



# Editorial

**Rod Lane and Terri Bourke**

Co-editors, *Geographical Education*

Welcome to this edition of *Geographical Education* on assessment in geography. As new editors to this journal, we chose to focus on assessment in geographical education as our own previous research highlighted a gap around this topic. While we know a lot about the general principles of effective educational assessment, little is known about evidence-based approaches for assessing geographical concepts and skills. With the focus on evidence-based practice in Australia and globally, it is timely to bring assessment to the forefront of our thinking.

The papers in this volume highlight geography educators' assessment research from various parts of the world. An update is provided on an international collaboration between the United States, Australia, South Korea, Czechia, Singapore, Switzerland and the Netherlands as researchers from these countries strive to put international assessment in geography on the map. Individual papers elaborate on specific assessment projects in Singapore, the Netherlands and Australia.

The first paper reports on an international research process that has been underway since 2016 to design and develop an international geography assessment for implementation in lower secondary settings. The article provides a rationale for such an assessment, reports the findings of foundational research, and presents a provisional assessment framework. The framework will guide the specifications for tasks and tests, evaluation procedures, and measurement models. The methodology draws on an evidence-centred design, which involves a sequential approach to domain analysis and modelling. The article concludes with a reiteration of the value of an international assessment and an outline of activities moving forward.

The second paper is from Australia. In this paper Lane and Caldis report on a participatory action research project as a tool for not only enhancing pedagogical content knowledge but also improving assessment practices in school geography. Senior high school students'

alternative conceptions are investigated as a foundation for developing strategies for addressing common misunderstandings and improving depth and accuracy of students' knowledge of rivers. Using an inquiry-based approach that includes fieldwork, students and teachers took part in a range of activities to support the construction of valid and reliable assessment instruments for future fieldwork activities.

The final two papers in this volume consider issues of assessment validity in geographical education. First, Chang and Seow focus on consequential validity. These authors argue that geography educators are interested in evaluating whether students are developing as active and engaged global citizens. This involves the assessment of knowledge, skills and values outcomes and requires geographical educators looking beyond student examination results. Second, Bijsterbosch examines construct validity by investigating the impact of the Dutch national examinations on the enacted curriculum and school assessment. He concludes that teachers should carefully consider the aims and objectives of the curriculum when designing internal assessment rather than using school-based assessments as practice for high-stakes examinations. Bijsterbosch claims that this practice distorts the alignment between the curriculum and assessment and results in a culture of teaching to the test.

Many thanks to both the writers of the articles and the book reviews. Many thanks also to Geoffrey Paterson as proof reader and Reviews Editor of the current volume. The book review titles reflect a range of topics in geography (migration, weather, maps, oceans and soils) and the teaching of geography (geographical thinking, inquiry-based learning and becoming an outstanding geography teacher). AGTA looks forward to contributions to the next edition of the journal Volume 32, 2019.