

GROUP 4

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DISCUSSIONS ON A POSSIBLE TEACHER EDUCATION STUDY

INTEREST?

YES, BUT...

-teacher study or TE-study?; initial or in-service?

-should help national interest

- * to construct teacher evaluation systems
- *find effective TE-models
- *teachers' critical profession in low income countries
- *recruitment of teacher students
- *cultural differences?
- *are we creating international standards for TE/teaching?

-what do we want to learn from TEDS?

- *clear focus, research question; theory-based?
- *clearly defined target population and sampling

-should we relate TE, teachers' qualifications and students' learning outcomes?

- *to measure e.g. teachers' content knowledge, pedagogical content knowledge and pedagogical knowledge? how to weight these?

-should be closely related to TE-curricula to be effective and valuable

- *big differences between (higher education) institutes – validity of results?
- *different models internationally, how to compare?
- *effective TE, teacher and school – theory based?
- *value for development
- *more focus on methods/ process variables – how TE really works?

-ask currently practicing teachers what kind of research is needed – as collecting trend data over time would not provide timely solutions

-what we already know about the topic?

*analysis of existing theoretical and empirical data

*TALIS

-all levels (primary, secondary schools) or focusing on one?

MATH or SCIENCE TEACHERS?

-only in math curricula are similar enough for reasonable comparisons - but done already

-science – too complex internationally? greater variation in the science curriculum across countries

-other subjects – mother tongue, foreign languages

DISCUSSIONS ON COMPUTER BASED ASSESSMENT (CBA)

What are the prospects, possibilities and needs in regards to the CBA in your educational system? What types of competencies are seen as important and shall be assessed here?

General response indicates a positive intention by educational systems to move towards CBA, a consequence triggered by the introduction of CBA in international assessments (PISA, ICLS).

However, there is a variation in countries and between primary and secondary levels, in the actual implementation of CBA.

Positive experiences:

- after a difficult start, CBA is now implemented in at certain grade levels (eg Lux)
- schools equipped with adequate IT facilities and a IT human resource
- national standardized tests carried out on computers
- item developers include teachers and research teams
- development of e-materials

Challenges include:

- budget /financial investment
 - in low-income systems, CBA is not even an option!!
 - belief that CBA does not save resources (maybe in the long-run!)
 - technical readiness of schools
- insufficient conviction of policy-makers/teachers of the value-added of CBA:
 - in measuring student knowledge

- in improving learning and student performance (how has learning changed, can we catch the real changes without CBA? – are we really measuring something new or only trying to change the mode?)
- in providing trend data (from student assessment results based on paper-pencil tests to CBA)
- student motivation: students ready for CBA but teachers are not!!
- ineffective or poor use of computers even when they are readily supplied to schools

Country concerns:

- the need to take into account studies related to mode effect (paper-pencil / CBA)
- the need to consider the context and readiness of countries to implement CBA, where that is not possible the paper-pencil test should be as good as the CBA option, rather than a less-favorable option.
- the need to convince our teachers that CBA is the future of education assessment based on evidence from studies and research

Types of competencies considered as important and to be assessed:

- Languages: reading comprehension, oral comprehension skills assessed, but there is a demand for writing skills (open-ended production)
- Maths: not only the final answer but an assessment which offers the identification of mathematical reasoning

Where to find resources needed at the national and international level for the IEA comparative studies employing computers for data collection

- Joint collaboration between international organizations working on educational assessments
- Private organizations offering expertise on CBA methods, tools and reporting
- Possible collaboration between countries building item pools

How extensive is computer-based teaching in your country? How are computers used?

- Not yet widespread
- Use of computer gradually introduced across curriculum
- Computers have been introduced in schools but appropriate use for teaching and learning still need to be implemented