



## Editorial Note: Open Access Advocacy

The volume 7 of the Educational Measurement and Evaluation Review (EMER) strengthens the theory in educational measurement that is available for various readers. The Journal through its editorial board takes part in the promotion of open access publications. The association advocates in making knowledge available to different scholars all over the world especially in the areas of educational measurement and assessment. According to Super (2002), “open access to scientific journal articles means online access without charge to readers or libraries. Committing to open access means dispensing with the financial, technical, and legal barriers that are designed to limit access to scientific research articles to paying customers. It means that, for the sake of accelerating research and sharing knowledge, publishers will recoup their costs from other sources.” Knowledge generated and scientific information needs to be shared to the public for replicability, faster growth in theoretical development, expand discussions, and wider collaboration of scholars around the world. The Philippine Educational Measurement and Evaluation Association take part with the initiative of the Global Young Academy on three advocacies on open access publications: (1) Making knowledge available, (2) avoiding inequality in publishing, and (3) enjoining scholars to participate in the advocacy.

The articles in this volume touches on testing and advancing theoretical model and assessment practice.

The article by Riva (2016) expanded the construct situational interest and its impact on students’ mathematics achievement in the grade school. Through careful assessment and adaptation of the scales for grade school students, it is noteworthy to conclude that supportive environments facilitate situational interest and self-regulation.

The article by Leysa and Malnegro (2016) advances the construct on academic resiliency among college students by providing new insights on the model by Andrew Martin. They found that anxiety plays an important part in developing academic resilience among college students. Consistent with literature, academic resilience predicts

the desirable educational outcomes of enjoyment in school, class participation, and general self-esteem.

The article by Aruta (2016) provided new insights on the structure of autonomy using the self-determination theory by the Deci and Ryan. Using qualitative data analysis and exploratory factor analysis, two dimensions of autonomy emerged—inward autonomy and outward autonomy.

The article by Thien (2016) analyzed the measurement invariance of the College Experience Questionnaire with gender as a source of variation. Findings showed that configural invariance was fully supported whereas metric invariance was partially supported across female and male groups.

The article by Magno and Piosang (2016) provided many possible opportunities to assess senior high school students with the senior high school in its initial implementation in the Philippines. School administrators, assessment specialists, psychometricians, and teachers are guided with the assessment programs that can be implemented at this stage. The levels of assessment with varied purposes provided support on evaluating how well the new curriculum is implemented in a school as well as in the national level.

Finally the article of the South East Asian Ministers of Education explains how the assessment system in Asia translates into student learning. They defined the concepts of assessment “for” learning and assessment “as” learning as new reforms on assessment in schools. The article emphasize on the utility of assessment in helping students further learn. Recommendations are provided.

## References

- Super, P. (2002). Open access to the scientific journal literature. *Journal of Biology*, 1, 3.
- Global Young Academy. (2016). Open access pledge. Retrieved from <https://globalyoungacademy.net/news-release-gya-members-pledge-for-open-access/>

## The Editors