



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 5

Chair: (Singapore) Chew Leng Poon

Rapporteur: (United States) Stephen Provasnik

GA Members:

- (Slovak Republic) Romana Kanovska
- (Slovenia) Eva Klemenčič
- (Spain) Carmen Tovar
- (Sweden) Maria Axelsson
- (Chinese Taipei) i/a Tsung-Hau Jen
- (Thailand) Chaipreuk Sereerak
- (Turkey) Kemal Bülbül
- (United Arab Emirates - Dubai) i/a Marwan Al Sawaleh
- (People's Republic of China) Huisheng Tian

Members of Group 5

Chair: (Singapore) Chew Leng Poon

Rapporteur: (United States) Stephen Provasnik

Observers:

- Chunrong Ren (National Institute of Education Sciences, People's Republic of China)
- Yerlikzhan Sabyruly (Information-Analytic Center JSC, Kazakhstan)
- Moza Said Al Balushi (Ministry of Education, Oman)
- Ildikó Szepesi (Educational Authority, Hungary)
- Yan Wang (National Institute of Education Sciences, People's Republic of China)

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 (reports, conferences and seminars, media presentations,)?
- What were your main target groups?
- What impact have the results had?

2. Could you briefly describe your communication strategies for disclosing the PIRLS 2016 and/or ICCS 2016 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 in the last 20 years?

- How are schools' attitudes towards participation in IEA studies?
- What seems to be inspiring for schools, and what are the main obstacles in order to achieve sufficient school participation?
- 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?
- How can reporting and feedback from studies be made useful to schools?

THANK YOU!

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