## Studies in Educational Evaluation

CONTENTS Volume 61, 2019

Regular Articles		More knowledge helps implement change: Evaluation of a training program during educational reform	
The content and construct development of the PACT survey Rachelle Miller, Donna Wake, Jeff Whittingham and		Enikö Zala-Mezö, Sabine Raeder and Nina-Cathrin Strauss	105
Jill L. Adelson	1	Developing classroom-based language assessment literacy for in-service EFL teachers: The gaps	
Effects of policy and educational interventions intended to reduce difficulties in literacy skills in grade 1		Chunshou Lan and Shengyu Fan	112
Jean Ecalle, Christophe Gomes, Pauline Auphan, Laurent Cros and Annie Magnan	12	Professional learning and development of two groups of pre-service teachers with different scientific knowledge bases and different teaching training in the course of their	
Primary student teachers' professional identity tensions: The construction and psychometric quality of the professional identity tensions scale		studies Ronit Rozenszajn, Zohar Snapir and Yossy Machluf	123
Fadie Hanna, Ron Oostdam, Sabine E. Severiens and Bonne J.H. Zijlstra	21	Collaboration in teacher design teams: Untangling the relationship between experiences of the collaboration process and perceptions of the redesigned curriculum	
Teacher-directed learning to self-directed learning transition barriers in Pakistan		Herma Jonker, Virginie März and Joke Voogt	138
Musarat Yasmin, Farhat Naseem and Isamar C. Masso	34	Exploring patterns of principal judgments in teacher evaluation related to reported gender and years of	
What matters to teachers if evaluation is meant to help them improve?		experience Stefanie A. Wind, Eli Jones, Christi Bergin and	150
Yan Liu, Jeremy Visone, Maria Boeke Mongillo and Penelope Lisi	41	Kurtis Jensen	150
Standardised module evaluation surveys in UK higher education: Establishing students' perspectives		Assessment mindset: Exploring the relationship between teacher mindset and approaches to classroom assessment	
Christopher Wiley	55	Christopher DeLuca, Andrew Coombs and Danielle LaPointe-McEwan	159
I explain, therefore I learn: Improving students' assessment literacy and deep learning by teaching Mehdi DavariTorshizi and Mostafa Bahraman	66	Students admitted to university based on a cognitive test and MMI are less stressed than students admitted based	
Can learning beyond the classroom impact on social		on GPA Lau Lilleholt, Anders Aaby and Guido Makransky	170
responsibility and academic attainment? An evaluation of the Children's University youth social action programme Nadia Siddiqui, Stephen Gorard and Beng Huat See	74	An experimental test: Using rubrics for reflective writing to develop reflection	470
Planning, execution, and revision in mathematics problem solving: Does the order of the phases matter?		Michelle W.T. Cheng and Cecilia K.Y. Chan  The asymmetric effect of fairness and quality dimensions	176
Trinidad García, Jan Boom, Evelyn H. Kroesbergen, José Carlos Núñez and Celestino Rodríguez	83	on satisfaction and dissatisfaction: An application of the Kano model to the interdisciplinary college program evaluation	
The impact of conflict among political actors on implementing South Korea's new teacher evaluation		Young-Jin Seo and Ki-Hyun Um	183
policy: A case study with implications for education policymaking  Jisung Yoo	94	Using Theory of Change to evaluate socially-situated, inquiry-based academic professional development Cheryl Amundsen and Laura D'Amico	196