

ENTEPE-Conference: Teacher Education in Europe
4.3.2016, Graz

Competence-based Admission to Teacher Education

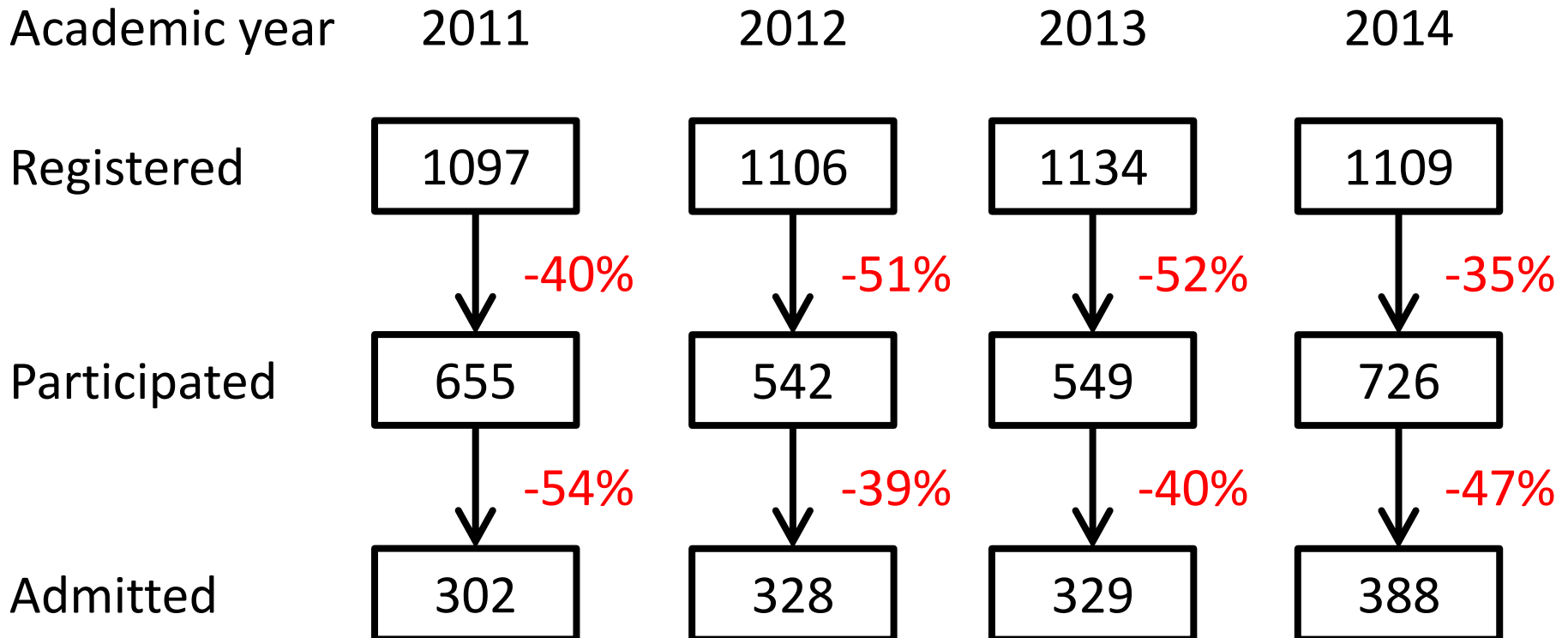
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- Since 2007, college admission is required by law for all University Colleges of Teacher Education (UCTE) in Austria.
 - Universities were not affected by this law.
 - The college admission process may vary from UCTE to UCTE, but general guidelines are defined.
- In 2013, the wording of the related law was adapted. However, college admission was still mandatory for all University Colleges of Teacher Education (UCTE) in Austria.
- Beginning with the academic year 2015/2016, major reforms were instituted for teacher education:
 - Teacher education is now a joint study between universities and University Colleges of Teacher Education.
 - Consequently, a college admission process is now mandatory for teacher education in Austria, irrespectively of the institution.

- 1) What is a successful teacher?
- 2) What is a successful student (in teacher education)?

College Admission at UCTE Styria

Do we need a college admission process?



College admission to teacher education was designed to have three phases:



Online Self-
Assessment

Computer-based
Assessment

Face-to-Face-
Assessment

2007 – 2015:

- College admission process unique to the UCTE Styria

2015 – now:

- Progression to a comprehensive college admission process for all of Austria. The general concept is very closely related to the UCTE Styria's college admission process.



Online Self-
Assessment

Computer-based
Assessment

Face-to-Face-
Assessment

The first step is...
to offer information on the aspired
teacher education and teacher
profession.

Aim:
self-selection

Online Self-
Assessment

Computer-based
Assessment

Face-to-Face-
Assessment

The second step is....
to assess relevant traits by
standardized computer test.

Aim:
**a first selection to reduce the pool
of candidates**

Online Self-
Assessment

Computer-based
Assessment

Face-to-Face-
Assessment

The third step is....
to assess relevant traits by
structured interviews.

Aim:
final selection

Online Self-
Assessment

Computer-based
Assessment

Face-to-Face-
Assessment

How did you experience the...

- 1) computer-based assessment?
- 2) face-to-face assessment?

Criteria for success in education and occupation: cognitive traits

- General mental ability...
 - ... is one of the most important determinants of academic achievement.
 - ... is well supported by many meta-analyses.
(Credé & Kuncel, 2008; Hell et al., 2007; Kuncel & Hezlett, 2007; Kuncel et al., 2001, 2004; Kuncel et al., 2010)
 - ... may (Kuncel et al., 2001) or may not (Hell et al., 2007) predict academic achievement in all academic disciplines in the same magnitude?
 - ... predicts occupational achievement.
(Schmidt & Hunter, 2004)

Criteria for success in education and occupation: cognitive traits

- High school grade point averages...
 - ... predict academic achievement.
(Trapmann et al., 2007; Gold & Souvignier, 2005)
 - ... are highly correlated with general mental ability.
(Gustafsson & Balke, 1993; Kaufman, Reynolds, Liu, Kaufman, & McGrew, 2012; Reeve, 2004)
 - ... lack standardization and comparability across schools.

Criteria for success in education and occupation: non-cognitive traits

- Big Five personality traits...
 - ... predict academic achievement.
(Ackerman & Heggestad, 1997; Farsides & Woodfield, 2003; O'Conner & Paunonen, 2007; Paunonen & Ashton, 2001; Poropat, 2009)
 - ... predict occupational achievement.
(Judge, Higgins, Thoresen & Barrick, 1999)
 - ... predict academic achievement and occupational achievement over and above general mental ability.
(Judge et al., 1999; Farsides & Woodfield, 2003; Ziegler, Danay, Schölmerich & Bühner, 2010)
 - ... predict success in teacher education and the teaching profession.
(Mayr, 2011)

Criteria for success in education and occupation: non-cognitive traits

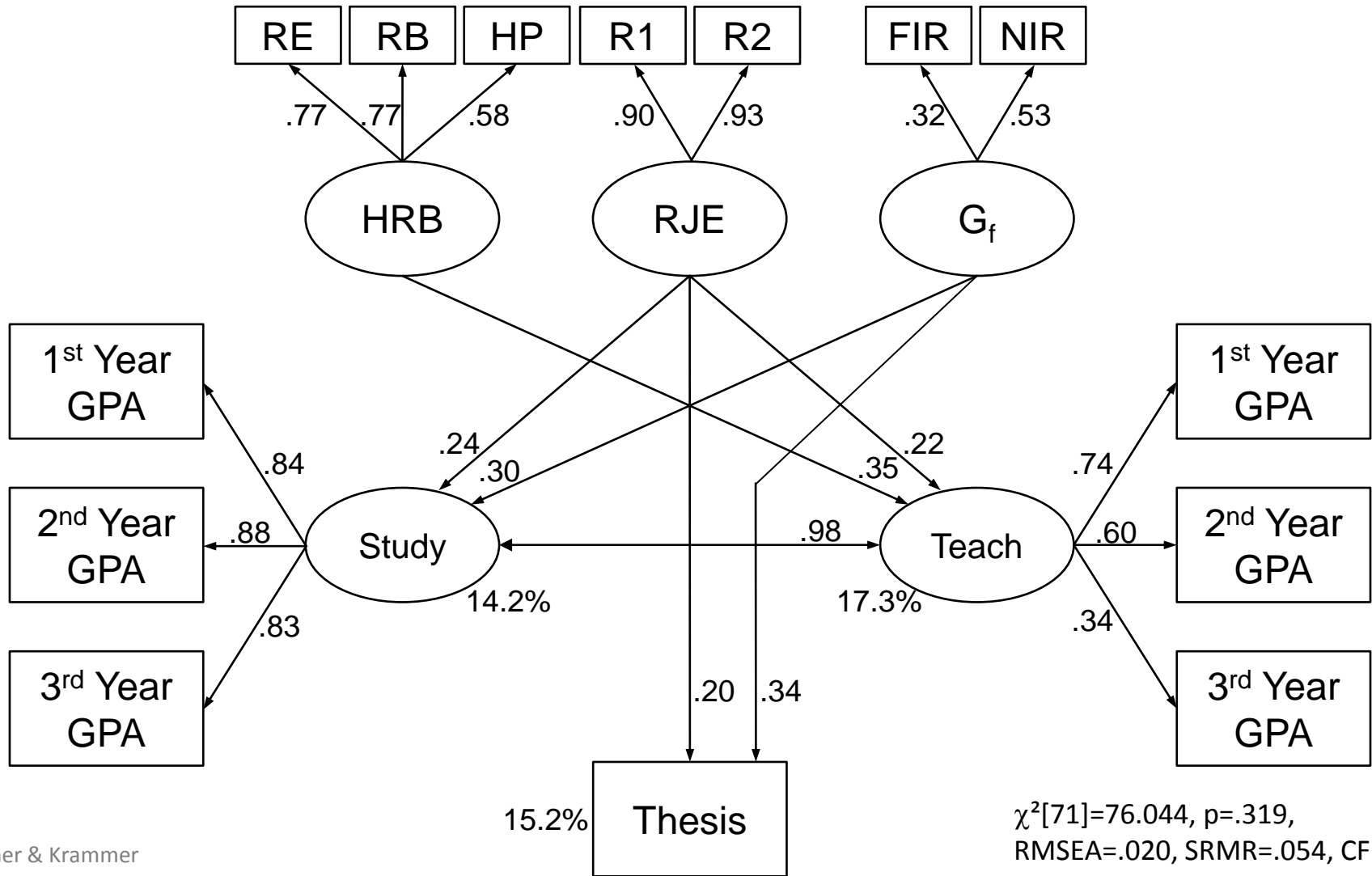
- Richardson et al. (2012)

Table 1
Non-Intellective Correlates of GPA Grouped by Distinct Research Domains

Personality traits	Motivation factors	Self-regulatory learning strategies	Students' approach to learning	Psychosocial contextual influences
Conscientiousness	Locus of control	Test anxiety	Deep	Social integration
Procrastination	Pessimistic attributional style	Rehearsal	Surface	Academic integration
Openness	Optimism	Organization	Strategic	Institutional integration
Neuroticism	Academic self-efficacy	Elaboration		Goal commitment
Agreeableness	Performance self-efficacy	Critical thinking		Social support
Extraversion	Self-esteem	Metacognition		Stress (in general)
Need for cognition	Academic intrinsic motivation	Effort regulation		Academic stress
Emotional intelligence	Academic extrinsic motivation	Help seeking		Depression
	Learning goal orientation	Peer learning		
	Performance goal orientation	Time/study management		
	Performance avoidance goal orientation	Concentration		
	Grade goal			

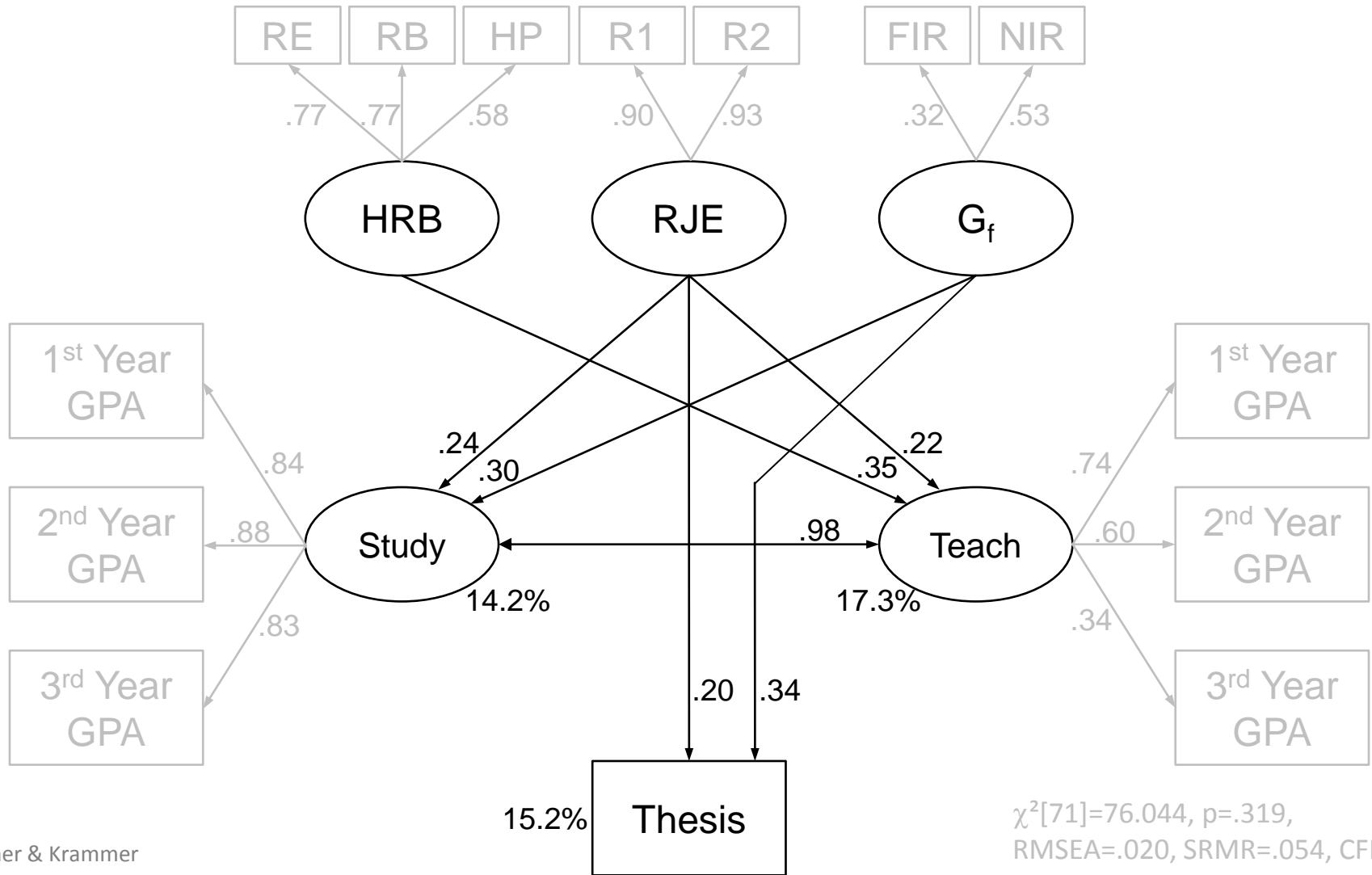
Predicting academic achievement in teacher education at the UCTE Styria

- Krammer & Pflanzl (2015):

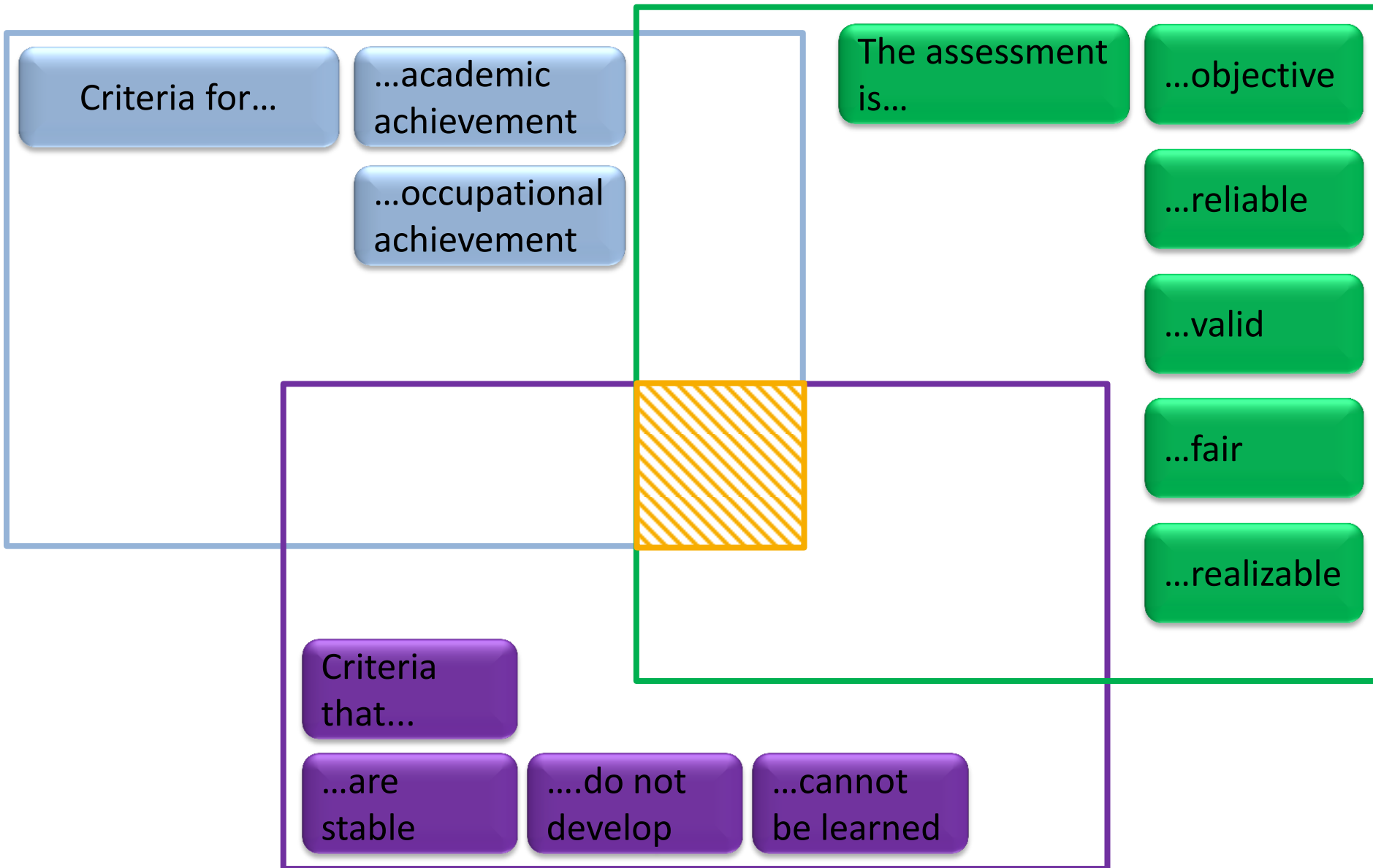


Predicting academic achievement in teacher education at the UCTE Styria

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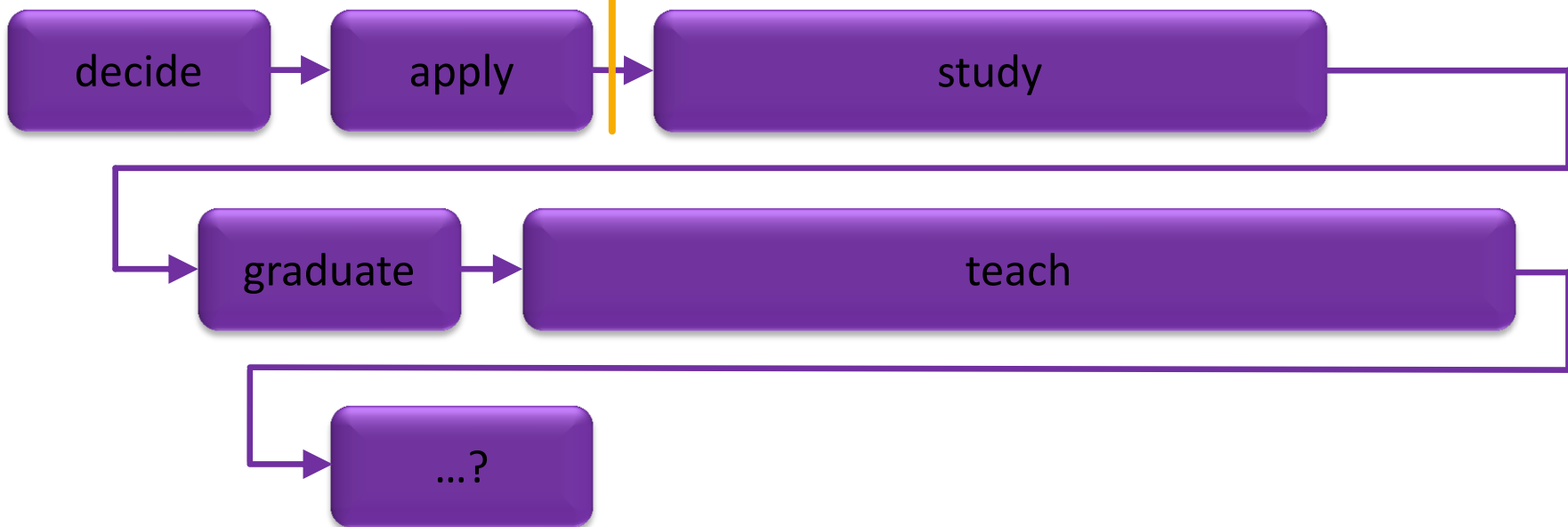
College Admission: Criteria



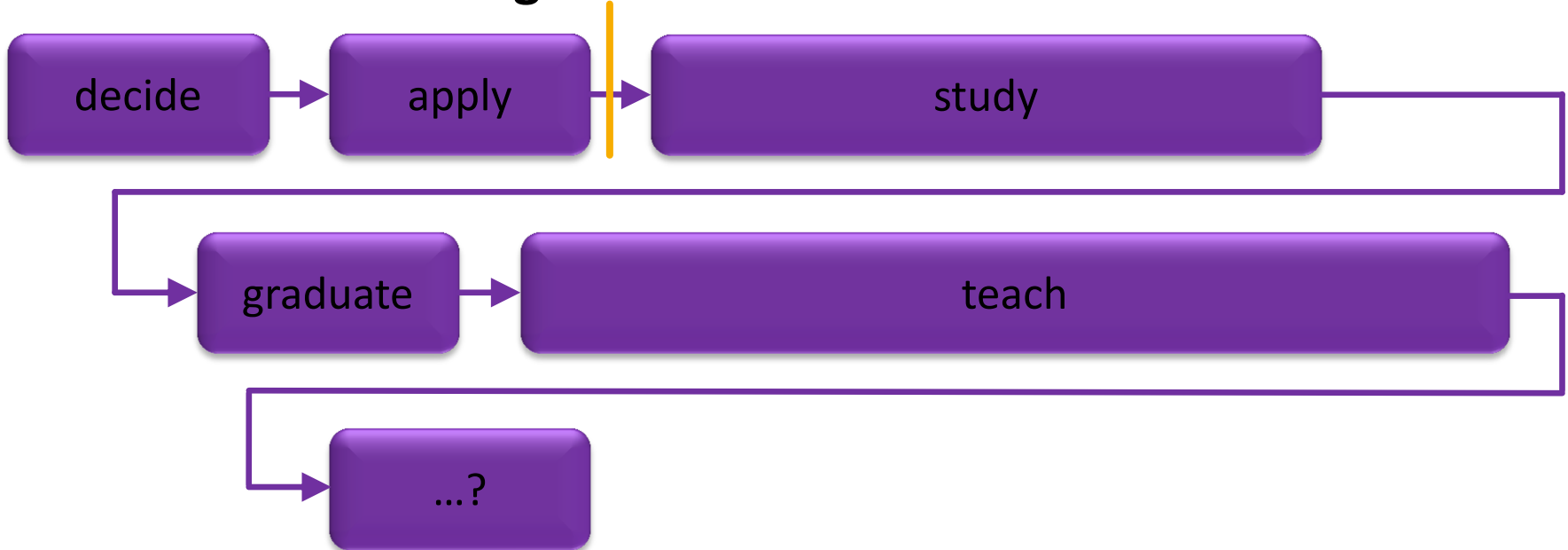
Back to the beginning

- 1) What is a successful teacher?
- 2) What is a successful student (in teacher education)?

college admission



college admission



Which criteria does an applicant have to fulfill at college admission to be...

...a successful teacher?

...a successful student (in teacher education)?

Final questions

- 1) What is the one main challenge for college admission to teacher education?
- 2) If you could recommend just one thing for college admission in teacher education, what would it be?

