



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 3

Chair: (Italy) Roberto Ricci

Rapporteur: (Japan) Fumi Ginshima

GA Members:

- (Kazakhstan) Shamshieva Nurgul
- (Kuwait) Sobeeh Almkhaizim
- (Lithuania) Rita Dukynaitė
- (Luxembourg) Amina Kafai-Afif
- (Malaysia) Habibah Abdul Rahim
- (Mexico) i/a María Theresa Meléndez Irigoyen
- (New Zealand) Philip Stevens

Members of Group 3

Chair: (Italy) Roberto Ricci

Rapporteur: (Japan) Fumi Ginshima

Observers:

- Bader Ghafail (Ministry of Education, Bahrain)
- Mette Hansen (Danish Ministry of Education, National Agency for Education and Quality, Denmark)
- Tsung-Hau Jen (National Academy for Educational Research, Chinese Taipei)
- Ismail Karadana (The Ministry of National Education, Turkey)
- Sergei Kravtsov (Federal Institute for the Evaluation of the Education Quality (FIEEQ), Russia)

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

- How have results been presented?
 - Almost all countries publish national report, organize press conferences and workshops with experts and stakeholders
- What were your main target groups?
 - Media / Parents / Public / Stakeholders / School Principals and teachers / Policy makers / Researchers
- What impact have the results had?
 - Not completely satisfying. But, there is a related crucial question “What is the best impact?”
 - Good perspective for school improvement including theoretical framework and meaningful items. But, there is not sufficient support for schools and teachers considering how to improve.
 - Focus on the ranking too much.
 - Bring about misunderstanding that the survey assess the entire achievement and character of students.

2. Could you briefly describe your communication strategies for disclosing the PIRLS 2016 and/or ICCS 2016 results?

- Plan to publish General reports (due to the same day of international launching)
- Plan to publish “Simplified reports” for specific targets:
 - Stakeholders
 - Parents
 - Teachers
 - Students

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?

- How are schools' attitudes towards participation in IEA studies?
 - All countries observe increasing difficulties to enroll school in IEA studies, but not for IEA studies in itself, but because the overlap of several researches. Recently, in Italy participation to international surveys is compulsory for school
- What seems to be inspiring for schools, and what are the main obstacles in order to achieve sufficient school participation?
 - Schools are more interested if they can understand directly the meaning of data, connected with the everyday teaching.
 - For school is very difficult to understand general data and sophisticated statistics
- Are there differences between studies and/or target groups?

2. Securing a high assessment participation rate can be challenging. What are some of the most effective approaches to ensuring schools take part in IEA studies?

- What has been successful in your country to secure good school participation?
 - Help for schools to connect survey framework with the curriculum
 - Give examples and didactic reflections about released items
 - Connect the international scale with the national assessment
- How can reporting and feedback from studies be made useful to schools?
 - Materials (on paper and on the web) with the interpretation of main IEA studies results and the actual application to everyday life of schools

Related to the discussion themes, we exchanged experiences in each country as follows:

- International assessment offer the results of the national, not the results of each sampled school. Therefore, we have to consider about how to utilize the International assessment results for each school level's improvement.
- International assessment and National assessment are not assessing the whole achievement and character of the students. There are many other subjects in school curriculum and so many things to foster at home and schools, including attitude and social skills and so on. We should take care about that.

THANK YOU!

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