



## Call for proposals

Joint Conference of the EARLI Special Interest Groups 18 & 23

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Educational Effectiveness &  
Educational Evaluation, Accountability and School Improvement

***Closing the Gaps? Differential Accountability and Effectiveness as a  
Road to School Improvement***

JURE pre-conference: 26-27 September 2016

SIG main conference: 28-30 September 2016

University of Oslo, Norway

### Important dates

<b>First call for submissions:</b>	4 December 2015
<b>Submission and registration opens:</b>	12 January 2016
<b>Submission deadline:</b>	30 April 2016
<b>Notification of acceptance:</b>	31 May 2016
<b>Deadline for early-bird registration:</b>	7 June 2016
<b>Final deadline for registration:</b>	31 July 2016



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### 1. Conference topic

#### *Closing the Gaps? Differential Accountability and Effectiveness as a Road to School Improvement*

Research on school effectiveness and improvement is primarily concerned with the interactions between students' learning outcomes, institutional settings, and classroom and school environments. Specifically, effects of the school learning environment, the classroom instruction, and teaching quality on student achievement are evaluated extensively. However, these effects may vary considerably across schools, subjects, grade levels, cohorts, teachers, and sub-groups of students. Studying overall school effectiveness and improvement without taking into account potential group differences does not help identify the effects of these factors on promoting not only quality but also equity in education. Differential effectiveness research provides new research perspectives, particularly when addressing issues such as social inequality, unequal opportunities in education, achievement differences, students missing minimal standards, and further gaps. Evaluating effectiveness differentially is needed in holding schools accountable for their performance and to come to fair judgments and accurate evaluations of schools. A fair judgment and evaluation is also needed to improve the impact of such evaluations on educational quality and school improvement.

Along with the conceptual formation of differential effectiveness comes the advancement and availability of methodologies that do not only account for the different levels of education (students, classrooms, schools, systems) but also for the sub-groups at these levels. For instance, recently developed approaches of multi-group multilevel modeling provide powerful tools to describe differential effectiveness from both cross-sectional and longitudinal perspectives. Such approaches have been used in accountability systems across the world to more effectively target interventions in failing schools and provide more detailed feedback on strengths and weaknesses of schools. Reporting on performance of subgroups on different levels is also introduced in league tables in a number of countries. The limitations of these approaches should however be acknowledged, especially since no clear indicator of the impact of school on promoting equity can be generated. In this respect, the strengths and limitations of the various methodologies that are available to measure equity are discussed within the fields of educational effectiveness and school evaluation and accountability.



Against this background, the conference is aimed at presenting state-of-the-art research on differential accountability and effectiveness, and how this can inform and enhance school improvement in order to promote not only quality but also equity in education. The keynote speakers will address the conference topic from different perspectives of school effectiveness, improvement, accountability, evaluation, and methodology. We invite contributors to relate to the conference topic by presenting their research on differential effectiveness and school accountability. Moreover, we welcome contributions that refer to the main topics of the EARLI SIGs 18 (*Educational Effectiveness*) and 23 (*Educational Evaluation, Accountability and School Improvement*):

- Factors influencing the effectiveness of schools and teaching, including mediating and moderating variables
- Large-scale evaluation of schools, programs, and educational systems, including the nature and extent of the equity gap in achievement for different student groups
- Theoretical modeling of the relationship between educational evaluation, accountability, and school improvement
- Design of external evaluation and accountability systems of schools and teachers (e.g., concerning reliability and validity), their relation to internal evaluation systems and the impact of such systems on equal opportunities in education, school improvement, teaching and learning in the classroom and achievement of the students
- Empirical methods to address research questions within these main topics (e.g., longitudinal multilevel modeling, quasi-experimental approaches, regression discontinuity, randomized experiments)



## 2. Submission guidelines

We invite submissions of individual papers, symposia, and round table sessions. The specific submission guidelines are specified below. Please submit your contribution by filling out the form and uploading your extended and/or session summary to the submission system. Extended summaries of individual papers must be submitted as pdf documents.

### a) Individual papers

Individual papers will be grouped in paper sessions according to their themes and keywords. Paper sessions consist of three papers, each of which will be presented within 20 minutes, followed by a short discussion of no more than 10 minutes.

We welcome both empirical and theoretical papers. For empirical papers, it is important to include at least preliminary results in order to be accepted. Research which is at an earlier stage is suitable for round table sessions, as they provide a platform for in-depth discussions on research designs and methodologies.

#### **Submission guidelines for individual papers:**

Paper submissions consist of an **abstract (max. 200 words)** and an **extended summary of the paper (max. 800 words)**. References, tables, and figures may be included and do not feed into the word count.

Please make sure to provide information on the following points:

- Title of the paper
- Author(s): Name, affiliation, address, and email address
- Abstract (max. 200 words): The abstract should describe the paper concisely and must be self-contained.
- Keywords: Indicate 3-5 keywords that describe the paper.
- Extended summary (max. 800 words): Please describe the paper with respect to:
  - Objectives and purposes
  - Theoretical framework and background
  - Research questions and/or hypotheses
  - Data, methods, and modeling approaches
  - Results and discussion
  - Significance of the study



## b) Symposia

Symposia provide opportunities to present papers that coherently address one research topic. A symposium comprises three thematically grouped papers, each of which will be presented in no more than 20 minutes. After the paper presentations and a few minutes for questions, a discussant will synthesize and review the papers (10-15 minutes). The symposium is concluded by an open discussion with the audience (10-15 minutes). Each symposium lasts 90 minutes and is led by a chair person.

### Submission guidelines for symposia:

Symposia submissions consist of a **short abstract (max. 200 words)** and an **extended summary (max. 500 words)** which describe the session as an ensemble. Moreover, **for each paper**, an **extended summary (max. 800 words)** is provided. References, tables, and figures may be included and do not feed into the word count. The names of a session chair and discussant must be submitted. There are no restrictions regarding the affiliations of authors.

Please make sure to provide information on the following points:

- Title of the symposium
- Chair: Name, affiliation, address, and email address
- Discussant: Name, affiliation, address, and email address
- Abstract (max. 200 words): The abstract should describe the symposium concisely and must be self-contained.
- Session summary (max. 500 words): Please describe the session with respect to:
  - Objectives and purposes of the session
  - Overview of the presentations
  - Significance of the topic
- Keywords: Indicate 3-5 keywords that describe the session.
- Extended summary of each individual paper (max. 800 words): Please describe the papers with respect to:
  - Objectives and purposes
  - Theoretical framework and background
  - Research questions and/or hypotheses
  - Data, methods, and modeling approaches
  - Results and discussion
  - Significance of the study



### c) Round table sessions

Round table sessions provide opportunities for researchers to present and discuss work in progress. Specifically, research outcomes, designs, research methodologies, and future directions can be discussed. As the set-up of round table sessions is very open, allowing for open discussions on research topics related to the conference theme and the domains of the EARLI SIGs 18 and 23, they will serve as platforms for active discussions rather than paper presentations.

A round table session lasts up to 90 minutes and focuses on a specific topic for discussion.

#### **Submission guidelines for a round table session:**

Round table submissions outline an agenda for discussing a specific research topic and provide information on the following aspects:

- Title of the round table session
- Chair(s): Name, affiliation, address, and email address
- Abstract (max. 200 words): The abstract should describe the round table session concisely and must be self-contained.
- Keywords: Indicate 3-5 keywords that describe the session.
- Extended summary (max. 600 words): Please describe the session with respect to:
  - Objectives and purposes
  - Problem statement: Description of the issues authors came across in their research. Depending on the issues raised, authors may want to use figures, tables, and illustrations to clarify the issues at hand.
  - Specific questions or issues for discussion: Please provide specific questions or issues (relevant to your topic) you would like to discuss in the round table session.
  - References, tables, and figures may be included and do not feed into the word count.



#### d) Review criteria

Depending on the format and type of submission, the proposals will be reviewed according to the following criteria:

##### INDIVIDUAL PAPERS (empirical)

- Relevance to the domains of the EARLI SIGs 18 and 23
- Significance for theory, policy, and practice
- Theoretical framework, conceptual rationale, or pragmatic grounding
- Research method and design for both qualitative and quantitative approaches
- Clarity of results or preliminary results and conclusions
- Overall quality and scientific originality

##### INDIVIDUAL PAPERS (theoretical)

- Relevance to the domains of the EARLI SIGs 18 and 23
- Significance for theoretical debate
- Theoretical framework, conceptual rationale, or pragmatic grounding
- Embeddedness in relevant literature
- Clarity and robustness of the theoretical argument
- Overall quality and scientific originality

##### SYMPOSIA

- Relevance to the domains of the EARLI SIGs 18 and 23
- Significance for theory, practice, and policy
- Theoretical perspective, conceptual rationale, or pragmatic grounding
- Organization and internal logic of the whole symposium
- Overall quality and scientific originality

*Each paper in a symposium will be reviewed as an individual paper using the criteria outlined above.*

##### ROUND TABLE SESSIONS

- Relevance to the domains of the EARLI SIGs 18 and 23
- Significance for theory, policy, and practice
- Theoretical framework, conceptual rationale, or pragmatic grounding
- Clarity of issue at stake



### 3. Conference venue and contact information

- The main conference will take place at **Forskningsparken**, which is located at the University of Oslo, Campus Blindern. The full address is: *Forskningsparken – Oslo Science Park, Gaustadalléen 21, 0349 Oslo, Norway*
- The local conference organizers are the **Centre for Educational Measurement at the University of Oslo (CEMO)** and the research group **Large-scale Educational Assessments (LEA)**, which are both part of the Faculty of Educational Sciences.
- Detailed information on the registration procedure, early-bird and regular conference fees will be published on the conference website after the opening of the registration and submission systems.
- For queries regarding the conference, please contact us via **email**: [earlisigs1823@cemo.uio.no](mailto:earlisigs1823@cemo.uio.no)
- Please find further information about the conference on the **webpage**: [www.uio.no/earlisigs1823](http://www.uio.no/earlisigs1823)

The screenshot shows the website for the EARLI SIGs 18 and 23 Joint conference. The header includes the UiO logo and the text 'Centre for Educational Measurement, Faculty of Educational Sciences'. A search bar is located in the top right corner. The navigation menu includes 'Home', 'Research', 'Services and tools', 'About CEMO', and 'People'. The main content area is titled 'Welcome to EARLI SIGs 18 and 23 Joint conference' and features a sub-header 'Closing the Gaps? Differential Accountability and Effectiveness as a Road to School Improvement'. Below this, there is a section for 'KEYNOTE SPEAKERS' with four profiles: Melanie Ehren (UCL Institute of Education), Daniel Muijs (University of Southampton), Daniel Koretz (Harvard Graduate School of Education), and Kajsa Hansen Yang (University of Gothenburg). To the right, there is an 'About the conference' section with 'Dates and venue' (JURE Pre-conference: September 26-27, 2016; Main conference: September 28-30, 2016) and a 'Questions?' section with a link to 'Send us an e-mail!'. A small image of the Astup Family museum is also visible in the bottom right corner.





## 4. JURE Pre-conference

Prior to the main conference, there will be the opportunity for junior researchers to participate in a two-day pre-conference. The pre-conference will comprise two workshops among other activities.

### Workshop A

Professor Leslie Rutkowski and Associate Professor Johan Braeken from the Centre for Educational Measurement at the University of Oslo, Faculty of Educational Sciences

**Leslie Rutkowski** is a Professor of Educational Measurement in the Centre for Educational Measurement (CEMO) at the University of Oslo and is a well-regarded name in educational measurement with a particular interest in large-scale assessments.



**Johan Braeken** is an Associate Professor of Psychometrics at CEMO and has published extensively on measurement issues, with a particular interest in latent variable modeling.

Leslie and Johan have taught a wide range of measurement topics in their courses to small and large groups, from beginner to advanced levels for academics and practitioners.

### Workshop B

Professor Leonidas Kyriakides and Assistant Professor Charalambos Y. Charalambous from the Department of Education, University of Cyprus

**Leonidas Kyriakides** has long and recognized experience in research on educational effectiveness and his research has contributed to work on the evaluation of teachers and schools, and the development of models of educational effectiveness.



**Charalambos Y. Charalambous** has been a lecturer at the Department of Education in the University of Cyprus for several years. His research focuses on teacher education.

*Details on the registration, workshop topics, and further activities will be released on the conference webpages in late-December 2015/early-January 2016. For queries regarding the JURE pre-conference, please contact Stephan Daus ([stephan.daus@cemo.uio.no](mailto:stephan.daus@cemo.uio.no)).*