

SYMPP - (18562) - RELEVANCING INTERNATIONAL LARGE SCALE ASSESSMENTS IN RESEARCH PUBLICATIONS.

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Short Abstract

The current study is based on an interest in the science-society agora (Nowotny et al, 2001) in education. We conceive this as an assemblage (Deleuze & Guattari, 1980; DeLanda, 2019) consisting of different interacting components, such as research, policy-making, and professions. We are analysing rhetorics of relevance appearing in research articles using data and results from International Large Scale Assessments (ILSA). We ask: what are the arguments presented and which are the addressees for these publications?

The paper is based on a systematic research review of ILSA publications 1995-2015 by means of Scopus and Web of Science. We selected all articles fulfilling the criteria of being published in peer reviewed scientific journals, being based on ILSA data and comparing at least two countries. In sum we identified 135 articles (out of 8774) based on these criteria which we mapped and coded. These codings served as our data base.

We identified three dominant explananda: equity problems, efficiency problems, and student expectations or engagement. Explanantia were frequently relations between different variables for individuals in the same data set, such as achievement gaps over gender. Secondly, we analysed what dominant claims of relevance that were presented in relation to which addressees. Two thirds of the publications were addressing policymakers, one third teacher education, and less than one tenth were addressing the scientific community. ILSA publications presented mostly weak connections between explananda and explanantia.

References

DeLanda, M. (2019). A new philosophy of society: Assemblage theory and social complexity. Bloomsbury Publishing.

Deleuze, G. & with Guattari, F. (1980) Mille plateaux (Paris: Minuit); tr. as A Thousand Plateaus, by Brian Massumi, Minneapolis: University of Minnesota Press, 1987.