



Researching education, improving learning

58th IEA Annual General Assembly

Group Discussions

October 2017
Budapest

Topic: Group Discussion (Session 1)

Document: GA58-09

**Reflections on the release of the TIMSS 2015 results
(best practices), and sharing data release plans for
PIRLS 2016 and ICCS 2016**

Wednesday, 11 October 2017
16:20 – 17:30

Members of Group 1

Chair: (Austria) Mark Némét

Rapporteur: (Cyprus) Elena Papanastasiou

GA Members:

- (Australia) Sue Thomson
- (Bahrain) Huda Alawadi
- (Belgium - Flemish) Isabelle Erauw
- (Belgium - French) Dominique Lafontaine
- (Bulgaria) Neda Kristanova
- (Canada) Kathryn O'Grady
- (Colombia) i/a Silvana Godoy
- (Croatia) Maja Jukić

Members of Group 1 (Cont.)

Chair: (Austria) Mark Némét

Rapporteur: (Cyprus) Elena Papanastasiou

Observers

- Ellen Almgren (Swedish National Agency for Education, Sweden)
- Paweena Ausayo (Office of Thailand Education Council, Thailand)
- Hessa Al Wahhabi (Abudhabi Education Council, United Arab Emirates)
- Ildikó Balázs (Educational Authority, Hungary)
- Péter Balkányi (Educational Authority, Hungary)

1. How have results been presented in your country?

- In Canada the reporters were mostly interested in receiving information electronically (not attending press releases)
- Infographics were extremely helpful for English speaking countries (would be useful to be able to translate the infographics in advanced in other languages)
- Two waves of reports produced more interest

1. How would you summarize the TIMSS 2015 findings and how are the results being utilized in your country?

Ideas for targeting other target groups (beyond the ministries):

- Teacher training institutions could be used for press releases
- PhD students are approached in Croatia for secondary analysis opportunities
- Schools/teachers are trained in the UAE and Bahrain to understand the results of our studies. Simplified versions of the reports are provided

1. How would you summarize the TIMSS 2015 findings and how are the results being utilized in your country?

- **What worked?**

- TIMSS was released before PISA
- Multiple reports/analyses produced throughout the year
- Simplified reports for schools and parents
- Emphasis on background questionnaire results (e.g. preschool attendance in subgroups in Flemish Belgium)
- Training parents to understand the importance of international assessments

1. How would you summarize the TIMSS 2015 findings and how are the results being utilized in your country?

- **What “didn’t” work**
- Maybe reconsider the release timeperiod: (winter vacations break up the momentum/interest)

Topic: Group Discussion (Session 2)

Document: GA58-15

**Reflections on school participation and school
involvement in IEA Studies (best practices)**

Thursday, 12 October 2017
16:00 – 17:30

1. What changes, if any, have you experienced in school participation and school involvement in the last 20 years?

What seems to be inspiring for schools, and what are the main **obstacles** in order to achieve sufficient school participation?

- Non-alignment of test with curriculum
- Frequent requests for data collection in schools in small countries
- Political tensions in relation to education could create negative attitudes towards international assessments
- Data protection issues (parents sometimes refuse participation)

Are there differences between studies and/or target groups?

- Schools that get many requests for participation on research are more negative
- Whole class administration makes IEA studies easier to administer compared to PISA
- ePIRLS makes administration easier for students compared to PIRLS because of novelty of electronics
- Teachers and schools are not as happy with electronic administration due to technology equipment/problems
- A country's specific situation affects the preference for a study (e.g. PIRLS is more popular than TIMSS in Canada because of country level literacy initiatives)
- Clash in scheduling with regional/national assessments creates problems

2. Securing a high assessment participation rate can be challenging. What are the most effective approaches to ensuring school participation?

What has been successful to secure good school participation?

- Getting the attention of country leaders (e.g. the King/Crown Prince)
- Making participation mandatory
- Small presents (e.g. chocolate) help even more than money or feedback in some countries!
- When background questionnaires include more questions related to local issues/problems
- Negotiating with schools on date/time of administration (+ sandwiches, drinks for weekend administrations)
- Appreciation on good relationships between schools/teachers and parents motivate families to participate

How can reporting and feedback from studies be made useful to schools?

- ANY form of feedback is useful for schools and teachers(since they invest time they should get back something)
- → increases participation in future studies
- Short reports (2-3 pages) in relation to background questionnaire data (e.g. attitudes, etc) can be sent back to schools. Even providing infographics, or posters could be useful for schools
- What our kids do wrong compared to other countries
- Provide examples of good items to train teachers in quality item writing
- When teachers become scorers they also appreciate the test more

THANK YOU!

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