

Studies in Educational Evaluation

CONTENTS

Volume 73, 2022

VSI: Simulation-based learning

Collaboration and emotions during simulation-based learning in general management courses
Christian Hühn and Andreas Rausch 101130

Evaluating peer feedback as a reliable and valid complementary aid to teacher feedback in EFL writing classrooms: A feedback giver perspective
Wenyan Wu, Jinyan Huang, Chunwei Han and Jin Zhang 101140

VSI_TIMSS_Non-cog_measures

Instructional engagement and student learning outcomes: Direct and indirect effects based on country-specific contingencies
Evi Konstantinidou and Leonidas Kyriakides 101144

Assessing teachers' collaborative lesson planning practices: Instrument development and validation using the SECI knowledge-creation model
Norman B. Mendoza, Eric C.K. Cheng and Zi Yan 101139

Talking about teachers: Would sampling weight adjustments allow for teacher-centric inferences in future TIMSS assessments?
Martin Hooper, Markus Broer, Lisa M. Yarnell and Juliet Holmes 101148

Insights into beliefs on 11 + testing in Trinidad and Tobago through an interpretation/use argument
Jerome De Lisle 101141

Engagement, achievement, and teacher classroom practices in mathematics: Insights from TIMSS 2011 and PISA 2012
Yuan Zhang, Shannon Russell and Sean Kelly 101146

Monitoring learning-oriented school education: Indicator construction and their application
Mei-Ju Chen, Chao-Yu Guo and Chia Wei Tang 101142

Can students be more engaged and confident? A multiple membership multilevel analysis of science engagement and confidence and their effects on science achievement in East Asia
Xian Wu and Quan Wu 101147

Perceived university support and entrepreneurial intentions: Do different students benefit differently?
Maike Liu, Marjan J. Gorgievski, Jun Qi and Fred Paas 101150

Measurement invariance of non-cognitive measures in TIMSS across countries and across time. An application and comparison of Multigroup Confirmatory Factor Analysis, Bayesian approximate measurement invariance and alignment optimization approach
Sebastian Wurster 101143

Agentic learners and task negotiation: How is task response constructed
Sara Mashayekh 101149

The paradoxical relationship between students' non-cognitive factors and mathematics & science achievement using TIMSS 2015 dataset
Minge Chen and Dirk Hastedt 101145

Unpacking PIAAC's cognitive skills measurements through engagement with Bloom's taxonomy
Ellen Boeren and Tatiana Íñiguez-Berrozpe 101151

Regular Articles

Toward a multidimensional conceptualization of motivation to transfer training: Validation of the transfer motivation questionnaire from a self-determination theory perspective using bifactor-ESEM
Andreas Gegenfurtner and Carla Quesada-Pallarès 101116

The relevance of school self-concept and creativity for CLIL outreach learning
Tamara Roth, Cathérine Conrady and Franz X. Bogner 101153

This journal is indexed/abstracted in: *British Education Index, Contents Pages in Education, Education Abstract, Education Index, Education Research Index, Educational Management Abstracts, Educational Research Abstracts Online, Educational Technology Abstracts, ERIC, Multicultural Education Abstracts, Research into Higher Education Abstracts, Sociology of Education Abstracts, Technical Education & Training Abstracts, Uncover*. Also covered in the abstract and citation database SCOPUS®. Full text available on ScienceDirect®



ISSN 0191-491X
73 (2022)

