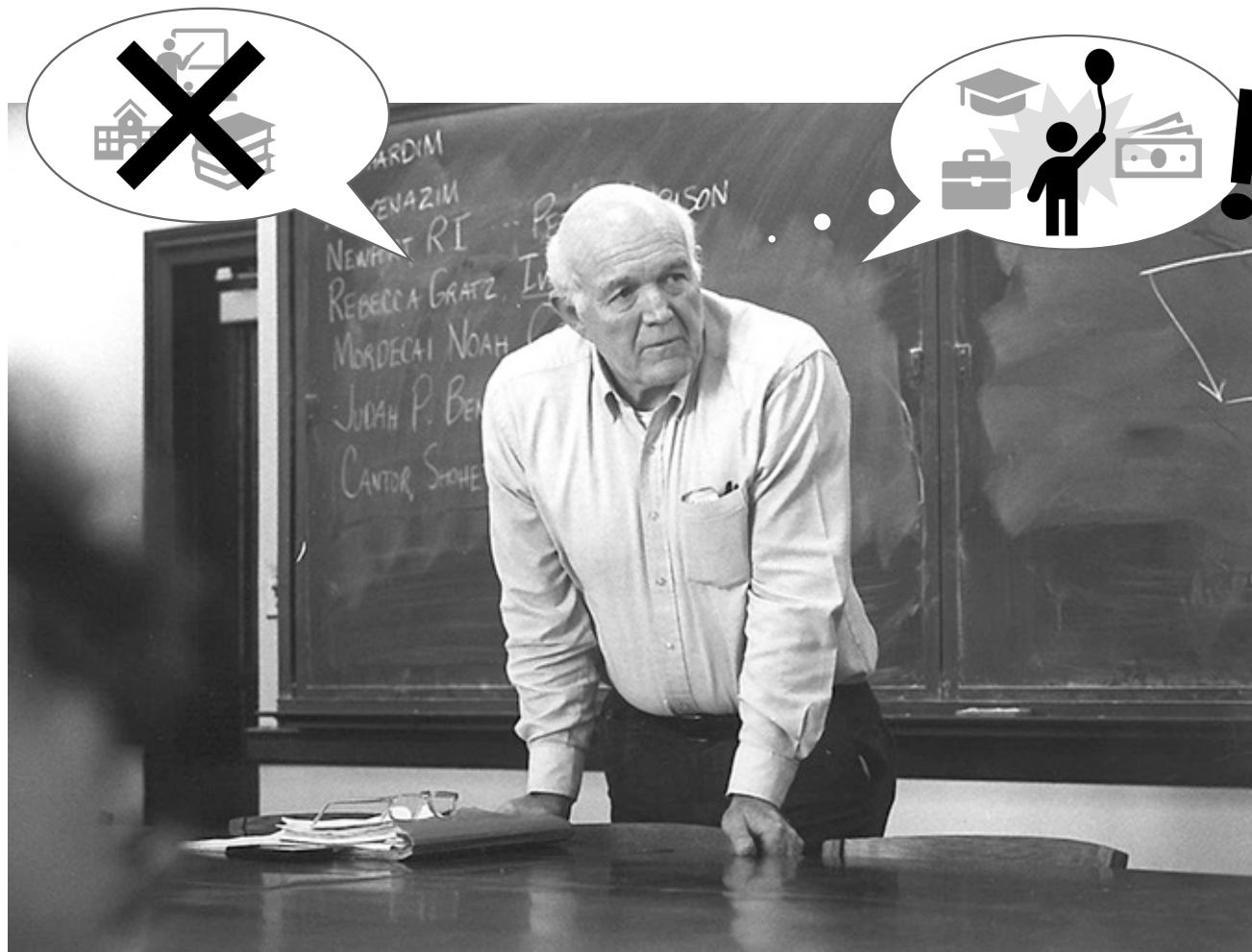




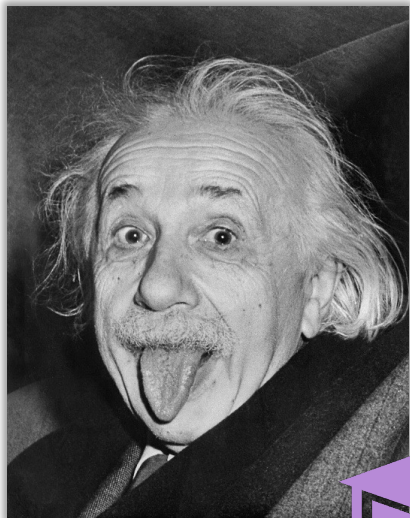
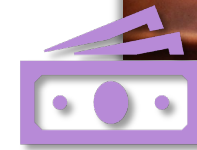
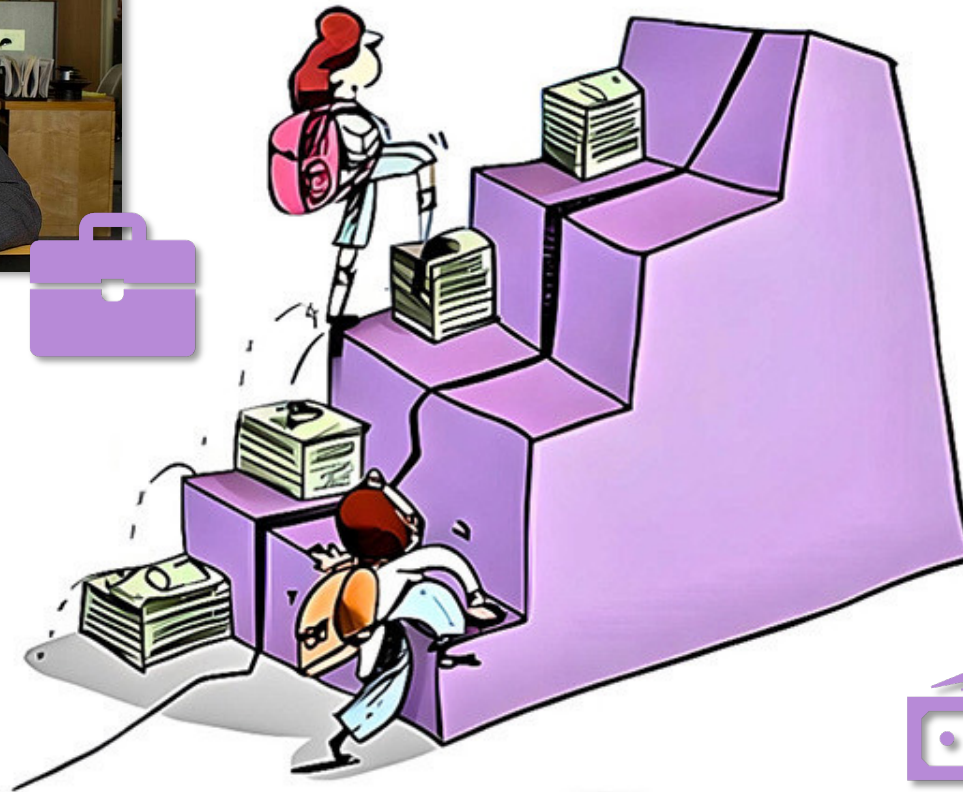
Akademischer Optimismus – Lehrpersonen als Game Changer

Hannah Bolten
Jahrestagung Allianz Chance +
24. Oktober 2025





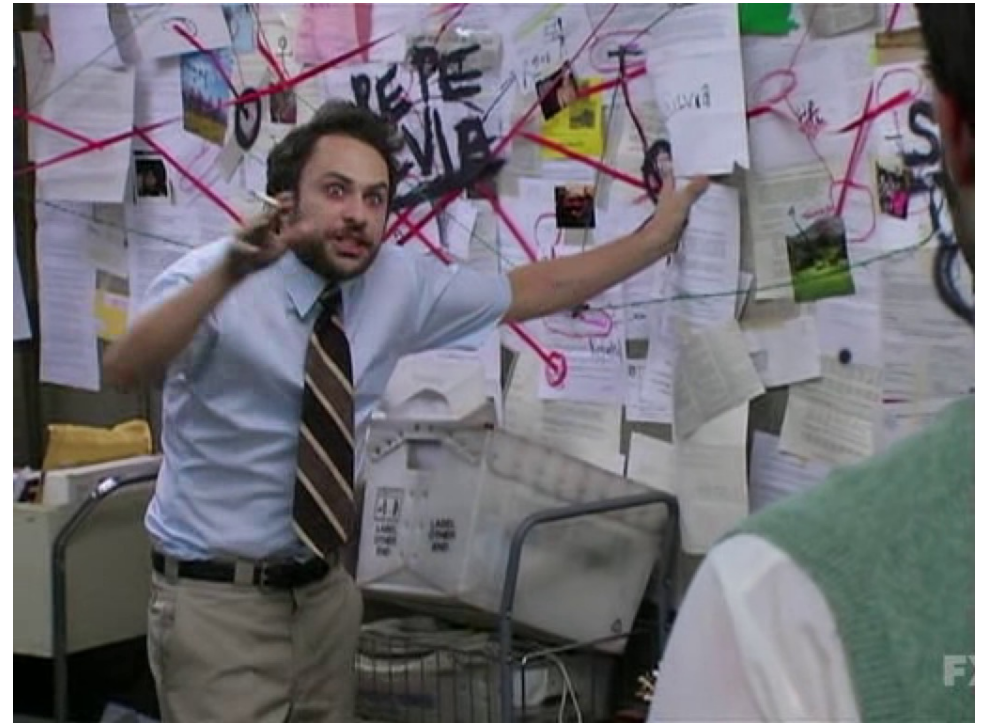
James S. Coleman



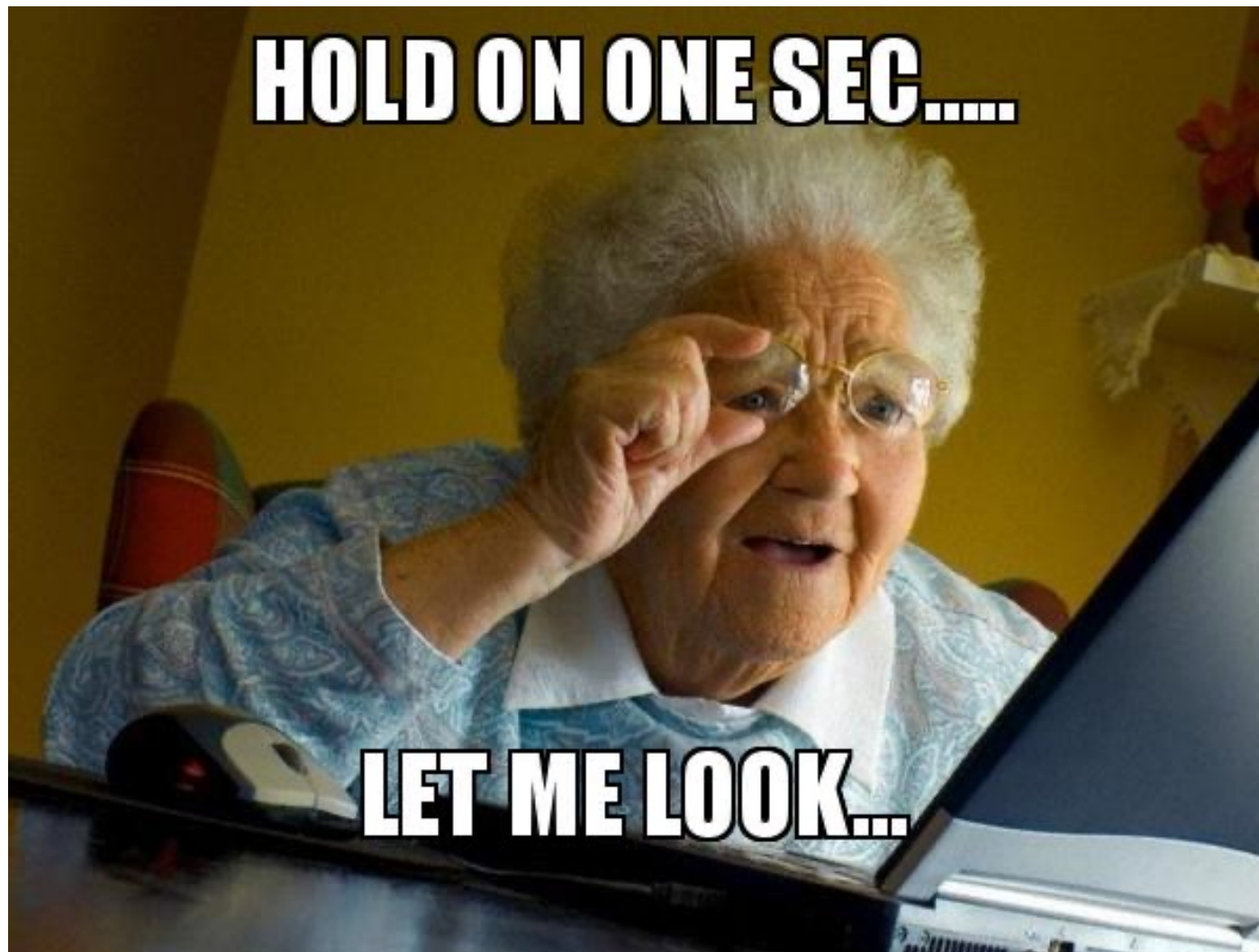
a.



b.









American Educational Research Journal
Fall 2006, Vol. 43, No. 3, pp. 425–446

Academic Optimism of Schools: A Force for Student Achievement

Wayne K. Hoy
The Ohio State University
C. John Tarter
St. John's University
Anita Woolfolk Hoy
The Ohio State University

Researchers have been challenged to go beyond socioeconomic status in the search for school-level characteristics that make a difference in student achievement. The purpose of the present study was to identify a new construct, academic optimism, and then use it to explain student achievement while controlling for socioeconomic status, previous achievement, and urbanicity. The study focused on a diverse sample of 96 high schools. A random sample of teachers from each school provided data on the school's academic optimism, and student achievement scores and demographic characteristics were obtained from the state department of education. A confirmatory factor analysis and hypothesis tests were conducted simultaneously via structural equation modeling. As predicted, academic optimism made a significant contribution to student achievement after controlling for demographic variables and previous achievement. The findings support the critical nature of academic optimism.

KEYWORDS: academic emphasis, collective academic optimism, school achievement, teacher self-efficacy, trust

Coleman startled educators with his finding that the characteristics of a school mattered little in explaining student achievement (Coleman et al.







American Educational Research
2006, Vol. 43, No. 3, pp.

Academic Optimism of Schools: A Factorial Study for Student Achievement

Wayne K.
The Ohio State University
C. John
St. John's University
Ohio State University

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Selbstwirksamkeit

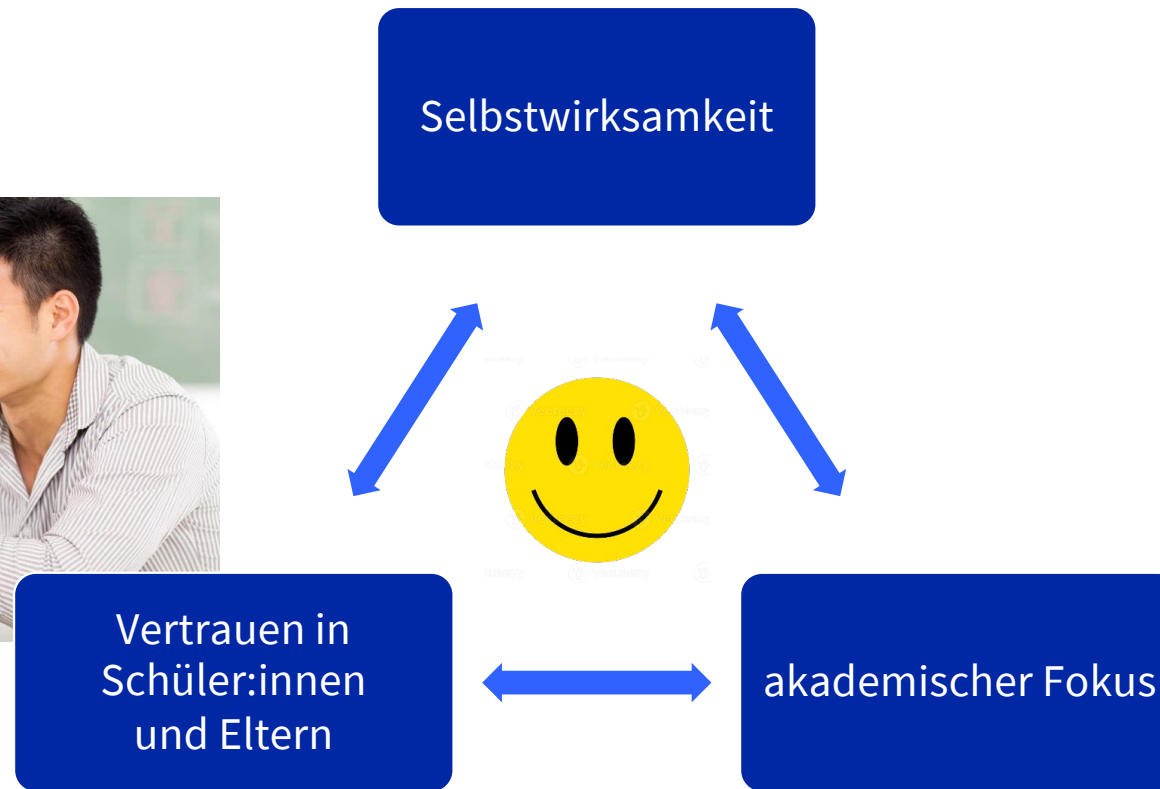


Selbstwirksamkeit



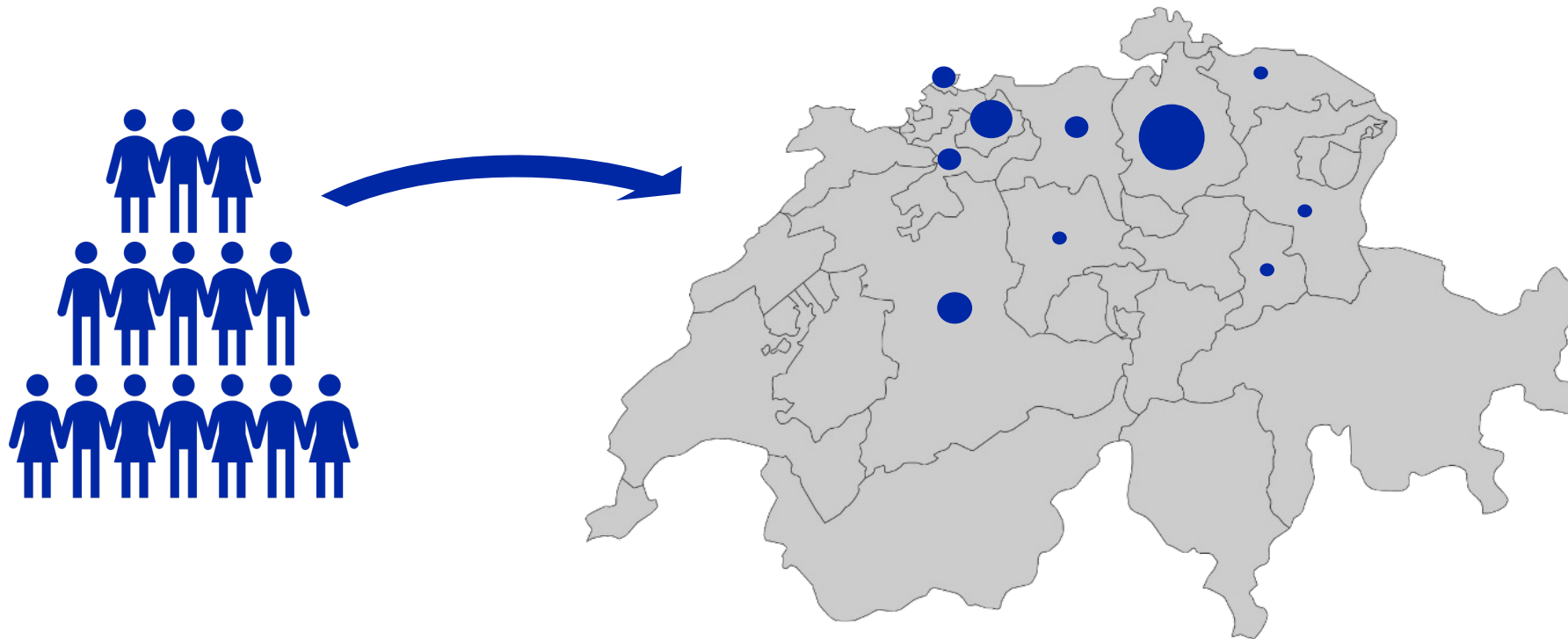
akademischer Fokus







Sample: 125 Lehrpersonen an 33 Deutschschweizer Primarschulen



z.B. «Ich kann die Unterrichtszeit für das Lernen
der Schülerinnen und Schüler gut nutzen.»

Effektivität im Unterrichtshandeln



Veränderungsinteresse

z.B. «Ich will unbedingt wissen, was ich in meinem Unterricht noch besser machen kann.»



Growth Mindset Schüler:innen

Gehen Sie davon aus, dass die Intelligenz von Schülerinnen und Schülern im Unterricht gefördert werden kann?
z.B. «Alle Schülerinnen und Schüler besitzen ein bestimmtes Ausmass an Intelligenz, das... (nicht) verändert werden kann.»

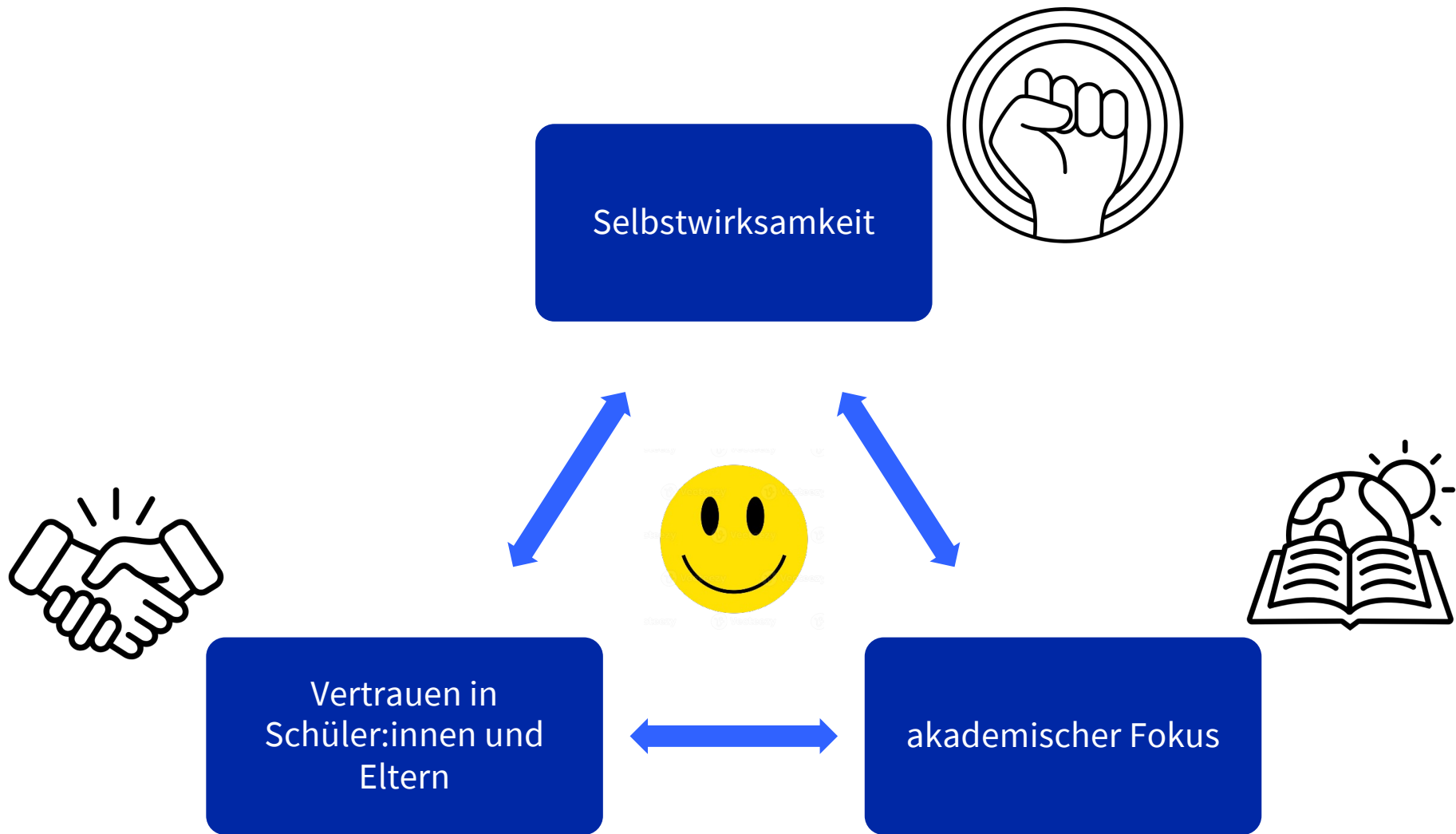


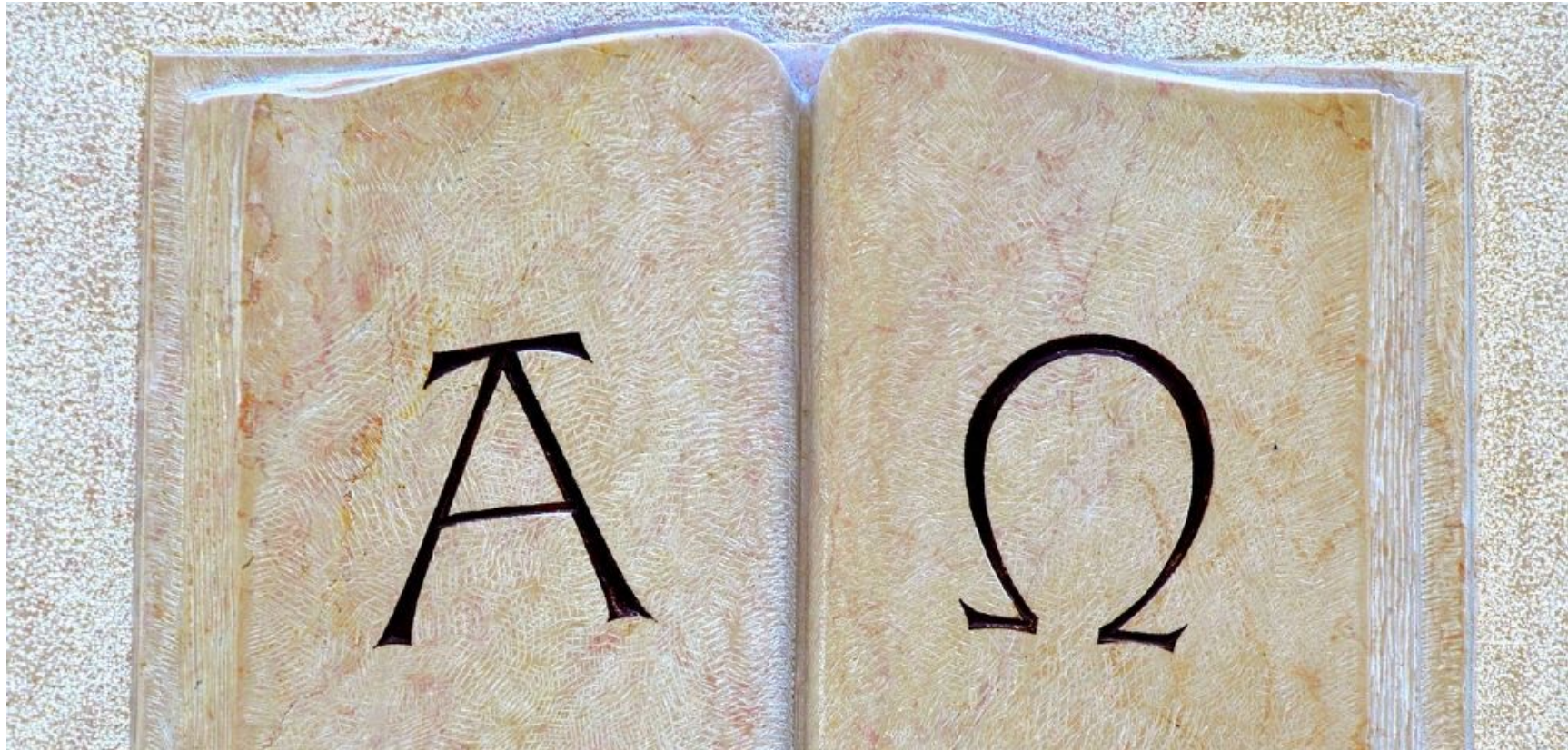




**Martin E. P.
Seligman**

Be more optimistic









Universität
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