

Abstracts

A Transcendental Phenomenological Study of Teachers' Self-efficacy Experiences

Mustafa Y. Eryaman, Ömer Koçer, Fatih Kana, Esin Y. Şahin

This phenomenological study explored the nature of the self-efficacy phenomenon as experienced by three teachers of Turkish as a Foreign Language (TFL). A transcendental phenomenological inquiry design was used to explore the meaning ascribed to self-efficacy by teachers. Data were collected through one-on-one interviews. The data were analyzed in accordance with the guidelines of Moustakas' phenomenological approach. Seven main themes emerged from the lived experiences of teachers regarding their perceptions of the self-efficacy. The findings of the study indicated that teacher self-efficacy could also be conceptualized in an alternative framework as a socio-cultural, relational, emotional, social psychological and moral accomplishment.

Keywords

Teacher self-efficacy, Turkish as a foreign language, phenomenological research, lived experiences, post-positivism.

Teachers' Use of Classroom Assessment in Primary School Mathematics Education in the Netherlands

Michiel Veldhuis, Marja van den Heuvel-Panhuizen, Jorine A. Vermeulen, Theo J.H.M. Eggen

This paper reports on a survey of the classroom assessment practices of Dutch primary school teachers in mathematics education. We investigated, using an online questionnaire, how teachers collect information on their students' progress and how teachers' assessment methods, purposes, and beliefs about the usefulness of assessment are related. In total 960 teachers at 557 Dutch primary schools responded to the questionnaire. Observation-based assessment methods of questioning, observing, and correcting written work, were the most frequently – that is weekly – applied methods, whereas instrument-based methods, particularly using textbook tests and student monitoring tests were employed several times a year. Teachers used assessment mainly for formative purposes and they considered the assessment methods they used themselves as most relevant.

Keywords

Classroom assessment, primary school, mathematics education, survey study.

The Invalsi national assessments. What are they for?

Cristiano Corsini, Bruno Losito

The article illustrates and discusses aims, organization and activities of the Italian National Institute for the Evaluation of the Education System (Invalsi). In the first part of the article, the relations between the activities carried out by the Institute and the policies adopted in the field of evaluation at a national level are analyzed. The second part focuses on the national assessments carried out by the institute every year. Particularly, an analysis of the tests used in the assessment of reading comprehension and of the conceptual frameworks that oriented their drafting is developed, focusing mainly on the validity issue. Problems related to content validity were identified, as well as several ambiguities related to the aims of the assessments and the use of their results.

Keywords

Accountability, educational policies, evaluation systems, assessment, validity.