



The Jacobs Center Research Seminar Series

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The Zürich Learning Progress Study 2023-2035: Concept, Design and Opportunities for Collaboration

The directorate of education of the Canton of Zurich has mandated a longitudinal study to capture the learning progress of students throughout the entire compulsory schooling. More than 2,000 students will be randomly sampled and followed for at least 11 years, starting in first grade of kindergarten. Core elements that we be assessed throughout the entire period comprise (a) language and math competences, (b) cognitive functioning incl. executive functions, (c) socio-emotional skills, (d) engagement with and disengagement from academic goals, and (e) students' perceptions of their learning contexts as being conducive to fulfill their need for autonomy, competence, and social relatedness.

A crucial feature of this study is its high openness for external contributions in terms of thematic or methodological modules (e.g., in-depth interviews, physiological measurements, lab experiments).

External contributors will then be able to link their variables with the long-term developmental trajectories of students in the aforementioned domains. In the first part of this talk, the study design will be presented in more detail. In the second part, I will lay out the opportunities for collaboration and answer specific questions about the suitability of topics.

Friday, December 9, 2022, 10:15 h

The talk will be held at Andreasstrasse 15, 8050 Zurich, AND 4.06 (4th floor)