



FINAL CALL FOR ABSTRACTS
The 12th Southern Africa Association for Education
Assessment (SAAEA) Conference

13 – 16 May 2018

The Capital Hotel, Pretoria, South Africa

Umalusi will host the 2018 Annual Conference of the Southern Africa Association for Educational Assessment (SAAEA) under the theme “Local context in global context: encouraging diversity in assessment”. The conference will take place at The Capital Hotel, Menlyn Maine in Pretoria from 13 to 16 May 2018.

The organising committee invites authors to submit abstracts of papers to engage with the theme “**Local context in global context: encouraging diversity in assessment**”, which has been broken down into the following broad sub-themes:

- 1) Beyond a technical approach to assessment
- 2) Sustainable assessment practices and standards
- 3) Innovative assessment: Opportunities and challenges
- 4) Diversifying assessment: diverse learners and diverse assessment practices
- 5) Assessment and the development of critical thinking
- 6) The impact of stake holding on effective assessment

While preference will be given to papers that are directly related to the themes, submissions that make significant contribution to the field of assessment might be considered by the Programme Committee.

Regrettably, delegates will not present more than two single-authored or co-authored papers in the conference.

Confirmed keynote speakers

- 1) Prof Richard Tabulawa (University of Botswana, Botswana)
- 2) Dr Jean Gamble (University of Cape Town, South Africa)
- 3) Prof Desmond Laubscher (CEO of Greenside Design Centre, College of Design, South Africa)

Panel Discussion

“The Political Interference in Policy Development and the Effect on an Education System at Large”

- 1) Dr Joseph Kivilu (Former CEO of the Kenya National Examinations Council)
- 2) Dr Serara Moahi (Former President of the Association for Educational Assessment in Africa and former Executive Secretary of Botswana Examinations Council)
- 3) Mr Ahmed Essop (Research Associate (UJ) and former CEO of the Council for Higher Education)

Submission Guidelines

Delegates are invited to submit abstracts of between 250 – 300 words long on one of the above conference sub-themes. The abstracts should be submitted in:

- Microsoft Word
- Times New Roman
- 12 points
- 1.5 spacing

The abstracts should be submitted by e-mail to conference@umalusi.org.za. Once accepted, authors will also be required to submit a conference paper for inclusion in the conference booklet. Conference presentations will take the

format of a 20-minute talk followed by 10 minutes discussion.

All abstracts and papers will be subjected to normal screening process to determine their alignment with the conference theme.

Registration fees

- Conference attendance: R2 500.00
- Excursions: R850.00

The registration fee includes conference material, refreshments, lunch during the conference and dinner at the conference social functions.

Timelines

- Due date for abstracts : 31 January 2018
- Notification of acceptance of abstracts : 28 February 2018
- Final closing date for registration : 31 March 2018
- Due date for draft papers : 31 March 2018
- Submission of presentations (PPT) : 31 March 2018
- Registration confirmation : 20 April 2018

Accommodation

The below hotels are the preferred hotels because they are within 10 km radius of the conference venue.

Hotel	Grading	Distance to Venue
Alpine Attitude Boutique Hotel, Menlo Park	4 Star	3.4 km
City Lodge Hotel, Lynnwood	3 Star	4.1 km
Glen Marion Guest House and Garden Cottage	4 Star	1.0 km
MacGregor's Guest House	4 Star	2.4 km
Menlyn Boutique Hotel, Menlyn	5 Star	3.6 km
Protea Hotel by Marriot, Hatfield	3 Star	6.0 km
Protea Hotel by Marriot Pretoria Manor, Hatfield	3 Star	6.3 km
Protea Hotel Fire & Ice, Menlyn	4 Star	1.3 km
The Elegant Lodge, Menlo Park	4 Star	3.2 km
Town Lodge Menlo Park, Menlo Park	2 Star	3.8 km

Umalusi will negotiate special rates with these hotels.

Other accommodation

Should you want to look for other accommodation, you can visit the Tshwane Tourism website. Alternatively, visit www.travelground.com/accommodation-in/pretoria-east.

Travel and transport

It is expected of anyone travelling to South Africa to have a valid passport. To check if you require a visa, please visit the **Department of Home Affairs** website. Information regarding visas can be obtained from your travel agent or the South African diplomatic or consular representative in your area.

Delegates using flights will be transported from OR Tambo International Airport to the conference venue. Any other delegates will be responsible for their own transport arrangements. Common transport will be arranged between *The Capital Hotel* (Menlyn Maine) and social venues (where applicable) during the conference.

Invitation letters

Should you require an invitation letter, the Organising Committee will produce it after you have completed the registration process. Please e-mail your request to Ms Sisanda Loni at sisanda.loni@umalusi.org.za. Please include the following information (example):

Title, name and surname: Dr Edward

Solomon, Position : Researcher,

Department : Directorate of Education

Organisation : South African Examinations Council

Country : South Africa

E-mail : Edward.Solomon@saec.org.za

Passport number : A00362828

Country of issue : Republic of South Africa

Date of Expiry : 31 July 2019

Enquiries

All conference-related enquiries must be sent to conference@umalusi.org.za.

The 2018 SAAEA Conference Organising Committee looks forward to intellectually stimulating debates and discussions with all delegates.

ELABORATION ON SUB-THEMES

Beyond a technical approach to assessment

This sub-theme focuses on developing assessment approaches and practices that have the potential to develop learners' learning throughout their program of study and into their lives and careers beyond school leaving. This theme may include submissions related to formative feedback; self and peer assessment; assessment of work- integrated learning; industry and community based or professional practice placements; assessment of individual and team contributions; and other approaches that develop learner judgement about their work in ways that may have application beyond their success in an individual subject. This theme also provides the opportunity to submit papers on assessment practices for socio-economic intelligence and the assessment of soft skills.

Sustainable assessment practices and standards

This aspect investigates approaches to assessment which are sustainable. Contributions may include approaches to moderation and quality assurance of and in assessment; the interplay between professional bodies and academics in developing disciplinary standards. This theme also accommodates submissions related to assessment and academic standards, including the development of standards, implementation issues and potential implications of different approaches to academic standards for assessment in schooling as well as higher and further education within higher education programmes.

Innovative assessment: Opportunities and challenges

This facet explores innovative approaches to assessment and may include contributions which specifically address the successes of innovative assessment approaches and also the challenges of introducing an assessment innovation. Contributions may relate to the use of technology in assessment and the challenges and opportunities that technological developments provide for assessment. These emerge not only from ways of assessing learning but also from the way technology itself may integrate within the learning that occurs.

This sub-theme also includes aspects regarding learner engagement with innovative assessment approaches; and professional development issues associated with assessment innovation, including scaling an assessment innovation from pilot to large scale implementation etc.

In terms of contributions may relate (but are not limited) to authentic assessments; subject and project-based e-portfolios; assessment of creativity including in non- traditionally creative disciplines; interdisciplinary assessment; assessment of learner attributes and of ethical awareness; assessment in blended learning environments etc. This theme encourages contributions relating to both successful assessment innovations, and those that have faced significant challenges.

Diversifying assessment: diverse learners and diverse assessment practices

This sub-theme provides opportunities for the exploration of assessment issues related to both the increasing diversity of learner cohorts, diverse assessment practices and the impact of language in the reliability and validity of assessment. This theme may include contributions related to assessment of learners within culturally diverse classes; group work assessment and assessment issues related to inclusivity policies.

It may also include diverse disciplinary practices in assessment or adaptations of practices from one discipline to another.

Assessment and the development of critical thinking

This sub-theme provides opportunities for the exploration of the alignment of teaching, learning and assessment of thinking. If one interprets assessment as the process of how learners learn and the systematic collection of information about the learner's learning to make decisions about how to improve learning it would automatically also refer to the modification of planning for more effective teaching.

The impact of stake holding on effective assessment

This sub-theme provides opportunities for reporting on multi-institutional & multi- agency partnerships towards an inclusive and quality education system and social cohesion and community involvement (locating communities at the centre of education; how can learning be linked to activities & programmes that positively affect livelihoods and the social economy; mobilising community action to ensure quality schooling & community development).

The impact of stake holding also includes references to parental involvement, school effectiveness, whole school development and the development of communities of practice. Building developmental linkages between post-schooling institutions, public/private schools and even ECD centres are of importance too.

