

Assessment and Evaluation, Culture, Morality, Religion and Education, Educational Policy and Systems, Learning and Social Interaction, Motivational, Social and Affective Processes

Educational Effectiveness, Accountability and School Improvement

Keywords: Achievement, Assessment methods and tools, At-risk students, Citizenship education, Cultural diversity in school, E-learning/ Online learning, Educational policy, Educational Psychology, Higher education, Knowledge creation, Learning and developmental difficulties, Learning approaches, Motivation, Primary education, Qualitative methods, Quantitative methods, School effectiveness, Secondary education, Survey Research

Interest group: SIG 18 - Educational Effectiveness, SIG 23 - Educational Evaluation, Accountability and School Improvement

Chairperson: Christopher Osterhaus, Ludwig-Maximilians-Universität, Germany

The contribution of school characteristics to secondary school students' citizenship skills

Keywords: Citizenship education, Quantitative methods, School effectiveness, Secondary education

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Although several studies emphasize the role that schools play in fostering students' citizenship skills, little empirical evidence is available indicating which school characteristics are related to students' citizenship skills. As such, the central aim of this study is to investigate which school level characteristics are related to secondary school students' citizenship skills. To gather information on the student and school characteristics, questionnaires were administered to 1142 secondary school students and their school leaders (n= 49). The results of the multilevel analysis show that the differences in students' citizenship skills are attributed to student level characteristics such as gender, spoken language with the mother, grade retention, educational stream, and the number of books at home. With regard to the school level characteristics, proportion of low SES students, participation in decision-making and the curriculum (organizational implementation in the curriculum and didactic methods) are significantly related to students' citizenship skills.

MOOC Effectiveness as a Reflection of MOOC Learner's Goals Set and Achieved

Keywords: E-learning/ Online learning, Motivation, Qualitative methods, Quantitative methods

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An increase in popularity of online learning encourages educators consider different ways of sustainable development of MOOCs to make them appeal to potential learners. To be able to adjust courses to changing demands, instructors have to agree on what MOOC effectiveness is. A common approach is to define it by simply checking the number of learners who earn a MOOC certificate. However, most of subscribers initially don't aim at getting a certificate. This leads to the idea that online learning can't be measured with traditional metrics. Current article considers some possible options of measuring MOOC effectiveness. The conclusions driven are based on 23 interviews with MOOC instructors from UC Berkeley University, who were asked to give their opinions on key indicators of measuring MOOC effectiveness. Moreover, a profile of MOOC students was completed by collecting socio-demographic data and personal intentions (N=137 081, across 14 courses). Collected metrics is analyzed to work out a correlation between learners intentions and measuring MOOC effectiveness.

Applicability of an academic resilience model

Keywords: At-risk students, Learning and developmental difficulties, Primary education, Quantitative methods

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Research on academic resilience has increased considerably over the last decade. Former empirical analyses have explored a wide range of factors, which contribute to success, despite the presence of disadvantaged socio-economic background. Our investigation focuses on the development of a resilience model. We assume that the involved factors are related to school performance. The objective of the presentation is (1) to present the structure of the hypothetical model and psychometric characteristics of this (2) to analyse the connection between the involved factors and the outcome variables, as well as (3) to examine the differences between resilient and non-resilient students. We analysed data from 1542 fourth and sixth grade students. Online data collections were carried out by the Electronic Diagnostic Assessment (eDia) platform. The applied scales measured 15 different factors and worked with acceptable reliability (Cronbach- α = .74 or over). The results revealed that in the case of resilient students a couple of factors (e.g. school attachment) do not predict performance significantly. Other findings suggested that there are more involved factors which are strongly related to performance (e.g. perseverance). Based on multi-group analysis, we tested measurement invariance of the modified models among resilient and non-resilient subgroups. The models with all parameters freely estimated fit the data well (CFI=.903-.912, SRMR=.060-.064), although the overall chi-squares were significant. Therefore, we conclude that the latent structure is similar across the groups. The results of the study contribute to a more thorough understanding of the role of individual, interpersonal and school-related factors among at-risk students.

Relationship between choices in general upper secondary school and admission to educational sciences

Keywords: Educational policy, Educational Psychology, Higher education, Secondary education

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The study examines the students accepted to educational sciences in Finnish universities during 2013-2015 and their results in matriculation examination, ME (N = 5116). The data is from university registers and the instance which implements the ME, The Matriculation Examination Board. There were three identifiable

in educational sciences group C did not give points based on the results in ME. The classification of scoring the results in the ME was used as a background variable. In the ME, the students had most often accomplished basic mathematics (49 %), health education (46 %) and psychology (46 %). The students had participated most commonly in five (42 %) or six (37 %) tests. Students who took part in advanced mathematics (28 %) participated in a higher number of tests. Students succeeded in the ME with, on average, lower mean test scores when compared to all accepted students in 2013-2015. Accepted students by classification groups A and B did usually succeed better in the ME. Otherwise, the educational sciences got students with similar student profiles, regardless of the way of scoring the results of ME. However, there was considerable variation among the students.

Differential perception of the usefulness of standardized student assessments

Keywords: Achievement, Assessment methods and tools, Primary education, Survey Research

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The implementation of standardized student assessments is expected to be of great benefit for the implementation of national education standards and competence-oriented teaching. In a low-stakes system like the one in Germany, the usefulness of test results for instruction development is determined in particular by the perceived usefulness and readability of the feedback. This study examines the influence of personal characteristics of teachers and school principals as well as characteristics of the feedback (readability) on the perceived usefulness of the tests. To this end, elementary school teachers and school principals in two German states (one rural, one urban) were surveyed using an online questionnaire (N = 415). The perceived usefulness of standardized student assessment is partly related to personal characteristics. For example, teachers in rural areas rate the usefulness of the tests higher than in the city (d = .58) and school principals higher than teachers (d = .58). Nevertheless, the measured personal characteristics can explain only 6% of the variance in perceived usefulness. However, the readability of the information from the feedback is strongly related to the perceived usefulness of the standardized student assessment for instruction development (.32 < r < .52; p < .001) and together they explain up to 33% of the variance in perceived usefulness. This result provides some indications to optimize the feedback in particular by adapting it for specific groups (teachers, principals).