58th IEA Annual General Assembly

Group Discussions

October 2017
Budapest
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 Mikiewcz
• (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 ≠ 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!

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