AEA-Europe Annual Conference 2022

Dublin, Ireland
09-12 November 2022

Call and instructions for submissions

The submission of proposals for the 2022 Association for Educational Assessment-Europe annual conference is now open. This document includes the conference theme and describes the different submission formats and how to make a submission. Submissions will be made through EasyAcademia at: https://www.easyacademia.org/aea2022

This link to the submission page can also be found on the AEA-Europe website https://www.aea-europe.net & conference website https://2022.aea-europe.net/.

Please read the guidelines carefully before uploading your proposal(s) to EasyAcademia.

Important dates

Main conference:	November 10-12, 2022
Pre-conference workshops:	November 9, 2022
Submission deadline for pre-conference workshops:	April 2, 2022
Submission deadline (other than workshops):	April 14, 2022
Acceptance notification:	June 30, 2022
Registration by presenters:	August 31, 2022
Online registration closes:	October 18, 2022

Theme: New Visions for Assessment in Uncertain Times

The past two years have represented an inflection point for many aspects of living as society recognised, struggled with, and gradually overcame the challenges brought about by the COVID-19 pandemic and its aftermath. From health to economics to leisure, to education and more, long-established ways of doing were altered in response to the threat, which at the time of writing, is receding, in Europe at least. In the aftershock of such seismic disruption, we can reflect on where to go next—whether to return to previous ways of work, living and leisure, or whether to change what we do. The United Nations (2020) noted that the COVID-19 pandemic led to the largest disruption of education ever, with schools in over 160 countries closed, affecting over 1 billion students. In response, the UN highlight a generational opportunity to reimagine education, in terms of reopening schools, prioritising education in funding decisions, adapting education to those in greatest need and accelerating change in teaching and learning. Assessment goes to the heart of teaching and learning and any meaningful change in practice requires consideration of best options in assessment. Education planners, test developers, teachers and others can usefully reflect on the possible direction of travel for assessment in the coming years. The AEA-Europe conference in November 2022 provides a timely opportunity to take stock and reimagine assessment in a world where the certainties of the past decades have given way to a more uncertain environment. The past two years have shown society's immense capacity to adapt in the short term, reflected also in the response of those involved in education and educational assessment. The task now is to determine to what extent such adaptions can and should form the basis for more sustained and systemic change in assessment.

Of necessity, many countries transitioned from using examination results to using teacher grades to certify student learning during the COVID-19 pandemic. The question now arises as to whether countries should revert to traditional practices around examinations (where a majority of marks in most subjects are awarded for performance on once-off written examinations) or whether the lessons learned during the pandemic can lead to better systems for certifying student learning. A key issue is whether better-designed and implemented moderation systems could reduce the risk of grade inflation, and allow a greater role for the grades assigned by teachers in the examination and certification process going forward. The debate on the role of traditional examinations in certifying students' learning is not confined to measurement specialists. Any proposed system must acknowledge the views of key stakeholders, including politicians, policy makers, institutes of higher education, parents, teachers, students and the general public, though it is not always possible to satisfy everyone. This was clearly evident in the political decision to abandon standardised grades in favour of teacher-assessed grades in England and other countries within the UK in summer 2020, where students, parents and (by extension) politicians were concerned about inconsistencies (unfairness) in standardised grades, even if those grades would have reduced grade inflation. Current efforts to reform the Leaving Certificate examination in Ireland and similar examinations in other European systems will need broad approval by key stakeholders if those efforts are to meet with success.

Efforts to reform assessment are not confined to high-stakes terminal examinations. Indeed, changes to assessment across educational systems were evident before the pandemic in 2020, and these can be expected to continue. For example, the transition to computer-based assessment in many countries, and the greater use of adaptive testing, can be expected to continue. These trends are occurring in a context in which students' use of technology, both at school and at home, is steadily increasing, meaning that learning itself is gradually changing. Changes to assessment are also driven by considerations about the role of assessment in society and its effects on students, including its effects on socio-economically disadvantaged students, and those with disabilities and learning difficulties. National and international assessments, designed to monitor trends in performance over time in primary and post-primary settings, were put on hold during the pandemic, and are now re-emerging. The question now arises as to how these assessments will evolve in the future, given technological change, as well as broader mind-set changes in education, reflecting these uncertain times and potential future disruption.

Inevitably, the question of what should be assessed, whether in examinations, or in assessments more generally, is also coming to the fore. The emerging emphasis on student welfare in many countries at all

levels of education has led to calls to re-consider the effects of once-off tests and examinations on students' well-being, including their stress levels. A clear implication of this is the greater use of alternative assessments throughout the school year to ascertain students' achievement levels. The 21st century skills agenda is also likely to emerge again as the pandemic recedes, and it raises questions about what specific skills should be assessed and valued at all educational levels, ranging from proficiency in digital literacy, ability to solve complex problems, application of skill to real-life contexts, motivations and attitudes, personal resilience, and ability to learn independently.

The adoption of digital teaching and learning resources and approaches in educational settings continues apace in many education systems, though some lag behind. To date, there has been some mismatch between the ways students learn and how they are assessed, especially where paper-and-pencil tests and assessments are used to monitor learning. Playing catch-up, educational institutions and authorities have embraced digital assessment solutions with greater enthusiasm, spurred on, in part, due to the pandemic. Across education levels, learners now engage with digital formative assessments that provide instant feedback and students submit work online that is assessed remotely by teachers or expert raters. Advances in AI, applied to assessment, hold promise of further automation of grading and the provision of personal learning solutions to students. Technical advances in the capture of process data make possible the deployment of learning analytics at scale in schools, higher education institutions and other learning settings. The advances are not without challenges. Digital poverty—the limited availability of hardware, software or internet access for many students—can exacerbate rather than reduce inequality in education. Remote proctoring—essential for live online high-stakes exams—introduces possible privacy issues and increased anxiety for students and can involve security and fairness issues for tests and other modes of assessment.

Any of the above opportunities and challenges associated with assessment can invoke concern or alarm amongst students, parents, teachers and other stakeholders. Casting aside long-held practices requires careful messaging so that those affected by change come to believe in and embrace the proposed developments and solutions. Failing to convince teachers in Ireland, for example, that teacher grading of student work would result in credible national awards at secondary level, resulted in bruising conflict between the State and teacher unions. Education authorities in Scotland were unable to convince public opinion in 2020 that calculated grades, statistically adjusted to attenuate grade inflation, were a sound basis for providing student grades at the end of secondary education. Such instances illustrate the need to balance the technical/psychometric requirements associated with assessment with end-user and public acceptance of changes in practice. Greater attention to student and parent voice in educational policymaking generally in many systems has implications for assessment policy, practice and reform. Winning the hearts and minds of stakeholders and framing media commentary so that it accurately but simply reflects a critical discourse on assessment reform are essential to creating healthy dialogue about next steps in assessment.

The process of actualising new visions in relation to education more broadly offers salutary reminders to the assessment community that the road to change is neither short nor straight. We know from the educational change literature that reform is complex, it can get messy and individual actors and groups of actors can reinterpret the change to suit the contexts in which they work. Thus, any attempt to re-envision assessment in meaningful ways requires understanding of and commitment to the process of systemic reform. This may have implications for wider curriculum reform, for teacher capacity and development, for amendments to initial teacher education, in addition to providing adequate resources and time to embed the reform in practice.

Questions of Interest

The AEA-Europe conference 2022 offers delegates the chance to re-envision assessment purposes, forms and practices that are fit for purpose in the current era. Questions of interest include:

1. **To what extent will assessment practices return to pre-pandemic formats or is there an impetus for real change?**
2. **What are the key drivers of change in assessment, reflected in social and political pressures, technical developments, and evolution in policy and debate about the broader role of assessment in education?**
3. **What changes are envisaged in terms of what is assessed, how and when assessment is undertaken, and who is best placed to assess students' work?**
4. **How can we take maximum advantage of emerging developments in technology to bring about real change in assessment that reflects the digital world in which students learn and live?**
5. **How do we involve all stakeholders and communicate effectively in framing new visions of assessment?**
6. **How can we create the conditions and cultures to actualise new visions for assessment and enable them to flourish?**

The conference theme for 2022 builds on the theme for the 2021 online conference. It reflects, however, a more future-oriented outlook that, while recognising the disruptive impact of the COVID-19 pandemic, invites the assessment community to reconceptualise assessment for a hopeful future where uncertainty is expected, embraced and managed. It is said that 'one should never waste a good crisis.' We have had the crisis, so now is the time to build positively from it by coming together in Dublin and reflecting as a community on the next steps for educational assessment.

Subthemes

Your submission should clearly and explicitly relate to the conference theme. We ask you to tick a subtheme in the submission system indicating your subtheme grouping preference. While we cannot guarantee grouping in a particular session/subtheme, we will take your preferences into account.

- *Assessment of Practical Skills*
- *Comparative Judgement*
- *Educational Policy and Assessment*
- *E-assessment*
- *Fairness and Social Justice*
- *Formative Assessment*
- *Summative Assessment*
- *Higher Education and Assessment*
- *Assessment against the backdrop of the COVID-19 Pandemic*
- *Language Issues in Assessment*
- *National Tests and Examinations*
- *International Assessments*
- *Psychometrics and Test Development (including Reliability, Validity)*
- *Test Development*
- *Assessment Cultures*
- *Perspectives of End-users and the General Public on Assessment*
- *Other*

Your submission should clearly and explicitly relate to the conference theme. We encourage you to tick a subtheme in the submission system indicating your subtheme grouping preference. While we cannot guarantee grouping in a particular session/subtheme, we will take your preferences into account.

Submission Formats

The AEA-E conference comprises keynote addresses, open paper presentations, discussion groups, symposia, ignite presentations and poster presentations. We welcome submissions for all formats, except the keynote addresses, which are by invitation only.

All submissions are evaluated and this includes consideration of the applicant's preferred format. If the Scientific Programme Committee come to the conclusion that your submission would fit better in another format, you may be asked to consider the submission format change (e.g. from open paper presentation to a poster, etc.). If there is any other format that you are willing to accept, you can state it in your application. This can speed up the acceptance process.

This call also covers proposals to lead a pre-conference workshop. Normally several workshops are held on the day before the conference - so submissions for these workshops are also welcome. Please note that the deadline for submission of workshops is earlier.

You might propose one or more of the following:

- Pre-conference workshop: Closing date 02nd April (note that the submission date for workshops is earlier than for other proposals).
- Ignite presentation: Closing date for submissions 14th April
- Paper presentation: Closing date for submissions 14th April.
- Discussion group: Closing date for submissions 14th April.
- Poster presentation: Closing date for submissions 14th April.
- Symposium: Closing date for submissions 14th April.

For each submission, please follow the instructions below. Please note that, although you may submit several proposals:

(i)   your name can only appear a maximum of **four times** across the conference programme

(ii)   your name can only appear **once as lead person** for any given format – for example, you can only be lead author for one paper presentation.

Pre-conference workshops (submission deadline 2nd April 2022)

On the day preceding the conference a number of optional pre-conference workshops are run for conference attendees. A participation fee is payable.

The proposal should consist of a short abstract (maximum 200 words) and completion of Appendix A which is provided in the online submission system. The proposal should consist of a short presentation of the aim of the workshop, a description of required previous knowledge, and the target audience. The proposal should also indicate a good balance of professional input from the workshop leaders and time for input and discussion by the participants.

The proposal should be written in Times Roman 12, 1.5 line spacing. Use bold for headings and underline the name of the main organizer(s).

Pre-conference proposals are reviewed by the Scientific Programme Committee.

A maximum of two organisers/presenters for each workshop can be reimbursed for one night of accommodation and, in addition, receive a gift certificate of 50 Euro.

Ignite Presentation (submission deadline 14th April 2022)

Ignite presentations received positive reviews in recent years, so this year we are seeking proposals for Ignite presentations again. An ignite presentation – also known as 'pecha kucha' - is a high energy way to present content in a quick and concise format. Twenty slides automatically advance at 15-second intervals for a total presentation time of five minutes in length. You will also be allotted an additional 5 minutes for Q&A following your presentation. Ignite presentations should include innovative ideas or approaches in the field of educational assessment and relating to the conference theme.

To propose an ignite presentation, please describe what you wish to share with the audience and do this in 150 words (maximum). If you choose this option, you will be asked to upload a separate proposal for an individual oral presentation in the Ignite format.

For more inspiration about this format, you might want to visit the following websites:
https://www.pechakucha.org
http://sixminutes.dlugan.com/ignite-presentations

In order to make such an ignite session successful, AEA-Europe will provide some coaching and rehearsal/testing opportunity before and during the actual session (e.g. number of words per sheet etc.).

The 150 word proposal should be written in Times Roman 12, 1.5 line spacing. Use bold for headings and underline the name of the main organizer(s).

Open paper presentation (submission deadline 14ᵗʰ April 2022)

There are a number of parallel paper sessions on each conference day. These sessions comprise three individual papers and are allocated to 90 minute slots. Speakers are asked to present for 20 minutes and allow 10 minutes for questions/discussion, making each paper presentation a maximum of 30 minutes. Please consider this when writing your proposal. For unfinished research or research in the early stages, please consider the poster format.

The proposal should consist of a short abstract (maximum 200 words) and a long abstract (maximum 800 words) The short abstract should be written without references, while at least one reference should be given for the long abstract.

The proposal should be written in Times Roman 12 with 1.5 line spacing. Use bold for headings. You will be asked to provide the name of the main presenter and co-presenters with affiliation.

It is possible to submit several proposals; **however, you can only be the main presenter for**

ONE open paper during the conference. You may be co-presenter of other open papers.

Discussion groups (submission deadline 14th April 2022)

Discussion groups can offer opportunities to continue discussions begun at a previous conference on particular topics, or new topics can be introduced. Each discussion group will occupy a 60 minutes slot and discussion groups will run in parallel with each other. The proposal should consist of a short abstract (maximum 200 words) and a long abstract (maximum 800 words). The short abstract should be written without references, while at least one reference should be given for the long abstract. The proposal should indicate the main organizer(s) of the discussion group and provide names with affiliation for other presenters. Before submitting, you will be asked to confirm that all co-presenters have read and accepted the submitted proposal. This year we would like to ask all Discussion Group presenters to share in advance two or three questions to reflect on the discussion and also a summary of approximately two pages of the focus of the discussion group.

The proposal should be written in Times Roman 12 with 1.5 line spacing. Use bold for headings. Discussion group proposals will be reviewed by three reviewers in a blind review process (please see details of the review process below). In total 60 minutes are allocated for each accepted discussion group. Please note that presentations should be kept short to allow most of the time to be spent on discussions. Please consider this when writing your proposal.

Symposia (submission deadline 14th April 2022)

Proposals for Symposia for the 2022 AEA-Europe conference are welcomed. Each Symposium will normally consist of three linked individual papers and will occupy a 60 minutes slot (3 papers with 10 minutes each, a discussant for 10 minutes and 20 minutes discussion with the audience). Symposia (except for the Keynote Symposium, see below) will run in parallel with each other.

Please note that the symposium proposal should identify a discussant in the submission.
Thus symposia submissions should include:
➢ Symposium title, convenor and discussant with their affiliations
➢ Title, author(s) and their affiliation(s) of each of the papers in the symposium (maximum of 3 papers)
➢ 800 word overview of the symposium
➢ 200 word abstract for each of the proposed papers.

The proposal should be written in Times Roman 12 with 1.5 line spacing. Use bold for headings. Symposium proposals will be reviewed by three reviewers in a blind review process (please see details of the review process below).

The top-scoring symposium will be selected for the Keynote Symposium session that will be one of the keynote sessions at the annual conference.

Poster proposals (submission deadline 14th April 2022)

Digital posters will be presented in a poster session where delegates will view each poster in sequence. Each poster will be accompanied by a short oral commentary from the presenter,

delivered online.

The proposal for a poster should consist of a 200 word abstract.

It is possible to submit more than one proposal; **however, you will only be able to be the main presenter for ONE poster during the conference**. You are able to be a co-presenter of other posters.

After the poster session online, each poster will be uploaded to a dedicated location on the conference platform. Your email address should be prominently displayed on the poster and delegates may wish to communicate with you during the conference in relation to your poster.

The poster format/size should be submitted as a pdf.

The posters will be presented in such a way that each poster will be presented electronically on the main screen and the presenters will have 90 seconds to introduce their work. One slot will be allowed in the conference programme for the poster presentation (typically 90 minutes). If multiple posters meet the minimum acceptance criteria, posters that scored more evaluation points will be given preference in the acceptance process until the maximum of the slot's time capacity is used.

Delegates at the conference will be asked to vote for their preferred poster. The poster with the most votes will win **The CITO Poster Award** which consists of the opportunity to visit CITO (NL), meeting other experts and getting to experience an institution deeply engaged in assessment development and production (when it is safe to do so). Further information about the poster award can be found on the AEA-Europe website.

Review process

The review process will be managed by the Scientific Programme Committee (SPC).

Stuart Shaw, SPC Co-Chair, Faculty of Education, University of Cambridge, UK

Andrej Novik, SPC Co-Chair, SCIO, Czech Republic

Elisa de Padua, University of Cambridge, UK

Nico Dieteren, CITO, the Netherlands

Gerry Shiel, ERC, Ireland

Damian Murchan, Trinity College Dublin, Ireland

Please note that we will not proof-read the submissions so authors need to ensure that all submissions have been proof-read and are error free.

All ignite presentations, open papers, connected papers sessions, and poster proposals will be considered through a blind peer review process. Each proposal is reviewed by **THREE** independent reviewers. Proposals will be judged on the scientific quality of the proposal and how it relates to the conference theme (strongly, weakly or not at all). Proposals that are accepted by at least two reviewers will be accepted by the Scientific Programme Committee.

In previous years, the Fellows of AEA-Europe, members of the Conference Organizing and Scientific committees, the Local Organizing Committee, Council members and members of AEA-Europe committees have acted as reviewers. In the past three years the number of proposals has increased substantially, and AEA-Europe members that have participated and presented in a large number of previous conferences may be approached and asked to act as reviewers, in order to secure a sound review process.

EasyAcademia System

To access EasyAcademia, please use the link provided on the conference website or the one below:

https://www.easyacademia.org/aea2022

The submission process has two parts:

1.   Log in to EasyAcademia using an existing account or set up a new account and log in.

Note that if you previously submitted for the 2016 AEA-Europe conference in Cyprus or any AEA conferences since then, you may use the same account details.

If you have not used EasyAcademia previously, you will need to set up an account. Please follow the instructions in Appendix B.

2.   Submit your abstract(s)

Before you submit your abstract(s), please make certain you have the necessary information for co-authors: full name, affiliation, country of residence and email. You will need to provide a list of keywords for your submission. The keywords will be used in the programme.

You will be asked to indicate the submission category of your proposal (pre-conference workshop, ignite presentation, open paper, discussion group, symposium or poster).

You will, in addition, be asked to indicate a topic category: e.g. assessment of practical skills, comparative judgement, educational policy and assessment, e-assessment, fairness and social justice, formative assessment, higher education and assessment, national tests and examinations, international assessments, psychometrics and test development (including reliability, validity), test development, assessment cultures, Perspectives of End-users and the General Public on Assessment etc.

We will use the topic category and the short abstract to allocate reviewers to your proposal. If more than one category fits your proposal, please select the most appropriate. If none fits, please select 'Other'. The few categories provided represent topic categories that typically receive a large enough number of submissions to be reviewed by a team of reviewers. Proposals submitted as 'Other' will be reviewed following the same standards and guidelines as all other proposals.

Please use the instructions below to help you submit your abstract(s). The procedure is quite simple and we do not anticipate many problems, but if you do need help, please contact us at support@easyconferences.org

If you want to submit more than one proposal, you will need to submit each individually.

Please note that EasyAcademia does not run effectively if you use Internet Explorer. We recommend using another browser, for instance Chrome, Opera or Firefox.

Step 1 : Submission Format

Select Format

Please choose one of the following submission formats as your preferred format. If your submission is accepted, the final decision on the format will be made by the chair.

○ Pre-conference workshop [what is this?]

○ Ignite Presentation [what is this?]

○ Open Paper Presentation [what is this?]

○ Discussion group [what is this?]

○ Poster proposal [what is this?]

○ Symposium: Overview [what is this?]

🔒 Symposium: Oral presentation | code | ⓘ

continue >

Select the format corresponding to your submission.

In case you are submitting a symposium please select "Symposium: Overview" format and save your submission. Once saved, the symposium will be assigned with a submission code. Next, start a new submission for each individual abstract, and use the code to unlock "Symposium: Oral presentation" format, which will link your individual abstract to the main symposium.

Step 2: Submission Title

Please provide the title for your proposal.

Submission Title

Please provide the title of your submission.

0 words

continue >

Step 3: Short Abstract

Please provide a short abstract for your proposal.

Abstract

Please enter the abstract for your submission in the box below. Plain text should be given only, no html code is allowed.

0 / 200 words

continue >

Step 4: Keywords

Please provide a minimum of 3 keywords.

Keywords

Please enter the keywords separated by a comma.

keyword1, keyword2, keyword3

continue >

Step 5: Authors

Please input details for each author and mark them with appropriate roles. Corresponding authors will receive updates and information regarding the submission. Authors not marked as presenter, convenor or corresponding, will only receive an initial notification of submission.

List Authors

Please list people involved in this submission below. There must be at least one presenting and one corresponding person listed. Please note that the same person can be listed as both corresponding and presenting.

＋ add new author

continue ›

Step 6: Topics

Please select the most appropriate topic for your proposal. We will use the topics and the short abstract to allocate reviewers to your proposal. If more than one topic fits your proposal, please select the most appropriate one. If none fits, please select 'Other'.

☐ Assessment of Practical Skills

☐ Comparative Judgement

☐ Educational Policy and Assessment

☐ E-assessment

☐ Fairness and Social Justice

☐ Formative Assessment

☐ Summative Assessment

☐ Higher Education and Assessment

☐ Assessment against the backdrop of the Covid Pandemic

☐ Language Issues in Assessment

☐ National Tests and Examinations

☐ International Assessments

☐ Psychometrics and Test Development (including Reliability, Validity)

☐ Test Development

☐ Assessment Cultures

☐ Perspectives of End-users and the General Public on Assessment

☐ Other

continue ›

Step 7: Long Abstract or Workshop application Upload

Please upload your long abstract in PDF or Word format.

If you are submitting a workshop proposal upload the Workshop Application form (Sample in Appendix A)

NEW SUBMISSION

Format

Title

Abstract

Keywords

Authors

Topics

Upload

Attachment

Summary

Upload Document

Please upload the document by clicking on the upload button below and select the file from your computer. Make sure that your file is prepared by the conference standards before you upload.

If you are submitting a workshop proposal upload the Workshop Application form

| *no file uploaded yet* | upload file |

The following file format(s) can be uploaded:

continue >

Step 8: Submit

If you are happy with the summary information, please click on Submit Now to finalize the process, and a notification e-mail will be sent to all authors.

Summary

A summary of your submission can be seen below. If all information is correct, please finalize the submission by selecting *submit now*.

Format	Ignite Presentation
Submission Title	Sample title
Abstract	Your abstract
Keywords	*keywords not set*
Authors	*not set*
Topics	*no topics selected*
Document	*no file uploaded*
Attachment	*no attachment uploaded*

submit now

APPENDIX A: Template pre-conference workshop

WORKSHOP TITLE:

Presenters:

Presenters' Bios (500 words max per presenter):

Why AEA members should attend this workshop:

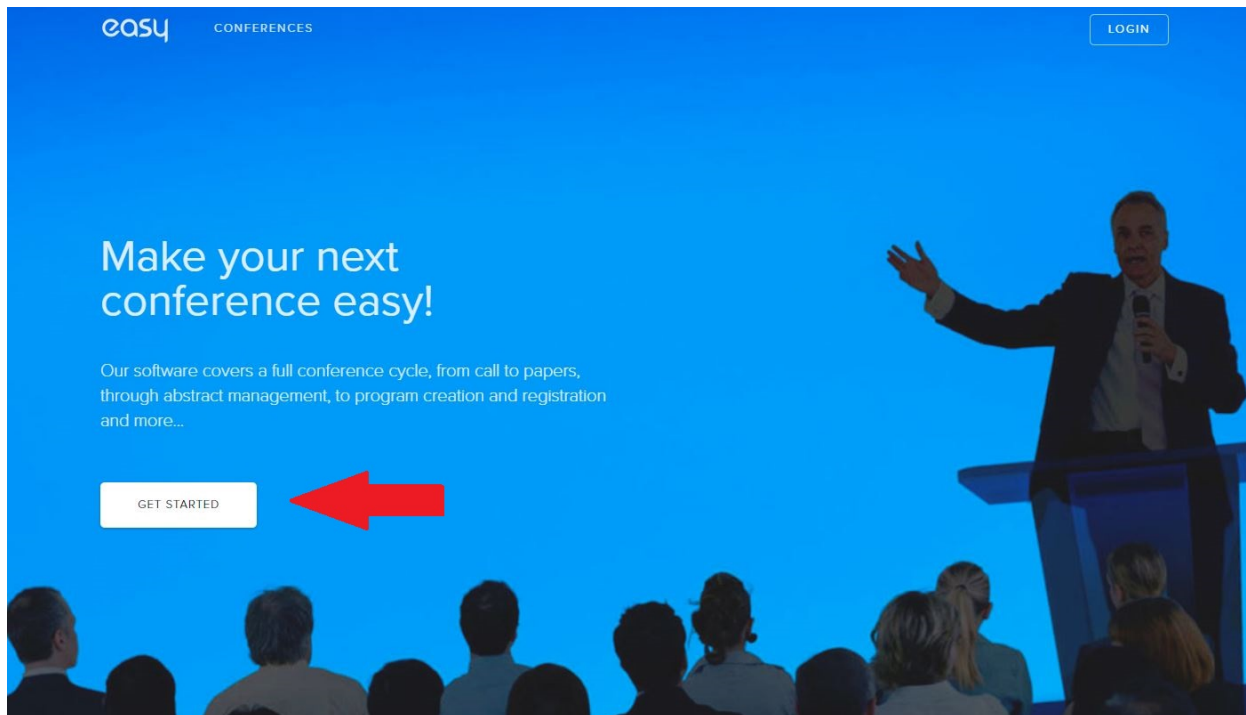**Who this Workshop is for:**

Overview (500-600 words):

Preparation for the workshop:

Tentative Schedule

Time	Session	Presenter
9.00-9.30	Greeting, tea/coffee	
9.30-12.00 (Inc. a 15 min break)	Block I	
12.00-13.00	Lunch	
13.00-14.30	Block II	
14.30-14.45	Tea/coffee break	
14.45-16.30	Block III	

APPENDIX B: Set up an Account

First, you will need to set up an account. Go to www.easyacademia.org and click on the "Get Started" button.

This link will bring up a signup page:

Follow the on-screen instructions and complete the form and click on "Create Account".

Now, you will receive an email with the activation code. Use the link provided in the email to verify your account.

N**ote**: Please check your Spam folder if you have not received the email within a few minutes.

N**ote:** If your email appears taken, it is possible that you have signed up for EasyAcademia in

the past for another conference. In this case, you simply need to ask the system to remind you of your password based on your email.