



UNIVERSITY OF NICOSIA ΠΑΝΕΠΙΣΤΗΜΙΟ ΛΕΥΚΩΣΙΑΣ

University of Nicosia, Cyprus

Course Code EDUC-568	Course Title Models of Educational Effectiveness	ECTS Credits 9
Department Education	Semester Fall or Spring	Prerequisites EDUC 570
Type of Course Elective	Field Evaluation in Education	Language of Instruction Greek
Level of Course 2 nd Cycle	Year of Study 2 nd	Lecturer(s) Staff
Mode of Delivery face-to-face	Work Placement N/A	Co-requisites None

Objectives of the course:

- Examine educational effectiveness models which emanate from psychology (e.g. the Carroll's and Walberg's models).
- Become cognizant with multi-level models of educational effectiveness (e.g. Sheerens, Creemers).
- Plan an effectiveness study in a specific domain/innovation/aspect of school practice.

Learning outcomes:

- Explain the concept of evaluation and its contribution as a feedback mechanism and as a means for improvement. The realization of this objective relates to:
 - the approaches applied when evaluating school systems, school organizations and functions of education,
 - the criteria of evaluation, data collection and analysis, and
 - the models of evaluation
- Outline the outcomes of international studies on educational effectiveness.
- Describe the research findings on the effective school, effective teaching and effective teacher and relate those findings to the cypriot reality.
- Outline the usefulness of various models of educational effectiveness for the cypriot educational system.
- Develop a proposal for the study of a specific domain/innovation/aspect of school practice.

Course content:

1. The concept of effectiveness: criteria, data collection, research outcomes on various educational systems (USA, Canada, Europe, Australia). Future perspectives.
2. Approaches to the study of effectiveness: basic and value-added evaluation, multi-levels.
3. Research on the effective school effective teaching/effective teacher: approaches, research findings, methodological concerns. Critical analysis of the methods employed.
4. Models of educational effectiveness: economic models, educational psychology models (Carroll, Walberg). The Creemers and Sheerens models.

5. International studies of educational effectiveness. School improvement: theory and practice.
6. Research on school self-evaluation and effectiveness.
7. Validity and reliability of measurements.

Learning activities and teaching methods:

Lecture, workshops, experiential seminars, individual and group work, individual feedback, case study analysis, student presentations.

Assessment methods:

Formative assessment, feedback, individual research, collaborative work, presentations, discussions.

Required textbooks/reading:

Authors	Title	Publisher	Year	ISBN

Andreson, I.W., Ryan, D.W. & Shapiro, B.J. (1989). *The IEA classroom environment study*. Oxford: Pergamon Press.

Campbell, R.J., Kyriakides, L., Muijs, R.D. & Robinson, W. (2003). *Assessing teacher effectiveness: A differentiated model*. London: Routledge-Falmer.

Creemers, B.P.M. (1994). *The effective classroom*. London: Cassell.

Scheerens, J. & Bosker, R. (1997). *The foundations of educational effectiveness*. Oxford: Pergamon.

Stoll, L. & Fink, D. (1996). *Changing schools*. Milton Keynes: Open University Press.

Teddlie, C. & Reynolds, D. (2000). *The international handbook of school effectiveness research*. London: Falmer Press.

Teddlie, C. & Stringfield, S. (1993). *Schools make a difference: Lessons learned from a 10 year study of school effects*. New York: Teachers College Press.

Townsend, T., Clarke, P. & Ainscow, M. (Eds.) (2000). *Third millenium schools: A world of difference in effectiveness and improvement*. Lisse, Swets and Zeitlinger.

Walberg, H.J. (1986). Syntheses of research on teaching. In M.C. Wittrock (Ed.). *Handbook of research on teaching*, 214-229. New York: Macmillan.

Επιλογή άρθρων από τα περιοδικά

International Journal of Educational Research
School Effectiveness and School Improvement
Journal of Personnel Evaluation in Education