

Developing and sharing expertise in assessment

Cambridge Assessment Network activities provide a forum for professionals involved in assessment to develop and share their knowledge and expertise, allowing them to share ideas with like-minded people as part of an international community of practice.

Issue Highlights

[Exams aren't enough; the rise of 'curriculum thinking'](#)

[Challenges to admissions testing](#)

[Launch of the International Journal of e-Assessment](#)

[Learning, Teaching and the Brain](#)

[Cambridge English: Advanced \(CAE\) Teacher Seminar](#)

[Events](#)



Exams aren't enough; the rise of 'curriculum thinking'

Critics say that the current focus on assessment in Britain means the public debate is overlooking how schools are engaging young people and preparing them for the future. Cambridge Assessment's concerns over the narrowness of the debate are leading us to investigate the issues in greater depth.

We believe a curriculum is at the heart of the learning experience a school offers its learners, and at the heart of the mission and vision of the school. Good curricula develop learners' understanding, knowledge and skills. So what should a good curriculum look like? We will be hosting an event in January 2012 to debate the key issues. For further information please visit our [website](#).



Challenges to admissions testing

On 5 October the Cambridge Assessment Network hosted a seminar looking at how arguments for validity, reliability, impact and practicality are relevant to the development, delivery and use of admissions tests scores. Simon Beeston (Cambridge ESOL) and Dr Lynda Taylor (Cambridge ESOL consultant) reviewed the research, development and validation of an academic writing task to be used as part of an HE admissions test.

Download copies of the [presentations](#), or listen to a [podcast](#) of the seminar.



Launch of the International Journal of e-Assessment

The e-Assessment Association, in partnership with Cambridge Assessment and the Computer-Assisted Assessment (CAA) conference organisers, are delighted to announce the launch of the International Journal of e-Assessment (IJEAO). The IJEAO is an interdisciplinary journal that aims to publish expert opinion on a range of e-assessment matters, exchanging evidence-based research results and relevant industry trends as well as presenting practical experiences gained from developing and implementing technology-enhanced assessment.

Editions of the Journal are available on the [IJEAO website](#).

You will need to register for an account on the site, but after that, access to all of the published editions is free.

The first edition of the Journal featured 11 papers presented at this year's CAA conference. Among the papers are:

- What is it that is really acting as a barrier to widespread use of summative e-assessment in UK higher education?
- Marking complex assignments using peer assessment with an electronic voting system and an automated feedback tool
- Towards automatic generation of e-assessment using semantic web technologies

The second edition contains a policy paper from an eAA expert panel. Papers can be downloaded from the Journal's website in PDF format.

The e-Assessment Association are working on a special edition of the Journal to be released early next year. Look out for more information on this edition on the [eAA website](#).



Learning, Teaching and the Brain

At a conference hosted by University of Cambridge International Examinations, Dr Paul Howard Jones from Bristol University explained how teachers can use insights from

neuroscience to provide more effective teaching and learning.

More than 200 teachers from over 50 countries who attended the conference heard Dr Howard Jones explain how teachers are the only professionals who have the daily responsibility of changing the function, the connectivity and even the structure of the brain.

"Simply understanding the brain can be important for educational achievement", Dr Howard Jones explained.

"Teachers must be cautious when they find ideas that allege some sort of basis in neuroscience. But there are some positive things such as the effect of exercise on learning and the need for children to learn something about their own brain and what effect this can have on their achievement."

[Find out more.](#)



Cambridge English: Advanced (CAE) Teacher Seminar

In just 90 minutes, teachers will find out how best to prepare high-achieving English language students for work, study and life in an English-speaking environment. This FREE interactive webinar will take place on Wednesday 30 November 2011 at 08:30 UK time.

You will need to register to take part in this event. Registration is available until 08:00 on 30 November. [Register now.](#)

Join experts from Cambridge ESOL for an online seminar and discussion on why English language teachers around the world prepare their students for work, study and immigration to Australia, UK and beyond with Cambridge English: Advanced – and find out how you can join them.

Seminar topics include:

- Introduction to Cambridge English: Advanced
- Global recognition of Cambridge English: Advanced – who uses the exam
- What's in the exam
- What skills are tested
- How are scores reported and what do they mean
- Cambridge English: Advanced and IELTS score comparison
- Support materials for teachers and candidates
- Live Q&A session



Events

If you would like to advertise your event here please [contact us.](#)

30 November: [Cambridge English: Advanced \(CAE\) Teacher Seminar](#)

- 30 November: [Dyslexia in the Workplace](#)
- 1 December: [Introduction to Rasch](#)
- 2 December: [On Latent Change Model Choice in Longitudinal Studies](#)
- 8 December: [Equating and item banking with the Rasch model](#)
- 14 December: [Developing a model for investigating the impact of assessment within educational contexts by a public examination provider](#)
- 11-14 January: [BETT 2012](#)
- 11 January: [SEDA Workshop - Learner Engagement: A Guide to Work-based Learning](#)
- 19 January: [Reliability and validity](#)
- 25 January: [The science of career success: personality and psychometrics in education and beyond](#)
- 25-26 January: [Learning Technologies Conference 2012](#)
- 1 February: [Researching impact in an educational assessment context](#)
- 8 February: [High-stakes testing at the school/university interface: experiences from the former socialist states of central and eastern Europe](#)
- 14 February: [Basic statistics](#)
- 29 February: [Consensus, what consensus?](#)
- 5-17 March: [Education Show](#)
- 8 March: [What is the purpose of public assessments?](#)
- 15 March: [Current issues with National Curriculum assessment: lessons from school music education](#)
- 21 March: [Making the most of our assessment data](#)
- 21-22 March: [The 10th e-Assessment Question: Impact of e-Assessment on Qualifications, Awarding and certification](#)

You have been sent this email because you are a subscriber to Cambridge Assessment Network News. If you wish, you can [unsubscribe from our e-newsletter](#).

Learn more about the [Cambridge Assessment Network](#) and the [Cambridge Assessment group](#).

To receive Network News by email, contact the [Network team](#).