

University of Glasgow Educational Assessment Network (UGEAN)

Annual Report 2019-2020

1. Background

Over the last 30 years members of UGEAN have sought to address some of the most challenging issues in educational assessment. Firstly, education systems across the world have found difficulty in developing and putting into practice assessment policy that is well-aligned with curriculum and pedagogy and embedded in research and practice. Secondly, as UGEAN members have worked to take forward policy and practice in assessment, they have focused on how this can be carried out in ways that promote social justice. Finally, they have addressed the issue of how to ensure that educational developments are embedded effectively and sustainably in policy and practice.

Over this period members of UGEAN have worked in a variety of roles in partnerships of researchers, policy makers and practitioners in Scotland to establish, develop and support research-informed policy and practice in assessment in schools and to explore and support the processes of sustainable change. The various members of the network bring together experience from their different roles and responsibilities in research, policy-making and educational practice, learning with and from each other in a community of enquiry to make the whole network greater than the sum of its parts. As a whole, UGEAN represents a powerful force for building capacity in assessment and introducing sustainable, transformational change in Scotland and beyond.

Over the past decade, this work has been extended internationally, leading to the establishment in 2018 of the International Educational Assessment Network (IAEN). This network brings together researchers and policy makers from twelve nations and states similar in population size to Scotland, to share their experience and expertise and learn with and from each other: about how assessment systems can best be designed to promote social justice; and about how transformational and sustainable changes in our approaches to assessment can be effected to the benefit of all learners, throughout their lives.

2. Introduction

This has been an exciting and productive year for UGEAN. Sections 3 to 8 of this Report outline the range of activities, nationally and internationally, to which UGEAN members have contributed, often in leading roles. These include research, development and the sharing of understanding and involve an extensive range of partners, in terms both of roles and responsibilities and of geographic spread.

While much of this was already in the process of being planned, the international pandemic has brought assessment ever closer to centre stage internationally and has added a further dimension to the work of UGEAN which has been central to recent assessment debates nationally and internationally. Core to the work of UGEAN is its focus on partnerships with international assessment researchers, with local and global policy communities, with practitioners and with industry partners.

Within the University of Glasgow, UGEAN members are delighted to report that UGEAN is now part of the Robert Owen Centre for Social Justice. Our new webpages for UGEAN and for IAEN reflect this

new partnership and UGEAN owes particular thanks to David Morrison-Love, Lesley Wiseman-Orr and Susan White for turning ideas into action.

UGEAN's commitment to improving assessment in ways that enhance social justice resonates nationally and internationally. 2019-2020 has offered UGEAN members opportunities to be involved in a wide range of activities locally and globally.

3. Research

The CAMAU project: UGEAN, University of Glasgow, and Yr Athrofa, University of Wales Trinity Saint David: Research Report to Welsh Government

- PI: Louise Hayward. Co-Is: Kara Makara Fuller; David Morrison-Love; George MacBride; Ernest Spencer; Fran Valdera-Gil; Peter Donaldson

In 2017, the Welsh Government, as it began an ambitious process of radical curriculum renewal, commissioned this research project which was then designed in partnership between the Government and Universities. The project supported researchers, teachers and policy-makers in collaboratively developing understanding of progression in learning, in making use of this understanding to develop progression frameworks for each area of learning in the new 3-16 curriculum in Wales and in considering the implications for assessment which would support the progression of every learner. The three-year project sought to explore:

- how curriculum, progression and assessment might be conceptualised and developed to promote better alignment between research, policy and practice in the new Curriculum for Wales
- in what ways models of curriculum progression relate to progression in learning derived from empirical evidence within classrooms
- how assessment might be used to enable future learning, as 'progression steps', rather than as a summary of past achievement
- the implications which arise from the CAMAU work with Areas of Learning and Experience that will be essential to consider in the next phase of the programme (i.e. implications for professional learning) and
- the implications which arise from this exploratory partnership project for research, policy and practice in Wales and beyond.

The focus for this final year (2019-20) of the project was to identify evidence emerging from the first phase of the national programme that should inform the design of the next phase of the implementation of Curriculum for Wales and for curriculum and assessment design more broadly.

The final research report, *So Far So Good: Building the Evidence Base to Promote a Successful Future for the Curriculum for Wales*, was published in October 2020 (<http://eprints.gla.ac.uk/223822/>). Its main findings were that the worldwide COVID pandemic had resulted in unprecedented levels of change in education systems internationally and the purposes-led approach that Curriculum for Wales sought to build was now even more relevant. These purposes were relevant not only for learners but for everyone involved in the Curriculum for Wales. The research found that there was much to be positive about in the work undertaken in Wales to date. There remained strong

commitment to critical engagement with Curriculum for Wales amongst all communities. The report made a number of recommendations:

Crucial to sustain in the next phase of development?

- A clear focus on the purposes
- The use of evidence from policy, practice and research to inform thinking
- A focus on learning with curriculum, pedagogy and assessment promoting and supporting progression in learning
- All programme participants as learners
- Co-construction and subsidiarity as the modus operandi of Curriculum for Wales.

What might need further thinking or greater emphasis?

- Shared understanding of key ideas
- Progression
- Assessment
- Co-construction and subsidiarity
- Coherence, policy and systemic integrity
- Professional learning.

The report concluded that given its potential impact on education in Wales, the Curriculum for Wales represented exceptional value for money.

The report was welcomed by Welsh Government and is currently being used to inform planning by Welsh Government for the next phase of the Curriculum for Wales.

Review of the enactment of the Junior Cycle English specification in Ireland: National Council for Curriculum and Assessment (NCCA), Ireland

- PI: Louise Hayward, Co-I Ernest Spencer (University of Glasgow) PI: Bethan Marshall (King's College, University of London) Co-I: Simon Gibbons, (King's College, University of London).

This project sought to formatively evaluate the enactment of Junior Cycle English in Ireland. The work comprised a desk based study and interviews with English teachers. The work was framed by the earlier research project between King's and Glasgow published in Marshall, B., Gibbons, S., Hayward, E. and Spencer, E. *Policy, Belief and Practice in the Secondary English Classroom: A Case-Study Approach from Canada, England and Scotland*. London: Bloomsbury.

Developing a method and data gathering instruments to investigate learning progression in a National Curriculum: The Carnegie Trust, Research Incentive Grant

David/Kara to insert

- PI: David Morrison-Love; Co-I: Kara Makara

This project seeks to explore how people discern progression in learning by interviewing teachers in the context of the Welsh Curriculum. This evidence base will be used to develop instruments to form the basis of a research bid to explore the relationship between designed progression and actual progression of young people as they learn

Decision Trees: Improving the impact of research on policy and practice: UK Economic and Social Research Council Impact Acceleration Fund

- PI: Louise Hayward; Co-I: David Morrison-Love; Co-I: Kara Makara; George MacBride

UGEAN is committed to developing means of collaboration among researchers, policy-makers and practitioners and of co-construction of curriculum and assessment. This project reflects this commitment as it seeks to explore the potential of the Decision Tree approach (developed and used in the CAMAU research project) to encourage evidence-based decision making in the process of collaborative policy development. Building on the work developed in Wales, this project is working with policy makers in Ireland and Slovenia to develop principles that can be used internationally.

ICSEI: Research Lab - Assessment Post Covid

- Melanie Ehren, Vrije Universiteit Amsterdam, Netherlands; Jo-Anne Baird, University of Oxford; Louise Hayward, University of Glasgow; Dennis Opposs, Ofqual, England; Carmen Sanzeusa, Pontificia Universidad Católica de Chile

In many countries, standardised summative assessments were cancelled when schools needed to close to contain the spread of COVID-19. As these assessments are used to make decisions on progression and/or qualification of students and to evaluate/monitor teacher and school quality, alternative measures had to be put in place to make such decisions. UGEAN brings to its participation in this research lab its commitment to promoting social justice as ICSEI members explore consequences of these cancellations for students, teachers, schools and school systems and explore relevant means of mitigating some of the unintended consequences of these changes and ways to improve standardised assessment in the future.

4. Major Presentations

As can be seen in this section, UGEAN has contributed to stimulating consideration of assessment designed to promote learning, of the role of assessment in promoting social justice and of the means of developing sustainable effective change in education. Audiences have included practitioners, national policy makers, international policy makers and fellow researchers from a wide range of contexts across the globe.

International Keynotes

21st Century Assessment in STEM Education

- Louise Hayward: **UNESCO**, Istanbul 2019

Making Student Voice Count: Assessment in the 21st century

- Louise Hayward: **CIDREE** Annual Conference, Slovenia

Assessment Today: outcomes for the future

- Louise Hayward: **National Association of Headteachers in Ireland** Annual Conference, Portlaoise, Ireland

Assessment for Learning: Tackling Future Challenges

- Louise Hayward: **OECD Learning 2030**, Korea, 2019

Assessment for Learning: Tackling Wicked Problems

- Louise Hayward: Educational Assessment in an Era of Accountability. **The Third International Conference on Educational Measurement, Evaluation and Assessment (ICEMEA 3)**, Abu Dhabi, 2019

Izobraževanje danes – kje smo in kam gremo? (Education today - where are we and where are we going?)

- Louise Hayward: **Student Voice Conference, Slovenian National Education Agency, Slovenia**

Learning 2030: A New Assessment Culture

- Louise Hayward: **OECD, International Conference COVID On-line**, 2020

UK Presentations

Scottish Parliament Education and Skills Committee Inquiry into the proposed new system of Scottish National Standardised Assessments (SNSAs)

- Louise Hayward, invited to contribute as an expert witness to the Committee (2019) (supported by written submissions from UGEAN and IEAN)

Working Together to Change the Learning Culture in Wales

- Louise Hayward, National Curriculum for Wales Conference, Cardiff, 2019

So Far So Good: Informing the Future

- George MacBride, Welsh Government Assessment Advisory Group, COVID on-line, 2020
- George MacBride, Welsh Government and Regional Consortia Curriculum Realisation meeting, COVID on-line, 2020

Next steps for 14-16 qualifications in Wales

- Louise Hayward, Policy Forum for Wales, 2020

Curriculum for Excellence: Raising Attainment at Secondary Level

- Louise Hayward, Scotland Policy Conference, Westminster Forum, Chaired by Shona Robison MSP, 2020

Putting the Learner at the Centre: a new assessment culture

- Louise Hayward and Chris Chapman, Education Scotland, 2020

Conference Presentations

- Morrison-Love, D., Donaldson, P. and Barnes, J. (2019). ***Design and Technology and Computer Science in the CAMAU Project: the Genesis of Learning Progression in the New Curriculum for Wales***. In: Pupils Attitudes Towards Technology Conference 2019 (PATT 37):

Developing a Knowledge Economy through Technology and Engineering Education, Msida, Malta.

- Spencer, E., Sharpling, E. and Makara, K. A. (2019). ***Changing Mindsets: 'Turning Points', 'Taking Risks' and 'Light Bulb Moments'***. Paper presented as part of a symposium at the AEA-Europe Conference, Lisbon, Portugal.
- ***Learning about Progression, Symposium***, British Educational Research Association 2019
 - Paper One ***Learning about Learning Progression – Dysgu am Ddatblygiad Dysgu*** Hayward, L., Jones, D., Waters, J.
 - Paper Two ***Harnessing Research, Policy and Professional Expertise to Make Decisions for Learning Progression*** David Morrison-Love, Dave Stacey, Peter Donaldson.
 - Paper Three ***Describing Learning Progression Within Curricular Areas of Learning - Disgrifio Dilyniant Dysgu mewn Meysydd Dysgu Cwricwlwm***, Kara Makara, Nanna Ryder, Rachel Wallis.
- Davies, H., and Spencer, E., (2019). ***A workable interdisciplinary progression framework in Expressive Arts? A success story of co-creative collaboration?*** Scottish Educational Research Association.
- George MacBride (2020). ***Changing and/or maintaining assessment cultures: opportunities and challenges in bleak times***, AEA Europe (COVID Online Festival)
- Black, E., and Makara, K. (2020). ***Learning together through feedback***. Roundtable presentation presented at the Improving University Teaching (IUT) Conference, Padua, Italy. (virtual presentation)

University of Glasgow Seminar Presentations

- Louise Hayward and Ernest Spencer, University of Glasgow; Bethan Marshal, Kings College, University of London; Evelyn O'Connor and Louise O'Reilly, National Council for Curriculum and Assessment, Ireland (2019). ***English Teaching: Policy and Practice in England, Ireland and Scotland***.

5. Outputs:

Central to the work of UGEAN is a commitment to share thinking internationally through authored publications of different types for different audiences by members of UGEAN. UGEAN's commitment to partnership is evident in the number of jointly authored publications.

Journal Articles

- Marshall, B., Gibbons, S., Hayward, E. and Spencer, E. ***Policy, Belief and Practice in the Secondary English Classroom: A Case-Study Approach from Canada, England and Scotland***. London: Bloomsbury.

- Hughes, S., Makara, K. and Stacey, D. (2020) ***Learning progression in the humanities: identifying tensions in articulating progression in humanities in Wales.*** *Curriculum Journal*, 31(2), pp. 276-289. (doi: 10.1002/curj.28).
- Hayward, L., Kara Makara, George MacBride, David Morrison-Love and Ernest Spencer, Jan Barnes, Heddwen Davies, Sioned Hughes, Nanna Ryder, Elaine Sharpling, Dave Stacey and Rachel Wallis. (2020). ***So Far So Good: Building the Evidence Base to Promote a Successful Future for the Curriculum for Wales.*** Project Report. University of Glasgow and Yr Athrofa.
- Khairani, A. Z. and Makara, K. A. (2020). ***Examining the factor structure of the teachers' sense of efficacy scale with Malaysian samples of in-service and pre-service teachers.*** *Pertanika Journal of Social Science and Humanities*, 28(1), pp. 309-323.
- Cai, L., Dageni, D., Elliot, D. L., He, R., Liu, J., Makara, K. A., Pacheco, E.-M., Shih, H.-Y., Wang, W. and Zhang, J. (2019). ***A conceptual enquiry into communities of practice as praxis in international doctoral education.*** *Journal of Praxis in Higher Education*, 1(1), pp. 11-36.

Policy Papers

- ***IEAN Papers***

These papers are developed in partnership by research and policy colleagues from British Columbia, Denmark, Iceland, Ireland, New Zealand, Norway, Queensland, Scotland, Singapore, Slovenia, Switzerland, Wales

- ***IEAN - Action to address the immediate issues in the COVID 19 crisis Led by Louise Hayward and Ernest Spencer***
- ***IEAN - Re-thinking Learner Progression for the Future (Policy paper and policy brief) Led by David Morrison-Love and Ernest Spencer***
- ***IEAN – Assessment- post COVID: Policy Brief Led by Chris Deluca (Canada), Louise Hayward, Graham Donaldson, Kelvin Tan (Singapore)***
- ***Welsh Government- Learner well-being and assessment: mutual support systems*** George MacBride
- ***University of Glasgow School of Education and UGEAN Submission*** to the Rapid Review of Qualifications 2020 for Scottish Government chaired by Mark Priestley (UofG response led by Kara Makara).

Blogs

- Hayward, L. and Baird, J. (2020). SQA exam system has largely maintained the status quo <https://www.tes.com/news/sqa-exam-system-has-largely-maintained-status-quo>
- Hayward, L. and Baird, J. (2020). Scottish Higher Results: Education Professors' Comments <https://www.ox.ac.uk/news/science-blog/scottish-higher-results-education-professors-comments>

- Baird, L. and Hayward, L. (2020). Will the Class of 2020 have lifelong effects from COVID?
- Hughes, S., Makara, K. and Stacey, D. (2020). Learning progression in the humanities: Identifying tensions in articulating progression in the humanities in Wales. Published on the *British Educational Research Association (BERA)* blog. <https://www.bera.ac.uk/blog/learning-progression-in-the-humanities-identifying-tensions-in-articulating-progression-in-the-humanities-in-wales>
- Elliot, D. and Makara, K. (2020). The many benefits of co-writing with doctoral researchers. Published on the *Hidden Curriculum in Doctoral Education* blog. <https://drhiddencurriculum.wordpress.com/2020/05/28/the-many-benefits-of-co-writing-with-doctoral-researchers/>
- Elliot, D., Dageni, He, R., Pacheco, E-M., Balgabekova, D. Tripornchaisak, N. and Makara, K. (2020). Considerations for designing pandemic-friendly research. Published on the *International Journal of Social Research Methodology* blog. <https://ijsrm.org/2020/08/12/considerations-for-designing-pandemic-friendly-research/>
- MacBride, G. (forthcoming). Learner well-being and assessment: mutual support systems. To be published on Welsh Government Hwb (schools intranet)

6. Committee Membership

The contribution of UGEAN members to the development of partnership in assessment policy and practice has been recognised through their appointment to a range of committees within international organisations, national governments and the University.

Scotland

- Scottish Government Curriculum and Assessment Board: Louise Hayward
- Scottish Government Deputy First Minister's Leadership Advisory Group: Louise Hayward
- SQA Qualifications Committee: Louise Hayward
- SQA Chief Examiner Spanish: Fran Valdera-Gil
- SQA National Qualification Support Team for Computing Science: Peter Donaldson
- SQA Vocational Qualification's Sector Panel for Computing: Peter Donaldson
- EIS-Scottish Government PACT Advisory Committee: Louise Hayward

Wales

- Welsh Government Independent Advisory Group (reporting to Minister): Louise Hayward
- Welsh Government Curriculum and Assessment Group: Louise Hayward
- Welsh Government Assessment Advisory Group: George MacBride
- Welsh Government Learning Portfolios Working Group: George MacBride

Ireland

- NCCA International Advisory Committee on the New Primary Curriculum in Ireland: Louise Hayward

Norway

- International Advisory Committee *Responsive Mathematics* (Norwegian Research Council): Louise Hayward
- International Advisory Committee *Going Gradeless* (Norwegian Research Council): Louise Hayward

UNESCO

- Senior Advisor on the 21st century Curriculum and Assessment Project in STEM: Louise Hayward

OECD

- Advisor on Innovation in Assessment to the Education 2030 project: Louise Hayward

International Educational Assessment Network

- IEAN University of Glasgow members: Louise Hayward, Kara Makara Fuller, David Morrison-Love, Ernest Spencer, Fran Valdera-Gil, Lesley Wiseman-Orr, George MacBride, Graham Donaldson, Chris Chapman, Isabel Nisbet
- Progression sub-committee: David Morrison-Love, Ernest Spencer, Louise Hayward, Lesley Wiseman-Orr
- Assessment Post COVID: Louise Hayward, Graham Donaldson

University of Glasgow Covid-19 Technology Planning Working Group: David Morrison-Love

7. Conference Organisation

IEAN

- **The second IEAN Annual Conference Dublin 2019: researchers and policy makers from 12 nations /states.** Scotland, Wales, Ireland, Norway, Iceland, Denmark, Slovenia, Switzerland, British Columbia, Singapore, Queensland, New Zealand

AEA Europe

- Publications Committee: Lesley Wiseman-Orr
- Conference Committee: George MacBride
- On-Line Learning Festival: Lesley Wiseman-Orr
- Steering Group for AEA-E eAssessment SIG: Lesley Wiseman-Orr
- Steering Group for Assessment Cultures SIG: Lesley Wiseman-Orr
- Early Years SIG: Carolyn Hutchinson

NAFOL

- **PGR Joint seminar** Louise Hayward and Margaret Sutherland, Glasgow, and Kari Smith, Norway (PhD student conference Glasgow – postponed because of COVID)

8. Impact Case Study

UGEAN has been selected to produce a case study for submission in the current REF exercise. This is entitled *Shaping Educational Assessment Policy in Small Nations and States*. Its contents reflect the research referred to above and provide further evidence in the form of confirmatory statements from Ministers, senior civil servants and senior academic staff in several countries of the extent and reach of UGEAN's impact.

9. In Conclusion- Building for the Future

Despite the complications arising from the COVID pandemic, UGEAN has had a worthwhile and productive year. We are delighted to recognise the award presented to David Morrison-Love. The Silvius-Wolansky Award is for Outstanding Scholarly Publication in Technology and Engineering Education. I was awarded it for my paper entitled: 'Towards A Transformative Epistemology for Technology Education' published in the *Journal of Philosophy of Education*. The award is co-sponsored by the G. Harold Silvius Foundation and the Council on Technology and Engineering Teacher Education (CTETE). The CTETE is a council of the International Technology and Engineering Education Association (ITEEA). The award is presented annually by the CTETE to an author (or co-authors) whose scholarship has enhanced the Technology and Engineering Education profession.

As we turn towards the future, UGEAN members are already building new projects and partnerships. Kara Makara is working with Giglets, an online literacy development company advising on assessment. Louise Hayward is Chairing an Independent Commission on the Futures of Examinations and Qualifications in England, funded by the NEU. She has also been made an Honorary Professor of Yr Athrofa, the University of Wales, Trinity Saint David. In addition, planning is already underway for the third IEAN meeting in Cardiff in 2021 and the NAFOL conference is also in an advanced state of planning for Autumn 2021.