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Introducing the first AEA-Europe Newsletter

From the founding of the Association, one of our aims has been to foster communication and the exchange of information on assessment between members. So far, this has mainly happened at our annual conferences and through the website but the Council is trying to extend the channels of communication. To do this, we have set up a Communications Committee which is taking a new look at what we can do. One idea is to set up a new regular newsletter for members to give information to each other.

This is the first trial edition, which has been produced for the 2008 conference, to show the concept and get people's comments. We have tried to devise a format which is quickly accessible in the busy modern world. Members can provide short articles which tell us all what they are doing that is interesting or new. The articles will provide the sources for more detailed information once they have stimulated our interest. In addition, we want to contribute to another aim – professional development – by listing opportunities for this. I hope you find the idea of the newsletter to be a good one and the format useful. But please give feedback to the committee, so that we can improve the newsletter to give you what you want.

Finally, the newsletter will only succeed if you provide articles for future editions. Please do tell us what you are doing. Details of contacts are in the final section 'Getting Involved'.

Chris Whetton, President AEA-Europe

A taster for the 2008 conference! Images of Bulgaria



Work in progress

Study of mathematics teacher preparation in six countries “Mathematics Teaching in the 21-st Century”

Kiril Bankov

Summary

This article presents a report on a groundbreaking comparative empirical study of teacher education that focused on the preparation of middle school mathematics teachers. The goal of the study is to examine key aspects of how mathematics teachers' preparation across several countries that exhibited a range of student achievement impacted on international studies such as TIMSS and PISA.

The context

Data from studies of students' achievement have found that countries with higher student performance also have teachers who teach substantially different content than that of their less accomplished counterparts. These findings have tended to confirm the conviction many educators, scholars and policy makers have long assumed: that the quality of the teaching in the classroom makes an important difference in what children learn. Efforts to improve the education of future teachers in some countries (the USA, for example) has been driven by the idea that increasing the subject matter knowledge of teachers will improve their practice, yielding better-educated students. Other scholars claim that increasing the pedagogical knowledge and/or school based practice leads to the improvement of teachers' preparation. Obviously, there is not only one way to go. However, the results from cross-country studies on teacher preparation may help to better understand the problems and to guide the reform efforts.

What is happening?

Six countries Bulgaria, Germany, Korea, Mexico, Taiwan and the USA participated in the study “Mathematics Teaching in the 21-st Century” (MT21). The study gathered information from future teachers about their mathematics knowledge, their knowledge about the teaching of mathematics, their practical instructional related knowledge, and their perspectives and ideas about teaching and learning mathematics in school classrooms. In addition, course syllabi from the courses required of future teachers were collected and coded and surveys were obtained from four types of professors/instructors of future teachers: mathematics, mathematics pedagogy, general pedagogy, and school-based mentors/supervisors.

Why it is new?

To date, no empirical cross-national study based on probability samples has analyzed how education systems prepare teachers of mathematics (or any other subject for that matter) or identified the explicit and implicit expectations for what they should know and be able to do as a result of this preparation. Although findings are only from the participating countries in MT21, what has been learned

about how teacher preparation is conducted in these countries goes beyond any one country and holds important implications for mathematics teacher preparation policy and practice in general.

Why inform members?

Teacher education has become an area of considerable interest among policymakers in many countries over recent years, a development that underlines the central importance of teacher knowledge to quality learning. This study is a kind of preliminary study for the IEA Teacher Education and development Study in Mathematics, known as TEDS-M. IEA's interest in such studies reflects the need to produce usable knowledge that will help inform policy in the recruitment and preparation of a new generation of teachers as knowledge demands change and large numbers of teachers reach retirement age.

In the case of educational policymakers, the aim is to suggest institutional and program arrangements that are effective in helping teachers become sufficiently knowledgeable. For teacher educators who design, implement, and evaluate teacher education programs, the primary aim is to give them a shared language and a shared database, and then ultimately shared benchmarks for examining their programs against what has proved possible and desirable to do in other settings. For mathematics educators, the purpose is to provide a better understanding of what qualified teachers of mathematics are able to learn about the content and the pedagogy of mathematics and the conditions these teachers need to acquire this knowledge. For educators in general and for informed laypersons, the purpose is to provide a better understanding, backed by empirical research, about how and what teachers learn as they prepare to teach.

More information

Schmidt, W.H., Tatto, M.T., Bankov, K. et al. *The Preparation Gap: Teacher Education for Middle School Mathematics in Six Countries*. 2007 (prepared for Press Release December 11, 2007 at the National Press Club in Washington, D.C.). Available also on: <http://usteds.msu.edu/MT21Report.pdf>

Work in progress

Introduction to External Independent Testing in Ukraine

Steven Bakker

Summary

This year saw the country-wide introduction of school-leaving exams run by an external independent agency in the Ukraine. These exams serve a dual purpose. Not only do they lead to certificates of secondary education, but they are also meant to replace the entrance exams run by individual universities.

The context

Like most former soviet republics Ukraine inherited the soviet system of student admission: each university would do its own selection, and the selection criteria were not always based on proven achievement or ability. Good connections and some 'attentions' would certainly help. In several of the 'new independent states' this unofficial custom of gifts and favors to help getting access to a desired place in a university developed into a well-organized business of bribery and corruption, supported by university rectors and run by an army of private tutors, usually university professors who would also set, administer and mark entrance exams. In these countries it was not uncommon for school leavers not to attend classes during the last year, but to concentrate instead on memorizing all the facts that the tutor had marked as possible exam topics. The programs that were set up by donor agencies to prepare former socialist states to enter the market economy have education reform and fighting corruption as top priorities. In reforming the university admission system, these two meet.

What is happening?

Exams for 11 subjects were administered over a period of 6 weeks, starting late April and ending early June 2008, to more than 500,000 school leavers. Taking into account the relatively short period of preparation and little experience with similar operations on such a massive scale, this should be seen as a major achievement of the Ukrainian Centre for Educational Quality Assessment (UCEQA). Established in early 2006, UCEQA is a young organisation with a small staff. Its main office is in Kiev, and it has 9 regional offices spread over the country. It is building on the experience of the former Centre for Testing Technology, a Soros Foundation initiative.

Why it is new?

The independent external exams system in Ukraine is one of many similar initiatives in former Soviet republics, and in Russia itself. These emphasize the power of testing in access and equity issues: fair chances for all to develop skills and receive unbiased recognition for that. Successful programs with the same objectives in other countries, such as Lithuania and Georgia, serve as examples for the testing program in Ukraine.

Why inform members?

Currently UCEQA is receiving technical assistance within the framework of the Ukrainian Standardized External Testing Initiative (USETI). This program, sponsored by the US Agency for International Development (USAID), brings teams of international consultants and trainers to Ukraine, coming from a wide variety of countries, such as the US, Israel, Lithuania, Georgia, The Netherlands, Austria and Croatia. Several of them are AEA-E members. Apart from being interesting in themselves, such programs are also a way of achieving the AEA-E's objective of cooperation between members.

More information

At the moment, UCEQA's website is only available in the Ukrainian language (<http://www.testportal.gov.ua/>) .

Information in English may be obtained from the USETI website <http://www.useti.org.ua/pages/6/about-useti.html>

Work in progress

Strong winds for educational measurement in the north

Christina Wikstrom

Summary

Measurement and assessment has not been a prioritised area in Swedish educational policy. However, in recent years, there has been an increased focus on goal orientation and school accountability. This has raised the stakes and introduced new purposes for tests and grades. As a consequence, the educational assessment system in Sweden is now being reformed, firming up the assessment process, putting more emphasis on teachers' role as assessors, revising criteria and introducing more tests.

The context

Educational assessment in the Swedish school system differs from that in many other countries. There are very few high-stakes measurement instruments, and teachers have all the responsibility for grading their own students, with limited external control mechanisms. Although there are no formal examinations, a great deal of assessment and testing goes on within schools. Teachers grade their students on the basis of classroom assessment, often in practice through teacher-constructed tests. There are a few centrally developed tests in Swedish, English and Mathematics available, that are to be used for grade calibration.

The system has worked well as long as the main purpose of the assessment has been to give students feedback and to provide evidence for the grading process. However, a number of reforms have gradually changed the situation. In the 1990s the school system was decentralised and de-regulated as part of a more goal oriented approach. Consequences of the combination of these reforms are increased competition between schools and greater pressure on the schools, raising the stakes for the existing assessment instruments considerably. Problems with this type of system are evident: without assessment training for teachers, proper criteria, and assessment tools for calibration, it is impossible to expect tests scores or grades with high reliability and validity that can be used for high-stakes purposes.

What is happening?

During the last Swedish government election, educational performance became a central issue in the political debate. An alliance of the right/centre wing parties came to power, promising strong action to raise educational standards in the schools, with more focus on targets and making sure that all students meet them. There are now more tests under development and plans for earlier assessment and grading. The intention is to grade students from 6th form (age 12-13) instead of 8th form (age 14-15), a major change of direction in Sweden, where mainly oral feedback is given to parents for younger age groups. The existing National Tests will be compulsory for all schools, and the number of tests will be increased to include more subjects and more age groups.

The outcome of these reforms is as yet unknown. A new grading scale is welcomed by many teachers, who have felt that the present scale is too blunt since the pass grade includes a wide range of performances. Others are more hesitant, though, worrying about how to carry this out in practice, when problems with criteria have been a major issue. Opinion is divided on the introduction of earlier grading. Those who are for the change believe that it will enhance motivation and make the system more transparent. Those against fear that the grading of young students will be negative for the self-esteem and motivation of low performing students and increase the differences between high and low achievers. In contrast, the decision to increase the number of national tests has been uncontroversial, as valid and reliable methods and instruments are generally viewed as helpful tools. How long they will be used formatively and not for summative, high-stakes purposes has yet to be seen.

Why inform members?

Educational standards as well as accountability for schools are major concerns in many countries. The reforms that are currently taking place in Sweden are perhaps not the same as those elsewhere, but the reasons behind the reforms are common. Within Europe, we see a greater mobility of human capital, and education and assessment are no longer matters limited to separate countries. Questions about how to measure and compare educational performance and progress within schools, between schools and across school systems, with assessment instruments that can serve many purposes, are important, but will be even more complicated within the near future. As assessment professionals we should take advantage of the diversities between systems, to know more about the characteristics and consequences of different types of approaches, and learn from other's experiences.

More information

Swedish government website (in English):
<http://www.sweden.gov.se/>

Agency for Education website (in English):
<http://www.skolverket.se/sb/d/190>

Petterson, A. The National Tests and National Assessment in Sweden. Prim-gruppen. Stockholm Institute of Education.
http://www.prim.su.se/artiklar/pdf/Sw_test_ICME.pdf
Wikström, C. (2006). Education and Assessment in Sweden. *Assessment in Education – Principles, policy and practice*, 13(1), 113-128.

Work in progress

Single Level Tests in England

Chris Whetton

Summary

A new approach to National Curriculum assessment is being piloted in England. This is based on "Single Level Tests," which are intended to be short focussed tests assessing the curriculum at a particular level in order to verify teachers' judgements. The new type of tests raises many issues for developers and policy makers.

The context

The National Curriculum Assessment arrangements in England now form a relatively mature system. Their genesis was in 1988 but early years of the National Curriculum system were turbulent. Following an early review, the organisational pattern which began in 1996 has continued in roughly the same form until the present.

A feature of the English system is that the tests are used as accountability measures. Results for individual schools are published in "league tables" as well as being used by the schools' inspectorate to help form judgements. The overall results are also used nationally as a measure of governmental success in improving the education system. Hence the tests have a high stakes nature despite not being particularly important to the life chances of the individuals taking them.

Since the mid 1990s, the National Assessment system has been relatively unchanging but it has been criticised on several grounds:

- The accountability function puts too much pressure on schools and narrows the curriculum
- The multiplicity of purposes for the use of its results means it cannot adequately serve them all
- The system does not provide a reliable measure of changes in performance over time
- The tests put too much pressure on children
- Standards would be raised more widely and validly through "Assessment for Learning".

What is happening?

The Government announced a proposed solution in January 2007. This was the "Making Good Progress" pilot and included an assessment system based on teacher assessment and "single level tests". These tests would have the following features:

- Testing when ready – teachers decide when to enter pupils for a particular level
- Shorter more focused and appropriate tests

More information

A fuller version of this paper was given to the IAEA Conference in Cambridge in September 2008 and can be found at http://www.iaea2008.cambridgeassessment.org.uk/ca/digitalAssets/135814_Microsoft_Word_-_Whetton.pdf

Official information about the tests is on the National assessment Agency website at: http://www.naa.org.uk/naa_16216.aspx

Making Good Progress can be found at: <http://www.dcsf.gov.uk/consultations/conResults.cfm?consultationId=1449>

- Tests based on a single national curriculum level
- Externally set and marked, delivered twice a year
- Age independent tests

Currently there are pilot projects conducted by NFER and others to attempt to develop tests meeting this specification.

Why it is interesting?

Since there is a strong relationship between reliability and test length, there is an implication that 'shorter and more focused' tests will have lower levels of reliability and reduced curriculum coverage. Paradoxically, **Making Good Progress** also makes clear that the tests would be used for accountability purposes, necessitating tests with high levels of reliability and validity. This tension will have to be resolved.

The **Making Good Progress** proposal seems to assume that questions can be written at a single curriculum level. It is not the case that the levels of the National Curriculum are, in practice, as even and well ordered as the underlying model would suggest. Candidates would then be expected to answer a set proportion correctly. Other systems constructed with these principles have had low pass rates. The meaning and application of the phrase 'Single Level Tests' needs clarification.

The underlying conception for Single Level Tests was "testing when ready". This has already been compromised: rather than allowing testing to take place at any time logistical constraints have resulted in an initial proposal for testing exercises twice each year. However, even this may not be sustainable in the long term. The high-stakes nature of the tests means that the tests or the items cannot be re-used, resulting in high development costs for new tests twice annually.

The concept of tests that are appropriate for pupils at the relevant level – regardless of age – is unusual in the context of educational assessment although it is used in some graded test systems, such as music examinations. This means, for example that content and format of a reading test at level 4, must be equally accessible and attractive for a very able 8-year-old and a 14-year-old who is struggling. This puts a considerable load on the test developers to produce such material, if indeed it is possible.

Why inform members?

The pilot of Single Level Tests as with all of Making Good Progress remains at an early stage. It is too early to say whether it will be successful. However, at present, it does remain a pilot and provided evaluation evidence is generated and the lessons are learned, it should be possible for a Single Level Test system to evolve. However, it is unlikely to be, and should not be expected to be, a complete realisation of the initial concept. Members may be interested in this as an example of a new type of assessment system with particular technical problems to overcome.

Work in progress

The use of a predictive systems approach for the assessment of student competencies and educational outcomes: assessment without testing

Eduardo C. Cascallar

Summary

Recent years have seen the beginning of the application of automated predictive systems, specifically the use of neural networks approaches, for the assessment of various educational competencies and variables previously measured with traditional assessments. Current work focuses on the prediction of reading readiness, level of writing performance, and student selection.

The context

Assessment implies accurate classification. Machine-learning techniques offer an iterative methodology that is capable of discovering complex relationships and interactions in the inputs and outcomes. A neural network (NN) approach was used, in a variety of settings and for various purposes, as a model building technique in order to maximize predictive classification accuracy. A NN can examine in detail multiple inputs in an integrated fashion and detect meaningful patterns in large amounts of inputs. It can also identify students who are, and those who are not, at risk for having a low expected performance level, for example. NNs are extremely flexible and can be used successfully for generalization and deployment of classification models. These models are designed to model nonlinear relationships in complex patterns and use an iterative process to maximize classification accuracy and minimize error. Such an approach is capable of discovering complex relationships and interactions in the inputs and outcomes.

NNs are trained on a sub-sample and the weakest inputs are eliminated. The final solution is used to make a predictive classification into two or more main categories (i.e., students who are and those who are not at risk of having a certain poor performance). This classification is then compared against observed outcomes (i.e., reading, writing, etc.) in order to calculate accuracy of classification. A trained and validated NN can serve as an "early-warning-system" at the classroom and/or school level.

What is happening?

A recent application our research team carried out of a neural networks approach has been in the prediction of readiness for reading upon entry to primary education. The approach maximized classification accuracy, and was able to model various outcome patterns from over 700 students studied. This work took place last year at a large primary school district in the US. Results based on hypotheses of student characteristics using predictive modelling techniques achieved a total accuracy of 98% in the identification of "students-below-readiness-threshold".

A second implementation our group carried out of such a system

has been the application of a predictive systems approach in the prediction of writing performance, at several vocational secondary level institutions in the Netherlands. The approach again maximized classification accuracy, and was able to model various outcome patterns from 1500 students studied. Based on hypotheses of the student characteristics, the predictive models achieved a total accuracy of 96% in the identification of "students-at-risk", as had been defined in several standard-setting sessions with writing experts.

Why it is new?

Current efforts have been in the direction of implementing predictive approaches in the selection (classification) of students for a variety of programmes such as: need for remedial or compensatory education, gifted classes, university admissions, etc. Further work is being carried out in order to continue to improve accuracy of classification beyond that of traditional testing, and also to better understand the interrelationship of variables in groups of students determined through the application of Kohonen networks.

Thus, this methodology integrated in to what is being called "stream analysis" can help the educational field to better assess students, and to gain a better understanding of the power of the effect associated with the various predictor variables. In this way, better intervention programmes and methods could be developed if desired.

Why inform members

The implications for educational assessment are great, since the predictive systems approach has been demonstrated to be a powerful evaluation and classification method which can complement and/or replace traditional educational assessment programmes. Such types of implementations are the ones that will lead to better diagnostic "early-warning" applications in educational settings, better classification methods for programme assignments and admissions, as well as having significant positive impact for the understanding of the interrelationships among social, educational, psychological, and other variables participating in the assessment process, while also having significant implications for cognitive theories of learning systems.

More information

Anderson, J. A. (1995). An introduction to neural networks. Cambridge, MA: The MIT Press.

Bishop, C. M. (1995). Neural networks for pattern recognition. New York, NY: Oxford University Press, Inc.

Boekaerts, M. and Cascallar, E. C. (2006). The evaluation of self-regulation. *Review of Educational Psychology*, 18 (September 2006 Special Issue).

Cascallar, E. C., Boekaerts, M., and Costigan, T. (2006). Assessment in the evaluation of self-regulation as a process. *Review of Educational Psychology*, 18 (September 2006 Special Issue).

Cascallar, E. C. & Costigan, T. Automated Predictive Systems in the Prediction of Educational Outcomes. 7th Conference of the Association for Educational Assessment – Europe (AEA-E) - Naples, Italy. November 7-9, 2006.

Cascallar, E. C. The Prediction of Educational Outcomes: The prediction and understanding of writing performance. 12th European Conference for Research on Learning and Instruction. Budapest, Hungary. August 28-September 1, 2007

Cascallar, E. C. Keynote Address: Learning, Consciousness, and Predictive Systems: Towards the development of "artificial" systems. AACC – Mendoza, Argentina. Sept. 7, 2007

Cascallar, E. C. & Musso, M. Classificatory Stream Analysis in the Prediction of Expected Reading Readiness: Understanding Student Performance. Paper presented at the XXIX International Congress of Psychology ICP 2008 - Berlin, Germany, July 2008

What's new

Conferences

New Mexico Higher Education Assessment and Retention Conference

February 26 and 27, Albuquerque, New Mexico • <http://www.nmsu.edu/~NMHEAC/>

NCME 2009, Annual Meeting & Training sessions

April 12 – 16, San Diego, California • <http://www.ncme.org/meeting/index.cfm>

2009 AERA Annual meeting,

“Disciplined Inquiry: Education Research in the Circle of Knowledge”

April 13 – 17 in San Diego, California • http://www.aera.net/meetings/Default.aspx?menu_id=386&id=5348

EARLI 2009, “Fostering Communities of Learners”

August 25 – 29 in Amsterdam, The Netherlands, http://www.earli2009.org/nqcontent.cfm?a_id=1

IAEA 2009,

September 13 – 18 in Brisbane, Australia • <http://www.iaea.info/>

ECER 2009

September 25 – 26 (pre-conference) and 28 – 30 (main conference) in Vienna, Austria • <http://www.eera-ecer.eu/>

AEA Europe Annual Conference

November 2009 • <http://www.aea-europe.net/>

Opportunities for Professional Development

This section invites universities and organisations to post information about future courses in educational assessment, preferably at master or PhD level. Courses should be open to international students and given in English. Course fees should be within the range of normal university fees.

PhD-course **“Comparative research on education and educational performance”**, University of Gothenburg, Sweden, spring 2009

http://www.ipd.gu.se/english/research/research_programmes/lincs/dses-learn/courses/comparative_research/

Master course, 20 study credits; **“Understanding Assessment”**, March 2009, Graduate School of Education in Bristol, UK

<http://www.bristol.ac.uk/education/programmes/masters/ppd/assessment>

New master program in educational assessment

http://www.ciea.org.uk/training_and_qualifications/ma_in_assessment.aspx

http://www.ciea.org.uk/upload/pdfs/maedassessment_flyer_6jun08.pdf

Umea University is planning a part time internet based 7.5 study credits course possibly to take place in the fall 2009 on **“Educational Assessment”**. Information will be posted on

<http://www.umu.se/edmeas/utbildning/index.html>

What's new

Recent Books on Educational Assessment

Brennan, R.L. (2006) *Educational Measurement*. Fourth Edition. ACE/Praeger Series on Higher Education.

Broadfoot, P. (2007) *An introduction to assessment*. Continuum, New York.

Cizek, G.J. and Bunch, M.B. (2007) *Standard setting. A guide to establishing and evaluating performance standards on tests*. Sage, California.

Gardner, J. (Editor) (2006) *Assessment and Learning*. Sage.

Newton, P., Baird, J., Goldstein, H., Patrick, H. and Tymms, P. (Editors) (2007) *Techniques for monitoring the comparability of examination standards*. Qualifications and Curriculum Authority.

Stobart, G. (2008) *Testing Times. The uses and abuses of assessment*. Routledge, Oxford.

If you come across a new book that would be of interest to other members, please email the complete reference to AEAnews@gmail.com.

Voluntary Fund

Many of our members receive support from their institution to attend our conferences, and some have access to other funds for covering the substantial costs that are incurred. We feel that these costs should not become an insurmountable obstacle for those who do not have such support and for whom our conferences are an important opportunity for their professional development and networking. For that reason we created a fund to reduce the financial barrier. Members make contributions to this fund on a voluntary basis, for which reason it is called the Voluntary Fund. Members who would wish to apply for support from this fund are referred to <http://www.aea-europe.net/page-166.html> for criteria and how to apply.

New Researcher Award

Could you be eligible for this award?

The Council of AEA-Europe has initiated an award for new researchers in the assessment arena.

Details about the scheme are available on the AEA-Europe website. Dates for application for the 2009 award will be available early in 2009 and the receiver of the 2008 award will be announced in the 2008 AEA-Europe conference programme.

Getting involved

Have you been accredited for your assessment expertise?

Do you know about the accreditation scheme run by AEA-Europe? It provides recognition of experience, knowledge and expertise in assessment for those working in the field of assessment in Europe. The AEA-Europe website has more information about the scheme and about how to apply, with downloadable documents to support applications. So far, 11 fellows, 10 practitioners and one associate have been accredited.

AEA-Europe Forum

The Association's website acquired an additional section in June 2008 – the Forum (<http://www.aea-europe.net/page-241.html>).

This is a site where you can ask questions, start a discussion or seek advice on Assessment related topics. There are currently three active categories (Start here, Interactive Resource Bank and S.O.S.! I need help in assessing) but so far there has been little discussion – perhaps because members are unaware of the section or are hesitant about using the site. It could be very useful – as a way of reaching a large number of people, benefitting from the knowledge of others or initiating interesting and topical discussions. Please have a look, ask questions, express your opinion, and spread relevant information.

Call for Papers

The special issue of **Cadmo** in 2009 will be the responsibility of AEA-Europe and the theme will be Assessment and Accountability Across Europe.

Details of this special issue and the associated call for papers are available on the website (<http://www.aea-europe.net/page-230.html>).

Please have a look and consider submitting a paper. The closing date is **15 December 2008**.

Communications Committee

This newsletter has been produced by the Communications Committee of AEA-Europe. We hope that you have found it interesting and useful. Please let us know what you think about it and what you would like to see in it. Please give us any feedback, either at the conference or by email. We would also be interested to hear about your use of the website and any ideas you have for making it a vital site to bookmark.

We also want your contributions for the next edition, which is planned for Spring 2009. Reports of on-going or recently completed research – along the lines of the ones you have read in the 'Work in Progress' section of this newsletter, plus information about conferences, courses and new books would be welcome. In order to reduce the length of the newsletter, future "Work in progress" reports will be limited to 300–400 words. We are also keen to add other sections that may interest members, for example a report about the process of applying for accreditation with AEA-Europe. The deadline for contributions is 1st February 2009 and they should be sent to the Communications Subcommittee at aeaenews@googlemail.com. The newsletter will be available on the website or by email – depending on the responses we receive!

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