

# Preface

We present this Festschrift to our colleague, mentor and friend, Jan-Eric Gustafsson, on his retirement, to express our heartfelt appreciation for his contribution and dedication in education and educational research. Jan-Eric Gustafsson is a prominent figure in the field of education. Throughout his extensive career, Jan-Eric has been interested in many substantive issues in education as well as in methodological problems, far exceeding what this volume covers. However, the chapters reflect at least some very prominent parts of his diversity. The number of collaborators who expressed their interest to contribute to this book is very large, indicating Jan-Eric's broad network of researchers, practitioners, and policy advisers. However, due to the theme of the book series, we have limited ourselves to topics regarding educational measurement and related subjects.

In this volume, we collected 15 comprehensive chapters, authors of which have collaborated with Jan-Eric over different periods of his career. These chapters, being theory driven, empirical, or methodological in character, touch upon three broad topics, namely, *Cognitive abilities*, *Causes and effects of education*, and *Modeling the measurement properties*. All the topics reflect the contribution and involvement of Jan-Eric in his wide-ranging research and teaching.

Many colleagues have been involved in the production of this volume. Specially, we would like to thank all the authors to this book. Without your contributions and collaboration the book would never have come about. Dr. Matthias von Davier took the initiative and suggested publishing this Festschrift within Springer's Methodology of Educational Measurement and Assessment series. We also received first-hand support from Annemarie Keur at Springer during the whole process of publication. Professor Rolf Lander at the Department of Education and Special Education, University of Gothenburg, acted as the external reviewer of all the chapters; his comments helped the authors to improve the quality of the book. Dr. Johan Braeken at the Centre for Educational Measurement (CEMO) and Dr. Trude Nilsen at the Department of Teacher Education and School Research,

University of Oslo, also were involved in the review process of chapters. Thank you! To Berit Askling and Allan Svensson, your experience, advice, and writing in relation to the publication process of this Festschrift have been invaluable assets to our editorial team!

Finally, we want to thank you Jan-Eric for your enormous contributions to the field of education and educational measurement. We dedicate this volume to honour you on your retirement and with this, we hope to inspire and enlighten many young researchers in education to carry on the mission: to acknowledge the educational prerequisites, to improve quality, equity, and efficiency in education, and to enhance educational outcomes.

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