Bibliography loosely as cited in the podcast, and ordered under the following categories, in order of relevance, and not alphabetical order

- Collectivism
- Neoliberalism
- Scepticism
- Item Response Theory – The Rasch Model
- Realism and Constructivism in Assessment
- Management by Numbers
- Education in Victoria – Pre-neoliberalism
- Post-neoliberalism, effects of large scale assessment

**Collectivism**

*Seminal work on the structure of language and meaning*

*The approach to economics that dominated the western world after World War II, and until the early seventies*

*A work describing the inter-disciplinary and collectivist approach to structuralism*

*Seminal work on the structure of the mind and learning*

*Seminal work on the role of the state in education as an essential part of society*

*Collectivism is often associated with Marxist critique, which evolved into critical theory in the twentieth century*

*A sociological framework that integrates the dynamics between the household, the economy and the polity through integrative subsystems*

*A good overview of critical theory as a response to modernity – structuralist critique of a structuralist perspective*
Neoliberalism

Seminal work that attacks Plato, Hegel and Marx to provide the philosophical platform for neoliberalism

Makes the case for individualism over collectivism

Seminal work that empirically links levels of education to earning capacity

Neoliberal economic theory that proceeds by taking ‘wants as fixed’ (The sociology of Parsons is in distinct contrast to this)

Neoliberal economic theory that links human capital theory to economic theory

Seminal work on neoliberal philosophies, with a chapter on education that advocates for vouchers in the compulsory years, and student loans for higher education. While neoliberalism is often associated with the monetarist theory of Friedman, these economic theories are distinct from the philosophies expressed in this book

https://doi.org/10.1016/j.econedurev.2013.04.005
A neoliberal use of educational assessment data, linking economic growth to human capital as represented by large-scale assessment

A neoliberal use of educational assessment data, linking educational efficiency and productivity using large-scale assessment data

The use of educational assessment data and findings to promote interventions that are largely content agnostic

Marginson here provides a historical narrative and critique of human capital theory

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Scepticism

Seminal lecture sceptical of the western/occidental nature of structuralism. This evolved into postcolonial studies

A seminal postcolonial work that discusses the practice of Sati (self-immolation of the widow on the husband’s funeral pyre) and sceptical of the West’s focus on the Eurocentric subject

A seminal work sceptical of the West’s patronising representations of the East

A seminal work, sceptical of the western order of science, and of attitudes towards sexuality

Seminal work sceptical of approaches to the construction of gender and sexuality

Irigaray, L. (1985). This sex which is not one. New York: Cornell University Press.
Seminal work sceptical of approaches to the social roles imposed on women such as mother, virgin, prostitute

Sceptical that Marxist inspired critical theory can provide emancipatory narratives for women

Seminal work sceptical of rationality towards knowledge and technology

Sceptical of theoretical approaches to the economy

The Bacchae, Euripides’ last play, details how the scepticism of Dionysus can lead to tragic consequences when the order imposed by Apollo is unforgiving

Develops the idea of the Apollonian and Dionysian

*Parts of this book explore the ongoing tension between the Apollonian and Dionysian in philosophy*

### Item Response Theory – The Rasch Model


*Seminal book on the Rasch model, which Rasch himself lauds as being able to transcend the content of the test. A powerful concept for comparative educational assessment, but does decouple content from the test*


*A highly regarded book that is an intro into item response theory. The first chapter details features like psychometric properties of items, local independence, the basics of scaling, and so forth*


*A generalised model of the Rasch model developed by Australians and used in the initial cycles of PISA*


*Introduces the notion of increased ‘semiotic resources’ afforded by technology and theorises its use*

### Realism and Constructivism in Assessment


*Seminal paper detailing realism, constructivism and operationalism as attitudes towards latent traits of educational assessment. This paper argues in favour of realism*


*Seminal paper that advocates for realism in educational assessment validity, and that a measure is only valid if there is a causal connection between the trait and observed responses*


*A recent special issue on validity that largely seeks to address the challenge posed by Borsboom, asking if scientific and ethical thinking can be integrating in the concept of validity*


*Article that exemplifies the type of reconciliation that needs to take place between different conceptualisations of constructs, an argument against realism*

Report detailing study where assessment framework and sampling methodology are kept constant, but the mode of delivery is changed to technology, and the affordances of the technology are utilised through videos and simulations. That the measures change between modes is an argument against realism.

**Management by Numbers**


OECD report that encourages the use of international assessment, along with national assessments (such as NAPLAN) to manage school systems.


Seminal book on management by objectives as a form of self-management, in Australia NAPLAN provides the objectives for management.


Seminal thinker on marketing, while there’s nothing wrong with marketing, it has quite a different focus on how schools communicate with communities. Marketing focuses on communicating with the like-minded, collectivism focuses on communicating with diverse communities.

**Education in Victoria – Pre-neoliberalism**


Details the struggles between school-based and centralised curriculum in the 1980s and 1990s in Australia.


German mathematics expert, detailing Victoria’s leading approach to mathematics curriculum in the early 1990s (probably better references available, let me know!)


An Australian, world renowned and PISA mathematics chair and mathematics educator, somewhat lamenting the demise of the mathematics problem solving curriculum. It was the approach used in PISA.


An Australian, world renowned and PISA science expert and science educator, somewhat lamenting the demise of the progressive educational climate in Victoria of the late 1980s.

*A seminal Australian report on work place competencies*


*A seminal Australian report on work place competencies*

Griffin, P., Care, E., & McGaw, B. (Eds.). (2012). *Assessment and teaching of 21st century skills*. Dordrecht: Springer. [https://doi.org/10.1007/978-94-007-2324-5](https://doi.org/10.1007/978-94-007-2324-5)

*A project sponsored by Cisco, Intel and Microsoft, that built on the Finn and Mayer reports and led to the development of generic competencies (in various guises) to the world through the OECD*

**Post-neoliberalism, effects of large scale assessment**


*Seminal article, drawing on Lyotard, that invokes the term ‘terrors of performativity’*


*Architects of the Kennett government’s neoliberal education reforms in Victoria, considered movements such as feminism as threats to authority*


*Well researched and presented article that details the negative effects that large-scale assessment, mainly NAPLAN, can have on students as well as teachers and school communities*


*Wu here details how standard errors affects reporting of NAPLAN results*


*Article detailing the negative effect large-scale assessment can have on subjects such as drama*

*Article detailing how the use of data leads to contradictory logics in education*


*Article detailing the fundamental contradiction between the focus on individual development and large-scale assessment*


*Article detailing the misuse of assessment findings in educational policy development, Margaret Wu is the founding deputy project director of PISA, developer of the software used to scale PISA data, and one of the last Australian members on the PISA Technical Advisory Group*


*Reports detailing corruption in Victorian education, the podcast likens this corruption with the tragedy and madness of Euripides’ The Bacchae*


*Report detailing that Victoria is getting its act together again*


*Details some of the commercial contestations around NAPLAN*


*Pyne releasing millions of dollars in 2014 to put NAPLAN online by 2016*


*One of several states to reject NAPLAN online in 2017*

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