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of Homerooms on Student Connectedness and Academic Success International
Guide to Student Achievement Supporting Student Connectedness and Social
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this book focuses on the interrelationship between international student connectedness and identity from transnational and transdisciplinary perspectives it addresses the core issues surrounding international students physical and virtual connectedness to people places and communities as well as the conditions that shape their transnational connectedness and identity formation further it analyses the nature diversity and complexity of international student connectedness and identity development across different national social and cultural boundaries

at a time when university student diversity is heightened and when national government regulations have shifted their quality focus from support improvements to student achievement little is known about the mechanism of the latter university efforts to support quality caring interactions between students and staff known as connectedness are currently favoured and this thesis examines connectedness mood emotional well being and academic behaviours of commencing students at a regional australian university this is

done through the lens of a first semester intervention known as tertiary learning communities tlc drawing on existing connectedness research across both school and university settings and guided by a whole school framework details of the establishment of a suitable working party the development of survey pilot and intervention activities and monitoring the ability of a cross campus intervention to influence student connectedness and behaviour markers are highlighted to advance further understanding of the mechanics of connectedness in a university setting the developed survey which collected data from undergraduate students early in their first semester effectively captured perceptions of connectedness across a broad range of sources in addition to their mood emotional well being and academic student behaviours paired sample tests assessed connectedness changes and chi square analysis assessed behaviour changes when comparing the experimental and control groups on two occasions a single intervention aligned to a first year core unit to support academic and social interactions was shown to be ineffective in enhancing student connectedness during the semester of the intervention or the semester following the intervention however the level of connectedness decreases measured across personal other students and lecturers were indeed significant as was the finding that connectedness decreases for intervention participants exceeded the decreases of the control group furthermore mood and emotional well being challenges and the slow emergence of academic behaviours were also revealed these findings provided support for future inclusive student support initiatives maintained the involvement of working party members and extended support beyond the first semester to across first year abstract

school connectedness for students with disabilities from theory to evidence based practice focuses on the importance of school connectedness for students with disabilities and presents ways in which this sense of connectedness can be fostered written from a holistic perspective it embraces a variety of approaches strategies and interventions rooted in evidence based theory and practice and examines them not only in regard to the student with a disability but also school leaders teachers families and community members the book describes and

defines the concept of school connectedness provides the reader with a theoretical framework from which to examine connectedness and explores connectedness from the lens of each of its components it discusses the importance of assessing school connectedness in order to make data based intervention decisions as well as unpacking the components of student engagement school climate bonding and attachment several school wide and leadership approaches that foster school connectedness are presented as are ways to involve families all of these are discussed through the lens of disability in order to acknowledge the characteristics of disability that affect student levels of school connectedness school connectedness has become a priority for many schools and educators internationally research demonstrates the importance of connectedness as a protective factor and its impact on the health behaviour social emotional and academic outcomes of young people grounded in theory and relevant to practice this is essential reading for anyone interested in improving the school connectedness of students with different disabilities across the lifespan

the research question addressed in this project is how do effective senior high homeroom programs affect the perceived connectedness between staff and students this research focuses on how homerooms if effectively implemented can increase the sense of connectedness that students feel at their high school the work of smardon documents the correlation between a students perceived membership in school with the school s use of a homeroom osofsky sinner and wolk stress the importance purpose and leadership as fundamental aspects of effective homerooms this research which studied the homeroom program at two high schools supports the claim that homerooms can foster the growth of connectedness for students and through connectedness can improve academic success

the international guide to student achievement brings together and critically examines the major influences shaping student achievement today there are many often competing claims about how to enhance student achievement

raising the questions of what works and what works best world renowned bestselling authors john hattie and eric m anderman have invited an international group of scholars to write brief empirically supported articles that examine predictors of academic achievement across a variety of topics and domains rather than telling people what to do in their schools and classrooms this guide simply provides the first ever compendium of research that summarizes what is known about the major influences shaping students academic achievement around the world readers can apply this knowledge base to their own school and classroom settings the 150 entries serve as intellectual building blocks to creatively mix into new or existing educational arrangements and aim for quick easy reference chapter authors follow a common format that allows readers to more seamlessly compare and contrast information across entries guiding readers to apply this knowledge to their own classrooms their curriculums and teaching strategies and their teacher training programs

this project examines the effects of how recess preparation and reflection can be focused on providing students an opportunity to connect socially and strengthen overall happiness by investigating the role social satisfaction plays in a child s life during recess educators may gain knowledge about how to foster social connectedness for every child while most studies about recess focus on a child s level of physical activity or negative behaviors researchers have yet to investigate recess as a place to improve a child s well being and social satisfaction this study was conducted at a public elementary school through qualitative interviews and observations teachers administrators and yard duty monitors were interviewed and ninety five children shared their perspectives by writing in journals during class time when a teacher is more aware of what is going on with her students at recess she is able to fully teach the whole child and better prepare them for the social skills needed to have a successful recess experience often teachers are not regularly on the playground to observe recess so they are unaware of what students are doing or any social conflicts that may arise although teachers need the recess break for their own time there can be classroom time built in daily or weekly for teachers to connect with their

student's recess experiences if a teacher is able to prepare and reflect on recess by utilizing transitions it will legitimize student feelings that recess is an important time in school

the purpose of this quantitative bivariate correlational study is to understand the relationship between online high school students' sense of connectedness in the course as measured by the online student connectedness survey (OSCS) and the students' standardized end of course (EOC) milestone scores. A review of literature revealed a lack of research on high school students and their perception of connection in their online course as it relates to their academic success. The independent variable for the study is the students' sense of connectedness score as derived from the online student connectedness score (OSCS). The dependent variable for the study is the students' standardized achievement scores as measured by Georgia Department of Education (GaDOE) EOC milestone assessment score. This research study was conducted using a non-experimental bivariate correlational research design. The data analysis chosen to evaluate this research study is the Pearson product moment correlation coefficient, also known as Pearson's correlation or Pearson's r . Pearson's r was calculated to help analyze data for the research question. A bivariate scatterplot was created to visually analyze the data from the study. The Pearson's product moment correlation, Pearson's r , revealed no statistical significance was found in the correlated values of EOC and OSCS scores. Thus, a statistically significant correlation was not found between the high school students' sense of connectedness in their online course and the EOC milestone assessment test scores taken at the completion of the course. Future research on this topic is recommended and should include a larger sample population to help generalize the study for future research.

Canada's magazine for physical and health educators

School connectedness is the leading protective factor against multiple at-risk behaviors for adolescents. Its far-reaching influence, however, is not widely known. Here, the author provides valuable information about school

connectedness including strategies on how to strengthen life saving ties with students the chapters in this book are comprised of the five factors associated with school connectedness closeness belonging happiness fairness safety many books address bullying prevention and the importance of building relationships with students this book ties the two together and goes a step further school connectedness is a protective barrier against a host of at risk behaviors including early sexual experimentation tobacco use alcohol and drug use truancy delinquency violence and dropping out educators future teachers and parents will benefit from learning more about the power of school connectedness and the simple steps to take to increase it

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