).
- An additional Open Paper themed session comprising two papers per theme (i.e. a total of 8 themes and 16 Open Papers) now appears on Day 2 of the conference.
- 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:

Angela Verschoor (CITO, Netherlands)
 Dario Pirotta (University of Malta, Malta)
 Doreen Said Pace (Ministry for Education, Sports, Youth, Research and Innovation, Malta)
 Elena Papanastasiou (University of Nicosia, Cyprus)
 Elisa de Padua (University of Cambridge, UK)
 Michael Buhagiar (University of Malta, Malta)
 Michalis Michaelides (University of Cyprus, Cyprus)
 Rebecca Hamer (IB, Netherlands)
 Chair: Stuart Shaw (Institute of Education, University College London, UK)

Council Membership

Therese Hopfenbeck, President AEA-Europe (Professor of Educational Assessment, Assessment and Evaluation Research Centre, Faculty of Education, University of Melbourne, Australia)
 Damian Murchan, Vice President AEA-Europe (Associate Professor at the School of Education, Trinity College Dublin)
 Sebastiann de Klerk, 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)

Communications Committee

Deborah Chetcuti (Chair) (University of Malta)
 Amina Afif (Pedagogue, Luxembourg)
 Judith Gracey (AQA, UK)
 Penelope Woodham (Cambridge Assessment Network)
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 Dr. Laura Wilson (Scottish Qualifications Authority (UK)
 Shakeh Manassian (PSI Services, UK)

Audit Committee

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

Conference Organising Committee/Local Organising Committee 2024

Elena Papanastasiou, Chair of the LOC 2024 Cyprus conference (University of Nicosia)
 Linda Wye, AEA-Europe Secretariat (AQA)
 Damian Murchan, Vice-President AEA-Europe (Trinity College, Dublin)
 Stuart Shaw, Chair of SPC (Institute of Education, University College London)
 Deborah Chetcuti, Co-Chair of the LOC 2023 Malta conference (University of Malta)
 Michalis Michaelides, Member of the LOC 2024 Cyprus conference (University of Cyprus)
 Iasonas Lambrianou, Member of the LOC 2024 Cyprus conference (University of Cyprus)
 Agni Stylianos, Member of the LOC 2024 Cyprus conference (University of Nicosia)
 Petros Stratis, (EasyConferences)
 Christos Therapontos, (EasyConferences)

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|--------------------------|----------------------------|
| Agni Stylianos Georgiou | Isabel Nisbet |
| Alex Scharaschkin | Jana Strakova |
| Anastasios Karakolidis | Jannette Elwood |
| Andrew Boyle | Jillian Kellough |
| Andrew Watts | Joanne Grima |
| Angela Verschoor | Laura Gardner |
| Anna Lind Pantzare | Lenka Firtova |
| Antony Furlong | Lesley Wiseman |
| Cate Sparkes | Lise Vikan Sandvik |
| Charalambos Charalambous | Louise Badham |
| Chrisa Nitsiou | Maria Mavrotheris |
| Christina Wikstrom | Maria Vrikki |
| Christoph Schneider | Mary Richardson |
| Claire Wilkie | Matt Glanville |
| Clare Wigg | Michael A. Buhagiar |
| Claudine Muscat | Michalis Michaelides |
| Cor Sluijter | Militsa Ivanova |
| Damian Murchan | Mkululi Wami |
| Dario Pirodda | Modestina Modestou |
| Deborah Chetcuti | Newman Burdett |
| Dina Tsagari | Nico Dieteren |
| Doreen Said Pace | Odette Vassallo |
| Edward Mazzacano D'Amato | Panayiotis Panayides |
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| Eleanor Andressen | Rachel Perkins |
| Elena Papanastasiou | Rachel Cunningham |
| Elisa de Padua | Raphaël Pasquini |
| Eva de Schipper | Rebecca Chivers |
| Evi Konstantinidou | Rebecca Hamer |
| Francois Zammit | Rose Clesham |
| Frank Ventura | Ryan O'Connor |
| George Spanoudis | Sebastiaan de Klerk |
| Georgia Solomonidou | Stuart Shaw |
| Grace Grima | Thekla Afantiti Lamprianou |
| Iasonas Lamprianou | Vanessa Scherman |
| Ioulia Televantou | Vasiliki Pitsia |
| Irini Papaieronymou | Yasmine El Masri |



■ Prof. Christopher DeLuca

Queen's University

Title: From Artificial Intelligence to Assessment Innovation: Toward a More Human Future for Assessment Research and Practice

Saturday, 9th November, 09.00 - 09:45 GMT

Abstract:

Abstract: This keynote address considers some of the most pressing challenges before us -- the rapid onset and evolution of artificial intelligence, the global sustainability crisis, and the paramount need to restore health and wellbeing in our societies -- as incitement for assessment innovations. Drawing on studies of teachers' innovative assessment practices, this talk envisions a brighter, more human future for assessment in schools and classrooms.

Bio: Dr. Christopher DeLuca is an Associate Dean at the School of Graduate Studies and Postdoctoral Affairs and Professor in Educational Assessment at the Faculty of Education, Queen's University. Dr. DeLuca leads the Classroom Assessment Research Team and is Director of the Queen's Assessment and Evaluation Group.

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Dr. DeLuca's research examines the intersection of assessment, curriculum, and pedagogy from socio-cultural frameworks. His work focuses on supporting in-service and pre-service teacher learning in assessment to enhance student learning for all. His latest thinking in this area is presented in a newly co-authored book entitled, *Learning to Assess: Cultivating Assessment Capacity in Teacher Education*. Recent recipient of the American Educational Research Association (AERA) Outstanding Paper in Classroom Assessment Award and Queen's Education Research Excellence Award, Dr. DeLuca's research has been published in national and international journals and has received continuous funding from the Social Sciences and Humanities Research Council of Canada. Dr. DeLuca has served as the Chair of AERA's Classroom Assessment SIG, President of the Canadian Educational Researchers' Association, and Editor of the *Canadian Journal of Education*. Dr. DeLuca is currently an Executive Editor for *Assessment in Education: Principles, Policy and Practice*.

■ Interview

Shaping the Future of Assessment: Dr. Christopher DeLuca's Vision for a Human-Centred Approach in the Age of AI.

As we approach the 25th AEA-Europe Annual Conference in Cyprus in November this year, excitement is building around the theme "Advances in Educational Assessment Practices: Considering the use of Technology, Artificial Intelligence, and Process Data for Assessment in the 21st Century." Among the highlights of the event is the keynote speech "From Artificial Intelligence to Assessment Innovation: Toward a More Human Future for Assessment Research and Practice" by Dr. Christopher DeLuca, a leading expert in educational assessment from Queen's University in Canada. Dr. DeLuca's work centres on innovative classroom assessment practices, with a particular emphasis on supporting the diverse needs of students and empowering teachers to cultivate assessment innovation in their classrooms. His research focuses on teacher learning and the critical role of assessment in enhancing educational outcomes.

In our conversation, Dr. DeLuca shared insights into the pressing challenges of today's rapidly evolving educational landscape. His keynote will delve into the intersection of AI and educational assessment, offering a forward-thinking perspective on how these technological advancements can transform the way we evaluate student learning. But rather than simply advocating for more technology, Dr. DeLuca emphasizes the importance of maintaining the human elements that are crucial to meaningful assessment—creativity, collaboration, and community engagement. His argument is clear: while AI presents powerful tools, the future of assessment lies in enhancing these uniquely human capacities.

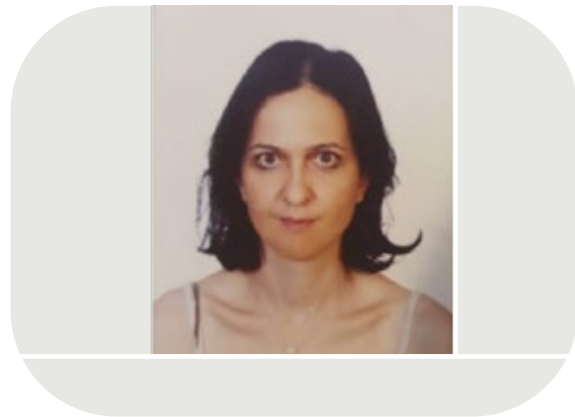
Reflecting on the conference theme, Dr. DeLuca's keynote will delve into how assessment practices can evolve to address broader global challenges, such as sustainability and well-being. He suggests that the future of assessment be grounded in care and compassion, considering not just academic outcomes, but also the overall well-being of students and their connection to the broader community and environment. This holistic approach is essential in responding to the pressing issues of our time and creating a more humane educational experience.

One of the key takeaways from Dr. DeLuca's address will be the role of educators in this rapidly changing landscape, especially as the integration of AI into educational settings can evoke mixed reactions—from excitement to anxiety. Dr. DeLuca understands these challenges. He says these reactions are all healthy and productive, as we cannot simply uproot core well-grounded assessment values and tenets overnight. He stresses the importance of supporting teachers through this transition. By providing practical models and frameworks for responses, the aim is to empower educators to embrace innovation while preserving the core values of effective teaching and assessment.

This year's conference is not just about presenting solutions, but also about fostering dialogue and collaboration among educators, researchers, and policymakers. Dr. DeLuca sees the AEA-Europe 2024 conference as a unique opportunity for you to engage with cutting-edge ideas, share your experiences, and explore the future of assessment together. His keynote will serve as a starting point for these important conversations, encouraging you to think differently about the role of technology and AI in education and how we can collectively shape the future of assessment.

Whether you are an academic, a practitioner, or a policymaker, this is an opportunity to gain fresh perspectives on the future of educational assessment. Make sure to mark your calendar for Dr. DeLuca's keynote as you will gain valuable insights into how AI can be integrated into educational assessment in ways that enhance, rather than replace, the human touch. His insights will consider new approaches that prioritize the well-being and holistic development of students and not only illuminate the possibilities but also inspire actionable steps that can be implemented in classrooms worldwide.

Interviews carried out by Amina Afif, member of the Communications committee.



■ **Dr. Yiasemina Karagiorgi**, Head of Educational Research and Evaluation (CERE) of the Cyprus Ministry of Education and Culture

Cyprus Ministry of Education, Sports and Youth

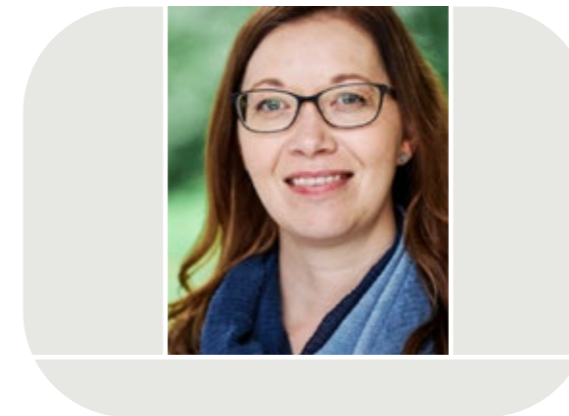
Title: The Implementation of International and Local Assessment Programmes in Cyprus: Reflecting on the Experiences behind and the Challenges ahead

Thursday, 7th November, 09:45 – 10:30

Abstract:

Abstract: Traditional student testing at the national level has been challenged by the evolution of technology and its impact on educational assessment. This presentation aims to reflect on the developments of international and national large-scale assessments, implemented in Cyprus over the last 10 years by the Center of Educational Research and Evaluation of the Cyprus Pedagogical Institute. These assessment practices certainly differ in terms of intended outcomes and testing processes. The extent and the ways in which these programmes have changed as a response to advancements in assessment worldwide have also been different; while some programmes still reflect what is known as 'traditional testing', others have moved along to integrate e.g. computerised adaptive testing and process data. The presentation aims to highlight lessons learned from past experiences and draw on the way forward.

Bio: Dr Yiasemina Karagiorgi [karagiorgi.y@cyearn.pi.ac.cy] is the Head of Educational Research and Evaluation (CERE) of the Cyprus Ministry of Education, Sports and Youth since September 2011. As the Head of the CERE, she is currently supervising the implementation of local national research programmes (e.g. programme for functional literacy) and evaluation studies on programmes and innovations of the Ministry of Education. She is also the national project manager for Cyprus for international surveys, such as TALIS, PISA, TIMSS, ICCS, ICILS, PIRLS, HSBC. She has participated in several funded European projects and has published her work in international and local educational journals.



■ **Heather Kayton**

University of Oxford

Winner of the Kathleen Tattersall New Researcher Award

Title: Evaluating the validity and comparability of PIRLS 2016 in South Africa

Saturday, 9th November, 11.45 -12:30 GMT

Abstract:

Abstract: Large-scale assessments of reading, such as the Progress in International Reading Literacy Study (PIRLS), are useful for understanding reading development. PIRLS aims to provide valid, reliable, and fair assessments of reading across multiple countries. However, the extreme range in reading achievement outcomes, from the very high performance of some countries to the very low performance of others, creates substantial disparities across countries that threaten the validity, reliability, and fairness of PIRLS results. South Africa participates in PIRLS to better understand and inform interventions that can help improve reading in the country. But consistently low performance in PIRLS, coupled with intricate multilingualism, historical racial discrimination, and extreme inequality present further challenges to the already complicated task of assessing reading.

This presentation discusses an evaluation of the validity and comparability of PIRLS 2016 in the unique local context of South Africa. It considers the implications of factors such as low overall performance, performance differences across groups, fit of the analytical models used, and comparability of item difficulty across language versions for the validity of the test and items.

The presentation will discuss three key areas of concern regarding PIRLS 2016 in South Africa:

1. The relationship between test language and reading achievement
2. The validity of the PIRLS 2016 test instrument for South African students
3. Comparability of the items, passages and overall test across language versions

The discussion will highlight some concerns and discuss the implications that factors such as low performance and language diversity have for the valid interpretation of PIRLS scores, as well as the implications for the use of PIRLS to inform education policy and practice in South Africa. By highlighting key challenges in the South African context, this research contributes to a deeper understanding of the importance of addressing the needs of unique local contexts to ensure large-scale assessments are able to provide valid, reliable, and fair information for all participating countries.

Bio: Heather Leigh Kayton is a Senior Education Specialist at What Works Hub for Global Education at the Blavatnik School of Government. Her work focuses on improving educational outcomes in developing countries, with a particular focus on the relationships between diverse, multilingual classrooms and foundational literacy development.

Heather has over a decade of experience as a teacher and teacher trainer in South African schools. This inspired her passion for finding pragmatic, equitable solutions to ensure all students learn to read successfully. Heather holds a MA in Applied Linguistics from the University of Johannesburg and a DPhil in Education at the University of Oxford.

Prior to joining WWHGE, Heather worked as a research assistant on the national research team for England for the Progress in International Reading Literacy Study (PIRLS) and the Programme for International Student Assessment (PISA). Her PhD research investigated ways to enhance equity in large-scale educational assessments for multilingual contexts. She is passionate about ensuring assessments being used to evaluate the achievement of students are fair, unbiased, and effective for diverse student populations across different contexts.



■ Prof. Joshua McGrane

University of Melbourne

Title: Educational assessment and Generative AI:
Less talk, more evidence

Friday, 8th November, 12:00 – 13:45 GMT

Abstract:

The rapid emergence of AI, particularly through large language models (LLMs) and other generative AI tools, marks a profound disruption to education — arguably the most significant in decades. Initial responses from educational institutions often involved bans on AI for both teachers and students, at all levels of education, with fears about cheating, misinformation, and bias driving much of the conversation. While crucial, this ethical discourse has overshadowed an equally urgent question: How can we use these tools to enhance educational assessment? With bans being lifted, many institutions now offer little guidance beyond vague directives to “use responsibly” and “fact-check.” In this keynote, I will present two years of collaborative research that directly tackles this challenge, emphasising evidence-based strategies for integrating AI into assessment practices. The talk will explore key areas where AI can potentially add value to educational assessment while maintaining ethical rigour, and will propose critical research directions for the future. The aim is not just to debate AI’s place in educational assessment, but to provide practical, actionable insights into how we can leverage these tools to improve assessment outcomes for learners and educators alike. It’s time to shift from discussion to evidence-based implementation.

Bio: Joshua McGrane is Associate Professor of Measurement Analytics and Deputy Director of the Assessment and Evaluation Research Centre at the University of Melbourne. He is an Executive Editor for the journal, *Assessment in Education: Principles, Policy and Practice*. He has been an expert advisor to AQA, Qualifications Wales, and the International Baccalaureate. His research cuts across research disciplines and paradigms with a specific focus on the philosophy of measurement, Rasch modelling, as well as the use of comparative judgement in educational assessment. Most recently, he has been working with colleagues to evaluate the ethical, conceptual and empirical implications of the new wave of AI for educational assessment and measurement. Prof. McGrane 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. McGrane may be contacted at:
www.anastasiyalipnevich.com or a.lipnevich@gmail.com

Workshops



Workshops

Workshop 1

Understanding and implementing the moderation of school-based assessment for high-stakes examinations

Damian Murchan, Stuart Shaw and Evgenia Likhovtseva

This workshop draws in part on a study designed to investigate how different jurisdictions implement external moderation of School Based Assessment (SBA). Concerns about high-stakes examinations at upper secondary level prompt some systems to incorporate SBA into their qualifications. While addressing issues of validity and student stress, SBA raises reliability concerns, potentially compromising trust in the qualifications. External moderation is frequently used to allay such concerns. The study identified illustrations of moderation in secondary school exit examinations across 13 jurisdictions and investigated the local contexts in which they occur. Findings, including insights gained from interviews with key officials, revealed how education systems use moderation to ensure consistency of standards within and across schools. A range of approaches were identified but showing a marked mixing of models. The findings provide useful insights for jurisdictions contemplating introducing externally moderated SBA or wishing to review their current practice in this area.

This workshop focuses on the policy and practices internationally associated with external moderation of high-stakes examinations at the conclusion of secondary education. The workshop divides into four parts. Sessions within each part culminate in 'Reflection and Activity' discussions.

Part 1: The place of external moderation in examinations: using moderation to support school based assessment

Part One invites participants to consider the complex issues associated with any reform or adjustment in relation to high-stakes assessment (Kellaghan & Greaney, 2020). The instance of high-stakes examinations is addressed in the context of the significant influence of such assessments on pedagogical practice, students' learning, students' future educational and employment opportunities, and wellbeing.

Part 2: Overview of moderation approaches

Part Two situates SBA as a salient feature of high-stakes assessment, including in the international examination systems that constitute the backdrop to this workshop. Consequently, moderation is required to ensure comparability, consistency, and accuracy of SBA marks within and across different schools.

Part 3: Managing and implementing systems of externally moderated SBA

Part Three explores the implementation and management of externally moderated SBA. Three main areas are addressed in Session 4:

- Focus on the complete examination cycle.
- Professional development and materials for teachers.
- Challenges to implementation (including recent developments in generative AI which pose additional challenge for jurisdictions that employ externally moderated SBA).

Part 4: Lessons Learned

Part Four reflects on the key messages and themes emerging across the preceding presentations, identifying lessons of relevance to practice in relation to external moderation. Themes evident in the overall analysis in Part Four include:

- benefits and challenges of using different moderation strategies
- factors influencing decisions by system designers and administrators in relation to moderation
- locus of control of moderation (centralised or decentralised)
- systemic approaches to implementation, including incremental introduction of moderation, capacity, and capacity-building at national/agency and at school levels
- communication, messaging and securing stakeholder support in relation to moderation systems
- current trends and future possibilities, including consideration of the impact of digital technology.

Presenters



Damian Murchan is an Associate Professor in the School of Education at Trinity College Dublin. Formerly a teacher and principal in primary schools, he has held recent leadership positions as Head of the School of Education and Head of the School of Creative Arts in Trinity College. Involved in teacher education programmes for many years, he has wide experience of working with primary and second-level teachers in the area of assessment.

His research interests include assessment, e-learning, educational reform and teachers' professional development. Recent projects have focused on reform of policy and practice in lower and upper secondary education in Ireland. Damian is the Vice-President of the Association for Educational Assessment – Europe, and a Fellow of the Association. He has held a number of advisory roles in relation to the development of assessment policy and practice in Ireland and internationally. He tweets @damianmurchan.

Damian publishes on the topic of curriculum and assessment reform. He co-edited the book *Curriculum change within policy and practice: Reforming second-level education in Ireland* (Palgrave Macmillan, 2021). This volume explored fundamental restructuring of lower secondary education in Ireland, including focus on highly contested reforms to assessment and school-based assessment (SBA) in particular. His most recent book was published in May 2024. Titled *Understanding and applying assessment in education Second Edition* (Murchan & Shiel, SAGE Publications Ltd), this book includes analysis of a range of issues relating to high-stakes examinations, SBA and moderation in lower and upper secondary education.



Stuart Shaw is Honorary Professor of University College London in the Institute of Education – Curriculum, Pedagogy & Assessment. He has worked for international awarding organisations for over 20 years and is particularly interested in demonstrating how educational, psychological, and vocational tests seek to meet the demands of validity, reliability, and fairness.

Stuart joined Cambridge Assessment (now Cambridge University Press & Assessment) in January 2001. He was a Senior Validation Officer with Cambridge ESOL for over six years with specific skill responsibilities for assessing second language writing.

From 2007 to 2021, he was Head of Research at Cambridge Assessment International Education. He is now an independent educational assessment researcher and consultant. Stuart is Chair of the Board of Trustees of the Chartered Institute of Educational Assessors (CIEA). He is also a Fellow of the CIEA. Stuart is a Fellow of the Association for Educational Assessment in Europe (AEA-Europe), an elected member of the Council of AEA-Europe, and is Chair of its Scientific Programme Committee. He is also an elected member of the Board of Trustees of the International Association for Educational Assessment (IAEA) and Chair of the IAEA Communications Committee.

Stuart has a wide range of publications in English second language assessment and educational/psychological research journals (around 150 publications). His most recent book, co-authored with Isabel Nisbet – 'Educational Assessment in a Changing World: Lessons Learned and the Path Ahead' is to be published by Routledge in November, 2024.



Evgenia Likhovtseva is a Visiting Researcher at the School of Education, Trinity College Dublin, and holds the position of Research Manager at the Imperial War Museum in London. Her research encompasses a broad spectrum of educational policy areas, with a special focus on assessment and examination practices. Evgenia earned her BA in Philosophy and a Master of Public Policy and Management. She further enhanced her skills at the Executive Public Policy for Internationals (EPPI) program at the Goldman School of Public Policy, University of California, Berkeley.

Evgenia received her PhD from Trinity College Dublin in 2021, focusing on comparative policy practices related to the development of World Class Universities (WCU) in BRICS countries. Her research took her to Brazil, Russia, China, and South Africa. She was a Visiting Fellow at the Fudan Development Institute, University of Fudan, where she lectured on and examined the contemporary Chinese higher education policy landscape. During her PhD, she was awarded several scholarships, including the Government of Ireland – International Education Scholarship and the Postgraduate Research Fellowship Award in Arts, Humanities, and Social Sciences at Trinity College Dublin. She has also taught Philosophy and Education at Trinity College Dublin and Public Policy at the School of Advanced Studies, University of Tyumen, Russia.

Evgenia has extensive experience working on large-scale policy projects with both national and local governments. She collaborated with the International Centre for Local Democracy in Sweden (ICLD), focusing on the political participation of people with disabilities in the Baltic region of Russia and Scandinavia. The outcomes of her work have been published in policy briefs, specifically focusing on best practices for the political participation of people with disabilities. She led an international scoping study at the Association of Commonwealth Universities (ACU) in London, providing valuable data for the Foreign, Commonwealth and Development Office (FCDO) on university capacity strengthening in Africa and Southeast Asia.

Workshop 2

Optimising the construct validity of test items

Ezekiel Sweiry

The purpose of this workshop is to explore key themes and principles, from both research and practice, relating to how the construct validity of test items can be optimised. Construct validity is taken to refer to the degree to which items assess the underlying theoretical constructs they are intended to measure. Session 1 will consider the key threats to validity posed by different selected and constructed response item formats, and explore the extent to which different levels of thinking can be elicited through these item formats. Session 2 will explore the key features of test items that impact on validity, including language demands, the use of context and diagrams and illustrations. Session 3 will focus on how the mode of assessment (digital or paper) can alter the construct being assessed, and explore the potential for digital assessments to enhance construct validity. The session will also consider how research studies can be set up to further enhance our understanding of the factors affecting item validity. The workshop will include practical activities and authentic example questions throughout to exemplify key points. Opportunity will be provided, across all three sessions, for participants to share and discuss insights and challenges from their own practice.

Workshop 3

An Introduction to the Generalized Kernel Equating Framework with Applications in R

Jorge González, Marie Wiberg, Alina A. von Davier

Abstract:

The aim of equating is to adjust the score scales on different test forms so that scores can be comparable and used interchangeably. This is extremely important to provide fair assessments to all test takers. The goals of the pre-conference workshop are for attendees to be able to understand the principles of equating, to conduct equating, and to interpret the results of equating in reasonable ways. Emphasis will be given to the new Generalized Kernel Equating (GKE) framework as described in the forthcoming book "Generalized Kernel Equating using R" written by the instructors (Wiberg, González, von Davier, 2024). Different R packages will be used to illustrate how to perform equating when test scores data are collected under different data collection designs. Traditional equating methods, and both kernel equating method and item response theory (IRT) equating methods under the GKE framework will be illustrated. The main part of the training session is devoted to practical exercises in how to prepare and analyze test score data using different data collection designs and different equating methods. Expected audience includes researchers, graduate students, and practitioners. An introductory statistical background as well as experience in R is recommended but not required.

Keywords: Test equating, practical implementation in R, assessment at different administrations.



Short Bios:

Jorge González is associate professor at the Faculty of Mathematics, Pontificia Universidad Católica de Chile. He is author of a book and several publications on test equating. His research is focused on statistical modeling of data arising from the social sciences, particularly on the fields of test theory, educational measurement, and psychometrics.



Marie Wiberg is professor in Statistics with specialty in psychometrics at Umeå University in Sweden. She is the author of more than 60 peer-review research papers and have edited nine books. Her research interests include test equating, large-scale assessments, parametric and nonparametric item response theory and educational measurement and psychometrics in general.



Alina A. von Davier is the chief of assessment at Duolingo, and the Founder of EdAstra Tech. She has received several awards, including the ATP's Career Award, the AERA for signification contribution to educational measurement and research methodology award, and the NCME annual award for scientific contributions. Her research is in the field of computational psychometrics, machine learning, assessment, and education.

Why AEA-E members / conference delegates should attend this workshop:

In the realm of educational measurement, ensuring the comparability of test scores holds significant importance, as these scores influence crucial decisions across diverse contexts. Test scores play an important role in determining academic admissions, awarding scholarships, tracking progress in achievement, assessing competencies in specific tasks, among other applications. Fairness to all test takers stands as a fundamental aspect of educational assessment. When utilizing test scores for decision-making purposes, it becomes imperative to present scores in a manner that is both equitable and precise.

Given concerns regarding test security, it is common for measurement programs to administer different versions of a test, all aimed at evaluating the same attribute. Equating emerges as a fundamental technique used to adjust the score scales across different forms, enabling the use of test scores interchangeably. In this pre-conference workshop, participants will gain insights into the principles of equating, learn how to conduct equating analyses, and effectively interpret the results. A comprehensive understanding of equating and its various methodologies is paramount in ensuring a fair assessment, making it a matter of considerable importance for all members of the AEA.

Who this Workshop is for:

Expected audience comprises researchers, graduate students, and practitioners. While an introductory statistical background and experience in R are recommended, they are not mandatory.

Overview of workshop

Equating is essential for adjusting the score scales across different test forms to ensure comparability and interchangeability of scores (González & Wiberg, 2017). It plays a central role in large-scale testing programs, facilitating the collection, analysis, and reporting of test scores. Equating guarantees a fair assessment irrespective of test takers' backgrounds, time, or location.

This pre-conference workshop has two primary objectives. Firstly, it aims to introduce participants to equating, providing both conceptual understanding and practical experience through examples and exercises. Utilizing the R software, and particularly the `equate`, `kequate`, and `SNSequate` packages, attendees will learn how to conduct and implement various equating methods applicable across different data collection designs.

Secondly, the workshop seeks to equip attendees with the necessary skills to perform diverse equating methods under the new Generalized Kernel Equating (GKE) framework (Wiberg, González and von Davier, 2024) using available R packages. Drawing from the instructor's experiences, the objective is to offer an updated perspective on the Kernel Equating process and methodologies while consolidating recent advancements into the structured and all-encompassing GKE framework.

The GKE framework expands upon the foundational principles of Kernel Equating (KE) by offering a comprehensive theory that encompasses all its facets. Specifically, the GKE framework introduces several enhancements:

- i) Diverse models and techniques for presmoothing.
- ii) Expansion of design functions to estimate score probabilities across different equating models.
- iii) Exploring alternative kernels beyond the Gaussian kernel.
- iv) Introducing multiple options for selecting bandwidth parameters.
- v) Incorporating additional types of data beyond binary scoring.
- vi) Offering novel perspectives on equating evaluation.

Following the chapters of the book "Generalized Kernel Equating: with applications in R", authored by the instructors and Prof. Alina A. von Davier, which will be published by Chapman and Hall in mid 2024, the training session will cover traditional equating methods, and both kernel equating and item response theory equating under the GKE framework. Using real-world data, practical applications and software code will be provided to enhance accessibility and promote widespread adoption of these methods.

Participants will be guided through the steps of traditional equating methods and kernel equating, utilizing R packages such as `equate`, `SNSequate`, and `kequate`. They will also receive practical guidance on performing item response theory equating under the GKE framework using R. The workshop will conclude with practical recommendations and examples to ensure a fair assessment regardless of test takers' backgrounds or circumstances.

Overall, this pre-conference workshop aims to provide attendees with comprehensive knowledge of equating developments and practical skills within the R environment. Through examples, exercises, and hands-on activities, participants will have ample opportunities to familiarize themselves with various equating methods and R packages.

Preparation for the workshop:

Attendees should bring their laptops with the R software installed, along with the latest versions of the R packages: `equate`, `kequate`, `SNSequate`, `mirt`. Electronic training materials will be provided to all participants.

| Time | Session | Presenter |
|---------------|--|----------------------|
| 9:30 – 9:45 | Welcome & introductions, outline of the workshop | Jorge, Alina & Marie |
| 9:45 – 10:45 | Introduction to equating: principles, designs and some methods | Alina |
| 10:45 – 11:00 | Break | |
| 11:00 – 12:00 | Kernel equating and introduction to the GKE framework | Jorge |
| 12.00 - 13.00 | Lunch | |
| 13.00 - 14.00 | GKE framework continued. Examples in R | Jorge |
| 14.00 - 14.30 | IRT KE under the GKE framework for binary and polytomous scored items | Marie |
| 14.30 - 14.45 | Tea/coffee break | |
| 14.45 - 15.30 | IRT KE under the GKE framework for binary and polytomous scored items. Examples in R | Marie |
| 15.30 - 16.30 | Examples and practical recommendations to provide a fair assessment. Questions | Jorge, Alina & Marie |

Note: This is a tentative schedule. Sessions can be further detailed if required.

Workshop 4

Workshop 4: Breaking barriers for all test-takers

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

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

Presenters' Bios



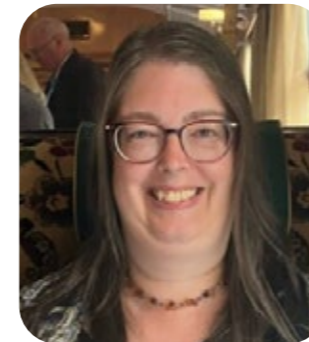
Caroline Jongkamp:

Caroline Jongkamp has worked in assessment development and assessment policy for 24 years. She has led assessment development for Dutch secondary school leaving exams. Also, she was responsible for transition from paper-based assessment systems to computer-based assessments. She has advised assessment organisations worldwide in the design of assessment systems and in the improvement of current assessment systems.

Her experience covers all aspects of assessment development and administration. Caroline has a special interest in e-assessment, inclusive assessment, item banking, maintaining standards, and review of test and item statistics.

Caroline is currently manager at the College voor Toetsen en Examens (CvTE), the board of tests and examinations in the Netherlands, where she coordinates diploma programmes for candidates that are not enrolled in a school and for students in special education. She has previously worked at Cito, the Netherlands.

Caroline holds an MSc in Econometrics with a specialization in Operations Research. She has been a Steering Group member for AEA-Europe's eAssessment Special Interest Group.



Helen Claydon:

Helen Claydon is an experienced assessment developer and leader, having worked in assessment development for almost 30 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 (SNSA), the KS1 and KS2 National Curriculum Tests in mathematics (SATs) and the Professional Skills Tests for Prospective Teachers. She has also advised organisations, such as Qualifications Wales, the Association for Project Management (APM) and the Association of Chartered Certified Accountants (ACCA) on design of their qualifications and/or transition to e-assessment.

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. She has particular interests in e-assessment and accessibility. Her subject specialism is mathematics and Helen is an experienced mathematics item writer for the primary and early secondary age ranges.

Helen is currently Deputy Head of Admissions Testing at GL Assessment. She has previously worked at the Australian Council for Educational Research (ACER UK); the Standards and Testing Agency (STA); ACCA; Edexcel; the Qualifications and Curriculum Authority (QCA); and the National Foundation for Educational Research (NFER). She has also worked as a freelance assessment consultant.

Helen has a Master's degree in Education. She is a Steering Committee Member for AEA-Europe's eAssessment SIG and a Fellow of the Chartered Institute of Educational Assessors. Helen was a board member of the e-Assessment Association between 2015 and 2018, during which time she helped to launch the International e-Assessment Awards. Helen has been a judge for the awards each year since their launch.



Thomais Rousoulioti

Thomais Rousoulioti, PhD in Applied Linguistics (scholarship from the state scholarship foundation), 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/>).

Thomais has delved in assessment issues for almost 15 years, she has coordinated a range of field actions developing formative, alternative and summative assessments for ages from 8 years-old to adult. Her experience covers assessment development processes such as assessment design, item writing, piloting, review of items, test construction and resource planning for conducting e-assessment. She is a member of the SIG Steering Group 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.



Renika-Irini 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 such as a member of the SIG Steering Group on Inclusive Assessment in Education (AEA-Europe). 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.

Short abstract:

It is often the case that diversity and inclusion are afterthoughts when an organisation is evolving its summative e-assessment offering. This workshop will provide an engaging opportunity for collaboration with peers, to consider the perspectives of a range of test-takers. 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 set new priorities to develop e-assessments and assessment services to support test-takers with a range of different forms of special educational needs and disabilities (SEND) and culturally diverse backgrounds. The workshop will focus on the test taker and consider how all parties in the test process (test developers, test administrators, teachers, school administrators) can support fair testing practices. The participants will work in groups as test-takers with different needs and explore how e-assessment can break barriers for all test-takers.

This workshop is led by members of the AEA-Europe eAssessment and Inclusive Assessment SIGs.

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

Workshop 5

Workshop 5: Assess your assessment

Bas Hemker, Cor Sluijter

This workshop will provide participants with all the tools needed to formally assess educational assessments, either computer-based, paper-based, or through an assessment system of their choice. Assessing the quality of your own assessment serves as an instrument for quality assurance of the assessment. It also helps to communicate the quality of assessment, to ensure accountability to end users (students, teachers, schools, policy makers) and to the general public.

Assess your Assessment

Bas Hemker, PhD. And Cor Sluijter, PhD

Bas and Cor

Were born in Amsterdam in the 1960's

Have written a thesis on a psychometric topics in the 1990's

Have vast experience in evaluating tests

Have been the head of the psychometric department of Cito

Are Fellows of AEA Europe

Are official assessors for the review system for the quality of tests and exams of the Dutch Research Centre for Examinations and Certification (RCEC)

Love to give workshops together



Bas

- Still works at Cito, specialized as an educational measurement researcher, with quality of school exams as one of his projects
- Is a member of the Dutch Committee on Test Matters (COTAN) for almost two decades, now working on the new national quality criteria
- Is lecturer/researcher in educational measurement at the Open University
- Is supervising a PhD on quality of teacher made tests
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Abstract

Educational assessments serve specific purposes, such as evaluation, monitoring, diagnosis, selection, or guidance. Achieving these goals requires assessments of sufficient quality. This workshop aims to provide participants with practical tools to objectively evaluate the quality of an assessment of their choice.

In the theoretical part of the workshop, we provide an overview of evaluation systems, like the Standards for Educational and Psychological Tests, the EFPA review model, the ETS standards for quality and fairness, and more, highlighting their similarities and differences.

In the applied part of the workshop, participants apply theory to practice by evaluating the quality of an assessment of their own choice, based on relevant criteria. This involves applying the most suitable system for evaluating the assessment's quality. Relevant materials include research reports on how standards are determined, the reliability and validity of the assessment scores, the assessment manual, and more.

The workshop facilitators guide participants in applying various evaluation criteria to their assessment, such as: Theoretical Basis of Assessment Construction

- Assessing how well the assessment content aligns with its intended purpose, theoretical background, and operationalization.

Quality of Assessment Materials

- Evaluating the level of standardization in assessment tasks, scoring, and instructions, as well as the clarity of administration guidelines.

Quality of the Assessment Manual

- Focusing on the information provided to support assessment users in administration and interpretation.

Norms

- Considering norm-referenced, content-referenced or criterion-referenced interpretation criteria.

Reliability

- Evaluating reliability coefficients and the quality of research supporting assessment score reliability.

Construct Validity

- Assessing construct validity outcomes and the quality of relevant research carried out.

Criterion Validity

- Evaluating the relationship between external measures related to assessment outcomes and the quality of relevant research carried out.

In the final discussion, participants share their findings, and we conclude with practical lessons learned.

Workshop Preparation

Participants should bring all relevant information about their chosen assessment, including the assessment manual, relevant research reports, and ideally the assessment itself.

Workshop 6

Workshop 6: Evaluating Impact in the Context of Educational Assessment

Brigita Seguis, Hanan Khalifa

The workshop aims to offer a comprehensive overview of key concepts, methodologies, and best practices for assessing the impact of assessments, educational programmes, interventions and policies. Targeted at professionals in educational assessment, research, policy, and practice, it will equip participants with the knowledge and skills necessary for conducting rigorous impact evaluations and making evidence-based decisions to enhance educational outcomes.

Abstract

The workshop aims to offer a comprehensive overview of key concepts, methodologies, and best practices for assessing the impact of assessments, educational programmes, interventions and policies. Targeted at professionals in educational assessment, research, policy, and practice, it will equip participants with the knowledge and skills necessary for conducting rigorous impact evaluations and making evidence-based decisions to enhance educational outcomes.

In the first part of the workshop, we will focus on essential definitions (e.g., washback, impact, consequential validity), concepts (e.g., input, output, outcome), and evaluation frameworks and models (e.g., LogFrame, Theory of Change).

We will then explore various impact methodologies, including experimental, quasi-experimental, and non-experimental approaches, illustrated with practical examples from diverse educational settings. The strengths and limitations of each approach will be discussed, guiding participants on selecting appropriate evaluation methodologies based on their context, objectives and available resources.

In the second part of the workshop we will cover the essential steps in designing and conducting impact evaluations. Participants will learn practical strategies for formulating evaluation questions and hypotheses, defining indicators, selecting data collection instruments, and engaging stakeholders. A significant portion of the discussion will focus on data collection methods and techniques, such as surveys, interviews, classroom observations, and document analysis. Participants will engage in hands-on exercises, review and critique data collection instruments, and discuss key sampling approaches.

Throughout the workshop, participants will engage in group discussions, share their own experiences and learn from diverse perspectives. The workshop will allow participants to develop a deeper understanding of impact evaluation principles and practices, and how these can be applied in their own contexts.

Presenters' Bios



Dr Brigita Séguis

Dr Brigita Séguis is an impact evaluation specialist and educational researcher with extensive experience in designing, conducting and overseeing research and evaluation projects related to assessment, education, bilingualism and multilingualism, language learning and digital innovations.

Currently she oversees the delivery and implementation of impact evaluation projects across Cambridge University Press and Assessment (English).

This includes collaborating with educational institutions and government organisations on joint evaluation projects, designing and commissioning impact evaluation studies and white papers, situational and policy analysis, fieldwork and data collection, providing mentoring and training, quality assurance, and dissemination of findings across a wide range of audiences and formats. She has conducted impact evaluation projects in Japan, UAE, UK, Vietnam, Spain, Uzbekistan, France and Oman. Prior to joining the Impact Evaluation team, Brigita worked as a Senior Research Manager and was responsible for conducting research related to assessment development and validation.

Brigita holds a DPhil in Linguistics from Oxford University.



Dr Hanan Khalifa

Dr Hanan Khalifa is a leading language assessment expert who developed national and international examinations and aligned curricula and tests to the CEFR. Working for International Development Organizations, she led monitoring and evaluation programs. For two decades, Hanan led Education Reform & Impact work at Cambridge University Press & Assessment English. Most recently, she is leading a Pan Arab initiative on developing a conjoint measurement scale for Arabic under the auspices of MetaMetrics Inc and Alef Education.

As an academic and a Council of Europe expert, she authored and contributed to seminal work, e.g., the socio-cognitive model for Reading (Khalifa & Weir 2009), the New Companion volume of the CEFR (2018, 2020), Qatar Foundation Arabic Framework (2022), Cambridge Partnership for Education Impact Framework (2023) and advised ministries of education globally on language education matters.

Dr Khalifa has won several international awards, gave numerous workshops, masterclasses and is an accomplished public speaker.

Workshop 7

Workshop 7: Introduction to multilevel modelling using large-scale assessment data

Anastasios Karakolidis, Vasiliki Pitsia

This workshop provides an accessible theoretical and practical introduction to multilevel modelling, a technique that allows for the appropriate analysis of large-scale assessment data and offers significant advantages compared to other single-level techniques (e.g., examination of interactions between student- and school-level factors). Specifically, the workshop presents key concepts and design features of large-scale assessments relevant to multilevel modelling (e.g., cluster sampling, weights), introduces participants to the theory behind multilevel models, considers issues from a practical perspective to support data preparation and the selection of modelling techniques, and engages participants in the application of multilevel modelling (using Mplus) and the interpretation of its results. Upon completion of the workshop, participants are expected to have a thorough understanding of key aspects of large-scale assessments and multilevel modelling, and be able to run their own multilevel models.

Abstract

This workshop provides an accessible theoretical and practical introduction to multilevel modelling, a technique that allows for the appropriate analysis of large-scale assessment data and offers significant advantages compared to other single-level techniques (e.g., examination of interactions between student- and school-level factors). Specifically, the workshop presents key concepts and design features of large-scale assessments relevant to multilevel modelling (e.g., cluster sampling, weights), introduces participants to the theory behind multilevel models, considers issues from a practical perspective to support data preparation and the selection of modelling techniques, and engages participants in the application of multilevel modelling (using Mplus) and the interpretation of its results. Upon completion of the workshop, participants are expected to have a thorough understanding of key aspects of large-scale assessments and multilevel modelling, and be able to run their own multilevel models.

Overview of workshop

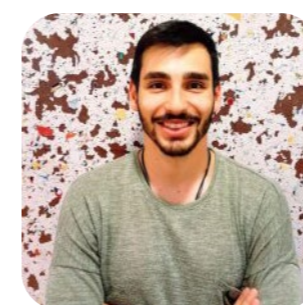
International large-scale assessments, such as the Trends in International Mathematics and Science Study (TIMSS), the Progress in International Reading Literacy Study (PIRLS), and the Programme for International Student Assessment (PISA) and their national equivalents (e.g., National Assessment of Educational Progress [NAEP]), play a crucial role in shaping educational policies and practices globally. Such assessments provide data that are rich yet complex due to their assessment and sampling designs. It is important to be aware of these complexities in order to analyse large-scale assessment data correctly and interpret results appropriately to inform policy and practice. This workshop aims to introduce AEA-E conference delegates to these complexities, the ways assessment designs need to be accounted for in the analysis of assessment data, and the techniques that need to be used for the appropriate analysis and interpretation of large-scale assessment data. Multilevel modelling is a very useful statistical analysis technique for drawing meaningful inferences from complex large-scale assessment data. However, it can be perceived as overly technical and highly complicated, potentially deterring some professionals/researchers from its use.

This workshop provides an accessible introduction to the topic and serves as a starting point for the application of multilevel modelling. Participants will engage in an interactive learning process, during which they will: i) gain an understanding of key concepts and design features of large-scale assessments relevant to multilevel modelling, ii) familiarise themselves with the logic and theory behind multilevel models by considering issues from a practical perspective to support data preparation and the selection of modelling techniques, and iii) apply multilevel modelling using Mplus.

Who this workshop is for

This workshop will be useful to educators, researchers, academics, undergraduate and postgraduate students, policy-makers and other professionals involved in collecting, analysing, and/or using (or planning to use) national and/or international large-scale assessment data to address research questions and inform educational policy and practice. Participants will acquire transferable knowledge and technical skills, which can be applied across different contexts beyond large-scale assessments. Specifically, this workshop is relevant to individuals who works with data stemming from complex designs (e.g., clustered samples and longitudinal data) for which multilevel models are useful.

Presenters' Bios



Anastasios Karakolidis

Anastasios Karakolidis is an impact evaluation specialist and educational researcher with extensive experience in designing, conducting and overseeing research and evaluation projects related to assessment, education, bilingualism and multilingualism, language learning and digital innovations.

Currently she oversees the delivery and implementation of impact evaluation projects across Cambridge University Press and Assessment (English).

is a Research Associate at the Educational Research Centre, Ireland, and he is currently the National Project Manager for the Programme for International Student Assessment (PISA). He also works on the National Assessments and has been involved in several research projects across Europe. Anastasios has given lectures on research methodology and advanced statistical techniques to postgraduate students and academic staff. His research interests include research methodology, statistical analysis, measurement, assessment and testing. Anastasios has published papers in peer-reviewed academic journals, presented his research at various international conferences, and co-authored a book chapter on multilevel modelling of international large-scale assessment data.



Vasiliki Pitsia

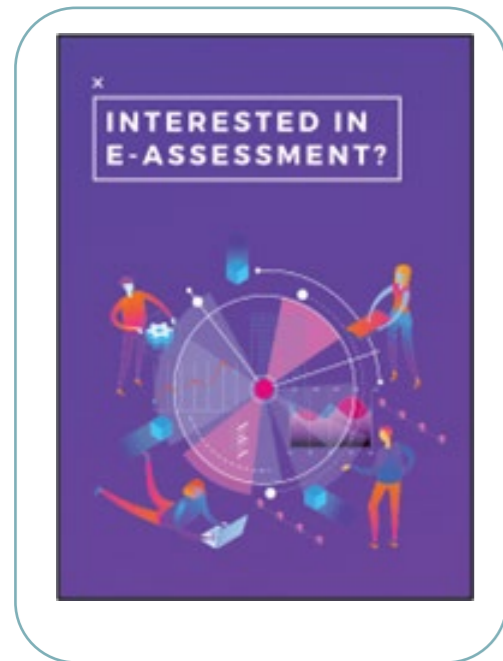
Vasiliki Pitsia is a Research Associate at the Educational Research Centre, Ireland, specialising in quantitative research methodology and statistical analysis techniques. She is involved in national and international large-scale assessments, including TIMSS, PIRLS, and the National Assessments of Mathematics and English Reading (NAMER) and serves as an Associate Editor of the Irish Journal of Education.

Vasiliki has acquired a broad range of research experience through her roles as a researcher, data analyst, and psychometrician on various projects in Ireland and Greece, and as a consultant at the World Bank Group. She also has extensive teaching experience, delivering lectures on research methodology, statistics, measurement, and assessment to postgraduate students and staff at academic institutions across Europe and workshops on statistics within the ERC. Her research has attracted grants and awards, including the AEA-Europe Kathleen Tattersall New Assessment Researcher Award, and it has been published in peer-reviewed academic journals and presented at national and international conferences. Her research interests and areas of expertise include research methodology, statistical analysis, psychometrics, measurement, and assessment.

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).

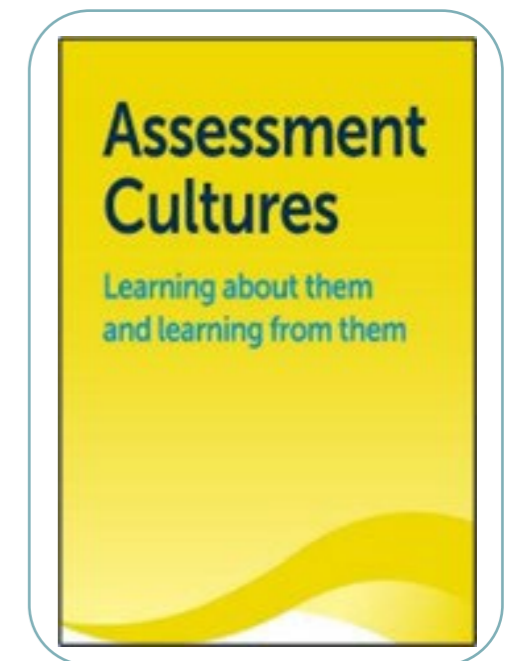
The SIG’s identity is created by the contributions of its members, whose individual perspectives – for example, historical, educational, psychological, sociological or methodological – are variously brought to bear on the work of assessment. Members come together to study the assessment cultures within 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 (Chair)
- Isabel Nisbet
- Raphaël Pasquini
- Sam Passeport
- Lise Vikan Sandvik
- Christoph Schneider
- Stuart Shaw
- Andrew Watts
- Nathalie Younès



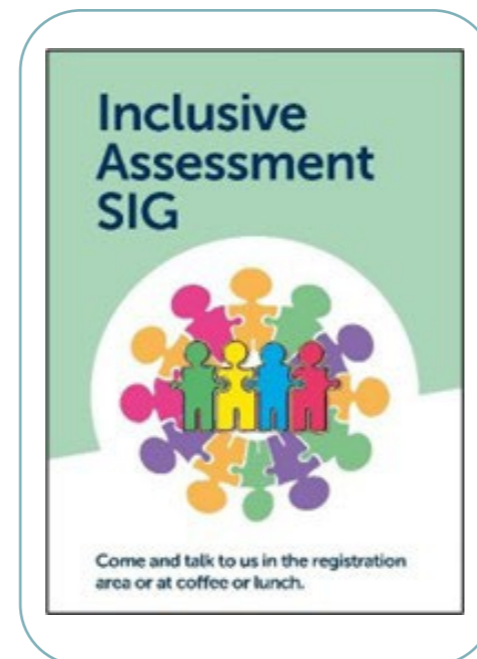
Inclusive Assessment SIG

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:

- Svetlana Karpava, University of Cyprus
- Eleni Meletiadiou, 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:

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

| Discussion Group 1 | PhD student meeting point | Fellows and PhD Social Event |
|---|--|--|
| Early career researcher SIG <i>Is artificial intelligence considered a helpful ally?</i> Thursday 13:30 - November 07 | Thursday 17:00 - 18:15 November 07 Odyssey Bar <i>(look for PhD table sign)</i> | Thursday 18:30 - 20:30 November 07 Casa Mespilea <i>(free invitation)</i> |

Postgraduate Student and Early Career Researcher Network

Join our SIG's activities during the conference in Malta

Conference presentations by members of the Postgraduate Student and Early Career Researcher Network

| Thursday 27 Nov | Friday 28 Nov |
|---|--|
| 09:00 - 10:00 Paper session 1 E. Karamanidou (Chair) Social Skills | 09:00 - 10:00 Paper session 2 Artificial Intelligence II |
| 10:00 - 11:00 Paper session 2 E. Karamanidou (Chair) Social Skills | 10:00 - 11:00 Paper session 3 Artificial Intelligence III |
| 11:00 - 12:00 Paper session 3 E. Karamanidou (Chair) Social Skills | 11:00 - 12:00 Paper session 4 Artificial Intelligence IV |
| 12:00 - 13:00 Paper session 4 E. Karamanidou (Chair) Social Skills | 12:00 - 13:00 Paper session 5 Artificial Intelligence V |
| 13:00 - 14:00 Paper session 5 E. Karamanidou (Chair) Social Skills | 13:00 - 14:00 Paper session 6 Artificial Intelligence VI |
| 14:00 - 15:00 Paper session 6 E. Karamanidou (Chair) Social Skills | 14:00 - 15:00 Paper session 7 Artificial Intelligence VII |
| 15:00 - 16:00 Paper session 7 E. Karamanidou (Chair) Social Skills | 15:00 - 16:00 Paper session 8 Artificial Intelligence VIII |
| 16:00 - 17:00 Paper session 8 E. Karamanidou (Chair) Social Skills | 16:00 - 17:00 Paper session 9 Artificial Intelligence IX |
| 17:00 - 18:00 Paper session 9 E. Karamanidou (Chair) Social Skills | 17:00 - 18:00 Paper session 10 Artificial Intelligence X |
| 18:00 - 19:00 Paper session 10 E. Karamanidou (Chair) Social Skills | 18:00 - 19:00 Paper session 11 Artificial Intelligence XI |
| 19:00 - 20:00 Paper session 11 E. Karamanidou (Chair) Social Skills | 19:00 - 20:00 Paper session 12 Artificial Intelligence XII |
| 20:00 - 21:00 Paper session 12 E. Karamanidou (Chair) Social Skills | 20:00 - 21:00 Paper session 13 Artificial Intelligence XIII |
| 21:00 - 22:00 Paper session 13 E. Karamanidou (Chair) Social Skills | 21:00 - 22:00 Paper session 14 Artificial Intelligence XIV |
| 22:00 - 23:00 Paper session 14 E. Karamanidou (Chair) Social Skills | 22:00 - 23:00 Paper session 15 Artificial Intelligence XV |
| 23:00 - 24:00 Paper session 15 E. Karamanidou (Chair) Social Skills | 23:00 - 24:00 Paper session 16 Artificial Intelligence XVI |
| 24:00 - 25:00 Paper session 16 E. Karamanidou (Chair) Social Skills | 24:00 - 25:00 Paper session 17 Artificial Intelligence XVII |
| 25:00 - 26:00 Paper session 17 E. Karamanidou (Chair) Social Skills | 25:00 - 26:00 Paper session 18 Artificial Intelligence XVIII |
| 26:00 - 27:00 Paper session 18 E. Karamanidou (Chair) Social Skills | 26:00 - 27:00 Paper session 19 Artificial Intelligence XIX |
| 27:00 - 28:00 Paper session 19 E. Karamanidou (Chair) Social Skills | 27:00 - 28:00 Paper session 20 Artificial Intelligence XX |
| 28:00 - 29:00 Paper session 20 E. Karamanidou (Chair) Social Skills | 28:00 - 29:00 Paper session 21 Artificial Intelligence XXI |
| 29:00 - 30:00 Paper session 21 E. Karamanidou (Chair) Social Skills | 29:00 - 30:00 Paper session 22 Artificial Intelligence XXII |
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| 33:00 - 34:00 Paper session 25 E. Karamanidou (Chair) Social Skills | 33:00 - 34:00 Paper session 26 Artificial Intelligence XXVI |
| 34:00 - 35:00 Paper session 26 E. Karamanidou (Chair) Social Skills | 34:00 - 35:00 Paper session 27 Artificial Intelligence XXVII |
| 35:00 - 36:00 Paper session 27 E. Karamanidou (Chair) Social Skills | 35:00 - 36:00 Paper session 28 Artificial Intelligence XXVIII |
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Please check details in the final conference program

Special Interest Groups (SIGs)

Holistic Assessment SIG

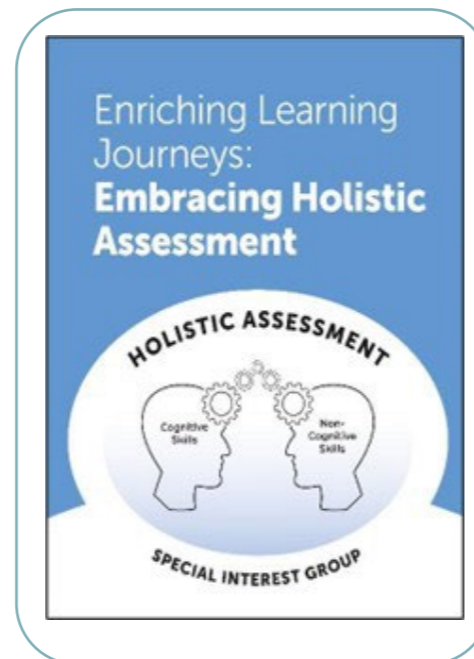
To succeed in the modern society, including in the workplace, learners need to complete their education with more than the academic knowledge, skills and understanding assessed in traditional school subjects. They need a broad range of 21st-century competencies coupled with other personal attributes 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



| 06 Wednesday, NOV | |
|-------------------|--|
| 9:00 - 16:30 | Pre-Conference Workshops |
| 9:00 | Workshop 1 Room: Athena (n=60) Understanding and implementing the moderation of school based assessment for high-stakes examinations <i>Damian Murchan, Stuart Shaw, Evgenia Likhovtseva</i> |
| 9:00 | Workshop 2 Room: Leda (n=60) Optimising the construct validity of test items <i>Ezekiel Sweiry</i> |
| 9:00 | Workshop 3 Room: Aphrodite A (n=50) An Introduction to the Generalized Kernel Equating Framework with Applications in R <i>Jorge Gonzalez, Marie Wiberg, Alina von Davier</i> |
| 9:00 | Workshop 4 Room: Aphrodite B (n=50) Breaking barriers for all test-takers <i>Caroline Jongkamp, Helen Claydon, Thomais Rousoulioti, Renika-Irini Papakammenou</i> |
| 9:00 | Workshop 5 Room: Christian Barnard (n=200) Assess your assessment <i>Bas Hemker, Cor Sluijter</i> |
| 9:00 | Workshop 6 Room: Hermes (n=24) Evaluating Impact in the Context of Educational Assessment <i>Brigita Seguis, Hanan Khalifa</i> |
| 9:00 | Workshop 7 Room: Zeus (n=18) Introduction to multilevel modelling using large-scale assessment data <i>Anastasios Karakolidis, Vasiliki Pitsia</i> |
| 19:00 - 20:30 | Welcome Reception for all participants Sponsored by Location: Coral Beach Hotel & Resort |

| 07 Thursday, NOV | |
|------------------|---|
| 8:00 - 9:00 | Registration |
| 8:00 - 9:00 | Meeting of SIG SC Chairs Room: Hermes (n=30) |
| 9:00 - 9:45 | Welcome Addresses Room: Akamas A&B (n=550) Prof. Therese Hopfenbeck (President AEA-Europe) Dr. Athena Michailidou, Ministry of Education, Sport and Youth Prof. Elena Papanastasiou, University of Nicosia |
| 9:45 - 10:30 | Keynote Speech Chair: Therese Hopfenbeck Room: Akamas A&B (n=550) Dr. Yiasemina Karagiorgi, Head of Educational Research and Evaluation (CERE) of the Cyprus Ministry of Education and Culture |
| 10:30 - 11:00 | Coffee Break Sponsored by Foyer outside Akamas room Opportunity to visit SIG Banners |

| 07 | | Thursday, NOV | | | | | | | |
|---------------|--|--|---|---|--|--|--|--|--|
| 11:00 - 12:30 | | Open Paper Session I | | | | | | | |
| | Artificial Intelligence I Chair: Bas Hemker Room: Akamas A&B (n=550) | Assessment that is reactive to unforeseen circumstances (e.g. Covid 19) I Chair: Alex Scharaschkin Room: Aphrodite A (n=50) | International Assessments I Chair: Dario Pirotta Room: Leda (n=60) | Higher Education & Assessment I Chair: Rebecca Conway Room: Akamas C (n=200) | E-Assessment I Chair: Andrew Boyle Room: Athena (n=60) | E- Assessment Cultures I Chair: Emma Walland Room: Zeus (n=30) | Formative Assessment I Chair: Doreen Said Pace Room: Christian Barnard (n=200) | Assesment of Practical Skills I Chair: Sebastiaan de Klerk Room: Aphrodite B (n=50) | Comparative Judgement I Chair: Tom Bramley Room: Hermes (n=30) |
| 11:00 | Exploring the Potential of Artificial Intelligence on Educational Assessment: Insights from the Student and Educator Perspective <i>Agni Stylianou Georgiou, Elena Papanastasiou</i> | The use of machine learning in predicting students' exam grades: a case study and discussion of ethical implications <i>Georgie Billings</i> | Improvement of contextual questionnaire scaling using machine learning to identify unusual responses <i>Tim Friedman, Dulce Lay</i> | Assessing Students' Legal Literacy in Higher Education Using Computer-based assessment <i>Ksenia Tarasova, Daniil Talov, Sergei Tarasov</i> | Using assessment and response times data to evaluate a digital mock exams service <i>Carmen Vidal Rodeiro, Tim Gill, Sarah Hughes</i> | Policy and practice in relation to external moderation of School-based Assessment in 13 education systems internationally <i>Damian Murchan, Stuart Shaw, Evgenia Likhovtseva</i> | Dialogues on learning and assessment (DOLA): Attitudes and tensions in assessment practices – in the way for learning and motivation? <i>Kathinka Blichfeldt, Kaja Haaland, Ingrid Jacobsen</i> | How much data to feed to a neural network for autoscoring? <i>Anastasiia Beliaeva, Elen Abdurakhmanova, Daniil Talov</i> | A new Comparative Judgement (CJ) approach: Exploring the potential of criteria-based CJ <i>Nicky Rushton, Victoria Crisp</i> |
| 11:30 | A Norwegian case study of student teachers' perceptions and experiences of AI and AI-assisted feedback – mapping diverse users <i>Siv Gamlem, Joshua McGrane, Synnøve Moltudal, Sundance Zhihong Sun, Christian Brandmo, Therese N Hopfenbeck</i> | Implementing Innovative Assessment Methods in the Teaching Practicum: Exploring the Insights of Examiners in Malta <i>Josephine Deguara, Josephine Milton</i> | Are student and parent reading attitudes and behaviours related? Evidence from PIRLS 2021 for Ireland <i>Vasiliki Pitsia, Sarah McAteer, Emer Delaney</i> | In Search of Assessor Identify during the Teaching Practicum: Insights from 'Conversations' between Teacher Educators and Student Teachers <i>Michael A. Buhagiar, Deborah A. Chetcuti</i> | Going digital? The impact of shifting the mode of high-stakes assessments in England on students <i>Yasmine El Masri, Jo Handford, Harvey Dodds</i> | Teacher Critical Consciousness in Educational Assessment: Why is it important and how can we develop it? <i>Catarina Correia</i> | What supports high-quality approaches to assessment? Predicting student teachers' competence in educational assessment by personality, motivation, and attitudes <i>Christoph Schneider, Christopher DeLuca, Lothar Müller, Andrew Coombs</i> | Cross-institutional Clinical Skills Assessment Quality Assurance in Europe, a mutual assessment strategy; are we equipped for it? <i>Thomas Kropmans, Eirik Sjøfteland, Magnus Hultin, Rosemary Geoghegan, Angela Marie Kubacki</i> | Evaluation of markers' performance involved in the process of marking written works on open ended items in high-stakes examinations. <i>Ali Mahmudov, Sarkhan Guliyev, Fuad Ahmadov, Elmir Shirinov</i> |
| 12:00 | The Use of Artificial Intelligence in Qualifications: Perspectives on Regulation <i>Vasile Rotaru</i> | | Do students respond inconsistently on mixed-worded scales in the PISA 2022 questionnaire? Evidence across six educational systems <i>Evi Konstantinidou, Militsa Ivanova, Michalis Michaelides</i> | Unraveling the Self-Feedback Process: Exploring the Black Box of Self-Assessment Through Multiple Studies <i>Ernesto Panadero, Javier Fernandez Ruiz, Leire Pinedo, Iván Sánchez</i> | On-screen high-stakes assessments: Lessons learned from other jurisdictions <i>Yasmine El Masri, Jo Handford, Harvey Dodds</i> | Understanding progression and assessment in the context of the new Curriculum for Wales <i>Estelia Borquez - Sanchez, Kara Makara - Fuller, Lesley Wiseman - Orr, Fiona Patrick</i> | Connections between teachers' and students' understandings of continuous and final assessment <i>Egil Weider Hartberg, Kari Kolbjørnsen Bjerke, Kjell Evensen, Trude Slemmen Wille, Terje Engh Wiig</i> | | The future of assessment with natural data capture <i>Kemran Mestan</i> |
| 12:30 - 13:30 | Lunch - Armonia Restaurant | | | | | | | | |

| 07 | Thursday, NOV | | | | | |
|---------------|---|--|--|--|--|---|
| 13:30 - 15:00 | Discussion Groups | | | | | |
| | Discussion Group 1 Room: Akamas C (n=200) | Discussion Group 2 Room: Leda (n=60) | Discussion Group 3 Room: Athena (n=60) | Discussion Group 4 Room: Aphrodite (n=50) | Discussion Group 5 Room: Zeus (n=30) | Discussion Group 6 Room: Christian Barnard (n=200) |
| 13:30 | Is artificial intelligence considered a helpful ally or a potential antagonist in the field of assessment research? <i>Dan-Anders Normann, Julie Leonardsen, Gabriel Cipriano, Estelia Borquez Sanchez, Shakeh Manassian</i> | There is clear evidence of inflation in assessment outcomes in many contexts and countries over the past 20 years: Does this matter? <i>Isabel Nisbet, Mary Richardson, Stuart Shaw, Lesley Wiseman</i> | Building holistic systems for educational improvement: From curriculum to pedagogy to assessment principles <i>Irenka Suto, Carolyn Hutchinson, Tim Oates, Gulbakhyt Sultanova, Stuart Shaw</i> | One size doesn't fit all: How to consider the equity and fairness of access arrangements as we move to digital modes of delivery <i>Emma Crampton, Ellen Barrow, Irene Custodio, Meredith Reeve</i> | Crossing the line: Where did the digital assessment revolution go? <i>Rebecca Hamer, Caroline Jongkamp, Rebecca Chivers</i> | The assessment impact of AI and how to justify the budget <i>Helen Claydon, Ben Stafford</i> |

07 Thursday, NOV

13:45 - 15:15

Poster Session I

90 second pitches - Presenters commit to stand at posters during Coffee Break

Chair: Cor Sluijter
Room: Akamas A & B (n=550)

Reduced grading in upper secondary school: Exploring students' perceptions
Dan-Anders Normann, Lise Vikan Sandvik, Oddveig Storstad

Let's Chat! Integrating ChatGPT in student assignments to enhance critical analysis
Chloe Antoniou, Danagra G Ikossi

To love or to loathe? Teacher enthusiasm for data use in schools
Christopher Vincent, Katy Finch

Leveraging Anomaly Detection for Exam Session Monitoring
Mkululi Wami, Antony Furlong

Beyond pen and paper: correcting handwriting recognition in subject-specific contexts
Victoria Tassie

Exploring Novel Assessment Modalities: The Assessment of Emotional Intelligence within Collaborative Problem-Solving Environments
Deirdre Dennehy, Deirdre Dennehy

Exploring the relationships between Extramural English and English Reading Comprehension among 2023 SweSAT test-takers
Teodora Neagu

The peculiar predictive power of mathematics assessments
Andrew Lyth

Onscreen Functional Skills: Insights from a decade of delivery of English and mathematics assessments
Hayley Dalton, Jagdeep Kaur

Assessing student mastery levels in tracked education using diagnostic classification models
Lientje Maas

The Opportunities of Natural Language Processing for Assessing Essays with Comparative Judgment
Michiel De Vrindt, Anaïs Tack, Renske Bouwer, Marije Lesterhuis, Wim Van Den Noortgate

E-assessment of Children's Social Skills
Anne-Mai Meesak, Astra Schults

Student participation in developing formative assessment
Monique Dijks

Challenged by generative AI, assessment practices in upper secondary in Norway: Networking professional assessment competence in the age of algorithms
Mari Bjørnsdotter Vinjar, Thomas Fjeldvik Peterson, Øystein Gilje

Participatory research in exploring more fair and just assessment in higher education: How assessment can be developed to more equitable learning for students with disabilities
Karina Dyliaeva

Stepping stones towards explainable AI marking: extracting keywords and phrases
Alex Dunhill

Enhancing the user experience of Digital Exams: A User-Centric Approach
Mohammad Abbas Abadi

Examining the Effects of Artificial Intelligence on Secondary school Students' Mathematics Achievement: A Meta-Analysis
Bakyt Alzhanova

An experiment into identifying generous and harsh markers using single marked items
Alun Evans, Darren Johns

Assessment Literacy Enhancement of teachers of less commonly taught languages in COVID-19
Thomas Rousoulioti, Dina Tsagari

Exploring multiple summative assessment types for teacher professional development
Berit Haug, Sonja Mork

Fostering & Assessing Computational Thinking – Development of a High-Stakes Digital Examination
Abdullah Khan, Hannah North

15:00 - 15:30

Coffee Break

Foyer outside Akamas room - Opportunity to visit SIG Banners

Sponsored by



| 07 | | Thursday, NOV | | | | | | | | |
|---------------|--|--|--|---|--|--|--|---|--|--|
| 15:30 - 17:00 | | Open Paper Session II | | | | | | | | |
| | | Artificial Intelligence II Chair: Rebecca Hamer Room: Akamas A & B (n=550) | Fairness & Social Justice I Chair: Deborah Chetcuti Room: Zeus (n=30) | Assessment Cultures II Chair: Andrew Watts Room: Christian Barnard (n=200) | Assessment of Practical Skills II Chair: Tim Oates Room: Hermes (n=30) | Assessment that is reactive to unforeseen circumstances (e.g. Covid 19) II Chair: Dina Tsagari Room: Athena (n=60) | E-Assessment II Chair: Helen Claydon Room: Akamas C (n=200) | Psychometrics and Test Development I Chair: Cor Sluijter Room: Leda (n=60) | National Tests & Examinations I Chair: Jannette Elwood Room: Aphrodite A (n=50) | Higher Education & Assessment II Chair: Damian Murchan Room: Aphrodite B (n=50) |
| 15:30 | | Maintaining fairness in high-stakes examination marking with AI language models <i>Alex Dunhill</i> | When is it fair to be generous? New qualifications, standard setting and the sawtooth effect <i>Tim Stratton</i> | Conceptualisation of assessment in education policy documents – school leaders’ room for action <i>Jorunn Spord Borgen, Tine Prøitz</i> | Teachers’ assessment competence: an evidence from evaluation of summative testing tools <i>Marta Mikite, Girts Burgmanis, Inese Dudareva, Dace Namsone</i> | Influences on the Perceived Significance of Classroom Assessment Dilemmas <i>Christopher DeLuca, Andrew Coombs, Danielle LaPointe-McEwan, Nathan Rickey, Michael Holden</i> | The Feasibility of Dual On-screen & Paper Provision for Maths Multiple Choice Tests <i>Clair Rawlingson</i> | Equitable Digital Vocabulary Assessment: What Item Formats do We Need to Build a Fair Vocabulary Test? <i>Per Henning Uppstad, Bente Rigmor Walgermo, Njål Foldnes</i> | Is there any evidence of the saw-tooth effect impacting on learner performance where assessments are more skills & vocationally based? Analysing outcomes data overtime across a range of qualifications/ assessments <i>Rebecca Bagguley, Jagdeep Kaur, Blake Ashworth</i> | Machine Learning Modelling: Prediction of Mathematics GCSE 2023 results using 2022 Mock exam outcomes <i>Dr Sebastian Nastuta</i> |
| 16:00 | | Using Artificial Intelligence for the Quality Assurance of Examiner Marking <i>Darren Johns</i> | Reforming the reading personalised assessments in Wales <i>Matthew Turner, Ben Tylden-Smith, Andrew Boyle, Sefa Sahin</i> | Assessment of Oracy at high-stakes national exams in upper-secondary schools across disciplines and assessment cultures <i>Anne-Grete Kaldahl, Ove Edvard Hatlevik</i> | Exploring Novel Assessment Modalities: The Assessment of Emotional Intelligence within Collaborative Problem-Solving Environments <i>Deirdre Dennehy, Deirdre Dennehy</i> | Progression to post-16 qualifications in England before and after Covid: analysing the diversity of the cohort to inform policy development <i>Kate Sully, Nadir Zanini</i> | Evaluating the value of AI assisted auto-marking in Cambridge’s Implementation of the Digital Mocks Service <i>Jesse Dvorchak, Sanjay Mistry, Tom Sutch</i> | DIF items effect on the equating transformation depending on different equating methods and different evaluation criteria <i>Marie Wiberg, Inga Laukaityte</i> | Where to Draw the Line? - The Limits of Technological Adoption in Assessment <i>Dario Pirotta, Francois Zammit, Malcolm Micallef, Analise Grixti, John Muscat</i> | |
| 16:30 | | Can AI write my deepest thoughts? <i>Lucianne Zammit, Joseph Giordmaina</i> | | Educational assessment a quarter of a century on: lessons learned and the path ahead <i>Isabel Nisbet, Stuart Shaw</i> | Improving students’ writing skills through assessment criteria by means of podcasting <i>Madina Yeskeldi, Nurdana Orazbayeva</i> | Formative gradefree assessments for gifted students at talent centers in Norway <i>Tony Burner, Bodil Svendsen</i> | Spotting Hidden Patterns in Language: A Window into Proficiency? <i>Ana Ulicheva, Sumita Ishaque, Rose Clesham, Ellen Barrow</i> | The Impact of Non - Cognitive Skills on Academic Achievement: Insights from STEM Secondary Schools in Kazakhstan <i>Gulbakhyt Sultanova, Nurym Shora</i> | | |
| 17:00 - 17:45 | General Assembly Room: Akamas A & B (n=550) | | | | | | | | | |
| 17:00 - 17:45 | PhD Students Room: Odyssey Bar | | | | | | | | | |
| 18:30 - 20:30 | Event for AEA-Europe Fellows, Practitioners & PhD students Location: Casa Mespilea | | | | | | | | | |

| 08 Friday, NOV | | | | | | | | |
|----------------|--|---|--|---|--|--|--|---|
| 8:30 - 9:00 | Registration | | | | | | | |
| 9:00 - 10:30 | Open Paper Session II | | | | | | | |
| | Artificial Intelligence III | Perspectives of End-users and the General Public on Assessment I | National Tests & Examinations II | Assessment Cultures III | Inclusive Assessment | Formative Assessment II | e-Assessment III | Fairness & Social Justice II |
| | Chair: Stuart Shaw Room: Akamas C (n=200) | Chair: Paul Newton Room: Zeus (n=30) | Chair: Alex Scharaschkin Room: Christian Barnard (n=200) | Chair: Christoph Schneider Room: Athena (n=60) | Chair: Irenka Suto Room: Aphrodite A (n=50) | Chair: Michael Buhagiar Room: Aphrodite B (n=50) | Chair: Matthew Glanville Room: Leda (n=60) | Chair: Isabel Nisbet Room: Hermes (n=30) |
| 9:00 | Assessing higher order speaking skills using AI and human judgement: How far can we go? <i>Rose Clesham, Sarah Hughes</i> | Gaining insights and understanding: School and student perspectives of taking onscreen high-stakes assessments <i>Ellen Barrow, Irene Custodio, Meredith Reeve</i> | Exploring detection for AI malpractice and the future of assessment in the AI age <i>Tony Leech, Frank Morley, Emily de Groot</i> | Developing formative assessment cultures and practices in Schools of Music and Performing Arts through e-learning <i>Vegard Meland, Julianne Hauge</i> | Examining Assessment from an Inclusive Lens: Challenges and Prospects in a Technological Era <i>Charalambos Charalambous, Simoni Symeonidou</i> | AI powered adaptive formative assessment: Validity and reliability Evaluation <i>Yaw Bimpeh</i> | | Why do returning drop-out students in second-chance middle school programs in disadvantaged schools perform better in Uruguayan national standardized tests than general education returnees? <i>Maria Seijas, Gimena Castelao, Jennifer Vinas-Forcade</i> |
| 9:30 | Preparing classrooms for digital exams: understanding the current experiences of teachers and students in England <i>Phoebe Surridge, Faye Walker, Katy Finch</i> | Assessment Dysmorphia: the shifting shape of learner achievement <i>Mary Richardson</i> | National monitoring for Wales: Squaring the circle to balance validity, reliability and manageability in assessment design in the context of an evolving, process-oriented curriculum <i>Gemma O'Brien, Ben Rockliffe, Andrew Boyle, Ben Tylden-Smith, Dave Mellor, Hayley Limmer</i> | Students as decision-makers in assessment design for national systems: lessons from research <i>Jannette Elwood, Kay Livingston</i> | The relationship between homework, digital resource and performance in PISA 2022 <i>Stuart Cadwallader, Jamie Stiff, Jenni Ingram</i> | | Clustering Analysis of Cognitive Processes in Mathematics: Insights from eTIMSS PSI Process Data <i>Gaël RAFFY, Adrien Fernandez, Franck SALLES, Aurélie LACROIX, David EL RAIS</i> | Standardized Testing and Social Equity: An Evaluation of Recent Changes in Chile's University Admissions <i>David Torres Irribarra, María Verónica Santelices</i> |
| 10:00 | | Preparing classrooms for digital exams: understanding the current experiences of teachers and students in England <i>Phoebe Surridge, Faye Walker, Katy Finch</i> | Exploring the comparability of paper-based and computer-based assessment in GCSE Italian and GCSE Polish: a case study <i>Handan Lu, Yaw Bimpeh</i> | | Assistive Technology in National Examinations – The Maltese Experience <i>Edward Mazzacano D'Amato, Dario Pirotta, Ramona Vella Vidal</i> | | Exploring the relationship between students' use of digital technologies and their performance in digital PISA 2022 mathematics assessments <i>Irene Custodio, Liyuan Liu, Sebastian Nastuta, Grace Grima</i> | |

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| 08 | Friday, NOV |
| 9:00 - 11:00 | <p>Poster Session II - 90 second pitches Presenters commit to stand at posters during Coffee Break</p> <p>Chair: Cor Sluijter Room: Akamas A & B (n=550)</p> |
| 10:30 - 11:00 | <p>Coffee Break Foyer outside Akamas room - Opportunity to visit SIG Banners</p> |

Applying a cognitive model of inference to an existing assessment of reading comprehension
Joanne Kiniry

Effect of an Analogy-Based Approach of Artificial Intelligence Pedagogy in Secondary school
Bakyt Alzhanova

Teachers' perceptions about self-assessment: Value and functionality in language education
Antonios Ventouris, Dimitra Tsalta, Olympia Blatsioti, Thomais Rousoulioti

The perceived difference between computer-based and paper-delivered IELTS in Kazakhstan.
Aliya Khasseneyeva

Framework for externally quality assuring qualifications that are locally relevant, regionally impactful and internationally competitive
Brent Abrahams, Mia Andersen, Sarah Howie

Opportunities and Challenges of Externally Quality Assuring Africa's First International School-Leaving Assessment
Mia Andersen, Brent Abrahams, Sarah Howie

Improving 8 grade students assessment and speaking skills through asynchronous video making.
Gaukhar Sarsenbayeva, Ainaz Shadkam, Zukhra Utesheva

Predicting Qualification Outcomes from Early Exams
Richard Harris

Exploring Teachers' Views on AI's Role in Assessment in Upper Secondary Schools
Harald Eriksen

Does the use of ChatGPT in online higher education facilitate learning? A study on students' acceptance and the role of instructor support in technology use
Ioulia Televantou, Ioanna Vekiri, James Mackay, Yianna Danidou, Loucas Louca, Marios Vryonides, Louiza Voniati, Christos Kyri

Exploring the Nexus of AI in English Language Classroom-Based Assessment: Implications and Ethical Considerations
Dina Tsagari

The challenge of understanding teacher assessment literacy
Hannah Rowe

Developing AI literacy in Higher Education through structured assessment practices: Outcomes from a repeated measures design
Evdokia Pittas, Marina Rodosthenous-Balafa, Elena C. Papanastasiou

Validation of the Greek Version of the Student Survey of Motivational Attitudes toward Data Science (SSOMADS)
Ioulia Televantou, Maria Meletiou, Yianna Danidou

HP-FOREG: an infrastructure for assessment researchers
Christina Wikstrom, Per-Erik Lyrén, Inga Laukaityte, Hanna Eklöf

New digital mapping tests for young students – our experiences
Oksana Kovpanets, Eren Sübül, Henrik Hung Haram, Guri A. Nortvedt, Andreas Pettersen

Utilising Centre Prior Attainment to Predict GCSE Outcomes in 2025
Thomas Smith

| 08 Friday, NOV | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Open Paper Session IV | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11:00 - 12:00 | <table border="1"> <thead> <tr> <th>Other I</th> <th>Other II</th> <th>Other III</th> <th>Process Data I</th> <th>Summative Assessment</th> <th>E-Assessment IV</th> <th>National Tests & Examinations III</th> </tr> </thead> <tbody> <tr> <td>Chair: Lesley Wiseman Room: Leda (n=60)</td> <td>Chair: Amina Afif Room: Hermes (n=30)</td> <td>Chair: Dan-Anders Normann Room: Aphrodite B (n=50)</td> <td>Chair: Gulbakhyt Sultanova Room: Christian Barnard (n=200)</td> <td>Chair: Catarina Correia Room: Zeus (n=30)</td> <td>Chair: Graham Hudson Room: Athena (n=60)</td> <td>Chair: Carolyn Hutchinson Room: Aphrodite A (n=50)</td> </tr> <tr> <td>11:00 Educational Certification Theory <i>Paul Newton</i></td> <td>Exploring how technology could mitigate errors in assessment materials <i>Lucy Howarth, David West</i></td> <td>Have writing skills been left behind? Understanding current practice in teaching Writing in schools in England and discussing implications for assessment. <i>Alistair Hooper, Grace Grima</i></td> <td>Purifying the ability from external variables <i>Daniil Talov, Denis Federiakin</i></td> <td>Exploring the Practicality of Adaptive Comparative Judgment as a Summative Assessment Method in Legal Education <i>Kjetil Egelandstad, Eva Hartell, Jan-Ove Færstad</i></td> <td>Digitalising examinations: developing qualifications policy to enhance the validity, engagement and inclusivity of assessments in GCSE qualifications in Wales <i>Dean Seabrook, Cassy Taylor</i></td> <td>“Trust, but verify”: Perspectives of test-takers on validity and trust in a university entrance examination <i>Pok Jing (Jane) Ho</i></td> </tr> <tr> <td>11:30 Do naturally curious people score better at high-stake university entrance exams? <i>Roman Lyach, Matus Kurian, Adam Lalák, Karolina Letochová, Klára Richterová, Ondřej Štef</i></td> <td>Examination of Gender-Related Differential Item Functioning in University Admission Process in the Czech Republic <i>Lenka Firtova</i></td> <td>Using data to improve the reliability of internally moderated vocational assessments <i>Richard Harris</i></td> <td>Prompting ChatGPT for help with crunching and analysing large data <i>Gilbert John Zahra, Ramon Grech, Gian Paul Gauci</i></td> <td>11:30 Examination in the professional sector: towards the use of Linear On the Fly Testing <i>Angela Verschoor</i></td> <td>Examiners’ assessment feedback and announcement of grades to students after summative oral exams <i>Marte Sjøve Syverud</i></td> <td></td> </tr> </tbody> </table> | Other I | Other II | Other III | Process Data I | Summative Assessment | E-Assessment IV | National Tests & Examinations III | Chair: Lesley Wiseman Room: Leda (n=60) | Chair: Amina Afif Room: Hermes (n=30) | Chair: Dan-Anders Normann Room: Aphrodite B (n=50) | Chair: Gulbakhyt Sultanova Room: Christian Barnard (n=200) | Chair: Catarina Correia Room: Zeus (n=30) | Chair: Graham Hudson Room: Athena (n=60) | Chair: Carolyn Hutchinson Room: Aphrodite A (n=50) | 11:00 Educational Certification Theory <i>Paul Newton</i> | Exploring how technology could mitigate errors in assessment materials <i>Lucy Howarth, David West</i> | Have writing skills been left behind? Understanding current practice in teaching Writing in schools in England and discussing implications for assessment. <i>Alistair Hooper, Grace Grima</i> | Purifying the ability from external variables <i>Daniil Talov, Denis Federiakin</i> | Exploring the Practicality of Adaptive Comparative Judgment as a Summative Assessment Method in Legal Education <i>Kjetil Egelandstad, Eva Hartell, Jan-Ove Færstad</i> | Digitalising examinations: developing qualifications policy to enhance the validity, engagement and inclusivity of assessments in GCSE qualifications in Wales <i>Dean Seabrook, Cassy Taylor</i> | “Trust, but verify”: Perspectives of test-takers on validity and trust in a university entrance examination <i>Pok Jing (Jane) Ho</i> | 11:30 Do naturally curious people score better at high-stake university entrance exams? <i>Roman Lyach, Matus Kurian, Adam Lalák, Karolina Letochová, Klára Richterová, Ondřej Štef</i> | Examination of Gender-Related Differential Item Functioning in University Admission Process in the Czech Republic <i>Lenka Firtova</i> | Using data to improve the reliability of internally moderated vocational assessments <i>Richard Harris</i> | Prompting ChatGPT for help with crunching and analysing large data <i>Gilbert John Zahra, Ramon Grech, Gian Paul Gauci</i> | 11:30 Examination in the professional sector: towards the use of Linear On the Fly Testing <i>Angela Verschoor</i> | Examiners’ assessment feedback and announcement of grades to students after summative oral exams <i>Marte Sjøve Syverud</i> | |
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| 12:00 - 12:45 | <p>Keynote Speech</p> <p>Chair: Damian Murchan Room: Akamas A & B (n=550)</p> <p>Associate Prof. Joshua McGrane: University of Melbourne</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12:45 - 13:45 | Lunch Armonia Restaurant | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| 08 Friday, NOV | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Open Paper Session V | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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Hughes</i></td> <td>Adapting Innovative Approaches to Enhance Creative Thinking Assessment <i>Jonathan Heard, Claire Scoular</i></td> <td>Establishing modal effect in high stakes assessments: Findings and recommendations for data collection and methodology based on a trial of paper vs onscreen assessment of GCSE English <i>Kevin Mason, Sebastian Nastuta</i></td> <td>Exploring the stability of VA-estimates for school accountability systems using a simulation approach <i>Tom Van Ransbeeck, Koen Aesaert, George Leckie, Wim Van Den Noortgate</i></td> <td>What can process data tell us about students' persistence? Evidence from the e-TIMSS 2019 assessment <i>Elena Papanastasiou, Evi Konstantinidou, Katerina Gkolia</i></td> <td>The impact of open book exams on high school teaching and exam preparation after one year <i>Rebecca Chivers, Vanessa Scherman, Rebecca Hamer</i></td> </tr> <tr> <td>14:15</td> <td>Exploring the Potential and Pedagogical Implications of Pre-instructed AI ChatBots in ESL classrooms <i>Øystein Gilje, Nina Eriksdatter, Trond Ingebretsen</i></td> <td>Population ability estimation and confidence of ability shifts <i>Annemarie Timmers, Marieke Van Onna</i></td> <td>The impact of mode of assessment on examinee cognitive processes <i>Ezekiel Sweiry</i></td> <td>Functional Skills Qualifications: Investigating shifts in demand for onscreen and on-demand maths and English assessments in England after over a decade of delivery. <i>Hayley Dalton, Jagdeep Kaur</i></td> <td>Engaging teachers with how standards are set in high stakes summative assessments: The case of Welsh GCSEs. <i>Stuart Cadwallader, Michelle Meadows</i></td> <td>From assessment of learning outcomes to assessment and support of learning processes: The role of process data in assessing and enhancing self-regulated learning <i>Suijing Yang, Fabienne van der Kleij</i></td> <td>PISA 2025 Foreign Language Assessment: The framework and science behind the test <i>Angeliki Salamoura, Catalina Covacevich, Martin Robinson</i></td> </tr> <tr> <td>14:45</td> <td>"I used to know but I'm not sure now – what was I made for?" 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Towards a more comprehensive framework for embedding examination questions in context <i>Filio Constantinou</i></td> <td>The Power of Situational Interest in Classroom Reading Assessment - reciprocal relations of interest, self-efficacy, and skill <i>Bente Walgermo, Per Henning Uppstad, Njal Foldnes</i></td> <td>Moderation - exploration of methodology for setting tolerances for general qualifications in England <i>Blake Ashworth</i></td> <td></td> <td></td> </tr> <tr> <td>15:15 - 15:45</td> <td colspan="6">Coffee Break Foyer outside Akamas room- Opportunity to visit SIG Banners</td> </tr> </tbody> </table> | Artificial Intelligence IV | Psychometrics and Test Development II | Test Development I | E-Assessment V | National Tests & Examinations IV | Process Data II | International Assessments II | Chair: Beth Black Room: Akamas C (n=200) | Chair: Rose Clesham Room: Athena (n=60) | Chair: Christina Wilkstrom Room: Leda (n=60) | Chair: Mary Richardson Room: Zeus (n=30) | Chair: Louise Badham Room: Aphrodite A (n=50) | Chair: Irene Custodio Room: Christian Barnard (n=200) | Chair: Therese Hopfenbeck Room: Aphrodite B (n=50) | 13:45 | Embedding digitally-mediated formative assessment in the teaching and learning of chemistry: Lessons from International Schools in China. <i>Xiaohui Yang, Damian Murchan</i> | Beyond agreement: Expanding validity evidence for automated essay scoring using contrastive explanation <i>Sarah R. 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Programme

| 08 | Friday, NOV | | |
|---------------|--|--|--|
| 15:45 - 17:15 | Ignite & Symposium Session | | |
| | Ignite Session Chair: Stuart Shaw Room: Akamas A & B (n=550) | Symposium: Elevating Student Agency in Assessment and Feedback in the AI Era Chair: Fabienne van der Kleij - Discussant: Therese Hopfenbeck Room: Akamas C (n=200) | Symposium: Human connections for assessment in a technological age? Chair: Lesley Wiseman - Discussant: Isabel Nisbet Room: Christian Barnard (n=200) |
| 15:45 | SARI: A New System for Automatic Reviewing of Multiple-choice Items Séverin Lions, Pablo Dartnell, Abelino Jiménez, Matías Altamirano, Danner Schlotterbeck, Diego Reyes, <i>Christian Collado, Laura Leal</i> | Use of Technology, Artificial Intelligence, and Process Data to Unlock Student-centred Assessment Feedback Practices at Scale <i>Fabienne van der Kleij, A Therese N Hopfenbeck</i> | Developing multimodal assessment practices in technology-rich classrooms <i>Henning Fjørtoft, Øystein Gilje</i> |
| 16:15 | Generating personalised feedback through low-stakes formative assessment <i>Maria Pereira, Manuel Gomes, Ana Monteiro</i> | Oral Assessment and Student Agency in the Dialogic Space: How can AI Enhance Validity? <i>Ayesha Ahmed, Chris Deneen</i> | Preserving what is best in the role of the teacher <i>Andrew Watts</i> |
| 16:45 | Closing in on motivating computerized assessment: depicting the contours of the next generation of adaptive reading tests <i>Per Henning Uppstad, Bente Rigmor Walgermo</i> | Exploring the AI-Education Nexus: A Scoping Review <i>Anastasiya Lipnevich, A Therese N Hopfenbeck, Christopher DeLuca, Carmen Florentin</i> | An ecosystemic research methodology: how to build an assessment culture which fosters creativity and empowerment? <i>Nathalie Younès</i> |
| 19:30 - 23:00 | Conference Dinner Location: Thalassa Hotel | | |

Programme



| 09 Saturday, NOV | | | | | | | | |
|------------------|--|--|---|--|---|--|---|---|
| 9:00 - 9:45 | Keynote Speech Chair: Therese Hopfenbeck Room: Christian Barnard Room Prof. Chris DeLuca, Faculty of Education, Queen's University, Canada | | | | | | | |
| 9:45 - 11:15 | Open Paper Session VI | | | | | | | |
| | Artificial Intelligence IV Chair: Beth Black Room: Akamas C (n=200) | National Tests & Examinations V Chair: Nicky Rushton Room: Leda (n=60) | Process Data III Chair: Michalis Michaelides Room: Plato (n=20) | Assessment of Practical Skills III Chair: Ayesha Ahmed Room: Aphrodite A (n=50) | E-Assessment VI Chair: Ben Stafford Room: Christian Barnard (n=200) | Psychometrics & Test Development III Chair: Angela Verschoor Room: Athena (n=60) | Other IV Chair: Ezekiel Sweiry Room: Zeus (n=30) | Technical, Vocational & Applied Assessments Chair: Hayley Dalton Room: Aphrodite B (n=50) |
| 9:45 | Marking AI generated student work – how good is it and can humans tell? <i>Rebecca Hamer</i> | The new attainment test regime for last year primary education and the nationwide grading standard in the Netherlands <i>Stefan Jansen, Natacha Borgers</i> | One way or another: alternative approaches to standard setting <i>Lauren Miller, Ana Ulicheva, Sumita Ishaque</i> | Comparing OSCE Performance in Medical Students Trained Online Versus Face-to-Face During the COVID-19 Era <i>Nicoletta Nicolaou, Panayiota Andreou, Maria Perdikiogianni, Alexia Papageorgiou</i> | Designing a digital numeracy assessment for the 21st century <i>Jeanne Marie Ryan, Hannah Rowe</i> | Investigating the Comparability of Scenario-Based Equivalent Forms using Process Data: The Case of Digital Literacy Assessment <i>Daria Gracheva, Ksenia Tarasova</i> | Introducing a New Self-Report Scale Format: Explicit Continuum Scale <i>Inna Antipkina</i> | Assessing problem solving in Functional Skills Qualification Mathematics in England <i>Diana Tonin, Becky Foster, Eve Taylor</i> |
| 10:15 | Personalized Adaptive, Dynamic and Formative Assessment in Methods and Statistics Education <i>Wilco Emons</i> | School leaders' experiences from supporting primary school teachers' use of a national level, digital mapping test for numeracy <i>Guri A. Nortvedt, Henrik Hung Haram, Oksana Kovpanets, Andreas Pettersen, Eren Sübül</i> | Illuminating Self-Assessment Cognition via Joint Display Integration of Multimodal Data <i>Nathan Rickey, Ernesto Panadero, Christopher DeLuca</i> | Learning outcomes as the mechanism of personalisation in CASLO qualifications: where are the limits? <i>Latoya Clarke, Milija Curcin, Asteria Brylka, Paul Newton</i> | Accessibility and the use of diagrams in onscreen mathematics and science assessments for young learners <i>Brooke Wyatt, Rebecca Conway</i> | Causes of local item dependence in the SweSAT <i>Per-Erik Lyrén, Inga Laukaityte, Christina Wikström</i> | The performance of transformer-based auto-markers on science content: a scoping review <i>Frank Morley, Emma Walland, Carmen Vidal Rodeiro</i> | Equating Functional Skills exams using Item Response Theory <i>Zeeshan Rahman, Bas Hemker, Wobbe Zijlstra</i> |
| 10:45 | | Linking Norwegian national tests with concurrent calibration using DIF analysis <i>Ga Young Yoon, Anja Aigeltinger, Maoxin ZHANG</i> | | From Words to Wins: Refining our understanding of communication ability <i>Sumita Ishaque, Ana Ulicheva, Rose Clesham</i> | | Combining multiple equating information sources <i>Marieke Van Onna, Silvia Rietdijk</i> | | Assessing behaviours in apprenticeship End-Point Assessments in England <i>Fiona Leahy, Stephen Holmes, Nathan Pearson</i> |
| 11:15 - 11:45 | Coffee Break - Foyer outside Christian Barnard Room + outside terrace - Opportunity to visit SIG Banners | | | | | | | |
| 11:45 - 12:30 | Keynote Speech - Chair: Elena Papanastasiou Room: Christian Barnard KTNRA Winner - Dr. Heather Kayton, University of Oxford, England Evaluating the validity and comparability of PIRLS 2016 in South Africa | | | | | | | |
| 12:30 - 13:00 | Closing Ceremony including Poster Award & Accreditation Awards 2025 Presentation Chair: Elena Papanastasiou Room: Christian Barnard | | | | | | | |
| 13:00 - 14:00 | Lunch Armonia Restaurant | | | | | | | |

Social Events

Welcome Cocktail

Date: **06 November, 2024**
 Location: **Venue Hotel (Coral Beach & Resort)**
 Time: **19:00-20:30**

Welcome Cocktail is the first social gathering between all conference delegates and it will take place at the Venue Hotel. It will be a relaxing evening during which delegates will have the opportunity to talk to colleagues and peers, while enjoying local drinks and ample canapés.



Tour & Conference Dinner

Date: **08 November, 2024**
 Time: **19:30 – 23:00**

We will gather in the lobby of the Venue Hotel and enjoy a pleasant, short walk to the conference dinner location at Thalassa Boutique Hotel. Once there, participants will be treated to extensive buffets featuring the finest local specialties, complemented by a selection of drinks.



About Paphos

About Paphos

Paphos, a city rich in history and culture, is the gem of western Cyprus. Believed to be the birthplace of Aphrodite, the Greek goddess of love and beauty, Paphos proudly boasts the remains of palaces, theatres, fortresses and tombs that belong to Classical, Hellenistic and Roman periods. There is also archaeological evidence supporting the city's existence from the Neolithic period.

All these elements and facts give Paphos a remarkable architectural and historical value, and this is mostly why the town of Paphos with the Mosaics palaces and Tombs of the Kings, is included in the official UNESCO list of cultural and natural treasures of the world's heritage.

Paphos was valued as a major port and the capital of Cyprus during Roman times.



Today, this small harbour with a population of about 32,754, has slowly and steadily emerged as an attractive, popular tourist destination. Ktima is the main residential district while Kato Paphos, by the sea, is built around the medieval castle and contains most of the luxury hotels and the entertainment infrastructure of the city. Hundreds of shops, restaurants, bars and a newly built shopping mall complete the picture of this exceptional town.

In the district of Paphos and within a half an hour drive away, one can visit numerous picturesque villages with traditional tavernas, churches and archaeological sites. Polis, Akamas Peninsula, Aphrodite's Rock, Peyeia, Argaka, Lara Bay with the Caretta- Caretta turtles are just a few to name.

Paphos, along with Aarhus, Denmark, were the European Capitals of Culture in 2017.



Medieval Paphos Castle



Aphrodite's Rock



Petra tou Romiou



Tombs of the Kings



Coral bay



Ancient Odeon




Akamas Peninsula



Harbour promenade

Venue

Sponsors

 Coral Beach Hotel & Resort – 5*



The hotel is located on the edge of the Akamas peninsula, an area protected by UNESCO. Guests can enter Akamas and enjoy the breathtaking scenery either by horseback, 4x4 jeep or by boat. The town of Paphos has itself been added to UNESCO's World Heritage List since 1980.

General Information: The Coral Beach Hotel & Resort in Paphos, Cyprus, is situated on 500 meters of natural sandy beach with its own private harbor. It is close to the town of Paphos, 30 minutes from Paphos International Airport and 150km from Larnaca International Airport. This unique resort combines the traditional Cypriot décor of white walls and authentic woodwork with the modern amenities expected of a five star resort.

Accommodation: All 421 rooms are equipped with individually controlled air-conditioning, balcony / terrace, direct dial telephone, message waiting system, smoke detector, satellite television, full length mirrors, in-house movies, en-suite bathrooms, Mini-bar and safe box.

General Facilities:

At Coral Beach you can be as active or as relaxed as you wish. There is a weekly activities programme for all ages and interests. There is live music from our resident groups, fun casino nights and exciting and colourful cabaret shows by our talented resident group of dancers and that is just a small selection of some of the best hotel entertainment available on the island. From the hotels pleasure harbour you can enjoy an extensive range of water sports (seasonal) including scuba diving from the Coral Beach Diving Centre.

Mixing business with pleasure at Coral Beach Hotel & Resort makes the absolute combination. The hotel can accommodate conferences 1000 people or incentives within 7,500 m2 of meeting space incorporating over 20 flexible break-out or syndicate rooms with natural daylight.



Host Institution



Under the Auspices



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