

Charassein 2018- Year in Review

Dear Colleagues and Friends,

During 2018, we continued to learn, have fun, and do great work at Charassein! We enjoyed time with middle schoolers participating in our campus visits project. We have now worked with two cohorts of eighth graders from around the area, who either participated during 2017-18 or are participating during 2018-19 in our project. Our preliminary results of this project are promising and we can't wait to see what we can learn from it.

Our collaborative project in Spain "Educar para Ser" continues to spark interest and was recently pre-selected by the OECD as a relevant project to promote socio-emotional learning around the world. We are looking forward to evaluating its effectiveness with all the data we have been collecting.

Jay Greene and his team continue to do interesting work on arts education. You can check their work here <https://nea-research-lab.uark.edu/>.

We continued to publish our work in academic journals and presented our results in multiple conferences. We are also very excited about having had the opportunity to present our work to teachers from Fayetteville Public Schools and look forward to potential new ways of collaborating and working together.

Finally, Charassein got a new web page (<https://wordpressua.uark.edu/charassein/>). Make sure to visit it and follow us on Twitter and Facebook if you want to keep up with our work.

Below you have a brief summary of all this work we have done during this past year. I want to wish you all a happy holiday season and the best for 2019!

Warm regards,

Gema Zamarro

Associate Professor & 21st Century Endowed Chair in Teacher Quality

Director of Charassein: The Character Assessment Initiative



Charassein Research Progress in 2018

During 2018 we have circulated 3 new working papers, presented our research in multiple sessions in APPAM, AEFPP, and other relevant conferences, and we got several papers accepted for publication:

- [Measuring Teacher Non-Cognitive Skills and its Impact on Students: Insight from the Measures of Effective Teaching Longitudinal Database](#), Albert Cheng and Gema Zamarro, *Economics of Education Review*.

- [Cross-Country Heterogeneity in Students' Reporting of Behavior: The Use of the Anchoring Vignette Method](#), Hana Vonkova, Gema Zamarro & Collin Hitt, *Journal of Educational Measurement*.

- [Personality as a Predictor of Unit Nonresponse in Panel Data: An Analysis of an Internet-Based Survey](#), Albert Cheng, Gema Zamarro & Bart Orriens, *Sociological Methods and Research*.

- [Further Validation of Survey Effort Measures of Relevant Character Skills: Results from a Sample of High School Students](#), Gema Zamarro, Malachi Nichols, Angela Duckworth & Sidney D'Mello, EDRE Working Paper No. 2018-07

- [Identifying Naturally Occurring Direct Assessments of Socio-emotional Competencies: The Promise and Limitations of Survey and Assessment Disengagement Metadata](#), Jim Soland, Gema Zamarro, Albert Cheng & Collin Hitt, EDRE Working Paper No. 2018-06

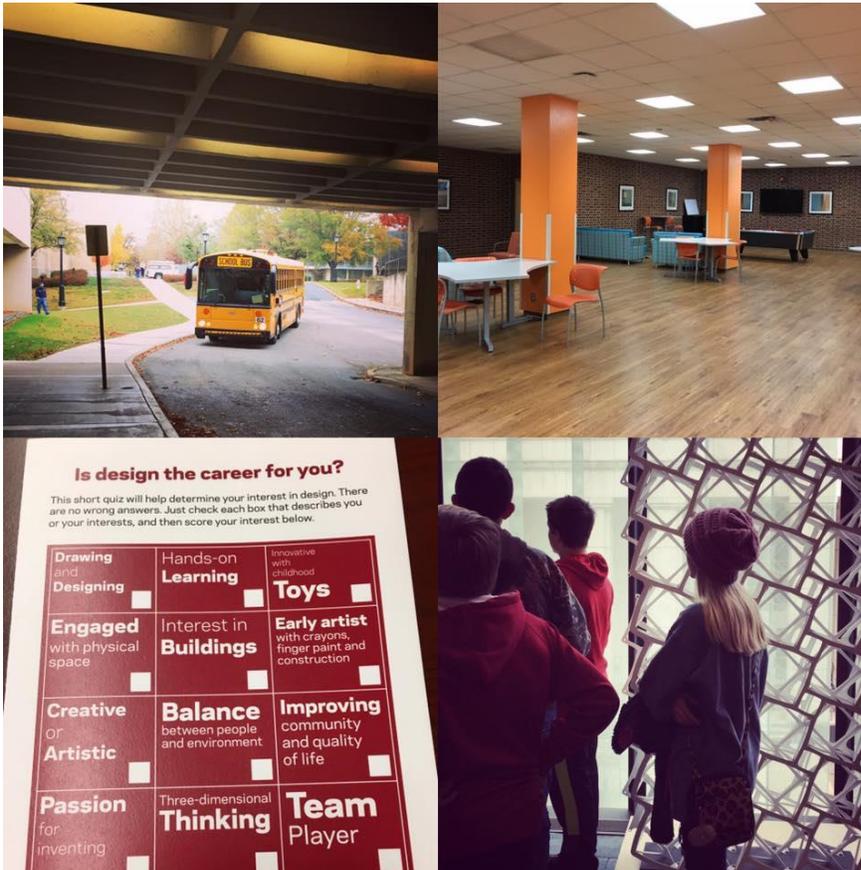
- [College Readiness, Student Expectations and Success: The Role of Non-Cognitive Skills](#), Malachi Nichols, Julie Trivitt & Gema Zamarro. EDRE Working Paper No. 2018-04.



Selected Ongoing projects

An Evaluation of the Educational Impact of College Campus Visits: A Randomized Experiment

This project studies the degree to which visits to a college campus during middle school could reduce barriers to college access, specifically for disadvantaged students. This study is motivated by the belief that a lack of familiarity with college experiences poses a non-trivial barrier to entry that is often overlooked by previous interventions aimed at improving college access. In particular, we are studying the extent to which campus experiences impact college behaviors, attitudes, academic outcomes, and college attendance; thereby allowing us to determine if this relatively inexpensive and easy to implement intervention can have meaningful impacts on college access.



Non-Cognitive Skills, Student Performance and Welfare: A Randomized Intervention in Spanish Schools



In collaboration with the University of Murcia in Spain, the main goal of this project is to develop and implement a new curriculum aimed to stimulate the development of non-cognitive skills of elementary education students aged 4 to 12 years old. To do so, the project brings together a multidisciplinary group of researchers including: education, economics, psychology, neuro-psychology, speech therapy, pediatrics, among others.

Character strengths and skills such as conscientiousness, grit or self-control have been found to be a fundamental determinant of education, labor and even health outcomes from childhood all the way until adulthood. Although, we know of the relevance of such character strengths and skills, less is known about their origin and development and to what extent they can be shaped by the school environment. In this respect, this project aims to contribute to the literature answering the following research questions: 1) to what extent these character strengths and skills can be encouraged to be successfully taught in the school environment? 2) Would new teacher practices oriented to teach these important character strengths have an impact on student academic outcomes? 3) What is the role of parents in the success of these practices?

For more information visit the project's web page:
<http://habilidadesnocognitivas.com/>

Welcome Back and Goodbyes

We welcomed back Albert Cheng who came back to the Department with a tenure-track Assistant Professor position. Charassein research fellow Malachi Nichols graduated with his Ph.D. degree this fall and left us to take an exciting position at ForwARd. We wish you all the best on your new adventures Malachi!



