

Migration & Education

- Individual Integration Efforts and Societal Requirements for Integration of Students with Immigrant Background in Germany and Switzerland

http://www.ewi-psy.fu-berlin.de/einrichtungen/arbeitsbereiche/ewipsy/forschung/vw_migration_bildung.html

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Description of the Project (Goals, Sample)

In the above mentioned research project we are interested in social psychological processes underlying the 'achievement-gap' of immigrant students in Germany and Switzerland. At the core of our project is the question how identity as an immigrant student and identity as a member of the majority culture interactively impact the motivation to excel in school, the motivation to acquire the German language, attitudes towards the German culture, acculturation orientations, and, finally, knowledge acquisition, and skill development in school. The overall goal is to pinpoint applicable ways to improve the educational participation and aspirations of immigrant students.

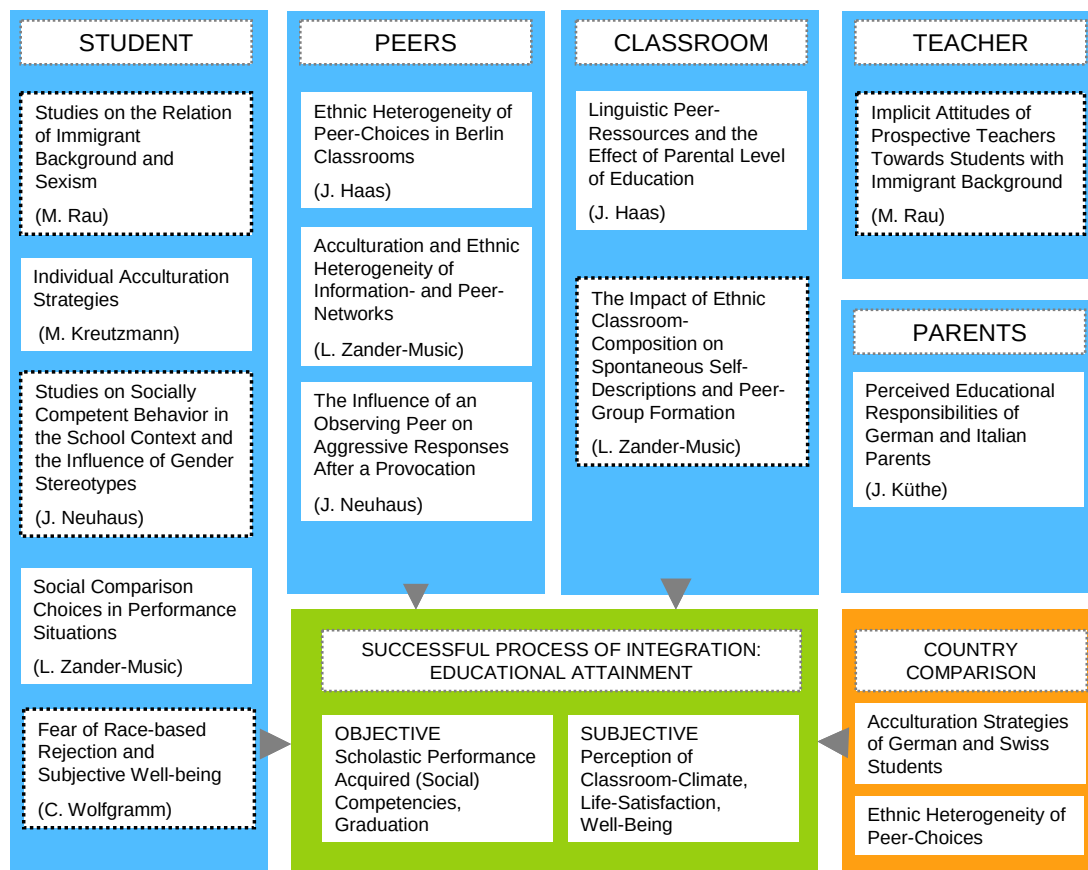
Going beyond what international school achievement studies have to offer, we began by oversampling groups of immigrants from particular countries (Greek, Italian, and Turkish immigrants as well as immigrants from former Yugoslavia, and ethnic German immigrants from Eastern Europe) to relate peculiarities of different kinds of ethnic identities to particular

characteristics of the majority culture. Currently, the interaction of social-structural conditions of classrooms and individual characteristics and abilities in the integration-process are analyzed, based on a second large-scale dataset assessed in a realistic classroom field-setting. Reflecting the complexity of the topic, the project consists of several sub-studies, each focussing on a different aspect of the overall question.

At heart, the project aims at analyzing the opportunities and chances lying within integration processes of immigrant students and to thereby contribute to a change of perspectives in integration research and policy. The results of this applied research contribute valuably to the accumulated body of prior research, as well as to relevant political and pedagogical policies.

Sample. The survey comprises two samples, collected in two countries, Germany and Switzerland. While *Wave 1* mainly focuses on the *precise description of the different major immigrant groups* in each country, *Wave 2* aims at *modelling and analyzing the social psychological processes in classrooms*, including the characteristics of their social network structure and classroom climate. Thus, participants of *Wave 1* were surveyed individually or in their classrooms, while participants of *Wave 2* were exclusively surveyed in the classroom with all classmates present. All participants were 14-15 year old students of the 9th Grade. Schools were selected randomly. 44 schools in Germany and 63 schools in Switzerland agreed to participate in the survey. *Sample 1* consists of 1985 participants, 813 students in Germany and 1172 students in Switzerland. *Sample 2* consists of 1613 students, 1113 students in 55 classrooms in Germany and 500 students in 23 classrooms in Switzerland. Data collection for *Wave 1 and 2* took place from September 2006 to August 2007 in the German federal states Berlin, Hessen, Rheinland-Pfalz, Baden-Württemberg, Saarland, Schleswig-Holstein, and Niedersachsen, as well as in the Swiss cantons Aargau, Basel-Landschaft, Basel-Stadt, Bern, Freiburg, Luzern, Schaffhausen, Schwyz, Solothurn, St. Gallen, and Zürich.

Procedure. The questionnaires were administered during normal class hours in the respective classrooms and conducted by teachers or the project's research assistants. The survey consists of three parts: the *Mathematics Tests* (15 minutes duration), a *test on German Language Proficiency* (20 minutes duration) and the *main questionnaire* including the classroom social network, individual social psychological variables, demographic information, family background questions, and grades (approximately 70 minutes duration).



Project 'Migration & Education': Overview of Completed and Progressing Sub-studies