

Relevance of Topic

- diagnosing learning processes is a central task of teachers (Weinert, Schrader & Helmke, 1990)
- diagnoses of individual learning behaviour are part of good instruction (Meyer, 2004)
- effective group and individual instruction requires adaption to students' abilities (Vogt & Rogalla, 2009)

Empirical Research

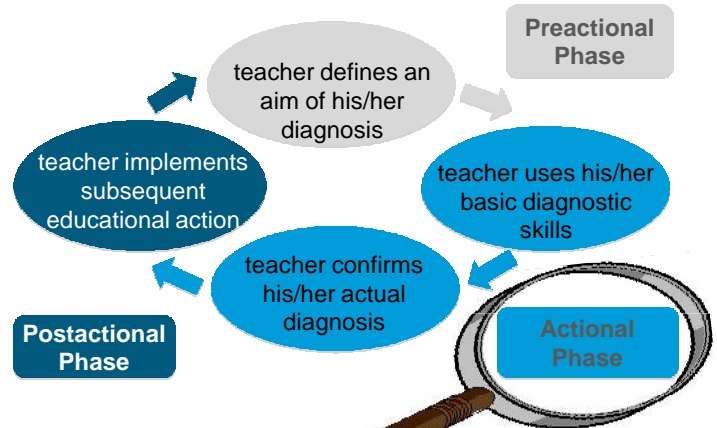
- teachers' diagnoses of performance are not reliable (Spinath, 2005)
- accuracy of teachers' diagnoses is insufficient (Helmke, Hosenfeld & Schrader, 2004)

Theoretical Research

- educational diagnoses demand appropriate subsequent action (Abs, 2007)
- diagnoses should target improvement instead of remaining judgements (Horstkemper, 2004)
- paradigm shift to individual diagnoses and promotion in educational settings (Kretschmann, 2009)

Preceding study

Development and empirical verification of a Process Model of Teachers' Diagnostic Competence



Teachers may use students' self-reports and thus optimize diagnoses and assure mutual acceptance.

Each perspective entails its characteristic perceptual conditions. Hence, a **comprehensive diagnosis should be superior to a mono-perspective diagnosis**. Additionally, teachers and students profit from a communication of their different perceptions, what in turn promotes the whole diagnostic process: **synergy effect!**

Research Questions

- Do teachers' and students' assessments of students' learning behaviour differ?
- Which elements or dimensions of each perspective are valid and reliable?
- On which dimensions differs the comprehensive diagnosis from a single-perspective diagnosis?
- Which additional benefit results for teachers, students and instruction from the combination of perspectives?

Method (under progress)

n = ~ 20 teachers



observe

n = ~ 400 students

working autonomously on a complex task

- teachers' diagnosis of students' learning behaviour
- students' self-diagnosis of learning behaviour
- objective measures of self-regulated learning
- objective task performance

Statistical Evaluation (under progress)

- comparison of perspectives by means of the **multitrait-multimethod-approach** (cf. Clausen, 2002)
 - **traits:** dimensions of learning behaviour; **methods:** perspectives
 - criteria for the evaluation of construct validity according to Campbell & Fiske (1959)
- evaluation of the quality of the diagnoses on the basis of objective measurements
- determination of the correlation between diagnosed learning behaviour and task performance

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