Group No. 1 Teacher Education

Chair: Pierre Brochu

Rapporteur: Rita Dukynaite

Peter Archer

Frederick Leung

Paul von Oijen

Carmen Tovar Sanchez

Michal Sitek

Sue Thomson

Ralph Carstens

Rufus Poliah

Interest to participate

- It is not a unanimous answer: some countries expressed an interest to participate, some did not:
 - E.g.
 - very enthusiastic
 - Will not participate regardless of what the study will do
- Issues to consider:
 - Competing priorities
 - Responsibility: Teacher education is in higher education
 - Budget... budget... budget
 - Political interest vs. problems to make it happen
 - Challenges in comparing very different systems

Requirements of a new study

- Would need to focus on the following element:
 - Teacher effectiveness
 - Value-added models
 - The skills of future teacher
 - Student results (In some cases, teachers may be good but their students may be struggling)
- Longitudinal component would be most useful
- Should include different methodologies to make the information more useful

Which subject

- Mostly math
- Some science
- Language

Group No. 1 Computer-Based Assessment

Chair: Pierre Brochu

Rapporteur: Rita Dukynaite

Peter Archer

Frederick Leung

Paul von Oijen

Carmen Tovar Sanchez

Michal Sitek

Sue Thomson

Heiko Sibberns

Jarrod Hingston

Shaikha Ali Al-Zaabi

Nada Ruban

Prospects, Possibilities and Needs

- Most countries moving to CBA. Some countries are more advanced in implementation of CBA.
- Still problems with different platforms and operating systems
- Not even access within a country
- Issues with some languages still persist.
- Perceived issue with fairness of CBA vs PBA
- Less experience introducing computers and CBA at the primary levels.
- When developing, consider the difference between reading and digital reading

Resources

- More expensive to develop and to acquire the equipment
- Important to invest resources in item development at the beginning of the process
- In some countries, private companies offer the service; in others, governments want to invest but they lack resources
- Computer-based scoring provides efficiencies (less expensive, takes less time)

Teaching

- In schools, assessment is not the problem, teaching with computers is more challenging
- Some countries use CBA for national tests and in some cases, CBA is optional.
- In some countries, all students have computers or tablets and the role of teachers is changed (facilitator)
- In some countries, teachers use e-textbooks and software