

SYMPP - (18561) - INTERNATIONAL EDUCATIONAL MEASUREMENTS AND COMPARISONS AND HOW IT MERGED INTO INTERNATIONAL LARGE-SCALE ASSESSMENT RESEARCH AND HOW IT DISSEMINATES ON THE EDUCATIONAL AGORA

Daniel Pettersson (Sweden)¹

1 - University of Gävle

Short Abstract

I will historicize on how uncertainties through science was transformed into certainties about education within firstly, the moral sciences with its preoccupation on probability, secondly, the psychometric ideal with its preoccupation on validity and reliability of tests measuring individuals memory, performances, and the 'making kinds of people', into, thirdly, a systems thought and cybernetics way of understanding education and its performances in relation to a perspective that conceived all things in terms of organization, structure, system, function and process (cf. Wiener, 1948). To our understanding these trajectories came together in the late 1950s by the creation of international large-scale assessments (ILSA) with a specific notion of considering the world of education as a 'world laboratory' (Foshay *et al.*, 1962).

Secondly, we present a systematic research review on ILSA-research. The main objective is to analyze the impact and dissemination of the PISA and the TIMSS surveys on the international scientific community.

Taken together, the historical investigation and the systematic research review, we can conclude in that the international large-scale assessments are framed by a specific reasoning which enables a rhetorical and logical shift which we call a comparativistic turn within educational policy and research. Based on this observation we also concluded in that the claims of relevance and who to address on the educational agora changed.

References

Foshay, A. W., Thorndike, R. L., Hotyat, F., Pidgeon, D. A., & Walker, D. A. (1962). Educational Achievements of 13 Year Olds in Twelve Countries. Hamburg: UNESCO Institute of Education