NATIONAL ASSESSMENTS IN THE AGE OF GLOBAL METRICS

4-5 DECEMBER 2017
Deakin Downtown,
Level 12, Tower 2, Collins Square, 727 Collins Street, Docklands
NATIONAL ASSESSMENTS IN THE AGE OF GLOBAL METRICS

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It is with great pleasure that we welcome you to this invited symposium on National Assessment in the Age of Global Metrics, hosted by Deakin University’s Strategic Research Centre in Education, Research for Educational Impact (REDI), in collaboration with the Laboratory of International Assessment Studies.

This symposium highlights Deakin’s global footprint and its participation as a key actor in a global discussion on national and global metrics in education. The symposium builds on a series of seminars conducted by the Laboratory of International Assessment Studies between 2014 and 2016, funded by an Economic and Social Research Council (ESRC) grant. It also links with the first Fall Seminar of the Comparative and International Educational Society that was held in November 2016 at Phoenix, Arizona, and the discussion will continue through a seminar being organised by scholars from Arizona State University, funded by the Spencer Foundation, in 2018.

We welcome delegates from the Canada, France, Kenya, Norway, South Africa, Sweden, UK and USA and, of course, Australia, with participants also joining us virtually as the symposium is being streamed live. The symposium is bringing together delegates with a range of interests and expertise, and includes anthropologists, educators, policy experts, psychometricians, sociologists and philosophers.

We are delighted that so many of you have travelled from afar to join us here in the cheerful and hospitable city of Melbourne to participate in this important discussion. We look forward to animated, interesting and productive conversations over the next two days and beyond.
Deakin University’s Strategic Research Centre in Education, Research for Educational Impact (REDI) is located within the School of Education. Our research is designed around four distinctive programs, and is led by renowned scholars in collaboration with highly active and successful educational researchers from a number of disciplines, as well as from the Centre for Research in Assessment and Digital Learning (CRADLE).

REDI is at the forefront of connections with our communities and with policy and practice through innovation and collaboration that showcase the digital footprint of Deakin University. In the 2015 national Education Research Assessment (ERA), Deakin University gained a score of 4 out of 5 for Education, illustrating the capacity, reputation and impact of Deakin's educational researchers.

REDI has 45 actively involved members aligned to four major programs of research concentration. We generate distinctive and high quality 'research for education' rather than 'research on education'.

Our four programs of research are:

- Children, Young People and their Communities (CYPC)
- Curriculum, Assessment, Pedagogy and Digital Learning (CAPDL)
- Education Governance and Policy (EGP)
- Science, Technology, Engineering and Mathematics Education (STEME)

The Education Policy and Governance (EGP) program engages in theoretically robust research on education governance, organisational change and policy, and the impact on professional identities, work and equity. In particular, the group’s research explores the interplay between individual aspirations and possibilities, organisational contexts, and complex national and international regulatory and policy environments that shape educational and occupational futures through a comparative multidisciplinary approach.

Julianne Moss  
Director, Research for Educational Impact (REDI)

Jill Blackmore  
Alfred Deakin Professor, Program Leader, Education, Governance and Policy
We support international debate and innovation on the potentials, practices and politics of international assessments. The emergent field of International Assessment Studies (IAS) implies new forms of research collaboration amongst academic researchers, testing agencies and the end-users of assessment data. Our questions are therefore broad and interdisciplinary.

What can be learned about and from global practices of international educational assessment and numerical comparison? How can policy makers and the public make the best use of international assessment data? How do international assessments influence processes of educational governance, policy making and democratic accountability? What are the potentials for innovation, such as those associated with computer based testing and educational big data? These and related research questions are examined in the Laboratory of International Assessment Studies as a space for constructive, interdisciplinary enquiry.

After a very successful set of six international seminars funded by the Economic and Social Research Council that were held between 2014 and 2016 in Edinburgh, New York, Lima, Norwich, Lancaster and Berlin, the Laboratory has started an Annual Seminar Series. This event is the first in the Series and we are proud to be collaborating with Deakin’s Research for Educational Impact (REDI) to host it.

We are delighted to see many friends of the Lab at this symposium and look forward to making new friends who, we hope, will remain in touch with us through our website and our future events.

Camilla Addey, Teachers College, Columbia
Radhika Gorur, Deakin University
Mary Hamilton, Lancaster University
Bryan Maddox, University of East Anglia
Sam Sellar, Manchester Metropolitan University

Directors, Laboratory of International Assessment Studies
Over the last two decades, international large-scale assessments (ILSAs) such as PISA and TIMSS have been exerting considerable influence on national education policies globally. Notable among these influences is the rise of national assessments of various kinds.

More emphasis on national testing and monitoring is advocated on the grounds of transparency and accountability, and as a way of monitoring the ‘state of the nation’ in education outcomes. Regular national testing is seen as a way of gathering useful data about student learning to improve teaching.

How are national and sub-national assessments evolving in the age of global metrics? What is the relationship between national assessments and ILSAs? What effects are they having? What can we learn from the experiences over the past couple of decades?

This symposium will examine models of national assessments and explore how they are affecting the policy discourse and the practices of education in different parts of the world. It will engage with a critical policy issue that has deep implications for learners, teachers, schools and education globally.

Radhika Gorur,
DECRA Fellow & REDI-EGP Member, Deakin University,
Director, Laboratory of International Assessment Studies
2.30 pm–3.00 pm
Registration and coffee

3.00 pm–3.30 pm
Welcome
Professor Julianne Moss, Director, Research for Educational Impact (REDI)
Welcome to Country: Elder Georgina Nicholson, Wurundjeri Tribe
Alfred Deakin Professor Jill Blackmore, Program Leader, Education, Governance and Policy (EGP)
Radhika Gorur, DECRA Fellow, Deakin University, and Director, Laboratory of International Assessment Studies

3.30 pm–4.15 pm
Keynote
Implications of SDGs: Do we have to homogenise assessment?
Dr Ray Adams, Australian Council for Education Research (ACER) Centre for Global Education Monitoring

4.15 pm–4.45 pm
Response to Keynote
Dr Sam Sellar, Manchester Metropolitan University

4.45 pm–5.30 pm
Discussion
Chair: Dr Shaun Rawolle, Deakin University

5.30 pm–6.00 pm
Refreshments

6.00 pm–7.00 pm
Guided walking tour of Melbourne
Guides: Dr Emma Rowe & Dr Andrew Skourdoumbis, Deakin University

7.00 pm–9.00 pm
Dinner
The Mint Bar & Restaurant
318 William Street, Melbourne

Chair: Dr Julie Rowlands, Deakin University
DAY 2
TUESDAY 5 DECEMBER

9.00 am–9.30 am
Registration and coffee

9.30 am–11.30 am
Panel discussion: What's the point of national assessments?

Panel:
Professor Anil Kanjee, Tshwane University of Technology
Professor Barry McGaw, University of Melbourne
Dr Sara Ruto, People’s Action for Learning (PAL) network
Dr Sue Thomson, Australian Council for Educational Research (ACER)
Dr Hans Wagemaker, Independent Consultant

Chair & moderator: Emerita Professor Mary Hamilton, Lancaster University

11.30 am–11.50 am
Coffee break

11.50 am–1.00 pm
Discussion

Chair: Dr Emma Rowe, Deakin University

2.00 pm–2.45 pm
Keynote
Expanding Frontiers: How Citizen Led Assessments of Learning Shift Conversations in Global South Countries

Dr Sara Ruto, Director, People's Action for Learning (PAL) Network

2.45 pm–3.15 pm
Response to Keynote

Associate Professor Keita Takayama, University of New England

Chair: Professor Jill Blackmore, Deakin University

3.15 pm–3.30 pm
Coffee break

1.00 pm–2.00 pm
Lunch

3.30 pm–4.15 pm
Discussion

Chair: Dr Sam Sellar, Manchester Metropolitan University

4.15 pm–5.30 pm
Closing remarks

5.30 pm–7.30 pm
‘In Print’ celebration
SPEAKER BIOGRAPHIES

Ray Adams

Dr Ray Adams specialises in psychometrics, educational statistics, large-scale testing and international comparative studies, is an Honorary Senior Fellow at the Assessment Research Centre of the University of Melbourne and is head of the Australian Council for Education Research (ACER) Centre for Global Education Monitoring.

He was the International Project Director for the Organisation for Economic Co-operation and Development (OECD) Programme for International Student Achievement (PISA) from its inception until 2014 and led its design. PISA is perhaps the world’s largest and most significant educational research project.

His personal research program is on the extension of fundamental measurement models (Rasch item response models) to deal with performance assessments and on the application of item response methods to international surveys of educational outcomes.

Mary Hamilton

Mary Hamilton is Professor Emerita of Adult Learning and Literacy in the Department of Educational Research at Lancaster University, UK and a Director of the Laboratory for International Assessment Studies.

She has a long-standing interest in informal, vernacular learning and her current research is in literacy policy and governance, socio-material theory, academic Literacies, digital technologies and change. She has carried out studies of the reception and interpretation of findings from international surveys of literacy, including a comparative study of media coverage of the Programme for the International Assessment of Adult Competencies (PIAAC) survey findings.

She is co-editor with Bryan Maddox and Camilla Addey of Literacy as Numbers: Researching the Politics and Practices of International Literacy Assessments, published in 2015 by Cambridge University Press.
Anil Kanjee

Anil Kanjee is the coordinator of the Postgraduate and Research Programme in the Department of Primary Education at the Tshwane University of Technology, South Africa, and serves as a Research Fellow at the Oxford University Centre for Educational Assessment, and at the Centre for International Teacher Education (CPUT).

Previously, he was an Executive Director at the Human Sciences Research Council, where he headed the Trends in International Mathematics and Science Study (TIMSS) project and served as the South African representative to the International Association for the Evaluation of Educational Achievement (IEA) general council. He has also worked as a technical advisor to education ministries in Africa, Asia and the Middle East.

His current research focuses on:

- Learners, learning and learner voice in school
- Enhancing the use of assessment to improve learning and teaching
- Developing effective models of teacher professional development
- Monitoring and evaluation of education systems, programmes and projects

Barry McGaw

Barry McGaw is a part-time Professorial Fellow in the Assessment Research Centre in the Melbourne Graduate School of Education and Co-Director of the Australian National Development Index Project at the University of Melbourne.

He had earlier been Director for Education at the OECD in Paris, Executive Director of ACER and Professor of Education at Murdoch University.

He began his professional career as a secondary school science teacher in Queensland, Australia. He was the foundation Chair of the Board of the Australian Curriculum, Assessment and Reporting Authority (ACARA) in 2009-2015.
Sara Ruto
Sara serves as coordinator of the People’s Action for Learning (PAL) network. This network currently comprises civil society organisations that are conducting citizen led assessments in 14 countries in Africa, Asia and Latin America.

Prior to serving in this position, Sara initiated the citizen led process in Kenya in 2009 that currently operates as Uwezo and thereafter managed the Uwezo East Africa learning assessment.

She sits on several committees, including the Global Education Monitoring (GEM) Report, the Systems Approach for Better Education Results (SABER) Technical Advisory Board and INCLUDE, the Knowledge Platform on Inclusive Development Policies.

Her current role, as Chair of the Kenya Institute of Curriculum Development provides an opportunity to participate actively in the current education reform process in Kenya.

Sam Sellar
Dr Sam Sellar is Reader in Education Studies at Manchester Metropolitan University. His research focuses on education policy, large-scale assessments and new accountabilities in schooling.

Sam is currently working with a team of colleagues on an international study of data infrastructure in schools and school systems in Australia, the USA, Canada and Japan.

He is an author of The global education race: Taking the measure of PISA and international testing (2017, Brush) and Globalizing educational accountabilities (2016, Routledge), and an editor of National testing in schools: An Australian assessment (2016, Routledge).
Keita Takayama

Keita Takayama is Associate Professor in the School of Education, University of New England, Australia, where he leads the Equity & Diversity Education Research Network.

A number of his recent writings have examined the various aspects of OECD’s PISA in a cross-national context, including its item development processes, cultural bias issues, media discourse, and national mediation of PISA data. He is the 2011 winner of the George Bereday Award from the Comparative & International Education Society.

Sue Thomson

Dr Sue Thomson was appointed as ACER’s Deputy CEO (Research) in 2017. In this role she provides senior leadership to staff in a number of research programs which include Australian Surveys, International Surveys, Systemwide Testing, Educational Policy and Practice, Education and Development and Tertiary Education.

Since 2007 Sue has also been the Research Director of the Australian Surveys program at ACER with responsibility for the implementation of the Australian components of the OECD PISA, IEA TIMSS and IEA Progress in International Reading Literacy Study (PIRLS) studies.

Sue is also a Chief Investigator in the Science of Learning Research Centre and Australian delegate on the International Association for the Evaluation of Educational Achievement (IEA) General Assembly.
Hans Wagemaker

Dr Hans Wagemaker holds a PhD. from the University of Illinois, Urbana, Champaign where he was awarded the Distinguished Alumni Award from the College of Education. He has worked at the Ministry of Education, New Zealand, with responsibilities for the Research Division, UNESCO and the internationalisation of education.

Dr Wagemaker was the executive director of the IEA for 17 years, where was responsible for several projects including TIMSS and PIRLS. He was one of the developers of IEA’s reading assessment (PIRLS). Dr Wagemaker oversaw the development and expansion of IEA’s activities in the area of training and capacity building in low-middle income countries, and the development of IEA’s educational consultancy services. Together with Educational Testing Services he established the IEA Research Institute (IERI).

Dr Wagemaker has consulted for major international institutions such as the Inter American Development Bank, the United Nations Organization for Education, Science and Culture (UNESCO) and the World Bank to improve educational systems in developing countries.
LIVE-STREAM FOR INTERSTATE AND INTERNATIONAL PARTICIPANTS

We will be live-streaming the symposium to our interstate and international friends who are unable to join us in Melbourne.

If you are joining us online please first check for the corresponding time in your local time zone (check: www.timeanddate.com/worldclock/converter.html), and direct your preferred web browser to the following URL at the following equivalent days and times for your time zone (all times listed below are in Australian Eastern Daylight Savings Time (AEDT)):

**Monday 4 December**
15:00 AEDT http://bit.ly/2AeXpW

**Tuesday 5 December**
09:30 AEDT http://bit.ly/2AHdPOv
14:00 AEDT http://bit.ly/2Aj5cXC

If you would like to ask a question or make a comment during the symposium, you can send an email to Rebecca Mower (rebecca.mower@deakin.edu.au) or you can tweet us.

**TWEET US!**

You can tweet us @DeakinREDI during the symposium, using the hashtag #nationalglobalmetrics. We will endeavour to reply as soon as possible.
Getting to Collins Square

By public transport

Southern Cross Train Station is a 2 minute walk from Collins Square and is the terminus for the V/Line regional railway network as well as being connected to the metropolitan network via the City Loop. Southern Cross Station also has coach services to Melbourne Airport and Avalon Airport. Exit the station at Collins Street, cross the street and walk up the hill towards Docklands; Collins Square will be on your left. It is directly opposite tram super stop D15-Batmans Hill Drive / Collins Street, which is a wheelchair accessible stop located within the Free Tram Zone, offering direct tram accessibility from routes 11, 48 or 109.


Car parking

Car parking nearby can be expensive so we recommend you catch a taxi, tram or train to Deakin Downtown. If you decide to drive, the closest car parks available are at 700 Collins Street or 750 Collins Street. Collins Square has 2 dedicated disabled/accessible car spaces which need to be booked in advance; if you need us to book one for you please let us know by sending an email to: redi@deakin.edu.au

Accessibility

Access to level 12 requires using a set of escalators to the 'Sky Lobby' level to reach the elevators. If you have a vision or mobility impairment and wish to avoid using the escalators, please speak to the Collins Square Concierge on the ground floor upon arrival. The concierge will then escort you through a security door for direct access to the elevator to level 12.

At the conclusion of the event Deakin Downtown reception staff will need to assist you in returning to the ground floor via the same method.

If you have a hearing impairment a hearing aid induction loop is available; please ask Deakin Downtown staff for assistance upon arrival.