Assessment and Evaluation Group Annual Report 2022-2023

Assessment and Evaluation Group
Annual Report 2022-2023

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
Liying Cheng	- Impact of large-scale testing on instruction - Relationship between assessment and instruction - Teaching English as a Second/Foreign Language - Teaching and learning English for academic purposes - Academic and professional acculturation of immigrants
Christopher DeLuca, AEG Managing Director	- 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	- 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	- Quantitative research and survey design - Psychometrics and large scale testing - Educational change - Health profession education - Competence based education - International development
Amanda Cooper	- 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
Kristy Timmons	- 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

Student Leaders

The AEG benefitted from two student leaders over the 2022-23 academic year:
- Nathan Rickey, PhD candidate
- Han Xu, PhD candidate

Graduate Students

AEG currently has over 30 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 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:
- AEG Wilson Award: David Baidoo-Anu
- AERA Excellence in Research to Practice Award: Dr. Amanda Cooper
- AERA Outstanding Paper Award in Classroom Assessment: Michael Holden, Nathan Rickey, and Dr. Chris Deluca
- CSSE Mentorship Award: Dr. Chris Deluca
- Queen's University Faculty of Education Research Excellence Award: Dr. Kristy Timmons
- Queen's University, Education Leader-in-Residence: Michelle Searle

Student and Community Focused Activities

AEG offers events for sharing experiences, knowledge, and advice amongst AEG members to encourage growth in scholarship and our collective research interests.

Assessment and Language Learning Presentation by Dr. Christine Doe

Grad-to-Grad Fall Event Making the Most of your AEG Graduate Student Experience

Assessment Identity Group

Academic Events

Academic events AEG hosted in 2022-2023 include:

- Community-Engaged Evaluation and the QEval Course
- Bridging 'Did it work?' and 'Will it work?' Using futures studies to reorient evaluation utilization
- Thinking about Identity and Assessment with Artist Nancy Douglas
- AEG SSHRC Proposal Draft Sharing and Feedback
- Funding for International Students
- Assessment and Language Learning
- Foundations of Statistics: An EDUC 892 Primer
- Thinking about Assessment and Evaluation in Research
- OGS Proposal Feedback Session
- Faculty Scholar Share: Literacies Research Group (LsRG) and Assessment and Evaluation Group (AEG)
- Thinking about Assessment and Evaluation in Practice
- Conference Presentations
- Visiting Scholar Talk
- Knowledge Exchange: Classroom Assessment
- Thinking about Assessment and Evaluation Interview Questions
- AEG Spring Talks: Leveraging AI to Enhance Learning and Formative Assessment in Secondary Schools
- AEG Spring Talks: Realizing the Inclusive Potential of Assessment for Learning: Students' Experience and Teacher Response

Social Events

AEG also hosted the following social events:

- AEG's Welcome Breakfast and CSSE Proposal Workshop
- Making the Most of your AEG Graduate Student Experience
- Navigating Employment and Internships during Grad Studies
- AEG End of Term Social: Arts Event (2022 Fall)
- Winter Social: AEG Lab Clean Up with Pizza Lunch
- AEG Networking and Service Opportunities
- AEG Lunch & Learn
- End of Term Social (2023 Winter)
- Harbour Walk and Ice Cream

Collaboration with Other Faculty Research Groups

This year, AEG co-hosted *Faculty Scholar Share: Literacies Research Group (LsRG) and Assessment and Evaluation Group (AEG).* At this event, attendees learned more about faculty members' research projects and explored research connections with faculty and students. Faculty members from each group shared research they are engaged in or have recently completed and discussed next steps.

Conferences Attended with Students

AEG faculty members and students attended and presented at several national and international conferences in 2022-2023, including:

- American Evaluation Association (AEA)
- American Evaluation Research Association (AERA)
- Canadian Evaluation Association (CES)
- Canadian Society for Studies in Education (CSSE)
- Division on Autism and Developmental Disabilities (DADD) of the Council for Exceptional Children (CEC)
- International Mind, Brain and Education Society (IMBES)
- International Society for Developmental Origins of Health and Disease (DOHaD)
- Kids Brain Health Network Annual Conference (KBHN)
- Society of the Scientific Study of Reading Thirtieth Annual Conference

AEG also organized the Advancing Assessment and Evaluation Conference (AAEC) with ETS Canada, a free virtual conference to promote partnerships and community across sectors including industry, academia, and school districts to spur innovation in assessment and education in Canada.

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	$981,123
Total number of publications by AEG faculty	39
Total number of invited keynote and plenary speeches	16
Total number of conference presentations	55
Total number of reports produced	10

Funding

AEG faculty members were principal or co-investigators on the following grants awarded in 2022-2023 academic year:

Bulut, O, **DeLuca, C.,** & Koh, K. (2022). *Improving Canadian teachers' assessment literacy and decision-making through self-directed professional development.* Social Sciences and Humanities Research Council (SSHRC) of Canada. Insight Grant. $302,480.

Chahine, S. (2022-2023). *Developing an education prosperity index.* Global Affairs Canada. Emerging Leaders in the Americas Program, EduCanada. $7,000.

Chahine, S. (2022-23). *Developing an education prosperity index.* Queen's University, Faculty of Education. Elliott/Upitis/Bamji/Hajee Travel Fellowship. $7,000.

Cheng, L., DeLuca, C., & **Timmons, K.** (2022). *Learning to love learning: Taking control, responsibility, and pride through self-regulated learning and assessment.* Social Sciences and Humanities Research Council (SSHRC) of Canada. Insight Grant. $311,712.

Frank, B., & **Searle, M.** (2022). *Technology to engineering transfer pathway: Institutional stakeholders experiences and perspectives.* Ontario Council on Articulation and Transfer (ONCAT). $38,241.

Kendall, C. E., Slade, S., Tanuseputro, P., Archibald, D., Gauthier, A., Kitagawa, K., Myran, D., Sood, M., Barber, C., Grudniewicz, A., Liddy, C., Premji, K., Timony, P., Cameron, E., Hawken, S., Maskerine, C., Rourke, J., Webber, C., **Chahine, S.,** Howard, M., Moledina, A., Sawada, M., Carr, K., & Moineau, G. (2023-2024). *Generating data-driven policy solutions for Ontario's primary care crisis.* Policy Research for Health System Transformation, Canadian Institute for Health Research (CIHR). Catalyst Grant. $149,690.

Searle, M. (2022). *Community engaged, arts and identity project.* Queen's University, Faculty of Education. SEED Grant. $5,000.

Searle, M. (2022). *Education in leader residence – Evaluation as community-engaged research.* Queen's University, Office of the Vice Principle of Teaching and Learning. $15,000.

Searle, M. (2022). *Advanced leadership in social impact certificate.* Smith Business School, Centre for Social Impact, Queen's University. $10,000.

Searle, M., & Kirkpatrick, L. (2022). *Evaluating implementation of the strategic action for equity, Indigeneity and anti-racism.* Huron-Perth Catholic District School Board (HPCDSB). $40,000.

Searle, M., & Kirkpatrick, L. (2022). *Inquiry into community-engaged efforts for supporting youth mental health and well-being.* Huron-Perth Catholic District School Board (HPCDSB). $15,000.

Searle, M., Fierro, L., Bourgeois, I., Trembley, M., & Gokiert, R. (2022). A retrospective look at learning to build evaluation capacity: Examining the EC3 challenge: Evaluation capacity challenge at the Max Bell School of Public Policy. Dr. Sydney Duder & the Evaluation Capacity Network. $50,000.

Timmons, K. (2022). *Special response fund for trainees Ukraine (SRFT Ukraine).* Social Sciences and Humanities Research Council (SSHRC) of Canada. $25,000.

Timmons, K. (2022). *International review of Kindergarten curricula: Examining policies and practices that foster self-regulation*. Queen's University, Faculty of Education. SEED Grant. $5,000.

Publications

The following publications include refereed and practitioner papers.

Barber, C., **Chahine, S.,** Leppink, J., & van der Vleuten, C. (2022). Global perceptions on social accountability and outcomes: A survey of medical schools. *Teaching and Learning in Medicine*, 1-10. https://doi.org/10.1080/10401334.2022.2103815

Bolden, B., & **DeLuca, C.** (2022). Nurturing student creativity through assessment for learning in music classrooms. *Research Studies in Music Education, 44*(1), 360-362. https://doi.org/10.1177/1321103X211054793

Bolden, B., **DeLuca, C.,** & Rickey, N. H. (2022). Nurturing musical creativity through assessment for learning. *Music Educators Journal, 109*(4), 18–26. https://doi.org/10.1177/00274321231176683

Cheng, L., Baidoo-Anu, D., & **DeLuca, C.** (2023). Examining school principals' conceptions of assessment and grading practices. *Alberta Journal of Educational Research, 69*(1), 41–65. https://doi.org/10.11575/ajer.v69i1.73115

Cheng, L. & Sultana, N. (2022). Washback: Looking backward and forward. In G. Fulcher & L. Harding (Eds.). *Routledge handbook of language testing.* https://doi:10.4324/9781003220756-12

Coombs, A., & **DeLuca, C.** (2022). Mapping the constellation of assessment discourses: A scoping review study on assessment competence, literacy, capability, and identity. *Educational Assessment, Evaluation, and Accountability, 34*, 279–301. https://doi.org/10.1007/s11092-022-09389-9

Cooper, A., DeLuca, C., Holden, M., & MacGregor, S. (2022). A priority player: Rethinking classroom assessment amidst emergency remote teaching. *Assessment in Education: Principles, Policy, & Practice.*

Cooper, A., DeLuca, C., Holden, M., & MacGregor, S. (2022). Emergency assessment: Rethinking classroom practices and priorities amid remote teaching. *Assessment In Education: Principles, Policy & Practice, 29*(5), 534–554. https://doi.org/10.1080/0969594X.2022.2069084

Cooper, A., Searle, M., MacGregor, S., & Kukkonen, T. (2023). Encouraging 'the audacity of imagination' in research-practice-partnerships: Arts-informed approaches to research and coproduction as a learning mechanism for school improvement. *Strengthening the Impact of Education Research in Policy and Practice – Culture and Learning for Thoughtful Engagement with Research.* Organization for Economic Cooperation and Development (OECD). https://www.oecd-ilibrary.org/education/who-really-cares-about-using-education-research-in-policy-and-practice_bc641427-en

DeLuca, C., Rickey, N., & Holden, M. (2022). Assessment as compassion: Aligning our purpose and practice to support wellbeing. *Manitoba Social Science Teachers Association (MSSTA) Journal.*

DeLuca, C., Willis, J., Dorji, K., & Sherman, A. (2023). Cultivating reflective teachers: Challenging power and promoting pedagogy of self-assessment in Australian, Bhutanese, and Canadian teacher education programs. *Power and Education, 15*(1), 5–22. https://doi.org/10.1177/17577438221108240

Douglas, S., Landry, M., Doe, C., & **Cheng, L.** (2022). English for academic purposes student reflections: Factors related to their additional language socialization at a Canadian University. *TESL Canada, 39*(1). https://doi.org/10.18806/tesl.v39i1/1373

Hemmerich, A., Rickey, N. H., Dubek, M., & **DeLuca, C.** (2022). Every challenge presents an opportunity: How assessment can support, rather than hinder, integrated STEAM learning. *Canadian Teacher Magazine.*

Jones, D. M., **Cheng, L.,** & Tweedie, M. G. (2023) Automated scoring of speaking and writing: Starting to hit its stride. *The Canadian Journal of Learning and Technology, 48*(3), 1–22. https://doi.org/10.21432/cjlt28241

Kirkpatrick, L. & **Searle, M**. (2022). Conducting an online survey about mental health with youth in schools. *Sage Research Methods.* https://doi.org/10.4135/9781529603323

Lu, S., **Cheng, L.,** & **Chahine, S.** (2022). Chinese university students' conceptions of feedback and t he relationships with self-regulated learning, Self-efficacy and English language achievement. *Frontiers in Education: Educational Psychology, 13*. https://www.frontiersin.org/articles/10.3389/fpsyg.2022.1047323/full

MacGregor, S., & **Cooper, A**. (2022). A framework to combine mixed methods integration and developmental evaluation to study complex systems. *Canadian Journal of Program Evaluation, 36*(3), 262–286. https://doi.org/10.3138/cjpe.71488.

MacGregor, S., & **Cooper, A.** (2022). Multi-stakeholder networks and evidence-informed practice in education: A case from Ontario, Canada. In C. Brown & J. R. Malin (Eds.), *The Emerald international handbook of evidence-informed practice in education* (pp. 3–96). Emerald Publishing.

MacGregor, S., **Cooper, A., Searle, M.,** & Kukkonen, T. (2022). Co-production and arts-informed inquiry as creative power for knowledge mobilization. *Evidence & Policy, 18*(2), 206-235. https://bristoluniversitypressdigital.com/view/journals/evp/18/2/article-p206.xml

McLeod, M. & **Cheng, L**. (2023). The Canadian English language proficiency index program (CELPIP) test. *Language Assessment Quarterly, 20*(3), 339–352. https://doi.org/10.1080/15434303.2023.2237487

O'Sullivan, B. & **Cheng, L**. (2022). Lessons from the Chinese imperial examination system. *Language Testing in Asia, 12*(52) https://doi.org/10.1186/s40468-022-00201-5

Pasquini, R., & **DeLuca, C.** (2022). Standardized testing vs. teachers' classroom assessment Practices. *Canadian Teacher Magazine.* https://canadianteachermagazine.com/2022/09/26/standardized-testing-vs-teachers-classroom-assessment-practices/

Pyle, A., **DeLuca, C.,** Wickstrom, H., & Danniels, E. (2022). Connecting kindergarten teachers' play-based learning profiles and their classroom assessment practices. *Teaching and Teacher Education, 119.* https://doi.org/10.1016/j.tate.2022.103855

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. https://10.1080/00131881.2023.2181201

Rasooli, A., **DeLuca, C.,** & **Cheng, L.** (2022). Beginning teacher candidates' approaches to grading and assessment conceptions—implications for teacher education in assessment. *Educational Research, Policy, and Practice, 22*(1), 63–90*.* https://doi.org/10.1007/s10671-022-09320-5

Rasooli, A., Zandi, H., & **DeLuca, C.** (2022). Measuring fairness and justice in the classroom: A systematic review of instruments' validity evidence. *School Psychology Review,* 1–26. https://doi:10.1080/2372966X.2021.2000843

Rasooli, A., DeLuca, C. & **Cheng, L.** (2022). Teacher candidates' approaches to grading and assessment conceptions: Implications for teacher education in assessment. *Educational Research for Policy and Practice, 22*(1), 63–90. https://link.springer.com/article/10.1007/s10671-022-09320-5

Raudienė, I., Kaminskienė, L., & **Cheng, L**. (2022). The education and assessment system in Lithuania. *Assessment in Education: Principles, Policy & Practice, 29*(3), 383–394. https://doi.org/10.1080/0969594X.2022.2103516

Rickey, N., Dubek, M., & **DeLuca, C.** (2023). Toward a praxis-oriented understanding of student self-assessment in STEAM Education: How exemplary educators leverage self-assessment. *Cambridge Journal of Education*, 1–21. https://10.1080/0305764X.2023.2196245

Searle, M. (2022). *Understanding a trajectory of equity in evaluation to imagine action to advance equity.* Advancing Assessment and Evaluation Virtual Conference: Queen's University Assessment and Evaluation Group (AEG) and Educational Testing Services (ETS), Kingston, Ontario, Canada. https://aaec2022.netlify.app/theme3.html

Searle, M., Kirkpatrick, L., Smyth, R., Labonte, C., & Drabensott, M. (2022). Learning and leading: Integrating mixed methods in a collaborative approach to educational evaluation. *Canadian Journal of Program Evaluation*, *36*(3), 376-390. https://doi.org/10.3138/cjpe.71482

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. (2022). Using resident-sensitive quality measures derived from electronic health record data to assess residents' performance in pediatric emergency medicine. *Academic Medicine, 98*(3), 367.

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., Cooper, A., Braund, H., & Bozek, E. (2022). Remote teaching and learning in early primary contexts: A qualitative study of teachers and parents during the COVID-19 lockdown (Chapter 21). In J. Pattnaik & M. R. Jalongo (Eds.), *The impact of COVID-19 on early childhood education and care: International perspectives, challenges, and response* (pp. 421–440)*.* Springer https://link.springer.com/chapter/10.1007/978-3-030-96977-6_21

Timmons, K., Pyle, A., Danniels, E., Cowan, E., & McCann, A. (2022). Teacher expectations in the early primary grades: A scoping review. *Review of Education, 10*(3). https://doi.org/10.1002/rev3.3375

Volante, L., **DeLuca, C.,** & Klinger, D. (2023). *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

Wang, P., & **Cheng, L.** (2022). James Elwick, making a grade: Victorian examinations and the rise of standardized testing. *Historical Studies in Education / Revue d'histoire De l'éducation, 34*(2), 81–82. https://doi.org/10.32316/hse-rhe.v34i2.5087

Wilson, C. A., Davidson, J., **Chahine, S.,** Chan, E. P., Stringer, L., Quantz, M. A., & Saklofske, D. H. (2022). What is transferred and how much is retained? A simulation study of complex surgical skills. *Journal of Surgical Research, 280*, 411-420. https://doi.org/10.1016/j.jss.2022.07.040

Wilson, C. A., Nair, S. M., Bjazevic, J., Dave, S., Davidson, J., Saklofske, D. H., & **Chahine, S.** (2022). The interactive relationship between instructor perceptions and learner personality on surgical skills performance. *Journal of Surgical Education, 79*(3), 686–684. https://doi.org/10.1016/j.jsurg.2022.01.002

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).

Cooper, A. (2022). *Understanding and enhancing research impact: The role of research-practice-policy partnerships.* Invited Keynote. National Institute for Education, Singapore.

Cooper, A. (2023, February). *Understanding co-production and policy initiatives to increase evidence use in education.* Invited Keynote. National Institute for Education, Singapore.

Cooper, A. (2022). *Building research-practice-policy networks for school improvement.* Invited Keynote. Organization for Economic Cooperation and Development.

DeLuca, C. (2022). *Assessment as compassion.* Manitoba Teachers' Society. Winnipeg, MB.

DeLuca, C. (2023). *Thinking the unthinkable: Supporting teachers' assessment capacity.* University of Waikato, Hamilton, New Zealand (online).

Searle, M. (2022)*. Awakening engagement in evaluation using arts-informed methods.* Guest lecture in Community Based Evaluation Course (graduate level), Department of Policy Studies, University of Alberta. Edmonton, AB.

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

Timmons, K. (2022, November). *Collaborative program evaluation of POPFASD.* POPFASD District Partner Meeting 2022, Strengths in the Spotlight.

Timmons, K. (2022, December). *Community of practice.* Literacy-Focused Community of Practice Workshop. Faculty of Education, Queen's University.

Timmons, K. (2023, April). *Community of practice.* Literacy Spring 2023 Professional Development Day. Faculty of Education, Queen's University.

Timmons, K. (2023, May). *Primer of the truth about reading.* LDSB/Queen's University Partnered Event.

Timmons, K. (2022). *Mixed methods in educational research.* Faculty of Education, Queen's University.

Timmons, K. (2022). *Parents as advocates: Supporting children's literacy learning in the early primary years*. Speak Up for Ability Forum. Learning Disabilities Association of Kingston.

Timmons K., & Braund, H. (2022). *Program evaluation: POPFASD Year 2 findings*. Presentation to British Columbia Ministry of Education and POPFASD District Partners.

Timmons K., & **Deluca C.** (2022). *Conference proposal writing workshop*. Assessment and Evaluation Group, Faculty of Education, Queen's University.

Presentations

Arjomand, S., **Cooper, A.,** & Neag, M. (2023). Reaching ahead with the Mathspace app: Creative implementation of a Grade 9 math preparation and support program. Paper presentation at the annual meeting of the Canadian Society for the Study of Education (CSSE), Toronto, ON.

Baidoo-Anu, D., Rasooli, A., DeLuca, C., & **Cheng, L**. (2022). Exploring the views of teachers' and students' conceptions of classroom assessment and grading. Paper presentation at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.

Bourgeois, I., Fierro, L., Gokiert, R., & **Searle, M**. (2022). Promoting social change through effective public policy: The Max Bell School of Public Policy Evaluative Systems Case Challenge. Panel presentation at the annual meeting of the American Evaluation Association (AEA), New Orleans, LA.

Braund, H., Panadero, E., & **Cheng, L**. (2022). Formative assessment and co-regulation in Kindergarten through interviews and direct observation. Paper presentation at the annual conference of American Educational Research Association (AERA), San Diego, CA.

Butler, A., **Cheng. L**., Corcoran, S., Raze, H., & Shaikh, M., (2022). Examining cultural barriers among low-income post-secondary students in Ontario: Intergenerational influences. Paper presentation at the annual meeting of the Canadian Society for the Study of Education (CSSE), Virtual.

Butler, A., **Cheng, L.,** Corcoran, S., Raza, H., & Shaikh, S. (2023). Beating the Odds: An intergenerational examination of cultural barriers to post-secondary education among racialized low-income youth in Ontario, Canada. Paper presentation at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.

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., Melendez S. I., **Searle, M.,** Airton, L., & Hughes, J. (2022). Propelling social change with synergistic methods: Intertwining evaluative inquiry and action research to advocate for transgender and/or gender non-conforming students. Paper presentation at the annual meeting of the American Evaluation Association (AEA), New Orleans, LA.

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., **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., Worthington, P., & **Searle, M.** (2022). Collaborative data analysis: A cross case analysis of learning from data parties. Paper presentation at the annual meeting of the Canadian Society for the Study of Education (CSSE), Virtual.

Cooper, A., Luce-Kapler, R., Teves, E., Rodway, J., & **Searle, M**. (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., **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.

Cooper, A., MacGregor, S., Worthington, P., Rodway, J., & **Searle, M.** (2023). Social science funding agencies' promotion of knowledge mobilization and research impact: An international longitudinal study. Paper presentation at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.

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.

Ge, J., Carbone, K., **Searle, M.,** LaPointe-McEwan, D., & **DeLuca, C.** (2022). Learning through tensions: Student teacher assessment identity development. Paper presentation at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.

Guo, J. & **Cheng, L**. (2022). Chinese young learners' English testing: Parents' roles at stakes. Paper presentation at the annual meeting of the Language Assessment Research Conference in Chicago, IL.

Guo, J. & **Cheng, L**. (2022). Impact of TOEFL primary tests on young test-takers. Work-in-progress presentation at the Language Testing Research Colloquium, Tokyo, Japan.

Holden, M., **DeLuca, C., Cooper, A.,** & MacGregor, S. (2022). A priority player: Rethinking classroom assessment amidst emergency remote teaching. Paper proposal submitted to the annual meeting of the Canadian Society for the Study of Education (CSSE), Virtual.

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.

Hughes, J., Worthington, P., **Searle, M., Cooper, A.,** Gokeirt, R., & Gibbon, M. (2022). What is evaluation use? A scoping Review. Paper presentation at the annual meeting of the Canadian Society for the Study of Education (CSSE), Virtual.

Keys, K., **Searle, M.,** Bourgeois, I., Vos, P., Fierro, L., Gokiert, 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.

Kirkpatrick, L.C., **Searle, M.,** Smyth, R., Koumoutsidis, C., Hughes, J., Schwass, C., Cornfield, B., & Carbone, K. (2022). The role of school-based social workers in supporting youth mental health. Paper presentation at the annual meeting of the Canadian Society for the Study of Education (CSSE), Virtual.

Lu, S. & **Cheng, L**. (2022). Chinese EFL students' conceptions of feedback and their relationships with self-regulated learning, self-efficacy and English language achievement in the college English class. Work-in-progress presentation at the Language Testing Research Colloquium, Tokyo, Japan.

MacGregor, S., & **Cooper, A.** (2022). Interrogating the use of mixed methods in developmental evaluation. Paper presentation at the annual meeting of the American Educational Research Association (AERA), Virtual.

MacGregor, S., & **Cooper, A.** (2023). Ontario secondary school teachers' perspectives on system leadership during times of crisis. Paper presentation at the annual meeting of the Canadian Society for the Study of Education (CSSE), Toronto, ON.

MacGregor, S., & **Cooper, A.** (2023). Secondary school teachers' perceptions of system leadership during the COVID-19 pandemic. Paper presentation at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.

MacGregor, S., **Cooper, A., DeLuca, C.,** & Holden, M. (2022). Assessment in the pandemic: Interrogating what is essential. Paper presentation at the annual meeting of the International Congress for School Effectiveness and Improvement.

Rasooli, A., DeLuca, C., **Cheng, L.,** Mousavi, A. (2022). Supporting fairness in classroom assessment: The development and validation of classroom assessment fairness inventory. Paper presentation at the annual meeting of the Canadian Society for the Study of Education (CSSE), Virtual.

Searle, M. (2022). Understanding a trajectory of equity in evaluation to imagine action to advance equity. Paper presentation at Advancing Assessment and Evaluation Virtual Conference: Queen's University Assessment and Evaluation Group (AEG) and Educational Testing Services (ETS), Kingston, ON.

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., Cooper, A., Worthington, P., Hughes, J., Poth, C., & Gokiert, R. (2022). Reconsidering evaluation use: Results from a scoping review. Paper presentation at the annual meeting of the American Evaluation Association (AEA), New Orleans, LA.

Searle, M., Hughes, J., Wortington, P., & Carbone, K., (2023). Examining QEVAL: A community-engaged interdisciplinary, experiential program evaluation course. Paper presentation at the Showcase of Teaching and Learning at Queen's, hosted by the Center for Teaching and Learning, Kingston, ON.

Searle, M., Hughes, J., Wortington, P., Carbone, K., Daniel-Portelance, F., & Gokiert, 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., Worthington, P., Carbone, K., Hughes, J. & Gokiert, R. (2022). Overcoming institutional hurdles in higher education to promote transformative interdisciplinary evaluation education. Paper presentation at the annual meeting of the American Evaluation Association (AEA), New Orleans, LA.

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. Paper Presentation at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.

Timmons, K., & Airton, L. (2022). Gender-expansive practice: Welcoming gender diversity in Ontario early years contexts. Paper presentation at the Canadian Association for Research in Early Childhood (CAREC), Canadian Society for the Study of Education (CSSE) Post-Conference, Virtual.

Timmons., K., Braund, H., & Reynolds, J. (2022). A collaborative approach to program evaluation: Building educator capacity to support students with Fetal Alcohol Spectrum Disorder. Paper presentation at the DOHaD 2022 World Congress, Vancouver, BC.

Timmons, K., Braund, H., & Reynolds, J. (2022). Evaluating a program designed to prepare educators for supporting students with Fetal Alcohol Spectrum Disorder. Paper presentation at the annual meeting of the Canadian Society for the Study of Education (CSSE), Virtual.

Timmons, K., & **Cooper, A.** (2022). The impact of COVID-19 remote teaching initiatives in the early years. Presentation at the International Mind, Brain and Education Society (IMBES), Montreal, QC.

Timmons, K., Pyle, A., Danniels, E., Cowan, E., & McCann, A. (2023). A scoping review of teacher expectations in the early primary grades. Paper presentation at the annual meeting of the American Educational Research Association (AERA), 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. Poster presentation at the annual meeting of the Division on Autism and Developmental Disabilities (DADD) of the Council for Exceptional Children (CEC) 24th International Conference, Clearwater Beach, FL.

Wang, W. & **Cheng, L**. (2022). Secondary school teachers' practices and perceptions of using China's standards of English language ability in classroom assessment: An exploratory study. Work-in-progress presentation at the Language Testing Research Colloquium, Tokyo, Japan.

Wang, W. & **Cheng, L**. (2022). Unpacking Chinese students' cognitive processes in formative self-assessment of English as a foreign language (EFL) reading: A longitudinal inquiry. Paper presentation at the Language Testing Research Colloquium, Tokyo, Japan.

Worthington, P., Carbone, K., **Searle, M.,** Holden, M., & Kirkpatrick, L. (2022). Wasn't that a party! Empirical reflection on the data party technique. Paper presentation at the annual meeting of the American Evaluation Association (AEA), New Orleans, LA.

Worthington, P., **Cooper, A., Searle, M.,** Hughes, J., Gokiert, 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.** (2022). Newly tried and true: Strategies for digital stakeholder collaboration. Paper presentation at the annual meeting of the American Evaluation Association (AEA), New Orleans, LA.

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

Worthington, P., **Searle, M.,** & **Cooper, A.** (2022). Showcasing emerging scholarship: Exploring the portfolio dissertation for an evaluation doctorate. Poster presentation at annual meeting of the the American Evaluation Association (AEA), New Orleans, LA.

Worthington, P., **Searle, M., Cooper, A.,** & Nichols, N. (Under Review). Multi-case study on how CAE evaluation might assist decision-making for social change. Paper submitted to the annual meeting of the American Evaluation Association (AEA), Indianapolis, IN.

Worthington, P., Stroud-Stasel, R., Carbone, K., **Searle, M.,** & Hughes, J. (2022). Experiential learning: A catalyst for building epistemological foundations in program evaluation. Paper presentation at the annual meeting of the American Evaluation Association (AEA), New Orleans, LA.

Yan, W. & **Cheng, L**. (2023). A multiple-stakeholder approach to the interpretation and use of high school students' grades in China. Paper presentation at the Language Testing Research Colloquium, New York City, NY.