

IEA Policy Briefs

October 2017

David Rutkowski



**IEA**

*Researching education, improving learning*

# Editor



- **David Rutkowski (March 2015-present)**
  - Professor Educational Measurement at the University of Oslo



## Past Co-Editor

- **Tom Loveless (March 2015-2016)**
  - Nonresident Senior Fellow at the Brookings Institution



# Why we need briefs



- Provide a unique opportunity to reach new audiences
- Move beyond reporting results
- Less technical than research paper

# About the briefs (official goals)



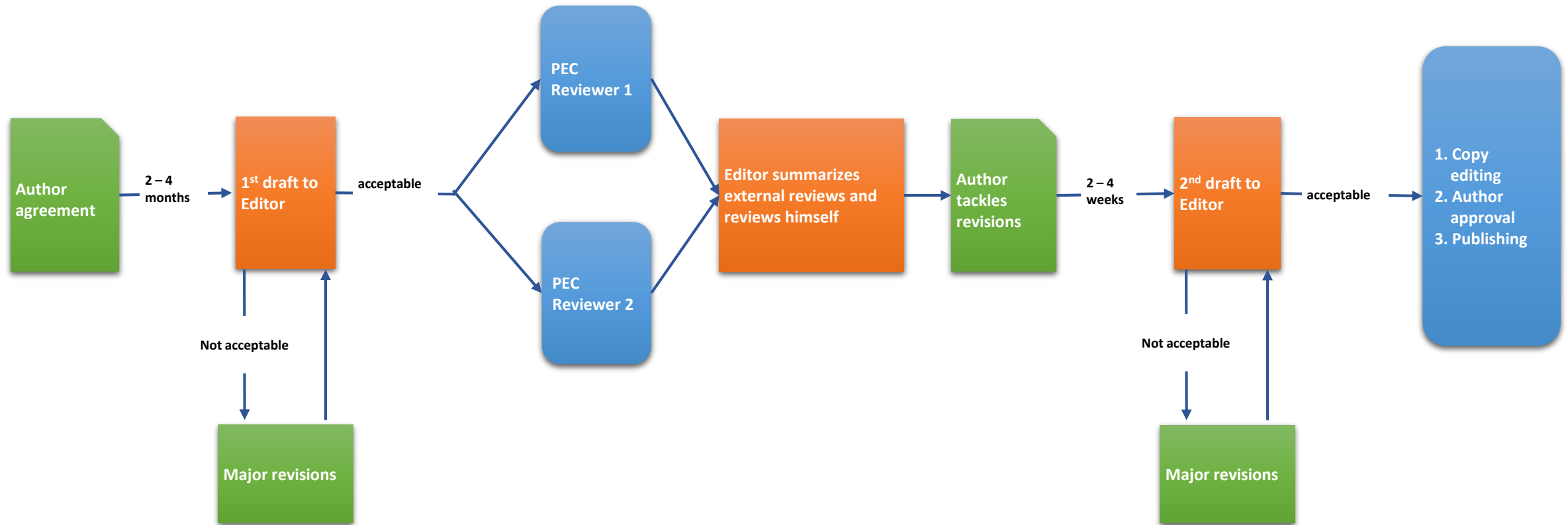
- The briefs aim to address issues of particular interest to a policy community and other interested stakeholders based on secondary analysis of data from IEA's studies.
- Each publication in the series aims to connect study findings to recurrent and emerging questions in education debates at the international and national level.

# About the briefs (editor's vision) IEA

- For top scholars to engage with IEA data and present findings in a way that are exciting and consumable for a general audience.

Institutional Affiliations: Austria, Bulgaria, Germany, Japan, Mexico, New Zealand, Norway, Slovenia, South Africa, Spain, Sweden, UNESCO, U.S.

# Current publication process



# Number of briefs (counts)



17 Published Since 2013

3 Currently in Production

1 Under Review

2 Under Contract

# Downloads



- Since last year we had 2272 downloads from the website.
- Two most downloaded briefs over the past year:
  - Chavatzia, T., Engel, L., & Hastedt, D. (2016, November). **Where are the immigrant girls?** (Policy Brief No. 12). Amsterdam, The Netherlands: IEA.
  - Rožman, M., & Klieme, E. (2017, February). **Exploring cross-national changes in instructional practices: evidence from four cycles of TIMSS** (Policy Brief No. 13). Amsterdam, The Netherlands: IEA.



# 3 Examples

Brief 1: Brevity

Brief 2: New Lens

Brief 3: Sneak Peak

# Brief 1: Brevity



## *Title:*

*Too scared to learn? Understanding the importance of school safety for immigrant students*

## *Authors:*

**Tamara Katschnig** (UNIVERSITY OF VIENNA, AUSTRIA)

**Dirk Hastedt** (IEA)

# Brief 1 (Purpose)



## Purpose:

Using data from TIMSS, this brief explores immigrant students' perceptions of school safety in comparison to their native-born peers in more depth.

# Brief 1 (Findings)



- (1) In many countries, students with an immigrant background feel less safe in school than nonimmigrant students.
- (2) In the vast majority of countries, students who did not feel safe at school performed less well than students who felt safe at school

# Brief 1 (Implications for Policy) IEA

(1) Improving school safety for immigrants may increase overall educational performance in many TIMSS countries.

(2) All schools should work at reducing violence.

(3) Acknowledge students may have different perceptions of school safety, and allocate resources wisely.

*If teachers tend to see their schools as having high safety, they may not feel the same urgency to act compared to their students, who may feel much more unsafely.*

# Brief 2: New Lens



*Title:*

*Reading performance in post-colonial contexts and the effect of instruction in a second language.*

*Authors:*

**Sarah Howie** (UNIVERSITY OF PRETORIA, SOUTH AFRICA)

**Megan Chamberlain** (MINISTRY OF EDUCATION, NEW ZEALAND)

# Brief 2 (Purpose)



## Purpose:

The study aims to explore the relationship between home language and reading achievement in the context of differing instructional languages, across a variety of post-colonial contexts.

## Data:

PIRLS 2011

# Brief 2 (Select Implications)



- (1) In developing contexts, the lack of access to books may hamper children's reading development and achievement, and therefore increasing access to books within schools and via community libraries is particularly important for children from low socioeconomic status backgrounds.



# Brief 2 (Select Implications)



- (2) Social justice considerations regarding language-in education and the use of home language are increasingly required in many systems.
- (3) Using evidence from studies such as PIRLS, and undertaking country relevant secondary analyses, may potentially support better policy development.

# Brief 3: Sneak Peak



*Title:*

*The role of teacher quality in fourth grade mathematics instruction:  
evidence from TIMSS 2015*

*Author:*

**Nathan Burroughs** (MICHIGAN STATE UNIVERSITY, USA)

**Amita Chudgar** (MICHIGAN STATE UNIVERSITY, USA)

# Brief 3 (Purpose)



## Purpose:

- To explore how teacher quality differs within and between countries, and how measures of teacher quality relate to instructional alignment and time in mathematics.

## Data:

TIMSS

# Brief 3 (Findings)



- (1) Disadvantaged students are not necessarily assigned lower quality teachers.

*The TIMSS data suggests that the average teacher human capital of low-income students (bottom 25%) is often higher than for higher-resourced students, even, by some measures, in the USA.*

# Brief 3 (More Findings)



# Challenges

There are a few.

But these challenges are leading to some important innovations!

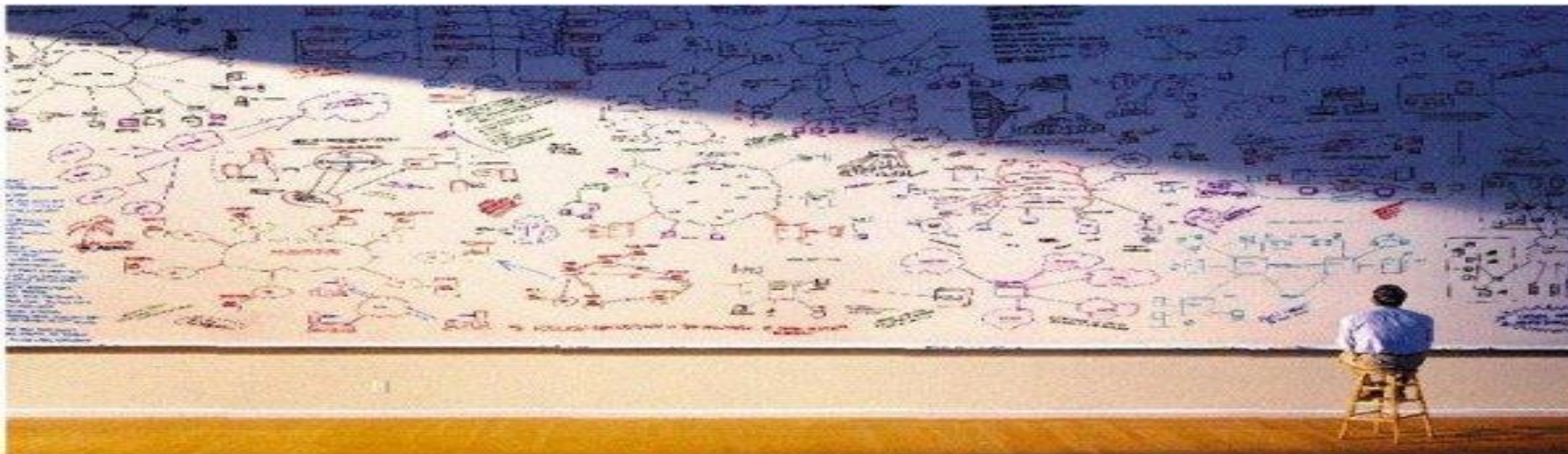
# Challenge 1

- Lack of clear definition of *policy* brief



# Challenge 2

- Providing clear policy recommendations at international level is often difficult.





# Challenge 3

## Timing and tone

I'm writing a new article,  
should be out sometime  
next year



I'm writing a post,  
should be out in  
the next few hours



# Please help promote!



Within your organization

Within your ministries

At your universities

For your educators

Example: Spanish Instituto Nacional de Evaluacion Educativa  
(INEE)

Press

**Please let us know!!!**



# Other Assistance



- Author Suggestions
- Topic Suggestions (appreciate author)
  - Especially from ICCS, ICILS, TEDS
- Feedback (what you like and don't like)
- Ideas For Promoting the Briefs

# What's coming

- Topics
  - Using PIRLS Data with Teachers
  - Bullying in Schools
  - Early Learning Activities and Future Performance
- Workshop on writing briefs
- Changes and format

Where to find the briefs:

[http://www.iea.nl/policy\\_briefs.html](http://www.iea.nl/policy_briefs.html)

Twitter:

@iea\_education

@Drutkowski\_EDU

My contact:

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**THANK YOU!**



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# Last Years Goals



- Continue to work with top-scholars
- Additional structure while leaving room for flexibility
- Inclusion of more topics and studies
- Focus on length and style
- Continue to stay true to the data
- Gender and national balance of authors