

Power is Knowledge

Dear pupils, parents/caretakers, teachers and other interested parties,

In the previous newsletters I have already told you that High Dosage Tutoring originates from the United States and is implemented there by Saga Education. This organization has implemented HDT-projects for years in High Schools in big cities such as Chicago and New York. The projects in the United States are researched by different universities, such as Chicago University. The results of these researches have proven that the method works very well. Pupils not only improve their math skills, but also experience a growth in their other subjects. There is even an increase in their attendance at school due to their desire to participate in HDT. The method is thus 'evidence-based'.

These results caught the eye of researcher Bowen Paulle. He wanted to know how this method would turn out in the Netherlands. After a couple of years Anne Kielman became the director of this foundation and founded the first Bridge HDT project in Amsterdam at the Mundus College in New-West. This is also the first HDT-project that was researched by Bowen Paulle and his research team at the university of Amsterdam. The results of this research showed that 5 months of HDT were really effective for the students. Pupils deduced the gap that they had and managed to maintain their improvement.

The results of The Bridge HDT Amsterdam-Southeast are also observed closely by the same research team. How does this research work in practice? I will briefly try to explain this to you.

Firstly, the pupils that were in the fourth grade (group 6) last year, received a permission form which they took home. The parents/caretakers could choose to either give or not give permission for their child to be given the chance to participate in the project and therefore the research project. The pupils that eventually are part of the Bridge HDT were randomly selected.

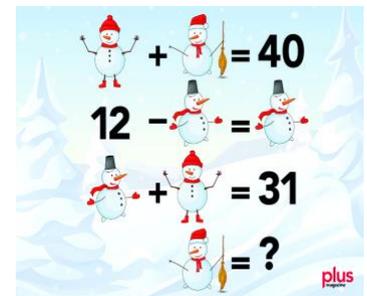
Researchers will then measure the growth of the pupils that are part of the project, in math and social emotional development and compare this growth with the growth of pupils that have not participated in the project. This research design has a social value. These results make it possible for The Bridge to decide with the municipality if the project could be scaled up in the future in order for more children to profit of the benefits of the HDT-method.

We are really happy that Bridge HDT can support so many pupils. We hope that the beautiful results from The United States and the first Bridge HDT-project in Amsterdam New-West will also become evident in our project here in Southeast. We are betting everything on it!

I have confidence in our team and the pupils in Southeast and I am already proud on the improvements that I have seen with my own eyes.

*On behalf of the whole team,
Alexandra Nacev,
Site Director of The Bridge HDT*

Brain Game



Math is Everywhere

We asked Rajé-Ana en Jahzinho, two pupils of the primary school *De Rozemarn* to interview each other about their experience in Bridge HDT. This is what they told us:

J: "Would you want to be a part of the Bridge HDT again? And why?"

R: "Yes, because I am being helped here and the subject is also explained in a fun way and it is more extensive."

J: "Which day do you like the most? And why?"

R: "Wednesday and Friday, because we have word problems and on Friday we play games, but in the meantime it is also fun."

After this they gave us some really great ideas about what activities we could do in our last week of Bridge HDT.

J: "Do you think that we could go to McDonalds for example, at the end of HDT?"

R: "Yes, that would be awesome, we could go on a trip and then for example do estimations. We could for example go in a rollercoaster and estimate the speed in km/hour."

J: "Basically a trip with math included."

R: "Or to have class outside!"



Jahzinho & Rajé-Ana during their first Social-Emotional Learning Session about collaboration

Interview with Bowen Paulle: Lead Researcher Bridge High Dosage Tutoring



Bowen Paulle is a researcher and professor of Sociology at the University of Amsterdam and leads the research of High Dosage Tutoring (HDT) in the Netherlands. Together with his research team he studied the effects of Bridge HDT-Mundus More Math. This was a project of 5 months in the first grade of a high school that offers vocational education in Amsterdam New-West.

1. What can you tell about the research of Bridge HDT in the high school in Amsterdam New-West?

B: "Half of the pupils of the first grade (freshman year) were randomly selected to participate in Bridge HDT. In a period of 5 months, the students that were part of HDT managed to deduce 71% of their gap when it comes to the minimum level of math that they should have at the end of the primary school (1F). For the pupils that did not receive Bridge HDT this was only 17%. The pupils that received HDT thus deduced their gap with a higher percentage in comparison to the pupils that did not receive Bridge HDT."

2. The project is now also implemented in different primary schools in Amsterdam Southeast. What is the difference for the research project?

B: "The pupils in Amsterdam-Southeast receive Bridge HDT for a full school year. For the first time the original model of HDT (5 days a week, 45 minutes a day) is implemented in Amsterdam and researched. We hope that the pupils in Amsterdam-Southeast will grow as much as the pupils in New-West."

Frequently Asked Questions

1. What is the difference between Bridge HDT and Saga HDT?

Bridge HDT focuses more on the social-emotional well-being of the pupils by dedicating a whole HDT-hour on social-emotional learning lessons, 6 times a year. These lessons are based on an evidenced-based curriculum. Furthermore, the Bridge implement more intensive contact between the tutors and the parents/caretakers every week. The Bridge organises at least 3 walk-in lessons per school year and also organises a diploma ceremony. Another unique aspect of Bridge HDT is that 20% of the tutor-time is spend on word problems. This means that 1 out of 5 lessons is dedicated to practicing word problems. This is mainly because of the linguistic character of mathematics education in the Netherlands.

2. Why is being evidence-based important for Bridge HDT?

The Bridge is convinced that independent scientific research is necessary to measure the effect of learning interventions such as Saga High Dosage Tutoring and to justify the high costs of the program. We measure the impact that the tutoring has on the math skills of the pupils. We also measure the impact that it has on other subjects and the social-emotional development of the pupils. The research is also used to implement intermediate improvements to the project and to make cost-benefit analyses.

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The Bridge HDT