Course Description

MEDD7124 Individual and Home Predictors of Students' Academic Achievement

Course description and objectives

This course examines the research to-date on key student and home influences on academic achievement. The design of the course is premised on the belief that 21st century educators should be conversant with the state-of-the-art scientific knowledge on what really matters in affecting student learning and achievement, and be able to critically evaluate and leverage on the different sources of influences to complement their teaching in the school. The student-level psychological predictors that will be discussed in the course include educational stages, gender, self-concept, and motivation. The home-level predictors to be examined will include socioeconomic status, cultural capital, home environment, and parental involvement.

Course learning outcomes

- 1. Understand that student learning is influenced by both effective school teaching and also a variety of personal characteristics and home influences
- 2. Critically evaluate the evidence base on different ways in which personal characteristics and home factors impact student learning

Course assessment method

- Individual responses to 2 Moodle questions
- Group presentation
- Individual critique of 1 presentation
- Group essay

Course content and topics

- Course introduction
- Predictors of student achievement, educational stages and gender
- Self-concept and motivation
- Socioeconomic status and cultural capital
- Home environment and parental involvement
- Course synthesis (including critique of sample essay)

Required / recommended readings and online materials

Required:

- 1. Hattie, J. (2023). Visible learning: The sequel A synthesis of over 2,100 meta-analyses relating to achievement. Routledge (Chapters 2, 5, and 6)
- 2. Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. London & New York, NY: Routledge. (Chapters 1 to 5)
- 3. Heyneman, S. P. (2005). Student background and student achievement: What is the right question? American Journal of Education, 112, 1-9.
- 4. Kingston, P. W., Hubbard, R., Lapp, B., Schroeder, P., & Wilson, J. (2003). Why education matters. Sociology of Education, 76(1), 53-70.

Recommended:

- 5. Chiu, M. M. (2010). Effects of inequality, family and school on mathematics achievement: Country and student differences. Social Forces, 88(4), 1645-1676.
- Gilleece, L., Cosgrove, J., & Sofroniou, N. (2010). Equity in mathematics and science outcomes: Characteristics associated with high and low achievement on PISA 2006 in Ireland. International Journal of Science and Mathematics Education, 8(3), 475-496.

- Hampden-Thompson, G., & Johnston, J. S. (2006). Variation in the relationship between non-school factors and student achievement on international assessments (NCES 2006-014). Statistics in Brief (April). Institute of Education Sciences, U.S. Department of Education.
- 8. Reay, D. (2004). Education and cultural capital: The implications of changing trends in education policies. Cultural Trends, 13(2), 73-86.

Other additional course information

Nil