



**9th Biennial Conference of
EARLI SIG 1: ASSESSMENT AND EVALUATION**
Helsinki, 29-31 August, 2018
Assessment & Learning Analytics


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Conference Time: 02/Sep/2018 6:10:05 pm EEST

Conference Agenda

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Session Overview

Session

A: Paper Session 1: Assessment of general competences

Time: Wednesday, 29/Aug/2018: 11:30am - 1:00pm

Session Chair: Prof. Gyöngyvér Molnár, University of Szeged

Location: Room 302

Third Floor

Presentations

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Three studies on learning to learn in Finland: Anti-Flynn effects 2001-2017

 Mari-Paullina Vainikainen^{1,2}, Jarkko Hautamäki¹
¹University of Helsinki, Centre for Educational Assessment, Finland; ²University of Tampere, Faculty of Education, Finland

Finland is known for its high-performing educational system, but local assessments have shown that performance has declined during the past decade. We report the results of nationally representative learning to learn assessments, in which 15-year-olds took an identical test in the same schools (N schools = 82, of which 43 in CBA group, N students = 7000-9000/cycle) in 2001, 2012 and 2017. The results show that the level of both domain-general cognitive performance and learning-related beliefs dropped dramatically from 2001 to 2012, but the negative trend has stopped since then. For learning-related beliefs, the 2017 results were approaching the 2001 baseline level. The findings indicate that we may not be dealing with a true Anti-Flynn effect, but the decline can possibly be explained by reduced motivation and effort in assessment and schoolwork.

Is there such a thing as a general learning potential for English as a foreign language (EFL)?

 Alex Kozulin¹, Tziona Levi²
¹Achva College and Feuerstein Institute, Israel; ²Ministry of Education, Israel

In the past, little attention was paid to the question about the generality of students' learning potential (LP) as established with the help of dynamic assessment tests. The current research was conducted in the context of EFL (English as a Foreign Language) high school exams. The research questions were: 1) To what extent a new computer-based version of oral proficiency exam is suitable for identifying students' EFL LP, and 2) Is the students' LP established with the help of dynamic assessment of their oral proficiency a better predictor of their subsequent EFL reading and writing than their static oral score? 80 students (38 boys, 42 girls) received a dynamic assessment of their EFL oral proficiency in a pre-test – mediation – post-test format. Six months later the same students took a standard EFL reading and writing exam. The results indicate that computer-based oral exam is suitable for the dynamic assessment purposes. The mediation produced significant gain ($d = 0.86$) and generated a sufficiently wide range of LP scores. The correlations between oral LP scores and both reading ($r=0.42$) and writing ($r=0.45$) are significant and much stronger than the correlations with the static oral pre-test. Oral LP scores explain about 20% of the variance of reading and writing scores.

Comparing Finnish and Hungarian fourth grade students' inductive reasoning skills

 Attila Pásztor¹, Sirku Kupiainen², Risto Hotulainen³, Gyöngyvér Molnár⁴, Benő Csapó¹
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International large-scale assessments usually focus on specific domains, and there is less emphasis on general reasoning skills. However, comparison studies on general reasoning skills could generate deeper understanding of the nature of the differences between the participating countries. In our case, in PIRLS and TIMSS fourth-grade assessments Finland outperform Hungary in reading and science. As inductive reasoning has been considered as one of the fundamental thinking processes and it is strongly connected to learning potential, the aim of the study is to compare Finnish and Hungarian fourth-grade students' inductive reasoning skills. The sample for the study was drawn from fourth grade students (average age=10 years, N=633 for the Finnish sample, males 48.2%; N=5017 for the Hungarian sample, males 50.5%). Online inductive reasoning tests were administered containing figural series and figural analogies (28 items, Cronbach's alpha=.92 in Finland and .88 in Hungary). Data administrations were carried out via the eDia system in schools, on tablets in Finland, on computers in Hungary. There were no significant differences between the two countries in the achievement of inductive reasoning. Results suggest that the differences between Hungary and Finland in reading and science of PIRLS and TIMSS probably do not originate in students' inductive reasoning skills. Hungary may have difficulties in how to utilize students' learning potential in knowledge building. Further research is required to investigate these hypotheses, especially because our results cannot be generalized in a strict sense due to differences in the sampling processes.

Attila Pásztor was supported by NTP-NFTÓ-18-B-0100 and INKP-10/2018.

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