

An international symposium to be held in the
Island of La Palma (Canary Islands)
 from 23th to 26th November 2009

<http://www.pisalpalma.org>

Further information: cese@ugr.es

PISA UNDER EXAMINATION:

CHANGING KNOWLEDGE,
 CHANGING TESTS,
 AND CHANGING SCHOOLS

PISA A EXAMEN:

CAMBIAR EL CONOCIMIENTO,
 CAMBIAR LAS PRUEBAS,
 Y CAMBIAR LAS ESCUELAS



CESE

Comparative Education Society in Europe
 Association d'Éducation Comparée en Europe
 Gesellschaft für Vergleichende Erziehungswissenschaft in Europa
<http://www.cese-europe.org>



Gobierno
 de Canarias



CABILDO
 LA PALMA

ONE of the most famous educational events of the last decades has been PISA (*Programme for International Student Assessment*). Rarely has educational information translated so fast into the word 'disaster' — and domestic political crisis. Rarely has educational information translated so fast into the word 'stardom' — and sudden international attention being given to countries which hitherto were un-noted and uncelebrated. PISA was not merely an educational event. It was also a media circus. It involved public rehearsal of the reasons for failure or success; and even, in some cases, public and political and academic explanations about why 'failure' was not really that, and why 'success' was not really that either.

So the first comparative puzzle which attaches to PISA is, why all the fuss — what are the politics and sociology and anthropology of the international testing movement as if 'educational results' were a sporting event?

The second comparative puzzle which attaches to PISA, is: in what sense is it 'comparative education'? At what point do numbers become or represent or stand for cultures, and what needs to be explained about the cultures/numbers symbiosis? What kind of comparative

education does PISA signify? A comparative education of measured outcomes? Outcomes of what and from what, in the broader social and historical context?

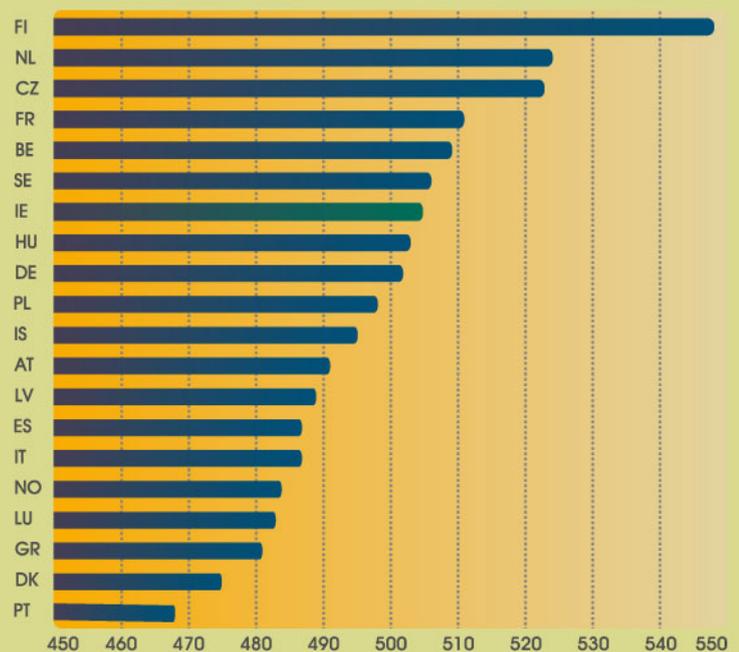
The third comparative puzzle which attaches to PISA is: in what sense is it good 'big sociology'? What is — sociologically, in the workings of schooling systems — being tested?

The fourth comparative puzzle which attaches to PISA is: in what ways is this good empirical work — which technical criteria do this kind of 'comparative work on an international scale have to satisfy and in what senses may we (technically) believe in the numbers?

And, noting the style and extent to which we 'believe' in those numbers, the fifth comparative puzzle is whether, by whom, and with what consequences may we deduce policy action from such research? Is this the 'robust and relevant research' of which politicians dream? Can we move from these research results to policy action quickly, cautiously, or not at all?

Thus — always in the frame of these large historical and comparative puzzles, some of which will be addressed by Plenary speakers — the sub-themes and the discussion groups of the Symposium will include:

- (i) the implications of PISA for the reform of secondary education;
- (ii) the implications of PISA for the reform of the transition from school to work;
- (iii) the challenges of PISA to definitions of school knowledge and text books, and the relation of both PISA and school knowledge to learning theories;
- (iv) improvements in theories of school performance and school achievement as a consequence of what has been learned within and from PISA;
- (v) the implications of the PISA research for the school efficiency and effective movement;
- (vi) the challenges of PISA to definitions of school knowledge, and definitions of competencies;
- (vii) the 'quality' of the PISA results — notably an interpretation of the limits in statistical methodologies and what may not be deduced from 'the data';
- (viii) the 'quality' of the PISA results — notably in terms of the implications for educational policies on social class, in-migrant students, gender and educational segregation;
- (ix) the implications of PISA in the context of economic globalization;
- (x) the implications of PISA as a form of international and transnational governance and as a disciplinary technology.



Jürgen Baumert (Max Planck Institute for Human Development, Berlin)
David Berliner (Arizona State University)
Antonio Bolívar (University of Granada)
Julio Carabaña (Complutense University of Madrid)
Robert Cowen (Institute of Education de la Universidad of Londres)
Marie Duru-Bellat (Sciences-Po, Paris)
Ulf Lundgren (University of Uppsala)
Katharina Maag-Merki (University of Zürich)
Gerry Mac Ruairc (Dublin University College, Irland)
Clara Morgan (Carleton University, Ontario)
Donatella Palomba (Universidad de Roma II — Tor Vergata)
Anselmo R. Paolone (University of Udine, Italy)
Javier Salinas (Complutense University of Madrid)
Daniel Santín (Complutense University of Madrid)
Thomas S. Popkewitz (Universidad de Wisconsin-Madison)
Vega Scalera (Universidad de Roma II — Tor Vergata)
David Scott (Institute of Education of the University of London)
Hannu Simola (University of Helsinki)
Petra Stant (Free University of Berlin)
Daniel Troehler (University of Luxemburg)

Coordinator: Miguel A. Pereyra (University of Granada)

Round Tables coordinators and discussants:

Elisabeth Buk-Berger (Ministry of Education of Norway)
Vlatka Domovic (University of Zagreb)
Hans-Georg Kotthoff (Pedagogical University of Freiburg)
Yannis Roussakis (University of Athens)
Lennart Wikander (University of Uppsala)



There will be Poster sessions in English and Spanish as an effective forum for the exchange of information, communicate ideas, innovative programs & research studies, and analysis of practical problem-solving research issues.

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Uppsala CESE Conference
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