

Chapter 7 Reflective Questions – If you can't measure it...

1. The Educational Effectiveness and Improvement (EEI) research approach, as described in the book, is used across research, policy and practice in various forms. What examples do you know of where it is used outside of the EEI research tradition?

2. Challenges of assessing a) school, b) teacher and c) system effectiveness are described.
 - Which of the problems discussed is, in your view, the most serious?
 - Do you think current policy and practice in the context you know is sufficiently aware of these issues?
 - Have the necessary/reasonable steps been taken to provide valid, reliable and fair measures? What else might/should be done?

3. How might issues of measurement be addressed (or exacerbated) by combining and/or triangulation measures and sources of evidence?

4. What are the educational and social consequences of not taking into account issues such as a) bias, b) instability and c) inconsistency in the measures? To what extent can these issues of measurement be mitigated by 'intelligent' use of them? How?

5. What do measures of a) school, b) teacher and c) system performance capture and miss?
