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*"Pursuers, Dropouts and Transfers
- Educational strategies within the Teacher Programme"*

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Current projects

- “Graveled expectations or successful reorientations? Switchers and dropouts in higher education 1977-2007”
 - Funded by the Swedish Research Council. Duration 2010-2015. 4-year post doc
- ”Study on dropout and completion in higher education in Europe – HEDOCE”
 - EU-project directed by the research consortium of members from the research groups CHEPS, University of Twente, Netherlands and NIFU, Norway. (national expert)
- “Study loans, wage and wealth within higher education. Social groups and their study financing, 1998-2006”
 - Funded by the Swedish Research Council 2012-2014. Directed by Martin Gustavsson, Stockholm School of Economics, SCORE.
- Dropouts from the Teacher programs at the Faculty of Educational Sciences, Uppsala university.
 - Funded by the Faculty of Educational Sciences, Fall 2012-spring 2015.

Teacher Education,
Uppsala University
3 cohorts
N=1094

Pursuers, Dropouts and Transfers
- *Educational strategies within the Teacher Programmes*
Data and methods

2 surveys
"at risk students"
N=482, n=203

Interviews

2014-2015

Administrative data
Binary Logistic regression
n= 718

Survey data
Binary Logistic regression
n= 187

Interview data
n= 31

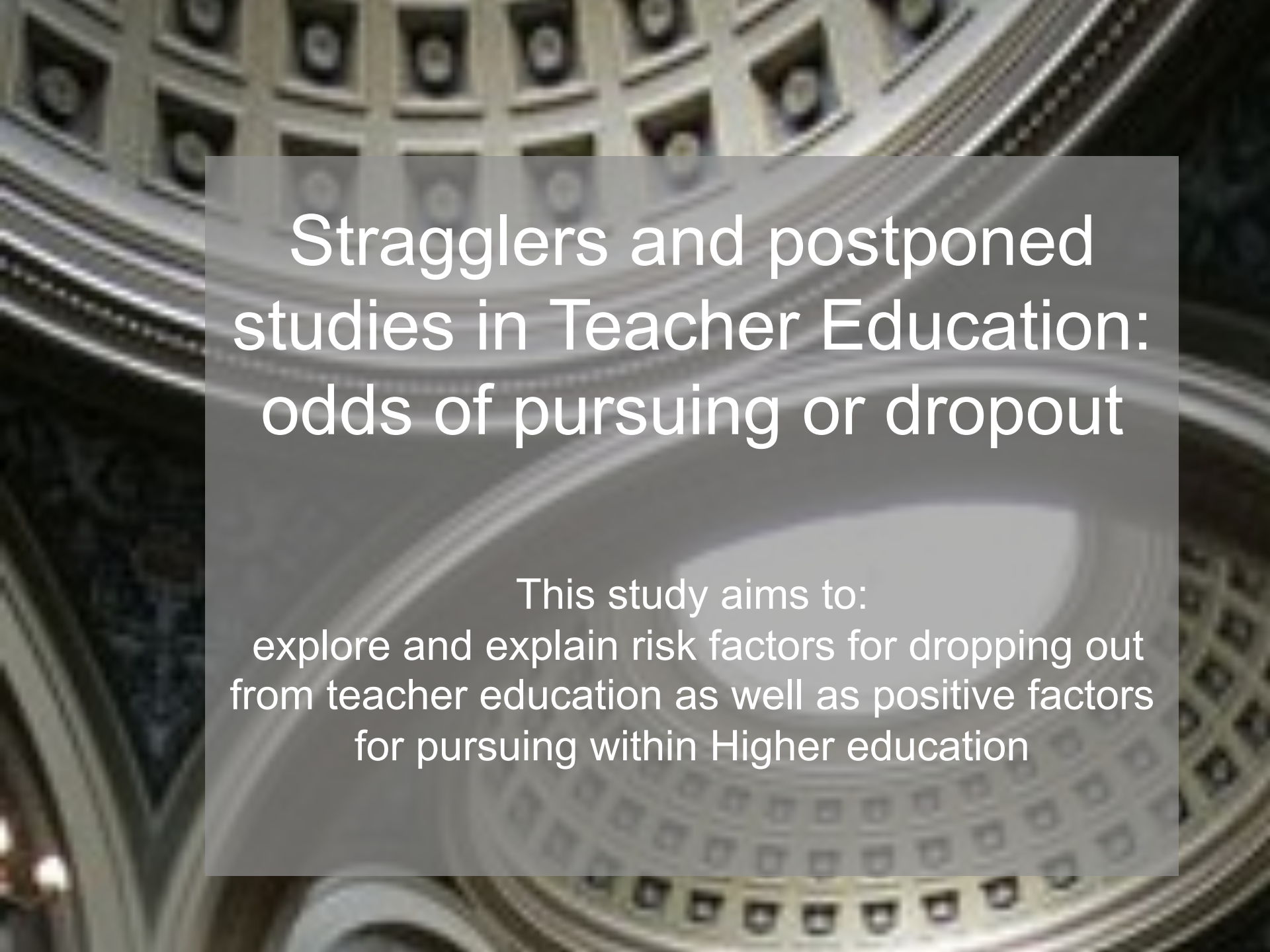
2011

2006

2012

2013

2014



Stragglers and postponed studies in Teacher Education: odds of pursuing or dropout

This study aims to:
explore and explain risk factors for dropping out from teacher education as well as positive factors for pursuing within Higher education

1st analysis - Based on data of registrations

- 2 models - Retention on the 3rd semester in the Teacher programme
- N=1094, n 708, n=725

Independent variables

- Gender,
- Priority of teacher education programme
- Credit production
- Cohort (continuous)
- Age at start of programme (continuous)
- Selection group
 - Grades foreign upper sec school
 - Admission guarantee
 - Grades upper sec with supplements
 - Grades upper sec without supplements
 - SWESAT-test
 - Late admissions
- Type of Teacher Education programme
 - Pre-school
 - Pre-school and 1-3rd grade
 - Compulsory 4-9 grades

Table x. Binary logistic regression on probability for retention the 3rd semester

	Retention Teacher education			
	Model 1		Model 2	
	B	S.E	B	S.E
Gender	-0.685**	0.237	-0.571**	0.210
Priority of teacher education programme	-0.081	0.047	-0.099*	0.045
Credit production	0.047**	0.005	0.043**	0.004
Cohort (continous)	-0.453	0.255		
Age at start of programme (continous)	0.034	0.025		
Selection group				
Grades foreign upper sec school	-2.671	1.914		
Admission guarantee	18.550	22996.444		
Grades upper sec with supplements	-0.268	1.377		
Grades upper sec without supplements	-0.701	1.347		
SWESAT-test	-0.516	1.352		
Late admissions	-0.913	1.377		
Type of Teacher Education programme				
Pre-school	-0.442	0.354		
Pre-school and 1-3 rd grade	-0.444	0.351		
Compulsory 4-9 grades	-0.363	0.342		
Constant	4.102	3.237	-1.076**	0.262
Nagelkerke R ²	0.363		0.338	
-2 Log Likelihood	647.744		678.779	
Number of cases	708		725	

B = Beta-coefficient, S.E. standard error of B

Constant: woman, grades from folk high school, upper secondary teacher education programme

* $p < 0.05$, ** $p < 0.01$

2nd analysis - Based on survey data

- 4 models 1) Dropout TE (Teacher education) and 2) Pursuing HE (Higher education)
- N=203, n=183, n=187

Independent variables

- Gender, age,
- parents' educational level,
- parental responsibilities,
- Work besides the studies,
- certainty of choice,
- Statements agreed upon about the education:
 - Too little organised teaching,
 - Realized wrong choice,
 - Got behind in the studies,
 - Wanted better teaching,
 - Directly relevant course literature,
 - Expectations not met, education too easy,
 - Not sure what else to do.

Table x. Binary logistic regression on probability for dropout and pursuing

		Dropout Teacher education				Pursuing HE			
		Model A		Model B		Model C		Model D	
		B	S.E	B	S.E	B	S.E	B	S.E
Age (continous)		-0.123**	0.039	-0.097**	0.031	0.080*	0.032	0.067*	0.027
Parents' educational level						*		**	
compulsory school 9 years		3.278*	1.490	3.028*	1.260	-1.437	1.178	-1.977	1.126
secondary education 2 years		3.334*	1.396	2.868*	1.185	-2.268*	1.130	-2.407*	1.086
secondary education 3-4 years		1.439	1.388	1.092	1.195	0.154	1.146	-0.056	1.133
university education < 3years		2.221	1.380	1.846	1.169	-0.316	1.111	-0.571	1.082
university education > 3 years		2.897*	1.327	2.442*	1.140	-0.411	1.063	-0.492	1.023
Too little organised teaching		-1.256*	0.526	-1.394*	0.497	1.370*	0.490	1.907**	0.548
Got behind in the studies		3.143**	0.904	3.225**	0.884	-1.809**	0.570	-2.033**	0.571
Realized wrong choice		4.312**	1.249	4.224**	1.174	-2.148**	0.516	-1.584**	0.505
Didn't know what else to do								-1,840**	0,707
Disappointed, the education was too easy								-2,267**	0,708
Wanted better teaching		2.387*	1.135	2.460*	1.125	-1.438*	0.639		
Directly relevant course literature		-1.541*	0.552	-1.485*	0.521	0.857*	0.434		
Certainty ed. choice									
Uncertain		0.879	0.632			0.165	0.534		
Quite certain		0.418	0.487			-0.473	0.428		
Gender		0.703	0.496			0.158	0.417		
Parental responsibilities		1.012	0.700			-0.494	0.588		
Work 50-75 % of full time		0.213	1.212			0.426	0.955		
Work 75-100 % of full time		1.486	1.244			0.087	1.078		
Constant		1.560	1.646	1.931	1.400	-1.369	1.350	-0.208	1.311
Nagelkerke R ²		0.555		0.526		0.406		0.464	
-2 Log Likelihood		140.505		150.843		186.997		178.994	
Number of cases		183		187		183		187	

B = Beta-coefficient, S.E. standard error of B

Constant: woman, very certain in the educational choice, parents with PhD-level, no parental responsibility

* $p < 0.05$, ** $p < 0.01$

Dropouts TE

Pursuing HE

Protective factors

- directly relevant course literature for the future profession
- wish for more organized teaching
- age

Risk factors

- parents with low education levels
- the education was too easy
- got behind in the studies
- did not know what else to do
- wrong choice
- wanted better teaching

Protective factors

- directly relevant course literature for the future profession
- wish for more organized teaching
- age

Risk factors

- wrong choice
- got behind in the studies
- parents with low education levels
- parents with high education levels
- wanted better teaching

Results and earlier research

Student characteristics

- Gender, educational capital, young/mature students, family obligations, socioeconomic factors, grades, type of university
(Hovdhaugen 2009, 2012, Mastekaasa & Hansen, 2005; Carlhed, in review)

Reasons for leaving early

- Flawed decision making about entering the programme
- Students' experience of the programme and institution Difficulties in coping with the demand of the programme
- Events outside the studies
(Tinto, 1993; Yorke & Longden 2004; Davies & Elias 2003; Quinn et al, 2005; Tinto 2005; Tumen, Shulruf, & Hattie 2008; Hovdhaugen 2009, 2012; HSV, 2010, Carlhed, 2015)

The level of student departure

- A study object with great complexity
- A mishmash of completion measures and data of different kinds
(Hovdhaugen 2012; Eurydice, 2014, Carlhed, 2015)

Notes to self and others

- We need research with comparable measures on comparable educational structures (i.e. not rely on OECD comparisons)
- Visualize different types of transfer, (which is invisible to a large extent)
- Use more of existing local data in terms of registration data on all students, student life cycle approach, avoid ex post facto studies on selected groups - If you are interested in dropouts, include the "others" as well. Don't focus on single programs – compare!
- Compare similar but different programmes, for example; same conditions (mass education, high demand by labour market but less desirable among the students, different gender structures but large dropout rates, yet different problematization). i.e. teacher programmes vs. engineering
- Design and pursue "thick and longitudinal comparative case studies"



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