Research talk by Prof. Dr. Gavin Brown

Title
Cross-cultural research in education: Illuminating meaning by taking context into account

When
June 30 from 12.00 – 13.30 (max.), **Room 1305**

Summary

Modern ICTs are making international collaboration more feasible, opening up new ways to learn from research conducted within other educational systems. Such collaborations allow replication studies, a key process in scientific research. However, it may be inappropriate to utilize a research tool and its statistical model developed in another culture because these will not automatically be admissible or equivalent in the new cultural context. Differences in context, culture, and language can potentially shed light on why valid adaptation processes did not result in equivalent statistical models. Thus, it is essential that the equivalence of a research tool and its statistical model is investigated to determine the validity of results and comparisons. This talk will examine basic principles and tools of validating a translation and statistical processes for evaluating equivalence of statistical models. Examples will be given from my research collaborations that contrast student beliefs about assessment in China, Hong Kong, New Zealand, and Brazil.

Biography

Associate Professor Gavin Brown is the Director of the Faculty of Education's Quantitative Data Analysis and Research Unit. After 13 years high school teaching and university tutoring, he was a standardised test developer for 9 years working with classical test and item response theories. His research, primarily using confirmatory factor analysis and structural equation modelling techniques, investigates the relationship of student and teacher responses to assessment to learning outcomes across a variety of cultural and social contexts. In more than 100 research papers, chapters, and books his research has shown that teacher and student beliefs are (1) contingent on assessment quality, (2) consistent with cultural values and priorities, and (3) play a significant part in explaining adaptive and maladaptive outcomes. He was awarded the 2014 Faculty of Education *Teaching Excellence Award for Postgraduate Research Supervision.* He is also the lead editor for a volume to be published in 2016 by Routledge on *Human and Social Factors in Assessment.*

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