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What we have learned from CEOs

The school experience

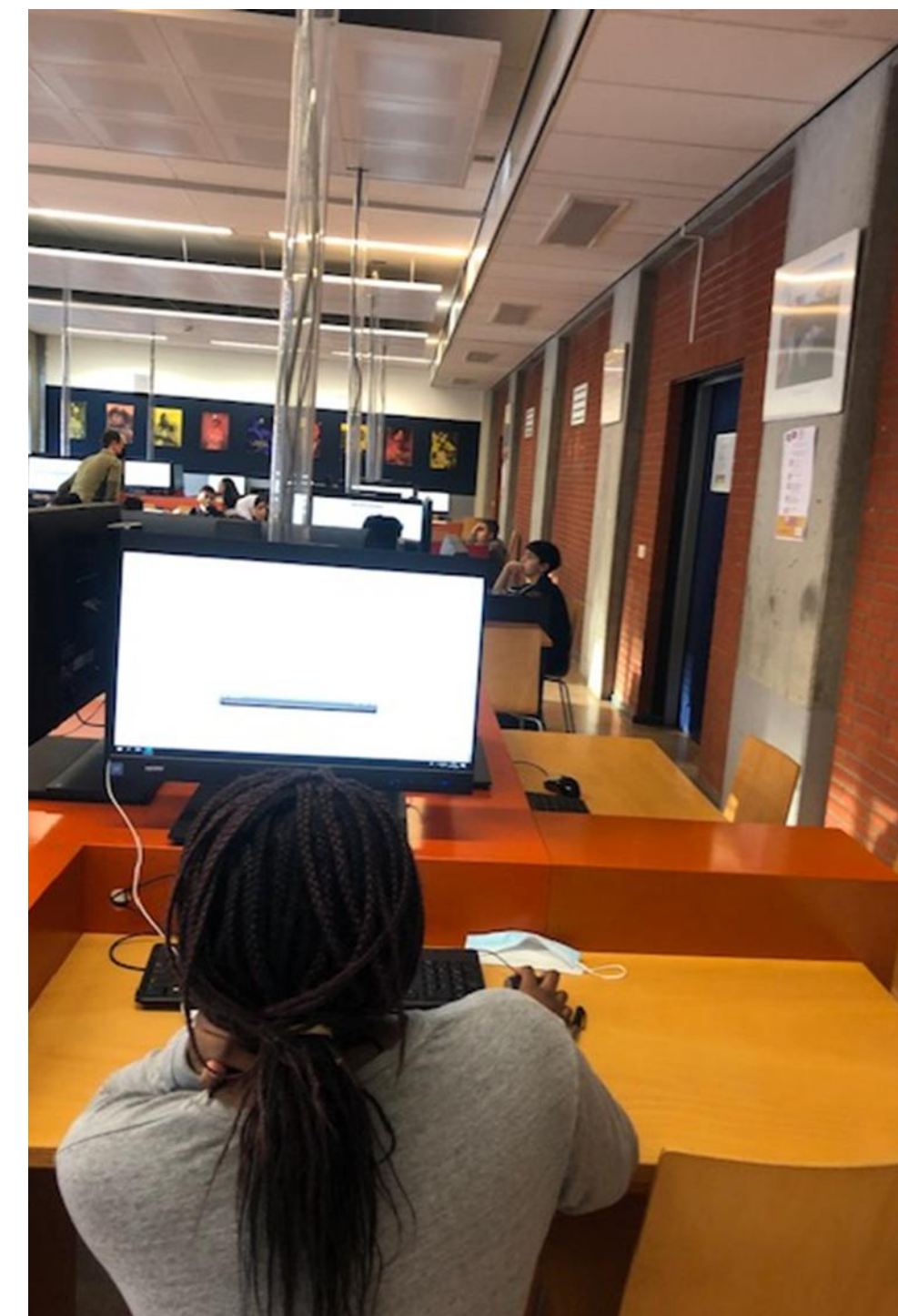
Pristina, 19th November 2024



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Mission Statement CEOS

..Uncover and develop unseen cognitive talents of students from disadvantaged social groups by improving their academic linguistic strategies, training their teachers and involving their parents.



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THOMAS
MORE

DCU
Ollscoil Chathair
Bhaile Átha Cliath
Dublin City University

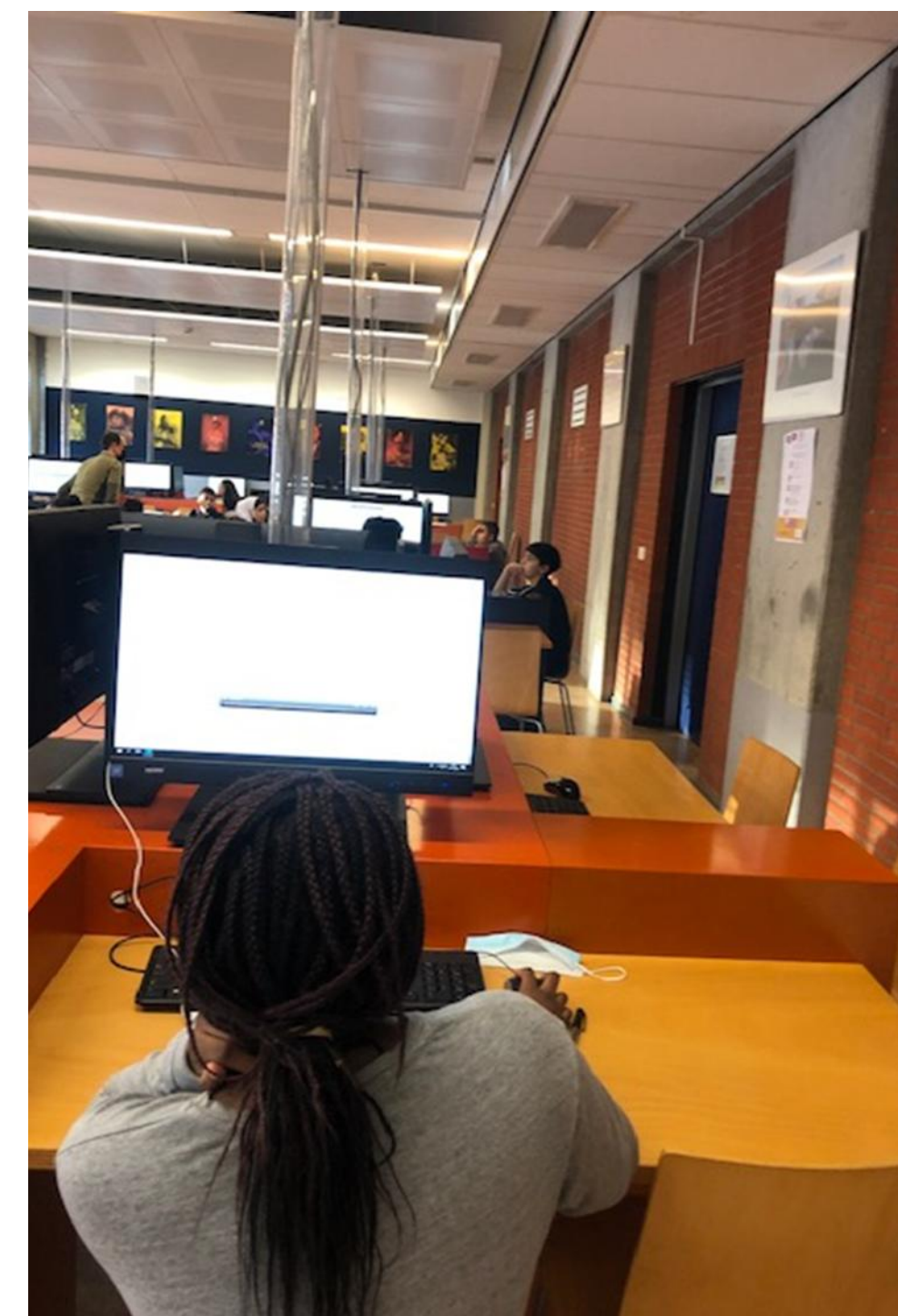
kolegji-heimerer

stichting
VO Haaglanden



Goals CEOS

- Identifying gifted and talented students with a low socio-economic status with a cognitive abilities test
- Improving the academic language skills of cognitively talented students with a less privileged background



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Method

- 1,097 first-year students screening pre-test COVAT-3
- Cognitive ability test non-verbal
- Four schools
- Academic language programme
- Two interventions in two academic years
- Post-test



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SES

- The socio-economic status (SES) was based on home language, migration status, educational level mother, and profession father.
- Students and parents who had at least 1 low SES indicator were considered a minority.
- At two schools almost all students belonged to a minority.



Selection CEOS project

- Students with a low SES
- Scores in the top 20% of the non-verbal cognitive pre-test
- Cognitive talent selected for project
- 70 students in the programme group – intervention with academic language programme
- 70 students in the control group
- Post-test
- Questionnaire motivation
- School results start and final report



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Materials

- Information about SES (home language, migration status, education mother, profession father)
- COVAT-3 (Magez, Van Parijs, Joris , & Tierens, in development) to identify cognitive talent
- Digital version of the CoVaT CHC basis version



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COVAT-3

- Non-verbal test for fluent reasoning
- Verbal test for cristallised knowledge and comprehension
- Test results were not shared with students, parents, and teachers.



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Motivation and school results

- Motivation was measured with a questionnaire developed for Project TALENT (Verschuieren, Sypré, Struyf, Lavrijsen, & Vansteenkiste, 2021)
- Motivation, demotivation, commitment, boredom, flow, and burnout
- School results of five subjects (first and final reports)



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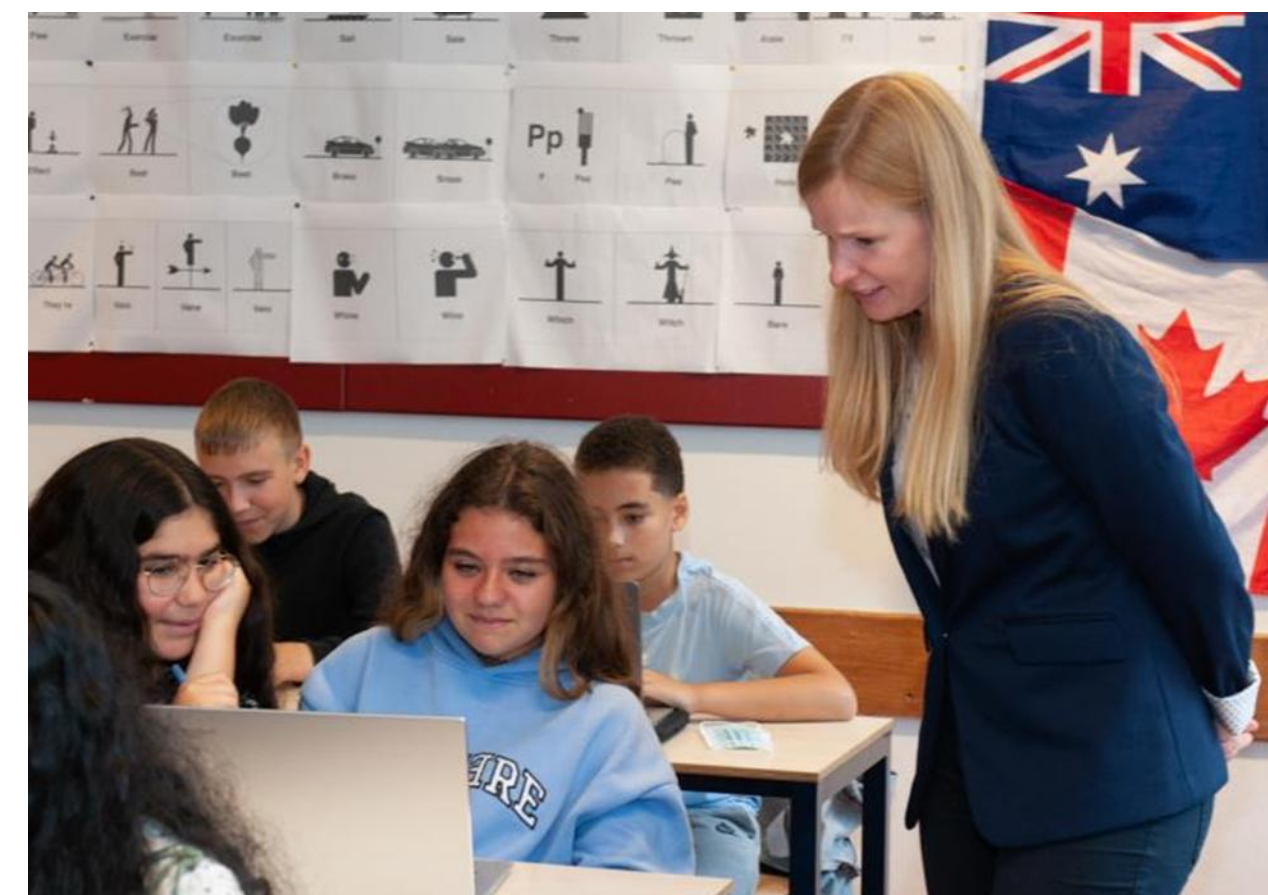


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Procedure

- The CEOS project was approved of by the 'Social and Societal Ethics Committee' of KU Leuven in September 2019.
- Information and consent letters were translated in diverse languages (French, English, Turkish, and Arabic) to inform parents and students about the project and the academic language programme as well as possible.
- Development of word list and learning method by teachers and publishing institute.



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Pre-tests

- Group screening at school
- Supervision by teachers, a member of the research team, and students of Thomas More, Antwerp
- Start of the academic year
- Selection of cognitive talent with a minority background based on SES and the non-verbal part of the COVAT-3
- Programme/intervention group and control group



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Programme/intervention and control

- Intervention group got academic language programme
- 2 x 25 minutes
- 12 weeks
- Extracurricular
- Post-test



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Results

- Students with low SES scored significantly lower at reasoning and at the verbal test, compared to students with an average or high SES
- Cognitive talent with low SES scored non-verbally and verbally in top 20%
- School results improved specifically at geography, maths, and history
- Motivation measurements indicated not enough yet (Covid situation – online education)
- Parent participation minimal (Covid)



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Conclusion

- The CEOS project was innovative because target group is underrepresented in many educational programmes for gifted students
- Hidden cognitive talent was identified with a non-verbal reasoning test
- Teachers, students, and their parents know with which programme students with low SES can improve their Dutch academic language



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Currently

- Implementation academic language programme for all first year students
- 1 lesson per week
- Small groups (max 15)
- All first year students are screened with COVAT-3
- Identification hidden talent



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Currently

- Teacher training in academic language programme
- Academic research in school (effects of language programme)
- Parent participation needs improvement
- Optimising equal opportunities
- Identification hidden talent



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Literature

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