

What makes (teacher) training effective?

A look at existing meta-analyses

Teachers at schools, managers in companies, medical staff at hospitals - they all receive training in the course of their education and professional development. Trainings are important for acquiring new skills and knowledge. To find out which trainings are really effective and which characteristics make trainings effective, science has the possibility to combine individual studies into meta-analyses and thus draw conclusions about the success and effects of trainings based on a large database.

Studies on the success of teacher training are also continually appearing in educational research. The question arises whether there are general factors beyond the content of the training and the delivery method that can influence the effectiveness of teacher training. For example, many studies additionally examine the duration of the intervention or the qualification of the trainer.

In the course of this thesis, you will systematically evaluate how existing meta-analyses that analyze training programs also take into account non-subject-specific characteristics. Meta-analyses will be selected during the supervision process in consultation with the supervisor.

This thesis is appropriate for students who have a broad interest in training and a desire to **explore existing meta-analyses**.

This thesis offers you the chance to take an in-depth look at the **evaluation of interventions** and thus make a direct contribution to the research of the Professorship for Research on Learning and Instruction at the TUM School of Social Sciences and Technology.

Interested?

Then we look forward to hearing from you via e-mail at:

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