



Studies of the project

Discussion and decision making

Data collection

- Admission 2013, 2014, 2015
 - admission information system, update of questions
- First year students 2013, 2014
- Longitudinal data collection
 - after each semester during their studies (even after the project end)
- Skills and knowledge of students?? (academic achievement)
- School???

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Instruments

- Question(s) in admission
- Questionnaire at the beginning of studies
- Questionnaires at the end of every semester
- Questionnaire: academic capability
(<https://kaemus.psych.ut.ee/>, registration, tab of studies, code 1712), motivation
- Interviews with students
- For schools (teachers, pupils)???

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Admission

- *What are the main reasons that influenced you to apply to Informatics or Information Technology related curriculum?*
- New question(s) based on categories found in the first data collection / factors found in additional data collections?

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At the beginning of studies

- New questionnaire for 2014
 - what we had in 2013
 - academic capability (separately, online)
 - academic motivation (part of the questionnaire)

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At the end of semesters

- New questionnaire
 - repeated background information
 - revised main questions (related to our research questions, changed to ask them in the context of continuing studies)
 - first two additional questions are not repeated, last two will be repeated
 - NEW (only once: after the end of the first semester in 2013, in 2014 in the first questionnaire)
 - academic motivation (part of the questionnaire)
 - academic capability (short) test (separately, online)

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Data collection quality

- How to achieve higher response rate?
 - procedure in UT, TUT, ITC
 - who will collect data and how (paper-based / online questionnaires, focus group / individual interviews)
- Issues of validity and reliability?

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Data analysis

- Descriptive statistics
- Comparing groups of students with chi-square analysis (those who continue / drop out, start paid work / do not start, ...)
- Factor analysis (to build a model of factors that describe IT students in different study-phases)
- Cluster analysis to group students
- Regression analysis to predict graduation and career choices

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