



*Researching education, improving learning*

# 58<sup>th</sup> 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 2

**Chair:** (Denmark) Christian Christrup Kjeldsen

**Rapporteur:** (Estonia) Anu Toots

## **GA Members:**

- (Czech Republic) i/a Josef Basl
- (England) Lorna Bertrand
- (Finland) Juhani Rautopuro
- (Hong Kong SAR) Frederick Leung
- (Hungary) Sándor Brassói
- (Iran) Alireza Assareh
- (Ireland) Peter Archer

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**Chair:** (Denmark) Christian Christrup Kjeldsen

**Rapporteur:** (Estonia) Anu Toots

## Observers:

- Muna Bin Othman (Abu Dhabi Educational Council, United Arab Emirates)
- Bayram Çetin (The ministry of National Education, Turkey)
- Kuan-Ming Chen (National Academy for Educational Research, Chinese Taipei)
- Elaine Chua (Ministry of Education, Singapore)
- Francisco Javier García Crespo (Spanish Institute for Educational Evaluation, Ministry of Education, Spain)

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

- **How have results been presented in your country?**
  - National reports (NR) at the same time with IR (in most countries)
  - Only press conference with main international and national results (in some countries)
  - Secondary analysis presented later (neither time nor need to do it at the same time)
  - Other products besides NR needs to be in place as well (different target groups)
- **What were your main target groups?**
  - Studies have to serve the education community (schools , teachers) – IEA motto – „researching education improving learning“
- **What impact have the results had?**
  - 4th grade studies have more impact (you can make changes since kids remain in educ. system for years)

## 2. Communication strategies for disclosing the PIRLS 2016 and/or ICCS 2016 results (often based on TIMSS lessons)

- Preparations vary greatly across countries, depending on
  - political context (interest, framing)
  - Institutional structure of educ.policy, incl ILSA studies
    - GA members may not have the information, shared to trusted journalists by study centers/NRCs
    - GA members need to know which journalists have the embargoed material
- Targeting the message
- AUDIENCES
  - Single event for different audiences does not work
  - Educational people must not be forgotten, not only journalists are important
- RESULTS (Getting the message right): *a priori* activities
  - Meeting btw policy makers and research team before the release to avoid different/contradictory interpretations
  - School visits arranged for journalists
  - Meeting with curriculum experts to understand how educ. reforms have had impact on results

# 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?

- How are schools' attitudes towards participation in IEA studies?
  - Varying depending on national cultural traditions (commitment, duty, rebel)
  - Generally - increasing number of school assessments (municipal, regional, national, international)
  - **Institutional and legal arrangements matter**
    - Which tests are compulsory?
    - Who has the right to survey school ?
    - Are ILSA included into national educational strategy?
    - Teachers unions, parents support matter
  - In sum – in some countries it is coming more-more difficult (DK, HK, EST), in some the trend is reverse (Enng, Czech), in some - no problems (Ch.Taipei, Iran, UAE)
- What are the main obstacles in order to achieve sufficient school participation?
  - **Population decrease** effects negatively (the same schools are sampled, esp. if TIMSS and PISA coincide)
  - More difficult problems with individual student participation
    - no replacements in sample
    - Parent consent needed



## 2. What are most effective approaches to ensuring schools take part in IEA studies

- **More carrots, less sticks**
  - Money incentives (money to schools; small pay for test administrators)
  - Making it mandatory by law
  - Studies are becoming better known (in public)
  - Promotion videos
  - Letter of invitation to schools, afterwards thanks
  - Involvement of parents in advisory group
- **How can reporting and feedback from studies be made useful to schools?**
  - Variation across countries:
    - student questionnaire data, not achievement data
    - customized school report , could be automatised
  - Targeted to different users
    - parents
    - Workshop for teachers – weaknesses and ways for improvement
    - Methodological materials with released items
  - **Stress the quality of IEA data**

# Suggestions to IEA for consideration

- Revision of sampling methodology
- Are field trials for established studies necessary in such are large scale?
- Is all information in questionnaires unique and not accessible from anywhere else (state registries)?
- Provide promotion videos for countries
  - Collect and share national examples
  - Make an IEA study video

THANK YOU!

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