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### Integration and student engagement in Dutch senior secondary vocational education (MBO): keys to success?

Elffers, L.

**Publication date**  
2008

**Published in**  
JURE 2008 Junior Researchers of EARLI. Programme Book

[Link to publication](#)

#### **Citation for published version (APA):**

Elffers, L. (2008). Integration and student engagement in Dutch senior secondary vocational education (MBO): keys to success? In N. Molenaar (Ed.), *JURE 2008 Junior Researchers of EARLI. Programme Book* (pp. 8-9). Katholieke Universiteit Leuven. [http://www.earli-jure2008.org/docs/JURE\\_2008\\_Programme\\_Book.pdf](http://www.earli-jure2008.org/docs/JURE_2008_Programme_Book.pdf)

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schools. The results showed that girls had more positive attitudes towards schooling and behaved better at school and that once these gender differences were taken into account, the gender gap in mathematics achievement was reduced to non-significance. Moreover, it was found that the gender gap became smaller the more boys and girls had positive attitudes towards schooling. Finally, the results indicated that also the attitudes of the class group influenced the mathematics achievement of boys and girls. Girls and boys performed better in class-groups with high positive attitudes towards schooling than in class-groups with low positive attitudes towards schooling.

**Examining the bottom-line: educational effectiveness at its best**

R.1\_2

(Room 01.23)

Chair: Catalina Lomos

*The Effect and Interplay of Classroom Practices, Teacher Beliefs and Attitudes, Class and School Composition, and School Processes on Academic Achievement*

Tinneke Boonen

Educational effectiveness research has proven that the quality of the learning environment has a significant effect on academic achievement. The learning environment is determined by teachers, pupils as well as the school. First, classroom practices, instructional methods used by the teacher, and teacher beliefs and attitudes constitute to a large extent the learning environment. Second, class and schoolmates influence the learning environment by their composition. Third, the organizational and professional processes in the school have an effect on the learning environment and on academic achievement. Although there is consensus on the effect of some factors, not all research agree on other factors, for instance constructivist practices. Moreover, there is little known about how the above-mentioned factors influence each other and how processes work and affect academic achievement. Consequently, the general aim of this research project is to reveal the (differential) effect of the above-mentioned factors on academic achievement and to uncover the relationships and processes of these factors and academic achievement. To this end, we will analyse data from the SiBO-project, a longitudinal study of more than 6000 pupils in primary education in Flanders. The data will be analysed using multilevel regression analysis, structural equation modeling, and latent growth curve modeling.

*Integration and student engagement in Dutch senior secondary vocational education (MBO): keys to success?*

Louise Elffers

In Dutch senior secondary vocational education (MBO), dropout rates are problematically high. MBO is the senior continuation of the lowest track in Dutch secondary education, providing vocational education for students aged 16+. Specific student characteristics and personal circumstances are known to increase the risk for dropout (e.g. low SES, pregnancy), but these are not easily affected by schools or nationwide policy. Therefore, a study focussing on the processes inside the school is expected to bring about useful input for dropout prevention. The current project will use this school-based perspective in studying factors influencing persistence or withdrawal

in MBO. It focusses on the role of students' school experiences and their subsequent engagement and achievement in the process of persistence or dropout. Key concepts will be Tinto's constructs of social and academic integration (Tinto, 1993), as well as the notions of emotional and behavioral engagement (Fredricks et.al., 2004). School and student characteristics, determining the interaction between school and student, will be taken into account. The role of social and academic integration and emotional and behavioral engagement in the persistence / dropout process will be studied. By measuring students' experiences at three moments during their first year at the institution, the development of engagement during this first year will be assessed. Issues of discussion at this round table will be the generalizability of the US based theoretical frameworks of integration and engagement to a non-US educational setting, as well as the developmental scope of the study and the possibility of a qualitative follow-up study.

### Adding new insights to research on higher education

R.1\_3

(Room 02.15)

Chair: Zarina Reinhard-Charlesworth

*The effect of student activating learning environment on students' approaches to learning: looking at the effect and interaction of student characteristics and context characteristics as mediating factors*

Eva Kyndt, Filip Dochy, Steven Janssens, Katrien Struyven

As the research has progressed, more interest has been shown in what influences the approach to learning that a student adopts. Researchers that have tried to induce a deeper approach to learning did not obtain the result they expected; students did not adopt a deeper approach to learning due to the manipulations, in many cases results even showed increases in surface approaches. The aim of this research is to investigate why students did not adopt a deeper approach to learning in a student activating learning environment of which is expected that it encourages a deep approach to learning. We want to look at certain mediating factors that could prohibit or alternate the adoption of a deeper approach to learning by the students. Based on results of earlier studies, the included context variables are workload, task complexity and cooperative nature of the assignment. The included student characteristics are gender, motivation, working memory capacity and attention. The aim of this research is to investigate in-depth the extent to which the variables have an influence on students' approaches to learning and how they relate to each other. A design for study is proposed.

*Demand-driven learning in higher education: what, why and how?*

Jeroen van Andel

Demand-driven learning, forms one of the main elements of the innovations within Higher Professional Education. In the last decade it is implemented en masse in almost all UPE's in the Netherlands. Common ground on definitions of demand-driven learning consists of the view that it is in most cases seen as the provision of different methods, tools and contents which enable students with different talents and needs to, self-sufficiently, construct and practice their own learning (Van Hout-Wolters, Simons, &