Alison Quin
Queensland University of Technology
Alison Quin, who descends from the Tagalak people of the Gulf country in north western Queensland, has worked in education her entire career, obtaining a Graduate Diploma in Secondary Education and working in a variety of Indigenous community education fields. Alison was an Associate Lecturer in Indigenous Education for several years at the Centre for Indigenous Studies at Charles Sturt University, teaching Education students how to develop culturally inclusive practice, including the development of units of work and appropriate assessment. Recently, Alison has worked as a Learning Advisor, helping Indigenous university students develop their academic skills and succeed in assessment tasks, and has now moved into the field of Learning Design for tertiary courses at Queensland University of Technology. Alison's passion is developing Indigenous culturally inclusive online learning contexts.

Mark Wilson
The University of California, Berkeley and the University of Melbourne

Mark Wilson is Professor of Education at the University of California, Berkeley, and also at the University of Melbourne. He received his PhD degree from the University of Chicago in 1984. His interests focus on measurement and applied statistics, and he has published more than 100 refereed articles in those areas. Recently he was elected president of the Psychometric Society, and is currently Vice-President of the United States National Council for Measurement in Education (NCME); he is also a Member of the US National Academy of Education, a Fellow of the American Educational Research Association, and a National Associate of the US National Research Council. He is Director of the Berkeley Evaluation and Assessment Research (BEAR) Center. His research interests focus on the development and application of sound approaches for measurement in education and the social sciences, the development of statistical models suitable for measurement contexts, the creation of instruments to measure new constructs, and scholarship on the philosophy of measurement.

Professor Wilson is a member of the editorial board of the Australian Journal of Education.

New measures for an old friend: A learning progression for ICT literacy

Workshop

This workshop will present new thinking and new results from the work of the Assessment and Teaching of 21st-Century Skills (ATC21S) project, on the learning progression for information and communications technology literacy — learning in digital networks. This project, initially sponsored by Cisco, Intel and Microsoft, aimed to help educators around the world enable students with the skills to succeed in future career and college goals. The workshop will be structured to show how the development of the new ideas and measures for ICT literacy followed the logic of the assessment system developed by the Berkeley Evaluation and Assessment Research (BEAR) Center. The initial concepts behind the new measures are based on a recounting of the multiple changes in the conceptions of ICT literacy over the last 30 years, leading to the development of the new ICT literacy learning progression. This is followed by a discussion of the development of a set of interactive and group tasks that tap into the dimensions and levels of the learning progression, in the context of a web-based environment. A brief demonstration of two of the tasks will be a part of the workshop. Data were collected in this digital environment in four countries: Australia, Finland, Singapore and the United States, and these data will be used to explore the empirical underpinnings of the tasks and the learning progression. Ample opportunity for questions and discussion will be provided.