Assessment and Evaluation Conference (AAEC) 2022
Speaker Information

SPEAKER	BIOGRAPHY
Theme 1: Advancing Assessment and Evaluation to Facilitate Learning in Critical Contexts	
CHRISTOPHER DELUCA	Dr. Christopher DeLuca is an Associate Dean at the School of Graduate Studies and Associate Professor in Educational Assessment at the Faculty of Education, Queen's University. Chris leads the Classroom Assessment Research Team. His research examines the complex intersection of curriculum, pedagogy, and assessment as operating within the current context of standards-based education. His work focuses on supporting teachers in negotiating these critical areas of practice to enhance student learning experiences.
KIM KOH	Kim Koh, PhD, is a Professor and Chair of Educational Studies in Learning Sciences at the Werklund School of Education, University of Calgary. Her research program that seeks to build teacher capacity in the design and use of authentic assessments in STEM is funded by SSHRC and Alberta Education. She is on the editorial board of *Teacher Educator* and the *Journal of Early Childhood Literacy* and has served as the 2018 Program Chair for AERA Division D Measurement and Research Methodology.
LIA DANIELS	Lia Daniels (she/her) is a Professor of Educational Psychology and the Director of the Centre for Research in Applied Measurement and Evaluation (CRAME) at the University of Alberta. She completed her PhD in social psychology at the University of Manitoba and by extension her research focuses on the social psychological elements of assessment. Specifically, she is interested in researching the interplay of classroom assessment and students' motivation and emotions.
CHERYL POTH	**Cheryl Poth** is a professor in the Centre for Research and Applied Measurement and Evaluation at the University of Alberta, Edmonton. Her teaching and program of research are focused on classroom assessment and innovative research methods. Her books *Qualitative Inquiry & Research Design* with John Creswell (2017, Sage), *Innovation in Mixed Methods Research: Guiding Practices for Integrative Thinking with Complexity* (2018, Sage), and *Research Ethics* (2021, Sage) are inspired by the practice dilemmas experienced in the field.
ALLISON CHAPMAN-CHIN	Allison Chapman-Chin (PhD, Queen's University) is an independent scholar and the Manager of the Pan-Canadian Assessment Program at the Council of Ministers of Education, Canada. Previously, Allison was an Education Officer for the British Columbia Ministry of Education and lead the design and development of the Graduation Numeracy Assessment. Allison is passionate above leading educational projects that support K-12 teaching, learning, and assessment.

MARK GIERL

Dr. Mark J. Gierl is Professor of Educational Psychology in the Faculty of Education at the University of Alberta. His current research program focuses on automatic item generation. He is the co-author of the most recent book on this topic "Advanced Methods in Automatic Item Generation" (Routledge, 2021), with Professor Hollis Lai and Mr. Vasily Tanygin. Dr. Gierl holds the Tier I Canada Research Chair in Educational Measurement.

HOLLIS LAI

CAMERON MONTGOMERY

Dr. Cameron Montgomery (Ph.D., Educational Psychology) is a passionate multilingual educator who, for more than 20 years, has trained future teachers in Canada. He has expertise in the areas of stress, coping and burnout in French-language minority settings, and he has worked with teachers, students, teaching support staff, parents, guardians, governments and the media. He has also worked at Centre Jules-Léger, where he assisted students with special needs, and he has first-hand experience with promising practices and challenges in Ontario's French- and English-language school systems. Dr. Montgomery believes strongly in the importance of assessment and will provide a valuable perspective as chair of EQAO's board of directors.

AMERY WU

Dr. Amery Wu is an associate professor at the University of British Columbia. Her area of expertise is in psychometrics and quantitative research methods. Her recent work focuses on the practicality and authenticity in educational and psychological assessment, utilizing modern digital technology.

AMANDA COOPER

Dr. Amanda Cooper is a former secondary school teacher (Biology and English) and currently an Associate Professor in Educational Policy and Leadership at Queen's University. She specializes in Knowledge Mobilization (KMb), efforts to address research-practice-policy gaps across the education sector. Dr. Cooper is the founder of RIPPLE (Research Informing Policy, Practice and Leadership in Education): a program of research, training and knowledge mobilization (KMb) aimed at learning more about how knowledge brokering can increase research use and its impact in education by facilitating collaboration between multi-stakeholder networks (www.ripplenetwork.ca). Amanda is on the coordinating committee for the KTE COP (Knowledge Translation and Exchange Community of Practice) in the health sector.

GREG ROUSSEL

MICHELLE SEARLE

Dr. Searle holds a PhD in curriculum with a focus on assessment and evaluation. She has received the Credentialed Evaluator (CE) designation from the Canadian Evaluation Society and she is also a member of the Ontario College of Teachers (OCT). Michelle has experience leading research and evaluation teams in the fields of education and health. Her research focuses on increasing the usefulness of program evaluation through a focus on collaborative evaluation approaches and innovative forms of knowledge dissemination that enhance capacity within organizations. She is skilled at using complementary methods drawn from qualitative and quantitative approaches to provide strong evidence for the convergence and collaboration of program findings. By using mixed and multiple methods that are often infused with Arts, Michelle gains a deeper understanding of the phenomena under study and uses this knowledge to inform policy, practice and scholarship.

JACKIE LEIGHTON

Jacqueline P. Leighton is a professor of educational psychology in the College of Social Sciences and Humanities at the University of Alberta. Her training in psychology, psychometrics, as well as 20+ years of first-hand research experiences with K-12 students have shaped an increasing focus on students' human rights in the classroom. Her upcoming book Leveraging Socio-Emotional Assessment to Foster Children's Human Rights to be published by Routledge chronicles decades of work.

TESS MILLER

Dr. Tess Miller is a Professor and Interim Dean at the Faculty of Education, University of Prince Edward Island and a Credentialed Evaluator with the Canadian Evaluation Society, PEI Chapter. She teaches graduate level courses in quantitative statistics, assessment, mathematics education, and program evaluation. Her research focuses on large-scale assessment, classroom assessment, and mathematics education as well as in developing quantitative instruments for gathering data in a variety of fields.

LOUIS VOLANTE

Louis Volante (Ph.D.) is a Professor of Education at Brock University, Professorial Fellow at UNU-MERIT, and President-Elect of CSSE. His research is primarily focused on global education policy, performance monitoring and transnational governance, inequality in educational opportunities and outcomes, and impact evaluation of policies and programs. Professor Volante's scholarship is widely cited in academic and policy communities and has received generous funding from international and national agencies such as the Social Sciences and Humanities Research Council of Canada (SSHRC).

CHI YAN LAM

Theme 4: Advancing Assessment and Evaluation to Promote Language Learning

LIYING CHENG

Dr. Liying Cheng is Professor of Language Education and Assessment at the Faculty of Education, Queen's University. Her seminal research on washback focuses on the global impact of large-scale testing and symbiotic relationship among assessment, teaching and learning. Liying conducts the majority of her research within the context of teaching and learning English as a second and foreign language (including immersion and bilingual contexts).

RUTUJA UBALE

Rutuja Ubale is a Research Engineer in the NLP/AI lab at Educational Testing Service (ETS). At ETS, Rutuja leads a team of scientists and engineers that develop innovative AI-powered speech processing capabilities to score and generate actionable feedback on learner's spoken responses thereby supporting the learning progressions of language learners and helping them meet their speaking proficiency goals. Rutuja's research interests include automatic speech recognition, natural language processing, automated feedback in computer assisted language learning applications, and spoken dialog systems. Before joining ETS, she received an M.S. degree in Electrical Engineering from the University of California, Los Angeles (UCLA) in December, 2016. She received her B.Tech. degree in Electronics Engineering from the Vishwakarma Institute of Technology, Pune (India) in 2015.

EUNICE JANG

Eunice Eunhee Jang is a Professor at the Department of Applied Psychology and Human Development in Ontario Institute for Studies in Education, University of Toronto. With specializations in diagnostic language assessment, technology-rich assessment design, valid and fair assessment practice for high-stake testing, mixed methods research, and program evaluation, Dr. Jang has led high-impact provincial, national, and international research with various stakeholders. She is the author of the book, *Focus on Assessment* (Oxford University Press, 2014), which provides evidence-based assessment guidelines for K-12 language teachers. She is the co-author of the research monograph, *OECD Reviews on Evaluation and Assessment in Education: Denmark*. She is the recipient of the annual award for the most outstanding article of the year for a paper published in the *Journal of Language Learning* in 2013. Her current BalanceAI project examines ways to promote students' cognitive and metacognitive development through innovative learning-oriented assessments based on machine learning applications. Currently, she serves the International Language Testing Association as an elected secretary and Language Assessment Quarterly as an associated editor. She directs the Centre for Smart Learning at the University of Toronto.

CHRISTINE DOE

Christine Doe, PhD is an Associate Professor in the Faculty of Education, Mount Saint Vincent University, Halifax, Canada. Her research examines the validity of language tests for multiple purposes as well as language use across different contexts, such as higher education and workplace settings. Dr. Doe has published articles in *Language Assessment Quarterly, English for Academic Purposes,* and *System*, as well as presented at international and national conferences. She teaches graduate and undergraduate courses focused on Teaching English as an Additional language and Assessment in K-12 and adult language learning settings.

GREGORY TWEEDIE

Dr. Gregory Tweedie is Associate Professor of Language & Literacy at the Werklund School of Education, University of Calgary. His teaching and research draw heavily upon his experiences as a language teacher and language teacher trainer in East, Southeast and Central Asia, the Middle East, Canada, and his native Australia. Greg's research interests, in the field of applied linguistics, focus on the phenomena of English as a lingua franca for communication among speakers of differing first languages, particularly in medical contexts.

CHRISTINE STAGER

Click here to register for AAEC 2022!