

Assessment and Evaluation Group Annual Report 2024-2025



Assessment and Evaluation Group

Annual Report 2023-2024

Our Commitment to Education

Established in 2002, the Assessment and Evaluation Group (AEG) leverages a collaborative approach to scholarship to engage in innovative research with the goal of contributing to new knowledge in assessment, evaluation, and knowledge mobilization. Our research, services, and educational programming are all directed at promoting learning and improving educational systems through rigorous research and effective community engagement. Situated at Queen's University's Faculty of Education, the AEG supports leading undergraduate and graduate education in assessment, evaluation, measurement, and knowledge translation. The AEG operates from the premise that high quality assessment and evaluation are the foundation for meaningful educational change.



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AEG Team

AEG is home to faculty members and students with diverse research interests within the areas of assessment, evaluation, research methodologies, and knowledge mobilization.

Faculty Members

Faculty Members	Research Interests
Christopher DeLuca, AEG Managing Director	<ul style="list-style-type: none">● Exploring pre-service and in-service teacher education in assessment (assessment literacy)● Rethinking classroom assessment theory and practice to support teaching and learning● Examining the intersection of assessment, curriculum, and pedagogy within accountability contexts of education● Using validity theory in educational assessment
Michelle Searle Director	<ul style="list-style-type: none">● Program evaluation● Evaluation use and influence● Arts-informed inquiry● Knowledge mobilization● Applied and collaborative research in K-12 schooling● Teaching assessment and evaluation in higher education
Saad Chahine Director	<ul style="list-style-type: none">● Quantitative research and survey design● Psychometrics and large-scale testing● Educational change● Health profession education● Competency-based education● International development
Amanda Cooper Director	<ul style="list-style-type: none">● Knowledge mobilization (research-policy-practice relationships)● Research brokering organizations (intermediaries that connect research producers and users to increase research use)● Research impact (funders, impact indicators, engaged scholarship)● Evidence-informed policy

<p>Kristy Timmons Director</p>	<ul style="list-style-type: none"> ● Building capacity in the early years via improved policies/practices ● Advancing equitable access, experiences, and outcomes in ECE ● Improving understanding and assessment of self-regulation ● Educator expectations, beliefs, and practices ● Play-based learning
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Student Leaders

AEG had two student leaders this year:

- Sumaiya Chowdhury, Phd Student
- Taylor Wormington, PhD Student

The AEG communications student lead over the 2023-24 academic year was:

- Katrina Carbone, PhD candidate

Graduate Students

AEG currently has over 25 active students who are supervised by AEG faculty members. Graduate students are integral to the activities and life of the AEG. They research and teach in assessment, evaluation, methodologies, and knowledge mobilization, and support our scholarly community in numerous other ways including as AEG leaders, workshop facilitators, symposium and conference organizers, and social events conveners.

Awards

AEG members received the following awards this year:

- AERA Outstanding Paper Award in Classroom Assessment, 2023 (C. DeLuca, M. Holden, & N. Rickey)
- CCGSE Mentorship Award, Canadian Committee of Graduate Students in Education, 2023 (C. DeLuca)
- Excellence in Research to Practice, American Educational Research Association, 2023 (A. Cooper)
- Bateson New Scholar Award, Canadian Educational Researchers' Association, 2024 (N. Rickey)
- Wilson Award, Queen's Faculty of Education, 2024 (M. Holden)
- EARLI 1 Award, Assessment and Evaluation, 2024 (N. Rickey)

Student and Community Focused Activities

AEG hosts three types of activities: Graduate Student Learning Series, Grad-to-Grad Capacity Building, and Community Building Events.

Graduate Student Learning Series

These events facilitate knowledge exchange and discussions on research and academia. The Assessment Connections workshops stand out as a premier opportunity to explore assessment, evaluation, and knowledge mobilization, welcoming both senior graduate students and faculty members. These events are open to graduate students, faculty members, and teacher candidates.

Graduate Student Learning Series events hosted in 2023/2024 included:

- AEG SSHRC Proposal Sharing & Feedback Session
- Ontario Graduate Scholarship Grant Proposal Feedback Session with Queen's AEG & the Mentorship Group
- Summit on Equity, Assessment, and Evaluation in Education: Bringing Theory and Practice Together
- Assessment Connection Part 1- Thinking about Identity and Assessment
- Assessment Connection Part 2- Thinking about Assessment and Research
- Assessment Connections Part 3- Thinking about Assessment and Interview Questions
- Developing Skills and a CV for Non-Academic Jobs
- Student Identity and Assessment: A Conversation with Dr. Juuso Nieminen (in collaboration with the Special Education Group and Centre for Community Engagement and Social Justice)
- Culturally Relevant and Responsive Large-Scale Assessments: Opportunities and Challenges

Grad-to-Grad Capacity Building

G2G provides grad-to-grad support to AEG students. These events facilitate engaging opportunities for grad-to-grad conversations with more experienced students. They develop individual and collective capacity and cultivate professional networks among the AEG community. These events are only open to graduate students.

Grad-to-Grad events hosted in 2023/2024 included:

- Making the Most of Your Experience and Funding Opportunity

Community Building Events

Community building events catalyze fostering collaboration among all AEG members, nurturing a sense of community, providing an enjoyable atmosphere for participants and building a strong sense of belongingness. These events are open to graduate students, faculty members, and teacher candidates.

Community Building Events hosted in 2023/2024 included:

- AEG Welcome Sweets and Treats and CSSE Proposal Writing Session
- AEG End of Term Social Event: Bowling
- AEG Dinner at the 2024 AERA Annual Meeting
- Ice-Cream Walk and Talk

Conferences Attended with Students

AEG faculty members and students attended and presented at several national and international conferences in 2023-2024, including:

- American Educational Research Association, April 2024, Philadelphia, Pennsylvania
- Canadian Society for the Study of Education, May 2024, Montreal, Quebec

Summary of Scholarly Outputs

The following table summarizes the total amount of funding, publications, and other scholarly outputs AEG faculty members and students have been involved in.

Total amount of funding awarded to AEG faculty	\$427,270.00
Total number of publications by AEG faculty	54
Total number of keynotes, workshops, and presentations by AEG faculty	51

Funding

AEG faculty members were principal or co-investigators on the following grants awarded in 2023-2024 academic year:

Co-investigator: Improving Canadian Teachers' Assessment Literacy and Decision-Making Through Self-Directed Professional Development, 2023-2028

- Externally-funded: SSHRC Insight Grant, \$302,480 (5 years)
- Investigators: O. Bulut (PI), C. DeLuca (Co), M. Kim (Co), K. Koh (Co)

Co-investigator: Learning to Love Learning: Taking Control, Responsibility, and Pride through Self-Regulated Learning and Assessment, 2023-2028

- Externally-funded: SSHRC Insight Grant, \$389,640 (5 years)
- Investigators: L. Cheng (PI), C. DeLuca (Co), K. Timmons (Co), Y. Rong (Co)

Principal Investigator: Addressing Systemic Assessment Challenges and Inequities: A Pan-Canadian Study Mobilizing Teacher-led Assessment Innovation, 2022-27

- Externally-funded: Social Sciences and Humanities Research Council of Canada (SSHRC), Insight Grant, \$350,300 (5 years)
- Investigators: C. DeLuca (PI), A. Coombs (Co), D. LaPointe-McEwen (Co)

Co-Investigator: Teacher-led Learning Circles for Formative Assessment, 2022-25

- Externally-funded: Jacobs Foundation, €50,000 (\$70,000CND, 2 years)
- Investigators: C. Campbell (PI), C. DeLuca (Co)

Co-Investigator: Campus Belonging: Exploring Accessible Education in Canadian Postsecondary Environments

- Externally funded: SSHRC IG (\$318,932, 5 years)
- Investigators: H. Brown, B. DiRezze, M. Searle, D. Nicholas, S. Thompson-Hodgetts, P. Douglas, C. A. McMorris, M. A. Ames, T. Connolly, J. Lopez, C. Soodeen, & P. Dwyer.

Principal Investigator: Investigating the influence of open enrolment to include undergraduates in an experiential learning course

- Internally funded: Principal's office (\$10,000, 1 year)
- Investigators: M. Searle

Principal Investigator: Advancing Community Engagement through Internships focused on Evaluation Capacity Building

- Funding: CCEC (\$10,000, from CCEC + \$3000 community partner funding, 1 year)
- Investigator: M. Searle, & A. Cooper

Co-Investigator: Evaluation Practice Partnership for Incel Radicalization Prevention Program with White Ribbon

- Externally funded: Public Safety, Community Resilience Fund (\$250,000, 5 years)
- Investigators: M. Searle
- Co-Investigator: W. Craig

Co-Investigator: Inquiry into the Action Plan for Equity, Indigeneity, Diversity, and Anti-Racism at HPCDSB

- Externally funded: HPCDSB (\$50,000, 1 year)
- Investigators: M. Searle
- Co-Investigator: L. Kirkpatrick

Publications

The following publications include refereed and practitioner papers.

Adie, L., Gallagher, J., Wyatt-Smith, C., Spina, N., & DeLuca, C. (2023). Mediating teachers' assessment work. *The Australian Educational Researcher*.

doi.org/10.1007/s13384-023-00675-z

Airton, L., Searle, M., *Melendez, S., *Carbone, K., Watt, B., *Martin, K., & *Lefebvre, N. (2024). Toward proactive support for transgender and/or gender non-conforming students in teacher education: Initial findings from interweaving evaluative inquiry and action research. *Bulletin of Applied Transgender Studies*. 10.57814/6aah-a175

Barber, C., van der Vleuten, C., & Chahine, S.* (2023). Validity evidence and psychometric evaluation of a socially accountable health index for health professions schools. *Advances in Health Sciences Education*, 1-26.

<https://link.springer.com/article/10.1007/s10459-023-10248-5> [SSHRC funded student]

Baidoo-Anu, D., & DeLuca, C. (2023). Educational assessment in Ghana: The influence of historical colonization and political accountability. *Assessment in Education: Principles, Policy & Practice*, 30(3-4), 225-244.

Baidoo-Anu, D., Rasooli, A., DeLuca, C., & Cheng, L. (2023). Conceptions of classroom assessment and approaches to grading: Teachers' and students' perspectives. *Education Inquiry*. 1-29.

Baidoo-Anu, D., & DeLuca, D. (2023). Ghana's colonial past and assessment use means education priorities passing exams over what students actually learn – this must change. *The Conversation Canada*.

<https://theconversation.com/ghanas-colonial-past-and-assessment-use-means-education-prioritises-passing-exams-over-what-students-actually-learn-this-must-change-211957>

- Baidoo-Anu, D., DeLuca, D., & Cheng, L. (2023). Why universities need to look beyond grades when admitting international students. *The Conversation Canada*.
<https://theconversation.com/why-universities-need-to-look-beyond-grades-when-admitting-international-students-198661>
- Bolden, B., DeLuca, C., & Rickey, N. H. (2023). Nurturing musical creativity through assessment for learning. *Music Educators Journal*.
- Chahine, S., Bartman, I., Kulasegaram, K., Archibald, D., Wang, P., Wilson, C., Ross, B., Cameron, E., Hogenbirk, J., Barber, C., Burgess, R., Katsoulas, E., Touchie, C., & Grierson, L. (2024). From admissions to licensure: education data associations from a multi-centre undergraduate medical education collaboration. *Advances in Health Sciences Education*. [SSHRC funded] <https://link.springer.com/article/10.1007/s10459-024-10326-2>
- DeLuca, C., Dubek, M., & Rickey, N. H. (2024). How hermeneutics can guide grading in integrated STEAM education: An evidence-informed perspective. *British Educational Research Journal*. 00: 1-18. doi.org/10.1002/berj.3979
- DeLuca, C., Willis, J., Harrison, C., Cowie, B., & Coombs, A. (2023). *Learning to assess: Cultivating assessment capacity in teacher education*. Singapore: Springer.
- DeLuca, C., & Braund, H. (2023). Educating teachers for the work of assessment in schools. In Lampert, J (Ed), *Oxford Encyclopedia of Global Perspectives on Teacher Education*. Oxford University Press.
- DeLuca, C. (2024). Silent discrimination: The ongoing omission of 2SLGBTQI+ Canadians in census data and employment equity. *The Hill Times*.
<https://www.hilltimes.com/story/2024/01/04/silent-discrimination-the-ongoing-omission-of-2slgbtqi-canadians-in-census-data-and-employment-equity/407223/>
- DeLuca, C., & Holden, M. (2024). Assessment in the language arts classroom: Learning about – and with – artificial intelligence. *Principal Connections*, 27(3), 42-43.
- DeLuca, C., Rickey, N., & Holden, M. (2023). Assessment as compassion: Aligning purpose and practice to support wellbeing. *MB Speaks: Manitoba Social Science Teachers' Association Journal*, 47(2), 41-48.

- DeLuca, C., Rickey, N., Coombs, A., LaPointe-McEwan, D. (2023). How 'grade obsession' is detrimental to students and their education. *The Conversation Canada*.
<https://theconversation.com/how-grade-obsession-is-detrimental-to-students-and-their-education-199980>
- Drabensott, M., Smyth, R., Searle, M., Kirkpatrick, L., & *Labonté, C. (2023). A collaborative approach to social worker solutions of rising mental health concerns: Five school leader perspectives. *Journal of School Leadership*.
- Dubek, M., Rickey, N. H., & DeLuca, C. (2024). Balancing disciplinary and integrated learning: How exemplary STEM teachers negotiate tensions of practice. *School Science and Mathematics*, 1–17. doi.org/10.1111/ssm.12645
- Fierro, L., Bourgeois, I., Gokiart, R., Searle, M., & Tremblay, M. (2024). Strengthening Evaluation Capacity Building Practice Through Competition: The Max Bell School of Public Policy's Evaluation Capacity Case Challenge. *Canadian Journal of Program Evaluation*, 38 (3).
<https://doi.org/10.3138/cjpe-2024-0012>
- Ge. J., DeLuca, C., LaPointe-McEwan, D., *Carbone, K., & Searle, M. (Under Review). Learning through tensions: Student teacher assessment identity development. [Submitted July 2024].
- Gokiart, R.J., Searle, M., Choquette, K., Zukiwsky, R., Bourgeois, I., Fierro, L., & Tremblay, M. (2024). Evaluation Capacity Building: Experiential Learning Through Community-University Collaboratives. *Canadian Journal of Program Evaluation*, 38 (3).
<https://doi.org/10.3138/cjpe-2024-0003>
- Hemmerich, A., Rickey, N. H., Dubek, M., & DeLuca, C. (2023). Every challenge presents an opportunity: How assessment can support, rather than hinder, integrated STEAM learning. *Canadian Teacher Magazine*.
- Holden, M., DeLuca, C., MacGregor, S., & Cooper, A. (2024). Adapting classroom assessment practices for online learning: Lessons learned from secondary school teachers in the early days of COVID-19. In Seitz, P., & Hill, L., (Eds.), *Assessment of Online Learners*. New York, NY: Routledge.

- Holden, M., Worthington, P., Searle, M. & Mak, C. (In Press). Examining an interdisciplinary experiential learning program for doctoral students. *Journal of Experiential Education*.
- Kulasegaram, K., Grierson, L., Barber, C., Chahine, S., Chou, F.C., Cleland, J., Ellis, E., Holmboe, E.S., Pusic, M., Schumacher, D., Tolsgard, M.G., Tsai, C.C., Wenghofer, E., & Touchie, C. (2024). Data sharing and big data in health professions education: Ottawa consensus statement and recommendations for scholarship. *Medical Teacher*
<https://www.tandfonline.com/doi/full/10.1080/0142159X.2023.2298762?src=>
- MacGregor, S., Cooper, A., & Holden, M. (2023). Leadership in times of crisis: Ontario teachers' perspectives of system leaders during the COVID-19 pandemic. *School Leadership & Management*.<https://doi.org/10.1080/13632434.2023.2232819>
- Matheson, M., DeLuca, C., & Matheson, I. (2023). Students' perspectives of transdisciplinary financial literacy education in Ontario. *Journal of the Canadian Association for Curriculum Studies*, 20(2-3), 103-119.
- Moozeh, K., Chabot, M., Chahine, S., Hungler, P. (2023). Evaluation of Student Perceived Learning Effectiveness and Motivation for a Capstone Design Web-based Virtual Reality Activity. *Proceedings of the Canadian Engineering Education Association (CEEA)*.
- Pyle, A., DeLuca, C., Wickstrom, H., Danniels, E., & Fesseha, E. (2023). Play-based learning and assessment practices in early years: Methodological explorations. *Educational Research*, 65(2), 248-266.
- Rasooli, A., & DeLuca, C. (2024). A critical review of fairness from multiple perspectives: Implications for classroom assessment theory. *Applied Measurement in Education*, 37(2), 148–164. doi.org/10.1080/08957347.2024.2345594
- Rasooli, A., DeLuca, C., & Cheng, L. (2023). Beginning teacher candidates' approaches to grading and assessment conceptions—Implications for teacher education in assessment. *Educational Research for Policy and Practice*, 22(1), 63-90.
- Rasooli, A., DeLuca, C., Cheng, L., & Mousavi, M. (2023). Classroom assessment fairness inventory: A new instrument to support perceived fairness in classroom assessment. *Assessment in Education: Principles, Policy & Practice*, 30(5-6), 1-24.

- Rickey, N. H., DeLuca, C., & Beach, P. (2023). Towards a new theory of student self-assessment: Tracing learners' cognitive and affective processes. *Metacognition and Learning, 18*, 1-37.
- Rickey, N. H., DeLuca, C., & Dubek, M. (2023). Toward a praxis-oriented understanding of student self-assessment in STEAM education: How exemplary educators leverage self-assessment. *Cambridge Journal of Education, 53*(5), 605-625.
- Searle, M., Cooper, A., Worthington, P., Hughes, J., Poth, C., & Gokiart, R. (2024). Mapping evaluation use: a scoping review of extant literature (2005-2022). *American Journal of Evaluation*. <https://doi.org/10.1177/10982140241234841>
- Searle, M., Fierro, L., Pinarski, J., Dixon, L., Tremblay, M., Bourgeois, I. & Gokiart, R. (2024). Meeting the Challenge: How the City of Kingston is Working to Propel Evaluation Growth. *Canadian Journal of Program Evaluation, 38* (3). <https://doi.org/10.3138/cjpe-2024-0006>
- Searle, M., Hughes, J., Carbone, K., Fierro, L., Tremblay, M., Gokiart, R. & Bourgeois, I. (2024). Learning from Evaluation Data: Discoveries from the Inaugural Evaluation Capacity Case Challenge. *Canadian Journal of Program Evaluation, 38* (3). <https://doi.org/10.3138/cjpe-2024-0005>
- Searle, M., *Carbone, K., *Chowdury, S., Cooper, A., Kukkonen, T. & *Chowdhury, A. (2023). Contributing to Social Change in Higher Education by Using Arts-Informed Inquiry to Expand Thinking about Assessment Identity. *Research in Arts and Education*.
- Smirnova, A., Chahine, S., Milani, C., Schuh, A., Sebok-Syer, S.S., Swartz, J., Wilhite, J.A., Kalet, A., Durning, S.J., Lombarts, K.M., van der Vleuten, C.P., & Schumacher, D. (2023). Using Resident-Sensitive Quality Measures Derived From Electronic Health Record Data to Assess Residents' Performance in Pediatric Emergency Medicine. *Academic Medicine*, pp.10-1097. https://journals.lww.com/academicmedicine/fulltext/2023/03000/using_resident_sensitive_quality_measures_derived.22.aspx
- Timmons, K., *Ji, Y., & *Schwass, C. (2024, in press). Building community online during the COVID-19 pandemic: Facilitating networks of support in the early primary years from the perspectives of key stakeholders in Canada. *Education 3-13*.

- Timmons, K. (Accepted, 2024). The great debate applied to developmentally appropriate practice (DAP): Moving beyond dichotomies in the early years (Chapter 7). In S. Jagger (Ed.), *Early Years Education and Care in Canada: A Historical and Philosophical Overview*, 2nd Edition Toronto, ON: Canadian Scholars Press.
- Timmons, K., *Bozek, E., & *Sharp, E. (2023). A Pan-Canadian document analysis: Examining policies and practices that foster self-regulation in the early years. *International Journal of Early Years Education*.
- Timmons, K., & Airton, L. (2023). Welcoming gender diversity in the early years: Interpreting professional guiding documents for gender-expansive practice. *Contemporary Issues in Early Childhood*, 24(1), 32–45. <https://doi.org/10.1177/1463949120978526>
- Timmons, K., (2024). Partnering to support and scale up assessment efforts of refugee-led early childhood education programs, Proceedings for the Summit on Equity, Assessment, and Evaluation.
- Timmons, K., Braund J., & Reynolds, J. (2024). *POPFASD Evaluation Over the Years*, Technical Report.
- van der Kleij, F., & DeLuca, C. (2023). Implementation of assessment for learning. In Tierney, R. J., Rizvi, F., & Ercikan, K. (Eds.), *International Encyclopedia of Education* (pp. 147-154). Elsevier.
- Volante, L., & DeLuca, C. (2024). Large-scale testing in the face of AI. *Assessment & Development Matters*, 16(1), 48-52. doi.org/10.53841/bpsadm.2024.16.1.48
- Volante, L., DeLuca, C., Barnes, N., Birenbaum, M., Kimber, M., Koch, M., Looney, A., Poskitt, J., Smith, K., & Wyatt-Smith, C. (2024). International trends in the implementation of assessment for learning revisited: Implications for policy and practice in a post-COVID world. *Policy Futures in Education*. doi.org/10.1177/14782103241255855
- Volante, L., DeLuca, C., & Klinger, D. (2023). Forward-thinking assessment in the era of artificial intelligence: strategies to facilitate deep learning. *Education Canada*. <https://www.edcan.ca/articles/forward-thinking-assessment-in-the-era-of-artificial-intelligence/>

- Volante, L., DeLuca, C., & Klinger, D. (2023). Leveraging AI to enhance learning. *Phi Delta Kappan*, *105*(1), doi.org/10.1177/00317217231197475
- Volante, L., & DeLuca, C., & Klinger, D. A. (2023, February 27). ChatGPT and cheating: 5 ways to change how students are graded. *The Conversation Canada*.
<https://theconversation.com/chatgpt-and-cheating-5-ways-to-change-how-students-are-graded-200248>
- Wickstrom, H., DeLuca, C., & Pyle, A. (2024). The role of play and assessment in mathematics development of early years learners. In Colgan, L., & Youmans, S. (Eds). *Beyond 1, 2, 3: Early Mathematics Education in Canada*. Canada Scholars.
- Willis, J., Arnold, J., & DeLuca, C. (2023). Accessibility in assessment for learning: Sharing criteria for success. *Frontiers in Education*, *8*, 1170454.
- Worthington, P., C. *Mak, C., *Holden, M. & Searle, M. (2023). Behind the Virtual Curtain: Techniques to Bring the CAE Principles to Life. *Canadian Journal of Program Evaluation* *38*(1): 115–127. <https://www.doi.org/10.3138/cjpe.75786>.
- Worthington, P., *Stroud, R., *Carbone, K., *Hughes, J., Searle, M. (2023). Learning by linking the Canadian Evaluation Society’s student case competition within a graduate evaluation course. *New Directions in Evaluation*. *177*, 105- 113, <https://doi.org/10.1002/ev.20536>

Keynotes, Invited Speeches, and Plenary Activities

Bremmner, L., Trembley, M., Gokiert, R., & Searle, M. (2023). Stories and Conversations about Indigenous Approaches to Evaluation. A session as part of the Evaluation Capacity Network public lecture series involving community-engaged evaluation (Q/UEval).

Chahine, S. (March, 2023). Classroom assessment in Ontario. Keynote speaker to the general meeting of the Ministry of Education in Trinidad and Tobago.

College of the North Atlantic. AI and the Future of Assessment: Strategies, Solutions, and Practices. St. John's, NFL (virtual): October 2023.

Faculty of Education, Queen's University. Community of Practice: Literacy Spring 2023 Professional Development Day. April 4, 2023 (Organizer).

Holland College. Generative AI and Assessment in the College Classroom: A Webinar on Foundational Concepts and Strategies. Charlottetown, PEI (virtual): March 2024.

Ministry of Education Language Centre Singapore. Generative AI and Assessment in the Classroom: A Webinar on Foundational Concepts and Practices. Singapore (virtual): February 2024.

New Brunswick Community College. Generative AI and Assessment in the College Classroom: A Webinar on Foundational Concepts and Strategies. Moncton, NB (virtual): February 2024.

Principals' Academy. Assessment Innovation: From Challenge to Change. Singapore: September 2023.

Saskatchewan Polytechnic. Generative AI and Assessment in the College Classroom: A Webinar on Foundational Concepts and Strategies. Saskatoon, SK (virtual): March 2024.

School of Foreign Studies, South China Normal University. Assessment Innovation: Implications for Research. Guangzhou, China (virtual): November 2023.

Searle, M. (2023). Enacting creative methods in evaluation. Invited presentation for Malene Skov Dinesen at Ineva, DK.

Singapore Principals Academy. Assessment in Play-based Teaching Contexts: Supporting our Early Learners. Singapore (virtual): March 2024.

Singapore Principals Academy. Designing High Quality Assessments with AI in mind. Singapore (virtual): July 2024.

Singapore Principals Academy. Designing High Quality Performance and Collaborative Student Assessments. Singapore (virtual): April 2024.

Singapore Principals Academy. Developing Teacher Assessment Literacy: New Directions for Teacher Professional Development. Singapore (virtual): March 2024.

Singapore Principals Academy. Generative AI and Assessment in the Classroom: A Webinar on Foundational Concepts and Practices. Singapore (virtual): January 2024.

Timmons, K. (2023). Community of Practice: Literacy Spring 2023 Professional Development Day. Faculty of Education, Queen's University, April 4, 2023 (Organizer).

Timmons, K. (2023). Partnering to support and scale up assessment efforts of refugee-led early childhood education programs. Summit on Equity, Assessment, and Evaluation in Education: Bringing Theory and Practice Together.

Timmons, K. (2023). Primer of the Truth About Reading: LDSB/Queen's University Partnered Event, May 25, 2023 (Organizer and Presenter).

University of Oxford, Center for Educational Assessment. Assessment Identity. Oxford, UK: January 2024.

University of Waikato. Thinking the Unthinkable: Supporting Teachers' Assessment Capacity. Waikato, NZ (virtual): June 2023.

Presentations

- Baidoo-Anu, D., & DeLuca, C. (2024). Person-centered analysis of students' assessment conceptions. Paper presentation at the Canadian Society for the Study of Education, Montreal, QC, Canada.
- Baidoo-Anu, D., & DeLuca, C. (2023). One-size does not fit all: A person-centered analysis of Ghanaian teachers' approaches to assessment. Poster presentation at the American Educational Research Association annual conference, Chicago, IL, United States.
- Barber C., Chahine S., & van der Vleuten, C., (April, 2023). Medical School Service Regions: Exploring Graduate Retention Rates Across the Training Continuum into Professional Practice. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Bozek, E., & Timmons, K. (2024). A Bioecological Understanding of COVID-19 in the Early Years. Canadian Society for the Study of Education. Montreal: Quebec.
- Carbone, K., Searle, M., Kirkpatrick, L., & DeLuca, C. (2024, April 11-14). Promoting lifelong learning through an expanded teacher assessment identity framework [Poster presentation]. American Educational Research Association (AERA) Annual Meeting, Philadelphia, Pennsylvania, United States of America.
- Carbone, K., Portelance, F. D., Liu, J., Searle, M., Hughes, J., Worthington, P., & Gokiart, R. (2024, April 11-14). Enhancing student competency development: Highlighting the potential of experiential learning in higher education [Roundtable presentation]. American Educational Research Association (AERA) Annual Meeting, Philadelphia, Pennsylvania, United States of America.
- Carbone, K., Chowdhury, S., Searle, M., & DeLuca, C. (2023). Using arts-informed inquiry to construct and conceptualize assessment identity in pre-service teacher education. Paper presentation at the annual meeting of the Canadian Society for the Study of Education (CSSE), Toronto, ON.
- Carbone, K., Searle, M., & Kirkpatrick, L. (2023). Bridging the gap: Investigating teachers' experiences with assessment, learning, and educational technology. Paper presentation at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.

- Carbone, K., Searle, M., & Chahine, S. (2023). Amplifying student learning by promoting technology enhanced assessment practices: Transformational experiences from COVID-19. Paper presentation at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.
- Carbone, K., Hughes, J., Liu, J., Worthington, P., Searle, M., & Gokiart, R. (2024, June 12-17). Driving student success: Maximizing experiential learning opportunities through educational partnerships [Roundtable presentation]. Canadian Society for the Study of Education (CSSE), Montréal, QC.
- Coombs, A., LaPointe-McEwan, D., DeLuca, C., Holden, M., Ozoren Sener, N., Rickey, N., & Hemmerich, A. (2023). Less is more: Developing an abridged version of the Approaches to Classroom Assessment Inventory. Paper presentation at the Annual Conference for the Canadian Society for the Study of Education (CSSE), Toronto, ON, Canada.
- Coombs, A., DeLuca, C., LaPointe-McEwan, D., Holden, M., Liao, D., Rickey, N. H. (2024). A teacher's journey is paved with tough choices: Understanding how teachers address classroom assessment dilemmas. Paper presentation at the CSSE Annual Meeting, Montreal, Canada.
- Coombs, A., DeLuca, C., LaPointe-McEwan, D., Rickey, N., & Holden, M. (2024). Influences on the perceived significance of classroom assessment dilemmas. Paper presentation at the Annual Conference for the Association for Educational Assessment – Europe (AEA-E), Paphos, Cyprus.
- Coombs, A., DeLuca, C., LaPointe-McEwan, D., Holden, M., Liao, D., & Rickey, N. (2024). A teacher's journey is paved with tough choices: Understanding how teachers address classroom assessment dilemmas. Paper presentation at the Annual Conference for the Canadian Society for the Study of Education (CSSE), Montreal, QC, Canada.
- Cooper, A., Teves, E., Luce-Kapler, R., Searle, M., & Rodway, J. (2023). Social impact centres around the globe: Amplifying research impact in communities. Paper presentation at the annual meeting of the Canadian Society for the Study of Education (CSSE), Toronto, ON.
- Cooper, A., MacGregor, S., *Worthington, P., Rodway, J., & Searle, M. (2023). How are social science funding agencies changing? Exploring the shifting global landscape of knowledge mobilization and research impact towards integrating equity and multi-stakeholder

- collaborations. Paper presentation at the annual meeting of the Canadian Society for the Study of Education (CSSE), Toronto, ON.
- Cooper, A., MacGregor, S., Searle, M., & Kukkonen, T. (2023). Moving knowledge into action with co-production and arts-informed inquiry. Paper presentation at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.
- DeLuca, C., & Holden, M. (2024). Assessment in the age of AI: Learning about and with artificial intelligence tools. *Assessment as Communication: Let's Talk*. Paper presentation at the Canadian Assessment for Learning Network (CAfLN) Conference, Canmore, AB, Canada.
- DeLuca, C., Willis, J., Cowie, B., Harrison, C., & Coombs, A. (2024). Learning to assess: Establishing an assessment capacity framework for initial teacher education. Paper presentation at the American Educational Research Association (AERA) Annual Meeting, Philadelphia, United States.
- DeLuca, C., Dubek, M., & Rickey, N. (2023). From objective to informed grading: Hermeneutics to guide grading in STEAM education classrooms. Presentation at the American Educational Research Association annual conference, Chicago, IL. United States.
- DeLuca, C., & Holden, M. (2023). Next Steps with AI/ChatGPT in AfL Practice and Policy. Paper Presentation at the Canadian Assessment for Learning Network (CAfLN) Summit, Ottawa, ON, Canada.
- Di Santo., & Timmons, K., (Accepted, 2024). Developing authentic assessments for early childhood programs in emergency contexts. 2024 World Forum on Early Care and Education: Vancouver, BC.
- Dubek, M., DeLuca, C., & Rickey, N. (2023). An evidence-informed framework for holistic STEM education. Presentation at the American Educational Research Association annual conference, Chicago, IL. USA.
- Dubek, M., DeLuca, C., & Rickey, N. H. (2023). Context is key: How exemplary educators operationalize integrated STEM education in Ontario. Paper presentation at the CSSE Annual Meeting, Toronto, Canada.
- Holden, M., Eaton, S., Burns, A., Hemmerich, A., DeLuca, C., Volante, L., Chahine, S., Scholle-Cotton, L., Bosica, J. J., & Healy, M. (2024). AI3: Artificial intelligence, academic

- integrity, and assessment innovation. Symposium presentation at the Annual Conference for the Canadian Society for the Study of Education (CSSE), Montreal, QC, Canada.
- Hughes, J., *Carbone, K., Searle, M., Airton, L., & *Melendez, S. (2023). Embracing plurality by integrating evaluative inquiry with action research to promote transformation for transgender and gender non-conforming learners. Paper presentation at the annual meeting of the Canadian Evaluation Society (CES), Québec City, QC.
- Keys, K., Searle, M., Bourgeois, I., Vos, P., Fierro, L., Gokiart, R., & Zukiwsky, R. (2023). Using experiential learning opportunities as a responsive approach to evaluation capacity building with communities. Panel presentation at the annual meeting of the Canadian Evaluation Society (CES), Québec City, QC.
- MacGregor, S., & Cooper, A. (2023). Secondary school teachers' perceptions of system leadership during the COVID-19 pandemic. Paper presented at the annual meeting of the American Educational Research Association. Chicago, IL.
- Morrison S., Plouffe, R., & Chahine, S., (May, 2023). Developing a School-Based Research Centre using Evaluation Techniques. Paper presented at the annual meeting of the Canadian Educational Research Association, Toronto, ON.
- Moozeh, K., Chabot, M., Chahine, S., Hungler, P. (June, 2023). Evaluation of Student Perceived Learning Effectiveness and Motivation for a Capstone Design Web-based Virtual Reality Activity [Paper presentation] Proceedings of the Canadian Engineering Education Association (CEEA), Kelowna, British Columbia, Canada.
- O'Connor, K., White, K., DeLuca, C., Holden, M., Green, J., & Poon, R. (2024). Closing interactive plenary. Assessment as Communication. Paper presentation at the Canadian Assessment for Learning Network (CAfLN) Conference, Canmore, AB, Canada.
- Portelance, F-D., Carbone, K., Searle, M., Gokiart, R., & Hughes, J. (2024, October 21-26). Experiencing capacity-building: Teaching evaluation through intensive experiential learning. [Paper presentation]. American Evaluation Association (AEA), Portland, Oregon.
- Portelance, F-D., Worthington, P., Carbone, K., Liu, J., Hughes, J., Searle, M., & Gokiart, R. (2024, June 12-17). Community-engaged evaluation: Examining the perspectives of partners involved in evaluation [Paper presentation]. Canadian Society for the Study of Education (CSSE), Montréal, QC. (Presentation cancelled due to labor disruption).

- Rickey, N. H., Panadero, E., & DeLuca, C. (2024). How do students self-assess? Examining the metacognitive processes of student self-assessment. Paper presentation at the European Association for Research on Learning and Instruction (EARLI) SIG 1 (Assessment) Conference, Barcelona, Spain.
- Rickey, N. H., Panadero, E., & DeLuca, C. (2024). Understanding self-assessment processes via multimodal data. Paper presentation at the Canadian Society for the Study of Education (CSSE) Annual Meeting, Montreal, Canada.
- Rickey, N. H., Panadero, E., & DeLuca, C. (2024). Student self-assessment emotions: Investigating the role of emotions in self-assessment. Roundtable presentation at the American Educational Research Association (AERA) Annual Meeting, Philadelphia, United States.
- Rickey, N., & DeLuca, C. (2023). Student self-assessment profiles: Leveraging trace data to unpack the black box of self-assessment. Poster presentation at the American Educational Research Association annual conference, Chicago, IL, United States.
- Rickey, N. H., Dubek, M., & DeLuca, C. (2023). Towards empirically informed principles underpinning STEM education for Canadian contexts. Paper presentation at the CSSE Annual Meeting, Toronto, Canada.
- Searle, M. (2023). A narrative of professional practice: negotiating and legitimizing artful approaches in evaluation. Storytelling presentation at the annual meeting of the Canadian Evaluation Society (CES), Québec City, QC.
- Searle, M., Hughes, J., Worthington, P., Carbone, K., Portelance, F., & Gokiart, R. (2023). A promising approach for learning the practice of evaluation with community. Paper presentation at the annual meeting of the Canadian Evaluation Society (CES), Québec City, QC.
- Searle, M., Kirkpatrick, L., *Hughes, J., *Deveau, L., *Levasseur-Portelance, F. D., & *Thompson, J. (2023). "Are we making a difference?" Exploring impact from a collaborative evaluation of an equity action plan in education. Paper presentation at the annual meeting of the Canadian Society for the Study of Education (CSSE), Toronto, ON.
- Searle, M., *Hughes, J., *Worthington, P., & *Carbone, K., (2023). Examining QEVAL: A community-engaged interdisciplinary, experiential program evaluation course. A paper

presentation at the Showcase of Teaching and Learning at Queen's, hosted by the Center for Teaching and Learning, Kingston, ON.

Timmons, K., Braund, H., and Reynolds, J. (2024). Leveraging the results of a collaborative program evaluation: Building educator capacity to support students with FASD. Canadian Society for the Study of Education. Montreal: Quebec.

Timmons K., Di Santo, A., *Wormington, T., *Schwass, C., & *Stoliar, M. (2024). A scoping review of tools and resources to assess early learning in emergency contexts. American Educational Research Association (AERA), Conference proceeding and presentation, Philadelphia.

Timmons, K. (2023). Building school capacity to support FASD: A mixed methods evaluation of British Columbia's Provincial Outreach Program for Fetal Alcohol Spectrum Disorder, Kids Brain Health Network Annual Conference 2023. Ottawa, ON.

Timmons, K., Braund, H., & Reynolds, J. (2023). A collaborative approach to evaluation: Assessing an outreach program designed to build educator capacity to support students with FASD. American Educational Research Association (AERA), Conference proceeding and presentation, Chicago, IL.

Timmons, K., Pyle, A., Danniels, E., *Cowan, E., & *McCann, A. (2023). A scoping review of teacher expectations in the early primary grades. American Educational Research Association (AERA), Conference proceeding and presentation, Chicago, IL.

Timmons, K., & Reynolds, J. (2023). A mixed-methods collaborative evaluation designed to enhance training and build teacher and district capacity to serve students living with FASD, Conference presentation. Presentation at the Division on Autism and Developmental Disabilities of the Council for Exceptional Children 24th International Conference, Clearwater Beach, FL.

Worthington, P., Searle, M., & Cooper, A. (2023). Negotiating an evaluation capstone: How we planned a portfolio-style dissertation. Paper presentation at the annual meeting of the Canadian Evaluation Society (CES), Québec City, QC.

Worthington, P., Searle, M., & Cooper, A. (2023). An investigation of how evaluation influences socially positioned programs within higher education. Paper presentation at the annual meeting of the Canadian Evaluation Society (CES), Québec City, QC.

Worthington, P., Searle, M., & Cooper, A. (2023). Exploring the portfolio-style dissertation for an educational evaluation doctorate. Poster presentation at the annual meeting of the Canadian Society for the Study of Education (CSSE), Toronto, ON.

Worthington, P., Cooper, A., Searle, M., *Hughes, J., Gokiart, R., & Poth, C. (2023). A scoping review of evaluation use: An ever-growing field. Paper presentation at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.

Worthington, P., *Holden, M., *Mak, C., & Searle, M. (2023). Newly tried and true: Strategies for digital stakeholder collaboration. Paper presentation at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.

Yang, D. D., Timmons, K., Shaikh, M., & Guo, J. (2023, accepted). Shared book reading with infants and toddlers: The Practices and beliefs of parents from culturally and linguistically diverse Scientific Study of Reading in July 2023, Port Douglas, Queensland, Australia.