

Research News

Anouk Peigne Research Division

The formation of Cambridge University Press & Assessment

In August, Cambridge University Press and Cambridge Assessment joined together to form a single organisation. With the Press doing far more work on incorporating assessment into learning materials, and Cambridge Assessment dramatically increasing its work on curriculum more widely, this is a welcome development. In the reform and improvement work which we are doing around the world, the link between learning and assessment is becoming stronger and stronger; so the creation of the single organisation makes tremendous sense. It is entirely consistent with perspectives from international comparative research, which highlights the importance of “curriculum coherence” between curriculum aims, learning programmes and approaches, and assessment—something which we have emphasised strongly over the past decade. We will continue to work with a wide range of publishers globally, and continue to innovate in both assessment and learning—not least in providing immediate responses to the disruption to education caused by the pandemic, and shaping the form of post-pandemic arrangements.

Publications

The following reports and articles have been published since *Research Matters*, Issue 31:

Coleman, V. (2021). *Digital divide in UK education during COVID-19 pandemic: Literature review*. Cambridge Assessment Research Report. <https://www.cambridgeassessment.org.uk/Images/628843-digital-divide-in-uk-education-during-covid-19-pandemic-literature-review.pdf>

Constantinou, F. (2021). How novel can examination questions really be? Exploring the boundaries of creativity in examination question writing. *Research Papers in Education* (Advance online publication). <https://doi.org/10.1080/02671522.2021.1961297>

Mouthaan, M. (2021). Old Wine in New Bottles? The European Union's Organizational Response to Reforming EU-African Migration Cooperation. *Journal of Common Market Studies* (Advance online publication). <https://doi.org/10.1111/jcms.13203>

Suto, I., & Ireland, J. (2021). Principles for minimising errors in examination papers and other educational assessment instruments. *International Journal of Assessment Tools in Education*, 8(2), 310–325. <https://ijate.net/index.php/ijate/article/view/37>

Suto, I., Williamson, J., Ireland, J., & Macinska, S. (2021). On reducing errors in assessment instruments. *Research Papers in Education* (Advance online publication). <https://doi.org/10.1080/02671522.2021.1968940>

Vidal Rodeiro, C. L., & Vitello, S. (2021). Progression to post-16 education in England: the role of vocational qualifications. *Research Papers in Education* (Advance online publication). <https://doi.org/10.1080/02671522.2021.1961295>

Conference presentations

The British Educational Research Association's annual conference was held online in September 2021. Our researchers presented two papers:

Vidal Rodeiro, C.L., & Vitello, S. (2021, September 13–16). *Progression to post-16 education: the role of vocational qualifications* [Paper presentation]. British Educational Research Association 2021 Conference, online.

Vidal Rodeiro, C.L., & Macinska, S. (2021, September 13–16). *Equity or unfair advantage? Impact of access arrangements on students' performance* [Paper presentation]. British Educational Research Association 2021 Conference, online.

On 27–28 September 2021, Cambridge University Press & Assessment hosted a 2-day online seminar for researchers at UK awarding organisations and regulators to share their latest thinking. On average over 100 delegates attended the five sessions, which contained 23 presentations in total, grouped into themes of: the future; comparative judgement; accessibility and inclusivity; marking and teacher assessment. AQA, Pearson, No More Marking, CCEA, Ofqual and SQA all contributed.

There were 12 presentations from Cambridge University Press & Assessment:

Effective teaching and learning during the pandemic. Alison Rodrigues and Lynda Bramwell.

How well do we understand wellbeing? Teachers' experiences in an extraordinary educational era. Chris Jellis.

Comparative judgement for moderation: a feasibility study. Lucy Chambers and Carmen Vidal Rodeiro.

Awarding using comparative judgement: do judges attend to construct-irrelevant features? Lucy Chambers.

Robustness of script evidence in comparative judgement awarding activities. Joanna Williamson.

Equality of access to access arrangements and their impact on students' performance. Carmen Vidal Rodeiro.

Working definitions of error used within Cambridge Assessment. Nicky Rushton.

From flying a plane to creating exam papers: how the SHELLO model can help us minimise errors in assessment materials. Sylvia Vitello.

Comparing levels-only marking and comparative judgement. Tom Benton and Emma Walland.

Auto-marking of short free-text responses in science. Gareth Wadge, Tom Sutch and Nick Raikes.

More like Germany's? System and ideological tensions in the UK government attempt to make vocational education and training (VET) in England more like the German model. Tony Leech.

Using educational research evidence in an agile product development. Sarah Hughes.

Blogs

The following blogs have been published since *Research Matters*, Issue 31:

Bramley, T. (2021, March 31). Online assessment - the robustness and resilience of the exam system (part 1). <https://www.cambridgeassessment.org.uk/blogs/the-robustness-and-resilience-of-the-exam-system-part-1/>

Bramley, T. (2021, April 07). Continuous assessment - the robustness and resilience of the exam system (part 2). <https://www.cambridgeassessment.org.uk/blogs/the-robustness-and-resilience-of-the-exam-system-part-2/>

Coleman, V., Constantinou, F., Greateorex, J., & Mouthaan, M. (2021, 01 June). Is curriculum coherence a fundamental characteristic of high-performing education systems? <https://www.cambridgeassessment.org.uk/blogs/curriculum-coherence/>

Coleman, T., Constantinou, F., Greateorex, J., & Mouthaan, M. (2021, 08 July). How should cognitive science be used in developing teaching practice? <https://www.cambridgeassessment.org.uk/blogs/cognitive-science/>

Coleman, T. (2021, 22 July). Has Covid-19 highlighted a digital divide in UK education? <https://www.cambridgeassessment.org.uk/blogs/has-covid-19-highlighted-a-digital-divide-in-uk-education/>

Oates, T. (2021, May 13). Assessment - perhaps it's just about good questions... <https://www.cambridgeassessment.org.uk/blogs/assessment-its-about-good-questions/>

Oates, T. (2021, 09 June). Why should we be talking more about oracy? <https://www.cambridgeassessment.org.uk/blogs/oracy/>

Oates, T. (2021, 17 June). Education reform is more than a question of what. <https://www.cambridgeassessment.org.uk/blogs/reform-timeframe/>

Oates, T. (2021, 03 August). Here's how to solve the 'hyper problem' of interrupted learning. <https://www.cambridge.org/news-and-insights/blogs/heres-how-to-solve-the-hyper-problem-of-interrupted-learning>

Rushton, N. (2021, 09 September). The relationship between marking and grading. <https://www.cambridgeassessment.org.uk/blogs/the-relationship-between-marking-and-grading/>

Walland, E. (2021, 17 September). Understanding grading, standards and grade inflation in England. <https://www.cambridge.org/news-and-insights/insights/grading-standards-blog2>

Sharing our research

We aim to make our research as widely available as possible. Listed below are links to the places where you can find our research online:

Journal papers and book chapters: www.cambridgeassessment.org.uk/our-research/all-published-resources/journal-papers-and-book-chapters/

Research Matters (in full and as PDFs of individual articles): <https://www.cambridgeassessment.org.uk/our-research/all-published-resources/research-matters/> Conference papers: <https://www.cambridgeassessment.org.uk/our-research/all-published-resources/conference-papers/>

Research reports: www.cambridgeassessment.org.uk/our-research/all-published-resources/research-reports/

Data Bytes: www.cambridgeassessment.org.uk/our-research/data-bytes

Statistics reports: <https://www.cambridgeassessment.org.uk/our-research/all-published-resources/statistical-reports/>

Blogs: www.cambridgeassessment.org.uk/blogs/

Insights (a platform for sharing our views and research on the big education topics that impact assessment around the globe): <https://www.cambridgeassessment.org.uk/insights/>

Our YouTube channel: https://www.youtube.com/channel/UCNnkOpi7n4Amd_2afMUoKgw contains Research Bytes (short presentations and commentary based on recent conference presentations), our online live debates #CamEdLive, and podcasts.

You can also learn more about our recent activities from Facebook, Instagram, LinkedIn and Twitter.