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 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
Members of Group 2

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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