



Volume 1, Issue 3
December 2006

Upcoming Events

December 1, 2006

Last date for master's and doctoral candidates to turn in signed and approved copies of theses and dissertations for December 2006 graduation.

January 1, 2007

Office Holiday: New Year's Day. All University Offices are closed.

January 15

Martin Luther King, Jr. Day. No classes.

January 16

Classes begin.

January 24

Last date for graduate and undergraduate students to drop/add on-line.

January 24

Last date for all students who plan to graduate in May 2007 to confirm online.

Visit the BC Events Calendar for more upcoming events.



ERME NEWSLETTER

ERME Online—Updating the ERME Website



ERME website before Collage implementation

BC has recently updated the design of its websites, using the Collage product. The new LSOE website is now available at: <http://www.bc.edu/schools/lsoe/>

The layout of the ERME website has also been updated and can be found here: <http://www.bc.edu/schools/lsoe/about/departments/erme.html>



ERME website after Collage implementation

In the coming months, we will be able to update the ERME website content as well.

If you have any suggestions for what information to include on the ERME website, please email Tracy at lituri@bc.edu.

Important News & Events

Second Annual Carnegie Lecture on Education

Boston College Teachers for a New Era is proud to announce a very special event.

Dr. Jeannie Oakes, Presidential Professor & Director of Urban Schooling at UCLA's Graduate School of Education and author of *Keeping Track: How Schools Structure Inequality and Learning Power: Organizing for Education and Justice*, will be speaking on Tuesday, March 13 at 4:30 p.m. at the Robsham Theater Arts Center, Boston College.

Dr. Oakes' talk is open to the public. For more information, please contact Kelly Demers via email demerske@bc.edu or by phone 617-552-1013.

LYNCH SCHOOL OF EDUCATION

Remaining Information Session Dates

Information Sessions about graduate programs in the Lynch School will be held in Campion Hall, Room 139, the Faculty Lounge, from 6:00pm to 8:00pm on the following dates: December 21, 2006, January 18, 2007, February 15, 2007, March 15, 2007, April 19, 2007, May 17, 2007, June 21, 2007

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Featured Faculty

Dr. Jeanne Hubelbank, Adjunct Professor



Dr. Jeanne Hubelbank

Dr. Jeanne Hubelbank is an adjunct professor in ERME. In her first semester teaching at BC (Fall 2006), Dr. Hubelbank teaches Models for Program Evaluation (ED466). Next semester (Spring 2007), she will be

teaching Practical Aspects of Evaluation (Ed467).

Dr. Hubelbank earned her PhD from the BC ERME program and her MEd from Boston University. Remaining in contact with ERME after receiving her degree, Dr. Hubelbank obtained a position at Worcester Polytechnic Institute (WPI) from a job posting on the ERME listserv.

She says this connection was also the reason for her return to BC, as she viewed and applied for the ERME adjunct professor position also posted on the list.

Her research interests include assessment in higher education, creating a culture of evaluation use, evaluation capacity building, information literacy and how to weave chocolate into teaching evaluation.

The following are examples of Dr. Hubelbank's current and recent work:

- Evaluation of the use of technology in engineering education classes
- Developing a comprehensive strategy to evaluate student learning outcomes in a baccalaureate program
- Evaluation of the long-term effects of a summer residential engineering program.

Her recent publications include:

Hubelbank, J. & Pursley, L.A. (2005) *Crossing Borders: Evaluation and Assessment*. Paper presented at October 2005 annual meeting of American Evaluation Association, Toronto, Canada.

Hubelbank, J. & Baron, G. (Fall 2003/Winter 2004) What Faculty Say About Implementing Service Learning in Higher Education. *NSEE Quarterly* 28(4), 1, 4-8.

Dr. Tzur Karelitz, Adjunct Professor

Dr. Tzur Karelitz is an adjunct professor in ERME for the Fall 2006 semester. This semester, Dr. Karelitz has been teaching Classroom Assessment (ED060) and Issues in Testing (ED/PY 560). His education includes a PhD, MS, and MA from the University of Illinois at Urbana – Champaign; Champaign, IL, and a BA from the University of Tel-Aviv, Ramat-Aviv, Israel.

Dr. Karelitz's research interests include different types of research: diagnostic, formative and embedded assessment, as well as the methodology of developing assessments. He is also interested in measurement models and their use in analyzing data from assessments.

This is Dr. Karelitz's first year at Boston College. Prior to coming here, he was working as a Post-Doctoral Research Fellow at the Berkeley Evaluation and Assessment Research Center, University of California, Berkeley. The following is a description of Dr. Karelitz's research projects, some of which are ongoing, in his own words:

"In the past three years I have been working on several projects involving

development and analysis of assessments in educational systems and the implementation of diagnostic assessment models as in classrooms and large-scale tests.

Much of my academic research has examined the ways in which people communicate their knowledge and how such ways can be improved. In my dissertation research (Karelitz, 2006), I investigated how latent variables in psychometric models represent learners' cognitive progress. I developed a framework for analyzing data obtained from assessments of several discrete multi-level skills.

During my work at the Berkeley Evaluation and Assessment Research (BEAR) center I have collaborated on an NSF grant with Vanderbilt University.

Together, we developed an embedded assessment for an inventive, hands-on science and math curriculum for data-modeling and statistics in middle schools. The assessment system includes formative and summative items, designed to track students' development on seven constructs related to statistical reasoning."



Dr. Tzur Karelitz

The following are some of Dr. Karelitz's recent publications: Karelitz, T.M., & Budescu D.V. – Translating *Verbal Uncertainties from One Person to Another, Between and Within Languages*. *Journal of Experimental Psychology: Applied*. Vol 10, Mar 2004, 25-41.

Budescu D.V., Karelitz, T.M., & Wallsten, T.S. – *Determining the Directionality of Probability Words from their Membership Functions*. *Journal of Behavioral Decision Making*. Vol 16(3), Jul 2003, 16, 159-180.

Budescu D.V., Rantilla A.K., Yu H., & Karelitz T.M. – *The Effects of Asymmetry Among Advisors on the Aggregation of Their Opinions*. *Organizational Behavior & Human Decision Processes*. Vol 90(1) Jan 2003, 178-194.

Current Research



TIMSS & PIRLS International Study Center (ISC)

The TIMSS & PIRLS International Study Center (ISC), directed by Drs. Ina Mullis and Michael Martin, is located in Manresa House on Beacon Street. It currently has a staff of 20, including Dr. Ann Kennedy (ERME, 2003), the Project Coordinator, and six ERME graduate students. The TIMSS & PIRLS ISC had its initial start in ERME in 1993 when Dr. Al Beaton agreed to direct TIMSS (the Third International Mathematics and Science Study). Conducted under the auspices of IEA (the International Association for the Evaluation of Educational Achievement), TIMSS has become an ongoing assessment conducted every four years, and has been renamed the Trends in International Mathematics and Science Study.

There have been assessments in 1995, 1999, and 2003. Currently, TIMSS 2007 data collection at grades 4 and 8 is underway in more than 60 countries. In 1997, IEA's member countries voted to also have an ongoing reading study at grade 4. The PIRLS (the Progress in International Reading Literacy Study) has since been conducted twice in 2001 and 2006 in more

than 40 countries. More recently, TIMSS Advanced 2008 was launched to measure trends from 1995 in Advanced Mathematics and Physics at grade 12.

The work for each assessment begins by collecting curriculum information from the countries via questionnaires and discussion to update the Assessment Frameworks for content and the contexts for learning (i.e., home, school, and classroom factors). The TIMSS & PIRLS ISC works with experts from the countries to develop test and questionnaire items together with scoring guides and training materials for constructed-response questions, and a full-scale field test is conducted prior to selection of the final instruments.

Staff members coordinate with the IEA Secretariat to ensure that the data collection instruments are translated and formatted correctly, and work with Statistics Canada to ensure that each country develops a rigorous sampling plan that yields comparable, representative, and policy-relevant data. The TIMSS & PIRLS ISC trains the countries in data collection and scoring meth-

ods, supports IEA's Data Processing Center in Hamburg in constructing a database containing comparable and consistent data from each country, conducts the data analysis, and produces the reports. Reporting achievement results involves a complex application of IRT scaling across the student samples in different assessments years and countries.

Currently, preparing for the *PIRLS 2006 International Report* has entailed creating more than 100 prototype tables for review by the participating countries, including preliminary scaling of the achievement data, creating background indices, and relating achievement to background. The *PIRLS 2006 International Report* will be released at Boston College in November of 2007. For TIMSS, current work on TIMSS 2007 involves monitoring data collection and training in constructed-response scoring. The TIMSS Advanced 2008 field-test instruments have been developed and we are now preparing for the field test.

Job Opportunities

Educational Testing Service (ETS)

The 2007-2008 Educational Testing Service (ETS) Fellowship and Internship Programs in Research & Development application process has opened and we are now accepting applications for 2007-2008.

Information and application instructions are posted on the ETS Web site at www.ets.org/research/

[fellowships.html](http://www.ets.org/fellowships.html). The deadline for applying is February 1, 2007.

If you have any questions about the program, please write to intern-fellowships@ets.org.

Western Illinois University (WIU)

College of Education and Human Services Office of Research Design and Analysis
Tenure-track appointment in Educational Leadership. Application reviews begin on January 10, 2007 and continue until the positions are filled. A link to the description is: <http://www.wiu.edu/coehs/research/EdMeasurement.html>

ERME Spring 2007 Course Schedule

(as of 11/28/06)

	MON	TUES	WED	THURS
12:00-1:15		ED/PY216 Research Methods		ED/PY216 Research Methods
4:30-6:50		ED/PY469 Intermediate Statistics	ED/PY460 Inter- pretation and Evaluation of Research	ED/PY829 Design of Quantitative Research
4:30-6:50	ED/PY668 Multivariate Statistics	EDo60 Classroom Assessment	ED/PY469 Inter- mediate Statistics	ED565 Large Scale Assessment
4:30-6:50	ED307 Teaching and Education Reform	ED/PY460.12 Interpretation and Evaluation of Research	ED/PY664 Design of Experiments	
4:30-6:50	ED/PY467 Practical Aspects Evaluation		ED/PY851 Design Qualitative Research	
5:00-7:30	ED/PY216 Research Methods			



Recent Presentations, Publications and Activities

Dr. Larry Ludlow co-authored "Understanding student evaluations of teaching quality: The contributions of class attendance". It appeared in the first online issue of Journal of Personnel Evaluation in Education <http://dx.doi.org/10.1007/s11092-006-9002-7>

Dr. Mike Russell, Kathy Rhoades & Dr. Joseph Pedulla presented on the E-Learning for Educators project at Technology in Education Programs Project Director's Meeting (U.S. Department of Education, Office of Innovation and Improvement, Synergy

Enterprises, Inc.), held November 28-30, 2006 in Washington, DC.

Dr. Henry Braun was included in an article in the November edition of the Boston College Magazine. The article entitled "Star search: Faculty recruitment in competitive times" by Jane Whitehead, can be found online at: http://bcm.bc.edu/issues/fall_2006/linden_lane/star-search.html

In November, **Dr. Ann Kennedy and Kathleen Trong** presented two papers at the Second IEA International Research Conference in Washington, DC, "Examining

Literacy, Gender, and the Home Environment in PIRLS 2001 Countries" and "A Comparison of Fourth-Graders' Academic Self-Concept and Attitudes Toward Reading, Mathematics, and Science in PIRLS and TIMSS Countries."

Alka Arora also presented a paper in the Second IEA International Research Conference in Washington DC, entitled "Examining the Problem-Solving Achievement of the Eighth-Grade Students in TIMSS 2003."

Please submit your recent publications, presentations or activities to Tracy Lituri at lituri@bc.edu.

Brown Bag Lunch Discussion, November 20, 2006

Dr. Damian Betebenner hosted a brown bag lunch seminar on November 20, 2006 in Champion Hall. The discussion was based on his paper titled, *On NCLB, Equal Educational Opportunity and Closing Achievement Gaps*.

The discussion which included conversation around NCLB requirements for the disaggregation of assessment results has renewed attention on achievement gaps and strategies for their reduction.

Professional Development Workshop



Item Response Modelling with ConQuest

Professor Ray Adams & Dr. Margaret L. Wu
 Date: 12th - 16th February 2007
 Time: 09:00 am - 04:00 pm
 Cost: AUD 1,250.00 (includes GST)
 (morning tea, lunch & afternoon tea provided)
 Venue: Kwong Lee Dow Centre, Alice Hoy Building
 The University of Melbourne, Parkville 3010 VIC



Item response modelling (IRM) has been developed for the analysis of variables that are typically combined to provide measures of psychological traits. This includes both the measurement of cognitive abilities (e.g., mathematics achievement) as well as personality traits (e.g., attitudes and beliefs). Item response modelling provides the tools for monitoring the construction of measurement scales.

This workshop covers theory and practice of item response modelling through the use of ConQuest, an IRM software program. Beginning with an introduction to item response modelling, the workshop will move through the analyses of dichotomous and polytomous item responses, many facet item response models, to more advanced topics such as latent regression and multidimensional item response models. The workshop will have theoretical and hands-on ses-

sions interspersed. While previous experience in item response modelling is not a necessary pre-requisite for this workshop, some knowledge of basic statistics and computer familiarity with EXCEL will be assumed.

Many new features have been added to ConQuest since its release in 1998. In particular, graphical plots of item characteristic curves and additional menu items have greatly improved the functionalities and user-friendliness of the software. A fully functional demonstration copy of ConQuest and relevant reference materials will be distributed at the workshop.

The two presenters are authors of ConQuest. They bring with them not only an intimate knowledge of the software, but also their long standing experiences in the field of psychometrics, both in methodological research as well as in practical applications.

Both presenters are experienced trainers who can explain complex ideas in simple language. They have conducted a number of ConQuest workshops internationally and within Australia and received very positive feedback.

Registration

Registration for the Workshop is AUD 1,250.00 (GST inclusive). Registration closes by Friday 1st February 2007

Please contact:
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 E-mail: s.griffin@unimelb.edu.au

Current Student News

ERME doctoral candidate **Lisa Famularo** married Michael Green, her boyfriend of 8 years. The couple tied the knot on October 8 at Cairnwood Mansion in Bryn Athyn, Pennsylvania.



ERME doctoral student **Yves Salomon-Fernandez** and Stephen Fernandez welcomed son Zavier (Zavi) Sebastien on Monday, November 6, 2006. He weighed 6lbs. 13oz. and measured 20 in.

Dissertations in Progress

Alka Arora: *Creating a TIMSS 2003 Problem-Solving Scale and Examining the Problem-Solving Achievement of United States Eighth-Grade Students in TIMSS 2003*

James Cheng: *Reaping the Harvest of the University Mission: A Structural Equation Model on the Relationships Among the Undergraduate Experience, Intellectual/Ethical and Faith Development*

Tiffany Cooper: *The Effects of Supplemental Educational Services on Student Achievement*

Sarah Enterline: *The Relationship Between Student Socio-Cultural Diversity in Elementary Classrooms and Academic Intrinsic Motivation*

Lisa Famularo: *The Effect of Response Format and Test-Taking Strategies on Item Difficulty: A Comparison of Stem-Equivalent Multiple Choice and Constructed Response Test Items*

Carolyn Fidelman: *Measuring the Effect of Intrinsic Salience on University Course Evaluation Survey Nonresponse and Data Quality*

Helena Miranda: *Predictors of Technology Use for Elementary School Teachers in Massachusetts*

Kelly Shasby Burling: *Issues of Comparability in the Development of the North Carolina Computerized Adaptive Testing System*

Standards for Reporting on Empirical Social Science Research in AERA Publications is an excellent document to use in your research methods classes--both at the introductory "consumer level" and the dissertation writing level. It is particularly useful for writing manuscripts to be submitted for publication. It may be downloaded from the AERA website: <http://www.aera.net/>



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Visit us on
the web.

Stat Tidbits

How did the ogive get its name?

* Answer will appear in next newsletter.

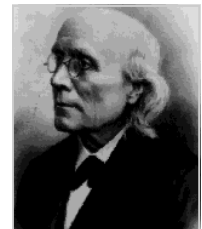
November's Question & Answer:

What famous psychometrician (before such people were called psychometricians) is October 22 named for?

Answer: Gustav Fechner

"While lying in bed one morning, October 22, 1850, he suddenly realized that it was indeed possible to connect the measurable physical world with the mental world, supposed to be inaccessible to scientific investigation!"

Source: <http://www.ship.edu/~cgboeree/psychbeginnings.html>



www.bc.edu/schools/lsoe/about/departments/erme/