E-GS

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BeyRAM
BEYLİKDÜZÜ REHBERLİK VE
ARAŞTIRMA MERKEZİ

Roadmap

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1.

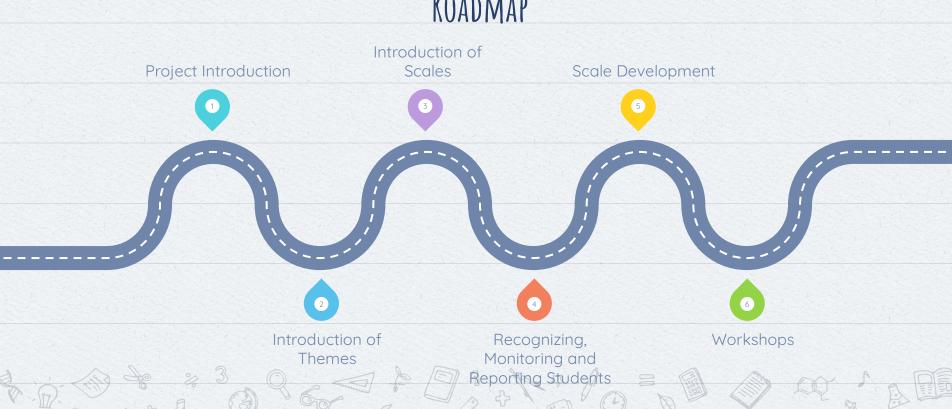# Introduction of e-GS

Let's start with the purpose of e-GS

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✘ The "e-GS" project was developed based on the idea that each student is a different individual, and aims to individualize the teaching and plan the teaching in accordance with the readiness level of the student.

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✖ It is an internet-based Counseling service that aims to provide pedagogical support to the individual by discovering the elements that are overlooked in the online academic processes of the student.

The e-GS projects aim:

✖ To provide students a self-assessment opportunity by enabling them to get to know themselves in academic and personal /social development areas.

✖ To ensure that students can easily access counseling services.

The e-GS projects aim:

✘ To enable individuals to follow their own academic and personal / social developments.

✘ To inform the psychologists / counselors / mentors / other teachers who are responsible for the guidance services of the students about their situation.

2.

Introduction of themes

Which themes did we choose?

E-GS'S THEMES

Time Management

Managing time effectively enables students to become more confident, organized, and learn more efficiently. Effective time management skills are particularly essential for high school students, as they have to deal with more subjects, tests, assignments, and extracurriculars.

Decision-Making

A properly developed decision-making skill can make students more assertive and quicker in their choices. This eliminates a major and recurring source of stress for students and can aid their mental well-being.

E-GS'S THEMES

Goal Setting

Setting a goal obligates an individual to take action, regardless of the obstacles that may be in place. As such, it can encourage students to develop critical thinking skills, new problem solving techniques, and a better understanding of how to overcome issues.

Self Regulation

Self-regulation is the process by which students monitor and control their cognition, motivation, and behaviour in order to achieve certain goals.

Study Habits

Good study skills can increase students confidence, competence, and self-esteem. By developing effective study skills, student may be able to cut down on the numbers of hours spend studying, leaving more time for other things in own life.

Positive Thinking

A positive attitude lets you relax, remember, focus and absorb information as you learn. You're ready to welcome new experiences and recognize many different kinds of learning opportunities. And when you can see opportunities, hope increases.

E-GS's THEMES

Academic Motivation

Academic motivation can be defined as a form of cognitive and emotional arousal that influence a learner's academic achievement. Academic motivation is an internal state that activates, directs and maintains learning-related behaviors.

Academic Anxiety

Academic anxiety refers to the feelings of worry, tension, or dread that are associated with academic settings or tasks. This could be exams, assignments, subjects, social pressures related to schoolwork (parents, peers), or merely feeling uneasy about studying or working in groups in class.

Cognitive Errors

Cognitive errors are ways the mind skews its perception of events in a negative manner. If they go unchecked, cognitive distortions can have significant negative effects on your moods and behaviours and can interfere with your relationships and work.

Academic Self-Assesment

Self-assessment is defined as 'the involvement of learners in making judgements about their achievements and the outcomes of their learning' and is a valuable approach to supporting student learning, particularly when used formatively.

3.

Introduction of scales

Which themes did we choose?

How we decided?

Possible factors → **Needs analysis** → **literature review**

We investigated possible factors affecting the academic and personal / social development areas.

We created an item pool regarding these possible effects and prepared a needs analysis.

We chose our scales according to the needs analysis results and we did a literature review on them.

We determined 10 scales related to these themes

✘ Career Decision Making

✘ Study Habits, Goal Setting and Time Management Skills

✘ Academic Self-Assesment, Academic Motivation, Academic Self-Regulation and Academic Anxiety

✘ Cognitive Distortions and Coping Strategies with Academic Stress

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4.

Scale Development

Steps in
Scale Development

Agenda

- ✘ Determine what you want to measure
- ✘ Generate an item pool
- ✘ Determine a response format
- ✘ Have experts review the item pool
- ✘ Inclusion of validation items
- ✘ Evaluate the items
- ✘ Optimize scale length

Step 1: Determine What You Want to Measure

✘ Theory is key for clarity

✘ Specificity is key to clarity

✘ Be clear about what to include

Step 2: Generate an Item Pool

✘ Create and select items with the specific measurement goal in mind

✘ Be over inclusive and redundant

✘ How many items do you need?

✘ Positively and negatively worded items

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Good items

- Unambiguous
- Appropriate reading level
- No instructions
- Specific
- Avoid jargon
- Avoid asking opinions
- Avoid biased language

Bad items

- Exceptionally lengthy
- Unnecessarily wordy
- Multiple negatives
- Double barreled items
- Ambiguous pronoun references
- Nonmonotonic questions

"I love monkeys because they are furry and magnanimous"*

* A sample item from the Attitudes Towards Monkeys Scale (ATMS; Hilgeman & Cramer, 2006)

"I ENJOY STATISTICAL ANALYSIS OF COMPLEX MODELS ESPECIALLY WHEN IT INVOLVES HOMOSCEDASTICITY AND LOGARITHMIC DATA TRANSFORMATIONS."*

* A sample item from the Attitudes on Statistics Scale (ASS; Cramer & Hilgeman, 2006):

Step 3: Determine a Response Format

✗ There are lots of types of response format.

✗ Let's look Likert Scale!

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Likert scale

✘ Item is presented as a declarative statement, followed by response options.

✘ Response options are worded so they have roughly equal intervals of agreement.

✘ Used most frequently to measure opinions, attitudes, beliefs.

✘ Must consider how strongly you should word items in the initial item pool.

Please agree or disagree with the following:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The company's current activities reflect a strong focus on the client	○	○	○	○	○
Our employees are committed to producing the highest quality work for our clients	○	○	○	○	○
I have the freedom I need to meet customer needs	○	○	○	○	○
I understand the issues facing our clients	○	○	○	○	○
The internal practices support my ability to deliver a high standard of quality to my customers	○	○	○	○	○
In my work group, we ask our internal customers what they require from us	○	○	○	○	○

Step 4: Have Experts Review the Item Pool

✘ Ask people who are knowledgeable in the content area to review your initial item pool.

✘ Have them rate how relevant they think each item is to what you intend to measure.

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Step 4: Have Experts Review the Item Pool

- ✘ Experts can also offer alternative ways to measure the construct of interest.

- ✘ Final decision to include or exclude items is *your responsibility!*

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Step 5: Inclusion of Validation Items

✖ Sometimes you may want to include items that will determine the validity of the final scale

✖ May also consider including separate measures of validity rather than establishing your own validity items

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Step 6: Evaluate the Items

✗ Ultimate quality is a high correlation with the true score of the latent variable
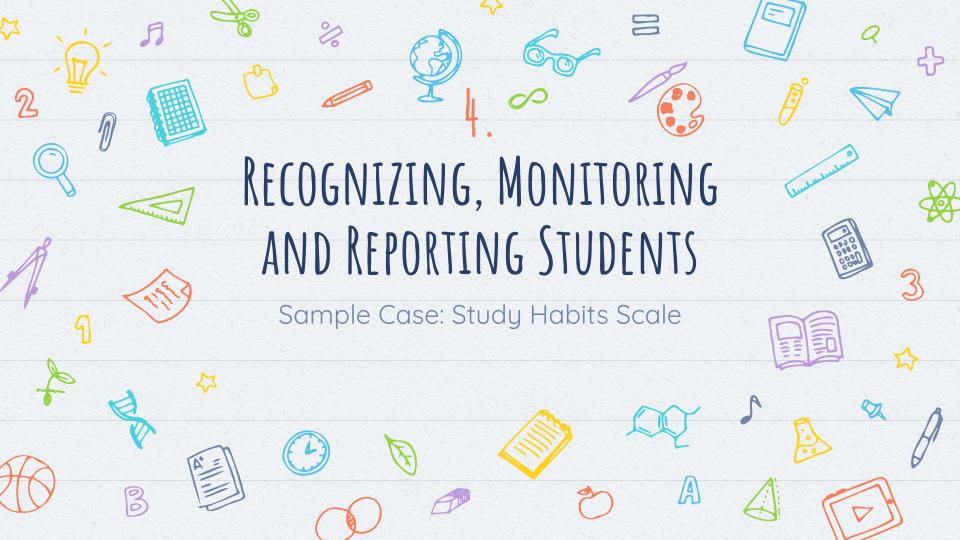
✗ Reverse scored items

Step 6: Evaluate the Items

✖ Item-scale correlations

✖ Item variances

✖ Item means

✖ Coefficient alpha

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Step 7: Optimize Scale Length

✗ Scale length effects reliability

✗ Dropping bad items

✗ Adjusting scale length

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Recognizing, Monitoring and Reporting Students

REPORTING
Öğrenciye, veliye ve psikolojik danışmana basit çözümler içeren raporların sunulması

RECOGNIZING
Geliştirilen ölçeklerle öğrencinin düzenli aralıklarla kendini spesifik konularda ifade etmesi

e-GS Process

MONITORING
Öğrencinin kendini tanıması ve ihtiyacı olan rehberliği keşfetmesi