

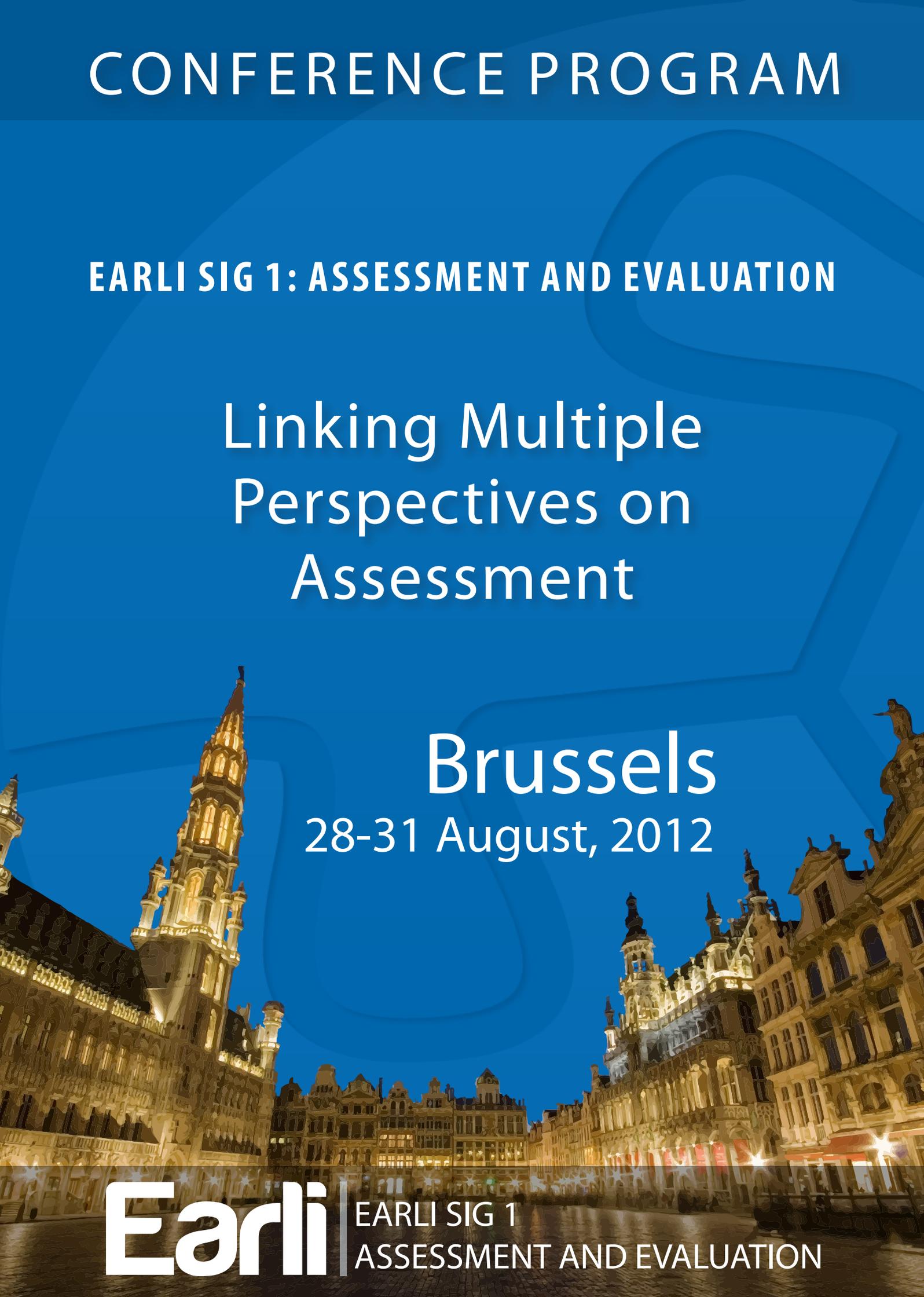
CONFERENCE PROGRAM

EARLI SIG 1: ASSESSMENT AND EVALUATION

Linking Multiple Perspectives on Assessment

Brussels

28-31 August, 2012



Earli

EARLI SIG 1
ASSESSMENT AND EVALUATION



	Main conference room Olympia Bourse Ballroom	Breakout room 1 Euro	Breakout room 1 Sterling	Breakout room 1 Dollar	Breakout room 1 Yen
10h30	Opening				
11h-12h30	Keynote Joseph Kessels				
12h30-14h	Restaurant Midtwon Grill 				
14h-15h30	Symposium David Boud <i>Reframing feedback: new perspectives, new dimensions.</i>	Jenny Lenkeit <i>How effective are educational systems? A value-added approach to study trends in PIRLS.</i>	Khaled Barkaoui <i>Effects of Keyboarding Skills on Performance on Computer-Based L2 Writing Tests.</i>	Gavin Brown and Ana Remesal <i>Spanish as Foreign Language Teachers' conceptions of assessment: preliminary results from an internet inquiry</i>	Joseph Conboy <i>Teacher Communication of Evaluation Results: Impact on Student Engagement in School.</i>
		Daniel Caro <i>A New Look at the Evaluation of Sociological Theories in International Large Scale Educational Assessments.</i>	Astrid Birgitte Eggen <i>Developing national standards for the assessment of writing in compulsory education.</i>	Gavin Brown <i>Assessment in Brazilian higher education: Validation of a Portuguese version of the Students' Conceptions of Assessment (SCoA-VI) inventory.</i>	Robin Tierney <i>Thinking about Fairness in Classroom Assessment.</i>
		Alison Gilmore <i>Revisioning National Assessment in New Zealand.</i>	Khaled Barkaoui <i>Effects of Keyboarding Skills on Performance on Computer-Based L2 Writing Tests.</i>	Wei Shin Leong <i>Conceptions of Classroom Assessment: Findings from Using Q-Methodology.</i>	Carol Evans <i>The emotional dimension of feedback.</i>
15h30-16h	Coffe corner 				
16h-17h30	Roundtable Main conference room Olympia Bourse Ballroom	Workshop 1 Godfrey Pell <i>The challenge of meeting the assessment needs of both competent and underperforming students within existing educational structures: Introducing sequential testing? Lessons for policy and practice.</i>	Workshop 2 Eduardo García Jiménez, M ^a Soledad Ibarra Sáiz and Gregorio Rodríguez Gómez <i>EvalCOMIX: A web service for u-feedback and u-feedforward.</i>	Workshop 3 Niek van Benthum <i>A theory of improvement for teachers? professional development in Assessment for Learning.</i>	
		<p>Gavin Brown. <i>Accuracy in Self-assessment: Debating the Merit of Accuracy when Students Evaluate their Own Work.</i></p> <p>Patrick Lai. <i>Introduction of quality assurance elements into the assessment policy of generic graduate attributes of university using the course-embedded assessment methods.</i></p> <p>Huiyong Seah-Tay. <i>What Types of Assessment Contexts Support Self-Regulated Learning?</i></p> <p>Karel Van Nieuwenhuysse. <i>The relationship between past and present in end of term tests in Flemish history education.</i></p> <p>Maddalena Taras. <i>Understanding of Assessment by University Lecturers: how this links to theories.</i></p> <p>Amira Rom and Michal Nachshon. <i>High School Students Portfolios in Science for All: Indicators of the Quality of their Teachers Work.</i></p> <p>Núria de Salvador. <i>Formative Assessment using Collective Portfolios.</i></p> <p>Masahiro Arimoto. <i>Linking a framework of formative assessment and evaluation for "learning to learn" to learning circles for transformational school leadership.</i></p> <p>Rita Headington. <i>Exploring undergraduate students: informal, formative peer assessment networks.</i></p> <p>Ho Yi Xian. <i>Students underperformance due to pseudo understanding of mathematical concepts: What can be improved in school assessment?</i></p> <p>Steven Nijhuis. <i>Will digitally aiding the creation of a project plan create transfer?</i></p> <p>Kristien Carnel. <i>UITZIGT integrated assessment of competences on outflow level in teacher education.</i></p> <p>Christine Caroline Jähnig. <i>Assessing procedural Knowledge of German Business Students.</i></p> <p>Michael Bots. <i>Authenticity and portfolio assessment.</i></p>			



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9h- 10h30	Invited Symposium Sharon Klinkenberg <i>Invited Symposium SIG-DT, Theme: Test-enhanced learning meets learning analytics.</i>	Symposium Liesje Coertjens <i>Student approaches to learning and their performance: Evidence from primary and higher education.</i>			
10h30- 11h	Coffe corner 				
11h00-12h30	Symposium Sue Bloxham <i>Assessment: safe in our hands?</i>	Jan Ardies <i>Development of an Assessment Technological Literacy.</i>	Ernesto Panadero <i>Friendship in the reliability of non-rubric and rubric-based peer assessment.</i>	Carolyn Ramsteck and Annette Fruehwacht <i>A Feedback Intervention Theory Perspective on External School performance Data Use in German Secondary Classrooms.</i>	Sascha Wüstenberg <i>Complex Problem Solving in Educational Contexts? Assessment, Measurement Invariance, and Construct Validity.</i>
		Carmen Tomas <i>Integration of e-assessment processes for large-scale institutional development.</i>	Robbert Smit <i>Rubrics as a link between standards and formative assessment.</i>	Chang Zhu <i>Providing formative feedback to students via emails and feedback strategies related to student metacognition.</i>	Gordon Joughin <i>Multiple perspectives on a viva voce as final assessment in veterinary science.</i>
		Kris Buyse <i>Effects of strong portfolio triggers of heuristic instruments and linked.</i>	Anders Jonsson <i>Scoring rubrics for student learning.</i>	Sarah Malone <i>Computer based assessment of driving competence involving different response modes</i>	Cécille Ravesloot <i>Quality improvement of summative radiological skills assessment with digital multi-slice images in medical education.</i>
12h30- 14h	Restaurant Midtwon Grill 				
14h- 15h30	Keynote Menucha Birenbaum				
15h30- 16h	Coffe corner 				
16h-17h30	Symposium Margaret Price <i>Reconceptualising Feedback in Higher Education.</i>	Rutger Kappe <i>Academic assessment centers and student competencies: Reliability, construct, consequential and predictive validity.</i>	Julie Brosnan <i>Early literacy assessment and Intervention.</i>	Mary Hill <i>The impact of a dedicated assessment course on developing teacher education students? Assessment capability.</i>	James Pellegrino <i>A Validity Framework for Assessments Designed to Support Instruction.</i>
		Valentina Grion <i>School quality evaluation: students? Points of view.</i>	Mary Sheard <i>Effects of Self-Paced Learning on Achievement in Sentence Level Work in Year 5.</i>	Katrien Struyven <i>The electronic portfolio as an instrument for the development of teacher competences in pre-service teaching practice.</i>	Susan Orr <i>Deducing ?learning outcomes in action? from lecturers? assessment talk.</i>
		Carmen Vidal Rodeiro <i>Do different assessment routes (linear vs. modular) prepare students, in the same way, for further study?</i>	David Hidalgo <i>Practical problems in the assessment of text comprehension.</i>	Lisa Smith <i>Student and Teacher Educator Perceptions of Becoming Assessment-Capable Teachers.</i>	Frances Edwards and Beverley Cooper <i>Developing ?assessment capable? beginning secondary teachers in New Zealand.</i>



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9h-10h30	Invited Symposium Liz McDowell <i>Assessment for learning: varying perspectives with a focus on learners</i>	Symposium Marieke van der Schaaf <i>Teacher and student roles during feedback in interaction</i>			
10h30-11h	Coffe corner 				
11h00-12h30	Gyongyver Molnar <i>Innovative Assessment Technologies in Educational Games Designed for Integrating Assessment into Teaching</i>	Gill Elliot <i>How multiple perspectives complicate comparability</i>	Jan-Willem Strijbos <i>Developing a coding scheme for analysing peer feedback messages.</i>	Diana Baas <i>Perceptions of the purposes of portfolio assessment in primary education.</i>	Alex Kozulin <i>Dynamic cognitive assessment of young adults.</i>
	László Hülber <i>Comparing different item-types in paper-based and computerized environment</i>	Ildikó Balázs <i>First results of Hungary's full cohort longitudinally connected assessment.</i>	César Valderama <i>How can learners be involved in assessment and what are the effects on their learning?</i>	Michiel Veldhuis <i>Primary school teachers? use of classroom assessment in Dutch mathematics education.</i>	Victoria Quesada-Serra <i>How do university teachers assess their students? Understand assessment from their own viewpoint.</i>
	Genevieve Gauthier <i>Assessment Planning for Interactive Case-based Learning Scenario</i>		Kristine Høeg Karlsen <i>Feedback matters when students are considering what type of learning activities to engage in exploring the relationship between feedback types and students learning activities in higher education.</i>		Birgit Den Outer <i>Assessment literacy in university students: what is it and how is it developed?</i>
12h30-14h	Restaurant Midtwon Grill 				
14h-16h	Debate <i>Standard-based national testing</i>				
	+ Closing				
16h-End	Coffe corner 				

Sixth biennial meeting of Earli Sig 1: Assessment and Evaluation entitled "Linking Multiple perspectives on Assessment"

3 workshops **2 invited symposia** **5 symposia**
16 roundtables **2 keynotes** **51 papers**

