

Poster

Referenzen

- Carlson, D., Borman, G. D., & Robinson, M. (2011). A Multistate District-Level Cluster Randomized Trial of the Impact of Data-Driven Reform on Reading and Mathematics Achievement. *Educational Evaluation and Policy Analysis*, 33(3), 378–398.
<https://doi.org/10.3102/0162373711412765>
- Ikemoto, G. S., & Marsh, J. A. (2007). Cutting through the “Data-Driven” Mantra: Different Conceptions of Data-Driven Decision Making. *Teachers College Record: The Voice of Scholarship in Education*, 109(13), 105–131.
<https://doi.org/10.1177/016146810710901310>
- Lai, M. K., & Schildkamp, K. (2013). Data-based Decision Making: An Overview. In K. Schildkamp, M. K. Lai, & L. Earl (Eds.), *Data-based Decision Making in Education* (pp. 9–22). Springer Netherlands. <https://doi.org/10.1007/978-94-007-4816-3>
- Leighton, J. P. (2017). *Using Think-Aloud Interviews and Cognitive Labs in Educational Research*. Oxford University Press.
<https://doi.org/10.1093/acprof:oso/9780199372904.001.0001>
- Mandinach, E. B., & Gummer, E. S. (2016). What does it mean for teachers to be data literate: Laying out the skills, knowledge, and dispositions. *Teaching and Teacher Education*, 60, 366–376. <https://doi.org/10.1016/j.tate.2016.07.011>
- Wurster, S., Bez, S., & Merk, S. (2023). Does learning how to use data mean being motivated to use it? Effects of a data use intervention on data literacy and motivational beliefs of pre-service teachers. *Learning and Instruction*, 88, 101806.
<https://doi.org/10.1016/j.learninstruc.2023.101806>

Zeuch, N., Förster, N., & Souvignier, E. (2017). Assessing Teachers' Competencies to Read and Interpret Graphs from Learning Progress Assessment: Results from Tests and Interviews. *Learning Disabilities Research & Practice*, 32(1), 61–70.

<https://doi.org/10.1111/ldrp.12126>