



UNIVERSITY
OF OSLO

2025 CEMO **ANNUAL REPORT**

Centre for Educational Measurement



The Centre for Educational Measurement (CEMO) seeks to generate knowledge to help solve the challenges related to measurement and assessment in education, and thus in the long run, contribute to high educational quality in Norway and internationally.

The centre is a part of the Faculty of Educational Sciences and develops measurement and assessment competence in Norway and the Nordic countries by teaching Master and PhD candidates as well as practitioners, and by counselling stakeholders. The centre collaborates with similar units in many other countries and is part of a large international research network. This report provides an overview of some achievements, ongoing projects, outreach activities, publications, and events over the past year.





The Director's Comments

A year of stability and a year of change — this is perhaps the most fitting way to characterize 2025 at CEMO. While our core mission and activities have remained strong and consistent, the year has also brought important developments in our research portfolio, our staff, and our organizational framework. Together, these elements have both tested and demonstrated the strength and resilience of the centre.

On the side of stability, 2025 has been marked by continued high levels of quality and ambition in our research. Colleagues have maintained an impressive publication record, remained active in international networks, and represented CEMO at core conferences in our field. Our research continues to contribute to international debates on educational measurement, large-scale assessments, and advanced methodology, and we see that CEMO's name is recognized and respected in key arenas.

Our teaching activities have also remained on a steady, high level. Student intake to our program has been stable, and the teaching quality in our courses has been sustained. The MSc in Assessment, Measurement and Evaluation (MAE) continues to attract motivated students with a strong interest in the intersection of education and methodology. This combination of robust research and solid teaching is crucial for CEMO's role within the Faculty and the University, and it underpins our contribution to capacity building in the field.

Within CREATE, we have again seen a high level of activity in strand 3. Colleagues have contributed to seminars, workshops, and other events, and have actively shaped the intellectual environment both within and beyond the centre. We

have been delighted to invite and host several international guests — both junior and senior scholars — who have enriched our academic community and strengthened our global connections.

The FREMO conference remains one of CEMO's flagship activities and has once again been a success. The conference continues to serve as an important meeting place for researchers, practitioners, and policymakers working with educational measurement and related fields. The sustained quality and relevance of FREMO underline CEMO's role as a hub for knowledge exchange and dialogue.

Engagement with stakeholders has also remained a central part of our work. In 2025, colleagues continued to collaborate with policy-relevant institutions such as HK-dir, UDIR, and the Ministry of Education. These interactions are fundamental to ensuring that our research has impact beyond academia and that it informs the development of evidence-based educational policy and practice in Norway and internationally.

Our project portfolio has developed positively. Work in existing projects, such as SEALS, MapIE, and the DiDiRes Hub, has been productive, with tangible progress in both conceptual and empirical work. At the same time, we have continued to collaborate with partners in major grant applications, sustaining and expanding the networks that are vital for ambitious, long-term research.

Internally, we revised the annual plan with a focus on the core strategies of the centre. While some priorities have been sharpened

and updated, the core mission of CEMO remains unchanged: to contribute to high-quality research and education in educational measurement and to engage constructively with stakeholders in the education system. Looking back at 2025, I am proud of the centre staff and of how dedicated they are—and of how much they have achieved over the year.

Alongside this stability, 2025 has also been a **year of change**.

On the research side, we were very pleased to secure a new project funded by the Ministry of Education and Research, which exploits log-file data from international large-scale assessments (ILSAs). This project strengthens CEMO's position at the forefront of methodological innovation in the analysis of process data and opens new possibilities for understanding how students respond to complex tasks in digital environments.

We have also seen important developments in our staff. First, it is a great pleasure to highlight the promotion of Esther Ulitzsch to Professor. This promotion is a recognition of Esther's strong research profile, her extensive contributions to teaching and supervision, and her engagement in the broader academic community. Her work is a cornerstone of CEMO's scientific profile, and this step is well deserved.

Second, there has been a change in the directorship of CEMO. I would like to extend my sincere thanks to Rolf Vegar Olsen for his leadership during the past years, not least through particularly challenging periods. His steady guidance and commitment have been crucial for the centre's development. We wish him all the best in his leadership role at Department of Special Needs

Education (ISP), where he will undoubtedly be a great asset.

Another important milestone this year was the successful PhD defence of Kseniia Marcq. We warmly congratulate Kseniia on completing her doctoral work at CEMO and thank her for her valuable contributions to the centre's research and work environment during her studies. We are also very pleased that she will continue at CEMO as a Postdoctoral Fellow, further strengthening our research capacity and helping to train the next generation of measurement experts.

We have also had changes in the administration. Our Administrative Manager, Malin Solli Wandem, has taken up a new position at the central administration at UiO, and our previous Study Administrator, Malene Jordal Aase, accepted a new position in Bergen. We warmly congratulate them on these steps in their careers and are deeply grateful for their substantial contributions to CEMO. In a period after Malene left in the spring, we received valuable assistance from ISP in ensuring continuity in the study-administrative services, which was crucial for maintaining good support for our students and teachers. In August, we were pleased to welcome our new Study administrator, Sahar Hassani, who is now taking care of the MAE program and helping to secure smooth operations and close follow-up of our students.

Our academic staff has been strengthened by the arrival of a new PhD candidate, Jacopo Francesco Taraldsrud Løkken, who was graduating from our MAE program. In his doctoral thesis, he is working on

machine-learning-informed meta-analyses. This topic connects cutting-edge methodological developments with core questions in evidence synthesis and will further diversify and enrich CEMO's research profile. A warm welcome to Jacopo!

Finally, an evaluation in 2025 has led to yet another evaluation process, which will be decisive for CEMO's organizational format in 2026. This introduces a degree of uncertainty about the longer-term framework in which we operate. Such processes can be demanding for staff and create understandable concerns. Nonetheless, the way colleagues have continued to deliver high-quality research, teaching, and dissemination throughout this period is a testament to their resilience and professionalism.

Taken together, the developments of 2025—both stable and changing—have shown that CEMO is a highly productive, well-functioning, and people-oriented centre. I am again proud of how the staff have handled these changes and the current uncertainty, and of their continued commitment to our shared mission.

Looking ahead, 2026 will be a year of sowing seeds. We will continue to build on our strong research and teaching activities, while actively shaping the future organizational framework of the centre. Our goal is to secure long-term stability for CEMO so that it can keep contributing as a national and international reference point for high-quality research in educational measurement and related areas. With the dedication, competence, and collaborative spirit that characterize the CEMO community, I am confident that we are well-positioned to meet the challenges and opportunities that lie ahead.

Professor Ronny Scherer

Director, CEMO



Professor Ronny Scherer

Director of CEMO

Comments from the chair of the CEMO board

In 2025, the board met three times, in May, September, and December, in addition to extraordinary meetings handled by circulation. These meetings have provided important arenas for strategic discussions during a year marked by transitions.

Some central issues for the Board in 2025 have been leadership and organizational continuity. Following the announcement that the former centre director Professor Rolf Vegar Olsen would step down, the Board appointed Professor Ronny Scherer as Director for the period 2025–2028. The Board would like to thank Rolf Vegar Olsen for his valuable contributions to CEMO and for his leadership and dedication during his time as centre director. With Ronny Scherer's appointment, the Board is confident that CEMO has strong and dedicated academic leadership going forward, and we have greatly appreciated his thoughtful, hands-on approach during this important period of transition for the centre.

Another key theme has been evaluation. In 2025, CEMO underwent an evaluation with a focus on the anchoring of the centre within the faculty, which resulted in a comprehensive and informative report. The Faculty Board decided to proceed with a second evaluation phase to be conducted in spring 2026. From the Board's perspective, this process represents an important opportunity to demonstrate the centre's strong research, teaching, and outreach activities, but also to reflect more broadly on CEMO's long-term organizational anchoring. The question of moving toward a stable and sustainable organizational format is an important issue to follow closely in 2026.

Throughout the year, the Board has also been updated on staff development, recruitment processes, and the centre's financial outlook.



Janne von Koss Torkildsen

Chair of CEMO Board

Despite challenges and transitions related to hiring and administration, CEMO continues to demonstrate high research and teaching quality, strong external funding activity, and a clear international profile.

As I conclude my term as Chair of the CEMO Board after four years, I would like to sincerely thank the Board members, the Centre leadership, and all CEMO staff for their constructive collaboration and extraordinary commitment. It has been a privilege to follow the centre's development so closely during a period that has included co-localization with CREATE, changes in staff and leadership, and an in-depth evaluation of CEMO's organizational position within the faculty. I wish the incoming Board every success in their work and look forward to seeing CEMO continue to develop and thrive in the years ahead.

academia but also in shaping educational policies and practices. I look forward to following the centre's progress and achievements in the coming year.

Janne von Koss Torkildsen

Chair of the CEMO Board (2022–2025)



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1. Research at CEMO

Research on measurement challenges with a focus on measurements used in the field of education is a primary task for CEMO, and team members working in this area specialize in statistics, psychometrics and latent variable modelling, the development of innovative assessment formats as well as linking and equating of data.

The application of such measurements to different areas of educational research is another primary task at CEMO, and team members working in this area focus on measuring educational outcomes, analyzing data from international large-scale assessments, or assessing student progress with objective structured clinical examinations (in collaboration with the Faculty of Medicine).

Research at CEMO is firmly established, visible in the high quality of our publications, success in the competition for external grants, and international recognition in terms of awards and board memberships. CEMO has developed a research portfolio around four strands: modern test design, statistical methods for innovative assessments, educational measurement in the Norwegian context, and international large-scale assessments.

Frontier Research in Educational Measurement (FREMO) research group

[The Frontier Research in Educational Measurement \(FREMO\) research group](#) was established in 2018 to create an arena for cutting-edge research in educational measurement. Hosted by CEMO, the research group collaborates with other research groups at the Faculty of Educational Sciences and carries out advanced training of PhD candidates and Master students. FREMO includes CEMO's academic team members and is open to members from other departments at the faculty. Activities are organized by FREMO leader, Professor Björn Andersson, with support from the group members.

In addition to PhD training, FREMO activities can be divided into two areas: joint activities which involve all the members of FREMO and specialized activities which involve the members of a subgroup reflecting the CEMO research strands. FREMO also provides financial support for research assistants, language review services, research exchange, conference participation, and administrative support. Activities funded in

2025 included organizing the international conference FREMO, organizing a workshop on advanced meta-analytic methods, hiring students as subject consultants to work on smaller-scale research projects, participation in international conferences, and events associated with visiting researchers.

FREMO has for several years organized a bi-weekly brown bag seminar, engaging all FREMO members. During 2024, this seminar was merged into the seminar series of the Center for Research on Educational Equality (CREATE) and this continued in 2025. During 2025, CEMO researchers and guests presented in the seminar series on eight occasions.

The group was also integrated into the structure of the Centre of Excellence CREATE, essentially overlapping with Strand 3 of CREATE and with two members represented in the leadership of the centre. Internal collaboration was supported by group meetings and collaborations among members are ongoing. At the end of 2025, the research group FREMO received renewed funding for another four years (2026-2029).

PhD candidates at CEMO

Training the next generation of PhD candidates is a core task of ensuring sustainable research in the field of educational measurement. This group is our most valuable resource when it comes to long-term effects of CEMO’s research. PhD candidates are typically employed for four years, including a 25% share of service work that mostly means teaching in our Master program. This time distribution contributes to developing the competence needed in future jobs both inside and outside academia. Professor Ronny Scherer served as PhD coordinator this year. CEMO hosted one dissertation defence and three final readings in 2025.

CEMO PhD Defence 2025: Kseniia Marcq

Kseniia Marcq defended her doctoral thesis on “Item in Focus: A Large-Scale Examination of Cross-Country Differences in the PISA 2018 Through an Item-Centric Perspective” at the Faculty of Educational Sciences, University of Oslo, on 21st March 2025.

The thesis conducted and advocates for research on the overlooked ‘item side’ of ILSAs, highlighting the importance of items and their features in shaping various ILSA outcomes and demonstrating the potential of item-centric research to inform future test design, enhance fairness, comparability, and validity of ILSA results, and promote a more nuanced understanding of global educational trends. The first thematic area of the thesis involved the study of the relative size of item difficulty differences in the Programme for International Student



Kseniia Marcq
Postdoctoral Fellow

Assessment (PISA) 2018 achievement test and how these differences relate to construct-relevant and -irrelevant item features to varying extent across different countries. The second thematic area of the thesis involved the study of item nonresponse in the PISA2018 student background survey as a function of item design features (e.g., item position, response format and scale content) and how these item features interact with student characteristics such as gender, resulting in systematic patterns of missing data across countries. The results of the five journal articles included in this thesis have implications for assessment design and validity but also inform on comparability and reporting of PISA results across countries.

External Funding

Centre of Excellence CREATE—Centre for Research on Equality in Education

In June 2024, we co-located with the [Centre for Research on Equality in Education \(CREATE\)](#), funded by the Research Council of Norway. The Centre of Excellence is currently led by Professor Arne Lervåg from the Department of Education (IPED). CEMO's Professor Ronny Scherer is the Deputy Director for the first period of the centre.

CREATE aims to generate new knowledge about how to reduce inequalities in education. By using interdisciplinary expertise and high-quality national and global data, CREATE will generate groundbreaking knowledge about learning environments that enable all children to realize their potential, regardless of their background.

CREATE's research ambitions are split into three different strands:

Strand 1: *Identifying barriers to Equality in Education.* The ambition of this research strand is to provide the knowledge needed for addressing the barriers to equality in education.

Strand 2: *Intervening on barriers.* The ambition of this research strand is to develop reliable, durable, and educationally meaningful interventions addressing the barriers to equality in oral language, reading, mathematics, and problem-solving.

Strand 3: *Addressing methodological challenges* is led by CEMO's Professor Björn Andersson. The ambition of this research strand is to develop novel methods and statistical software that are tailor-made to the research questions and data of CREATE.



In 2025, we organized several activities together with CREATE, including the research seminars, social events, and a retreat. Most CEMO members attended additional activities associated with strand 3.

Mapping of Longitudinal data of Inequalities in Education (MapIE)

The EU-funded [MapIE project](#) started in March 2024 and aims to identify mechanisms causing educational inequalities and policies or interventions compensating for them. Tampere University in Finland is coordinating and leading the project with researchers from several institutions in the field of large-scale education.

Professor Rolf Vegar Olsen, Professor Ronny Scherer, and Researcher Diego G. Campos were coordinating work package 2, in which they conducted a systematic review to map and describe existing research on educational inequalities in K-12 students. This systematic review has been completed and published and resulted in a rich database of scientific publications on longitudinal evidence on educational inequalities. In August 2025, Rolf Vegar Olsen handed over the Norwegian project coordination to Ronny Scherer.

In the next steps, the Norwegian group will analyze Norway-specific data, including registry data, to link educational history to educational inequalities. The remaining work packages will provide a deep dive into national data sets and possible joint analyses across the participating countries.

Screening Early and Adaptively for Language Skills (SEALS)

The [SEALS project](#), led by Johan Braeken, and with Postdoctoral Fellow Kseniia Marcq and Doctoral Research Fellow Jianan Chen on the project team, started in April 2024 and is funded by the Research Council of Norway. They aim to provide a solid methodological toolkit for the systematical design and validation of progressive tests. Progressive tests are a type of tailored test format where items are administered in increasing order of difficulty level and discontinued according to a rule system that should counter excessive response burden for test participants and guarantee efficient use of resources for test administrators. The bigger goal is to facilitate the work of practitioners in the field of education, school psychology, and ortho-pedagogy that use these progressive tests to conduct diagnostic screenings for developmental delays in children.



2. Teaching at CEMO

CEMO offers courses for both Master students and PhD candidates. We consider research and teaching to be mutually dependent on each other.

[The Master of Science in Assessment, Measurement and Evaluation \(MAE\)](#) program is our most important long-term contribution to serve societal needs. The program, led by Professor Johan Braeken and Administrative Coordinator Malene Jordal Aase until spring, and Associate Professor Esther Ulitzsch and Administrative Coordinator Sahar Hassani since autumn 2025, provides specialized training in developing and administering measurement instruments, analyzing data, and reporting results from assessments, measurements or evaluations. This is the first and only program of its kind in the Nordic region. The number of MAE applicants is stable.

Since the establishment of The Student Academic Organization ("Fagutvalget") in 2023, we have seen an increase in student-initiated activities, both socially and academically. This work has continued and been further strengthened throughout 2025.

The annual student survey from NOKUT shows that students' satisfaction with teaching and dissemination of knowledge has increased from 3.8 in 2024 to 4.1 in 2025. It also shows that satisfaction with feedback from academic staff in the program has risen from 3.3 in 2024 to 4.1 in 2025 (on a scale from 1 = not satisfied to 5 = very satisfied).

The graduating cohort 2023-2025

The sixth MAE cohort graduated in 2025, which was our largest graduating cohort. They have since been competitive in the job market and are working in both private and public organizations and institutions. The Faculty of Educational Sciences has made [career interviews with some of our former students](#). Master theses can be accessed through the Norwegian Research Information Repository (NVA) database.

Bilberg, Simen: *Exploring Gender Specific Patterns in Health Measurement: A Machine Learning Approach to the Predictive Validity of Self-Reported Health*. Supervised by: Prof. Dr. Johan Braeken (CEMO) and Senior Psychology adviser Tore Nøttestad Norrønne (Norwegian Armed Forces)

Dåvang, Emmelin Sarah: *Resilient Minds: A Machine Learning Comparative Study of Academic Resilience in Science Among 8th Grade Students in Norway and Malaysia*. Supervised by: Associate Professor Esther Ulitzsch (CEMO)

Georgieva, Milena Andonova: *Probing Robustness of Machine Learning Models for Academic Resilience in a Bulgarian Context*. Supervised by: Associate Professor Esther Ulitzsch (CEMO)

Goian, Ancuta-Maria: *Solution Patterns is a Problem-Solving Task: Consistency Across Educational Systems*. Supervised by: Prof. Dr. Björn Andersson (CEMO) and Maoxin Zhang (The Norwegian Directorate for Education and Training)

Løkken, Jacopo Francesco Taraldsrud: *Handling missing data in Random Forests*. Supervised by: Associate Professor Esther Ulitzsch (CEMO) and Prof. Dr. Johan Braeken (CEMO)

Mannsaaker, Thea Aurora Hillingseter: *Unravelling Norway's Mathematics Decline: A Cross-Country Decomposition of Mathematical Literacy in PISA 2022*. Supervised by: Prof. Dr. Rolf Vegar Olsen (CEMO)

Meng, Xianqiao: *Longitudinal Associations Between Teachers' Integration of Technology in Classrooms, Self efficacy, and Perceived Usefulness: A Cross-Lagged Panel Approach*. Supervised by: Prof. Dr. Ronny Scherer (CEMO)

Sakyar, Rayad: *Teachers and Technology: A Longitudinal Investigation of Attitudes, Perceived Usefulness, and Ease of Use*. Supervised by: Prof. Dr. Ronny Scherer (CEMO)

Sher, Noorulhuda: *Evaluating Measurement Invariance in the Norwegian Pupil Survey: A Cross-Grade Comparison between Grade 7 and grade 10*. Supervised by: Prof. Dr. Rolf Vegar Olsen (CEMO)

Thunem, Ane Fjermestad: *Addressing Local Item Dependence in Reading Assessments: A Bifactor Model Evaluation of the Norwegian National Reading Test*. Supervised by: Prof. Dr. Björn Andersson (CEMO) and Dr. Maoxin Zhang (The Norwegian Directorate for Education and Training)

Olivera Toro Lopez, Manuel Mario: *When Measurement Decisions Shape Findings: A Multivariate Analysis of Socioeconomic Status and Science Achievement in TIMSS 2019 Data from Norway and Chile*. Supervised by: Prof. Dr. Johan Braeken (CEMO) and Dr. Rolf Strietholt (TU Dortmund, Germany)





The 2024-2026 cohort

Our seventh cohort is now halfway through the program and will complete their degree in spring 2026. They have followed a packed program that has provided them with the knowledge and skills needed to succeed as PhDs or assessment professionals. Throughout the program, the students have delivered research reports, worked collaboratively, presented their findings to multiple audiences, and responded to feedback from peers. They have developed algorithmic skills in statistical computation and are familiar with the open-source software R. In their second year, they will get a more in-depth understanding of the research field by specializing in their topic of interest through courses that are more advanced and the Master Thesis.

This is the second cohort that follows the newly implemented program structure where we have introduced new courses to the second year of the program: MAE4052 Constructing Measures II, MAE4053 Survey Methodology, and MAE4054 Study Design for Causal Inference. MAE4090 Thesis (30 ECTS) has also been replaced by MAE4191 Master's Thesis (40 ECTS).

The 2025-2027 cohort

In August 2025, our eighth MAE cohort started their studies at CEMO. With motivated students starting the study program, we are positive that the program is keeping a steady course for the future ahead with both Norwegian and international students. The students completed the first semester courses that provided them with knowledge in assessment and evaluation, practice in the open-source software R and test theory.

3. Outreach activities at CEMO

An explicit mission of CEMO is to reach out to practitioners and stakeholders who are responsible for assessments in education and in need of knowledge about measurement, assessment, and evaluation. Assessment results often have a profound impact both on individuals, such as teachers or students, and on institutions, such as schools or municipalities. In combination with the fact that measurements often are technically complex, this generates a need for information on the side of students, parents, teachers, school-leaders, politicians, and administrative bodies. CEMO activities to meet such needs range from collaborating with academic and non-academic stakeholders in Norway and the Nordic countries to producing outlets for a range of popular media channels.

Evaluation of the recent Norwegian curriculum reform (EVA 2020)

CEMO continued to be a part of a large-scale evaluation of the implementation and the effects of the curriculum reform LK20/20S. The project, [EVA 2020](#), was completed in 2025 and was funded by the Norwegian Directorate for Education and Training. All four units at the Faculty of Educational Sciences were involved. Professor Rolf Vegar Olsen represented CEMO in this project and led one work package concerning survey development, data integration, and reporting.

Websites and social media

During 2025, we have increased the numbers of followers on Facebook, and we now have a record high 1,451 followers. This channel is used actively to spread information about CEMO's research activities, news and events, vacancies and cooperation.

On the [CEMO websites](#), the main features remain the personal pages for each CEMO member, information about CEMO's research and teaching, upcoming events and conferences, and the list of publications.

Selection of further activities

Consultancy for/member of national and international governmental bodies

- Ministry of Education and Research
- The Norwegian Directorate for Education and Training (Udir) and units developing the national assessments
- OECD PIAAC Adaptive Problem-Solving Expert Group
- Norwegian PIAAC Advisory Board at the Ministry of Education

- OECD TALIS Questionnaire Expert Group
- IEA ICILS 2023 questionnaire expert group

Collaboration with partners outside of UiO

- Norwegian Business School (BI)
- NOKUT – The Norwegian Agency for Quality Assurance in Education
- Norwegian Centre for Mathematics Education
- Norwegian Armed Forces
- Oslo University Hospital
- Norwegian Directorate for Higher Education and Skills (HKDIR)

4. Summary of goals and evaluation

The CEMO team has a 3-year plan with specific short-, mid-, and long-term objectives for 2025-2028 regarding research, teaching, knowledge in use and organizational development.

Research

CEMO aims to have a distinct, internationally unique, and easily recognizable research profile that also addresses national research needs. Synergy and collaboration within the Faculty of Educational Sciences, within Norway and other Nordic countries, and internationally are key priorities. External research funding plays an important role in creating favorable research conditions. Our activities to accomplish this are the following:

- CEMO carries out high-quality research.
- Applications for external funding of academic positions (especially PhDs) strengthen the robustness of CEMO and contribute to high-level research).
- FREMO shapes CEMO's research profile and provides support for PhD candidates.
- Efficient administrative support facilitates research at a high level.
- Research collaboration strengthens the research quality of CEMO and the visibility of the centre and supports the PhD candidates' work.
- All CEMO researchers and Master's students exhibit good research practice.

Teaching

CEMO aims to offer a high-quality Master of Science program in Assessment, Measurement and Evaluation, to attract a large pool of highly qualified national and international applicants and to educate specialists in the field of educational measurement who can develop, use and critically evaluate different types of measurements. Our activities to accomplish this are the following:

- The Master of Science program in "Assessment, Measurement and Evaluation" strengthens measurement competence nationally, in the Nordic countries and internationally.
- PhD candidates and Postdoctoral fellows receive high-quality training that develops their measurement expertise and supports their career chances.

Knowledge in use

CEMO aims to contribute to the development of society by means of active dissemination of the centre's research results in various communication channels and different areas, collaboration with external institutions and organizations on implementing research-based practices related to educational measurement and counselling or taking over

support roles. Our activities to accomplish this are the following:

- Collaboration nationally and in the Nordic countries makes CEMO visible in Norway and the Nordic countries and strengthens the measurement quality in the field of practice.
- Improved research communication and dissemination contributes to increased measurement competence in the educational sector and the field of practice, and among the public.

Organisational development

CEMO aims to become the leading international centre in educational measurement. This requires the recruitment of the best researchers and PhD candidates nationally and internationally, in line with anticipated developments in the field of educational measurement, and the development of expertise so that they can pursue successful academic or other careers. The CEMO administration supports the academic team members effectively so that administrative resources are directed towards primary tasks to the greatest extent possible. Our activities to accomplish this are the following:

- Recruiting at CEMO is effective and helps attract highly qualified researchers.
- Sufficient language skills in Norwegian or Nordic language among CEMO's academic team members
- CEMO is a dynamic and inclusive organization.
- CEMO has good information flow, and the employees know where to find relevant information on the centre's websites.

- CEMO has good human resource management, where challenges can, if needed, be addressed.
- CEMO's administration aims to be a cohesive body that provides excellent support to the research staff.

CEMO evaluation

In autumn 2025, CEMO had been evaluated as a response to a Dean's and Faculty Board's call for an evaluation of CEMO's research, teaching, outreach, finances, and administration. The goal of this evaluation was to review and describe the status of CEMO's work in these areas and to uncover possible challenges and issues within them. The [resultant evaluation](#) report took a five-years perspective and analyzed the outlined areas in detail. The Dean and the Faculty Board accepted this report and decided to launch a second evaluation phase—this time, focusing on different scenarios of how CEMO could be integrated into the Faculty of Educational Sciences sustainably. The outcome of this second evaluation phase will be decisive for the centre's future.

5. Management and Administration

CEMO is organized directly under the Faculty of Educational Sciences at the University of Oslo, and the Centre Director reports to the Dean. They constitute the final reporting entities that define the guidelines under which CEMO operates.

Administrative structure

Rolf Vegar Olsen served as Centre Director until July 2025, with Björn Andersson as Deputy Director. In August 2025, Ronny Scherer was elected as the next CEMO director. Administrative Manager, Malin Solli Wandem, supported the Centre management during 2025.

The CEMO leadership team represents CEMO at the Faculty and higher UiO levels, as well as externally. The CEMO board, chaired by Professor Janne von Koss Torkildsen, is responsible for major decisions, including strategic decisions about CEMO's research, teaching and outreach profile, recruitment strategies and employments, as well as the management of the CEMO budget.

The CEMO administration is responsible for the daily running of CEMO. Operative tasks of the administration include, among other things, coordination of the master program, research support, external and internal communication, facilitating a good reception and stay for guests, maintenance of the websites and social media, secretarial function for board meetings, recruiting interviews, and organizing and implementing the different arrangements like courses, seminars, and workshops. CEMO's administration also functions as permanent secretariat for the CEMO Board.

The administration at the Faculty of Educational Sciences assists in employments at CEMO as well as in budgeting and accounting. The University also provides IT support.

The CEMO Board

The CEMO Board is an administrative body that meets three to five times per year to approve the CEMO budget, the Director's progress reports about research, teaching and outreach activities at CEMO and employments. In addition, the Board members provide feedback on CEMO's activities from an internal perspective.

The Board has 6 members who are elected or nominated for a four-year period. The student representative and the representative of the temporary scientific staff are elected or nominated for one year at a time. The Board consists of both academic and administrative staff, and students. Two of the Board members come from other units at the Faculty of Educational Sciences, and one comes from a collaborating institution.

The composition of the CEMO Board
2022-2025:

Representatives of a relevant academic environment at the Faculty of Educational Sciences:

- Janne von Koss Torkildsen (Chair), Professor, Department of Special Needs Education
- Henrik Daae Zachrisson (substitute Chair), Professor, Department of Special Needs Education



- Guri Nortvedt, Professor, Department of Teacher Education and School Research
- Julius Kristjan Bjørnsson (substitute), Researcher, Department of Teacher Education and School Research

External representatives:

- Roger André Federici, Dean, Oslo Metropolitan University (OsloMet)
- Ulf Henning Olsson (substitute), Professor, Norwegian Business School

Representatives from the permanent staff:

- Johan Braeken, Professor, CEMO
- Malene Jordal Aase/Gunnhild Nedberg Grønlid (substitutes), Senior Executive Officers, CEMO

Representatives from the fixed-term staff (2025):

- Yuriko Kirilovna Sosa Paredes, Doctoral Research Fellow, CEMO
- Kseniia Marcq (substitute), Doctoral Research Fellow/ Postdoctoral Fellow, CEMO

Student representatives (2025):

- Luisa Thor Straten, master student, CEMO
- Aleksandra Wanda Rucinska (substitute), master student, CEMO

6. Finances

Revenues and expenditures 2025

The Norwegian Ministry of Education and Research and UiO are CEMO's main financial contributors.

		Financial statement	Forecast
Opening balance		6 312 147	6 200 000
Total Opening balance		6 312 147	6 200 000
Funding	Core funding	-11 532 162	-11 188 574
Total funding		-11 532 162	-11 188 574
Staff expenses	Salary cost	7 424 116	8 511 080
	Hourly salary	55 472	
	Holiday pay, payroll tax, pension	2 875 137	3 285 156
	Other refunds	-132 009	-400 000
	Other salary costs	328 152	-440 000
<i>Total staff expenses</i>		<i>10 550 868</i>	<i>10 956 236</i>
Operating expenses	Rent	870 288	873 303
	Travel costs, courses, conference	308 572	250 000
	Other operating expenses	187 501	680 375
<i>Total Operating expenses</i>		<i>1 366 361</i>	<i>1 803 678</i>
Investments	Investments	78 436	165 000
<i>Total investments</i>		<i>78 436</i>	<i>165 000</i>
Netto contribution	Own funding (UiO)	2 985 757	3 130 424
	Overhead	-2 205 226	-2 562 527
	Salary Reimbursement	-2 976 471	-4 023 995
Total net contribution		-2 195 940	-3 456 098
Project closing balance		-1 732 437	-1 719 758
Total project closing balance		4 579 710	4 480 242

APPENDICES

CEMO team members

Name	Nationality	Position
Olsen, Rolf Vegar	Norway	Professor/Director, <i>until 31st July</i>
Braeken, Johan	Belgium	Professor
Scherer, Ronny	Germany	Professor/Director, <i>from 1st August</i>
Andersson, Björn	Sweden	Professor/Deputy Director
Ulitzsch, Esther	Germany	Associate Professor/Professor
Schauber, Stefan K.	Germany	Associate Professor, affiliated with the Faculty of Medicine
Ræder, Henrik Galligani	Norway	PhD Candidate
Helland-Riise, Fredrik	Norway	PhD Candidate
Gonzalez Campos, Diego	Colombia	Researcher
Arencibia Alemán, José Manuel	Spain	PhD Candidate
Tan, Tony	Australia	PhD Candidate
Sosa Paredes, Yuriko Kirilovna	Peru	PhD Candidate
Marcq, Kseniia	Russia	PhD Candidate/Postdoctoral Fellow
Chen, Jianan	China	PhD Candidate, <i>affiliated with CREATE</i>
Zhang, Lu	China	PhD Candidate, <i>affiliated with CREATE</i>
Skrondal, Anders	Norway	Adjunct Professor
Malin Solli Wandem	Norway	Administrative Manager
Jordal Aase, Malene	Norway	Senior Executive Officer, <i>until 28th February</i>
Grønlid, Gunnhild Nedberg	Norway	Senior Executive Officer
Sahar Hassani	Norway	Senior Executive Officer, <i>from 1st August</i>
Sujon Hossain	Bangladesh	Subject Consultant
Ella Demille Rook	The Netherlands	Subject Consultant

CEMO guest researchers

Name	Affiliation	Period
Margot Remeau	University Paris Cité, France	March-May 2025
Leonie Vogelsmeier	Tilburg University, The Netherlands	July 2025
Clara Cuevas Urena	University of Valencia, Spain	August 2025- February 2026
Nurullah Eryilmaz	IEA (International Association for the Evaluation of Educational Achievements), Germany	August-September 2025
Alicia Germand	RPTU University Kaiserslautern-Landau, Germany	October 2025

CEMO events

FREMO Conference 2025

During 2025, we organized the international conference Frontier Research in Educational Measurement (FREMO) for the third time. This year, the conference was held 3-4 September at Helga Engs hus, University of Oslo. The two-day conference invited four high-profile keynote speakers, had five parallel sessions with 42 presentations in total, and was attended by more than 120 persons from countries all over the world. Invited speakers and topics were:

- "Measurement in Adaptive Learning Environments: Challenges and Innovations", Maria Bolsinova, Tilburg University, Netherlands
- "Game-Based Learning: The Why, The How, and The What", Anna Brown, University of Kent, United Kingdom
- "Measuring What Matters: Harmonizing Psychometric and Econometric Approaches in Education", Rolf Strietholt, International Association for the Evaluation of Educational Achievement (IEA), Germany
- "Measuring individual differences with relative-to-self (ipsative) questions", Alf Inge Wang, Norwegian University of Science and Technology (NTNU) & co-inventor/co-founder of Kahoot, Norway

Ahead of the conference, we also organized the workshop "Standard and Advanced Methods for Meta-Analysis with R" given by Dr. Wolfgang Viechtbauer from Maastricht University, Netherlands. The workshop was highly appreciated by the 40 participants.

The conference strengthened CEMO's visibility as an international hub for educational measurement. Conference themes included Modern Test Design (AIG, CAT, optimal assembly), Psychometric Modeling (complex traits, process models, novel formats), and Large-Scale Assessments (between- and within-subject comparisons; next-generation

assessment systems). The conference was evaluated very positively, and we intend to host the conference again in 2027.

PhD Courses

UV9216: General course in meta-analysis, Monica Melby-Lervåg (ISP)/Ronny Scherer. January 2025

This course aims to develop a methodological understanding of the strengths and weaknesses of quantitative meta-analyses and systematic reviews.

UV9293: Item Response Theory, Björn Andersson/Yuriko S. Paredes. January– March 2025

The course introduces the core concepts and techniques of item response theory (IRT) which underlie current test design strategies, psychometric analyses, and evaluation of assessment instruments.

UV9297: Measurement models, Ronny Scherer/Tony Tan. March– May 2025

The course introduces the fundamental theories and applications of measurement models and their roles in structural equation models. The focus will be on using these methods for applied research.

UV9290: Data Science, Johan Braeken/Jianan Chen, August – October 2025

The focus is on the core concepts and techniques that function as foundations for formulating and implementing successful data-based analysis strategies to perform evidence-based research.

UV9204 Study Design for Causal Inference, Tarjei Widding-Havnerås (CREATE)/José M. Arencibia Aleman/Nicolai Topstad Borgen (ISP). August – October 2025

This course aims to discuss avenues, challenges, and limitations in the design of studies that intend to address causal research and evaluation questions. The course covers experimental designs, quasi-experimental designs, and program evaluations.

UV9253: Multilevel Models, Ronny Scherer. September – November 2025

The course introduces the fundamental theories and application of multilevel models. The focus is on using these methods for applied research.

UV9218: Linear Models, Björn Andersson/Lu Zhang. October – December 2025

This course introduces principles, terminology, and strategies for statistical modelling with the linear model as initial framework for data analysis.

UV9291: Principles of Measurement, Esther Ulitzsch/Lu Zhang. October – December 2025

In this course, the focus is on the foundational theories and concepts in measurement.

UV9203: Survey Methodology, Johan Braeken/Jianan Chen/Kseniia Marcq. August – October 2025

This course introduces the core principles of survey design and survey methodology—covering both methodological considerations and substantive research implications.

CEMO Production

Publications

*Contributors affiliated with CEMO in bold

- Andersson, B.** (2025). Multidimensional item response theory. In H. Nesi & P. Milin (Eds.), *Reference Module in Social Sciences* (pp. 1–7). Elsevier.
<https://doi.org/10.1016/b978-0-443-26629-4.00225-2>
- Aydın, B., Fokkema, M., Eryilmaz, N., Muijs, D., **Scherer, R.**, & Pietsch, M. (2025). How school leadership and innovation shape instructional pathways to student achievement across nations: Evidence from multilevel structural equation modeling and decision tree analysis. *Studies in Educational Evaluation*, 87.
<https://doi.org/10.1016/j.stueduc.2025>
- Backfisch, I., **Scherer, R.**, Schneider, J., & Lachner, A. (2025). How valid, really? A meta-analysis of the validity evidence of technological pedagogical and content knowledge (TPACK) self-report assessments. *Educational Research Review*, 49.
<https://doi.org/10.1016/j.edurev.2025>
- Braeken, J.**, Lehre, A.-C. W. G., & **Marcq, K.** (2025). Pearls and perils when interpreting item-specific results from international large-scale educational assessments: The case of the "Nordic" fractions. *Studies in Educational Evaluation*, 88.
<https://doi.org/10.1016/j.stueduc.2025>
- Braeken, J.**, & Van Laar, S. (2025). Reducing calibration bias for person fit assessment by mixture model expansion. *Educational and Psychological Measurement*. Advance online publication. <https://doi.org/10.1177/00131644251>
- Bulut, O., Yildirim-Erbasli, S. N., **Ulitzsch, E.**, & Gorgun, G. (2025). Measuring consumers' financial well-being: Uncovering the causes and consequences of careless and insufficient effort in self-report responses. *Financial Counseling and Planning*. Advance online publication. <https://doi.org/10.1891/FCP-2025>
- Campos, D. G.**, Koskinen, A., Munkácsy, B., Rolfe, V., Patsis, P., Tóth, E., **Olsen, R. V.**, **Scherer, R.**, Söldner, L., Danek, A. H., Greiff, S., & Vainikainen, M.-P. (2025). Educational inequalities in Europe: A scoping review of longitudinal studies in K-12 education. *Studies in Educational Evaluation*, 87.
<https://doi.org/10.1016/j.stueduc.2025>
- Chen, J.**, Brinchmann, E. I., & **Braeken, J.** (2025). Setting discontinue rules for progressive tests: A practical and transparent toolkit. *Assessment*. Advance online publication. <https://doi.org/10.1177/10731911251>
- Domingue, B. W., Kanopka, K., **Ulitzsch, E.**, & Zhang, L. (2025). Implied probabilities of polytomous response functions for model-based prediction and comparison. *Behaviormetrika*, 52(2), 705. <https://doi.org/10.1007/s41237-025>
- Emslander, V., Holzberger, D., Ofstad, S. B., Fischbach, A., & **Scherer, R.** (2025). Teacher-student relationships and student outcomes: A systematic second-order meta-analytic review. *Psychological Bulletin*, 151(3), 365–397. <https://doi.org/10.1037/bul0000459>

- Fütterer, T., **Campos, D. G.**, Gfrörer, T., Lavelle-Hill, R., Murayama, K., & **Scherer, R.** (2025). AI tools for systematic literature reviews and meta-analyses in educational psychology: An overview and a practical guide. *Learning and Individual Differences*, 126. <https://doi.org/10.1016/j.lindif.2025>
- Gilbert, J. B., Zhang, L., **Ulitzsch, E.**, & Domingue, B. W. (2025). Polytomous explanatory item response models for item discrimination: Assessing negative-framing effects in social-emotional learning surveys. *Behavior Research Methods*, 57(4). <https://doi.org/10.3758/s13428-025>
- Hagen, T. L., **Tan, T.**, Thøgersen, D. M., & Bjørnebekk, G. (2025). Functional family therapy across the COVID-19 pandemic. *Frontiers in Psychology*, 16. <https://doi.org/10.3389/fpsyg.2025>
- Hautz, W. E., Marcin, T., Hautz, S. C., **Schauber, S.**, Krummrey, G., Müller, M., Sauter, T. C., Lambrigger, C., Schwappach, D., Nendaz, M., Lindner, G., Bosbach, S., Griesshammer, I., Schönberg, P., Plüss, E., Romann, V., Ravioli, S., Werthmüller, N., Kölbener, F., ... Zwaan, L. (2025). Diagnoses supported by a computerised diagnostic decision support system versus conventional diagnoses in emergency patients (DDX-BRO): A multicentre, multiple-period, double-blind, cluster-randomised, crossover superiority trial. *The Lancet Digital Health*, 7(2), e136–e144. [https://doi.org/10.1016/S2589-7500\(24\)00251-0](https://doi.org/10.1016/S2589-7500(24)00251-0)
- Hukkelberg, S. S.**, **Steinmann, I.**, & Nærde, A. (2025). The relative age effect on teacher-rated academic competence: A study among early primary school students. *Scandinavian Journal of Educational Research*. Advance online publication. <https://doi.org/10.1080/00313831.2025>
- Hummelen, B., Langjord, T., Paap, M. C. S., Folmo, E. J., Pedersen, G., & **Braeken, J.** (2025). Differential item functioning for gender and age of the DSM-IV borderline personality disorder criteria in a large clinical sample. *Journal of Psychopathology and Behavioral Assessment*, 47(1). <https://doi.org/10.1007/s10862-025>
- Maehler, D. B., Martin, S., Gorges, J., & **Scherer, R.** (2025). Determinants of cognitive skills in adulthood: Age cohort patterns. *International Journal of Lifelong Education*, 44(2), 131–152. <https://doi.org/10.1080/02601370.2025>
- Marcq, K.**, & **Braeken, J.** (2025). From framework to functionality: A cross-country analysis of PISA 2018 reading assessment framework's item features as determinants of item difficulty. *Large-scale Assessments in Education*. Advance online publication. <https://doi.org/10.1186/s40536-025>
- Paredes, Y. K. S.**, & **Andersson, B.** (2025). Linking the first, second and third IEA science studies. *Studies in Educational Evaluation*, 87. <https://doi.org/10.1016/j.stueduc.2025>
- Rohatgi, A., **Scherer, R.**, & Hatlevik, O. E. (2025). Digitale forskjeller i elevers digitale kompetanse og algoritmiske tenkning. In A. Rohatgi & O. E. Hatlevik (Eds.), *Søkelys på digital læring: Sekundæranalyser fra ICILS 2023* (pp. 141–174). Cappelen Damm Forskning/NOASP.
- Schauber, S.**, & Homer, M. (2025). Challenging the norm: Length of exams determined by classification accuracy or reliability. *Medical Education*. Advance online publication. <https://doi.org/10.1111/medu.2025>

- Scherer, R., & Campos, D. G.** (2025). Meta-analyzing correlation matrices in the presence of hierarchical effect size multiplicity. *Research Synthesis Methods*, 16(6), 828–858. <https://doi.org/10.1002/jrsm.1>
- Scherer, R., & Emslander, V.** (2025). Utilizing primary study quality in meta-analyses in psychology: A step-by-step tutorial. *Psychological Methods*. Advance online publication. <https://doi.org/10.1037/met0000>
- Simonseier, B. A., Kampmann, K., Staub, J., & **Scherer, R.** (2025). The effects of programming interventions in early childhood: A meta-analysis. *Learning and Individual Differences*, 120. <https://doi.org/10.1016/j.lindif.2025>
- Skulberg, K., **Tan, T.**, Thøgersen, D. M., Taraldsen, K., & Bjørnebekk, G. (2025). Multisystemic therapy for adolescents through the COVID-19 pandemic in Norway. *Journal of Child and Family Studies*, 35, 124–140. <https://doi.org/10.1007/s10826-025>
- Ulitzsch, E.**, Belov, D., Lüdtke, O., & Robitzsch, A. (2025). Using item parameter predictions for reducing calibration sample requirements—A case study based on a high-stakes admission test. *Journal of Educational Measurement*. Advance online publication. <https://doi.org/10.1111/jedm.2025>
- Ulitzsch, E.**, Viechtbauer, W., Lüdtke, O., Myin-Germeys, I., Nagy, G., Nestler, S., & Eisele, G. V. (2025). Investigating the effect of experience sampling study design on careless and insufficient effort responding identified with a screen-time-based mixture model. *Psychological Assessment*, 37(8), 347–359. <https://doi.org/10.1037/pas0001>
- Veletic, J., & **Scherer, R.** (2025). The Nordic perspective on the association between distributed leadership and teacher job satisfaction: A multilevel SEM approach. *International Journal of Educational Research*, 130. <https://doi.org/10.1016/j.ijer.2025>
- Vogelsmeier, L. V. D. E., Jongerling, J., & **Ulitzsch, E.** (2025). Accounting for measurement invariance violations in careless responding detection in intensive longitudinal data: Exploratory vs. partially constrained latent Markov factor analysis. *Multivariate Behavioral Research*, 60(5), 878–897. <https://doi.org/10.1080/00273171.2025>
- Xiao, X., Rabe-Hesketh, S., & **Skrandal, A.** (2025). Bayesian identification and estimation of growth mixture models. *Psychometrika*, 1–34. Advance online publication. <https://doi.org/10.1007/s11336-025>
- Ye, W., **Aleman, J. M. A.**, Nilsen, T., & Widding-Havnerås, T. (2025). Will what helps now help later? The role of school spending in shaping academic resilience and future success for Norway's disadvantaged students. *International Journal of Educational Research*, 134. <https://doi.org/10.1016/j.ijer.2025>
- Yoon, G., **Chen, C.-W.**, & Midtbø, T. (2025). Item performance in context: Differential item functioning between pilot and formal administration of the Norwegian language test. *Educational Assessment, Evaluation and Accountability*, 37(4), 527–562. <https://doi.org/10.1007/s11092-025>
- Zhang, L., Domingue, B. W., Vogelsmeier, L. V. D. E., & **Ulitzsch, E.** (2025). A beta mixture model for careless respondent detection in visual analogue scale data. *Psychometrika*, 90(4), 1558–1581. <https://doi.org/10.1007/s11336-025>

Zhang, L., **Ulitzsch, E.**, & Domingue, B. W. (2025). Bayesian factor mixture modeling with response time for detecting careless respondents. *Behavior Research Methods*, 57. <https://doi.org/10.3758/s13428-025>

External presentations, workshops, conference contributions and symposia

Campos, D. G.: A Hands-On Introduction to Analyses of Educational Equity Using International Large-Scale Assessment (ILSA) Data. Workshop at the ZIB Academy 2025, Technical University of Munich, Germany (2025).

Campos, D. G.: Doing Meta-Analysis: A Meta-Analysis Workshop for the Social Sciences. Online Workshop, University of Zurich, Switzerland. (2025).

Campos, D. G.: A Hands-On Workshop for Meta-Analyses in Social, Behavioral, or Educational Research. Workshop, University of Amsterdam, Netherlands. (2025).

Scherer, R. & Campos, D. G.: Meta-Analysis in Education: From Theory to Practice with R. Online Workshop, TU Dortmund, Germany. (2025).

Campos, D.G.: Research Synthesis After the Reproducibility and Open Science Reforms: How do Systematic Review and Meta-Analysis Practices in Education Need to Adapt? Research Institute for Child Development and Education, University of Amsterdam (2025)

Campos, D.G.: AIRES: Accelerating Research Synthesis in Educational Sciences. *Norwegian Institute of Public Health*. (2025)

Jianan Chen: "Setting Stopping Rules for Progressive Tests: A Practical and Transparent Toolkit", European Congress of Methodology (July 2025)

Jianan Chen: "Traditional progressive tests with stopping rules from Computerized Adaptive Testing: Do potential advantages outweigh added complexity?", *Frontier Research in Educational Measurement - FREMO* (September 2025)

Jianan Chen: "Setting discontinue rules for progressive tests: A practical and transparent toolkit", QRM (Quantitative Research Methods in Education) conference (June 2025)

Lu Zhang, Björn Andersson: "Likelihood Ratio Tests with Marginal Maximum Likelihood Using Laplace Approximations and Adaptive Quadrature", International Meeting for Psychometric Society (IMPS 2025), Minneapolis, USA (July 2025)

Lu Zhang: "International Winter School 2025, The 4 Ms: Meta- research, Measurement, Multi-lab, and Multiverse data analysis in Behavioral Sciences", Padua, Italy (February 2025)

Ronny Scherer: "Meta-Analytic Structural Equation Modeling (MASEM) in Educational Research: Potential, Issues, and Developments". Talk at the Departmental Seminar, Department of Educational Psychology, Faculty of Education, CUHK (March 2025)

Ronny Scherer: "Meta-Analyzing Evidence from International Large-Scale Assessments—A Way Forward?". Talk at the International Research Conference (IRC) by the IEA, Rome, Italy (June 2025)

Björn Andersson: “Trend estimation in the Norwegian National Tests”. Frontier Research in Educational Measurement (FREMO), Oslo, Norway (September 2025)

Björn Andersson: “Higher-order extended variational approximation for estimation of generalized linear latent variable models”. International Meeting of the Psychometric Society, Minneapolis, United States (July 2025)

Björn Andersson, Hao Luo: “Comparing symptom network structures across multiple psychiatric disorders”. International Meeting of the Psychometric Society, Minneapolis, United States (July 2025)

Björn Andersson: “Joint latent variable modelling of binary, ordinal, count, and continuous data for social science and psychological research”, Data Science Institute, Lancaster University, Lancaster, United Kingdom (October 2025)

Björn Andersson: “Estimation of high-dimensional latent variable models using Laplace approximations”, Department of Statistics, London School of Economics and Political Science, London, United Kingdom (June 2025)

Braeken, J: “Reducing calibration bias for person fit assessment by mixture model expansion”. Conference talk at FREMO, Oslo, Norway (September 2025)

Esther Ulitzsch: Mining Sequential Process Data: A Hands-On Introduction; One-day workshop at the Centre for Research in Applied Measurement and Evaluation, University of Alberta, Edmonton (September 2025)

Esther Ulitzsch: Modeling and Investigating Careless Responding; One-day workshop at the University of Zurich, Zurich (April 2025)

Esther Ulitzsch: Introduction to Simulation Studies for Methodological Research; Two-day workshop given with Florian Scharf (University of Kassel) and Mirka Henninger (University of Basel) at the Statistical Modeling in Psychology Graduate School, University of Mannheim, Mannheim (April 2025)

Esther Ulitzsch: Centre for Learning, Innovation & Academic Development TeachMeet, University of Oslo (online). Titel: Development of a GenAI-based learning tool (April 2025)

Esther Ulitzsch: Carolyn A. and Peter S. Lynch School of Education and Human Development, Boston College, Chestnut Hill (online). Title: Making sense of process data from educational assessment (May 2025)

Esther Ulitzsch: Rotterdam ESM Group, Erasmus University Rotterdam (online). Title: Confirmatory mixture models for investigating careless and insufficient effort responding in ecological momentary assessments (June 2025)

Esther Ulitzsch: Keynote at the Statistical Modeling in Psychology Summer School, University of Mannheim, Mannheim. Title: Can small tweaks to data collection designs improve data quality? Exploring the impact of design choices on careless responding with confirmatory mixture models (July 2025)

Esther Ulitzsch: Centre for Research in Applied Measurement and Evaluation, University of Alberta. Title: Using machine learning for small-sample IRT models (September 2025)

Esther Ulitzsch: Centre for Research in Applied Measurement and Evaluation, University of Alberta. Title: Can small tweaks to data collection designs improve data quality? Exploring the impact of design choices on careless responding with confirmatory mixture models (September 2025)

Yuriko Kirilovna Sosa Paredes: Oral presentation at the Quantitative Research Methods in Education (QRM) by the Gothenburg University, Gothenburg, Sweden, “Linking the First, Second, and Third IEA Science Studies” (June 2025)

Yuriko Kirilovna Sosa Paredes: Oral presentation at the International Research Conference (IRC) by the IEA, Rome, Italy, “Linking the First, Second, and Third IEA Science Studies” (June 2025)

Yuriko Kirilovna Sosa Paredes: Oral presentation at the Frontier Research in Educational Measurement (FREMO) Conference by the Centre for Educational Measurement, Oslo, Norway, “Linking the First, Second, and Third IEA Science Studies” (September 2025)

Awards and Recognitions

Diego G. Campos: H.M. Kongens Gullmedalje (The King's Gold Medal): Awarded for the PhD thesis *Approaches to Integrating Large Data into Systematic Reviews and Meta-Analyses in Education*

Diego G. Campos: GEBF Junior Publication Prize (2025): Awarded by the Society for Empirical Educational Research for outstanding contributions to educational research

Jianan Chen: EAM Travel Grants for Students Presenting at EAM2025

Esther Ulitzsch: Distinguished Visitor; Centre for Research in Applied Measurement and Evaluation, University of Alberta, Edmonton (September 2025)

Editorial Work

Johan Braeken: Member of the editorial boards of the journals *Methodology* and *Behavior Research Methods*

Esther Ulitzsch: Associate Editor of the journals *Psychometrika* and *British Journal of Mathematical and Statistical Psychology*; Member of the editorial boards of the journals *Diagnostica*, *Large-Scale Assessments in Education*, and *International Journal of Testing*

Ronny Scherer: Member of the editorial boards of the journals *Psychological Bulletin*, *Learning & Instruction*, *Educational Research Review*, and the *Nordic Journal of Systematic Reviews in Education*; Associate Editor of the journal *Learning & Instruction*



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