

SESSION « HISTORICAL APPROACH »

• *A View on 19th Century Elementary Teachers' Manuscripts*

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Based on the theory by Krzysztof Pomian about the collection as a representation «between the visible and the invisible», I seek to understand the manuscript collection of the German Teachers Library in Berlin as a case study. The administrator of the library Adolf Rebhuhn put together in 1922 a bibliographic catalog of the collection with the title «Handwriting and Image as a Source of Educational History» (Berlin 1922) and thus delivered the collection in form of a publication to the general public. Rebhuhn gave the collection the explicit goal of revealing the teachers of the early 19th century in their character and their historical embeddedness. My presentation will address the question of what significance this collection actually has. Is it the story of the people in the teaching profession, or is it the ideal of a collector, who was trained in the late imperial period and the Weimar Republic and who was orientated towards the teachers of his time? In the paths of both, the interpretation discusses what kind of light does a public collection shed on the culture of a profession? My presentation is structured as follows: First I would like to introduce the manuscript collection of the German teachers' library in Berlin in 1922. Then I would likewise introduce the theoretical approach of Krzysztof Pomian that is needed here to link theories of collections with libraries. I want to show that Rebhuhn's collection is located at the intersection of two traditions: one is the more recent tradition of the second half of the 19th Century that sought to raise the status of the working, producing and professional classes of urban society. It originated in the world exhibitions and paralleled the development of arts and crafts museums in the creation of school museums (and thus also of the German Teachers Library in Berlin). The second is the older tradition. It stems from an intellectual pastime of wealthy private scholars and intellectuals: It's about the collection of manuscripts. Finally, I would like to explain the interest that Rebhuhn had in collecting these items: he built up the profession by showing elementary teachers in their collected letters and other manuscripts as actors and political creators of German educational history and policy. He rendered them visible. At the same time he created with his collection a value horizon, because he put emphasis on those pedagogical writers he considered to be the most important, stressing not the work of university professors, but of reflexive and politically influential practitioners, such as J. Pestalozzi or F. A. Diesterweg.

• *The Effect of Testing on Student Achievement, 1910–2010 / L'effet des tests sur les résultats scolaires, 1910–2010*

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In this twelve-year study, I employed both keyword searches and the ancestry method to locate over 3,000 English-language sources, about a third of which were then meta-analyzed or summarized. One hundred seventy-seven quantitative research studies were meta-analyzed that included 640 separate measurements of effects, comprising information for close to 7 million separate individuals. Two hundred forty-seven survey studies conducted in the United States and Canada were meta-analyzed, summarizing about 700,000 separate, individual responses to questions regarding testing's effect on learning and instruction and preferences for common test types. All told, 813 individual item-response group combinations were included. Among quantitative studies, mean effect sizes range from a moderate $d \approx 0.55$ to a fairly large $d \approx 0.88$ depending on the way effects are aggregated or effect sizes are adjusted for study artifacts. Testing with feedback produces the strongest positive effect on achievement. Adding stakes or frequency also strongly and positively affects achievement. Survey studies produce effect sizes above 1.0. Ninety-three percent of the 244 qualitative studies analyzed also reported positive effects. One hundred years' evidence suggests that testing increases achievement. Effects are moderately to strongly positive for quantitative studies, and very strongly positive for survey and qualitative studies. Some researchers have asserted that there exists no or little evidence of testing benefits, or of high-stakes educational testing benefits. The "paucity of research" belief has spread widely among researchers of all types and ideological persuasions. Such should be difficult to believe after this review of the research, however. These final results update the preliminary results delivered at the 2010 Monterrey conference.