



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 4

Chair (Netherlands) Maarten Balvers

Rapporteur: (France) Thierry Rocher

Participants:

- (Norway) Annette Qvam
- (Oman) Zuwaina Saleh Al-Maskari
- (People's republic of China) Huisheng Tian
- (Poland) i/a Piotr Mikiewicz
- (Portugal) Hélder Diniz de Sousa
- (Republic of Korea) Ji Min Cho
- (Romania) i/a Catalin Nedelcea
- (Russian Federation) Galina Kovaleva

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

- General context:
 - TIMSS and PISA at the same time in many countries
 - PISA more covered by media...
 - ... but TIMSS have certainly benefited from this situation (allowing countries to show complementarity, to value primary school results, etc.)
- Local contexts:
 - Impact of the results depends on... the results (flat trends \neq decreasing trends)
 - and on the level of culture of assessment in countries

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

- Formats:
 - Press conferences (in collaboration with policy makers, authorities)
 - Social Medias
 - Conferences with education professionals
 - Including regional seminars
 - Variety of publications, infographics, using international materials
 - Different policies in terms of school feedback (see next)

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

- Targets:
 - Policy makers, public debate
 - Researchers
 - **Educational professionals** (teachers, school heads, inspectorates)
- What impact have the results had?
 - Role in policy making discussions about education
 - Concrete impact on designing new strategy in some countries (eg. in science)
 - Concrete impact on questioning curricula in others

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

- Out of 10 countries:
 - 8 countries in PIRLS, 4 in ICCS
- Communication strategies in continuity with what was achieved for TIMSS 2015:
 - Diversity of communication formats accordingly to different targets
 - A reflection on how to use item-level results? How to illustrate pedagogical issues in order to increase teacher awareness?

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?

- A large convergence:
 - Participation is mandatory
 - School non-response is marginal
 - Even some non-sampled schools may ask to participating in some countries 😊
 - Except one country facing highly autonomous schools
- No particular trend in non-response...
- ... but a tendency to overburdening schools with assessments
- ... and growing parent refusals

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?

- Communication
 - Sending official letters to schools and parents
 - Targeting all the players: officials, school heads and teams, parents, students
 - Organizing seminar/workshops with sampled schools
- Burden
 - Offering strong support
 - Reducing the overload: grouping some tests (e.g. national and international)

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?

- Incentives
 - Some countries give small incentives
 - Others think about raising incentives
- Feedback to schools
 - Only 3 countries give results to schools, possibly with public ranking
 - Other countries point out methodological limitations: booklet-based design, item confidentiality, sample sizes, large standard errors

THANK YOU!

www.iea.nl



Researching education, improving learning