

Documentation of Searches in EBSCOHOST Education Research Complete, January 2015 by Lorenz Lassnigg (lassnigg@ihs.ac.at), <http://www.equi.at/dateien/cbe.pdf>

Supplement to chapter *Competence-based education and educational effectiveness in: Competence-Based Vocational and Professional Education*, eds. Martin Mulder & Jonathan Winterton
Springer series Education for the Changing World of Work (ed. Rupert Maclean)

Searches (A) 'competence based education/training TITLE and effective TEXT (ABSTRACT); (B) 'educational effectiveness' TITLE and 'competence based education' TEXT; (C) 'educational effectiveness' TITLE and 'competence based training' TEXT ('gross' number of items across all searches: A: 56+ B: 17 + C: 13 = 86)

Additional word search in Title and abstract of all searches A (CBET, gross number of hits: 56)

'effect...' (marked yellow) 54 hits ('gross' 11 items); no hits 'effect...' in title;
'poli...' (marked blue) 21 hits ('gross' 8 items); 2 hits in title.

Additional word search in Title and abstract of all searches B,C ('educational effectiveness' and CBET, gross number of hits: 30)

'competenc...' (marked green) 4 hits ('gross' 3 items, net 2 items); no hits 'competenc...' in title:

'outcome' (marked turquoise) 20 hits ('gross' 9 items, net 7 items); 'outcome' in title 1 hit;

'poli...' (marked blue) 14 hits ('gross' 8 items); 'poli...' in title 3 items.

By closer inspection selected contributions of search A ('competence based education/training TITLE and effective TEXT and/or ABSTRACT) that address aspects of effectiveness of CBE are marked by **borders**; 15 contributions were found that analyse and/or report effects of CBE; 29 items deal with CBE but do not analyse/report issues of effectiveness.

Contributions of search A ('competence based education/training TITLE and effective TEXT and/or ABSTRACT) that do not deal with CBE are marked **grey** (overall 9 items); book reviews not considered for analysis marked by [brackets], 3 items

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A. Competence based education **TITLE** or competence based training **TITLE** and effective **TEXT** (~ABSTRACT)

Results 2011-15

- 1.

DEVELOPMENT AND EVALUATION OF A **COMPETENCE-BASED** TEACHING PROCESS FOR SCIENCE AND TECHNOLOGY **EDUCATION**. Academic Journal

By: Pešaković, Dragica; Flogie, Andrej; Aberšek, Boris. Journal of Baltic Science **Education**. 2014, Vol. 13 Issue 5, p740-755. 16p. Abstract: The quality of **education** is increasingly being measured less by the knowledge gained during schooling and more by the level of **competence** possessed by students at doing a particular job after completing their **education**. Target and process-planned curricula are being replaced more and more by **competence** oriented curricula, especially in science and technology **education**, where **competences**, generally defined as the capability or the ability of an individual doing a job properly, are placed at the forefront. If **competence** is the desired criterion for educational quality, it can be easily established that suitable instruments and methods of measurement are needed for this kind of quality evaluation, which, however, are not yet available. Suitable instrumentation was developed in this study. Its use was demonstrated in the example of elementary **education** in Slovenia. [ABSTRACT FROM AUTHOR] (AN: 99534849)

Subjects: SCIENCE -- Study & teaching; TECHNOLOGY -- Study & teaching; EDUCATIONAL evaluation; CURRICULUM planning; EDUCATIONAL quality; **EDUCATION**; ELEMENTARY **education**; SLOVENIA

[PDF Full Text](#) (1.9MB)

- 2.

Exploring the Validity and Robustness of a Competency Self-Report Instrument for Vocational and Higher **Competence-Based Education**. Academic Journal

By: Khaled, Anne E.; Gulikers, Judith T. M.; Tobi, Hilde; Biemans, Harm J.A.; Oonk, Carla; Mulder, Martin. Journal of Psychoeducational Assessment. Aug2014, Vol. 32 Issue 5, p429-440. 12p. Abstract: Research on the **effectiveness** of **competence-based education** (CB-**education**) across educational contexts and levels requires a new evaluation measurement. This study explores the face validity, construct validity, and robustness of a competency self-report instrument that is aligned with contemporary **competence** theory and with current educational practice **based** on CB-qualification frameworks. A pilot study showed face validity of the competency constructs and indicators according to students from various levels in tertiary **education**. The results of the principal components analyses and parallel analyses, using data from 351 secondary vocational **education** and academic students, show more construct validity and robustness for competency constructs that are concrete and easy to relate to specific situations (e.g., "applying expertise") compared with the abstract competencies (e.g., "deciding and initiating"). This article sets out implications for designing and administering uniform competency self-reports across educational levels and discusses suggestions for subsequent research. [ABSTRACT FROM PUBLISHER] DOI: 10.1177/0734282914523913. (AN: 96709586)

Subjects: **OUTCOME-based education**; FACTOR analysis; SELF-evaluation; VOCATIONAL **education**; NATIONAL competency-**based** educational tests; NETHERLANDS; CHI-squared test; CONCEPTUAL structures (Information theory); MULTITRAIT multimethod techniques; DESCRIPTIVE statistics



- 3.

Student perceptions of assessment and student self-efficacy in **competence-based education**. Academic Journal

By: van Dinther, Mart; Dochy, Filip; Segers, Mien; Braeken, Johan. Educational Studies (03055698). Jul2014, Vol. 40 Issue 3, p330-351. 22p. Abstract: The purpose of this study was to provide insight into the interplay between student perceptions of **competence-based** assessment and student self-efficacy, and how this influences student learning **outcomes**. Results reveal that student perceptions of the form authenticity aspect and the quality feedback aspect of assessment do predict student self-efficacy, confirming the role of mastery experiences and social persuasions in enhancing student self-efficacy as stated by social cognitive theory. Findings do not confirm mastery experiences as being a stronger source of self-efficacy information than social persuasions. Study results confirm the predictive role of students' self-efficacy on their **competence outcomes**. Mediation analysis results indicate that student's perceptions of assessment have an indirect **effect** on student's **competence** evaluation **outcomes** through student's self-efficacy. Study findings highlight which assessment characteristics, positively influencing students' learning, contribute to the **effectiveness** of **competence-based education**. Limitations of the study and directions for future research are indicated. [ABSTRACT FROM PUBLISHER] DOI: 10.1080/03055698.2014.898577. (AN: 96067837)

Subjects: SELF-efficacy in students; RESEARCH; STUDENTS -- Attitudes; **OUTCOME-based education**; EVALUATION; LEARNING; SOCIAL cognitive theory

[Cited References: \(55\)](#)



- 4.

[Competence and competency-based nursing education: Finding our way through the issues.](#)

Academic Journal

By: Pijl-Zieber, Em M.; Barton, Sylvia; Konkin, Jill; Awosoga, Olu; Caine, Vera. Nurse **Education** Today. May2014, Vol. 34 Issue 5, p676-678. 3p. Abstract: Summary: The language of **competence** is widely utilized in both the regulation of nursing practice and curricular design in nursing **education**. The notion of **competence** defines what it means to be a professional, although it is not the only way of describing nursing practice. Unfortunately, there is much confusion about the concepts of **competence**, competency, and competency-based **education**. As well, the notion of **competence**, despite its global popularity, has flaws. In this paper we will disentangle these terms and critique the use of **competence** frameworks in nursing **education**. [Copyright & Elsevier] DOI: 10.1016/j.nedt.2013.09.007. (AN: 95316817)

Subjects: **OUTCOME-based education**; CURRICULA (Courses of study); NURSING -- Study & teaching; JOB performance



- 5.

[EDUCAÇÃO BASADA EN COMPETENCIAS: HACIA UNA PEDAGOGÍA SIN DICOTOMÍAS. \(Portuguese\)](#)

Academic Journal

COMPETENCY-BASED EDUCATION: FOR A PEDAGOGY WITHOUT DICHOTOMIES. (English) / L'ENSEIGNEMENT FONDE SUR LES **COMPETENCES**: POUR UNE PEDAGOGIE SANS DICHOTOMIES. (French). By: ALARCÓN LEIVA, JORGE; HILL, BRIANNA; FRITES, CLAUDIO. Educacao & Sociedade. abr-jun2014, Vol. 35 Issue 127, p569-586. 18p. Language: Portuguese. Abstract (English): This paper proposes an examination of the conception of "**competence**" from a perspective that could be considered a justification for competency-based **education**. This work will address three main topics. First, it offers a description of linguistic **competence** as an explanatory paradigm of the notion of **competence**. Second, three different approaches towards competency-based **education** are examined, starting with a comparison with objective-based pedagogy, then from a historical perspective and finally from a conceptual approach, taking into account the need for a Pedagogy "without dichotomies". Finally, several views about **competence** in **education** will be examined in order to highlight the conception as "understanding the situation", in an attempt to discuss their senses and scope, **based** on the conceptual framework derived from the examination of linguistic **competence**. [ABSTRACT FROM AUTHOR] (AN: 97470689)

Subjects: COMPETENCY-based teacher **education**; RESEARCH; **OUTCOME-based education**; **EDUCATION** -- Research; CURRICULUM research; LINGUISTICS



- 6.

[A Competence-based Approach in Portuguese Early Childhood Education.](#)

Academic Journal

By: DIAS, ISABEL SIMÕES; KOWALSKI, ISABEL. New Zealand Journal of Teachers' Work. 2014, Vol. 11 Issue 1, p49-61. 13p. Abstract: This paper reports on a Portuguese study in a teacher **education** context (Polytechnic Institute of Leiria) which, in Portugal, takes place in universities and educational institutes. It aims to reflect on a **competence** approach in the context of early childhood **education**. Starting from a concept of **competence** that considers the subject, action and context, students in the teacher **education** course (the Degree in Early Childhood **Education**) made lesson plans (termed, Pedagogic Practice Unit) during the academic year of 2008/2009 in accordance with the Portuguese national guidelines (PT, 1997). These curriculum guidelines do not identify the **competences** that children should develop. However, the **competences** identified by students in their lesson plans concerning the curricular areas (area of personal and social **education**, area of world knowledge, area of expression and communication) were grouped and analysed in relationship to the concept of **competences** previously assumed. From the data collected, we could infer that it is possible to identify **competences** to be developed by the children in a kindergarten context and that this identification can be made by the teacher according to the group of children with whom they are working. This research enhances the value of a **competence-based** approach. [ABSTRACT FROM AUTHOR] (AN: 98693376)

Subjects: EARLY childhood **education**; TEACHER **education**; KINDERGARTEN teachers -- **Education**; CURRICULA (Courses of study); LEIRIA (Portugal)

[PDF Full Text](#) (1.5MB)

- 7.

[The relationship between perceived competence and earned credits in competence-based higher education.](#) Academic Journal

By: Kamphorst, J.C.; Hofman, W.H.A.; Jansen, E.P.W.A.; Terlouw, C. Assessment & Evaluation in Higher Education. Sep2013, Vol. 38 Issue 6, p646-661. 16p. 3 Diagrams, 5 Charts. Abstract: We explored how two types of study outcomes, perceived competence and earned credits, are interrelated, and influenced by self-regulation, motivation (intrinsic value and expectancy of procrastination) and deep approach to learning. The relationships between these variables were analysed in a sample of 894 first-year Dutch university students, using linear structural modelling. Results show that learning process factors play other roles in explaining perceived competence than in explaining earned credits. Perceived competence and earned credits, as two sides of the same coin in competence-based education, are only weakly related. Furthermore, this study shows that it is most likely that perceived competence affects earned credits, but a model in which earned credits affects perceived competence as possible causal relationship was also accepted, although the relationship remains weak. The practical implication of this study is that, as long as perceived competence and the number of credits are not related, competence-based higher education will not obtain optimal efficiency. For participants and researchers in higher education, it remains important to be aware that different learning goals may evoke different study behaviours in students, and the challenge for higher education is to align these goals. [ABSTRACT FROM PUBLISHER] DOI: 10.1080/02602938.2012.680015. (AN: 88260754)

Subjects: OUTCOME assessment (Education); MOTIVATION in education; STUDENTS -- Psychology; HIGHER education; NETHERLANDS
[Cited References: \(40\)](#)



- 8.

[The construct validity and predictive validity of a self-efficacy measure for student teachers in competence-based education.](#) Academic Journal

By: van Dinther, Mart; Dochy, Filip; Segers, Mien; Braeken, Johan. Studies in Educational Evaluation. Sep2013, Vol. 39 Issue 3, p169-179. 11p. Abstract: Abstract: This study intends to investigate the validity of a self-efficacy measure which is developed for predictive and diagnostic purposes concerning student teachers in competence-based education. CFA results delivered converging evidence for the multidimensionality of the student teacher self-efficacy construct and the bifactor model as underlying structure, reflecting a teacher competence framework. Factor loadings of the bifactor model evidenced the theoretical assumption that incipient student teachers enter the programme with a global undifferentiated sense of teacher self-efficacy, having teaching experiences a further differentiation takes place to a partly differentiated sense of teacher self-efficacy. Logistic regression analysis revealed that the measure succeeds in predicting students' first-year outcomes and delivered evidence for the diagnostic value of the scale. [Copyright &y& Elsevier] DOI: 10.1016/j.stueduc.2013.05.001. (AN: 89884465)

Subjects: TEST validity; PREDICTIVE validity; STUDENT teachers; EDUCATION; PERFORMANCE; SELF-efficacy; LOGISTIC regression analysis
[Times Cited in this Database: \(1\)](#)



- 9.

[iDiversity and LIS Education: Student-Based Groups Promoting Cultural Competence as a Vision for the Profession.](#)

Academic Journal

By: Oxley, Rebecca. Library Quarterly. Jul2013, Vol. 83 Issue 3, p236-242. 7p. Abstract: New homegrown groups such as iDiversity call attention to the important and essential role that student-based groups play in promoting cultural competency within their own institutions and the profession at large. The iDiversity story outlines how student engagement can be transformed into leadership and action by diversity focus within the curriculum, faculty guidance, and support from the information community, how student organizations can inform library and information science education practice in and contribute to the cultural readiness of emerging professionals, and how concentrated social approaches to subsequent gathering and sharing of information can in turn transform the information community toward a vision of diversity, inclusion, and accessibility. These initiatives are presented as an informal model outlining key steps and identifying critical factors for success. Potential for replication or propagation as well as other implications for the future are discussed. [ABSTRACT FROM AUTHOR] (AN: 88128484)

Subjects: STUDENT organizations & activities -- Universities & colleges; LIBRARY education; DIVERSITY in education; LIBRARY science; UNIVERSITY of Maryland at College Park. College of Library & Information Services; CULTURAL competence; INFORMATION science; INFORMATION sharing



- 10.

Competence-based education: learning disability nursing in Wales. Academic Journal

By: Cassidy, Simon. Nursing Standard. 11/7/2012, Vol. 27 Issue 10, p42-47. 6p. Abstract: A new era of nursing **education** has begun in Wales during 2012 **based** on new standards for pre-registration nursing **education** published by the Nursing and Midwifery Council (NMC). While the article focuses on pre-registration learning disability nursing **education**, the NMC standards can also be used for adult, mental health and children's nursing **education**. Partnership working across Wales has resulted in the development of nationally agreed common elements relating to students' ongoing record of achievement of practice **competence**, student selection and recruitment principles, a generic educational audit format and student evaluation. Details of the NMC standards are provided, with particular examples of their implementation in learning disability nursing **education** across Wales. [ABSTRACT FROM AUTHOR] (AN: 83346726)

Subjects: NURSING -- Study & teaching; HISTORY; **OUTCOME-based education**; DEVELOPMENTAL disabilities; NURSING students; STUDENTS -- Rating of; WALES



- 11.

Competence-based Education and Training—About Frequently Asked Questions.

Academic Journal

By: Mulder, Martin. Journal of Agricultural **Education** & Extension. Aug2012, Vol. 18 Issue 4, p319-327. 9p. 1 Diagram. Abstract: The article addresses questions related to **competence-based education** and **training**. It cites the main reason for a **competence-based education**. It discusses **competence** development as a key educational philosophy. It also addresses the relation of **competence-based education** to **outcome-based education**. DOI: 10.1080/1389224X.2012.692527. (AN: 77873967)

Subjects: **OUTCOME-based education**; EDUCATIONAL **outcomes**; EDUCATIONAL accountability; **TRAINING**; **EDUCATION** -- Philosophy



- 12.

Competence-based Education and Training.

Academic Journal

By: Mulder, Martin. Journal of Agricultural **Education** & Extension. Jun2012, Vol. 18 Issue 3, p305-314. 10p. 2 Charts. Abstract: The article presents some practical guidelines on developing comprehensive **competence-based education** and **training**. It offers the components of **competence-based** curricula and courses: the definition of **outcomes**, selection and organization of learning content, the organization of teaching and learning and the testing of educational achievement. It also discusses the criticism received by the concept, including its over-emphasis on self-regulation, problem solving and portfolio development. DOI: 10.1080/1389224X.2012.670048. (AN: 74979179)

Subjects: COURSE organization (**Education**); CURRICULA (Courses of study); INSTRUCTIONAL systems; TEACHING; LEARNING; PROBLEM solving; SELF regulation



- 13.

A critical time for medical education: the perils of competence-based reform of the curriculum. Academic Journal
By: Malone, Karen; Supri, Salinder. Advances in Health Sciences **Education**. May2012, Vol. 17 Issue 2, p241-246. 6p. Abstract: Rapid expansion in scientific knowledge, changes in medical practice, and greater demands from patients and society necessitate reform of the medical curriculum. In recognition of this, medical educators across the world have recommended the adoption of **competence-based education**. This is intended to increase the rigour and relevance of the curriculum, move students beyond a focus on the memorisation and regurgitation of scientific facts, and better enable them to understand scientific principles and apply them to the practice of medicine. Experience from 40 years' use of **competence-based** curricula across the world suggests that the uncritical application of this approach to the medical curriculum may not achieve its intended aims. There are valuable lessons to be learnt from the history of **competence-based education**. By taking on board these lessons, confronting the pitfalls of this approach, and devising new and creative solutions to the problems inherent in this methodology, medical educators can better achieve their aim of providing a strong foundation for the practice of medicine in the twenty-first century. It is only through such a strategy—rather than the uncritical adoption of this educational approach—that we will have real movement and progress both in **competence-based education** in general, and in its applications to medicine in particular. [ABSTRACT FROM AUTHOR] DOI: 10.1007/s10459-010-9247-2. (AN: 73982365)

Subjects: MEDICAL **education**; CURRICULUM change; SCOTLAND; CANADA; UNITED States; GREAT Britain

Cited References: (26) Times Cited in this Database: (6)



- 14.

Competence-based teacher education: A change from Didaktik to Curriculum culture?

Academic Journal

By: Pantić, Nataša; Wubbels, Theo. Journal of Curriculum Studies. Feb2012, Vol. 44 Issue 1, p61-87. 27p. 1 Chart. Abstract: This paper explores the substance of **competence**-driven changes in teacher **education** curricula by testing the possibility of using a framework distinguishing between the German pedagogical culture of Didaktik and the Anglo-Saxon Curriculum culture to describe the substance of these changes. Data about the perceptions of **competence**-driven changes in teacher **education** curricula has been collected in 30 in-depth interviews with teacher educators, student teachers, and their school mentors in Serbia, and analysed with the help of qualitative data processing software. The coding procedures involved classification of utterances into five groups relating to the perceptions of (1) teacher evaluation, (2) teacher **competence** in subject matter, pedagogy, and curriculum, (3) understanding of the **education** system and contribution to its development, (4) teacher **competences** in dealing with values and child-rearing, and (5) changes in teacher **education** curricula related to these groups of **competence**. The perceptions in each group of utterances were interpreted in terms of their alliance with Didaktik or Curriculum cultures. The findings indicate that the framework cannot be used as a continuum since the utterances aligned with the two cultures co-exist in the individual responses, but could be useful as a reflection tool in teacher **education** curricula. [ABSTRACT FROM PUBLISHER] DOI: 10.1080/00220272.2011.620633. (AN: 71679420)

Subjects: TEACHER education; CURRICULA (Courses of study); TEACHER evaluation; CULTURE; EDUCATION

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[Cited References: \(56\)](#)

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- 15.

ADAPTATION ANALYSIS OF SOME ALTERNATIVE COMPETENCE-BASED EDUCATION PROGRAMS' IN A HUNGARIAN PUBLIC SCHOOL. Academic Journal

By: Hanák, Zsuzsanna; Dörner, László. Problems of Education in the 21st Century. 2012, Vol. 39, p52-61. 10p. 2 Charts, 1 Graph. Abstract: Some international researches has proven that Hungarian students are below the desired level regarding the application of acquired knowledge in many areas. In recent years **competence based education** includes knowledge, attitudes and abilities, gained ground in Hungarian schools. Our research aims to analyze the sustainability of some **competence based**, alternative **education** programs in Hungarian public **education**. Additional objectives include: revealing the opinion, examining the impact, exploring Additional objectives include: revealing the opinion, examining the impact, exploring the related experience of students, parents, and teachers towards the following **competence-based education** programs „Student Cognition ” „Lesson Differentiation ” „Project Based Education ” Student Cognition ” „Lesson Differentiation ” „Project Based Education ” „Epochal ” Cooperative ” and „ICT tools ”. Questionnaire was used as a research method, applying SPSS to evaluate our data. The survey was carried out in a public school which takes part in the dissemination of **competence based trainings**. Sample consists of 158 participants. Results: applying these practices students and teachers are more **effective** to discuss their problems, the quality of **education** improves. Meet the students' age characteristics, establish better measurement and evaluation system, clearer rules. Adapt to the students' abilities/skills increasing their self-sufficiency and performance orientation. Consequently, the new practices can be appropriate to meet the challenges of public **education** in the 21st century. [ABSTRACT FROM AUTHOR] (AN: 74294227)

Subjects: STUDENTS; SCHOOLS; EDUCATION; PUBLIC schools; HUNGARY; HUNGARIAN students

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[PDF Full Text \(611KB\)](#)

- 16.

Development of student knowledge in competence-based pre-vocational secondary education. Academic Journal

By: Koopman, Maaïke; Teune, Peter; Beijaard, Douwe. Learning Environments Research. 2011, Vol. 14 Issue 3, p205-227. 23p. 2 Diagrams, 9 Charts. Abstract: The purpose of this study was to gain insight into the development of student knowledge in pre-vocational secondary **education** schools which differ in the manner and extent to which they have implemented characteristics of **competence-based education**. The implementation of these characteristics was examined using a teacher questionnaire and the development of knowledge was investigated using concept mapping. The results showed that students developed slightly more knowledge in learning situations with fewer characteristics of **competence-based education**. The organisational characteristics of the learning situations were further found to be distinctive for the development of knowledge. [ABSTRACT FROM AUTHOR] DOI: 10.1007/s10984-011-9092-0. (AN: 70162319)
Subjects: ACADEMIC achievement; SECONDARY **education**; ACHIEVEMENT gains (**Education**); EDUCATIONAL tests & measurements; HIGH schools

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Cited References: (51)
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- 17.

OBRAZOVANJE NASTAVNIKA I UČITELJA U EUROPSKOM KONCEPTU KVALITETE OBRAZOVANJA ZASNOVANOM NA KOMPETENCIJAMA. (Croatian)

Academic Journal

LEHRERBILDUNG IM EUROPÄISCHEN KONZEPT DER AUF KOMPETENZEN BASIERENDEN BILDUNGSQUALITÄT. (German) / TEACHERS' **EDUCATION** IN THE EUROPEAN CONCEPT OF **EDUCATION** QUALITY **BASED ON COMPETENCES**. (English). By: Sučević, Vlasta; Cvjetičanin, Stanko; Sakač, Marija. Zivot i Skola. 2011, Issue 25, p11-23. 13p. Language: Croatian. Abstract (English): Professional **competence** of teachers is very important for every country, since it is through the work of these teachers, **based** on basic knowledge, habits and skills of children. Competence development activity occurs as a result of the study, planned the curriculum established at universities. Colleges and later organized his work, may affect the acquisition of competencies, which are adjusted to reflect the characteristics of educational level. The teacher, as well as supporting the profession of **education**, are required to be open to changes in the paradigms of **education**, goals, forms, contents and methods of teaching and learning scientific knowledge. Professionalism as the new competencies of teachers placed before them a whole new concept of tasks aimed at the lifelong **education** of teachers, and students. Approach to teacher **education based** on the competence has value as part of initial **training**. Useful for teachers to acquire specific skills that are needed in the classroom. Contemporary educational trends in the world are focused on lifelong learning, since the main purpose of **education** in the 21st century the creation of a knowledge society. **Education** is the basis of progress and because numerous studies, monographs and documents, particularly the EU, seeks to further the goals of **education** policy in the future. This paper reviews the development of professional **competence** of teachers and teacher **education** in the spirit of the European concept of **education**. [ABSTRACT FROM AUTHOR] (AN: 64445346)
Subjects: TEACHER **education**; CONTINUING **education**; OCCUPATIONAL **training**; PROFESSIONAL **education**; EXTENDED teacher **education** programs; UNIVERSITIES & colleges; EUROPE

[PDF Full Text](#) (788KB)

- 18.

Students' Perceptions of Work-Based Training and Examination-Based Learning Relating to the Professional Competence of Auditors and the Impact of Regulatory Changes on Audit Training in the UK. Academic Journal

By: Marriott, Neil; Telford, Brian; Davies, Marlene; Evans, Jon. Accounting **Education**. Apr2011, Vol. 20 Issue 2, p133-151. 19p. 1 Diagram, 5 Charts. Abstract: The purpose of this paper is to investigate students' perceptions of work-**based training** and examination-**based** learning as it relates to the professional **competence** of auditors. The paper takes as its motivation the fall in the number of accountants registering as qualified auditors in the UK following fundamental changes in the audit environment. Legislation aimed at reducing red tape has resulted in a large number of UK companies taking advantage of an audit exemption, and most of these are clients of small audit firms. This legislative change has had significant pedagogic implications on the experiential learning of audit trainees and the availability of **training** opportunities for them. The contribution of the paper is to explain the perceived relevance and importance of **training** opportunities to trainees seeking to obtain audit qualifications. Using data from an on-line questionnaire and focus groups, the study reports that trainees in smaller firms lack opportunities to obtain sufficient audit experience, and there is a lack of synchronization between limited practical experience and classroom tuition provided before taking auditing examinations. The implications are that **effective** audit **training** will become restricted to large audit firms the trainees in which often choose different career paths to auditing, thereby limiting the number of qualified auditors in the UK in the future. [ABSTRACT FROM AUTHOR] DOI: 10.1080/09639284.2011.557488. (AN: 61275093)
Subjects: MOTIVATION (Psychology); EXPERIENTIAL learning; ENGLAND; AUDITORS -- **Training** of; ACCOUNTANTS; ACCOUNTING firms

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Cited References: (17)
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19.

[Marketing to increase participation in a Web-based continuing medical education cultural competence curriculum.](#)
 Academic Journal
 By: Estrada, Carlos A.; Krishnamoorthy, Periyakaruppan; Smith, Ann; Staton, Lisa; Korf, Michele J.; Allison, Jeroan J.; Houston, Thomas K. Journal of Continuing Education in the Health Professions. Winter2011, Vol. 31 Issue 1, p21-27. 7p. 1 Diagram, 2 Charts, 1 Graph. Abstract: Introduction: CME providers may be interested in identifying effective marketing strategies to direct users to specific content. Online advertisements for recruiting participants into activities such as clinical trials, public health programs, and continuing medical education (CME) have been effective in some but not all studies. The purpose of this study was to compare the impact of 2 marketing strategies in the context of an online CME cultural competence curriculum (www.c-comp.org). Methods: In an interrupted time-series quasi-experimental design, 2 marketing strategies were tested: (1) wide dissemination to relevant organizations over a period of approximately 4 months, and (2) Internet paid search using Google Ads (5 consecutive 8-week periods—control 1, cultural/CME advertisement, control 2, hypertension/ content advertisement, control 3). Outcome measures were CME credit requests, Web traffic (visits per day, page views, pages viewed per visit), and cost. Results: Overall, the site was visited 19,156 times and 78,160 pages were viewed. During the wide dissemination phase, the proportion of visits requesting CME credit decreased between the first (5.3%) and second (3.3%) halves of this phase (p = .04). During the Internet paid search phase, the proportion of visits requesting CME credit was highest during the cultural/CME advertisement period (control 1, 1.4%; cultural/CME ad, 4.3%; control 2, 1.5%; hypertension/content ad, 0.6%; control 3, 0.8%; p < .001). All measures of Web traffic changed during the Internet paid search phase (p < .01); however, changes were independent of the advertisement periods. The incremental cost for the cultural advertisement per CME credit requested was US \$0.64. Discussion: Internet advertisement focusing on cultural competence and CME was associated with about a threefold increase in requests for CME credit at an incremental cost of under US \$1; however, Web traffic changes were independent of the advertisement strategy. [ABSTRACT FROM AUTHOR] DOI: 10.1002/chp.20097. (AN: 59445614)
Subjects: ALTERNATIVE education; COMPUTER software; EDUCATION -- Simulation methods; RESEARCH -- Methodology; RESEARCH; WORLD Wide Web; MEDICINE -- Study & teaching (Continuing education); DATA analysis; ADVERTISING; ANALYSIS of variance; CHI-squared test; MARKETING; FINANCE; STATISTICS; TIME series analysis; SEARCH engines; PILOT projects; CULTURAL competence

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Results 1980-2010

20.

[Using an instrument to analyse competence-based study programmes: experiences of teachers in Dutch vocational education and training.](#)

Academic Journal

By: Wesselink, Renate; Dekker-Groen, Agaath M.; Biemans, Harm J. A.; Mulder, Martin. Journal of Curriculum Studies. Dec2010, Vol. 42 Issue 6, p813-829. 17p. 4 Charts. Abstract: Competence-based education is becoming increasingly popular. Competencies are used more and more as the starting point for designing curricula and instructional methods, especially in vocational education and training, to realize authentic and self-steering study programmes. Despite its popularity in both research and educational settings, there is no shared understanding of what competence-based education should look like. Earlier work developed a model for competence-based education that outlines eight features

that are important for **competence-based education**. This paper presents a study designed to determine the extent to which the model for **competence-based education** can be understood and perceived as useful by teachers in vocational **education and training** in the Netherlands. The study included 12 teams of teachers in the process of designing or re-designing their study programmes to be more **competence-based**. Teachers reported that the instrument helped them understand the state of affairs of their study programmes, and empowered them to make decisions about the extent to which they want to make these programmes more **competence-based**. [ABSTRACT FROM AUTHOR] DOI: 10.1080/00220271003759249. (AN: 55725611)

Subjects: CURRICULA (Courses of study) -- Aims & objectives; VOCATIONAL **education**; TEACHING methods; TEACHING aids & devices; DECISION making; NETHERLANDS; DUTCH

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Abstract

The competence-based model for vocational education and training (VET) is a model for the design and implementation of VET programmes. It is based on the idea that VET should be designed and implemented in a way that is based on the needs of the labour market and the needs of the learners. The model is based on the following principles:

1. The model is based on the needs of the labour market and the needs of the learners.
2. The model is based on the idea that VET should be designed and implemented in a way that is based on the needs of the labour market and the needs of the learners.
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• 21.

[Equitably handling diversity, elaborating e-learning approaches and expanding **competence-based education**: promising trends in **education**.](#)

Academic Journal

By: Tchibozo, Guy. **Education**, Knowledge & Economy. Nov2010, Vol. 4 Issue 3, p131-133. 3p. Abstract: The article discusses various reports published within the issue, including one by Jean-Nil Boucher which proposes a method to remove prejudices, another by Anna Brunken and Pamela Delly on cultural and social diversity as a source of inequity and another by Nalze Marais which highlights how the connective dimension of e-learning technologies has led to change e-teaching practices at the University of the Free State in South Africa. DOI: 10.1080/17496896.2010.556464. (AN: 62609953)

Subjects: CULTURAL pluralism; MOBILE communication systems in **education**; PREJUDICES



• 22.

[Emergence and outlook of **competence-based education** in European **education** systems: an overview.](#)

Academic Journal

By: Tchibozo, Guy. **Education**, Knowledge & Economy. Nov2010, Vol. 4 Issue 3, p193-205. 13p. 1 Diagram, 4 Charts. Abstract: This contribution takes stock on the emergence of **competence-based education** in European Union (EU) countries. The article explains how economic constraints but also educational motives led educational **policies** and systems in the EU to shift to **competence-based education**. The related instructional frame and concepts are presented, as are the major EU-level initiatives. This article also highlights ways to be explored for further progress, especially in the fields of peer assessment, co-teaching and reflexive practice. [ABSTRACT FROM AUTHOR] DOI: 10.1080/17496896.2010.556487. (AN: 62609950)

Subjects: **OUTCOME**-based **education**; **EDUCATION** & state; PEER review (Professional performance); **EDUCATION**; EUROPEAN Union countries

Cited References: (38)



• 23.

[Competence-based teacher **education**: Illusion or reality? An assessment of the implementation status in Flanders from teachers' and students' points of view.](#)

Academic Journal

By: Struyven, Katrien; De Meyst, Marijke. Teaching & Teacher **Education**. Nov2010, Vol. 26 Issue 8, p1495-1510. 16p. Abstract: Since 1998, the Flanders' educational government in Belgium has been urging teacher **education** institutions by decree to implement **competences** in teacher **training** programs. Since then, years have gone by, and institutions have acted in order to achieve the **competence-based** goals. However, have they succeeded in implementing them? This is the

research question that is central to the current study. An online survey inquiry was set up in eight elementary teacher education institutions using two questionnaires; one for final year elementary institution pre-service teachers, who were about to graduate at the time of completing the questionnaire (N = 218), the other for teacher trainers throughout the elementary teacher training program (N = 51). Ten years after the decree was issued, results show that **competence-based education** has become a reality in terms of its implementation. However, the process has not yet come to an end. Whereas some **competences** are clearly present in the institutions' policies and practices (e.g. teacher as guide to learning and development, teacher as subject expert), others are poorly represented (e.g. teacher as partner of parents, external parties and as a member of the educational community). Moreover, teacher trainers tend to take four different approaches to the implementation of **competences** (1) during internship, (2) through the institution's policy and program planning, (3) by means of their integration in both theoretical and practical components of the curriculum and finally, (4) a lack of implementation because the **competences** are considered insufficiently applicable by the teacher trainers. In particular, more experienced and subject expert teacher trainers tend to adopt the final approach more often than do younger colleagues and pedagogues. Student teachers' results, on the other hand, suggest important differences between institutions concerning their understanding of **competences** and the integration of these **competences** in the curriculum; suggesting different paces of adaptation between teacher education institutions. Moreover, even within schools, the trajectory towards implementation is not always clear for all members of the teaching team, nor for the students of most teacher education institutions. Consequently, there is still important work to be done in order for successful **competence-based** change to occur. [Copyright & Elsevier] DOI: 10.1016/j.tate.2010.05.006. (AN: 53574334)

Subjects: TEACHER education; ELEMENTARY school teachers; COMPETENCY-based teacher education; TEACHER educators; TEACHERS -- Training of; FLANDERS; BELGIUM; TRAINING of
Times Cited in this Database: (4)



- 24.

Students' personal professional theories in **competence-based vocational education**: the construction of personal knowledge through internalisation and socialisation.

Academic Journal

By: Schaap, H.; de Bruijn, E.; Van der Schaaf, M. F.; Kirschner, P. A. Journal of Vocational **Education & Training**. Dec2009, Vol. 61 Issue 4, p481-494. 14p. Abstract: **Competence-based vocational education is based** on a constructivist learning paradigm, where the development of students' personal professional knowledge is emphasised. However, there is a lack of insight into how students construct their own professional knowledge and what the content and nature of personal professional knowledge is. This article elaborates the concept Personal Professional Theory (PPT): a personal knowledge base in which professional knowledge and beliefs are internalised. PPTs are built upon a combination of declarative and procedural knowledge and are stored in the long-term memory. Furthermore, knowledge in PPTs refers to compiled knowledge which can be specified and applied to different professional situations. These PPTs develop through an interrelated process of internalisation and socialisation, in which students grow into the existing body of shared knowledge and collective norms, values and beliefs of professionals of an occupational domain. It is concluded that the elaboration of PPTs can be used to stimulate and monitor personal professional knowledge development in vocational **education**, but further research into the content and nature of PPTs is required. [ABSTRACT FROM AUTHOR] DOI: 10.1080/13636820903230999. (AN: 49235043)

Subjects: VOCATIONAL education; OCCUPATIONAL training; CORE competencies; LIFE skills; LEARNING; STUDENTS; RESEARCH; SOCIALIZATION; PROFESSIONAL employees
Cited References: (70) Times Cited in this Database: (3)



- 25.

Does an **outcome-based** approach to continuing medical **education** improve physicians' **competences** in rational prescribing? Academic Journal

By: Esmaily, Hamideh M.; Savage, Carl; Vahidi, Rezagoli; Amini, Abolghasem; Dastgiri, Saeed; Hult, Hakan; Dahlgren, Lars Owe; Wahlstrom, Rolf. Medical Teacher. Nov2009, Vol. 31 Issue 11, pe500-e506. 7p. 1 Diagram, 4 Charts. Abstract: Background: Continuing medical **education** (CME) is compulsory in Iran, and traditionally it is lecture-based, which is mostly not successful. **Outcome-based education** has been proposed for CME programs. Aim: To evaluate the effectiveness of an **outcome-based** educational intervention with a new approach based on **outcomes** and aligned teaching methods, on knowledge and skills of general physicians (GPs) working in primary care compared with a concurrent CME program in the field of "Rational prescribing". Method: The method used was cluster randomized controlled design. All GPs working in six cities in one province in Iran were invited to participate. The cities were matched and randomly divided into an intervention arm for **education** on rational prescribing with an **outcome-based** approach, and a control arm for a traditional program on the same topic. Knowledge and skills were assessed using a pre- and post-test, including case scenarios. Results: In total, 112 GPs participated. There were significant improvements in knowledge and prescribing skills after the **training** in the intervention arm as well as in comparison with the changes in the control arm. The overall intervention **effect** was 26 percentage units. Conclusion: The introduction of an **outcome-based** approach in CME appears to be **effective** when creating programs to improve GPs' knowledge and skills. [ABSTRACT FROM AUTHOR] DOI: 10.3109/01421590902803096. (AN: 45131652)

Subjects: MEDICAL education; MEDICINE -- Study & teaching (Continuing education); EDUCATION -- Study & teaching; **OUTCOME-based education**; TEACHING methods; CLINICAL competence; IRAN; PHYSICIANS (General practice); MEDICAL care

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- 26.

Competence-based Approaches to the Assessment of Professional Accountancy Training Work Experience Requirements: The ICAS Experience. Academic Journal

By: Gammie, Elizabeth; Joyce, Yvonne. Accounting **Education**. Sep2009, Vol. 18 Issue 4/5, p443-466. 24p. 3 Charts. Abstract: Most professional accountancy bodies' qualification processes encompass three components: a prescribed programme of professional **education**, some form of work experience, and a formal final examination to determine professional **competence**. The International Federation of Accountants (IFAC) suggests that purely theoretical and knowledge-based **education** does not meet the needs of all employers. Thus professional bodies are encouraged to find ways to deliver and assess relevant **competences** in the most appropriate manner. Despite educationalists suggesting that performance measurements based on direct observation within the work place are more **effective** at measuring **competences** than traditional paper-based examinations, assessment strategies within the accountancy domain remain conservative. The Institute of Chartered Accountants of Scotland (ICAS) was one of the first professional bodies to introduce a competency-based approach to work based assessment in 1999 and subsequently undertook a review of the process in 2004. The data collected for the review was undertaken by way of a questionnaire to authorized **training** offices, in-depth interviews with employers, and discussions which emanated from a Working Party which included internal ICAS employees, an academic and a representative from a large accountancy firm. This paper presents the findings of the review, discusses the pertinent issues in relation to work based assessment and outlines the changes that were made to the competency-based approach adopted by ICAS. It concludes with recommendations for future practice. [ABSTRACT FROM AUTHOR] DOI: 10.1080/09639280902719465. (AN: 52038240)

Subjects: **OUTCOME-based education**; CONTINUING education; INTERNATIONAL Federation of Accountants; INSTITUTE of Chartered Accountants of Scotland; ACCOUNTANTS -- Training of; KNOWLEDGE-based theory of the firm; QUESTIONNAIRES

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- 27.

Teachers' individual action theories about competence-based education: the value of the cognitive apprenticeship model.

Academic Journal

By: Seezink, Audrey; Poell, Rob F.; Kirschner, Paul A. Journal of Vocational **Education & Training**. Jun2009, Vol. 61 Issue 2, p203-215. 13p. 3 Charts. Abstract: Dutch prevocational secondary schools are reforming their educational programmes to make them more **competence-based**. This reform has substantial implications for the roles played by teachers. Yet, little empirical research has been conducted on teachers' processes of **competence** development in vocational settings. This study explores teachers' individual action theories regarding the introduction of **competence-based** prevocational secondary **education**. The cognitive apprenticeship model provides a conceptual framework for addressing this issue. The research questions addressed here are: How do teachers value elements of the cognitive apprenticeship model in designing and delivering **competence-based** prevocational secondary **education**?, and, What individual action theories do teachers have regarding **competence-based** prevocational secondary **education**? The study was designed in two phases. In the qualitative phase, interviews and concept map techniques were used, while the quantitative phase employed a questionnaire. Teachers valued elements of the cognitive apprenticeship model differently, and suggested two additional

features: a custom-made educational approach and the professionalisation of teachers. [ABSTRACT FROM AUTHOR] DOI: 10.1080/13636820902904586. (AN: 39768727)

Subjects: VOCATIONAL education; SECONDARY education; EDUCATIONAL programs; TEACHERS -- Social conditions; COGNITIVE apprenticeship; SOCIAL aspects; SOCIAL skills; PROFESSIONALISM; EMPIRICAL research

Cited References: (21) Times Cited in this Database: (3)



- 28.

TRANSFORMATION OF UNIVERSITY: TOWARDS PRAGMATISM AND COMPETENCE BASED EDUCATION. Academic Journal UNIVERSITETŲ KAITA: PRAGMATIZMO IR KOMPETENCIJŲ UGDYMO LINK. By: Bulajeva, Tatjana; Duoblienė, Lilija; Targamadžė, Vilija. Pedagogy Studies / Pedagogika. 2009, Issue 93, p9-16. 8p. 1 Chart. Abstract (English): This paper analyzes the idea of higher education, its transformation into an ICT- influenced, **competence-based** pragmatic university idea. For the analysis of developed **competences** in the contemporary university the groups of Informatics and Mathematics students are chosen. These academic groups are presumably most prepared for the university change and should promote further development and implementation of information technologies. The theoretical analysis of university models, the pragmatic idea of the contemporary higher education are based on the philosophy of postmodernism. The main factors influencing the contemporary higher education as well as the impact on ICT on the universities and the nature of work are also analyzed. The empirical study presents data and finding of the research about the **competences** to be developed in master study programs (physical sciences) and Vilnius University Informatics and Mathematics students opinion on university studies, the developed **competences** and changes in Lithuanian higher education. [ABSTRACT FROM AUTHOR] (AN: 40838729)

Subjects: EDUCATIONAL change; CORE competencies; HIGHER education; VILNIUS (Lithuania); LITHUANIA; PRAGMATISM; INFORMATION & communication technologies



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- 29.

Active interprofessional education in a patient based setting increases perceived collaborative and professional competence. Academic Journal

By: Hallin, Karin; Kiessling, Anna; Waldner, Annika; Henriksson, Peter. Medical Teacher. Feb2009, Vol. 31 Issue 2, p151-157. 7p. 2 Charts, 3 Graphs. Abstract: Background: Interprofessional **competence** can be defined as knowledge and understanding of their own and the other team members' professional roles, comprehension of communication and teamwork and collaboration in taking care of patients. Aim: To evaluate whether students perceived that they had achieved interprofessional **competence** after participating in clinical teamwork **training**. Method: Six hundred and sixteen students from four undergraduate educational programs-medicine, nursing, physiotherapy and occupational therapy-participated in an interprofessional course at a clinical education ward. The students filled out pre and post questionnaires (96% response rate). Results: All student groups increased their perceived interprofessional **competence**. Occupational therapy and medical students had the greatest achievements. All student groups perceived improved knowledge of the other three professions' work (p = 0.000000) and assessed that the course had contributed to the understanding of the importance of communication and teamwork to patient care (**effect** size 1.0; p = 0.00002). The medical students had the greatest gain (p = 0.00093). All student groups perceived that the clarity of their own professional role had increased significantly (p = 0.00003). Occupational therapy students had the greatest gain (p = 0.000014). Conclusions: Active patient based learning by working together in a real ward context seemed to be an **effective** means to increase collaborative and professional **competence**. [ABSTRACT FROM AUTHOR] DOI: 10.1080/01421590802216258. (AN: 37208575)

Subjects: INTERPROFESSIONAL relations; MEDICAL students; EDUCATIONAL programs; OCCUPATIONAL therapy; PATIENTS; TEAMS in the workplace; HEALTH services administration



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- 30.

Outcome-based health education: Possible approaches and models of **competence**. (English). By: Martínez-Clares, Pilar; Martínez-Juárez, Mirian; Muñoz-Cantero, Jesús Miguel. RELIEVE - Revista Electrónica de Investigación y Evaluación Educativa. Dec2008, Vol. 14 Issue 2, Special section p1-23. 23p. 2 Diagrams, 7 Charts. Language: Spanish. Abstract (English): The great changes taking place in society today call into question traditional **training**, which is focused on the transmission of knowledge and **training** skills. Some experts suggest that the introduction of a competency-**based** approach to **training** has presented it with an avenue for modernization and cooperation with the needs of the organizational environment. The approach of **Outcome Based Education** is considered one of the most important changes in health **education** for the twenty-first century. This approach is predominant in higher **education** institutions around the world and is the method recommended by major governing bodies and evaluators of health **education** (or, in a narrower sense, medical **education**). [ABSTRACT FROM AUTHOR] (AN: 36530100)

Subjects: TRAINING; **OUTCOME-based education**; HEALTH **education**; HIGHER **education**; SOCIAL change; KNOWLEDGE transfer (Communication)

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- 31.

[How to Investigate the Goal Orientations of Students in **Competence-Based** Pre-Vocational Secondary Education: Choosing the Right Instrument.](#)

By: Koopman, Maaïke; Teune, Peter; Beijgaard, Douwe. Evaluation & Research in **Education**. 2008, Vol. 21 Issue 4, p318-334. 17p. 9 Charts. Abstract: This study explores the psychometric properties of three instruments: a semistructured interview, a questionnaire and a sorting task. The central question is which instrument is most suitable to investigate the goal orientations of students in **competence-based** pre-vocational secondary **education**. The questionnaire proved most accurate. The interview provided relevant supplementary information on the goals of the students and underlying motives. The sorting task appeared to be less suitable. [ABSTRACT FROM AUTHOR] DOI: 10.1080/09500790802204604. (AN: 44639545)

Subjects: **OUTCOME-based education**; VOCATIONAL **education** -- Research; VOCATIONAL evaluation; TEACHING methods; LEARNING ability; STUDENTS -- Attitudes; ACADEMIC achievement; SECONDARY **education**; **EDUCATION**; NETHERLANDS
[Cited References: \(25\) Times Cited in this Database: \(1\)](#)



- 32.

[Integrating authentic assessment with **competence-based** learning in vocational **education**: the Protocol Portfolio Scoring.](#)

By: Sluijsmans, Dominique M. A.; Straetmans, Gerard J. J. M.; van Merriënboer, Jeroen J. G. Journal of Vocational **Education & Training**. Jun2008, Vol. 60 Issue 2, p159-172. 14p. 1 Diagram, 2 Charts. Abstract: This article describes how **competence-based** learning (CBL) can be organised in vocational **education** by integrating elements from a holistic instructional design model with recent ideas on assessment. A curriculum **based** on this model is pre-eminently suitable for an assessment approach emphasising that proof of **competence** is gathered by having learners perform authentic tasks under changing assessment conditions at regular intervals. The results are stored in a so-called electronic assessment portfolio. The portfolio is constructed according to the Protocol Portfolio Scoring (PPS). The value of PPS for flexible, demand-driven vocational **education** is discussed. [ABSTRACT FROM AUTHOR] DOI: 10.1080/13636820802042438. (AN: 31900065)

Subjects: VOCATIONAL **education**; HOLISTIC **education**; CURRICULA (Courses of study); EVALUATION; PORTFOLIOS in **education**; AUTHENTIC assessment; PERFORMANCE evaluation
[Cited References: \(47\) Times Cited in this Database: \(3\)](#)



- 33.

[AUTONOMY, COMPETENCE, AND SOCIAL RELATEDNESS IN TASK INTEREST WITHIN PROJECT-BASED EDUCATION.](#)

Academic Journal

By: Minnaert, Alexander; Boekaerts, Monique; De Brabander, Cornelis. Psychological Reports. Oct2007, Vol. 101 Issue 2, p574-586. 13p. 1 Diagram, 2 Charts. Abstract: To prepare students for instructive collaboration, it is necessary to have insight into students' psychological needs and interest development. The framework of self-determination theory was used to conduct a field experiment involving 114 students in vocational **education**. These students followed a practical business course which required they work in small learning groups. During the course, students were asked to complete the Quality of Working in Groups Instrument, an online measure of how strong autonomy, **competence**, social relatedness, and task interest are fulfilled. SEM showed that students' psychological needs were jointly and uniquely related to task interest over time. The significance of this online test for the assessment of interest within project-based **education** is discussed. [ABSTRACT FROM AUTHOR] DOI: 10.2466/PRO.101.2574-586. (AN: 27783110)
Subjects: STUDENTS -- Psychology; AUTONOMY (Psychology); JOB performance; PROJECT method in teaching; VOCATIONAL **education**; LEARNING goals; EDUCATIONAL evaluation; SOCIAL skills; QUALITY of work life
[Cited References: \(33\)](#) [Times Cited in this Database: \(3\)](#)



- 34.

[Evaluating assessment quality in competence-based education: A qualitative comparison of two frameworks.](#) Academic Journal

By: Baartman, Liesbeth K.J.; Bastiaens, Theo J.; Kirschner, Paul A.; van der Vleuten, Cees P.M. Educational Research Review. Jul2007, Vol. 2 Issue 2, p114-129. 16p. Abstract: Abstract: Because learning and instruction are increasingly **competence-based**, the call for assessment methods to adequately determine **competence** is growing. Using just one single assessment method is not sufficient to determine **competence** acquisition. This article argues for **Competence** Assessment Programmes (CAPs), consisting of a combination of different assessment methods, including both traditional and new forms of assessment. To develop and evaluate CAPs, criteria to determine their quality are needed. Just as CAPs are combinations of traditional and new forms of assessment, criteria used to evaluate CAP quality should be derived from both psychometrics and edumetrics. A framework of 10 quality criteria for CAPs is presented, which is then compared to Messick's framework of construct validity. Results show that the 10-criterion framework partly overlaps with Messick's, but adds some important new criteria, which get a more prominent place in quality control issues in **competence-based education**. [Copyright & Elsevier] DOI: 10.1016/j.edurev.2007.06.001. (AN: 27629019)
Subjects: PERFORMANCE; QUALITATIVE research; **EDUCATION**; QUALITY standards
[Times Cited in this Database: \(12\)](#)



- 35.

[Commentary on "Community-Based Approaches to Strengthen Cultural Competence in Nursing Education and Practice."](#)

Academic Journal

By: Bailit, Howard. Journal of Transcultural Nursing. Jan2007 Supplement 1, Vol. 18, p64S-65S. 2p. Abstract: The article comments on the paper "Community-Based Approaches to Strengthen Cultural **Competence** in Nursing **Education** and Practice," by Nancy Anderson, Evelyn Calvillo and Marie Fongwa. It provides an overview of the lessons learned in implementing courses and clinical experiences aimed at increasing cultural competency of dental students and residents. Moreover, it focuses on issues that need to be addressed in running cultural competency programs. DOI: 10.1177/1043659606296127. (AN: 23683780)
Subjects: NURSING -- Study & teaching; CURRICULA (Courses of study); DENTAL students; OUTCOME-based **education**; CULTURE



- 36.

[Competence-based Assessment in Professional Education Validation.](#)

Academic Journal

By: Thilakarathne, Ruffina; Kvan, Thomas. Quality in Higher **Education**. Nov2006, Vol. 12 Issue 3, p315-327. 13p. 3 Charts. Abstract: This paper investigates the appropriateness of **competence-based** assessment in professional **education** validation, considering architectural **education** in Asia as a case study. **Competence-based** assessment originated in teacher **training** and vocational **training** settings in the USA and the UK. **Competence-based** assessment has been increasingly adopted by many professional **education** validation systems, for example the Commonwealth Association of Architects (CAA), the Royal Institute of British Architects / Architects Registration Boards (RIBA / ARB). Despite its growing application and longstanding continuity in professional **education**, its appropriateness for this purpose has never been investigated. In conclusion, this study finds that the **competence-based** model followed by the CAA validation system has been narrowly defined and it requires modifications when it is adopted for professional **education** validations. **Competence-based** assessment in professional **education** settings should focus on learning and instruction not limited to occupational performance, and development of soft competencies along with performance in hard competencies. Assessment criteria should be **based** on appropriate benchmarking and not on minimum standards as currently practised. [ABSTRACT FROM AUTHOR] DOI: 10.1080/13538320601051093. (AN: 23369109)
Subjects: PERFORMANCE; CERTIFICATION; EVALUATION; **EDUCATION**; ARCHITECTURE -- Study & teaching; UNIVERSITIES & colleges; SCHOOLS; LEARNING; ASIA
Cited References: (37) Times Cited in this Database: (2)



- 37.

Evaluation of the Competence Reform in Norway: Access to Higher Education Based on Non-formal Learning. Periodical By: Opheim, Vibeke; Helland, Håvard. Higher **Education** Management & Policy. 2006, Vol. 18 Issue 2, p1-15. 15p. Abstract: From the start of the 2001-2002 academic year, people who had not completed secondary school were able to enter higher **education based** on documented non-formal learning, realkompetanse. **Based** on interviews with key personnel at selected universities and university colleges, and on quantitative data from the applicant register, this article presents results from an evaluation of this reform in Norwegian higher **education**. The evaluation indicates that the reform, by and large, works according to the lawmakers' intentions in providing a second chance for learners not usually linked with higher **education**. Still, findings suggest considerable variations in how the universities and university colleges have adjusted to the reform. Geographical location and supply of students are factors contributing to the institutions' attitude to the reform. University colleges in rural areas with a low number of applicants, in general, react more positively to the reform and it seems to be easier for applicants to be assessed as qualified for studies, in such institutions. [ABSTRACT FROM AUTHOR] (AN: 23004528)

Subjects: HIGHER **education**; UNIVERSITIES & colleges; STUDENTS; **EDUCATION**; NORWAY

[PDF Full Text](#) (208KB)

- 38.

[De competentiegerichte kwalificatiestructuur in het MBO: gevolgen voor leren en opleiden.](#)

Review

Competence-based qualification structure in vocational **education**: the consequences for **education** and **training**. European Journal of Vocational **Training**. 2006, Vol. 38 Issue 2, p130-130. 1/2p. Abstract: The article reviews the book "De competentiegerichte kwalificatiestructuur in het MBO: gevolgen voor leren en opleiden/Competence-Based Qualification Structure in Vocational **Education**: The Consequences for **Education** and **Training**." (AN: 31733928)

Subjects: BOOKS -- Reviews; VOCATIONAL **education**; NONFICTION; **COMPETENCE-Based** Qualification Structure in Vocational **Education**: The Consequences for **Education** & **Training** (Book); DE competentiegerichte kwalificatiestructuur in het MBO: gevolgen voor leren en opleiden (Book)



- 39.

[Using **outcomes-based** methodology for the **education, training** and assessment of **competence** of healthcare professionals.](#)

Academic Journal

By: Harrison, Rosalind; Mitchell, Lindsay. Medical Teacher. Mar2006, Vol. 28 Issue 2, p165-170. 6p. 3 Diagrams. Abstract: This paper outlines the job **competence**/functional analysis methodology that is used widely within the UK workforce and throughout the world. This **outcomes-based** approach to **competence** focuses on the description of the **outcomes** of work performance and is not concerned with job or professional titles. The four stages of functional analysis are outlined and illustrated with a functional map developed for the ophthalmic sector. The nature, purpose and format of occupational standards are described and illustrated, along with common errors in developing occupational standards. The knowledge and understanding of requirements that are described with the occupational standards can be used for curriculum

development, but the de-linking of standards, learning and assessment means that qualifications can be awarded that are independent of any one learning process, and formal learning programmes are no longer the only access route to the qualification. This approach to **competence** can support meaningful discussions about how work may be shared between healthcare professions without compromising standards. [ABSTRACT FROM AUTHOR] DOI: 10.1080/01421590500271308. (AN: 20858281)

Subjects: LABOR supply; ACADEMIC titles (Higher **education**); HEALTH occupations students; LEARNING; MEDICAL **education**; MEDICAL schools -- Curricula; GREAT Britain; FUNCTIONAL analysis; OPHTHALMOLOGY; MEDICINE

Cited References: (9) Times Cited in this Database: (3)


PDF Full Text (81KB)

• 40.

Approved Social Work Training in Northern Ireland: Using Research to Examine Competence-based Learning and Influence Policy Change. Academic Journal

By: Wilson, George; Hamilton, Bernadette; Britton, Frank; Campbell, Jim; Hughes, Phil; Manktelow, Roger. *Social Work Education*. Oct2005, Vol. 24 Issue 7, p721-736. 16p. 4 Charts. Abstract: This article reports on how research activity helped describe and analyse ASW (Approved Social Worker) learning experience as well as acting as a catalyst for change and development in **policy** and practice in Northern Ireland. The paper contextualizes the study by outlining the legislation, the main features of the ASW role and the approach to ASW **training** in Northern Ireland, and by reviewing the literature on the efficacy and value of **competence-based** learning. While the findings do not provide conclusive evidence that a **competence-based** approach is inherently more **effective** than previous courses, they do indicate that candidates who were trained in this way were moderately more satisfied than those who had participated in non-**competence based** programmes. The research also highlights the importance of the interrelationship between **training**, practice experience and support in developing and sustaining **competence**. The paper concludes with a review of the recommendations arising from the study and an analysis of the developments in **training** and regulations relating to practice experience and re-approval of ASWs since publication of the research. The study is of contemporary interest given the proposed changes to the role of ASWs/Mental Health Officers in the context of the reviews of UK mental health law. [ABSTRACT FROM AUTHOR] DOI: 10.1080/02615470500238637. (AN: 18302926)

Subjects: EXPERIENTIAL learning; ACTIVE learning; **OUTCOME-based education**; SOCIAL workers; SOCIAL work **education**; GREAT Britain; RATING of; MENTAL health

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Table 1: Length of time qualified in years

Length of time qualified in years	Count
0-1 years	10
1-5 years	18
5-10 years	12
10-15 years	10
15-20 years	8
20+ years	7

Table 2: Components of competence in years

Component	0-1 years	1-5 years	5-10 years	10-15 years	15-20 years	20+ years
Professional knowledge	10	18	12	10	8	7
Professional skills	10	18	12	10	8	7
Professional values	10	18	12	10	8	7
Professional attitudes	10	18	12	10	8	7
Professional ethics	10	18	12	10	8	7

Table 3: Components of competence of time qualified

Component	0-1 years	1-5 years	5-10 years	10-15 years	15-20 years	20+ years
Professional knowledge	10	18	12	10	8	7
Professional skills	10	18	12	10	8	7
Professional values	10	18	12	10	8	7
Professional attitudes	10	18	12	10	8	7
Professional ethics	10	18	12	10	8	7

Table 4: Flow chart of training components



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Cited References: (35) Times Cited in this Database: (2)

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• 41.

Web-Based Digital Teaching Portfolios: Fostering Reflection and Technology Competence in Preservice Teacher Education Students.

Academic Journal

By: Milman, Natalie B. *Journal of Technology & Teacher Education*. 2005, Vol. 13 Issue 3, p373-396. 24p. Abstract: This article describes the findings of a qualitative study to examine preservice teacher **education** students' experiences and reasons for creating digital teaching portfolios. Also, it examines the advantages and challenges of creating digital teaching portfolios. Findings indicate that the process of creating digital teaching portfolios was a constructivist one that fostered self-confidence in students' professional and technical skills. Also, students enrolled in the course to enhance their technology skills, for guidance in the process of developing a digital teaching portfolio, and to create a portfolio that would make them more marketable. [ABSTRACT FROM AUTHOR] (AN: 17360299)

Subjects: STUDENT teachers; INTERNET in **education**; COMPUTER assisted instruction; EDUCATIONAL technology; INSTRUCTIONAL systems; STUDENT teaching

Cited References: (47) Times Cited in this Database: (7)



• 42.

Experiences in evaluating **outcomes** in tool-based, **competence building education** in dynamical systems using symbolic computer algebra.

By: Perram, John W.; Andersen, Morten; Ellekilde, Lars-Peter; Hjorth, Poul G. International Journal for Technology in Mathematics **Education**. 2005, Vol. 11 Issue 4, p139-145. 7p. 1 Diagram. Abstract: This paper discusses experience with alternative assessment strategies for an introductory course in dynamical systems, where the use of computer algebra and calculus is fully integrated into the learning process, so that the standard written examination would not be appropriate. Instead, students' **competence** was assessed by grading three large scale projects submitted during the course of the semester, supplemented by an oral examination. The oral required students' to discuss their electronic toolbox of symbolic, numerical and graphical code fragments collected from the electronic textbook and their project reports, and to demonstrate its robustness by trying to solve an unseen problem using it. [ABSTRACT FROM AUTHOR] (AN: 17667545)
Subjects: ALGEBRA; CALCULUS; LEARNING; COMPUTERS; MATHEMATICAL ability; CURRICULA (Courses of study); MATHEMATICS

[PDF Full Text](#) (138KB)

- 43.

Issues in **competence** and pre-service teacher **education**. Part 1. Can **outcomes-based** programmes produce competent teachers?

By: Fraser, W.J.; Killen, R.; Nieman, M.M. South African Journal of Higher **Education**. 2005, Vol. 19 Issue 2, p229-245. 17p. Abstract: The Department of **Education's** Norms and standards for educators (Department of **Education** 2000) require that higher **education** institutions design and implement **outcomes-based** teacher **education** programmes to enable novice teachers to demonstrate their **competence** across a range of teacher roles. In this article the question of whether **outcomes-based** programmes can produce competent teachers is explored. This is done firstly by taking a closer look at **competence** and **competence-based education**, the role of standards and the four types of **competences** as defined in the Norms and standards for educators. Thereafter we discuss **outcome** and **outcome-based education**. The article also points out the necessity of distinguishing between **competences** for beginning and pre-service teachers on the one hand and experienced teachers on the other. [ABSTRACT FROM AUTHOR] (AN: 23820067)
Subjects: **OUTCOME-based education**; TEACHER **education**; EDUCATIONAL programs; HIGHER **education**; UNITED States. Dept. of **Education**

[Times Cited in this Database:](#) (1)



- 44.

Competence-Based Curricula and Assessment: The Case of Teacher Education in Indiana. Academic Journal Assessment Update. Jan/Feb2003, Vol. 15 Issue 1, p6. 3p. Abstract: The article focuses on **education** of beginning teachers at Indianapolis, Indiana-based Indiana State University (ISU). The state of Indiana mandated a **competence-based** system for the preparation and licensure of educators, **effective** July 1, 2002. This requires teacher preparation programs to infuse standards throughout the curriculum and to put in place a coherent, sequential assessment system for individual students that includes performance assessments. Indiana's new system for teacher **education** is standards-driven and performance-based. It is complex, responding to multiple sets of standards. The standards of the Interstate New Teacher Assessment and Support Consortium furnish the basis for all of Indiana's standards. National standards of learned societies and organizations provided direction for the development of state content standards. In addition, the National Council for the Accreditation of Teacher **Education** has a new set of standards that are consistent with Indiana's system. To be recommended for initial teacher licensure, students must meet sets of standards for the developmental level and content area of licensure sought. All sets of standards in the Indiana system are performance-based, meaning that achievement of any particular standard is documented through demonstration of the knowledge, skills, or dispositions, or sets of those, associated with successful performance of the standards. While the Indiana Professional Standards Board (IPSB), the state agency responsible for governing teacher preparation and licensure, specifies that the teacher **education** institution must account for achievement of all the standards for any particular license, the institution decides on the curriculum and assessments by which this will be accomplished. The IPSB requires each college or university that has a teacher **education** program to develop a Unit Assessment System, which documents the curricula and assessments of teacher **education** students. (AN: 10349908)
Subjects: TEACHERS -- **Training** of; CURRICULUM-based assessment; INDIANAPOLIS (Ind.); INDIANA; UNITED States; UNIVERSITY of Indianapolis (Indianapolis, Ind.)

[PDF Full Text](#) (69KB)

- 45.

The failure of **competence-based** management **education** in the public sector.

By: Boyett, Inger; Currie, Graeme. Personnel Review. 2001, Vol. 30 Issue 1/2, p42. 19p. Abstract: This paper presents a case study of a management development programme, which adopts a **competence-based** approach aimed at middle managers in a further **education** college. The programme takes place in a context that promotes the concept of general management. However, the programme, in which the general management approach is embedded, is resisted by the participating middle managers, to the extent that the programme "collapses" half way through and is never revived. As the paper suggests, there may be two reasons for this. First, in considering any potential relationship between public and private sectors, a key question is whether generic transfer of managerial ideas and practices from private to the public sector is appropriate. Second, it may be a question of the way in which the programme was implemented and delivered. [ABSTRACT FROM AUTHOR] (AN: 10957946)

Subjects: UNIVERSITIES & colleges; MIDDLE managers; MANAGEMENT; PRIVATE sector; PUBLIC sector



- 46.

[The rhetoric and reality of professional competence-based vocational education in Scotland.](#) Academic Journal
By: Canning, Roy. Research Papers in **Education**. Mar2000, Vol. 15 Issue 1, p69-93. 25p. 20 Charts. Abstract: This paper reports on an evaluation of **competence-based** vocational **education** practice in Scotland, with particular reference to higher level professional awards. Students (n =236) who registered for level 4 and 5 Scottish Vocational Qualifications (SVQs) returned questionnaires providing data on their experience of the programmes, the criterion-**based** assessment methodology and the quality of learning. It was found that participation in the 'new vocationalism' was highly gender patterned, had little impact on **education** and **training** targets and was skewed in favour of particular awards and occupational groups. The criterion-**based** assessment methodology proved more time-consuming for the students than the staff, with the emphasis on producing paper-**based** portfolios of evidence. A particular concern emerging from the research was the superficial nature of learning taking place on **competence-based** vocational **education** programmes. These findings are discussed in the context of the growth in '**outcome-based**' approaches to **education** adopted by **policy** makers in Scotland. It is argued that the narrow instrumentalist employer-led standards used to underpin **education** practice are ill-suited to developing a highly skilled professional workforce for the next century. [ABSTRACT FROM AUTHOR] DOI: 10.1080/026715200362952. (AN: 3869863)

Subjects: VOCATIONAL education; **OUTCOME-based** education; SCOTLAND

Cited References: (55)



- 47.

[Where's the Competence in Competence-based Education and Training?](#) Academic Journal
By: Lum, Gerard. Journal of Philosophy of **Education**. Nov99, Vol. 33 Issue 3, p403. 16p. Abstract: This paper(n1) notes the apparent in**effectiveness** of the critical response to **competence-based education** and **training** CBET) and suggests that this results from a failure to correctly isolate CBET's unique, identifying features. It is argued that the prevailing tendency to identify CBET with '**competence**' is fundamentally mistaken and that the **competence** approach is more properly characterised in terms of its philosophically naive methodological strategy. It is suggested that this strategy is **based** upon untenable assumptions relating to the semantic status of statements of **outcome** and the epistemological and ontological constructs to which such statements are intended to correspond. [ABSTRACT FROM AUTHOR] (AN: 3253856)

Subjects: PERFORMANCE; EDUCATION; TRAINING

Times Cited in this Database: (4)

[PDF Full Text](#) (149KB)

- 48.

[Self-Perceived Competence of Secondary School Principals to Serve As School Leaders in Collaborative-Based Education Delivery Systems.](#)

Academic Journal

By: Foley, Regina M.; Lewis, Julia A. Remedial & Special **Education**. Jul/Aug99, Vol. 20 Issue 4, p233. 11p. 3 Charts.

Abstract: ABSTRACT [ABSTRACT FROM AUTHOR] (AN: 2202416)

Subjects: HIGH school principals; PERFORMANCE; LEADERSHIP

Times Cited in this Database: (1)

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- 49.

[Relationship between competence-based education and student reflection on practice: a UK case study of initial teacher training.](#) Academic Journal

By: Burchell, Helen; Westmoreland, Susan. International Journal of **Training & Development**. Jun99, Vol. 3 Issue 2, p156-11p. Abstract: The past six years have seen a major change in initial teacher **training** (ITT) in the UK through the introduction of national **competences**, later developed as standards, which govern the arrangements for teaching and assessing on all programmes leading to the award of qualified teacher status. This article takes as its focus the value to be placed on a **competence-based** approach to ITT in the context of a programme which gives emphasis also to reflection on practice. The issues are first explored in a general way, and then examined through a case study of one higher **education** institution ITT programme. [ABSTRACT FROM AUTHOR] (AN: 4519382)

Subjects: TEACHERS -- **Training of**; TEACHING; **OUTCOME-based education**; GREAT Britain

[Times Cited in this Database: \(1\)](#)

[PDF Full Text](#) (123KB)

- 50.

[Contextualising Public Policy in Vocational Education and Training: the origins of competence-based vocational qualifications policy in the UK.](#)

Academic Journal

By: Williams, Steve; Raggatt, Peter. Journal of **Education & Work**. Oct98, Vol. 11 Issue 3, p275-18p. Abstract: Examines the history of **competence-based** vocational qualifications policy in Great Britain. Increase in the prominence of the National/Scottish Vocational Qualifications (N/SVQ); Impact of N/SVQ on vocational **education** and **training**; Approach to fill knowledge gap. (AN: 6535069)

Subjects: JOB qualifications; **EDUCATION**; **OCCUPATIONAL training**; GREAT Britain

[Cited References: \(54\)](#) [Times Cited in this Database: \(3\)](#)



- 51.

[FROM TOUR GUIDE TO TEACHER: DEEPENING CROSS-CULTURAL COMPETENCE THROUGH INTERNATIONAL EXPERIENCE-BASED EDUCATION.](#)

Academic Journal

By: Allen, Douglas; Young, Murray. Journal of Management **Education**. May97, Vol. 21 Issue 2, p168-189. 22p. 5 Charts. Abstract: Research suggests that cross-cultural **competence** can best be developed through face-to-face contact with other cultures. In light of this, many universities seek ways to provide strong, cross-cultural exposure to students. The authors describe an innovative 8-day sojourn to Mexico, in which students and faculty experience cross-cultural immersion through activity-based learning. Design issues and key learnings for educators who seek to develop or enhance cross-cultural management **education** programs are discussed. Feedback from student and faculty participants is included. [ABSTRACT FROM AUTHOR] (AN: 9705201744)

Subjects: CROSS-cultural orientation; **BUSINESS education**; **GLOBAL studies**; **CONCENTRATED study**; **FEEDBACK** (Psychology); **BUSINESS teachers**; **MEXICO**; **TOUR guides** (Persons); **TRAVEL**

[Times Cited in this Database: \(5\)](#)



- 52.

[Professional development and competence-based education.](#)

Academic Journal

By: Hyland, Terry. Educational Studies (03055698). 1993, Vol. 19 Issue 1, p123-6p. Abstract: Criticizes the National Council for Vocational Qualification (NCVQ) model of **competence-based education** (CBE) in Great Britain. Impact of the CBE philosophy on higher **education**; Concerns on the spread of CBE; Basis of NCVQ's approach to **competence**; Appropriateness of the NCVQ model for occupational and professional development. (AN: 9602220264)

Subjects: **OUTCOME-based education**; GREAT Britain; **NATIONAL Council for Vocational Qualifications**



- 53.

[Competence-based teacher education: Approaches and issues.](#)

By: Whitty, Geoff; Willmott, Elizabeth. Cambridge Journal of **Education**. Nov91, Vol. 21 Issue 3, p309. 10p. Abstract: Identifies some of the issues about the use of **competence-based** approach to all teacher **education** courses. How teacher educators reject the idea of **competence-based** teacher **education**; Two major approaches to the definition of a **competence** that can be discerned; Attraction of **competence-base** approaches; Use of competencies in course design; More information. (AN: 9707160444)

Subjects: **OUTCOME-based education**

Times Cited in this Database: (5)

[HTML Full Text](#)

- 54.

[Competence-based Education and Distance Learning: a tandem for professional continuing education?](#)

By: Dunn, W. R.; Hamilton, D. D. Studies in Higher **Education**. Oct1985, Vol. 10 Issue 3, p277-287. 11p. Abstract: **Competence-based education** is seen as a valid methodology for determining the contents of a continuing **education** programme for any profession. At present there seem to be five main ways of so deciding the priorities in professional continuing **education**-the subject-centred approach, task analysis, the Delphi technique, the critical incident survey, and the behavioural event interview. These five are all discussed and critically examined, the arguments for and against each methodology being considered. This discussion draws on our practical experience in implementing these techniques in **competence-based** studies which we have undertaken in certain branches of medicine and in pharmacy. However, having determined the competencies needed by the profession, one is still left with the problem of how a continuing **education** programme **based** on these competencies can be organised and conducted. It's quite clear from the attendance figures at medical and pharmaceutical meetings that the present continuing **education** provision is attracting a very low percentage and the comments of those who do attend are often critical Our evidence indicates that one way ahead for all the professions is to make greater use of distance learning facilities, particularly those adopting an initial problem-solving approach. But much of the distance learning material available at present in the professions fails to acknowledge this and is little more than re-typed lecture notes or re-written text books. In other words, it is frequently dull Distance learning, if it is to work in the context of professional continuing **education**, must meet the criteria which have proved successful with the medical and pharmaceutical professions. It must be convenient for professionals to use in terms of time and place; it must be relevant and should be oriented in terms of problems that professionals encounter, perhaps not often, but at least once every two years; it must be flexible enough to allow some adaptation to individual needs and interests; it should include an element of self-assessment which allows the individual to recognise what he doesn't know but needs to know and immediately points him in the direction of where that need can be met; it must not concentrate on mastery learning (the topics and skills which have to be mastered) at the expense of the areas of speculation, the so-called "grey areas" of practice which call for professional value judgements and decision-making skills; and it must be systematic in its coverage for today's provision is haphazard and opportunistic. it is against these criteria and this checklist that the distance learning provision in any profession should be measured. [ABSTRACT FROM AUTHOR] (AN: 19700359)

Subjects: **EDUCATION**; **CONTINUING education**; **DISTANCE education**; **PROFESSIONAL education**; **DELPHI method**; **PROBLEM solving**; **HIGHER education**; **MEDICINE**; **PHARMACY**



- 55.

[On Competence: A Critical Analysis of Competence-Based Reforms in Higher Education.](#)

By: Gibbons, Robert. Journal of Higher **Education**. Nov/Dec1980, Vol. 51 Issue 6, p695-697. 3p. Abstract: The article reviews the book "On **Competence: A Critical Analysis of Competence-Based Reforms in Higher Education**," by Gerald Grant. (AN: 21452490)

Subjects: **BOOKS -- Reviews**; **HIGHER education**; **NONFICTION**; **ON Competence: A Critical Analysis of Competence-Based Reforms in Higher Education (Book)**; **GRANT, Gerald**



- 56.

[On Competence: A Critical Analysis of Competence-based Reforms in Higher Education.](#)

By: Gordon, Sheila C. American Journal of **Education**. Feb1980, Vol. 88 Issue 2, p245-250. 6p. Abstract: The article reviews the book "On **Competence**: A Critical Analysis of **Competence-Based** Reforms in Higher **Education**," by Gerald Grant, Peter Elbow, Thomas Ewens, Zelda Gamson, Wendy Kohli, William Neumann, Virginia Olesen, and David Riesman. (AN: 19646757)

Subjects: BOOKS -- Reviews; HIGHER **education**; NONFICTION; ON **Competence**: A Critical Analysis of **Competence-Based** Reforms in Higher **Education** (Book); GRANT, Gerald; GAMSON, Zelda; OLESEN, Virginia; RIESMAN, David, 1909-2002; ELBOW, Peter; NEUMANN, William; KOHLI, Wendy; EWENS, Thomas



B. Educational effectiveness **TITLE** and competence based education **TEXT**

Results 2011-2015

- 1.

[Effects of a Live Educational Music Therapy Intervention on Acute Psychiatric Inpatients' Perceived Social Support and Trust in the Therapist: A Four-Group Randomized Effectiveness Study.](#)

Academic Journal

By: Silverman, Michael J. Journal of Music Therapy. Fall2014, Vol. 51 Issue 3, p228-249. 22p. 1 Diagram, 4 Charts. Abstract: Background: Social support is associated with enhanced illness management and recovery in persons with mental illness, making it an important topic addressed through acute inpatient psychoeducational programs. In addition, trust in the therapist may mediate clinical **outcomes** in this patient population. To date, few studies have examined the **effect** of music-based psychoeducational programs on these variables. Purpose: The purpose of this study was to isolate and examine the component parts of a live **educational** music therapy intervention, and its **effect** on acute psychiatric inpatients' perceived social support from significant others, family, and friends and trust in the therapist. This study also explored whether trust in therapist varied across conditions, but did not examine it as a mediator for social support. Method: Participants (N = 96) were cluster-randomized in a single-session posttest-only design to one of four conditions: live **educational** music therapy, recorded **educational** music therapy, **education** without music, or recreational music therapy without **education**. Conditions were designed to isolate the following intervention components: live vs. recorded music, **educational** vs. noneducational content, and music vs. nonmusic modality. Dependent measures were assessed post intervention via established self-report instruments evaluating perceived social support and trust in the therapist. Results: There were no significant between-group differences for social support or trust in therapist total scores. However, subscale score analyses revealed two significant between-group differences: (a) participants in the Live **Educational** Music Therapy condition reported significantly higher perceived therapist **competence** compared with the Recorded **Educational** Music Therapy condition; (b) participants in the Live **Educational** Music Therapy condition reported significantly higher perceived support from friends compared with the Recreational Music Therapy condition. Conclusions: Live **educational** music therapy may be a way to heighten psychiatric inpatients' perceived social support concerning friends and perceptions of the therapist's **competence**. The current results demonstrated differences between live and recorded music therapy in psychiatric music therapy and provide empirical support for competent musicianship. Implications for clinical practice, limitations, and suggestions for future research are included. [ABSTRACT FROM PUBLISHER] DOI: 10.1093/jmt/thu011. (AN: 98912144)

Subjects: MUSIC therapy; RESEARCH; SOCIAL support; MENTALLY ill -- Social conditions; MENTALLY ill -- Attitudes; PSYCHOTHERAPY patients -- Services for; MENTALLY ill -- Care; TRUST

[Cited References: \(50\)](#)



- 2.

[Using the Dynamic Model of Educational Effectiveness to Identify Stages of Effective Teaching: An Introduction to the Special Issue.](#)

Academic Journal

By: Creemers, Bert P. M.; Kyriakides, Leonidas. Journal of Classroom Interaction. 2013, Vol. 48 Issue 2, p4-10. 7p. Abstract: This paper is concerned with the teacher factors of the dynamic model of **educational effectiveness**, which give emphasis to teacher behavior in the classroom and focus on generic teaching skills. Teacher factors associated with both the direct and active teaching approach (e.g., structuring, questioning, application) and the constructivist approach (e.g., orientation, modeling-scaffolding) are included in the model. The paper also refers to the five dimensions that are used to measure the functioning of these factors: frequency, focus, stage, quality, and differentiation. It is also claimed that teaching skills included in the dynamic model can help us define stages of **effective** teaching. Results of studies searching for stages of **effective** teaching are presented in this special issue. Finally, implications for research on improving **effective** teaching and promoting student learning **outcomes** are drawn. [ABSTRACT FROM AUTHOR] (AN: 97081559)

Subjects: TEACHER **effectiveness**; **EFFECTIVE** teaching; TEACHERS -- Attitudes; DIRECT instruction; TEACHING -- Methodology

[Cited References: \(22\)](#)

[PDF Full Text](#) (363KB)

- 3.

[Dental Student Perceptions of Case-Based Educational Effectiveness.](#)

Academic Journal

By: McKenzie, Carly T. Journal of Dental **Education**. Jun2013, Vol. 77 Issue 6, p688-694. 7p. Abstract: This study investigated the **effects** of a case-based **education** course on second-year dental students. It explored what impact the

small-group environment had on the participants professionally, communicatively, and personally and also analyzed their performance evaluations of the facilitators. The study employed a pretest-posttest survey design. Students' professional development consistently showed a positive significant change as a result of the course, especially regarding perceived skills. The course was found to have impacted the students' confidence in their own team contribution, and their ability to discuss and present treatment plans also significantly increased. This study did not find evidence of influence on the students' personal benefit. The students reported perceiving that the facilitators' abilities were stronger at the beginning of the course, but then the ratings decreased over time. Overall, the case-based education course was found to have positively affected students' knowledge and skills acquisition as well as their communication skills. [ABSTRACT FROM AUTHOR] (AN: 88167662)

Subjects: DENTAL students; PERCEPTION; COURSE content (Education); PROFESSIONAL education; COMMUNICATIVE competence; SELF-confidence

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Educational effectiveness of an intervention programme for social-emotional learning.

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By: Sheard, Mary K; Ross, Steven; Cheung, Alan. International Journal of Multiple Research Approaches. Dec2012, Vol. 6 Issue 3, p264-284. 21p. Abstract: The article presents a critical reflection of the use of mixed and blended methods in the first 2 years of a 3-year longitudinal randomised evaluation of PATHS (NI), a social and emotional intervention programme introduced in schools in a region of Northern Ireland (NI) traditionally characterised by religious and cultural diversity. As described by Durlak and Weissburg (2010), social-emotional learning (SEL) is the process through which children and adolescents acquire the attitudes and skills to: (a) recognise and manage emotions, (b) set and achieve positive goals, (c) demonstrate care and concern for others, (d) establish and maintain positive relationships, (e) make responsible decisions, and (f) handle interpersonal relationships effectively. Implementation of the PATHS (NI) programme began in six schools for children aged 4-11 in September 2008 as a pilot phase of the programme's development. The article reports how the analyses of data obtained from mixed and blended methods produced complementary and contrasting results, and how this tension produced meaningful evaluation findings. Conclusions are drawn about the evaluation process and the contribution made by interviews with key stakeholders, teacher ratings of pupil behaviour, and lesson observations to our understanding of the educational effectiveness of a relatively newly-developed social and emotional intervention programme. [ABSTRACT FROM AUTHOR] DOI: 10.5172/mra.2012.6.3.264. (AN: 91277397)

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EDUCATIONAL RESEARCH: PURPOSE, QUALITY AND EFFECTIVENESS.

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By: DU, NGUYEN NGOC. Annual Review of Education, Communication & Language Sciences. Oct2012, Vol. 9, p1-20. 20p. Abstract: This study was conducted with the view to answering three fundamental questions, relating to the purpose, quality, and effectiveness of educational research. In order to address these topics of enquiry, a significant number of academic studies have been critically reviewed. The research findings indicated that educational research intends to serve two major purposes: generation of new intellectual knowledge and provision of practical guidelines for teaching and learning processes. Aside from meeting the criteria of social studies, a high quality piece of educational research must pay serious attention to ethical issues; employ different strategies and techniques to enhance reliability and validity of research findings; and be accessible to its intended user group(s). Research that "works" should indicate that it substantially meets the requirements of a good study, while generating either short-term or long-term benefits. Through discussion, implications and recommendations for researchers and policy-makers are provided. [ABSTRACT FROM AUTHOR] (AN: 88924967)

Subjects: LEARNING; EDUCATION -- Research; GOVERNMENT policy; SOCIAL sciences -- Study & teaching; THEORY of knowledge; TEACHING methods

Cited References: (66)

PDF Full Text (432KB)

- 6.

Academic Journal

By: Harding, Heather R.; Harrison-Jones, Lois; Rebach, Howard M. Journal of Negro **Education**. Winter2012, Vol. 81 Issue 1, p52-66. 15p. Abstract: The authors of the No Child Left Behind Act of 2001 anticipated that a majority of school districts or schools would not be able to attain state and national achievement standards without assistance. Consequently, the Act created a major tenet known as Supplemental **Educational** Services (SES) programs to improve the learning **outcomes** of students placed 'at- risk' and to hold public schools accountable for increasing the proficiency levels of students in reading and mathematics. This study examined whether provision of supplemental **educational** services significantly improved academic achievement of students in Baltimore City Public Schools after they received supplemental services. A quasi-experimental research design was utilized in this study to compare SES participants and non-participants. [ABSTRACT FROM AUTHOR] (AN: 75324759)

Subjects: AT-risk students; PUBLIC schools; **EDUCATIONAL** tests & measurements; MINORITY students; MARYLAND; UNITED States; UNITED States. No Child Left Behind Act of 2001; BALTIMORE City Public Schools

[PDF Full Text](#) (1.1MB)

- 7.

Is the glass half-full or half-empty? Perceptions of recently-qualified **educational** psychologists on the **effectiveness** and impact of their Master's level research.

Academic Journal

By: Landor, Miriam. **Educational** Psychology in Practice. Mar2011, Vol. 27 Issue 1, p83-95. 13p. 2 Charts. Abstract: This paper reports the results of a small-scale study of the perceptions of recently-qualified **educational** psychologists (EPs) in Scotland about the **effectiveness** of their Master's level research and its impact on their own practice, on their service and on the wider **educational** psychology community. Thematic analysis of the data was carried out. There was widespread agreement that their dissertation research project had a positive and wide-ranging impact on their own professional development, in terms of their reflective stance, theoretical knowledge and understanding, practical skills and expertise which they could use for training others, and lastly, career enhancement. There were mixed perceptions, however, of the impact their research had on their service or on the wider profession. Proposals for improvement were made in order to build capacity for research and evaluation in psychological services, in the light of increasing interest in professional accountability and evidence **based** practice (EBP). [ABSTRACT FROM AUTHOR] DOI: 10.1080/02667363.2011.549356. (AN: 59530095)

Subjects: **EDUCATIONAL** psychologists; CAREER development; PROFESSIONAL **education**; **EDUCATIONAL** psychology; SCOTLAND

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1. Research skills and practice
2. Self-reflection
3. What can be put into practice in the workplace and how passed through it
4. What can be put into practice in the workplace and how passed through it

1. 11 out of 18 participants (61%) report that their research influenced their practice
2. 4 out of 18 participants (22%) report an impact on their service from their research project
3. 4 out of 18 participants (22%) report an impact on the wider EP community from their research project

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[Cited References:](#) (26)

[PDF Full Text](#) (68KB)

- 8.

Using Invitational Theory to Understand the **Effectiveness** of Artistic Pedagogical Technologies in Creating an Invitational Classroom in the Online **Educational** Milieu.

Conference

By: Perry, Beth; Edwards, Margaret; Menzies, Cynthia; Janzen, Katherine. Proceedings of the International Conference on e-Learning. 2011, p284-292. 9p. 1 Color Photograph, 2 Diagrams. Abstract: This paper explores how innovative teaching strategies, called artistic pedagogical technologies (APTs) (Perry & Edwards 2010) influence online post-secondary classrooms. APTs are art-**based** teaching strategies. APTs called photovoice, parallel poetry, and conceptual quilting are described. A research study of the **effect** of these APTs on the online class milieu, from the perspective of graduate students from a Canadian online university, is discussed. A convenience sample of 15 students participated. Data were collected using an online questionnaire adapted from the Classroom Cohesion Scale (CSS) (Rovai 2002) and the Social Presence Scale (SPS) (Richardson & Swan 2003). A sub-set of the sample participated in a telephone focus group. Data analysis included hand-coding of qualitative data from the questionnaire and focus groups, coupled with analysis using NVivo software to determine themes. The themes are; increased quality of interactions, enhanced sense of community, and further application of course content. Findings are discussed using invitational theory, presented using the four essential propositions of trust, respect, optimism, and intentionality (Purkey 1997). Considerations for educators regarding the use of APTs are reviewed. [ABSTRACT FROM AUTHOR] (AN: 62796301)

Subjects: EFFECTIVE teaching; TEACHING methods; POSTSECONDARY education; VIRTUAL classrooms; ONLINE courses; WEB-based instruction; EDUCATIONAL innovations



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Results 1997-2010

- 9.

[School Factors Explaining Achievement on Cognitive and Affective Outcomes: Establishing a Dynamic Model of Educational Effectiveness.](#)

Academic Journal

By: Creemers, Bert; Kyriakides, Leonidas. Scandinavian Journal of Educational Research. Jun2010, Vol. 54 Issue 3, p263-294. 32p. 3 Diagrams, 5 Charts. Abstract: The dynamic model of educational effectiveness defines school level factors associated with student outcomes. Emphasis is given to the two main aspects of efficacy, evaluation, and improvement in schools which affect quality of teaching and learning at both the level of teachers and students: a) teaching and b) school learning environment. Five measurement dimensions are used to define each factor: frequency, stage, focus, quality and differentiation. This paper reports the results of a longitudinal study testing the validity of the dynamic model at the school level. The multidimensional approach to measure the school level factors was supported and most of the factors and their dimensions were found to be associated with student achievement in different learning outcomes. Implications for the development of the dynamic model and for educational practice are drawn. [ABSTRACT FROM AUTHOR] DOI: 10.1080/00313831003764529. (AN: 52444806)

Subjects: EDUCATION -- Evaluation; ACADEMIC achievement; ACADEMIC improvement; SCHOOL environment; TEACHER-student relationships; LONGITUDINAL method; TEACHING; TEACHER effectiveness; STUDY environment

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- 10.

[Towards the development of generic and differentiated models of educational effectiveness: a study on school and teacher effectiveness in physical education.](#)

Academic Journal

By: Kyriakides, Leonidas; Tsangaridou, Niki. British Educational Research Journal. Dec2008, Vol. 34 Issue 6, p807-838. 32p. 1 Diagram, 3 Charts. Abstract: This article presents the results of an evaluation study in Physical Education (PE) in which 23 schools, 49 classes and 1142 year 4 Cypriot students participated. This study attempted to identify the extent to which a theoretical framework of educational effectiveness research based on Creemers' model can be developed. The relationship between generic and differentiated effectiveness was also examined. Most of the variables in Creemers' model showed the expected effects, irrespective of the criterion used to measure effectiveness in PE. The great majority of teachers were found to be equally effective in achieving different aims of PE. There was some variability in the effectiveness status of most teachers who were expected to teach PE in classrooms of different schools. Implications of findings for the development of generic and differentiated models of educational effectiveness are drawn. [ABSTRACT FROM AUTHOR] DOI: 10.1080/01411920802041467. (AN: 35213080)

Subjects: TEACHER effectiveness; RESEARCH; PHYSICAL education; EDUCATION -- Evaluation; EDUCATION -- Aims & objectives; EDUCATION -- Research; PHYSICAL education teachers; EFFECTIVE teaching; EDUCATIONAL evaluation; TEACHER expectations; EDUCATION & state; CYPRUS; CREEMERS, Bert

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Cited References: (52) Times Cited in this Database: (10)
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- 11.

[The Birth to School Study: evidence on the effectiveness of PEEP, an early intervention for children at risk of educational under-achievement.](#)

Academic Journal

By: Evangelou, Maria; Brooks, Greg; Smith, Sally. Oxford Review of **Education**. Nov2007, Vol. 33 Issue 5, p581-609. 29p. 1 Diagram, 8 Charts. Abstract: This article presents the findings of the Birth to School Study (BTSS) a longitudinal evaluation of the Peers Early **Education** Partnership (PEEP); a family-focused intervention aimed at promoting early literacy, numeracy and self-esteem in a community at risk of **educational** underachievement. The main aim of the study was to investigate the **effects** of PEEP on the children and families from the community it served. Embedded within this aim were dual objectives: to determine if the intervention had an **effect** within the community as a whole, and simultaneously to determine whether it had an **effect** on the sub-group of families who participated in the PEEP weekly sessions. **Outcomes** in favour of the intervention were found for parents and for children's progress in language and early literacy skills, both at community and sub-group level. The study is located within a discussion of social exclusion, the potentially mediating influence of **education** and the accessibility of literacy skills to intervention and change. [ABSTRACT FROM AUTHOR] DOI: 10.1080/03054980701476477. (AN: 27009871)

Subjects: **EDUCATION**; COMMUNITIES; PARENT & child; UNDERACHIEVEMENT; LITERACY; LANGUAGE & languages; FAMILIES; SELF-esteem; PEERS

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Cited References: (72) Times Cited in this Database: (3)
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- 12.

[Educational psychology and the effectiveness of inclusive education/mainstreaming.](#)

Academic Journal

By: Lindsay, Geoff. British Journal of **Educational** Psychology. Mar2007, Vol. 77 Issue 1, p1-24. 24p. Abstract: Background. Inclusive **education**/mainstreaming is a key **policy** objective for the **education** of children and young people with special **educational** needs (SEN) and disabilities. Aims. This paper reviews the literature on the **effectiveness** of inclusive **education**/mainstreaming. The focus is on evidence for **effects** in terms of child **outcomes** with examination also of evidence on processes that support **effectiveness**. Samples. The review covers a range of SEN and children from pre-school to the end of compulsory **education**. Method. Following an historical review of evidence on inclusive **education**/mainstreaming, the core of the paper is a detailed examination of all the papers published in eight journals from the field of special **education** published 2001-2005 (N = 1373): Journal of Special **Education**, Exceptional Children, Learning Disabilities Research and Practice, Journal of Learning Disabilities, Remedial and Special **Education**, British Journal of Special **Education**, European Journal of Special Needs **Education**, and the International Journal of Inclusive **Education**. The derived categories were: comparative studies of **outcomes**: other **outcome** studies; non-comparative qualitative studies including non-experimental case studies; teacher practice and development; teacher attitudes; and the use of teaching assistants. Results. Only 14 papers (1.0%) were identified as comparative **outcome** studies of children with some form of SEN. Measures used varied but included social as well as **educational** **outcomes**. Other papers included qualitative studies of inclusive practice, some of which used a non-comparative case study design while others were **based** on respondent's judgements, or explored process factors including teacher attitudes and the use of teaching assistants. Conclusions. Inclusive **education**/mainstreaming has been promoted on two bases: the rights of children to be included in mainstream **education** and the proposition that inclusive **education** is more **effective**. This review focuses on the latter issue. [ABSTRACT FROM AUTHOR] DOI: 10.1348/000709906X156881. (AN: 24519626)

Subjects: PSYCHOLOGY -- Research; CHILDREN with disabilities -- **Education**; CHILDREN'S rights; MAINSTREAMING in special **education**; INCLUSIVE **education**; TEACHERS -- Attitudes; TEACHERS' assistants; PERIODICALS in **education**; **EDUCATIONAL** publishing

Cited References: (111) Times Cited in this Database: (48)

[PDF Full Text](#) (196KB)

- 13.

Professional capacity and organizational change as measures of **educational effectiveness**: assessing the impact of postgraduate **education** in Development **Policy** and Management.

Academic Journal

By: Johnson, Hazel; Thomas, Alan. Compare: A Journal of Comparative **Education**. Sep2004, Vol. 34 Issue 3, p301-314. 14p. Abstract: We tend to measure **educational** performance by students' attainment in coursework or examinations. In the case of professional **education**, the impact of the **educational** programme on the students' own capacities to enhance their work practices, and the wider organizational **effects** of the students' **education** and training, are also key 'products' of the **educational** process. This is particularly important with **education** for Development **Policy** and Management (DPAM), which is directly concerned with capacity-building. This article adopts a work-related approach to **educational effectiveness** and examines four professional programmes in DPAM--three in Southern Africa and one in the UK. Through the analysis of the results of surveys and case studies, the article demonstrates how a positive learning experience is related to the application of learning at work. However the conditions for applying learning also depend strongly on organizational context, as do the wider organizational impacts of learning. The article presents a broad approach to assessing **educational effectiveness** in professional programmes which incorporate these factors. [ABSTRACT FROM AUTHOR] (AN: 14361197)

Subjects: **EDUCATIONAL** planning; STUDENTS; EXAMINATIONS; PROFESSIONAL **education**; **EDUCATIONAL** programs; LEARNING

Cited References: (21)

[PDF Full Text](#) (301KB)

- 14.

The impact of multifaceted **educational** structuring on learning **effectiveness** in a surgical clerkship.

Academic Journal

By: Van Der Hem-Stokroos, H. H.; Daelmans, H. E. M.; Van Der Vleuten, C. P.; Haarman, H. J. Th.; Scherpbier, A. J. J. A. Medical **Education**. Aug2004, Vol. 38 Issue 8, p879-886. 8p. 4 Charts. Abstract: Various measures have been introduced to enhance learning experiences in clerkships, generally with limited success. This study evaluated the impact of a multifaceted approach on the **effectiveness** of learning in a surgical clerkship. In accordance with results obtained in continuing medical **education**, several interventions were introduced simultaneously. We compared students' evaluations of the traditional surgical clerkship with those of the restructured clerkship. Two consecutive cohorts of students were asked to complete a questionnaire about the quality and quantity of their learning experiences. Cohort 1 (n = 28) undertook the traditional clerkship and cohort 2 (n = 72) the restructured clerkship. A Mann-Whitney test was used to compare **outcomes** between the 2 cohorts. There were few statistically significant differences between cohorts 1 and 2. Overall, quality indicators did not differ between the 2 cohorts. A short-term multifaceted intervention led to a slight increase in the performance of clinical skills and a slight decrease in time spent on activities of limited **educational** value. The intervention may have been too brief to produce substantial **effects**. Future interventions should also target teachers, including trainees, in order to assess their opinions and address their **educational** needs. [ABSTRACT FROM AUTHOR] DOI: 10.1111/j.1365-2929.2004.01899.x. (AN: 13879696)

Subjects: **EDUCATIONAL** evaluation; MEDICINE -- Study & teaching; CLINICAL clerkship; LEARNING; STUDENTS -- Rating of; MEDICAL **education**

Times Cited in this Database: (4)

[PDF Full Text](#) (99KB)

- 15.

School **Effectiveness** Research and **Educational Policy**.

Academic Journal

By: Goldstein, Harvey; Woodhouse, Geoffrey. Oxford Review of **Education**. Sep2000, Vol. 26 Issue 3/4, p353-363. 11p. Abstract: This paper discusses a series of recent critiques of school **effectiveness** (SE) research from within the academic community and the responses to them by SE researchers. It uses these as a basis to explore the nature of current SE research and its relationship with government **Policy**. It is argued that much SE research has been too closely concerned with specific government **Policies** as well as having weak theoretical and empirical support. The general response of the SE community to these criticisms is judged to be inadequate and recommendations for future directions are made. [ABSTRACT FROM AUTHOR] DOI: 10.1080/3054980020001873. (AN: 3893559)

Subjects: SCHOOLS -- Evaluation; TEACHERS; GREAT Britain

Cited References: (29) Times Cited in this Database: (19)

[HTML Full Text](#) [PDF Full Text](#) (139KB)

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- 16.

[A Cost-Effectiveness Model for the Assessment of Educational Productivity.](#)

Academic Journal

By: Catterall, James S. New Directions for Higher Education. Fall98, Issue 103, p61. 24p. Abstract: Describes the techniques used to assess productivity in colleges and universities. Issues surrounding productivity in higher education; Definitions of cost analysis; Techniques of cost-benefit and cost-effectiveness analysis; Educational productivity initiative at Worcester Polytechnic in Worcester, Massachusetts. (AN: 9478113)

Subjects: EDUCATIONAL productivity; HIGHER education

[PDF Full Text](#) (186KB)

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- 17.

[Educational foundations for environmental effectiveness.](#)

Academic Journal

By: Elms, David. European Journal of Engineering Education. Jun97, Vol. 22 Issue 2, p183. 9p. Abstract: Discusses the education of environmentally effective engineers. Findings during the workshop of Association for Engineering Education for Southeast Asia and the Pacific (AEESEAP) on August 1994; Three steps or phrases conducted during the workshop; Effective engineer study. (AN: 9709120548)

Subjects: ENGINEERING -- Study & teaching

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C. Educational effectiveness TITLE and competence based training TEXT Results 2011-2015

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- 5.

[Is the glass half-full or half-empty? Perceptions of recently-qualified educational psychologists on the effectiveness and impact of their Master's level research.](#)

By: Landor, Miriam. **Educational Psychology in Practice**. Mar2011, Vol. 27 Issue 1, p83-95. 13p. 2 Charts. Abstract: This paper reports the results of a small-scale study of the perceptions of recently-qualified **educational** psychologists (EPs) in Scotland about the **effectiveness** of their Master's level research and its impact on their own practice, on their service and on the wider **educational** psychology community. Thematic analysis of the data was carried out. There was widespread agreement that their dissertation research project had a positive and wide-ranging impact on their own professional development, in terms of their reflective stance, theoretical knowledge and understanding, practical skills and expertise which they could use for **training** others, and lastly, career enhancement. There were mixed perceptions, however, of the impact their research had on their service or on the wider profession. Proposals for improvement were made in order to build capacity for research and evaluation in psychological services, in the light of increasing interest in professional accountability and evidence **based** practice (EBP). [ABSTRACT FROM AUTHOR] DOI: 10.1080/02667363.2011.549356. (AN: 59530095)

Subjects: **EDUCATIONAL** psychologists; CAREER development; PROFESSIONAL education; **EDUCATIONAL** psychology; SCOTLAND

Table 1: Service perception recently qualified EPs	Table 2: Summary of results
<p>Number of EPs (11) (Total = 12) (Academic group)</p> <p>1. Dissertations were positive</p> <p>2. EPs were happy</p> <p>3. When can they use research results of the experience you have gained from research?</p> <p>4. What are the key areas of research that you have gained through research in your professional field?</p>	<p>Summary of EP results</p> <ul style="list-style-type: none"> • 11 out of 11 participants (100%) report that their research collected their practice • 10 out of 11 participants (91%) report an impact on their service from their research project • 10 out of 11 participants (91%) report an impact on the wider EP community from their research project

[Cited References: \(26\)](#)
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- 6.

[Using Invitational Theory to Understand the **Effectiveness** of Artistic Pedagogical Technologies in Creating an Invitational Classroom in the Online **Educational** Milieu.](#)

Conference

By: Perry, Beth; Edwards, Margaret; Menzies, Cynthia; Janzen, Katherine. Proceedings of the International Conference on e-Learning. 2011, p284-292. 9p. 1 Color Photograph, 2 Diagrams. Abstract: This paper explores how innovative teaching strategies, called artistic pedagogical technologies (APTs) (Perry & Edwards 2010) influence online post-secondary classrooms. APTs are art-**based** teaching strategies. APTs called photovoice, parallel poetry, and conceptual quilting are described. A research study of the **effect** of these APTs on the online class milieu, from the perspective of graduate students from a Canadian online university, is discussed. A convenience sample of 15 students participated. Data were collected using an online questionnaire adapted from the Classroom Cohesion Scale (CSS) (Rovai 2002) and the Social Presence Scale (SPS) (Richardson & Swan 2003). A sub-set of the sample participated in a telephone focus group. Data analysis included hand-coding of qualitative data from the questionnaire and focus groups, coupled with analysis using NVivo software to determine themes. The themes are; increased quality of interactions, enhanced sense of community, and further application of course content. Findings are discussed using invitational theory, presented using the four essential propositions of trust, respect, optimism, and intentionality (Purkey 1997). Considerations for educators regarding the use of APTs are reviewed. [ABSTRACT FROM AUTHOR] (AN: 62796301)

Subjects: **EFFECTIVE** teaching; TEACHING methods; POSTSECONDARY education; VIRTUAL classrooms; ONLINE courses; WEB-**based** instruction; **EDUCATIONAL** innovations



[PDF Full Text \(1.3MB\)](#)


Results 1997-2010

- 7.

[Towards the development of generic and differentiated models of **educational effectiveness**: a study on school and teacher **effectiveness** in physical education.](#)

By: Kyriakides, Leonidas; Tsangaridou, Niki. British Educational Research Journal. Dec2008, Vol. 34 Issue 6, p807-838. 32p. 1 Diagram, 3 Charts. Abstract: This article presents the results of an evaluation study in Physical Education (PE) in which 23 schools, 49 classes and 1142 year 4 Cypriot students participated. This study attempted to identify the extent to which a theoretical framework of educational effectiveness research based on Creemers' model can be developed. The relationship between generic and differentiated effectiveness was also examined. Most of the variables in Creemers' model showed the expected effects, irrespective of the criterion used to measure effectiveness in PE. The great majority of teachers were found to be equally effective in achieving different aims of PE. There was some variability in the effectiveness status of most teachers who were expected to teach PE in classrooms of different schools. Implications of findings for the development of generic and differentiated models of educational effectiveness are drawn. [ABSTRACT FROM AUTHOR] DOI: 10.1080/01411920802041467. (AN: 35213080)

Subjects: TEACHER effectiveness; RESEARCH; PHYSICAL education; EDUCATION -- Evaluation; EDUCATION -- Aims & objectives; EDUCATION -- Research; PHYSICAL education teachers; EFFECTIVE teaching; EDUCATIONAL evaluation; TEACHER expectations; EDUCATION & state; CYPRUS; CREEMERS, Bert

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• 8.

[The Birth to School Study: evidence on the effectiveness of PEEP, an early intervention for children at risk of educational under-achievement.](#)

Academic Journal

By: Evangelou, Maria; Brooks, Greg; Smith, Sally. Oxford Review of Education. Nov2007, Vol. 33 Issue 5, p581-609. 29p. 1 Diagram, 8 Charts. Abstract: This article presents the findings of the Birth to School Study (BTSS) a longitudinal evaluation of the Peers Early Education Partnership (PEEP); a family-focused intervention aimed at promoting early literacy, numeracy and self-esteem in a community at risk of educational underachievement. The main aim of the study was to investigate the effects of PEEP on the children and families from the community it served. Embedded within this aim were dual objectives: to determine if the intervention had an effect within the community as a whole, and simultaneously to determine whether it had an effect on the sub-group of families who participated in the PEEP weekly sessions. Outcomes in favour of the intervention were found for parents and for children's progress in language and early literacy skills, both at community and sub-group level. The study is located within a discussion of social exclusion, the potentially mediating influence of education and the accessibility of literacy skills to intervention and change. [ABSTRACT FROM AUTHOR] DOI: 10.1080/03054980701476477. (AN: 27009871)

Subjects: EDUCATION; COMMUNITIES; PARENT & child; UNDERACHIEVEMENT; LITERACY; LANGUAGE & languages; FAMILIES; SELF-esteem; PEERS

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• 9.

[Educational psychology and the effectiveness of inclusive education/mainstreaming.](#)

Academic Journal

By: Lindsay, Geoff. British Journal of Educational Psychology. Mar2007, Vol. 77 Issue 1, p1-24. 24p. Abstract: Background. Inclusive education/mainstreaming is a key policy objective for the education of children and young people with special educational needs (SEN) and disabilities. Aims. This paper reviews the literature on the effectiveness of inclusive education/mainstreaming. The focus is on evidence for effects in terms of child outcomes with examination also of evidence on processes that support effectiveness. Samples. The review covers a range of SEN and children from pre-school to the end of compulsory education. Method. Following an historical review of evidence on inclusive

education/mainstreaming, the core of the paper is a detailed examination of all the papers published in eight journals from the field of special education published 2001-2005 (N = 1373): Journal of Special Education, Exceptional Children, Learning Disabilities Research and Practice, Journal of Learning Disabilities, Remedial and Special Education, British Journal of Special Education, European Journal of Special Needs Education, and the International Journal of Inclusive Education. The derived categories were: comparative studies of **outcomes**; other **outcome** studies; non-comparative qualitative studies including non-experimental case studies; teacher practice and development; teacher attitudes; and the use of teaching assistants. Results. Only 14 papers (1.0%) were identified as comparative **outcome** studies of children with some form of SEN. Measures used varied but included social as well as **educational outcome**. Other papers included qualitative studies of inclusive practice, some of which used a non-comparative case study design while others were **based** on respondent's judgements, or explored process factors including teacher attitudes and the use of teaching assistants. Conclusions. Inclusive education/mainstreaming has been promoted on two bases: the rights of children to be included in mainstream education and the proposition that inclusive education is more **effective**. This review focuses on the latter issue. [ABSTRACT FROM AUTHOR] DOI: 10.1348/000709906X156881. (AN: 24519626)

Subjects: PSYCHOLOGY -- Research; CHILDREN with disabilities -- Education; CHILDREN'S rights; MAINSTREAMING in special education; INCLUSIVE education; TEACHERS -- Attitudes; TEACHERS' assistants; PERIODICALS in education; **EDUCATIONAL** publishing

Cited References: (111) **Times Cited in this Database:** (48)

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- 10.

[Professional capacity and organizational change as measures of **educational effectiveness**: assessing the impact of postgraduate education in Development Policy and Management.](#)

Academic Journal

By: Johnson, Hazel; Thomas, Alan. Compare: A Journal of Comparative Education. Sep2004, Vol. 34 Issue 3, p301-314. 14p. Abstract: We tend to measure **educational** performance by students' attainment in coursework or examinations. In the case of professional education, the impact of the **educational** programme on the students' own capacities to enhance their work practices, and the wider organizational **effects** of the students' education and **training**, are also key 'products' of the **educational** process. This is particularly important with education for Development Policy and Management (DPAM), which is directly concerned with capacity-building. This article adopts a work-related approach to **educational effectiveness** and examines four professional programmes in DPAM--three in Southern Africa and one in the UK. Through the analysis of the results of surveys and case studies, the article demonstrates how a positive learning experience is related to the application of learning at work. However the conditions for applying learning also depend strongly on organizational context, as do the wider organizational impacts of learning. The article presents a broad approach to assessing **educational effectiveness** in professional programmes which incorporate these factors. [ABSTRACT FROM AUTHOR] (AN: 14361197)

Subjects: **EDUCATIONAL** planning; STUDENTS; EXAMINATIONS; PROFESSIONAL education; **EDUCATIONAL** programs; LEARNING

Cited References: (21)

[PDF Full Text](#) (301KB)

- 11.

[The impact of multifaceted **educational** structuring on learning **effectiveness** in a surgical clerkship.](#)

Academic Journal

By: Van Der Hem-Stokroos, H. H.; Daelmans, H. E. M.; Van Der Vleuten, C. P.; Haarman, H. J. Th.; Scherpbier, A. J. J. A. Medical Education. Aug2004, Vol. 38 Issue 8, p879-886. 8p. 4 Charts. Abstract: Various measures have been introduced to enhance learning experiences in clerkships, generally with limited success. This study evaluated the impact of a multifaceted approach on the **effectiveness** of learning in a surgical clerkship. In accordance with results obtained in continuing medical education, several interventions were introduced simultaneously. We compared students' evaluations of the traditional surgical clerkship with those of the restructured clerkship. Two consecutive cohorts of students were asked to complete a questionnaire about the quality and quantity of their learning experiences. Cohort 1 (n = 28) undertook the traditional clerkship and cohort 2 (n = 72) the restructured clerkship. A Mann-Whitney test was used to compare **outcomes** between the 2 cohorts. There were few statistically significant differences between cohorts 1 and 2. Overall, quality indicators did not differ between the 2 cohorts. A short-term multifaceted intervention led to a slight increase in the performance of clinical skills and a slight decrease in time spent on activities of limited **educational** value. The intervention may have been too brief to produce substantial **effects**. Future interventions should also target teachers, including trainees, in order to assess their opinions and address their **educational** needs. [ABSTRACT FROM AUTHOR] DOI: 10.1111/j.1365-2929.2004.01899.x. (AN: 13879696)

Subjects: **EDUCATIONAL** evaluation; MEDICINE -- Study & teaching; CLINICAL clerkship; LEARNING; STUDENTS -- Rating of; MEDICAL education

Times Cited in this Database: (4)

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- 12.

[A Cost-Effectiveness Model for the Assessment of Educational Productivity.](#)

Academic Journal

By: Catterall, James S. New Directions for Higher Education. Fall98, Issue 103, p61. 24p. Abstract: Describes the techniques used to assess productivity in colleges and universities. Issues surrounding productivity in higher education; Definitions of cost analysis; Techniques of cost-benefit and cost-effectiveness analysis; Educational productivity initiative at Worcester Polytechnic in Worcester, Massachusetts. (AN: 9478113)

Subjects: EDUCATIONAL productivity; HIGHER education

[PDF Full Text](#) (186KB)

- 13.
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[Educational foundations for environmental effectiveness.](#)

Academic Journal

By: Elms, David. European Journal of Engineering Education. Jun97, Vol. 22 Issue 2, p183. 9p. Abstract: Discusses the education of environmentally effective engineers. Findings during the workshop of Association for Engineering Education for Southeast Asia and the Pacific (AEESEAP) on August 1994; Three steps or phrases conducted during the workshop; Effective engineer study. (AN: 9709120548)

Subjects: ENGINEERING -- Study & teaching

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