CBM SYSTEM FOR PROMPTING ENGAGEMENT AND SRL AMONG MASTER STUDENTS

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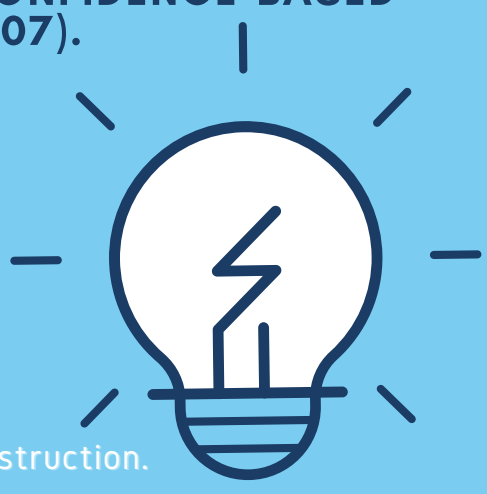
INSTRUCTIONAL TEAM WITH DBR RESEARCH PROGRAM: LOOKING FOR A VARIETY OF ALTERNATIVE APPLICATIONS OF CONFIDENCE-BASED MARKING -CBM (GARDNER-MEDWIN & CURTIN, 2007).

Why not use CBM beyond testing, e.g. as an instructional strategy for engaging students in their own learning process?

How can this CBM strategy turn useful also for instructors, providing information towards formative assessment decisions?

Course 2018-2019: CBM for self-regulated reading comprehension tests (results presented in Aachen -EARLI 2019).

Course 2019-2020: CBM for prior knowledge awareness and re-construction.



CONTEXT AND CBM-SYSTEM

Age	21-25	39,37%
	26-30	20,47%
	31-35	18,90%
	36-40	7,87%
	+40	13,39%
Gender	Men	34,65%
	Women	65,35%
Prior ed.	Graduate	73,23%
	Master	25,20%
	Doctorate	1,57%
Time	Fulltime Master	24,41%
	Par. Masters	8,66%
	Halftime job	53,54%
	Fulltime job	13,39%

321 Master students (prospective secondary teachers of twelve different disciplinary areas: language, foreign languages, phylosophy, biology, chemistry, geology, history, geography, sports, vocational education, arts, music).

Three initial tests, one for each topic w/ eight CBM-items on folkloric ideas (prior knowledge) on adolescence, learning and school-teaching. Final CBM testing w/ the same eight items per topic.

DATA COLLECTED:

- CBM Learning results.
- Self-confidence/self-competence declaration.
- Final evaluation questionnaire (students).

RESULTS

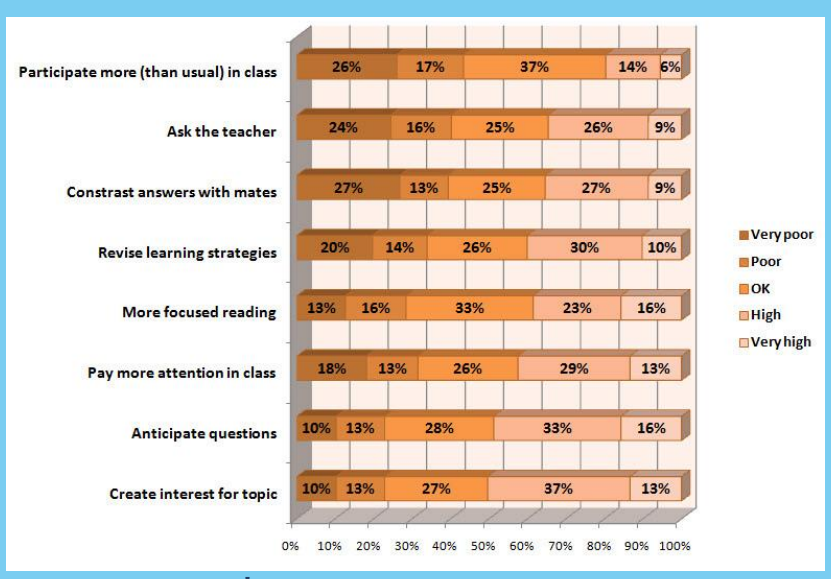
Significant increase of learning from pre- to post-test.
Significant increase of self-confidence.
Positive evaluation altogether by participants.

Confidence Level	1	2	3
Score if Correct	1	2	3
Score if incorrect	0	-2	-6

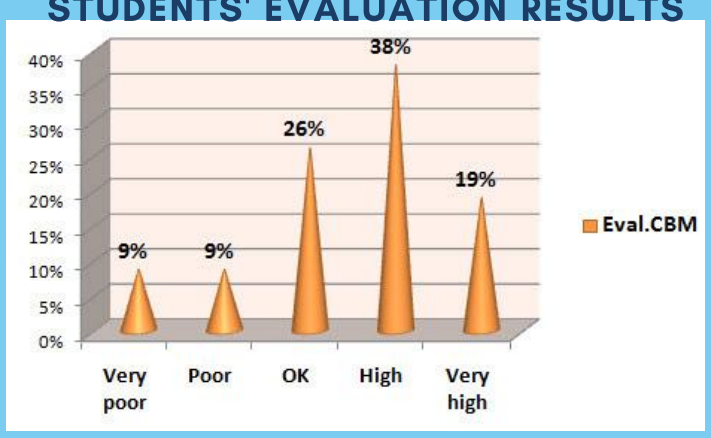
CBM CODING SCHEME

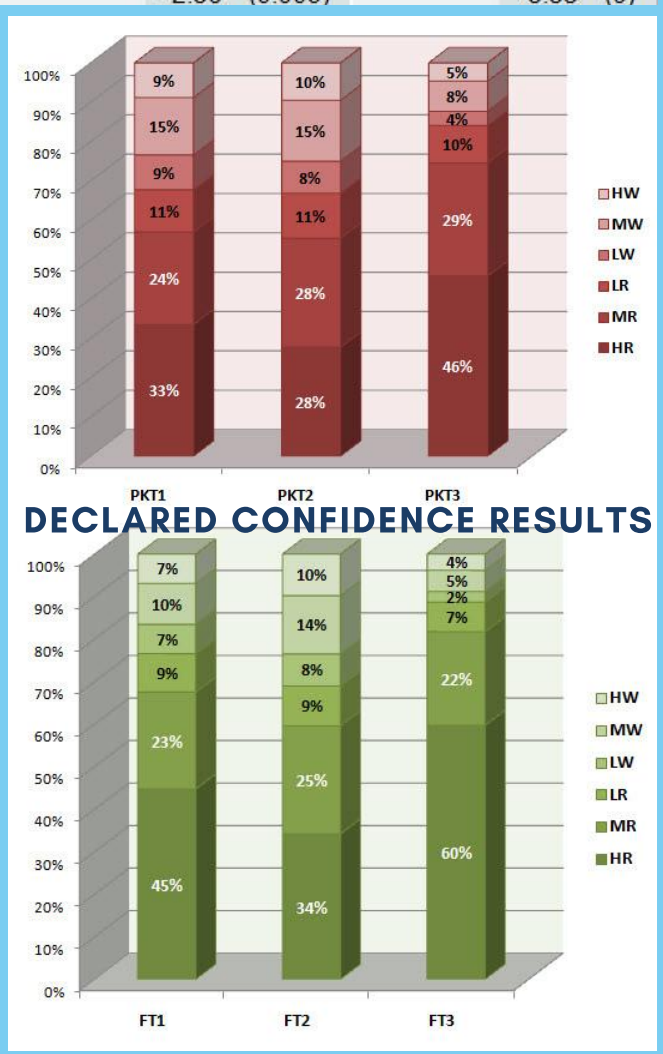
LEARNING RESULTS

N = 321	PKT1	FT1	PKT2	FT2	PKT3	FT3
Min. (-60)	-37.5	-21.24	-45	-17.5	-17.5	-2.49
Max. (30)	30	30	27,5	30	30	30
Result below 0	17,76%	7,48%	20,87%	17,76%	2,49%	0,31%
Result 0	1,56%	2,18%	1,87%	3,43%	0,62%	0,00%
Result 1-10	44,86%	30,22%	44,24%	41,43%	21,81%	11,84%
Result 11-20	27,10%	43,30%	27,73%	29,60%	44,86%	43,93%
Result 21-30	8,72%	16,82%	5,30%	7,79%	30,22%	43,93%
Average	7.62	12.42	6.19	7.67	16.12	19.72
St.Deviation	10.51	9.03	10.02	9.57	7.94	6.89
T-St.(p)		-7.96** (0)		-2.36** (0.009)		-8.33** (0)



STUDENTS' EVALUATION RESULTS





DECLARED CONFIDENCE RESULTS

CONCLUSIONS SO FAR & FUTURE LINES OF RESEARCH

1) CBM proofed to be a very promising instructional tool far beyond the original goal of testing.

2) Differences between disciplinary areas (in the case of prospective teachers and also other careers) must be explored.

3) The CBM system must be explored "from the instructors' side". Open questions:
How can instructors make sensible and sustainable use of the information provided?
How can self-competence / self-confidence be fostered instructionally?

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