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Title:

An application of generalizability theory to analyzing instructional quality observer ratings for mode effect

Abstract:

In current approaches of educational and psychological research, instructional quality plays the role of a mediator between teacher characteristics and students' learning outcome. Therefore, the assessment of instructional quality has received a lot of attention in recent years. There has been a lot of research on the comparison of different observers' perspectives on instructional quality. However, findings concerning the differences between observation modes are rare (e.g. video vs. in vivo ratings), even though international comparative studies have shown the incommensurability of test scores produced by different modes. In the present study, the aforementioned desideratum was taken into account. Ratings were carried out with an instrument that was developed as part of the study TEDS-Instruct. The observational instrument contains 25 high-inferent items which cover both the three basic dimensions and also subject-specific characteristics of instructional quality. The 15 teachers observed in the present study represent a subset of the sample in TEDS-Instruct of which thirty lessons were observed and video-recorded. Both live and video ratings were conducted by trained observers and a generalizability analysis was carried out. The differences between observation modes are marginal for three out of five quality dimensions, but there are mode effects for cognitive activation and constructive support. Because of the small sample size, the findings should be interpreted with caution, but they suggest that the occurrence of mode effects is related to the analyzed construct and the observational instrument. The results will be discussed in the presentation, alongside with recommendations for practice.