

# How do teachers imagine the future of assessment?

A collaborative research proposal for the  
Education Futures Partnership

# The 'big' idea

- Co-produce a research project to leverage funding and research expertise in service of teacher organisation agendas.
- Teacher organisations get academic support to design and conduct relevant research.
- Academic researchers get opportunities to better understand teacher organisations' research agendas and needs.

# Aims

1. Conduct a pilot study that demonstrates the efficacy of a model for co-produced research (proof of concept).
  - a) Develop research tools that can inform teacher and teacher organisation practice and help to develop emergent research topics.
  - b) Build capacities for future co-produced/collaborative research.
2. Generate initial research findings on a specific topic (e.g. developments in digital assessments) to increase understanding of changing conditions for teacher professional autonomy.

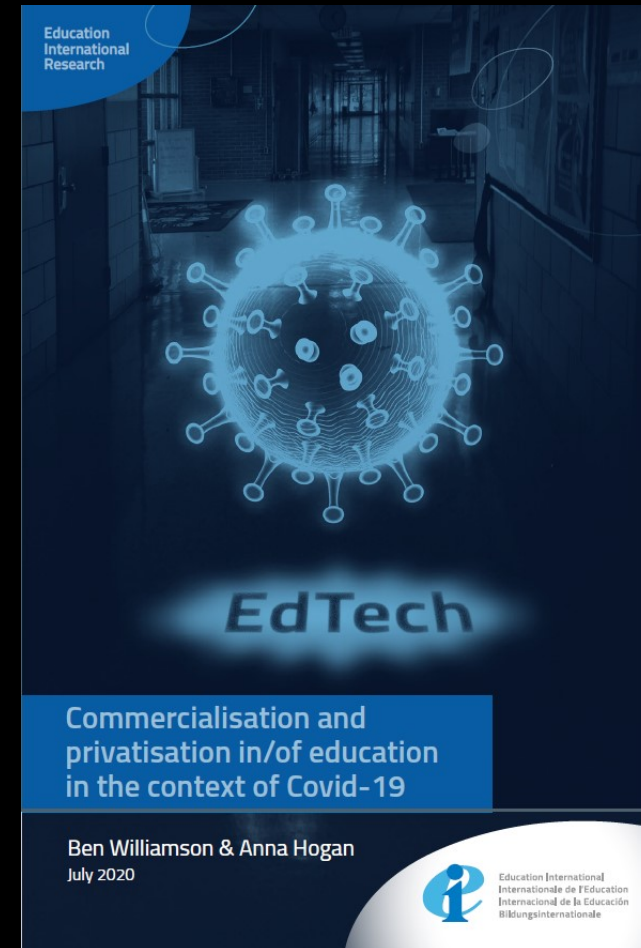
# The 'small' idea (or the project proposal)

- Assessment is one of the three key message systems in education alongside pedagogy and curriculum, and thus a critical element of teachers work.
- The professional autonomy of teachers to shape these message systems is a longstanding principle enshrined in the 1966 UNESCO and International Labour Organisation (ILO) *Recommendation Concerning the Status of Teachers*.
- New digital assessments are being developed by agencies (e.g. EdTech) at a distance from teachers' professional judgment.

# COVID-19

COVID-19 is accelerating the use of digital platforms in education. These platforms provide the infrastructure for ‘next generation’ assessments.

Key figures in the tech world have ‘been given positions of authority as experts in “reimagining” education for the future, in ways which reflect their pre-existing visions, their financial support for technology-centred models of schooling, and their efforts to influence policy agendas’ (Williamson & Hogan, 2020: 2).



# Challenge

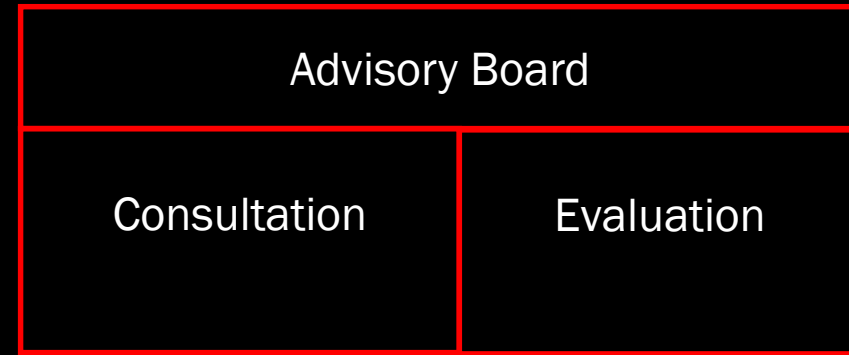
- (1) We must understand how these developments in assessment change the conditions for teacher professional autonomy; and
- (2) we must identify how professional judgment can be re-connected to the development and use of these assessments.



# Project aims

- Research question:
  - How do teachers imagine the next generation of standardised assessment?
- Aims:
  - Identify (1) developments in digital assessments in specific contexts and (2) teacher awareness of these developments.
  - Identify teacher use of these assessments in their schools/classrooms.
  - Identify teachers' professional perspective on the use of these assessments.
  - Engage teachers in imagining desirable futures for standardised assessments in their context.

# Structure





# Responsibilities

## Lead researchers

- Overall project design and development of research tools
- Support for Case Study Partners
- Data analysis
- Collation of final project report

## Case study partners

- Shape project design and development of research tools
- Lead data collection
- Interpret findings and draft case study report

## Advisory board

- Input into project design and development of research tools
- Input into case study reports and final project reports
- Lead project evaluation

# Methods

## Survey

- To identify (1) developments in digital standardised assessment in specific contexts and (2) teacher awareness of these developments.
- Identify teachers' professional perspective on the use of these assessments

## Focus groups

- To identify teachers' professional perspective on the use of assessments.
- To engage teachers in imagining un/desirable futures for standardised assessments in their context.

# Costs

## Lead researchers

- Time for research design and research tool development
- Time to support case study partners and project meetings
- Time for data analysis and reporting

## Case study partners

- Time to engage members in survey
- Time conduct focus groups (1-2 people across 1-2 days)
- Transcription costs for focus group recordings

February 2021

Lead researchers draft initial project design and develop of research tools with Case Study Partners



Advisory Board provide feedback on research design and tools



Case Study Partners undertake fieldwork (survey and focus groups) with support from Lead Researchers.



April 2021

September 2021

Final case study reports shared with Advisory Board



Case Study Partners interpret findings and produce final case study reports



Lead researchers undertake data analysis and provide Case Study Partners with initial findings



July 2021

October 2021

Lead Researchers collate final reports into overall project report.



Lead researchers and Case Study Partners disseminate findings.



Advisory Board lead evaluation of pilot and discussion of next steps.

November 2021

# Questions and discussion

- 1) Do you see value in the 'big idea'?
- 2) Do we have the right project idea?
- 3) Is the project feasible from a teacher organisation perspective?
- 4) Do you have suggestions for how the research design could be improved?
- 5) Would you be interested in participating as a researcher, case study partner or advisory board member?