International Boys School Coalition

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Personality Traits

The Big 5 (OCEAN):

• Openness
• Conscientiousness
• Extraversion
• Agreeableness
• Neuroticism
Personality & Performance

• Academic achievement is positively related:
  – Conscientiousness

• A series of positive learning styles that align well with teaching methods is associated with:
  – Openness
  – Agreeableness

• Grades are negatively associated with:
  – Neuroticism
Personality & Gender

- Females tend to report with higher levels of:
  - Agreeableness
  - Openness/ emotions

- Males tend to report with higher levels of:
  - Extraversion
  - Assertiveness

- Gender differences are largest at ages 12-20
Change in Agreeableness

![Graph showing change in agreeableness over age for females (red) and males (blue).]

- The graph illustrates the change in agreeableness standardized 2005 scores across different ages for females and males.
- The y-axis represents the change in agreeableness, while the x-axis represents age from 15 to 24 years.

Legend:
- Red: Female
- Blue: Male
Change in Conscientiousness
Change in Emotional Stability

![Graph showing change in emotional stability over age from 15 to 24, with separate lines for females and males.](image)

- Y-axis: Change in emotional stability (std. 2005)
- X-axis: Age (15 to 24)

Legend:
- Red: Female
- Blue: Male
Australian University Enrolments

Domestic Higher Education Enrolments by Gender

2011
- Male: 44.1%
- Female: 55.9%

2016
- Male: 42.5%
- Female: 57.5%
Australian Graduates

Domestic Higher Ed Award Course Completions by Gender 1999-2016

Number of domestic award course completions

Year


Males

Females

132,227 (59.3%)

90,732 (40.7%)
The Rise and Rise of Ed-Tech

• In 2017, USD $9 billion invested in ed-tech
• Annual spend by 2020 is predicted at USD $250 billion
• Education market is 3x the media and entertainment industry, BUT only 2% digitised
Sectors of the Ed-Tech market

- Secondary: 24%
- University: 19%
- Primary: 18%
- Vocational: 13%
- Corporate: 11%
- Preschool: 11%
- Language: 4%
The Critics are Growing

“Most curricular materials have been digitised without transforming the foundations of the dominant educational paradigm”
– Fernando Gonzalvo, Uni of Valencia, 2014

“Ed-tech has repeated the cycle of hype and flop, even as computers have reshaped almost every other part of life. One reason is ... that the brain-stretching potential of edtech has remained unproven”
- The Economist, 2017
Paradox of Classroom Technology

Use of technology to gather, evaluate or use information for learning

- Not observed: 53%
- Somewhat evident: 20%
- Evident: 16%
- Very evident: 11%
Paradox of Classroom Technology

Use of technology to conduct research, solve problems or create original works

- Not observed: 63%
- Somewhat evident: 12%
- Evident: 16%
- Very evident: 9%
On-line Drop-out Rates

Proportion of 2006 Commencing Cohort Who Successfully Completed Their Program Within 9 Years

- On Campus Study: 77%
- On Line Study: 47%

15
Computer Use by Gender

Minutes of Computer Use Per Day

Female

- Schoolwork
- Games, videos and other entertainment

Male

- Social networking, messaging, email, and other

0
20
40
60
80
100
120

16
Mathematics Performance by Country

Trends in mathematics performance and increase in computers in schools

Expected number of computers per student, based on per capita GDP

Fewer computers

Number of computers per student, after accounting for per capita GDP

More computers
Mathematics Performance by Individual

Relationship between students’ skills in reading and computer use at school (average across OECD countries)

- Highest score
- Paper-based mathematics
- Computer-based mathematics

Index of computer use in mathematics lessons

OECD average
Reading Performance by Individual

Score points

OECD average  Australia

Index of ICT use at school