The Impact of Teacher Preferences in Learning by Evaluating

Scott R. Bartholomew, Brigham Young University
Emerson Barnum, Brigham Young University
Andrew Jackson, University of Georgia
Nathan Mentzer, Purdue University
Jessica Allen, Brigham Young University

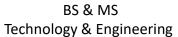
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Introductions

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Middle School Teacher



PhD, Curriculum & Instruction



Asst. Professor Engineering/Technology Education



Asst. Professor
Technology & Engineering Studies



Visiting Professor UP-Diliman, College of Education April 2023 – August 2023





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Adaptive Comparative Judgment



An alternative to traditional (i.e., rubric, grading scale) assessment techniques

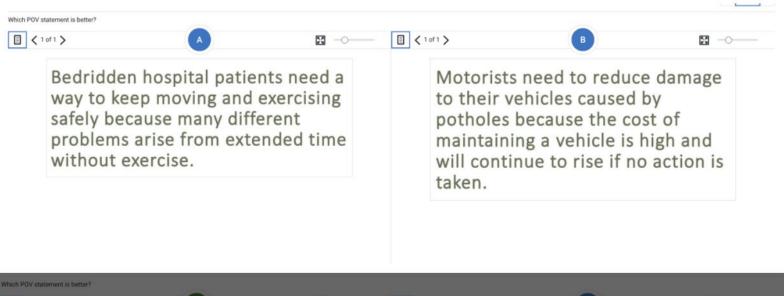
Based on comparisons rather than subjective number/value assigning

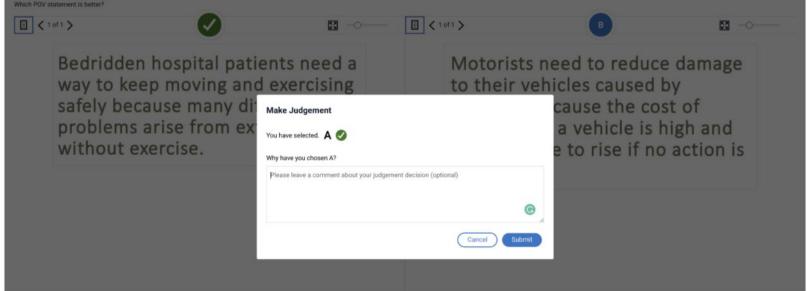
High levels of reliability

Strong correlation (validity) with traditional approaches to grading

When done by students, can significantly (and positively) impact their learning

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LbE – Foundational work

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Ask: identify the need and constraints

Present: Share your idea with others Research: what is the problem?

Improve: Redesign as needed

Comparison Group Imagine: Develop possible solutions

Test: pilot and evalute your prototype Plan: Select a promising solution

Create: Build a prototype Improve: Redesign as needed ASK: identify the need and constraints

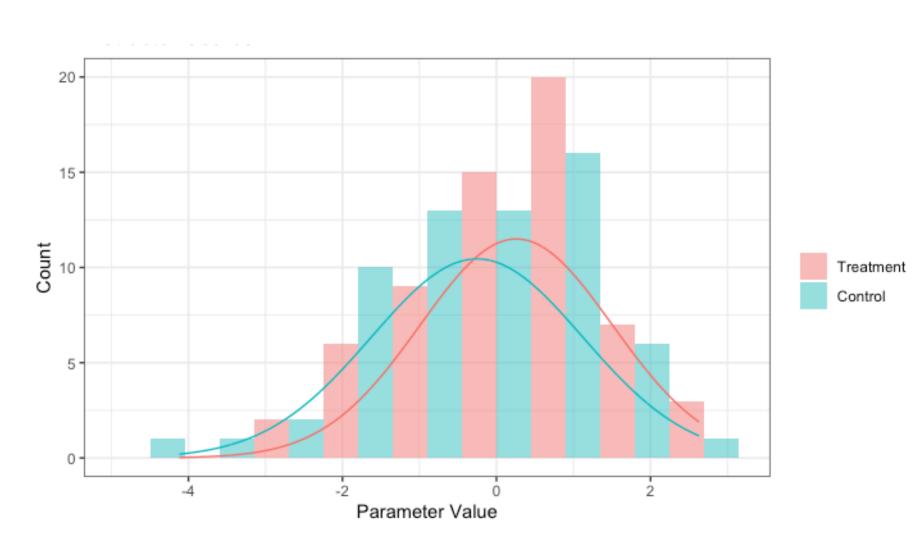
Evaluate: critically compare past student's work

Test: pilot and evalute your prototype Experimental Group Research: what is the problem?

Create: Build a prototype

Plan: Select a promising solution Imagine: Develop possible solutions

LbE – Findings



There was a significant difference between LbE students and peers, t (123) = 2.17, p = .032.

Seven of the top 10 students were from the LbE group.

Teacher impact on LbE Experience

Though a teacher may lean on a lesson to deliver instruction, the teacher is always the most critical factor in determining what a child can achieve in the classroom.

-Fountas & Pinnell (2023)

Methodology



5 teachers
-same course
-same district
-different schools



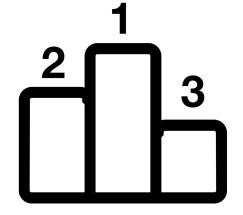
~100 Students enrolled in 5
Foundations of Technology &
Engineering classes



50 images of backpacks, bags, and carrying devices



Students all engaged in ACJ (LbE: 5-10 comparisons) of the images



Comparison of rank orders produced by each class of students



Analysis of student comments made (while completing comparisons)

Findings (Quantitative)

Spearman (rank)	T2	T3	T4	T5
T1	.38**	.29*	.18	.29*
T2		.32*	.47**	.39**
T3			.34*	.29*
T4				.16

^{*} Correlation is significant at the 0.05 level (2-tailed)

^{**} Correlation is significant at the 0.01 level (2-tailed)

Pearson (PVs)	T2	T3	T4	T5
T1	.37**	.27	.16	.28*
T2		.31*	.47**	.42**
T3			.29*	.27*
T4				.12

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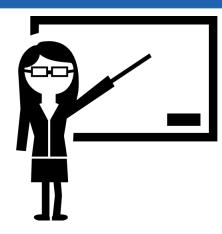
Findings (Qualitative)

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Teacher 1 (Male)

Imagine you are designing a backpack; which image is a more creative approach to research in the design process?

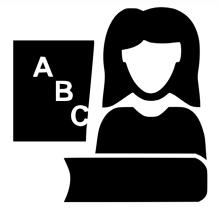


Teacher 4 (Female)

Which carrying approach is most usable and why?

THEMES:

- Practicality (74/301)
- Flaws in design of item not chosen...



Teacher 5 (Female)

Imagine you are redesigning a backpack. Which image is a more creative approach to research in the design process?

THEMES:

- Creativity (45/207)
- Appearance (20/207)
- Uniqueness (19/207)

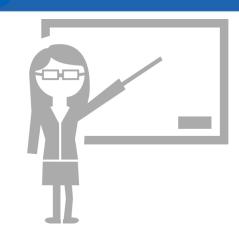
THEMES:

- Functionality (90/239)
- Creativity (60/239)
- Comfort (16/239)



Teacher 1 (Male)

Imagine you are designing a backpack; which image is a more(creative)approach to research in the design process?

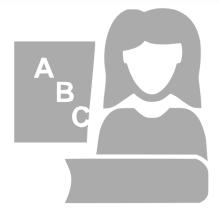


Teacher 4 (Female)

Which carrying approach is most usable and why?

THEMES:

- Practicality (74/301)
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Teacher 5 (Female)

Imagine you are redesigning a backpack. Which image is a more(creative)approach to research in the design process?

THEMES:

- Creativity (45/
- Appearance
- Uniqueness (

THEMES:

- Functionality (90/239)
 Creativity (64/324)
- Comfort (16

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Thank you!



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Questions?

Scott Bartholomew, PhD
Technology & Engineering Studies
Brigham Young University
Dr.B@byu.edu