



Possible teacher education study

Obstacles and difficulties

One possible summary of our group discussion

7. September 2013. Lisbon



The participants of group II.

Chair: Elana Papanastasiou

Ridha Al-Khayat

Jit Cheung

Dominique Lafontaine

Henne Løngreen

Michael Lückl

Annette Qvam

Roberto Ricci

Victoria White

Wolfram Schultz

Jack Schwille

Dirk Hasted

Gary Ockey

Sandor Brassoi rapporteur

Cyprus

Kuwait

New Zealand

Belgium (French Community)

Denmark

Austria

Norway

Italy

England

ACER

USA

IEA

ITS

Hungary



Retrospection and exploration the lack of scope

Working method: Open discussion without pre-determination.

Starting point: Previous and concurrent international studies linked to teacher education

IEA TEDS-M

OECD's TALIS

What our group did:

1. Mentioned some preliminary concerns:
 - If we sampled pre-service teachers, how would this study be different from TEDS-M?
 - If we sampled first year teachers, how would this study be different from TALIS?



Retrospection and exploration the lack of scope

Starting point: Previous and concurrent international studies linked to teacher education

IEA TEDS-M

OECD's TALIS

What our group did?

2. Discussed the population identification and sampling issues based on the deficiencies from the former teacher education studies
 - Identified the diverse teacher training systems (Pre service and in-service/ tertiary institutions vs. apprenticeship schools)
3. Discussed about the content regulation and about the fast changing perspectives of teacher training in various countries



Retrospection and Exploration the lack of scope

4. Put in the focus the important role and the working condition of future teachers.
5. Raised the topic – selection methods of the secondary school student who want to be a teacher - in the focus.
6. Discussed about the different models of initial teacher trainings at tertiary institutions and at the general schools.
7. Talked for a long time about the:
 - identification of the group of skills and knowledges which is needed for effective teaching, (pl. ICT skills)
 - possible ways and methods of testing teachers
 - Imagined possible and optimal steady state situation in the teacher curricula at the academic and methodological pedagogical knowledge



Suggestions for the IEA Secretariat

1. Turn again to the teachers matter. The real question is to assess the effectiveness of teacher's work with children!
2. Integrate the successful parts of TED-M and with TIMSS background questionnaires to new study.
3. Include a policy analysis.
4. Determine the most appropriate time of testing (final year of pre-service training vs. first year of teaching practice).
5. Determine the subject orientation of assessment (maths vs. complex science or different science subjects or ICT).
6. Identify possible clusters of countries with similarities based on the different routes of teacher training in the different participating countries.



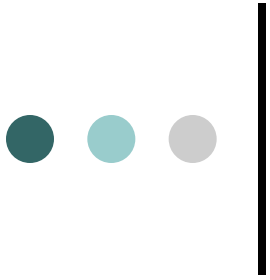
Suggestions for the IEA Secretariat

7. Should focus on the academic and pedagogic skills of the teachers

8. Take into account the country variations in

- standards during the teacher training,
- different ways of registration starting first job as a teacher,
- career guidance programs and counselling,
- in - service compulsory training.
- The purpose of the new study should be improve the quality of the teacher work and have to link to the improvement of the teacher training and teacher work quality in all countries.

All of the above could be collected before starting the study.



Thank you for your attention!



Group Discussion on Computer Based Assessment

Challenges and possibilities

8. September 2013. Lisbon



The participants of our group

Chair: Elana Papanastasiou

Ridha Al-Khayat

Jit Cheung

Dominique Lafontaine

Henne Løngreen

Michael Lückl

Annette Qvam

Roberto Ricci

Dirk Hasted

Gary Ockey

Sandor Brassoi rapporteur

Cyprus

Kuwait

New Zealand

Belgium (French Community)

Denmark

Austria

Norway

Italy

IEA

ITS

Hungary



Prospects, Possibilities, Needs

Prospects of CBA rooted in the good basis which has been created by previous good practises. (ICILS, e-PIRLS, PISA, others.)

Many of our countries have enough computers in schools, good ICT infrastructure, good web penetration, ICT supported baccalaureate systems, nationwide student assessment systems, many of the stakeholders use national level databases, and have a lot of e-resources.

Some of our countries are very interested in adaptive testing, have been involved in many good initiatives at this area. (TAO)

„Provocation effect” by the young generation is growing rapidly, because they have the skills, abilities of ICT use! This generation could be the „engine” of this determinative process.



Prospects, Possibilities, Needs...Barriers

The fast changing progress in the transformation of education systems.

The new expectations of employers in the labor market are in harmony with the rapid progress of ICT use at workplaces.

The growing proportion of ICT oriented trainings of teachers between the national and international LLL policy.

The attitude of young teachers towards ICT supports the teaching process, including the methodological change in the classrooms (e-administration, e-based testing, e-controlling, e-demonstration the parts of school curricula) .



Prospects, Possibilities, Needs,...Barriers

Need strong support in the initial investment in CBA:

- Financial support within the countries, and in the IEA-DPC as well.
- Support the human resources
 - Increase the number of expert of CBA,
 - Retrain the staff at national examination centres,
 - Retrain the teachers for the adoption of the philosophy of the digital age and CBA.

Need more ICT development in the member countries and better equipped schools.



Prospects, Possibilities, Needs... **Barriers**

Strong barriers are:

- many of the politicians in power (in many country slow down the progress, fear of bad results using CBA)
- the senior teachers' attitudes,
- the lack of required competencies of teachers,
- the lack of adaptation time of teachers to meet to the new expectations,
- the ICT infrastrucure in many countries are poor,
- the equity dimension could rise in many countries:
 - poor schools, poor maintainers vs rich schools, etc.
 - students from bad family background (no access to smart phones or tablets) this schools and students are at risk!
- Fear of the widening of the digital gap.

Therefore special measures have to be taken to succesfully balance these risks!



What types of competencies are seen as important?

Senior teachers “competencies” that are needed are:

the interest for the use of ICT tools,

the recognition of the need to change the teaching methods,
more orientation to multimedia approaches.

the understanding of the new communication ways and
learning needs of the young generation.

the computer assisted illustration/demonstration in schools,
the demand for multimedia supported teaching methods.

Young teachers “competencies” that are needed are:

they should be initiators of the teaching staff in the up –to-
date tool use,

they should show creativity in the use of digital
competencies as an integral part of teacher’s work not only as
teacher demonstration, but by creating teamwork and projects.



Where to find resources needed at the national as well as the international level for the IEA studies?

The different forms of CBA developments initiated by the IEA could inspire in all countries the collective development of ICT infrastructure and educational assessments. The new IEA softwares can be distributed in many countries to inspire the collective use of new technologies,

Therefore we must explore private donors who will invest in the field of CBA.

More enquiry needed in the EU or at the World Bank to offer more support for the IEA for the extension of CBA methods and tools.

For more budget, possible way the increase of the membership fees of the member countries.

Strengthen the partnership with other institutions (universities, research organisations, other ICT providers)



How extensive is the computer based teaching ?

MAJOR IMPROVEMENTS ARE NEEDED!

The background in the schools and in the entire general education systems are far behind!

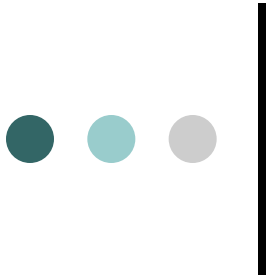
The problems are:

No appropriate governmental support for it (no budget in the MoE)

Not enough pressure on schools to change their methodology.

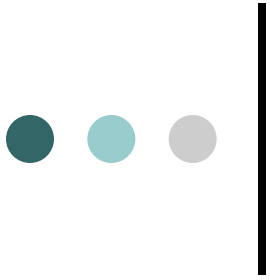
Rigid curricula, rigid teachers! Rigid administrators in the MoE!

Not enough incentives and a lack of assistance during the implementation of ICT based CBA.



We should all together systematically and thoroughly persuade those stakeholders in our countries who have not committed yet in the development of CBA.

Need strong coordinated efforts for this purpose!



Thank you for your attention!