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Eine Anmeldung ist nicht nötig.

Einladung

zum öffentlichen Gastvortrag

Louis Volante (Brock University, Canada)

The Impact of the Pandemic and School Closures on Cognitive and Non-Cognitive Learning Outcomes

Montag, 26. Mai 2025, 17.15 Uhr

Kleiner Hörsaal, Ágnes Heller Haus
Innrain 52a, 6020 Innsbruck



Louis Volante (PhD) is a Distinguished Professor at Brock University and a Professorial Fellow at UNU-MERIT / Maastricht Graduate School of Governance. His interdisciplinary scholarship focuses on the global governance of education; politics, policy, and large-scale reform; political economy of education systems; international achievement surveys and policy diffusion; and impact evaluation of policies and programmes. Professor Volante's research is widely referenced in academic and policy communities and has received continuous funding from the Social Sciences and Humanities Research Council of Canada (SSHRC). His current SSHRC funded research examines the short- and long-term impact of the pandemic on cognitive and non-cognitive student learning outcomes.

Full Biography:

<https://brocku.ca/education/faculty-and-staff/dr-louis-volante/>

<https://unu.edu/merit/about/research-fellow/prof-louis-volante>

Gastvortrag

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This seminar discusses findings from a recent analysis of the impact of the pandemic on cognitive and non-cognitive learning outcomes. More specifically, results from the 2022 Programme in International Student Assessment (PISA) were juxtaposed against previous test administrations to examine the impact of school closures across Canada, United States, Australia, New Zealand, and Europe. The findings suggested an important intersection between cognitive and non-cognitive outcomes. In particular, pandemic related learning deficits for students with high levels of a sense of belonging and growth mindset were approximately one school year for reading, and half a school year for mathematics and sciences. Conversely, for students who were frequently bullied, the COVID-related losses averaged 1.5 school years across all three test domains: mathematics, reading, and science literacy. Overall, the analysis indicated that students, when controlled for the trend, experienced a loss of 0.07 standard deviations in their sense of belonging to school, an increase of 0.14 standard deviations in fixed mindset, and a 3% decrease in the probability of being frequently bullied, compared to past student cohorts. Girls, low socioeconomic status (SES) students, and migrant pupils were disproportionately impacted by the pandemic. The seminar concludes with a discussion of the implications for education policy, with a particular focus on transnational governance issues across Europe.