

Research News

Lisa Bowett (Research Division)

The following reports and articles have been published since *Research Matters*, Issue 37:

Journal articles and other publications

Constantinou, F. (2024). Assessing students' application skills through contextualized tasks: Toward a more comprehensive framework for embedding test questions in context. *Practical Assessment, Research, & Evaluation*, 29(10). <https://doi.org/10.7275/pare.2103>

Crisp, V., Elliott, G., Walland, E., & Chambers, L. (2024) A structured discussion of the fairness of GCSE and A level grades in England in summer 2020 and 2021. *Research Papers in Education*. <https://doi.org/10.1080/02671522.2024.2318046>

Gill, T. (2024). *Core Maths qualifications: how they fit in post-16 programmes of study and their impact on other subjects with a quantitative element.*

Gill, T. (2024). *Is Core Maths fulfilling its aim? Impact on higher education outcomes.*

Johnson, M., & Majewska, D. (2024). What is non-formal learning (and how do we know it when we see it)? A pilot study report. *Discover Education* 3(148). <https://doi.org/10.1007/s44217-024-00255-y>

Kreijkes, P. (2022). A Bird's-Eye View of Curriculum Publications Concerning Seven Countries: A Bibliometric Analysis. ISSN: 2188-1162. *The European Conference on Education 2022: Official Conference Proceedings*. <https://doi.org/10.22492/issn.2188-1162.2022.29>

Majewska, D., & Johnson, M. (2024). Uncovering the landscape of cross-national UK education research: An exploratory review. *Educational Research*, 66(2), 205-227 <https://doi.org/10.1080/00131881.2024.2334751>

Oates, T. (2024). *The COVID-19 pandemic may be a thing of the past – its impact in schools is not.* Covered by TES, The Telegraph, The Guardian, The Times, Schools Week, School Management Plus, Education Journal, together with a wide variety of online and print sources across Europe, and North and South America.

Vidal Rodeiro, C. L. (2024). *Progression of the 2020 Key Stage 4 cohort to post-16 study.*

Conference presentations

Abu Sitta, F., Maddox, B., Casebourne, I., Hughes, S., Kvalja, M., Hannam, J., & Oates, T. (2023). The Futures of Assessments: Navigating Uncertainties through the Lenses of Anticipatory Thinking. Cambridge Assessment Network Conference, Cambridge, UK. (17 April) – Sarah Hughes presented.

Carroll, M. & Constantinou, F. (2024). Teachers' experiences of teaching during the Covid-19 pandemic and some positive implications. ResearchED Conference, Cambridge, UK. (20 April)

Elliott, G., Rushton, N., & Ireland, J. (2024). Is the GCSE incongruous in the light of other jurisdictions' approaches to assessment? Cambridge Assessment Network Conference, Cambridge, UK. (17 April) – poster reused for this event.

Gill, T. (2024). Research into the potential benefits of taking the EPQ for concurrent and future attainment. EPQ teachers' conference (Southampton University, 11 June)

Greatorex, J., & Ireland, J. (2024). Comparing curricula from different regions: a common practice revamped by using MAXQDA. Cambridge Assessment Network Conference, Cambridge, UK. (17 April) – poster reused for this event.

Oates, T. (2024). Research around the initial acquisition and later development of reading. ResearchED Conference, Cambridge, UK. (20 April)

Oates, T. (2024). The many meanings of personalisation of learning - the good the bad and the ugly. ResearchED Conference, Cambridge, UK. (20 April)

Oates, T. (2024). The importance of strategic planning and aligned actions to raise the quality of education. Presentation in Porto, Portugal. (14 May)

Oates, T., & Suto, I. (2024). Knowledge and skills – knowledge versus skills – false oppositions and fallout. AEA-Europe Holistic Assessment SIG webinar. (13 June)

Rushton, N. (2024). Timeline of changes to the national curriculum, Cambridge Assessment Network Conference, Cambridge, UK. (17 April) – poster reused for this event.

The 2024 British Educational Research Association (BERA) conference took place in Manchester on 8 - 12 September, <https://www.bera.ac.uk/conference/bera-conference-2024-and-wera-focal-meeting>. Our researchers presented three papers:

Greatorex, G. Indigenous Knowledges in school curricula: a literature review and document analysis (co-researched with Jo Ireland)

Constantinou, F. Synchronous Hybrid Teaching: A More Flexible and Inclusive Mode of School Instruction?

Lestari, S. Typing Versus Handwriting Exam Scripts: Evidence Synthesis and Implications for Practice and Research

Sharing our research

We aim to make our research as widely available as possible. Listed below are links to the places where you can find our research online:

Journal papers and book chapters: <https://www.cambridgeassessment.org.uk/our-research/all-published-resources/journal-papers-and-book-chapters/>

Research Matters (in full and as PDFs of individual articles)
<https://www.cambridgeassessment.org.uk/our-research/all-published-resources/research-matters/>

Conference papers <https://www.cambridgeassessment.org.uk/our-research/all-published-resources/conference-papers/>

Research reports <https://www.cambridgeassessment.org.uk/our-research/all-published-resources/research-reports/>

Data Bytes <https://www.cambridgeassessment.org.uk/our-research/data-bytes/>

Statistics reports <https://www.cambridgeassessment.org.uk/our-research/all-published-resources/statistical-reports/>

Blogs <https://www.cambridgeassessment.org.uk/blogs/>

Insights (a platform for sharing our views and research on the big education topics that impact assessment around the globe) <https://www.cambridgeassessment.org.uk/insights/>

Our [YouTube channel](#), contains Research Bytes (short presentations and commentary based on recent conference presentations), our online live debates #CamEdLive, and podcasts.

You can also learn more about our recent activities from [Facebook](#), [Instagram](#), [LinkedIn](#) and X (formerly [Twitter](#))