



# A Framework for Analysing Students' Problem-Solving Performance

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**January 22, 2019 (Tuesday)**

**12:45 - 14:00**

**Room 205, Runme Shaw Building, HKU**

***Chair: Dr. Maggie Wang***

## **Abstract**

Problem solving is considered as a key competency that students need to develop in the 21st century. While problem solving has been increasingly promoted in educational practice, formative assessment of problem solving remains a challenging task. Researchers have argued for the development of an enhanced assessment approach through joint effort from multiple disciplines. In this study, a three-stage, evidence-based framework is proposed to analyse students' problem-solving behaviour, abilities, and performance in K-12 education. The approach has been applied to assess students' problem-solving performance in an online environment by empirical studies with students in a primary school in Shanghai. The findings reveal student performance in four clusters with distinctive problem-solving behaviour, abilities, and task performance.

## **About the Speaker**

Dr. Yiling Hu is a lecturer in the Department of Educational Information Technology, East China Normal University. She received her PhD from East China Normal University in 2016. She was a visiting scholar in the University of Illinois at Urbana-Champaign in 2015. Dr. Hu's research interests include learning analytics, educational data mining and assessment, and learning in problem-solving contexts. She has published papers in *Interactive Learning Environments*, and *Educational Technology & Society*, among others.

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