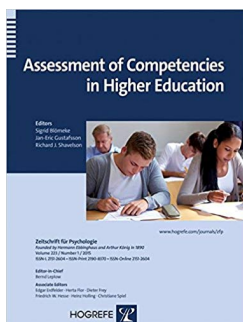
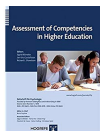


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Editorial

Approaches to Competence Measurement in Higher Education

Ugoi Iremek, Janine Grottel<sup>1</sup> and Edward A. Hunsicker<sup>2</sup>

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In a globalized world, it is essential to have a common language for competence measurement in higher education. This special issue provides a comprehensive overview of current research and practice in this field. The articles in this special issue explore various approaches to competence measurement, including the use of self-reports, peer-reports, and direct measures. They also discuss the challenges of measuring competence in higher education and provide practical recommendations for researchers and practitioners.

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Assessing Professional Vision in Teacher Candidates

Approaches to Validating the Observer Extended Research Tool

Kathleen O'Shea and Lisa Soper

School of Education, York, Canada

This special issue focuses on the validation of the Observer Extended Research Tool (OERT) for assessing professional vision in teacher candidates. The articles in this special issue explore the theoretical underpinnings of professional vision and provide practical recommendations for researchers and practitioners. They also discuss the challenges of validating the OERT and provide practical recommendations for researchers and practitioners.

Teacher candidates have the challenge of seeing others' actions in a way that allows them to understand the underlying processes and make effective decisions. This special issue provides a comprehensive overview of current research and practice in this field. The articles in this special issue explore various approaches to assessing professional vision, including the use of self-reports, peer-reports, and direct measures. They also discuss the challenges of assessing professional vision in teacher candidates and provide practical recommendations for researchers and practitioners.

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Scientific Reasoning in Higher Education

Constructing and Evaluating the Criterion-Related Validity of an Assessment of Preservice Science Teachers' Competencies

Stefan Hartmann, Annette Lippner, Julia Böhm, Dirk Klöpper, and Hans-Joachim Pant

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This special issue focuses on the construction and evaluation of the criterion-related validity of an assessment of preservice science teachers' competencies. The articles in this special issue explore the theoretical underpinnings of scientific reasoning and provide practical recommendations for researchers and practitioners. They also discuss the challenges of constructing and evaluating the criterion-related validity of an assessment of preservice science teachers' competencies and provide practical recommendations for researchers and practitioners.

Models of scientific reasoning and its underlying processes are essential for understanding and assessing preservice science teachers' competencies. This special issue provides a comprehensive overview of current research and practice in this field. The articles in this special issue explore various approaches to constructing and evaluating the criterion-related validity of an assessment of preservice science teachers' competencies, including the use of self-reports, peer-reports, and direct measures. They also discuss the challenges of constructing and evaluating the criterion-related validity of an assessment of preservice science teachers' competencies and provide practical recommendations for researchers and practitioners.

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