

## How large-scale tests affect school management – Marten Koomen

TER Podcast 4 March 2008

selected and opinionated annotated bibliography

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

**Chomsky, N. (1969). *Aspects of the theory of syntax*. Cambridge MA: MIT press.**

*Seminal work on the structure of language and meaning*

**Keynes, J. M. (1964). *General theory of employment, interest and money*. San Diego CA: Harvest Book. (Original 1953)**

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

**Piaget, J. (1973). *Structuralism*. London: Routledge and Kegan Paul. (Original 1968)**

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

**Piaget, J. (2001). *The psychology of intelligence*. London: Routledge. (Original 1947)**

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

**Plato. (1963). *The republic*. Middlesex: Penguin Books.**

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

**Marx, K. (2000). *Karl Marx: Selected writings* (D. McLellan Ed.). Oxford: Oxford University Press.**

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

**Parsons, T., & Smelser, N. (2005). *Economy and society: A study in the integration of economic and social theory*. New York: Routledge. (Original 1956)**

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

**Kellner, D. (1992). *Critical theory, Marxism and modernity*. Baltimore: The Johns Hopkins University Press.**

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

## **Neoliberalism**

**Popper, K. (2002). *The open society and its enemies*. London: Routledge. (Original 1945)**  
*Seminal work that attacks Plato, Hegel and Marx to provide the philosophical platform for neoliberalism*

**Hayek, F. A. (2007). *The road to serfdom: Text and documents: The definitive edition*. London: The University of Chicago Press. (Original 1944)**  
*Makes the case for individualism over collectivism*

**Becker, G. S. (1993). *Human capital: A theoretical and empirical analysis, with special reference to education* (3rd ed.). Chicago IL: University of Chicago Press. (Original 1964)**  
*Seminal work that empirically links levels of education to earning capacity*

**Friedman, M. (2008). *Price theory*. New Brunswick NJ: Transaction Publishers. (Original 1962)**  
*Neoliberal economic theory that proceeds by taking 'wants as fixed' (The sociology of Parsons is in distinct contrast to this)*

**Friedman, M. (2008). *The optimum quantity of money*. New Brunswick NJ: Transaction Publishers. (Original 1969)**  
*Neoliberal economic theory that links human capital theory to economic theory*

**Friedman, M. (2002). *Capitalism and freedom* (40th Anniversary ed.). Chicago: University of Chicago Press. (Original 1962)**  
*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*

**Hanushek, E. A. (2013). Economic growth in developing countries: The role of human capital. *Economics of Education Review*, 37, 204-212.**  
<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*

**Hanushek, E. A., & Ettema, E. (2017). Defining productivity in education: Issues and illustrations. *The American Economist*. <https://doi.org/10.1177/0569434516688207>**  
*A neoliberal use of educational assessment data, linking educational efficiency and productivity using large-scale assessment data*

**Hattie, J. A. C. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London: Routledge.**  
*The use of educational assessment data and findings to promote interventions that are largely content agnostic*

**Marginson, S. (1993). *Education and public policy in Australia*. Cambridge: Cambridge University Press.**  
*Marginson here provides a historical narrative and critique of human capital theory*

## **Scepticism**

**Derrida, J. (2007). Structure, sign, and play in the discourse of the human sciences. In R. Macksey & E. Donato (Eds.), *The structuralist controversy: The languages of criticism & the sciences of man* (40th Anniversary ed., pp. 247-272). Baltimore: Johns Hopkins University Press. (Original 1966)**

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

**Spivak, G. C. (2010). Can the subaltern speak? In R. C. Morris (Ed.), *Can the subaltern speak?: Reflections on the history of an idea* (pp. 21-78). New York: Columbia University Press. (Original 1985)**

*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*

**Said, E. W. (1994). *Orientalism* (25th Anniversary ed.). New York: Vintage Books. (Original 1978)**

*A seminal work sceptical of the West's patronising representations of the East*

**Foucault, M. (2002). *The order of things: An archaeology of the human sciences*. London: Routledge. (Original 1966)**

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

**Butler, J. (2007). *Gender trouble: Feminism and the subversion of identity*. New York: Routledge. (Original 1990)**

*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*

**Wittig, M. (1993). One is not born a woman. In H. Abelove, M. A. Barale, & D. M. Halperin (Eds.), *The lesbian and gay studies reader* (pp. 103-109). New York: Routledge.**

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

**Lyotard, J.-F. (1984). *The postmodern condition: A report on knowledge*. Minneapolis: University of Minnesota Press. (Original 1979)**

*Seminal work sceptical of rationality towards knowledge and technology*

**Lyotard, J.-F. (2015). *Libidinal economy*. London: Bloomsbury. (Original 1974)**

*Sceptical of theoretical approaches to the economy*

**Euripides. (1973). *The Bacchae and other plays* London: Penguin Books.**

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

**Nietzsche, F. W. (2003). *The birth of tragedy: Out of the spirit of music*: Penguin Books. (Original 1872)**

*Develops the idea of the Apollonian and Dionysian*

**Bowie, A. (2003). *Introduction to German philosophy: From Kant to Habermas*. Cambridge UK: Polity.**

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

## **Item Response Theory – The Rasch Model**

**Rasch, G. (1980). *Probabilistic models for some intelligence and attainment tests*. Chicago: MESA PRESS. (Original 1960)**

*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*

**Hambleton, R. K., Swaminathan, H., & Rogers, H. J. (1991). *Fundamentals of item response theory*. Newbury Park CA: Sage publications.**

*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*

**Adams, R. J., Wilson, M., & Wang, W.-c. (1997). The multidimensional random coefficients multinomial logit model. *Applied Psychological Measurement*, 21(1), 1-23.**

**<https://doi.org/10.1177/0146621697211001>**

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

**Kress, G. (2010). *Multimodality: A social semiotic approach to contemporary communication*. London: Routledge.**

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

## **Realism and Constructivism in Assessment**

**Borsboom, D., Mellenbergh, G. J., & van Heerden, J. (2003). The theoretical status of latent variables. *Psychological Review*, 110(2), 203-219. <https://doi.org/10.1037/0033-295X.110.2.203>**

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

**Borsboom, D., Mellenbergh, G. J., & van Heerden, J. (2004). The concept of validity. *Psychological Review*, 111(4), 1061–1071. <https://doi.org/10.1037/0033-295X.111.4.1061>**

*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*

**Newton, P. E., & Baird, J.-A. (Eds.). Validity [Special issue]. *Assessment in Education: Principles, Policy & Practice*, 23(2). <https://doi.org/10.1080/0969594x.2016.1172871>**

*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*

**Wu, M. (2009). A comparison of PISA and TIMSS 2003 achievement results in mathematics. *PROSPECTS*, 39, 33-46. <https://doi.org/10.1007/s11125-009-9109-y>**

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

**OECD. (2010). *PISA computer-based assessment of student skills in science*. Paris: OECD Publishing. <https://doi.org/10.1787/9789264082038-en>**

*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. (2013). *Synergies for better learning: An international perspective on evaluation and assessment*. Paris: OECD Publishing. <https://doi.org/10.1787/9789264190658-en>**

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

**Drucker, P. (2006). *The practice of management*. New York: Harper. (Original 1955)**

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

**Kotler, P. (1972). A generic concept of marketing. *Journal of Marketing*, 36(2), 46-54. Available from <http://www.jstor.org/stable/1250977>**

*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**

**Barcan, A. (2003). The struggle for curriculum reform in Australia 1987-1993. *Education Research and Perspectives*, 30(2), 108-139.**

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

**Blum, W. (1993). Mathematical modelling in mathematics education and instruction. In I. Huntley, T. Breiteig, & G. Kaiser-Messmer (Eds.), *Teaching and learning mathematics in context* (pp. 3-14). New York: Ellis Horwood.**

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

**Stacey, K. (2001). Trends in researching and teaching problem solving in school mathematics in Australia: 1997-2000. In E. Pehkonen (Ed.), *Problem Solving around the World* (pp. 45-53). Finland: University of Turku.**

*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*

**Fensham, P. J. (2016). The future curriculum for school science: What can be learnt from the past? *Research in Science Education*, 46(2), 165–185. <https://doi.org/10.1007/s11165-015-9511-9>**

*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*

**Finn, B. (1991). *Young people's participation in post-compulsory education and training: Report of the Australian Education Council Review Committee [Finn Review]*. Canberra: Australian Government Publishing Service.**

*A seminal Australian report on work place competencies*

**Mayer, E. (1992). *Key competencies: Report of the Committee to advise the Australian Education Council and Ministers of Vocational Education, Employment and Training on employment-related key competencies for postcompulsory education and training [Mayer report]*. Canberra: Australian Education Council and Ministers of Vocational Education, Employment and Training.**

*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>**

*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**

**Ball, S. J. (2003). The teacher's soul and the terrors of performativity. *Journal of Education Policy*, 18(2), 215-228. <https://doi.org/10.1080/0268093022000043065>**

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

**Caldwell, B. J., & Hayward, D. K. (1998). *The future of schools: Lessons from the reform of public education*. London: Falmer Press.**

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

**Howell, A. (2012). The silent voice in the NAPLAN debate: Exploring children's lived experiences of the tests. *Proceedings of Joint Australian Association for Research in Education and Asia-Pacific Educational Research Association Conference (AARE-APERA 2012) World Education Research Association (WERA) Focal Meeting*. Sydney, New South Wales.**

<https://eric.ed.gov/?id=ED544498>

**Howell, A. (2017). 'Because then you could never ever get a job!': children's constructions of NAPLAN as high-stakes. *Journal of Education Policy*, 32(5), 564-587.**

<https://doi.org/10.1080/02680939.2017.1305451>

*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, M. (2016). What national testing data can tell us. In B. Lingard, G. Thompson, & S. Sellar (Eds.), *National testing in schools: An Australian assessment*. London: Routledge.**

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

**Lambert, K., Wright, P. R., Currie, J., & Pascoe, R. (2015). Data-driven performativity: Neoliberalism's impact on drama education in Western Australian secondary schools. *Review of Education, Pedagogy, and Cultural Studies*, 37(5), 460-475.**

<https://doi.org/10.1080/10714413.2015.1091260>

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

**Hardy, I., & Lewis, S. (2016).** The 'doublethink' of data: educational performativity and the field of schooling practices. *British Journal of Sociology of Education*, 1-13.  
<https://doi.org/10.1080/01425692.2016.1150155>

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

**Solomon, Y., & Lewin, C. (2016).** Measuring 'progress': Performativity as both driver and constraint in school innovation. *Journal of Education Policy*, 31(2), 226-238.  
<https://doi.org/10.1080/02680939.2015.1062147>

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

**Gorur, R., & Wu, M. (2015).** Leaning too far? PISA, policy and Australia's 'top five' ambitions. *Discourse: Studies in the Cultural Politics of Education*, 36(5), 647-664.  
<https://doi.org/10.1080/01596306.2014.930020>

*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*

**IBAC. (2016).** *Operation Ord: An investigation into the conduct of officers of the Department of Education and Training, in connection with the use of 'banker schools' and related activities.* Melbourne: Independent Broad-based Anti-corruption Commission. Retrieved from <http://www.ibac.vic.gov.au/>

**IBAC. (2017).** *Operation Dunham: An investigation into the conduct of officers of the Department of Education and Training, including Darrell Fraser, in connection with the Ultranet project and related matters.* Melbourne: Independent Broad-based Anti-corruption Commission. Retrieved from <http://www.ibac.vic.gov.au/publications-and-resources/article/op-dunham-sr-jan-17>

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

**Department of Education and Training Victoria. (2017).** *Working with integrity: The Department of Education and Training's second report to the Independent Broad-based Anti-Corruption Commission.* Melbourne: Department of Education and Training, Victoria.

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

**Hogan, A. (2016).** NAPLAN and the role of edu-business: New governance, new privatisations and new partnerships in Australian education policy. *The Australian Educational Researcher*, 43(1), 93-110. <https://doi.org/10.1007/s13384-014-0162-z>

*Details some of the commercial contestations around NAPLAN*

**Pyne, C. (2014).** \$24.7 million to transform NAPLAN to online testing [Press release]. Retrieved from <https://ministers.education.gov.au/pyne/247-million-transform-naplan-online-testing>

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

**Merlino, J. (2017).** Victoria not proceeding with NAPLAN online in 2017 [Press release]. Retrieved from <http://www.premier.vic.gov.au/victoria-not-proceeding-with-naplan-online-in-2017/>  
*One of several states to reject NAPLAN online in 2017*

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