Different classrooms, different teaching? Exploring the interplay between classroom composition and teaching quality

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Research has shown that the composition of the classroom is predictive for student learning. However, few studies have examined the interplay between classroom composition and one of the core factors affecting student learning, namely teaching quality. To this end, the current study aims to (1) identify classroom profiles based on classroom composition, and (2) examine the interplay between classroom profiles and teaching quality. We use responses of 5th grade students in the Oslo area in Norway obtained by the Trends in International Mathematics and Science (TIMSS) 2019 study to identify classroom profiles in the Oslo area. Additionally, we use video observations from 6th grade classroom in Oslo, that also participated in TIMSS 2019 and were obtained by the National Teacher Effects on Student Outcome (TESO) study, to assess teaching quality. Preliminary results will be presented at the QUINT 2023 conference.