

CENTRE FOR EDUCATIONAL MEASUREMENT, UNIVERSITY OF OSLO, NORWAY (CEMO)

8-9 positions as (Associate) Professor, Postdoctoral Fellow or PhD candidate within the field of Educational Assessment and Measurement are available:

1-2 permanent positions as **Professor or Associate Professor** in Educational Assessment and Measurement

<https://www.jobbnorge.no/ledige-stillinger/stilling/137376/associate-professor-professor-in-the-subject-area-of-educational-assessment-and-measurement> (deadline: August 7, 2017)

Particularly welcome are applications from candidates with research interests in several of the following areas:

- Item-response theory and other latent variable models
- Methods for linking and equating of different data sources
- Methods for multilevel and structural equation modelling

2 fully-funded (100%) 4-year positions as **Postdoctoral Fellows** in Educational Assessment and Measurement

<https://www.jobbnorge.no/ledige-stillinger/stilling/137377/postdoctoral-fellow-in-educational-assessment-and-measurement> (deadline: August 7, 2017)

Particularly welcome are applications from candidates with research interests in one of the following areas:

- Latent variable modelling
- Computer-based assessment
- Evaluation of consequential validity

1 fully-funded (100%) 3-year position as **Postdoctoral Fellow** in Educational Assessment and Measurement

<https://www.jobbnorge.no/ledige-stillinger/stilling/138365/postdoctoral-fellow-in-educational-assessment-and-measurement-to-be-based-at-the-centre-for-educational-measurement-cemo> (deadline: August 16, 2017)

The position is attached to the research project “Educational assessments of the 21st century: Measuring and understanding students’ adaptability in complex problem solving situations (ADAPT21)” that is funded by the Norwegian Research Council. The project is aimed at developing and validating an innovative computer-based assessment (CBA) of students’ ability to deal with novelty, changes, and uncertainty in complex problem-solving situations.

1 fully-funded (100%) 3-year **PhD position** with a possible extension to 4 years

<https://www.jobbnorge.no/ledige-stillinger/stilling/136979/phd-candidate> (deadline: July 7, 2017)

The PhD position is attached to the research project “Latent Variable Factor Mixture models to track Longitudinal Differentiation Patterns” that is funded by the Norwegian Research Council. The goal is to both evaluate existing data analysis techniques as well as develop new methods to verify whether valid comparisons can be made across time, and if so, how these comparisons should look like (e.g., from less to more on a growth scale versus from novice to expert on a differential scale).

2 fully-funded (100%) 3-year **PhD positions** with a possible extension to 4 years

<https://www.jobbnorge.no/ledige-stillinger/stilling/138748/2-phd-candidates?p=0&reset=1>

(deadline: July 16, 2017)

CEMO seeks to build a portfolio of research on educational measurement relating to the Norwegian context. Particularly welcome are candidates who are interested in research on the validity of inferences that the Norwegian assessments are intended to support. In addition, proposals seeking to link assessments are particularly welcome, for instance linking international assessments to the national context or linking national assessments over several grades to enable the study of growth or profiles for individuals and/or schools. Mastery of the Norwegian language is not a prerequisite for applying.

1 fully-funded (100%) 3-year **PhD position** with a possible extension to 4 years

<https://www.jobbnorge.no/ledige-stillinger/stilling/138386/phd-candidate> (deadline: July 16, 2017)

In cooperation with the Faculty of Medicine, CEMO does research on the examination and grading system in the undergraduate medical training program. The objective is to foster and enhance existing testing practice. Particularly welcome are candidates who are interested in research on criterion-referenced testing, expert judgment in determining item properties, multi-stage testing or Item Response Theory (IRT) in “small N” scenarios.