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 Bülbüll
• (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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