



Invitation to a lecture by

Prof. Dr. James W. Pellegrino
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**Beyond Cognitive Outcomes:
Challenges, Necessities and Benefits**

Wednesday, July 10th, 2019
10am-12pm

Leibniz-Institut für Wissensmedien (IWM), Schleichstraße 6, 72076 Tübingen
"Großer Konferenzraum"

Abstract: Evidence suggests that the competencies needed for success in life and work are broader than traditional cognitive outcome measures and may account for a larger proportion of the variance. Such competencies extend into the domains of intrapersonal and intrapersonal knowledge and capabilities, often referred to as 21st Century Skills. In order to evaluate the efficacy and impact of interventions, we should consider how all three domains of competency are manifest in the design and assessment of a diverse range of educational and professional programs. This is challenging because the constructs are often ill-defined and the available measures are frequently weak and subjective. This talk will examine the evidence for a broad view of competence and explore the ways our field may respond to the need for valid and reliable measures to evaluate programs and interventions.

Biography: James Pellegrino's research and development interests focus on children's and adult's thinking and learning and the implications of cognitive research and theory for assessment and instructional practice. He has published over 300 books, chapters and articles in the areas of cognition, instruction and assessment. His research has been funded by the National Science Foundation, the Institute of Education Sciences, and private foundations. He has served as head of several National Academy of Sciences study committees, including chair of the Study Committee for the *Evaluation of the National and State Assessments of Educational Progress*, co-chair of the Committee on *Learning Research and Educational Practice*, and co-chair of the Committee on the *Foundations of Assessment* which issued the report *Knowing What Students Know: The Science and Design of Educational Assessment*. Most recently he served as a member of the Committee on *Science Learning: Games, Simulations and Education*, as a member of the Committee on a *Conceptual Framework for New Science Education Standards*, as chair of the Committee on *Defining Deeper Learning and 21st Century Skills*, and co-chair of the Committee on *Developing Assessments of Science Proficiency in K-12*. He is a past member of the Board on Testing and Assessment of the National Research Council, a lifetime National Associate of the National Academy of Sciences, and a lifetime member of both the National Academy of Education and the American Academy of Arts and Sciences. He has served on the Technical Advisory Committees of several states and organizations such as the College Board and the National Center on Education and the Economy.

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