Madhabi Chatterji: Research Themes

1. Evidence Standards, Evidence-Gathering and Evidence-Synthesis Methods to support Evidence-based Practices and Policies

Through this strand of work, I have examined the merits of traditional study designs and newer methodologies for evidence-gathering and evidence-synthesis on “what works” in education, health and other applied fields. Through both theoretical syntheses and applied work, I have sought to improve upon existing study designs for conducting impact evaluations on the effectiveness of “complex social programs” and policies. To generate the best-quality of impact evidence using systems thinking and stakeholder participation, I have proposed a new approach called the Extended Term Mixed Methods (ETMM) design. This strand of work continues to evolve.

2. Assessment Design, Validation and Validity Issues

My studies in this strand address issues of assessment design and construct validation with a unified, user-centered, and iterative approach. More generally, I am interested in investigating validity issues and other measurement challenges with established or published tests, scales, metrics or assessment systems with new populations and contexts of use. With colleagues in the global mental health fields, for instance, I have recently conducted critical reviews of existing instruments and measures on a number of mental health constructs for Arab-speaking populations. I am now exploring the topic of validity generalization with context-based, mixed methods approaches.

3. Standards-based Education Reforms, Educational Equity and Closing Achievement Gaps

I have long-standing interests in educational reforms and evidence-based approaches to the design of standards-based curricula, curriculum-based assessments and school-based interventions that help reduce learning gaps in disadvantaged or disenfranchised students and adults. As a Fulbright Research Scholar in 2008, I studied educational equity issues in primary schools of W. Bengal, India and Bangladesh, following up on similar work I did with national data sets in the U.S. examining correlates of achievement gaps in kindergartners. My recent research on this theme searches for solutions to learning gaps and inequities. The Proximal Assessment for Learner Diagnosis (PALD) approach—a teacher-mediated, formative and diagnostic assessment intervention for classrooms—is an example of such work that I hope to continue. Through other AERI projects, we have also conducted research on ecologically-grounded approaches towards educating disadvantaged families and primary school children more comprehensively. This is another line of work that I would like to expand.

4. Assessment Policy, Capacity-building and Action-oriented Evaluation Research: Promoting Meaningful Use

My assessment policy work includes applying translational science concepts to make academic and peer-reviewed research in education and other applied fields accessible to policy-makers, practitioners and decision-makers via policy briefs and blogs. Through conferences, web-based forums, sponsored research and evaluation projects, and institutes on this theme at the Assessment and Evaluation Research Initiative (AERI: www.tc.edu/aeri), we aim to promote meaningful use of assessment and evaluation information through projects that cross disciplines and international venues. For a recent
example, see the 2014 Education Week blog, *Assessing the Assessments* under Conferences and Forums (www.tc.edu/aeri)

**INTERESTED APPLICANTS FOR THE INTERDISCIPLINARY STUDIES IN EDUCATION DOCTORAL PROGRAM AT TEACHERS COLLEGE MAY CONTACT ME DIRECTLY AT:**

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