



A Message from the Editorial Team

In celebration of RiaN's fifth year of mobilizing research by our Faculty of Education researchers, this issue features a new and refreshing look. We invite you to explore this issue to learn about current research on assessment unfairness, how teachers engage in online learning, COVID-19 disruptions to alternative teaching placements, and education for global competence.

Sincerely, Lindsay Mainhood and Sofia Melendez (RiaN@queensu.ca)

How do students interpret fairness in classroom assessment and its impact on their psychosocial outcomes?

Amir Rasooli, PhD Candidate

Why is this topic important?

- Assessment influences students' learning and psychosocial outcomes. To have beneficial outcomes, students' interpretations of fairness of assessment is critical. Unfair perception of assessment produces acute emotions and beliefs that undermine student learning and well-being.

What did the findings uncover?

- Students' experiences of unfairness are prevalent in schools worldwide. In the 2015 PISA, 20% of 370 000 15-year-old students across 55 countries reported frequent experiences of teacher assessment unfairness.
- Across 50 countries, students' test anxiety, science self-efficacy, experiences being bullied, perceptions of feedback, and teacher support in classroom predicted students' perceptions of unfairness significantly.
- Students with different first language backgrounds perceived more unfairness.

Why does this matter?

- Students' learning and well-being are partly based on their interpretations of assessment. Appreciating student perceptions of fairness can help improve their education.

Rasooli, A. & Mousavi, A. (2021, May). *Student and school-level variables predicting student perception of teacher unfairness: A hierarchical linear modeling approach*. [Conference presentation]. Canadian Society for the Study of Education annual meeting, virtual, Canada.

What are teachers' thought processes and web-based actions during a series of self-directed online learning sessions?

Alexandra Minuk, MEd Candidate

Why is this topic important?

- Online learning opportunities are an increasingly important source of professional development for teachers. While teachers report regularly engaging in online environments, little is known about their thoughts and actions during navigations.

What did the research uncover?

- Through the lens of self-directed learning theory, the findings from this case study reveal that teachers' thought processes can be characterized by the following:
 - self-management (e.g., noticing tools and resources)
 - monitoring learning (e.g., making connections)
 - evaluating (e.g., source credibility)
 - self-efficacy (e.g., enhancing knowledge)
- Notable web-based actions include scrolling, note-taking, video viewing, using interactive features, and opening webpages for background information.

How can teachers apply this conceptual framework in their teaching?

- Understanding the websites and resources that teachers regularly use by tracking web-based behaviours can inform the design of resources and professional learning opportunities available to teachers.

Beach, P., Minuk, A., & Favret, E. Exploring teachers' thought processes and web-based actions during a series of self-directed online learning sessions. (In press). *International Journal of E-Learning & Distance Education*.

How were teacher candidates' self-efficacy and their ability to showcase interest in teaching placements impacted by COVID-19 disruptions?

Kristina Silver & Sunaira Tejpar,
MEd Candidates

Why is this important?

- For teacher candidates who hope to work with at-risk children or youth, alternative placements are an opportunity to practice building relationships with these groups.

What did the findings uncover?

- We looked at how alternative placement disruptions due to COVID-19 impacted the self-efficacy and interest of pre-service teachers in the streams of teaching children-at-risk and youth-at-risk. Even when pre-service teachers co-constructed adapted projects based on their interests to complete their placements, they experienced a drop in their perceived ability to showcase their interests. Additionally, relationships with students and placement personnel emerged as drivers of both interest and self-efficacy.

Why does this matter?

- Amidst new COVID-19-related barriers to education for at-risk populations, this work contributes to understanding how to support the professional development of pre-service teachers passionate about serving these groups.

Silver, K. & Tejpar S. (2021, April). *Challenge without choice: Impact of loss of placements on pre-service teachers working with at-risk youth*. [Conference presentation]. American Education Research Association Annual Meeting, virtual, Canada.

What does the OECD's global competence framework mean for teachers and education?

Michael Holden, PhD Student

Why is this topic important?

- Globalization shapes how we communicate, affects how we think of social change, and has direct implications for economies, environmental sustainability, and degradation.
- The Organization for Economic Co-Operation and Development (OECD) is one of the most influential bodies in conversations of global education and measurement.

What did this research uncover?

- The OECD presents global competence as "a multidimensional lifelong learning goal," rooted in specific knowledge, skills, attitudes, and values that teachers should foster in all students.
- Rather than being nice-to-have, the OECD argues that developing global competence should be "integral to everything that schools do."

Why do these findings matter?

- When we invoke ideas like globalization and global competence, we need a clear understanding of what those terms mean, what arguments we're advancing, and how these skills can help students in meaningful ways.

Holden, M. (2021, March 25). *Assessing global competence: An analysis of the OECD PISA framework and its implications for education*. [Conference presentation]. Rosa Bruno-Jofré Symposium in Education (RBJSE), virtual, Canada.

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