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Abstract: With the adoption of the Common Core State Standards (CCSS) by much of the United States, local school districts are encouraged to develop CCSS-aligned curricula that are culturally relevant for an area’s students. However, addressing cultural relevancy within communities where rural and urban cultures intersect requires a conceptualization of a rurban space that lies between rural and urban places and processes. The results of document analysis, surveys, interviews, and generational narratives conducted in a rurban county in a southeastern U.S. state indicate a need for a critical rurban pedagogy that merges a critical pedagogy of place with local values and the complexities of rurban culture to serve as a foundation from which to build culturally relevant curricula.

Schlagwörter: Common Core State Standards; critical place-based pedagogy; culturally relevant curriculum; rural-nonrural cultural intersections


Abstract: Compared with admissions test scores, why are high school grades better at predicting college graduation? We argue that success in college requires not only cognitive ability but also self-regulatory competencies that are better indexed by high school grades. In a national sample of 47,303 students who applied to college for the 2009/2010 academic year, Study 1 affirmed that high school grades out-predicted test scores for 4-year college graduation. In a convenience sample of 1,622 high school seniors in the Class of 2013, Study 2 revealed that the incremental predictive validity of high school grades for college graduation was explained by composite measures of self-regulation, whereas the incremental predictive validity of test scores was explained by composite measures of cognitive ability.

Schlagwörter: cognitive ability; college admissions tests; college graduation; report card grades; self-regulation


Abstract: Contemporary teacher evaluation systems use multiple measures of performance to construct ratings of teacher quality. While the properties of constituent measures have been studied, little is known about whether composite ratings themselves are sufficiently reliable to support high-stakes decision making. We address this gap by estimating the consistency of composite ratings of teacher quality from New Mexico’s teacher evaluation system from 2015 to 2016. We estimate that roughly 40% of teachers would receive a different composite rating if reevaluated in the same year; 97% of teachers would receive ratings within ±1 level of their original rating. We discuss mechanisms by which policymakers can improve rating consistency, and the implications of those changes to other properties of teacher evaluation systems.

Schlagwörter: Evaluation; measurement; Performance Assessment; Simulation; teacher accountability
Heinrich, Carolyn J.; Darling-Aduana, Jennifer; Good, Annalee; Cheng, Huiping (2019):

A Look Inside Online Educational Settings in High School. Promise and Pitfalls for Improving Educational Opportunities and Outcomes.


Abstract: This research examines online course-taking in high schools, which is increasingly used by students falling behind in progress toward graduation. The study looks inside educational settings to observe how online courses are used and assess whether students gain academically through their use. Drawing on 7 million records of online instructional sessions linked to student records, we find mostly negative associations between online course-taking and math and reading scores, with some gains in credits earned and grade point averages by upperclassmen. Those least prepared academically and with weaker course-taking behaviors fared more poorly and were likely set back by online course-taking. Limited resources constrained the implementation of district-recommended practices and instructional supports, such as live teacher interactions and individualized content assistance.

Schlagwörter: Academic achievement; credit recovery; online instruction; student engagement

Zulauf, Courtney A.; Zinsser, Katherine M. (2019):


Abstract: Preschoolers are being expelled at an alarming rate and little is known about protective factors. One factor may be the relationship between parents and teachers. Using surveys and interviews, the present study explores teachers’ perceptions of parents and center support as they relate to teachers’ requests to have a child removed from their classroom, an action related to expulsion. Teachers who have more negative perceptions of parents and perceive less center support working with parents were more likely to have requested a removal of a child in the past year. Qualitative comparisons yield differential themes around attribution of child behavior to parents and styles of engagement with parents between teachers who have requested a removal and those who have not.

Schlagwörter: attributions; expulsion; mixed-method; Parents; preschool

Hora, Matthew T.; Smolarek, Bailey B.; Martin, Kelly Norris; Scrivener, Luke (2019):

Exploring the Situated and Cultural Aspects of Communication in the Professions. Implications for Teaching, Student Employability, and Equity in Higher Education.


Abstract: One of the problematic features of the “skills discourse” is the view that skills are decontextualized bits of knowledge and disposition. Instead, how skills such as communication are defined and used are shaped by cultural, political, and situational factors. In this article, we integrate theory from communication studies, critical discourse analysis, and cognitive anthropology to examine how 96 students, educators, and employers in nursing and engineering define and describe communication skills. Thematic and social network analyses revealed multiple “genres” of communication, their association with specific situations, variation in the structure of situated notions of communication by role group, and cultural models underlying their use. Results suggest new approaches for research and practice regarding teaching and cultural diversity in higher education.

Schlagwörter: communication skills; cultural models; discourse network analysis; employability; higher education
Extracurricular Settings as a Space to Address Sociopolitical Crises. The Case of Discussing Immigration in Gender-Sexuality Alliances Following the 2016 U.S. Presidential Election.

Abstract: School-based extracurricular settings could promote dialogue on sociopolitical crises. We considered immigration discussions within gender-sexuality alliances (GSAs), which address multiple systems of oppression. Among 361 youth and 58 advisors in 38 GSAs (19 in 2016–2017/Year 1; 19 in 2017–2018/Year 2), youth in Year 1 reported increased discussions from baseline throughout the remaining school year; differences were nonsignificant in Year 2. In both years, youth reporting greater self-efficacy to promote social justice, and GSAs with advisors reporting greater self-efficacy to address culture, race, and immigration discussed immigration more over the year (adjusting for baseline). In interviews, 38 youth described circumstances promoting or inhibiting discussions: demographic representation, open climates, critical reflection, fear or consequences of misspeaking, discomfort, agenda restrictions, and advisor roles.

Schlagwörter: extracurricular groups; gender-sexuality alliance; immigration; LGBTQ youth; social justice

Emergent Change. A Network Analysis of Elementary Teachers’ Learning About English Learner Instruction.

Abstract: We study how a suburban U.S. district in the early stages of demographic change developed systems of support for teachers of English learners (ELs). Using district- and school-level social network and interview data, we examine elementary teachers’ EL-related professional learning opportunities, and how district and school organizational contexts enabled or constrained these opportunities. We find that the separation of language and content at the district level limited teachers’ learning opportunities, yet school leaders mitigated this separation by implementing structures that fostered norms of shared responsibility and collaborative teaching. Findings highlight the relevance of an organizational perspective for understanding how suburban districts respond to demographic change, and have implications for policymakers and practitioners with respect to creating inclusive environments for ELs.

Schlagwörter: English learners; school district change; teacher professional learning; teacher social networks

A Canonical Correlational Analysis Examining the Relationship Between Peer Mentorship, Belongingness, Impostor Feelings, and Black Collegians’ Academic and Psychosocial Outcomes.

Abstract: Disparities in students’ psychosocial outcomes are an underresearched area of achievement gap research. Racial-ethnic minorities endorse a lower sense of belonging, higher impostorism scores, and decreased college adjustment at predominately White institutions relative to White students and these disparities impact their college outcomes. This study explores how peer mentorship contributes to the academic and socioemotional outcomes of a sample of Black collegians. Furthermore, the study examines whether variations in student outcomes function as a result of the type of mentorship endorsed by students. Results revealed a positive relationship between mentorship, mentorship experiences and college adjustment, and an inverse relationship with impostorism. Furthermore, students with mentors reported significantly higher belongingness and college adjustment scores compared to students with no mentors.

Schlagwörter: achievement gap; belongingness; college adjustment; peer mentoring; psychosocial development
Hong, Yihua; Matsko, Kavita Kapadia (2019): 
Looking Inside and Outside of Mentoring. Effects on New Teachers' Organizational Commitment. 


Abstract: This article puts forth a multidimensional framework for empirically testing the effects of teacher mentoring, focusing on interactions between formal mentors and novice teachers and the setting in which these interactions occur. Analyzing survey and administrative data from Chicago Public Schools with a multilevel propensity-score weighting approach, our analyses identifies the combination of stronger leadership and high-quality mentoring that features at least biweekly mentor-mentee interactions, comprehensive content, and opportunities for engagement with teaching practice as the most effective for building teacher organizational commitment. The results also reveal that stronger principal leadership may protect teachers from lack of access to any mentor or to high-quality mentoring while weaker leadership may diminish the potential benefits of high-quality mentoring. 

Schlagwörter: beginning teacher; inverse probability of treatment weighting; mentoring quality; principal leadership; teacher commitment 

A Study of the Implementation of Formative Assessment in Three Large Urban Districts. 


Abstract: In this study, we examined the enactment of formative assessment by administrator-selected master teachers in large, urban, public school districts in three regions of the United States. Furthermore, this study also included an investigation of the perceptions and frequency of use for all teachers within the same districts to gather a snapshot of the state of use of formative assessment within those settings overall. Currently, the research base is limited regarding how effective teachers implement formative assessment strategies in their classrooms and how teachers in general perceive formative assessment. Thus, the purpose of this study was to gain a broader understanding of how teachers conceptualize and enact formative assessment strategies in their classrooms with the aim of providing guidance to teacher educators, professional development providers, and policy makers about gaps in teachers’ understanding of and use of formative assessment. Findings from classroom observations revealed that master teachers implemented some aspects of formative assessment effectively and other areas were used much less frequently and/or effectively. Teachers within the participating districts reported similar use frequencies. Implications for research and practice in the area of formative assessment are discussed. 

Schlagwörter: assessment; Formative Assessment; teacher practice 

Weixler, Lindsay Bell; Lincove, Jane Arnold; Gerry, Alica (2019): 
The Provision of Public Pre-K in the Absence of Centralized School Management. 


Abstract: Using administrative and qualitative data, we investigate how decentralization affects the supply of optional educational services using the example of school-based prekindergarten (pre-K) in New Orleans during the transition to a majority-charter system. Although charter school leaders are motivated by student- and school-level benefits of pre-K, they face unique obstacles to funding classrooms. We find that the number of pre-K seats fell substantially as decision making and budgeting were decentralized. Charter schools that did offer pre-K experienced few internal benefits, on average, in terms of future enrollment or test performance, as pre-K graduates are highly mobile. This study provides initial evidence that decentralization without offsetting financial incentives can lead to reduced investments in programs that advance the social goals of education. 

Schlagwörter: accountability; charter schools; decentralization; prekindergarten


Abstract: We estimate male-female test score gaps in math and English language arts (ELA) for nearly 10,000 U.S. school districts using state accountability data from third- through eighth-grade students in the 2008–2009 through 2015–2016 school years. We find that the average U.S. school district has no gender achievement gap in math, but there is a gap of roughly 0.23 standard deviations in ELA that favors girls. Both math and ELA gaps vary among school districts; some districts have more male-favoring gaps and some more female-favoring gaps. Math gaps tend to favor males more in socioeconomically advantaged school districts and in districts with larger gender disparities in adult income, education, and occupations; however, we do not find strong associations in ELA.

Schlagwörter: accountability testing; English language arts; gender achievement gaps; math; Socioeconomic status


Abstract: Although basing instruction on learning trajectories (LTs) is often recommended, there is little direct evidence regarding the premise of a LT approach—that instruction should be presented (only) one LT level beyond a child's present level. We evaluated this hypothesis in the domain of early shape composition. One group of preschoolers, who were at least two levels below the target instructional LT level, received instruction based on an empirically validated LT. The counterfactual (skip-levels) group received an equal amount of instruction focused only on the target level. At posttest, children in the LT condition exhibited significantly greater learning than children in the skip-levels condition, mainly on near-transfer items; no child-level variables were significant moderators. Implications for theory and practice are discussed.

Schlagwörter: achievement; Curriculum; early childhood; instructional design/development; Learning environments; learning trajectories; mathematics education; two-dimensional shape composition


Abstract: The African American Policy Forum and the Center for Intersectionality and Social Policy Studies states, “The risks that Black and other girls of color confront rarely receive the full attention of researchers, advocates, policymakers, and funders.” The limited awareness of the challenges that Black girls face perpetuates the mischaracterization of their attitudes, abilities, and achievement. Thus, school becomes an inhospitable place where Black girls receive mixed messages about femininity and goodness and are held to unreasonable standards. This study explores how Black girls describe and understand their school experiences as racialized and gendered and the ways a conversation space allows Black girls' meaning making about and critical examination of individual and collective schooling experiences.

Schlagwörter: Black girls; critical race feminism; identity; intersectionality; racism

Fish, Rachel Elizabeth (2019): Standing Out and Sorting In. Exploring the Role of Racial Composition in Racial Disparities in Special Education.


Abstract: Schools differentially sort students into special education by race, though researchers debate the extent to which this is caused by racist school practices versus variation in student need due to other racial inequalities. I test the interaction between school-level racial composition and student-level race as a predictor of special education receipt. I find that as the proportion of White students increases, the risk of lower-status disabilities, such as intellectual disability, increases for Black, Latinx, and Native American students. As the proportion of White students decreases, White students' risk of higher-status disabilities, such as speech/language impairment, increases relative to students of color. Thus, in the context of racial distinctiveness, student race becomes salient to sorting into special education.

Schlagwörter: Disability; Race; racial composition; special education
Henry, Kevin Lawrence (2019):

Heretical Discourses in Post-Katrina Charter School Applications.


Abstract: Using New Orleans as a site of analysis, this article provides a critical race theory reading of a little studied policy mechanism, the charter school application and authorization process. Embedded and competing narratives within charter school applications are analyzed. The authorization process is the central gatekeeping mechanism in the reproduction of charter schools. The authorization process determines who gets to govern schools, including the freedom to set curriculum, discipline policies, personnel, utilization of funds, and their relationship to and role in the communities in which they are located. This article unpacks the community based and “no excuses” discourses within charter applications. It finds patterns of confluence between those narratives and the applicants’ racial and educational identities, suggesting that the authorization process worked as a site for the reproduction of racialized neoliberal dominance in post-Katrina New Orleans, disenfranchising local teachers and communities.

Schlagwörter: charter school applications; charter school authorization process; critical race theory; neoliberalism; New Orleans post-Katrina studies

Willis, Alison; Hyde, Mervyn; Black, Ali (2019):

Juggling With Both Hands Tied Behind My Back. Teachers’ Views and Experiences of the Tensions Between Student Well-Being Concerns and Academic Performance Improvement Agendas.


Abstract: Youth mental health in Australia is concerning with 25% of young people reported as experiencing mental health issues in a 12-month period. Meanwhile, Australian schools march forward with academic improvement agendas. Survey research conducted among primary and secondary school teachers, most drawn from the Australian state of Queensland, revealed that although teachers value student well-being initiatives, they are experiencing very real tensions dealing with student mental health concerns and performance targets, which is complicated by a lack of confidence in the efficacy of well-being programs in schools. These findings raise concerns about the need for government authorities, school leaders, and teacher education providers to further investigate the need for balance between school performance improvement agendas and student well-being concerns.

Schlagwörter: academic performance; assessment; mental health; student well-being

Educational Administration Quarterly 55 (5)

Pietsch, Marcus; Tulowitzki, Pierre; Koch, Tobias (2019):

On the Differential and Shared Effects of Leadership for Learning on Teachers’ Organizational Commitment and Job Satisfaction: A Multilevel Perspective.

In: Educational Administration Quarterly 55 (5), S. 705–741

Abstract: Purpose: Over the past years “leadership for learning” (LFL) has become popular among educational scholars. LFL refers to the idea that effective leaders demonstrate a contextually contingent mix of instructional, transformational, and shared leadership practices that may have differential effects at various organizational levels. These assumptions have rarely been investigated within a coherent empirical design. We examine the shared and differential effects of LFL on teachers’ job satisfaction and organizational commitment, which are relevant antecedents for learning, improvement, and change on all levels of a school. Method: Drawing on survey data (nteachers = 3,746, nschools = 126) from Germany and on well-established instruments like the Multifactor Leadership Questionnaire or Teaching and Learning International Survey, multilevel associations of LFL and teachers’ job satisfaction and organizational commitment were explored. This was done by applying doubly latent structural equation models. Findings: Our results indicate that (1) it is statistically necessary to model perceived leadership practices as a multilevel construct, (2) shared leadership is a strong predictor of individual and shared job satisfaction and organizational commitment of teachers whereas (3) individual consideration only shows significant associations on the individual level (4) that LFL is contextually sensitive. Implications for Research and Practice: Findings make a strong case for studying LFL within a multilevel framework and also for applying complex study and analytical designs, which should take the complexity of the theoretical assumptions into consideration all the way along from questionnaire design, through the process of data collection up to the point of data analysis.

Schlagwörter: context; job satisfaction; leadership for learning; multilevel modeling; organizational commitment
Park, Joo-Ho; Lee, In Heok; Cooc, North (2019): The Role of School-Level Mechanisms. How Principal Support, Professional Learning Communities, Collective Responsibility, and Group-Level Teacher Expectations Affect Student Achievement.

In: *Educational Administration Quarterly* 55 (5), S. 742–780. DOI: 10.1177/0013161X18821355

**Abstract:** Purpose: The purpose of this study was to examine how principal support, professional learning communities, collective responsibility, and group-level teacher expectations affect 11th-grade student math achievement. Research Methods: Data for this study were from the High School Longitudinal Study of 2009, administered by the U.S. Department of Education, National Center for Education Statistics. This study used a multilevel structural equation model to examine how principal support, professional learning communities, collective responsibility, and teacher expectations at the group level affect school math achievement. Findings: The study identified a model of school-level factors affecting students: Principal support positively influenced both professional learning communities and collective responsibility, which in turn, affected student math achievement via group-level teacher expectations; on the other hand, the impact of principal support on group-level teacher expectation and the direct associations of both professional learning communities and collective responsibility with student achievement were not statically significant. Implications: Focusing on how a school-level mechanism influences student achievement provides a better understanding of sustaining high school performance through school reform initiatives (e.g., principal leadership training, building professional learning communities, or interventions to improve group-level teachers’ expectations). To improve student achievement, the current study emphasizes why principals should give more attention to exerting supportive and egalitarian leadership that can contribute to a school’s positive climate and lead to changing teachers’ instructional behaviors and attitudes, rather than focusing on directive or restrictive leadership and managing behaviors.

**Schlagwörter:** collective responsibility; group-level teacher expectations; principal support; professional learning community; student achievement


**Abstract:** Purpose: The purpose of this study was to explore how leaders in an Islamic school in the United States engaged in culturally relevant leadership (CRL) within a diverse school community to develop students’ critical social consciousness. Research Design: Data were collected over 4 years at an Islamic K-8 school in the United States and included the following: 12 in-depth semistructured interviews with school and community leaders; 4 phone interviews; 7 focus group interviews with teachers, students, and parents; 5 observations of classroom and school events; and documents from the Islamic center, school, and classrooms. Data specific to the school leaders were analyzed using tenets of CRL. Findings and Conclusions: This article describes how Muslim and non-Muslim leaders in an Islamic school engaged in the tenets of CRL. This study suggests that the tenets of CRL, in this context, were grounded in inter and intrafaith dialogue, cultural syncretism, and a unique focus on the development of an American Muslim identity.

**Schlagwörter:** American Muslim identity; cultural syncretism; culturally relevant leadership; educational leadership; interfaith and intrafaith dialogue; Islamic school leadership
Novice School Principals Constructing Their Role Vis-À-Vis External Stakeholders: (Not) Attempting to Be “All Things to All People”.

In: Educational Administration Quarterly 55 (5), S. 812–840

Abstract: Purpose: A school principal’s ability to engage with external stakeholders is critical for achieving a range of school objectives such as involving parents, implementing policy mandates, and accessing resources from the school district. This study examines how novice school principals make sense of different external stakeholders’ demands and their own role in relation to external stakeholders during their first year on the job. Research Approach: We analyze 53 semistructured interviews conducted with 18 novice principals throughout their first year on the job. We use an iterative process of coding and analysis to identify patterns and verify our findings by ensuring interrater reliability in our coding and examining disconfirming evidence. Findings: We find that novice principals struggle to make sense of external stakeholder claims that they perceive to conflict with their own understanding of the goals and values of the school. In particular, conflicting claims elicit sense-making about a new principal’s role vis-à-vis external stakeholders. Across time, a majority of novice principals narrow the scope of their role by coming to terms with taking an unpopular position, setting priorities, and modifying their expectations about the job. Implications for Research and Practice: Our study highlights the cognitive, rather than behavioral, responses that principals have toward conflicting claims. Furthermore, we extend work on the occupational socialization of school principals by showing how conflicting claims shape novice principals emerging understanding of their role vis-à-vis external stakeholders. Our findings have implications for improving principal preparation programs and succession planning.

Schlagwörter: community engagement; external stakeholder management; novice school principals; occupational and organizational socialization; the principalship

Prado Tuma, Andrea; Spillane, James P. (2019):

Novice School Principals Constructing Their Role Vis-À-Vis External Stakeholders. (Not) Attempting to Be “All Things to All People”.


Abstract: Purpose: A school principal’s ability to engage with external stakeholders is critical for achieving a range of school objectives such as involving parents, implementing policy mandates, and accessing resources from the school district. This study examines how novice school principals make sense of different external stakeholders’ demands and their own role in relation to external stakeholders during their first year on the job. Research Approach: We analyze 53 semistructured interviews conducted with 18 novice principals throughout their first year on the job. We use an iterative process of coding and analysis to identify patterns and verify our findings by ensuring interrater reliability in our coding and examining disconfirming evidence. Findings: We find that novice principals struggle to make sense of external stakeholder claims that they perceive to conflict with their own understanding of the goals and values of the school. In particular, conflicting claims elicit sense-making about a new principal’s role vis-à-vis external stakeholders. Across time, a majority of novice principals narrow the scope of their role by coming to terms with taking an unpopular position, setting priorities, and modifying their expectations about the job. Implications for Research and Practice: Our study highlights the cognitive, rather than behavioral, responses that principals have toward conflicting claims. Furthermore, we extend work on the occupational socialization of school principals by showing how conflicting claims shape novice principals emerging understanding of their role vis-à-vis external stakeholders. Our findings have implications for improving principal preparation programs and succession planning.

Schlagwörter: community engagement; external stakeholder management; novice school principals; occupational and organizational socialization; the principalship

In: *Educational Administration Quarterly* 55 (5), S. 841–866. DOI: 10.1177/0013161X19838030

**Abstract:** Purpose: To help protect students from school employee sexual misconduct, this qualitative case study examines implementation of school employee sexual misconduct policies in five geographically and demographically diverse school districts that experienced incidents of school employee sexual misconduct in 2014. Method: Data were collected from 92 school employees and county officials from five school districts from January 2016 to September 2017 via interviews (N = 41) and 10 focus groups (N = 51), as well as through document and policy reviews. Findings: This article outlines findings with regard to the key elements of Title IX guidance including: (a) policies and procedures; (b) prevention; (c) training for staff, students, and parents; (d) reporting; (e) investigations; and (f) response. Although participants reported improvements in these areas after incidents, various challenges, including a lack of understanding of Title IX requirements, continue to affect district-level approaches to sexual misconduct policies. Implications: Recommendations are that school districts review their policy and implementation efforts to determine if they are compliant with Title IX guidance. Researchers also recommend that the federal and state departments of education establish accountability measures to track policy implementation and ensure school districts comply with Title IX guidance and provide high-quality low-cost training options. Further examination of how often these cases occur, victim and offender characteristics, effects on victims and school communities, criminal justice responses, and the effectiveness of prevention efforts are also recommended.

Schlagwörter: education; educator sexual abuse; educator sexual misconduct; K-12 schools; OCR; Office for Civil Rights; policy implementation; school employee sexual misconduct; school personnel; sexual abuse; sexual misconduct; Title IX

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Boyd-Swan, Casey; Herbst, Chris M. (2019):

Racial and Ethnic Discrimination in the Labor Market for Child Care Teachers.

In: *Educational Researcher* 48 (7), S. 394–406. DOI: 10.3102/0013189X19867941

**Abstract:** This article examines racial and ethnic discrimination in the child care teacher hiring process. We construct a unique data set that combines a résumé audit study of center-based providers with a follow-up survey of those in the original audit sample. Fictitious résumés were randomly assigned White-, Black-, and Hispanic-sounding names and submitted in response to real teacher job advertisements. The survey was then administered to capture the characteristics of children, teachers, and administrators within the center. These data reveal three key results. First, we find robust evidence of discrimination: Black and Hispanic applicants receive significantly fewer interview requests than observationally equivalent Whites. Second, our results are consistent with a model of customer discrimination: The racial and ethnic composition of the center’s customer base is correlated with the characteristics of job seekers receiving an interview. Finally, we show that states’ child care regulations mitigate the racial and ethnic gap in interview requests.

Schlagwörter: center-based child care; discrimination in hiring; Diversity; early childhood; Economics of Education; Ethnicity; experimental research; Race; racial discrimination; résumé audit study; survey research; teacher characteristics
Worsening School Segregation for Latino Children?

Fuller, Bruce; Kim, Yoonjeon; Galindo, Claudia; Bathia, Shrutii; Bridges, Margaret; Duncan, Greg J.; García Valdivia, Isabel (2019):

_Worsening School Segregation for Latino Children?_

*Abstract:* A half century of research details how segregating racial groups in separate schools corresponds with disparities in funding and quality teachers and culturally narrow curricula. But we know little about whether young Latino children have entered less or more segregated elementary schools over the past generation. This article details the growing share of Latino children from low-income families populating schools, 1998 to 2010. Latinos became more segregated within districts enrolling at least 10% Latino pupils nationwide, including large urban districts. Exposure of poor students (of any race) to middle-class peers improved nationwide. This appears to stem in part from rising educational attainment of adults in economically integrated communities populated by Latinos. Children of native-born Latina mothers benefit more from economic integration than those of immigrant mothers, who remain isolated in separate schools. We discuss implications for local educators and policy makers and suggest future research to illuminate where and how certain districts have advanced integration.

_Schlagwörter:* early childhood; early learning; educational policy; equity; immigration/immigrants; Latino children; longitudinal studies; regression analyses; Segregation

Rookie Mistakes. The Interplay of Teacher Experience and Racial Representation.

Vinopal, Katie; Holt, Stephen B. (2019):

_Rookie Mistakes. The Interplay of Teacher Experience and Racial Representation._

_Schlagwörter:* econometric analysis; Race; teacher characteristics; teacher education/development


Houston, David M. (2019):

_Schoolhouse Democracy. Public Opinion and Education Spending in the States._

_Schlagwörter:* descriptive analysis; education finance; educational policy; politics of education; Public Opinion; survey research


Saxe, Geoffrey B.; Sussman, Joshua (2019):

_Mathematics Learning in Language Inclusive Classrooms. Supporting the Achievement of English Learners and Their English Proficient Peers._

_Schlagwörter:* achievement gap; assessment; Curriculum; Diversity; elementary mathematics education; English language learners; Evaluation; Item Response Theory; Learning environments; mixed methods; outcome measures; quasi-experimental analysis
Identifying Naturally Occurring Direct Assessments of Social-Emotional Competencies. The Promise and Limitations of Survey and Assessment Disengagement Metadata.

**Abstract:** Social-emotional learning (SEL) is gaining increasing attention in education policy and practice due to growing evidence that related constructs are strongly predictive of long-term academic achievement and attainment. However, the work of educators to support SEL is hampered by a lack of available, unbiased measures of related competencies. In this study we conducted a literature review to investigate whether assessment metadata (typically data relevant to how students behave on a test or survey) can provide information on SEL constructs. Implications of this new source of SEL data for practice, policy, and research are discussed.

**Schlagwörter:** accountability policy; assessment; attitude; classroom practice; educational policy; metadata; Motivation; Performance Assessment; regression analyses; social-emotional learning (SEL); validity/reliability

Goldhaber, Dan; Özek, Umut (2019):

**How Much Should We Rely on Student Test Achievement as a Measure of Success?**

In: *Educational Researcher* 48 (7), S. 479–483. DOI: 10.3102/0013189X19874061

**Abstract:** The use of test scores as a performance measure in high-stakes educational accountability has become increasingly popular since the enactment of the No Child Left Behind Act of 2001 (NCLB), which imposed sanctions such as the threat of losing federal funds unless a state implemented a school accountability system that measures student progress continuously. Since then, many in the education community have questioned whether differences in student test scores reflect actual discrepancies in the long-term well-being of individuals. In this review, we try to address this question in the light of the extant literature that examines the relationship between test scores and later life outcomes. We show that while there are certainly studies that contradict the causality of this relationship, there is also abundant evidence suggesting a causal link between test scores and later life outcomes. We conclude that any debate about the use of test scores in educational accountability (1) should be framed by use of all relevant empirical evidence, (2) should also consider the predictive validity of nontest measures of student success, and (3) should keep in mind that the predictive validity of test scores could be stronger in some contexts than others.

**Schlagwörter:** accountability; achievement; educational policy; high-stakes testing; meta-analysis; school/teacher effectiveness

Quinn, David M.; Desruisseaux, Tara-Marie; Nkansah-Amankra, Akua (2019):

**“Achievement Gap” Language Affects Teachers’ Issue Prioritization.**

In: *Educational Researcher* 48 (7), S. 484–487. DOI: 10.3102/0013189X19863765

**Abstract:** The term “achievement gap” is regularly used to describe between-group differences in educational outcomes. However, critics of the term argue that it implies the problem is merely one of student performance and may depress support for policies aimed at structural solutions. We hypothesized that the phrase “racial achievement gap” would elicit lower levels of issue prioritization than the phrase “racial inequality in educational outcomes” due to the latter’s connotations of social justice. In a randomized survey experiment with a national teacher sample (N = 1,549), our hypothesis was confirmed. However, language did not affect teachers’ explanations for existing academic outcome disparities.

**Schlagwörter:** achievement gap; disparities; educational policy; equity; experimental research
Marcotte, Dave E.; Dalane, Kari (2019):

Socioeconomic Segregation and School Choice in American Public Schools.

In: Educational Researcher 48 (8), S. 493–503. DOI: 10.3102/0013189X19879714

Abstract: We examine the effect of the expansion of charter schools on socioeconomic segregation in American public education. Using a district-level panel data set from 1998 to 2015, we describe and model changes in within-district segregation of low-income students, proxied by free-lunch eligibility (FLE). We show that the segregation of FLE students from non-FLE students increased by about 15% in large school districts and find that charter school penetration and growth played a role in increasing socioeconomic segregation within districts. We estimate that a one standard deviation increase in charter enrollment rates increases the dissimilarity index in a district by 6% of a standard deviation. Although this impact is modest, we do find that segregation is more pervasive in the charter sector. So, continued growth of charter schools could exacerbate socioeconomic segregation.

Schlagwörter: correlational analysis; descriptive analysis; econometric analysis; educational policy; elementary schools; equity; poverty; regression analyses

Ortagus, Justin C.; Hu, Xiaodan (2019):

The Price of Mission Complexity. A National Study of the Impact of Community College Baccalaureate Adoption on Tuition and Fees.

In: Educational Researcher 48 (8), S. 504–520. DOI: 10.3102/0013189X19872494

Abstract: The traditional mission of community colleges is rooted in the provision of sub-baccalaureate education at a low price, but a total of 19 states have changed their legislative policies and currently allow community colleges to offer community college baccalaureate (CCB) degree programs. This study examines the impact of CCB adoption on the tuition and fees at CCB-adopting institutions. We leverage a novel national dataset and employ a difference-in-differences regression approach to find that CCB adoption is associated with increases in tuition and fees at public community colleges.

Schlagwörter: community colleges; educational policy; higher education; quasi-experimental analysis

Wind, Stefanie A.; Jones, Eli (2019):


In: Educational Researcher 48 (8), S. 521–533. DOI: 10.3102/0013189X19874084

Abstract: Teacher evaluation systems often include classroom observations in which raters use rating scales to evaluate teachers’ effectiveness. Recently, researchers have promoted the use of multifaceted approaches to investigating reliability using Generalizability theory, instead of rater reliability statistics. Generalizability theory allows analysts to quantify the contribution of multiple sources of variance (e.g., raters and tasks) to measurement error. We used data from a teacher evaluation system to illustrate another multifaceted approach that provides additional indicators of the quality of observational systems. We show how analysts can use Many-Facet Rasch models to identify and control for differences in rater severity, identify idiosyncratic ratings associated with various facets, and evaluate rating scale functioning. We discuss implications for research and practice in teacher evaluation.

Schlagwörter: measurements; psychometrics; RASCH models; school/teacher effectiveness; teacher assessment; validity/reliability
Lee, Okhee (2019):

Aligning English Language Proficiency Standards With Content Standards. Shared Opportunity and Responsibility Across English Learner Education and Content Areas.

In: Educational Researcher 48 (8), S. 534–542. DOI: 10.3102/0013189X19872497

Abstract: The Every Student Succeeds Act of 2015 mandates that English language proficiency (ELP) standards align with content standards. As the fast-growing population of English learners (ELs) is expected to meet college- and career-ready content standards, the purpose of this article is to highlight key issues in aligning ELP standards with content standards. The overarching question is how to align ELP standards with academically rigorous and language-intensive disciplinary practices of content standards while respecting and maintaining the nature of the discipline within each area. I begin by describing contributions and shortcomings of content standards and ELP standards. Next, I propose consideration of three components in aligning ELP standards with content standards: (a) norms of disciplinary practices across content areas, (b) developmental progressions of disciplinary practices across K–12 grade levels or bands and across content areas, and (c) language use across levels of English proficiency. For each component, the challenges in establishing alignment and potential trade-offs in addressing these challenges are discussed. Finally, I highlight how these challenges present opportunities for substantive collaboration between EL education and content areas to move these fields forward and ensure ELs achieve academically rigorous content standards while developing ELP.

Schlagwörter: bilingual/bicultural; educational policy; equity; language proficiency; literacy; mathematics education; policy analysis; science education

Superfine, Benjamin Michael; Goldman, Susan R.; Richard, Meagan S. (2019):

Toward a Synergistic Model for Improving the Use of Research in Court-Driven Educational Reform. Examining Gary B. v. Snyder and Literacy Improvement in Detroit.

In: Educational Researcher 48 (8), S. 543–548. DOI: 10.3102/0013189X19874067

Abstract: Gary B. v. Snyder, a federal class action lawsuit originally filed in September 2016, is one of the most recent and high-profile entrants into the line of cases involving large-scale education reform. In this case, seven students from traditional public schools and charter schools in Detroit sued various Michigan state officials, arguing that the U.S. Constitution includes a fundamental right of access to literacy and that the state had denied them this right. Although the federal trial court in Detroit that initially heard the case found that students were not denied their right of access to literacy by the state, the plaintiffs appealed the case, and it is now being considered in the Sixth Circuit Court of Appeals. Given the difficulties that have historically emerged with court-driven education reform, we examine the opportunities and challenges inherent in Gary B. to provide insight into the prospects of Gary B. and similar cases to effectively promote educational improvement. Grounded in this examination, we also present an argument for the utility of a new model for education litigation. We specifically argue that courts acting as agenda setters and working in concert with stakeholders to tailor reform to ground-level conditions is a model that is highly compatible with contemporary education research on effective models of systemic improvement. A court-mandated agenda for educational improvement must be structured in a way that engages stakeholder groups in implementation efforts precisely because improvement naturally involves dynamic, contextual conditions that cannot be completely accounted for in advance.

Schlagwörter: educational reform; law/legal; literacy; policy; policy analysis; research utilization; textual analysis

Turner, Erica O.; Mangual Figueroa, Ariana (2019):

Immigration Policy and Education in Lived Reality. A Framework for Researchers and Educators.

In: Educational Researcher 48 (8), S. 549–557. DOI: 10.3102/0013189X19872496

Abstract: The urgency of immigration policy in the lives of immigrant students and families and educators is more evident than ever; however, education theories and educators’ practices are not keeping pace with this lived reality. We draw on scholarship that examines the lives and educational experiences of undocumented students and undocumented or mixed-status families; research on classroom, school, and district policy and practice for immigrant students; and critical sociocultural approaches and critical race theories to develop a conceptual framework for understanding the intersection of immigration policy and education in a nuanced way. We highlight conceptual insights—on people, policy, context, outcomes, and power—for making sense of this nexus. We conclude with implications for our work as researchers and educators and how we conceptualize citizenship.

Schlagwörter: educational policy; ethnography; immigration policy; policy analysis; politics; qualitative research; social context
Chan, Monnica; Kwon, Jihye; Nguyen, David J.; Saunders, Katherine M.; Shah, Nilkamal; Smith, Katie N. (2019):

Indebted Over Time. Racial Differences in Student Borrowing.

In: *Educational Researcher* 48 (8), S. 558–563. DOI: 10.3102/0013189X19864969

**Abstract:** Recent trends in higher education financing have increased students’ need to borrow to afford college. This brief examines how federal student loan borrowing has changed from 2000 to 2016 by student race/ethnicity using logistic regression analysis and data from the National Postsecondary Student Aid Study (NPSAS). We find that the odds of borrowing have diverged over time across racial and ethnic subgroups even after controlling for institutional sector and students’ financial circumstances. This divergence in student loan borrowing has important implications for policymakers and researchers interested in closing racial gaps in college access and success.

Schlagwörter: debt; descriptive analysis; Ethnicity; finance; higher education; historical analysis; postsecondary education; Race; regression analyses; student loan

Regan, Erica; McDaniel, Anne (2019):

Examining DACA Students’ Financial Experiences in College.

In: *Educational Researcher* 48 (8), S. 564–567. DOI: 10.3102/0013189X19875452

**Abstract:** This study aims to gain a greater understanding of the financial experiences of students with Deferred Action for Childhood Arrival (DACA) status enrolled in college. The study uses a data set that includes 317 self-identified DACA college students enrolled in 65 two- and four-year institutions nationwide, one of the largest samples of DACA students available. Results suggest that DACA students have higher levels of financial stress than their non-DACA counterparts but report similar levels of optimism about their own financial futures.

Schlagwörter: at-risk students; descriptive analysis; finance; higher education; immigration/immigrants; postsecondary education; survey research

European Educational Research Journal 18 (6)

Chankseliani, Maia; Wells, Anya (2019):

Big business in a small state. Rationales of higher education internationalisation in Latvia.


**Abstract:** There is growing international interest in how market imperatives interact with the socio-cultural and academic rationales of higher education internationalisation. This study provides new empirical material to examine the core rationales of international student recruitment in Latvia, where international students constitute 10% of the total tertiary enrolments. The nuanced analysis of narrative data from the interviews with university international officers is complemented by the analysis of policy documents and numeric data from the government and the UNESCO Institute of Statistics. By carefully interpreting the evidence, the study shows that international student recruitment has been stimulated by the demographic calculus and driven by the economic rationale. Universities have played an active role in increasing the numbers of mobile students and many institutions seem to benefit from working closely with student recruitment agencies. The scale of university-agency collaboration appears to vary by the type of institution; those with lower entry requirements have more extensive business relations with agencies than the relatively more reputable institutions. The study advances the understanding of internationalisation by arguing that a focus on market imperatives can undermine socio-cultural, academic and political benefits of inbound student mobility, which are viewed by universities as inferior to the immediate pecuniary interest.

Schlagwörter: commercialisation; Higher education internationalisation; inbound mobility; international student recruitment; Latvia; recruitment agencies; small state
Who is “German” and who is a “migrant? ” Constructing Otherness in education and psychology research.


Abstract: Despite growing European and global interconnectedness, questions of national identity have only gained in importance in recent years. Yet the role researchers play in perpetuating norms of national belonging has gone largely unexamined. Who is included in unmarked national group labels such as German, Dutch, or Danish, who is understood as Other, and how terminology relates to exclusionary notions of national identity warrants greater investigation. Thus, using an exploratory review of recent research in the German context, the current study aimed to (a) identify relevant terminology in empirical education and psychology studies; (b) employ constructionist analysis to examine its situated meaning; (c) discuss societal and methodological implications; and (d) propose guidelines for more accurate and inclusive research. Based on a constructionist thematic analysis, a reiteration of a white ingroup and perceived immigrant Other was found. This dichotomy reinforces an exclusionary notion of who is German while omitting relevant information, such as participant generation or citizenship, from analyses. In doing so, researchers are perpetuating essentialized notions of national belonging while reporting incomplete and potentially inaccurate findings. Though selecting demographic information can be complex, recognizing the impact of labels and acknowledging heterogeneity are essential elements of inclusive and representative research.

Schlagwörter: education research; Exploratory review; German identity; group labels; migration background; psychology research; racialization; social constructionism


Effects of content and language integrated learning in Europe A systematic review of longitudinal experimental studies.


Abstract: Content and language integrated learning (CLIL), an educational approach in which subject matter and a foreign language – predominantly English – are taught and learnt side by side, has developed into a very popular educational innovation in most European countries. A host of research studies have shown its benefits, and discuss favourable effects especially with respect to L2 gains. However, critical voices have underscored the fact that CLIL attracts or selects mainly high-achieving learners. Hence, the question arises whether it is justified to attribute improved L2 performance mainly to the CLIL intervention, or to favourable learner characteristics. Several reviews of literature were published in the past, but due to a lack of longitudinal findings no conclusive evidence about the added value of CLIL in the process of L2 learning could be produced. The present review aims to fill this void and has undertaken a search of two decades of longitudinal studies into the effects of CLIL on various linguistic skills in the field of English as a foreign language. The findings indicate that robust studies were undertaken in only a limited number of European countries, and that only a few of them were large scale. Yet, the conclusions provide clear indications regarding the contexts in which CLIL leads to significantly better L2 results.

Schlagwörter: English as a foreign language gains; European content and language integrated learning; Literature review; longitudinal effects; Selective content and language integrated learning

Di Maio, Gina; Graf, Lukas; Wilson, Anna (2019):

Torn between economic efficiency and social equality? Short-track apprenticeships in Denmark, Germany and Switzerland.


Abstract: Educational institutions, especially those facilitating vocational education and training (VET), face the challenge of combining social goals, such as the provision of quality education for a large section of the population, with rising economic utility demands. However, we know little about how VET systems institutionalize these different demands and, further, how social and economic goals are actually institutionalized in VET. Our article aims to unpack this puzzle by analysing short-track dual vocational training programmes (short-tracks) in Denmark, Germany and Switzerland. These short-tracks combine on-the-job and school-based training, targeting candidates who face difficulties entering full-length dual programmes. Thus, short-tracks are prime examples of training programmes located at the nexus of economic and social demands. In our comparative institutional analysis, we bridge the political economy of collective skill formation and sociological institutionalism literatures. We find that the institutionalization of goals in VET not only differs between countries but that there is also considerable variation within national VET systems. Our analysis reveals that VET regulations, regional and sectoral standards, and the legitimization of key actors can differ greatly in their institutionalization of social and economic goals.

Schlagwörter: comparative political economy; Denmark; Germany; short-track vocational training; social equality; sociological institutionalism; Switzerland; Vocational education and training
Pedagogic practices in a deregulated upper secondary school. Students’ attempts to influence their teaching.


Abstract: This article explores strategies, targets, and responses to young people’s attempts to influence pedagogic practices, and the variations between different programmes in a deregulated upper secondary school system. Using Basil Bernstein’s code theory, the study draws on ethnographic data from two of the most popular academic programmes in one upper secondary school in Iceland, the natural science programme and the social science programme. Students tried to a greater extent to influence the ‘how’ of their everyday education rather than the ‘what’. That is, neither of the student groups tried to influence the content of their lessons or courses. There was a strong framing of the selection of knowledge but variations in the framing of pacing and teaching methods, which presented students with various options as to what they tried to influence. The findings imply that mathematics within the natural science programme was a gatekeeper to students’ further studies as it was strongly framed and classified, and students’ attempts to slow down the pacing were unsuccessful. The students in the social science programme targeted monotonous teaching methods, without success. Some of the students responded to the failed attempts by interrupting classes and reducing lesson time for the whole group. The findings indicate that the deregulation of the upper secondary school curriculum needs to be considered, as it leads to stronger classification between schools, subjects, and programmes.

Schlagwörter: academic programmes; pedagogic codes; Student influence; upper secondary education

Sugrue, Ciaran; Solbrekke, Tone Dyrdal; Bergh, Andreas; Sutphen, Molly; Fossland, Trine (2019):

University leaders’ talk about institutional missions and academic developers’ contributions.


Abstract: There are increasing external pressures on 21st-century universities to be engines of economic recovery and growth. In this rapidly altering landscape, how university senior leaders articulate the purpose of university education and the contribution of academic developers to fulfill these education purposes is a matter of empirical interest. Senior leaders and academic developers have particular responsibilities since they impact educational quality at an institutional level. Senior leaders are responsible for orienting their institutions, giving direction to colleagues in the process, while their implicit leadership theories animate effort and interactions. Academic developers are employed to provide educational programmes for academics to develop their pedagogical competence, and are increasingly deployed by university leaders to implement new quality assurance systems. Such responsibilities strongly suggest agency and relative autonomy to forge new alliances and collaborative networks where these did not previously exist; they are simultaneously required to be leaders and followers. Consequently, the portfolios of academic developers have expanded exponentially, strategically walking a tightrope between the potentially coercive message of strategic missions and the relative autonomy of academic staff, brokering new horizons of university education in a collegial, collaborative and horizontal manner. The paper captures the dynamics of leading education in four universities: the brokering responsibilities of academic developers.

Schlagwörter: academic developers; academic development; brokering; implicit leadership theories; roles and responsibilities; University orientations

Int Rev Educ (International Review of Education) 65 (5)

Rangel Torrijo, Hugo; Maeyer, Marc de (2019):

Education in prison. A basic right and an essential tool.


Schlagwörter: inclusive education; prison education; prisoners
Reese, Renford (2019):

The Prison Education Project.


Abstract: This article briefly compares the prison system in the United States with progressive correctional systems in the world, before pivoting to discuss the lessons learned from the author’s development of the Prison Education Project (PEP). PEP has expanded educational opportunities for inmates in 12 Californian correctional facilities. With the assistance of 800 university student and faculty volunteers, PEP has served approximately 5,000 inmates in these facilities since 2011. By providing academic, life skills and career development programming, PEP aims to educate, empower and transform the lives of incarcerated individuals. This article is a summary of the development of PEP, examining programme outcomes and highlighting implementation, fundraising and branding strategies. The robust spirit of volunteerism is also a central component of the discussion, with the phenomenon of “reciprocal reflex” at the heart of the PEP volunteer experience. This reflex ignites the passion and gratitude of both volunteers and inmates. The volunteers learn just as much as they teach, and the inmates teach just as much as they learn. The fact that each group shows deep gratitude to the other for the learning experience creates an exciting symbiotic loop and an esprit de corps which inspires and empowers all involved. The “reciprocal reflex” leads to lifelong learning. This article captures the intricate dynamics of how PEP has evolved into the largest volunteer-based prison education programme of its kind in the United States.

Schlagwörter: lifelong learning; prison education; Volunteering

Manger, Terje; Eikeland, Ole Johan; Asbjørnsen, Arve (2019):

Why do not more prisoners participate in adult education? An analysis of barriers to education in Norwegian prisons.


Abstract: From a lifelong learning perspective, education during incarceration is crucial for prisoners’ rehabilitation. This article describes the authors’ development of their Perceived Barriers to Prison Education Scale (PBPES) and examines what deters prisoners from participating in education during their incarceration, how their perceptions differ depending on gender, age, educational level, learning difficulties, length of prison sentence, and whether the prisoners express a desire to participate in education or not. Within a larger survey conducted in all Norwegian prisons among all prisoners with Norwegian citizenship, the authors focused on those who did not participate in education (n = 838). To reveal the underlying constructs that comprise perceived barriers, they hypothesised a three-factor model to which they applied confirmatory factor analysis (CFA). The analysis confirmed the model, which comprised institutional barriers (e.g. insufficient practical arrangements; lack of access to computers and to the Internet), situational barriers (e.g. education is not considered to be of help in the current situation) and dispositional barriers (e.g. having difficulties in mathematics, reading, writing and concentrating), with good fit to the data. The authors used mixed-model analyses of variance to examine differences between subgroups of prisoners. Gender, age, educational level, learning difficulties and length of prison sentence were found to influence perceived barriers. The authors also observed that prisoners who wished to participate in education were more likely than others to perceive institutional barriers and less likely to perceive situational barriers.

Schlagwörter: dispositional barriers; institutional barriers; prison education; situational barriers

Brosens, Dorien; Croux, Flore; Donder, Liesbeth de (2019):

Barriers to prisoner participation in educational courses. Insights from a remand prison in Belgium.


Abstract: This article examines the profile of prisoners who do not take part in formal education while being incarcerated (e.g. language or ICT courses) and the barriers to participation these prisoners experience. Survey data were collected as part of a research project conducted in a remand prison in Belgium (n = 486). The results demonstrate that 29% of the prisoners take part in educational courses and that participation rates are lower among Belgian and non-European prisoners, those with either a very good or very poor understanding of the Dutch language, and those serving a short sentence. Non-participants experience mainly situational barriers (e.g. having recently arrived in prison), but they also express having preferences for other activities (e.g. working), and being confronted with informational (e.g. not being aware of the possibilities for participation), institutional (e.g. receiving no response to a request to enrol in a course) or dispositional barriers (e.g. not feeling like taking classes). Furthermore, this study investigates which individual, social network and prison-related characteristics are associated with the various categories of barriers. The article concludes with a discussion of the limitations of the study and recommendations for future research.

Schlagwörter: barriers; formal education; participation; prisoners
Lopez, Emma Lina F. (2019): 

Application of the Literacy Training Service component of the National Service Training Program in New Bilibid Prison (Philippines).


Abstract: In 2000, the government of the Philippines launched its National Service Training Program (NSTP), a compulsory 2-semester course component for all the country’s Bachelor and technical vocational students. There is a choice of three subject areas, one of which is the Literacy Training Service (LTS) module. This is designed to train students in teaching literacy and numeracy skills to schoolchildren, out-of-school youths and other citizens in need of their services, including prison inmates. This article looks into the application of NSTP-LTS at New Bilibid Prison in Muntinlupa City, Metro Manila. The author’s study involved 24 students (13 female, 11 male) from the University of the Philippines teaching 40 male inmate learners incarcerated in the national penitentiary’s medium security compound over a period of two months. Many of the inmate learners (aged 14–61) had very low literacy and numeracy skills, and some had never been to school at all. The university students were immersed in an environment entirely unknown to them and performed roles from which they obtained a different perspective and understanding of society. The inmate learners were eager to avail of this opportunity to participate in second-chance education. Despite the many benefits of this learning process for all participants, in her conclusion, the author points out several challenges which still need to be overcome to optimise the application of NSTP-LTS in correctional institutions of the Philippines.

Schlagwörter: Alternative Learning System (ALS); inmate learners; Literacy Training Service; National Service Training Program; New Bilibid Prison; Philippinen; prison education; Teacher training

Rangel Torrijo, Hugo (2019):

Cooperation and education in prison. A policy against the tide in the Latin American penitentiary crisis.


Abstract: Prison education is a fundamental human right and contributes to democratisation processes in Latin American countries. However, due to the current penitentiary crisis in Latin America (overcrowding, violence, drug dealing etc.), promoting education in prison is a difficult task. Conditions are further exacerbated by structural causes such as failures of the legal system in terms of viewing punishment as an ideology and the presence of institutional contradictions. Evoking Stephen Duguid’s assertion of the particular effectiveness of education programmes for high-risk offenders, the author of this article questions existing simplistic views which link education to recidivism in the Latin American context. A few years ago, the author was involved in conducting a survey in the context of EUROsociAL II, a programme set up by the European Commission aiming to consolidate cooperation between Latin America and the European Union on policy dialogue related to social cohesion. The purpose of the research was to understand and compare current prison education policies and to evaluate their effectiveness. This article complements the findings of that survey with insights gathered through a series of workshops and collective studies carried out with penitentiary authorities in Latin America. Despite a number of deep-rooted problems troubling this world region, the author is able to identify vibrant and encouraging practices of prison education. In order to reinforce these practices, he makes a case for calibrating education policies with prison-specific strategies, underlining the need for cooperation among different actors and institutions in prison education and hence for a reform of legal systems in the region.

Schlagwörter: adult and lifelong education; EUROsociAL; Latin America; prison education
L’éducation en prison à la périphérie de l’éducation pour tous.


Abstract: L’éducation en prison est une problématique où l’on voudrait voir l’UNESCO jouer un rôle plus actif d’initiative. En Europe, en Amérique latine, en Asie, en Afrique, des regroupements et réseaux voient le jour ; il en est de même au niveau universitaire où les recherches effectuées acquièrent une plus grande visibilité. Cet article est fondé sur l’expérience et la rencontre de l’auteur qui, comme Chercheur Principal à l’institut de l’UNESCO pour l’apprentissage tout au long de la vie, a pu visiter de nombreuses prisons dans plus de 70 pays et s’entretenir avec les responsables, acteurs et détenus dans une centaine de pays. Occuper intelligemment le détenu, l’informer et le distraire, diminuer la récidive, offrir une formation professionnelle, le calmer sont les objectifs parfois contradictoires que se donnent souvent politiques et formateurs. À la fois outil de prévention de la récidive et de réparation de la faute, l’éducation en prison concentre alors toutes les ambiguïtés d’une éducation qui libère dans un milieu qui ne permet pas une telle liberté. L’espace et le temps de la prison déstabilisent le détenu, en tant qu’ils ne correspondent en rien avec les distances et le rythme de l’extérieur. L’accès aux rares activités sportives, à la bibliothèque, au travail, à la formation prend place dans cet espace-temps en trompe-l’œil. L’éducation est un droit et, à ce titre, elle ne doit pas être justifiée économiquement ou en termes de sécurité et d’ordre. Cet article examine quelques bonnes et mauvaises motivations qui plaident pour une autre éducation en prison. Il s’achève par des suggestions relatives à l’éducation en prison, pour tous, tout au long de la vie, quelle que soit cette vie.

Schlagwörter: droits humains; éducation en prison

Journal of Educational Psychology 111 (8)

Roelle, Julian; Nückles, Matthias (2019):

Generative learning versus retrieval practice in learning from text: The cohesion and elaboration of the text matters.

In: Journal of Educational Psychology 111 (8), S. 1341–1361

Abstract: Both generative learning tasks and retrieval practice tasks can serve as a beneficial follow-up to an initial study phase in which learners have studied new learning material. However, research that compares the effects of these 2 types of learning tasks is scarce. Therefore, it is widely unknown whether, and if so under which conditions, the one or the other type of task is better suited to optimizing learning outcomes. We hypothesized that in learning from text, the effects between generative learning and retrieval practice tasks depend on the cohesion and elaboration of the text. To test this prediction, in two 2 × 2-factorial experiments we varied whether university students were prompted to engage in retrieval practice (with vs. without) and generative learning activities (with vs. without) after an initial study phase in which learners read an expository text that was either of high cohesion and elaboration (Experiment 1) or of low cohesion and elaboration (Experiment 2). When the expository text was of high cohesion and elaboration, engaging learners in retrieval practice was beneficial, whereas engaging learners in generative activities was not. By contrast, when the learning material was of low cohesion and elaboration, only engaging learners in generative learning activities was beneficial. Furthermore, in these circumstances engaging learners in generative activities lost its effectiveness when learners were also engaged in retrieval practice. We conclude that generative learning tasks and retrieval practice tasks serve different functions and, thus, differ in the state of learners’ mental representations in which they are most beneficial.

Schlagwörter: generative learning; reading ability; retrieval practice; text matters
Manolitsis, George; Georgiou, George K.; Inoue, Tomohiro; Parrila, Rauno (2019):

Are morphological awareness and literacy skills reciprocally related? Evidence from a cross-linguistic study.

In: *Journal of Educational Psychology* 111 (8), S. 1362–1381

**Abstract:** We examined the direction of the relation between morphological awareness and reading/spelling skills in 2 languages varying in orthographic consistency (English and Greek) and whether word reading fluency and vocabulary mediate the relation between morphological awareness and reading comprehension. One-hundred and 59 English-speaking Canadian and 224 Greek children were assessed 4 times between Grades 1 and 3 on measures of morphological awareness, phonological awareness, word reading fluency, and spelling to dictation. Vocabulary was assessed at the end of Grade 2 and reading comprehension at the end of Grade 2 and at the beginning of Grade 3. Cross-lagged analyses showed that earlier morphological awareness predicted later reading comprehension and spelling in both languages and reading fluency in English. The effect of morphological awareness on reading comprehension was not mediated by word reading fluency in either language, but an indirect effect through vocabulary emerged in English. Earlier reading fluency and spelling predicted later morphological awareness before Grade 3 only in English, but morphological awareness began to predict spelling as early as Grade 1 in Greek. Multigroup analyses further showed that the effects of morphological awareness on reading fluency and the effects of spelling on morphological awareness were stronger in English than in Greek. Theoretical implications of these findings are discussed.

*Schlagwörter:* cross-linguistic study; literacy; literacy skills; morphological awareness; phonological awareness

Li, Wenjing; Wang, Fuxing; Mayer, Richard E.; Liu, Huashan (2019):

Getting the point: Which kinds of gestures by pedagogical agents improve multimedia learning?

In: *Journal of Educational Psychology* 111 (8), S. 1382–1395

**Abstract:** Previous studies have shown that students learn better from an online lesson when a gesturing pedagogical agent is added (Mayer & DaPra, 2012; Wang, Li, Mayer, & Liu, 2018). The goal of this study is to pinpoint which aspect of a gesturing pedagogical agent causes an improvement in learning from an online lesson. College students learned about neural transmission in an online multimedia lesson that included a pedagogical agent who displayed specific pointing gestures (i.e., pointing to the specific component in the diagram being mentioned in the narration), general pointing gestures (i.e., pointing in the general direction of the diagram), nonpointing gestures (moving hands as beats, moving an arm up or down, or crossing two hands), or no gestures. An analysis of students’ eye movements during learning showed that students in the specific-pointing group paid more attention to task-related elements than did students in the other groups (as indicated by fixation time and fixation count on the target area of interest). Students in the specific-pointing group also performed better than the other groups on retention and transfer tests administered immediately after the lesson and after a 1-week delay. The results show that an active ingredient in effective pedagogical agents is the use of specific pointing gestures. This work helps clarify the embodiment principle and image principle by isolating specific pointing (or deictic gestures) as a key feature that makes gesturing effective in multimedia lessons.

*Schlagwörter:* body language; gestures; multimedia learning

Hefter, Markus H.; Hagen, Inga ten; Krense, Claudia; Berthold, Kirsten; Renkl, Alexander (2019):

Effective and efficient acquisition of argumentation knowledge by self-explaining examples: Videos, texts, or graphic novels?

In: *Journal of Educational Psychology* 111 (8), S. 1396–1405

**Abstract:** A rising number of (online) learning scenarios feature video-based worked examples. We analyzed the effects of the presentation mode of worked examples on their effectiveness and efficiency in two experiments with university students (N1 = 57; N2 = 43). The students acquired argumentation knowledge by self-explaining different types of worked examples. In Experiment 1, we compared video-based examples with written examples, and in Experiment 2, we compared video-based examples with graphic novel-based examples. Regardless of the examples’ presentation mode, we observed similar learning processes (i.e., invested mental effort and self-explanation quality) as well as a large effect on learning outcomes (i.e., conceptual knowledge about argumentative principles). Although they appear similarly effective, we found learning by self-explaining written examples and by self-explaining graphic novels to be less time consuming and, thus, more efficient than learning by self-explaining video examples.

*Schlagwörter:* Effective Teaching; multimedia learning; online learning; presentations
Atomized or delayed execution? An alternative paradigm for the study of procedural learning.

In: *Journal of Educational Psychology* 111 (8), S. 1406–1415

**Abstract:** When learning procedures in real life, learners generally use action atomization strategies (interleaving instructions consultation and execution) and need several repetitions to acquire the skill. However, in studies on procedural learning, delayed execution paradigms (2 separate steps consisting of instructions consultation, then execution) and/or only 1 execution of the task, are commonly used methods. The aim of the present study was to examine the effects of those two paradigms on procedural learning. The effects of the procedure repetition were also studied. Forty-two undergraduate medical students were asked to make 5 stitches, either in an atomized or a delayed manner. The hypothesis was that participants who had learned in an atomized manner would perform better than those who had learned in a delayed manner, because the former approach may have helped them reduce task-related cognitive load. Results show an effect of repetition of the procedure on participants’ performance, and confirm the need to examine more than one execution of a procedure when studying procedural learning. Moreover, different outcomes in terms of suture quality and speed of instructions consultation were observed for the two learning paradigms. This implies that studying learning following a delayed execution paradigm may lead to distorted results compared to procedural learning occurring in real-life situations.

**Schlagwörter:** action atomization strategies; learning procedures; procedural learning

Inference making in young children: The concurrent and longitudinal contributions of verbal working memory and vocabulary.

In: *Journal of Educational Psychology* 111 (8), S. 1416–1431

**Abstract:** Inference making is fundamental to the construction of a coherent mental model of a text. We examined how vocabulary and verbal working memory relate to inference development concurrently and longitudinally in 4- to 9-year-olds. Four hundred and twenty prekindergartners completed oral assessments of inference making, vocabulary breadth, vocabulary depth, and verbal working memory each year until Grade 3. Concurrently, hierarchical regressions revealed that a greater proportion of total variance in inference making was explained by vocabulary and verbal working memory for younger than older children. Vocabulary breadth was a stronger predictor of inference than verbal working memory, but the opposite pattern was found for vocabulary depth and verbal working memory. The longitudinal relations between inference making, vocabulary, and verbal working memory were investigated in two separate cross-lagged models: one with vocabulary breadth and a second with vocabulary depth. Both vocabulary breadth and depth explained subsequent inference making and verbal working memory throughout the early grades. Inference making also predicted subsequent vocabulary depth. The results highlight the critical role of vocabulary knowledge in the development of inference ability both within and across time, the importance of vocabulary in supporting the development of verbal working memory, and the changing dynamics between language and memory in early development.

**Schlagwörter:** Inferences; verbal working memory; Vocabulary

Effects of grade retention on students’ motivation: A longitudinal study over 3 years of secondary school.

In: *Journal of Educational Psychology* 111 (8), S. 1432–1446

**Abstract:** Despite the fact that grade retention is now seen as controversial in many quarters, it remains common practice in numerous countries. Previous research on the effects of grade retention on student development has, however, generated ambiguous results, particularly in terms of motivational outcomes. This ambiguity has been attributed in part to a lack of high-quality studies including a longitudinal design, a suitable comparison group, and adequate statistical control of pre-retention differences. Based on longitudinal data of N = 3,288 German students over 3 years of secondary school, we examined differences in their academic self-concept, scholarly interests, learning motivation, and achievement motivation between those being retained in the 6th grade (n = 61) and those of the same age being promoted annually. To account for confounding variables, we applied full propensity score matching on baseline measures of the dependent variables, as well as various other covariates that have been found to be associated with the risk of retention (e.g., cognitive ability, academic performance, and family background variables). Results reveal a steep decline in students’ academic self-concept, interests, and learning motivation during the last months spent in the original class, just before retention. For those measures that were available, negative effects were still partly significant after 1 year, but had diminished 2 years after grade retention. Contrary to predictions suggested by the big-fish-little-pond effect, we found no positive effects of retention on students’ academic self-concept.

**Schlagwörter:** grade retention; Longitudinal study; Secondary schooling; student motivation
Sex differences in mathematics anxiety and attitudes: Concurrent and longitudinal relations to mathematical competence.

In: Journal of Educational Psychology 111 (8), S. 1447–1461

Abstract: Sex differences in the strength of the relations between mathematics anxiety, mathematics attitudes, and mathematics achievement were assessed concurrently in sixth grade (n = 1,091, 545 boys) and longitudinally from sixth to seventh grade (n = 190, 97 boys). Mathematics anxiety was composed of two facets, one associated with evaluations and the other for learning more generally. Girls had higher mathematics anxiety for evaluations than did boys (ds = −.30 to −.52), but not for mathematics learning. In sixth grade, the negative correlation between mathematical competence and mathematics anxiety for evaluations was stronger in girls than in boys. Longitudinally, higher mathematical competence in sixth grade was associated with lower mathematics anxiety for evaluations and better mathematics attitudes in seventh grade for girls but not for boys. The key finding is that adolescent girls’ mathematics anxiety and their attitudes toward mathematics are more reflective of their actual mathematical competence than they are for boys. One implication is that relative to boys with low mathematics achievement, girls with low achievement are at higher risk of developing mathematics anxiety and poor attitudes toward mathematics.

Schlagwörter: anxiety; attitude; mathematics; sex differences

Promoting persistence in the biological and medical sciences: An expectancy-value approach to intervention.

In: Journal of Educational Psychology 111 (8), S. 1462–1477

Abstract: A wide range of occupations require science, technology, engineering, and mathematics (STEM) skills, yet almost half of students who intend to pursue a postsecondary STEM education abandon these plans before graduating from college. This attrition is especially pronounced among underrepresented groups (i.e., racial/ethnic minorities and first-generation college students). We conducted a 2-year follow-up of a utility-value intervention that had been implemented in an introductory biology course. This intervention was previously shown to improve performance in the course, on average and especially among underrepresented students, reducing the achievement gap. The goal of the present study was to examine whether the intervention also impacted persistence in the biomedical track throughout college. The intervention had a more positive impact on long-term persistence for students who were more confident that they could succeed at the beginning of the course, and this effect was partially driven by the extent to which students reflected on the personal relevance of biological topics in their essays. This mechanism was distinct from the process that had been found to underlie intervention effects on performance—engagement with course material—suggesting that utility-value interventions may affect different academic outcomes by initiating distinct psychological processes. Although we did not find that the intervention was differentially effective for underrepresented students in terms of persistence, we found that positive effects on performance were associated with increased persistence for these students. Results suggest that utility-value interventions in an introductory course can be an effective strategy to promote persistence in the biomedical sciences throughout college.

Schlagwörter: persistence; postsecondary education; STEM
Priniski, Stacy J.; Rosenzweig, Emily Q.; Canning, Elizabeth A.; Hecht, Cameron A.; Tibbetts, Yoi; Hyde, Janet S.; Harackiewicz, Judith M. (2019):

The benefits of combining value for the self and others in utility-value interventions.
In: Journal of Educational Psychology 111 (8), S. 1478–1497

Abstract: Utility-value (UV) interventions, in which students complete writing assignments about the personal usefulness of course material, show great promise for promoting interest and performance in introductory college science courses, as well as persistence in science, technology, engineering, and mathematics fields. As researchers move toward scaling up this intervention, it’s important to understand which features are key to its effectiveness. For example, prior studies have used different types of UV assignments (i.e., self-focused essays and other-focused letters) and different assignment structures (i.e., over time, researchers provided a variety of tasks or choices between tasks), without comparing them. It is not known whether these assignment features are incidental details or key aspects of the intervention that impact its effectiveness. In the current study, we systematically compared different UV assignments, as well as ways of combining them, in a randomized controlled trial in an introductory college biology course (N = 590). Specifically, we compared different versions of the intervention in terms of their relative effectiveness for promoting course performance and the motivational mechanisms through which they operated. The intervention was most effective when students had opportunities to write about utility for both the self and others. Grades were higher in conditions in which students were either assigned a variety of self-focused and other-focused assignments or given the choice between the two. Among students with low performance expectations, grades were higher when students were assigned a specific combination: a self-focused assignment followed by other-focused assignments. Results suggest that different versions of the intervention may work through different mechanisms.

Schlagwörter: introductory college courses; utility value; Value

Hoffman, Adam J.; Kurtz-Costes, Beth; Loose, Florence; Dumas, Florence; Smeding, Annique; Régner, Isabelle (2019):

Approach goal orientations in North African French adolescents: The longitudinal effects of ethnic identity and valuing of school.
In: Journal of Educational Psychology 111 (8), S. 1498–1511

Abstract: Research has suggested mixed results regarding the relations between dimensions of ethnic-racial identity (ERI) and academic outcomes. Furthermore, little scholarship has explored the mechanisms that underlie these relations. In the current study, we investigated the longitudinal relations of 2 dimensions of ERI (embedded achievement, and ethnic affirmation and belonging) with achievement approach goal orientations, and we tested whether these relations were mediated by valuing of school among North African French middle school students (N = 336). Adolescents completed surveys annually during the last 3 years of French middle school (Grades 7, 8, and 9). Results of path analyses indicated positive direct effects of Grade 7 embedded achievement on Grade 9 performance-approach goals. Grade 7 ethnic affirmation/belonging negatively predicted Grade 9 performance approach goals. The anticipated indirect effects of Grade 7 embedded achievement and affirmation/belonging on performance and mastery-approach goals via students’ Grade 8 reports of valuing of school were nonsignificant. These results clarify ways in which aspects of ERI might have different relations with achievement striving among ethnic/racial minority youth, thereby enriching theorizing vis-à-vis ERI and academic motivation in an understudied population in psychological and educational science.

Schlagwörter: Ethnic Inequality; France; racial minority; Value
Dietrich, Hans; Patzina, Alexander; Kretschmer, Sara (2019):
Soziale Herkunft, Lebensverlaufsereignisse und die verspätete Aufnahme einer beruflichen Ausbildung formal Geringqualifizierter.
Schlagwörter: Ausbildung; berufliche Bildung; Geringqualifizierte; Lebenslauf; Qualifizierung; soziale Herkunft

Hoffmann, Lars; Stanat, Petra; Maaz, Kai; Klemm, Klaus (2019):
Kompetenzen von Schülerinnen und Schülern an Schulen in privater und öffentlicher Trägerschaft.
In: Köln Z Soziol 71 (3), S. 385–408.
Schlagwörter: Kompetenzen; Öffentliche Trägerschaft; Private Trägerschaft; Schulen; Schülerinnen und Schüler; staatliche Schulen

Lois, Daniel (2019):
In: Köln Z Soziol 71 (3), S. 409–436.
Schlagwörter: Alterskohorten; Empirische Forschung; Hierarchie; Hierarchisch-lineare Modellierung; Simulationsstudien

Ruddat, Michael; Sonnberger, Marco (2019):
Von Protest bis Unterstützung – eine empirische Analyse lokaler Akzeptanz von Energietechnologien im Rahmen der Energiewende in Deutschland.
Schlagwörter: Empirische Analyse; Energiewende; Technologie

Albert, Mathias; Hurrelmann, Klaus; Leven, Ingo; Quenzel, Gudrun; Schneekloth, Ulrich (2019):
Der Nutzen des Begriffs Generation in Soziologie und Jugendforschung. Eine Replik auf Martin Schröders These vom „Generationenmythos“.
Schlagwörter: Begriffe; Generation; Jugendforschung; Soziologie
Schröder, Martin (2019):

Generationen gibt es, sie sind nur unsichtbar.

Schlagwörter: Generation; Generationendifferenz; Soziologie

Zitelmann, Arnulf; Schnack, Jochen (2019):

Editorial: Korrekturen.
In: Pädagogik 71 (11), S. 3.

Trautmann, Matthias (2019):

Korrekturen. Anmerkungen zu einer eher ungeliebten Seite des Lehrerberufs.
In: Pädagogik 71 (11), S. 6–8

Abstract: Schwer entzifferbare Schrift, Seiten ohne Ende, kaum zu verstehen, was eigentlich gemeint ist – doch es ist 23 Uhr abends, und die Klassenarbeiten müssen noch fertig werden: Da freut man sich doch über Leute, die Lehrer als Halbtagsjobber bezeichnen! Unterricht müssen alle vorbereiten, aber während einige sich ins Wochenende verabschieden können, nehmen andere stapelweise Klausuren mit nach Hause. Wie gerecht ist das?

Schlagwörter: Klausuren; Korrektur; Lehrerberuf

Fleischmann, Mathias (2019):

Nachts sind alle Stifte rot. Korrekturfachlehrer brauchen jede Menge Humor.
In: Pädagogik 71 (11), S. 10–13


Schlagwörter: Klausuren; Korrektur; Lehrerberuf

Zeigan, Holger (2019):

Entlastungsmodelle im Praxistest. Welche Möglichkeiten haben Schulen?
In: Pädagogik 71 (11), S. 14–18

Abstract: Wenn man der ungleichen Verteilung der Korrekturbelastung in Kollegien nicht mit einem Achselzucken begegnen will, und wenn zugleich klar ist, dass die Bildungspolitik hier keine Abhilfe schaffen kann oder will, dann stellt sich die Frage, was die einzelne Schule tun kann, um für ein wenig mehr Gerechtigkeit zu sorgen. Im Beitrag werden dazu verschiedene Modelle in ihren Möglichkeiten und Grenzen durchgespielt.

Schlagwörter: Entlastung; Korrektur; Lehrerbelastung; Lehrerberuf
Seewald, Kristian (2019):
Effizientes Korrekturselbstmanagement. Wie motiviere ich mich zum Korrigieren?
In: Pädagogik 71 (11), S. 20–23
Schlagwörter: Korrektur; Lehrermotivation; Motivation; Selbstmanagement

Zschocke, Wolfgang (2019):
Korrigieren, korrigieren ...? Korrigieren korrigieren!
In: Pädagogik 71 (11), S. 24–26
Schlagwörter: Arbeitsalltag; Arbeitsanforderung; Korrektur; Lehrerberuf

Reuter, Götz (2019):
Sprechprüfung statt Klausur. Wie sich schriftliche Korrekturen vermeiden lassen.
In: Pädagogik 71 (11), S. 28–31
Schlagwörter: Klausuren; mündliche Prüfungen

Spitau, Marcel (2019):
In: Pädagogik 71 (11), S. 32–34
Schlagwörter: Evaluation; Klausuren; Lernförderung; Rückmeldungen geben

Kamitz, Simone (2019):
»Warum muss ich das abschreiben?«. Korrigierte Arbeiten sinnvoll zurückgeben.
In: Pädagogik 71 (11), S. 35–37
Schlagwörter: abschreiben; Klausuren; Klausurrückgabe; Korrektur; Lernförderung
Voß, Stefan; Blumenthal, Yvonne; Marten, Katharina (2019):


In: Pädagogik 71 (11), S. 39–43

Abstract: Unterrichtsstörungen gehören zum Alltag jeder Lehrkraft, und sie werden fast immer als belastend wahrgenommen. Umso wichtiger ist es, sich der Erscheinungsformen und der Quellen von Störungen bewusst zu werden, denn nur so können manche von ihnen schon vorbeugend vermieden werden. Wie lassen sich Störungen klassifizieren? Und welche Störungen nehmen Lehrkräfte am häufigsten wahr?

Schlagwörter: Lehrerbelastung; Lehrkräfte; Unterrichtsstörungen

Grob, Jochen (2019):


In: Pädagogik 71 (11), S. 44–47

Abstract: Vor fünf Jahren begann in Hamburg ein ungewöhnlicher Schulversuch: Der Unterricht an der staatlichen Ganztagschule Fährstraße sollte um Elemente der Waldorfpädagogik erweitert werden. Doch schon 2016 beendete der »Verein für interkulturelle Waldorfpädagogik Wilhelmsburg« die Zusammenarbeit mit der Schule, die seitdem allein weitermacht – mit Erfolg. Wie verändern die reformpädagogischen Elemente die Schule?

Schlagwörter: Ganztagschule; Hamburg; Reformpädagogik; Waldorfpädagogik; Waldorfschule

Roters-Becker, Heide; Arns-Schneider, Dororthea; Kühn, Daniel; Köninger, Manuela (2019):

WhatsApp mit Eltern?

In: Pädagogik 71 (11), S. 48–49


Schlagwörter: Eltern-Lehrer-Gespräch; Elternpartizipation; Kommunikation; Kommunikationsstrategie; WhatsApp

Bollweg, Petra (2019):

Schulabsentismus.

In: Pädagogik 71 (11), S. 50–53

Abstract: Die wichtigsten Publikationen zum Thema Schulabsentismus.

Schlagwörter: Publikationen; Schulabsentismus

Schlüter, Marnie (2019):

Neuerscheinungen.

In: Pädagogik 71 (11), S. 54–56

Abstract: Interessante neue Veröffentlichungen auf dem Markt der pädagogischen Fachbücher.

Schlagwörter: Fachbücher; Literatur; Pädagogik
Bittermann, André; Klos, Eva Maria (2019):  
Ist die psychologische Forschung durchlässig für aktuelle gesellschaftliche Themen?  
In: Psychologische Rundschau 70 (4), S. 239–249. DOI: 10.1026/0033-3042/a000426  
Schlagwörter: Flucht; Migration; Szientometrie; Topic Modeling; Trends

Okulicz-Kozaryn, Malgorzata; Schmidt, Alexander F.; Banse, Rainer (2019):  
Worin besteht die Expertise von forensischen Sachverständigen, und ist die Approbation gemäß Psychotherapeutengesetz dafür erforderlich?  
Schlagwörter: Expertise; Forensische Psychologie; Klinische Psychologie; Kompetenzdebatte; Psychotherapie; Sachverständige

Posten, Ann-Christin; Bliesener, Thomas; Dahle, Klaus-Peter; Orth, Cornelia; Eder, Andreas B.; Giesen, Carina et al. (2019):  
Schlagwörter: Expertise; Kommentar; Rechtspsychologie; Sachverständige
Redaktion (2019):

An die Leser.

Schlagwörter: Bildungsartikel; Bildungspolitik; Grundgesetz; Weimarer Republik

Wißmann, Hinnerk; Reichert, Christine-Sophie (2019):

100 Jahre Weimarer Schul-Verfassungsrecht.

Schlagwörter: Entwicklungsgeschichte; Schulpolitik; Schulpraxis; Schulrecht; Verfassungsrecht; Weimarer Republik

Lehner, Roman (2019):

Bildungsmigrationsrecht in Deutschland. Systematik, Zielsetzung und Entwicklung.

Schlagwörter: Bildungsmigrationsrecht; Bildungsrecht; Geflüchtete; Migration; Migrationspolitik

Riedel, Birgit; Meiner-Teubner, Christiane (2019):


Schlagwörter: Geflüchtete; Kindertagesbetreuung; KITA; Schutzsuchende; Zugänglichkeit

Siegling, Sybille (2019):

Schulische Bildung von jungen Geflüchteten – ein Überblick.

Schlagwörter: Bildungspolitik; Geflüchtete; junge Flüchtlinge; schulische Bildung; schulische Integration; Überblick

Klasen, Max (2019):

Praxiseindrücke zur Arbeitsmarktintegration Geflüchteter in Deutschland.

Schlagwörter: Arbeitsmarkt; Ausbildung; Beschäftigung; Geflüchtete; Praxisberichte
Schlagwörter: Erasmus; EU; Studium; study abroad

Schlagwörter: DAAD; Geflüchtete; Integration; Studium

Klaus, Sebastian (2019): Anerkennung oder Gleichwertigkeit ausländischer Berufsausbildung als tatbestandliche Voraussetzung der Fachkräftemigration. Ein „Dealbreaker“ für Arbeitgeber?
Schlagwörter: Anerkennung; Berufsausbildung; Fachkräfte mit Migrationshintergrund

Schlagwörter: Bildungszugang; Geflüchtete; Österreich

Schlagwörter: Bildungszugang; Geflüchtete; Schweiz
Charalambous, Charalambos Y.; Kyriakides, Ermis; Kyriakides, Leonidas; Tsangaridou, Niki (2019):

Are teachers consistently effective across subject matters? Revisiting the issue of differential teacher effectiveness.

In: School Effectiveness and School Improvement 30 (4), S. 353–379. DOI: 10.1080/09243453.2019.1618877

**Abstract:** Although consistency in teacher effectiveness has attracted scholarly interest since the 1960s, revived interest in differential teacher effectiveness is recently witnessed, with empirical studies more systematically testing this assumption. Most of these studies, however, focus on cognitive outcomes in "core" subject matters. Drawing on 2 subject matters with differences in teaching context and targeted learning objectives, mathematics and physical education, in this study, we examined how consistent 18 elementary schoolteachers were in promoting student cognitive and psychomotor learning outcomes; we also investigated the consistency in instructional quality across their lessons, as measured by a generic observational instrument. The study provides evidence supporting teacher differential effectiveness across curriculum areas. We discuss the practical implications of the study findings for summative and formative teacher evaluation, their theoretical implications for developing differential models of teaching effectiveness, and their methodological implications for exploring teacher effectiveness using value-added models and classroom observation data.

**Schlagwörter:** classroom observations; cognitive learning outcomes; differential teacher effectiveness; psychomotor learning outcomes; value-added models

DeAngelis, Corey A. (2019):

Does private schooling affect international test scores? Evidence from a natural experiment.

In: School Effectiveness and School Improvement 30 (4), S. 380–397. DOI: 10.1080/09243453.2019.1614072

**Abstract:** The effects of private schooling on Programme for International Student Assessment (PISA) scores of 63 countries across the globe from 2000 to 2012 are estimated. I employ year and country fixed effects regression models and use the short-run demand for schooling within a country and year as an instrument to predict private share of schooling enrollment. I find evidence to suggest that an increased share of private schooling leads to improved PISA scores around the world. Specifically, the model using control variables alongside country and year fixed effects finds that a 1 percentage point increase in the private share of schooling enrollment is associated with a 1.4-point increase in math scores and a 1.1-point increase in reading scores. However, only the reading result remains statistically significant in the instrumental variables analysis.

**Schlagwörter:** International education; PISA; Private school; School Choice; standardized testing

Kelcey, Ben; Hill, Heather C.; Chin, Mark J. (2019):

Teacher mathematical knowledge, instructional quality, and student outcomes. A multilevel quantile mediation analysis.


**Abstract:** In this study, we replicate and extend prior work that investigates the extent to which content-specific and non-content-specific measures of instruction mediate the relationships between teacher knowledge and student achievement gains. We further probe the extent to which classroom and district context moderate the individual and collective connections among the constructs. The results provide additional but qualified support for the mediating role of instruction – there are significant correlations among knowledge, instruction, and achievement, but these correlations are heavily conflated with differences among students, classrooms, schools, and districts. We find that classroom and district contexts play significant but different roles in cultivating the connections underlying mediation – district context influences the nature of the connections between instruction and achievement whereas classroom instructional context guides the connections between knowledge and instruction. We also find that knowledge must be proximal to the instructional domains it supports for associations to emerge.

**Schlagwörter:** instructional quality; Mediation; quantile methods; Teacher effectiveness; teacher knowledge

*Abstract:* The research brought forward examines the evolution of the selective social processes that have accompanied educational expansion over the long term, referring to the case of France. It is based on an original index which addresses the issue of assessing inequality within the selection process for access to various educational levels. The results obtained support an understanding of contradictory prior findings attached to the thesis of uniform democratization and the thesis of “qualitative” or “intrinsic” democratization, respectively. They substantiate a new, alternative thesis, that of “contradictory democratization”, according to which the effects of socioeconomic changes, and the correlative integration of the educational system, have tended to counterbalance the negative effects of educational policies on the relative achievement of children from disadvantaged backgrounds.

*Schlagwörter:* democratization; educational expansion; Inequality of opportunity; schooling policies; selection process


*Abstract:* Observation scales for measuring teaching skills were developed for both elementary education and kindergarten. Based on 500 observations, we found that both scales meet the requirements of the dichotomous Rasch model. These observation scales can help in finding the zone of proximal development of teachers in elementary education and kindergarten. This can help in improving teachers’ skills.

*Schlagwörter:* Effective Teaching; elementary education; Kindergarten; observation; Rasch model; zone of proximal development

Liu, Yan; Liao, Wei (2019): Professional development and teacher efficacy. Evidence from the 2013 TALIS.

*Abstract:* Using the 2013 Teaching and Learning International Survey (TALIS) data, this study explored the relationship between professional development (PD) and teacher efficacy. In particular, the analysis focused on how 4 aspects of PD (format, content, duration, and quality) are statistically related to the overall as well as the 3 subscales of teacher efficacy in classroom management, instruction, and student engagement. This study found PD programs (a) in the formats that promoted job-embedded, inquiry-oriented, and collaborative learning and (b) that offered contents for curriculum, instructional skills, school management, and technology were statistically correlated with the overall as well as the subscales of teacher efficacy in a positive way. As for PD duration and quality, this study found the length of PD and teacher-perceived quality of PD were positively associated with some of the 4 teacher efficacy variables.

*Schlagwörter:* 2013 TALIS; Classroom Management; instruction; professional development; student engagement; teacher efficacy


*Abstract:* Much research has evaluated teacher- or school-level variance in students’ achievement as a proxy for teacher or school effects. These effects have almost exclusively been estimated across years with state-level testing data. In this paper, interim assessment data, collected across 9 time points in the fall, winter, and spring of Grades 3 to 5 were used to model students’ within-year reading and mathematics growth. A multilevel model was used to estimate growth rates within each grade while accounting for the summer transition period, and intercept and slope variance was parsed into student, teacher, and school components. Results indicated substantial variance between both teachers and schools in students’ within-year growth, which complicates interpretations about each level without reference to the other.

*Schlagwörter:* growth; multilevel modeling; school effectiveness; Teacher effectiveness

"It didn’t make me a better teacher". Inservice teacher constructions of dilemmas in high-stakes teacher evaluation.

In: School Effectiveness and School Improvement 30 (4), S. 531–548. DOI: 10.1080/09243453.2019.1619185

Abstract: This article explores how inservice teachers articulate and challenge notions of effective teaching as part of an environment of high-stakes teacher evaluation (HSTE) in Tennessee. Drawing on data from public forum speeches at school board meetings, policy documents, and interviews, we used thematic discourse analysis to investigate how teacher effectiveness is discursively constructed by teachers. Findings demonstrate how participants drew upon competing definitions of effective teaching to build a discursive case for potential areas for improvement regarding the observation of teaching as part of HSTE policies. Because measures of teacher performance are an issue of much debate in the United States, teachers’ descriptions of the relationships between teaching evaluations, observations, professional development, and student learning are critical to understanding how to develop effective procedures for observation and evaluation. Implications for developing evaluation informed by teachers’ experiences are discussed.

Schlagwörter: discursive psychology; evaluation policy; teacher evaluation; thematic discourse analysis

Rowley, Jacob Francis Scollan; Phillips, Sarah Fierberg; Ferguson, Ronald Franklin (2019):

The stability of student ratings of teacher instructional practice. Examining the one-year stability of the 7Cs composite.


Schlagwörter: reliability; Student surveys; teacher quality

Unterrichtswiss (Unterrichtswissenschaft) 47 (4)

Bieg, Sonja; Steuer, Gabriele; Rosentritt-Brunn, Gisela; Dresel, Markus (2019):

Motivationales Klima in Reform- und Regelschulklassen. Unterschiede, Gemeinsamkeiten und Effekte auf Schülermotivation.


Schlagwörter: Bezugsnormorientierung; Klassenzielstruktur; Leistungsängst; Reformschulen; Zielorientierung
Hoch, Emely; Scheiter, Katharina; Gerjets, Peter (2019):

Hilft eine Unterstützung der Anstrengungsregulation, das Lernen mit statischen und dynamischen Visualisierungen zu verbessern?

In: Unterrichtswiss 47 (4), S. 427–450. DOI: 10.1007/s42010-019-00045-8


Schlagwörter: Anstrengungsregulation; Dynamische Visualisierung; Multimedia; Statistische Visualisierung; Vorsätze

Eitel, Alexander; Dersch, Anna-Sophia; Renkl, Alexander (2019):

Wissenschaftliche Annahmen und Fehlkonzepte angehender Lehrkräfte über das Lernen mit Multimedia.


Schlagwörter: Konzeptwechsel; Lehrerbildung; Lernen mit Text und Bild; Multimediales Lernen; Multiple Repräsentationen; Pädagogisch-Psychologisches Wissen

Merk, Samuel; Poindl, Simone; Böhl, Thorsten (2019):

Wie sollten Rückmeldungen von quantitativ erfasstem Schülerfeedback (nicht) gestaltet werden? Wahrgenommene Informativität und Interpretationssicherheit von quantitativen Rückmeldungen zur Unterrichtsqualität.


Schlagwörter: Datenbasierte Unterrichtsentwicklung; Feedback; Lehrer; Rückmeldung
**Validierung eines Fragenbogens zur Erfassung studentischer Forschungskompetenzen über Selbsteinschätzungen – Ein Instrument zur Evaluation forschungsorientierter Lehr-Lernarrangements.**

In: *Unterrichtswiss* 47 (4), S. 545–521. DOI: 10.1007/s42010-019-00053-8


Schlagwörter: Fachkulturübergreifendes Kompetenzmodell; Kompetenztest; Konstruktvalidität; Lern- und Studienkompetenzen; Selbhwirksamkeitserwartungen

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**Das Lernen als Ziel. Zur unterrichtlichen Umsetzung einer Lernzielstruktur.**

In: *Unterrichtswiss* 47 (4), S. 523–545. DOI: 10.1007/s42010-019-00054-7


Schlagwörter: Lernzielstruktur; Motivation; TARGET-Modell; Unterricht

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**DigitalPakt – was nun? Eine Positionierung aus Sicht der Lehr-Lernforschung.**


Schlagwörter: Bildung; Digitalisierung; evidenzbasierte Praxis; Lernen; Unterricht
Zeitschrift für Bildungsverwaltung 35 (2)

Spahn, Christian; Nittel, Dieter; Hodapp, Bastian; Kilinc, Marlena (2019):
Qualitätsentwicklungen im pädagogisch organisierten System des lebenslangen Lernens: Gegenstand der komparativen pädagogischen Berufsgruppen- und Organisationsforschung.
Schlagwörter: lebenslanges Lernen; Pädagogische Forschung; Qualitätsentwicklung

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Ergebnisse der Evaluation des FITKIDSProgramms zur Kinderorientierung in Drogenberatungsstellen (EvaFit-Studie).

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Abstract: Das Organisations- und Personalentwicklungsprogramm FITKIDS hat zum Ziel, die gesunde Entwicklung von Kindern drogenabhängiger, suchtkranker Eltern zu stärken. Die Evaluationsstudie EvaFit untersucht die Implementierung von FITKIDS in 15 Sucht- und Drogenberatungsstellen hinsichtlich Strukturen und Prozessen sowie Kenntnissen und Kompetenzen. Im Vorher- Nachher-Design wurden Mitarbeiter(innen) vor (T0; n=192) und ein Jahr nach Implementierung (T1; n=157) mit einem standardisierten Fragebogen postalisch befragt. Zehn Pilotstandorte, die vor vier bis fünf Jahren FITKIDS implementiert haben, wurden als Referenzgruppe befragt (T1; n=70). Die Ergebnisse zeigten eine geringe Kinderorientierung in Strukturen und Prozessen zu T0 mit signifikantem Anstieg zu T1. Kenntnisse und Kompetenzen zeigten zu T0 höhere Ausprägungen und veränderten sich nicht signifikant. EvaFit zeigt das Potenzial auf, Organisationsstrukturen und -prozesse zu verändern, um Bedarfe von Kindern Drogensüchtiger in der Sucht- und Drogenhilfe zu berücksichtigen, damit Hilfen für schwer erreichbare Kinder zugänglich werden.

Schlagwörter: Evaluation; Implementierung; Organisationsentwicklung; Sucht- und Drogenhilfe

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