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[Examining the Role of Student Profiles in Perception of Teachers' Learning Support](#)

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Abstract

Increasing heterogeneity among students necessitates adaptive learning support during instruction. Nevertheless, a major challenge for teachers is that students perceive instruction differently, and might therefore capitalize on it differently as well. Initial evidence suggests that such variances in students' perceptions can be explained by students' prerequisites (e.g. pre-knowledge, interest and self-efficacy). Yet, there is little systematic research on differences in students' perceptions of teachers' learning support and how these relate to different configurations of students' prerequisites. This study aims to shed light on this aspect by applying a person-centered approach, and hence contribute to a better understanding of how to adapt learning support according to these differences. Applying latent profile analysis on student data from 642 Swiss 4th grade math students, we identified four student profiles: (1) *high profile* with high math self-efficacy, high interest in math, and high pre-knowledge; (2) *unmotivated profile* with low math self-efficacy and interest in math, but medium pre-knowledge; (3) *interested profile* with high interest in math, medium math self-efficacy, and low pre-knowledge; (4) *low profile* with low levels on all three variables. First results indicate that students in the *low* and *unmotivated* profiles perceive teacher learning support significantly more negative. Summing up, these results indicate a need for identifying such students to find ways of accordingly providing adaptive learning support to them.

Key Words: Learning support, feedback, assessment of learning, student profiles, person-centered approach, latent profile analysis