

General Entry Requirements

The awards are available annually. However, in any given year, the IEA Awards Committee may decide not to make one or both of the awards.

The deadline for applications for the awards is 31 March of each year.

Research questions may include, but are not restricted to, the following:

- Within-country studies of the background factors behind educational attitudes or achievement
- Comparative studies of factors related to achievement across multiple countries
- Methodological issues associated with conducting large-scale educational research investigations of within-country achievement results via examination of data from comparison countries.

Criteria for both awards include:

- Importance of the problem
- Conceptualization and design of the study
- Methods of analysis employed
- Adequacy of the reporting and discussion
- Reasonableness of the conclusions.

The awards are adjudicated by the IEA Awards Committee.

Candidates for both awards receive feedback within six months of the closing date. The winners are announced at the IEA General Assembly of the same year, and their names are published on the IEA website.

Submissions in languages other than English must be accompanied by a detailed English-language summary. The Awards Committee will draw on the expertise of other IEA personnel for assistance.

Members of the IEA Awards Committee

- Dr. Larry Hedges, IEA Technical Executive Group
- Dr. Seamus Hegarty, IEA Chairperson
- Chair: Dr. David Robitaille, Chair of the IEA Publications and Editorial Committee

Additional experts may be added to the committee as required.

Previous Award-winning Research Titles

- A study of equity in mathematics teaching and learning in lower secondary schools in Thailand
- Achievement of US high school physics students
- Product and process modeling for science achievement at the sixth form level in Hong Kong (SAR)
- Understanding the low mathematics achievement of Chilean students: A cross-national analysis using TIMSS data
- Attitudes towards school and education in seven countries: Comparisons between England, Finland, Hungary, India, Japan, Sweden, and the USA based on IEA data
- Changes in reading comprehension across cultures and over time
- Connecting political discussion to civic engagement: The role of civic knowledge, efficacy, and context for adolescents
- Teachers and computer use: The process of integrating IT in the curriculum
- A computer-based approach to sample design in educational research
- Extending the application of multilevel modeling to data from the Third International Mathematics and Science Study (TIMSS)
- Interpreting the Third International Mathematics and Science Study (TIMSS) achievement scales using scale anchoring
- Statistical model building in research on teaching: The case of a study in eight countries

A full list of previous award winners, including author names and affiliations, is available on the IEA website.



For more information about the awards and/or submission procedures, contact:

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The IEA Bruce H. Choppin and Richard M. Wolf Memorial Awards

The International Association
for the Evaluation of
Educational Achievement



Submissions Invited

Two awards commemorate the work of distinguished contributors to IEA

The International Association for the Evaluation of Educational Achievement (IEA) offers two awards to recognize high-quality empirical research that makes use of IEA data. Since 1956, the IEA has conducted more than 25 research studies of cross-national educational achievement in over 80 countries. Themes include mathematics, science, and reading literacy, as well as civic education, information technology in education, teacher education, and other topics.

The intention of the Richard M. Wolf and Bruce H. Choppin awards is to encourage and promote outstanding research conducted by postgraduate students and established researchers that uses IEA data.

About IEA studies

IEA studies are an important source of data for those working to enhance students' learning at international, national, and local levels. They are of interest to three main groups: policymakers, researchers, and practitioners. The studies focus on the output of educational systems—that is, the attitudes and educational achievements of students—and attempt to relate these outputs to those inputs that may have an effect on them. These inputs include school-, teacher-, and family-related variables. IEA studies have a strong empirical basis and quantitative orientation, and they rely mainly on cross-sectional and longitudinal non-experimental designs, with data collection through sample survey methods.

Using IEA data

Fifty years of IEA research have resulted in a wealth of data on numerous aspects of international education. The data are managed by the IEA Data Processing Center (DPC) in Hamburg, Germany and are available to researchers free of charge. The DPC has also produced specialized software to analyze the study data.

Further information about the studies and access to software, manuals, and complete datasets can be obtained from the IEA website (www.iea.nl).

The Bruce H. Choppin Memorial Award

This award recognizes outstanding Master's theses or doctoral dissertations employing empirical research methods and using IEA data.

The award, established by IEA in 1985 as a memorial to the late Dr. Bruce H. Choppin, takes the form of a certificate and a prize of €500. Two awards, one for the best submission at the Master's level and one at the doctoral level, are offered annually.

For each year's competition, the thesis or dissertation submitted must have been completed within the three years preceding the entry date (31 March of that year).

Applicants should submit:

- An extended (10-page) summary of their thesis or dissertation in English and in electronic form*
- A cover sheet stating the
 - title of the thesis
 - university at which it was completed and year submitted
 - name and contact information of the applicant.

ABOUT BRUCE H. CHOPPIN

Bruce H. Choppin earned his PhD from the University of Chicago in the area of measurement, evaluation, and statistical analysis. He worked with IEA in areas such as data analysis, instrument construction, international coordination, training, and data processing from 1963 until his death in 1983. He was an early proponent of the Rasch method of scaling aptitude and achievement test scores; and for IEA he wrote the monograph *Correction for Guessing*. He was co-founder of what eventually became the *International Journal of Educational Research*.



* Short-listed applicants will be asked to provide a copy of their complete thesis.

The Richard M. Wolf Memorial Award

IEA established this award in 2005 in recognition of the significant contributions made to the field of educational research by the late Dr. Richard M. Wolf. The award is available annually to the author or authors of a paper published in a refereed journal, monograph, or book that includes analysis of data from one or more IEA studies.

The award takes the form of a certificate and a prize of €500.

For each year's award, the paper or chapter submitted must have been published in a refereed journal, monograph, or book within two years of the entry deadline (March 31 of that year).

Applicants are required to submit:

- A copy of their paper or chapter as it was published
- A detailed summary in English (for papers submitted in languages other than English)
- Complete bibliographic details, including title and date of the journal, monograph, or book, the place of publication (book only), the publisher, and page numbers.

ABOUT RICHARD M. WOLF



Richard M. Wolf completed his doctoral dissertation at the University of Chicago. His topic was the relationship between home environments and achievement. Under the leadership of Benjamin Bloom, he took charge of data processing for the IEA First International Mathematics Study. Dr. Wolf spent most of his professional life at Columbia University, and was chair of the Department of Measurement,

Evaluation, and Statistics there until his retirement in 1996. He authored the textbook, *Evaluation in Education*, considered a classic in the field. Dr. Wolf was the IEA General Assembly representative for the United States from 1976 to 1990, and was designated an Individual Member of IEA in 1991. He was appointed as chair of the IEA Publications and Editorial Committee in 1983. He held this position and continued to publish until his death in 2004.