

Research News

Karen Barden Research Division

Conferences and seminars

Association for Language Learning Annual Conference

The annual Language Word conference took place in Newcastle in March under the theme of *ALL Connected*, emphasising the importance of joining together across educational sectors to achieve the best in language learning. Frances Wilson, OCR, presented a paper entitled *Not dumbing down but stimulating up: reading resources for the reformed GCSEs languages classroom* based on a study completed in the Research Division. The paper was co-authored with Katherine Smith, OCR.

Southeast Asian Ministers of Education Organization (SEAMEO) Regional Language Centre (RELC)

The 50th RELC International Conference was held in Singapore in March. The main theme was *Transcending Boundaries in Language Learning: Language Arts and ELT Across the Curriculum*.

Stuart Shaw, Cambridge International Examinations, presented a paper co-authored with his colleagues Helen Imam and Sarah Hughes entitled *Language Rich: Insights from Multilingual Schools*.

British Society for Research into Learning Mathematics (BSRLM)

The BSRLM is a major forum for sharing research in Mathematics education in the UK. At the conference held in June, Jessica Munro, Research Division, presented a paper entitled *A comparison of the Applied Mathematics content in international qualification. A paper on Students' perceptions of A level Further Mathematics as preparation for undergraduate Mathematics* was presented by Ellie Darlington, Research Division.

Journal of Vocational Education and Training (JVET)

The JVET 11th International Conference was held in July at Worcester College, Oxford, with the theme of *Researching Vocational Education and Training*. Jackie Greatorex presented a paper co-authored with her Research Division colleagues Joanne Ireland, Perna Carroll and Sylvia Vitello on *Linking instructional verbs from assessment criteria to mode of assessment*. Martin Johnson, Research Division, presented a paper on *What types of feedback support (assessors') professional learning?*

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Publications

The following articles have been published since Issue 19 of *Research Matters*:

- Benton, T. and Elliott, G. (2015). The reliability of setting grade boundaries using comparative judgement. *Research Papers in Education*. Advance online publication available at: <http://dx.doi.org/10.1080/02671522.2015.1027723>
- Bramley, T. (2015). Book review: Rasch Measurement in the Social Sciences and Quality of Life Research. *Europe's Journal of Psychology*, 11(1), 169–171. Available online at: <http://ejop.psychopen.eu/issue/view/58>
- Child, S., Theakston, A. and Pika, S. (2014). How do modelled gestures influence preschool children's spontaneous gesture production? Social vs semantic influence. *Gesture*, 14(1), 1–25. Available online at: <http://www.jbe-platform.com/content/journals/10.1075/gest.14.1.01chi>
- Child, S., Johnson, M., Mehta, S. and Charles, A. (2015). Finding the common ground: Teachers' and employers' representations of English in an assessment context. *English in Education*, 49(2), 150–166. Available online at: <http://onlinelibrary.wiley.com/enhanced/doi/10.1111/eie.12066/>
- Crisp, V. (2015). Exploring the difficulty of mathematics examination questions for weaker readers. *Educational Studies*, 41(3), 276–292. Available online at: <http://dx.doi.org/10.1080/03055698.2014.992863>
- Darlington, E. (2015). What benefits could extension papers and admissions tests have for university mathematics applicants? *Teaching Mathematics and its Applications*. Advance online publication available at: <http://teamat.oxfordjournals.org/content/early/2015/03/17/teamat.hrv003.full.pdf+html>
- Darlington, E. and Dunn, K. (2015). Motivations for case study selection in GCSE geography. *Teaching Geography*, 40(1), 20–21. Available online at: <http://www.geography.org.uk/Journals/Journals.asp?articleID=1277>
- Johnson, M. (2015). Articulation work: Insights into examiners' expertise from their remote feedback interactions. *Communication & Language at Work*, 1(4), 28–52. Available online at: <http://ojs.statsbiblioteket.dk/index.php/claw/article/view/20771/18294>
- Johnson, M., Mehta, S. and Rushton, N. (2015). Assessment, aim and actuality: insights from teachers in England about the validity of a new language assessment model. *Pedagogies: An International Journal*, 10(2), 128–148. Available online at: <http://dx.doi.org/10.1080/1554480X.2015.1023803>
- Newton, P.E and Shaw, S.D. (2015). Disagreement over the best way to use the word 'validity' and options for reaching consensus. *Assessment in Education: Principles, Policy & Practice*. Advance online publication available at: <http://dx.doi.org/10.1080/0969594X.2015.1037241>
- Further information on all journal papers and book chapters can be found on our website: <http://www.cambridgeassessment.org.uk/our-research/all-published-resources/journal-papers-and-book-chapters/>
- Reports of research carried out by the Research Division for Cambridge Assessment and our exam boards, or externally funded research carried out for third parties, including the regulators in the UK and many ministries overseas, are also available from our website at: <http://www.cambridgeassessment.org.uk/our-research/all-published-resources/research-reports/>