

How teacher-teacher and teacher-student cooperation link with achievement evidence from international studies

Description

Studies on early school leaving (ESL) have shown that (low) student achievement is an important predictor of ESL. This paper presents a literature review of evidence from international large-scale assessments (ILSA studies) on associations between teacher-teacher and teacher-student cooperation and student achievement.

Read the publication in the link below.

Countries

 EU level

Downloads



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