

Communications

60th GA, 2019

Ljubljana, Slovenia

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Researching education, improving learning

Events

Representing IEA



Promoting IEA Conference Contributions



New Research Methods for
Large-Scale Assessments

Dr Sabine Meinck
Head of Research, Analysis & Sampling Unit, IEA

Metro Toronto Convention Centre
800 Level, Room 802B
Sunday 7 April, 08:00 – 09:30

#AERA19



World Education Research Association Conference
Symposium on ICCS

Wednesday 7th August
2:45 - 4:15pm
Tokyo, Japan



*Trends in attitudes towards minority groups
and diversity at school. An analysis of
tolerance using ICCS 2016 and 2009 data*

Dr Falk Brese

Monday 15th April, 13:30 - 15:00
Hyatt Regency, Bay (Level 1),
Bayview A

#CIES2019



Citizenship Education
Symposium at EARLI 2019

Monday 12 August
15:30 - 17:00
Session C 12, Seminar Room S03

Presentation of research findings from the
International Civic and Citizenship
Education Study 2016



IEA International Research Conference

26-28 June, Danish School of Education, Aarhus University



203 conference participants

99 workshop participants

53 papers

9 posters

4 symposia

Online promotion

New IEA Website

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STUDIES

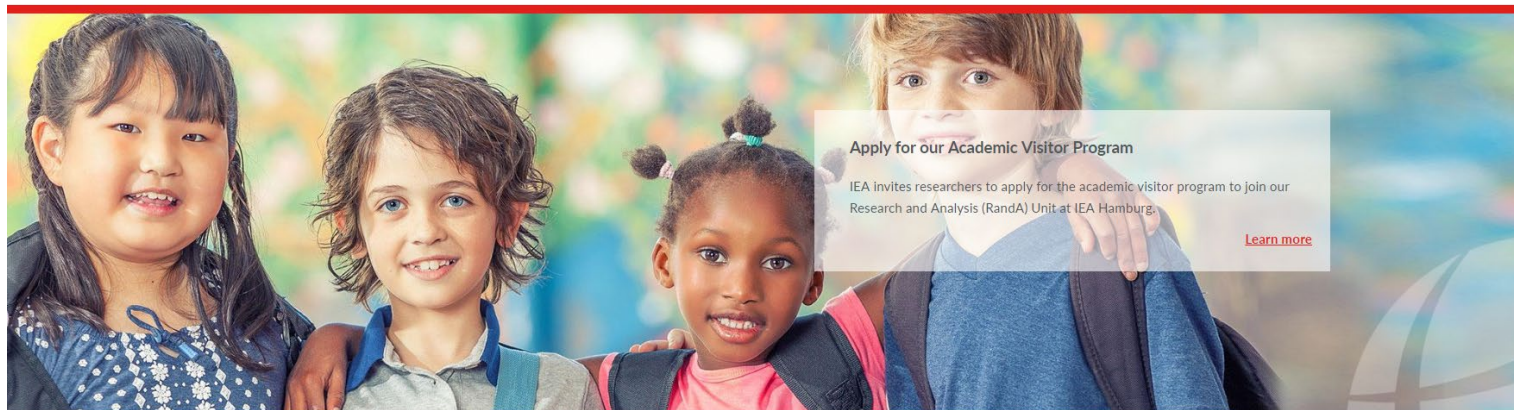
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ABOUT US



Apply for our Academic Visitor Program

IEA invites researchers to apply for the academic visitor program to join our Research and Analysis (RandA) Unit at IEA Hamburg.

[Learn more](#)

ABOUT IEA

IEA (International Association for the Evaluation of Educational Achievement) is an international cooperative of national research institutions, governmental research agencies, scholars, and analysts working to research, understand, and improve education worldwide.

IEA Studies

We conduct high-quality, large-scale comparative studies of education across the globe in order to provide educators, policymakers, and parents with insights into how students perform.

Since their inception, our flagship TIMSS & PIRLS studies have been directed by the TIMSS & PIRLS International Study Center at the Lynch School of Education in Boston College. Our ICCS and ICILS studies are directed by the Australian Council for Educational Research®. IEA is grateful for the expert guidance of our study centers.

NEWS & EVENTS



Release of ICILS 2018 results

Carnegie Institution for Science,
Washington D.C., USA

Results of the International Computer and



Email newsletter: IEA Updates



Welcome to the latest edition of our online newsletter, **IEA Updates**. We hope that the highlights below are useful and informative. We welcome your feedback for what else you would like to see in these messages.

News from IEA



8th IEA International Research Conference

The 8th IEA IRC took place at Aarhus University, Copenhagen from 26-29 June, preceded by workshops from 24-25 June.

This was the largest IRC to date with more than 100 workshop participants and over 200 conference attendees from more than 40 nationalities. IEA would like to thank all participants for their valued contributions and our hosts at the Danish School of Education, Aarhus University for their generous hospitality.

Watch [recordings of the keynote presentations](#) or visit the conference [photo gallery](#) for highlights of the meeting.

Social Media



@iea_education



IEA (International Association for the
Evaluation of Educational Achievement)



@IEAResearchinEducation



IEA Education

Social media: Supporting the IEA community



Great to see some of the hard work that goes into implementing #TIMSS in Poland! Find out more about the study via @TIMSSandPIRLS timss.bc.edu/timss2019/ #edchateau



4:06 PM · May 31, 2019 · Twitter Web Client



"This analysis points to a relationship between bullying and perceptions of safety. If bullying is targeted specifically by schools then the proportion of students who feel safe at school could well increase."
@teacherACER by @DrSueThomson #TIMSS buff.ly/2uqRLCC #edchat



10:12 AM · Apr 2, 2019 · Buffer



España participa en la versión digital del estudio principal de la Evaluación internacional #TIMSS 2019, aplicando la prueba en tabletas. Para más información, consultar: ow.ly/kCwh30okd42 @iea_education

Translate Tweet



9:05 AM · Apr 5, 2019 · Hootsuite Inc.

5 Retweets 9 Likes



Great video from the French ministry of education explaining their participation in @TIMSSandPIRLS #TIMSS 2019. Bonne chance à tous! #edchat #STEMeducation #edchatEU



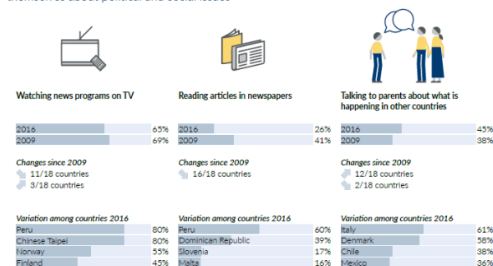
9:25 AM · May 8, 2019 · Twitter Web Client

Social media: reaching new audiences



The ways that young people access information about political and social issues are changing: results from our #ICCS 2009 & 2016 studies. Find out more about the upcoming 2022 cycle buff.ly/2L38Ait #WorldPressFreedomDay #civics #citizenship

Students use the following communication channels at least once a week to inform themselves about political and social issues



Our #ICCS 2016 study provides valuable insights into how young people feel about #civic & #citizenship issues. In the #EuropeanElection2019 week, national representatives are meeting in Rome to discuss #ICCS 2022. Results and data are all #openaccess. buff.ly/2rJ1P8e

What does ICCS 2016 tell us about future young voters?

Students who probably or certainly expect to ...



86% ...vote in local elections

86% ...vote in national elections

81% ...get information about candidates before voting in an election

2:00 PM · May 20, 2019 · Buffer



Most grade 4 students in our #PIRLS 2016 study agreed that they would be happy to receive a book as a present. Visit @TIMSSandPIRLS for more insights into students' attitudes to reading buff.ly/2XFBdVa #InternationalDayOfHappiness #edchat #literacy

"I would be happy if someone gave me a book as a present"



82%

of Grade 4 students in PIRLS 2016 agree



Source: PIRLS 2016 student questionnaire



11:30 AM · Mar. 20, 2019 · Buffer



Social media: Promoting IEA's international expertise



Participants of our current data analysis workshop in Lüneburg, Germany which focuses on the upcoming @OECDuSkills TALIS and TALIS Starting Strong Survey publications which will be released this year. Learn about IEA's involvement in both studies iea.nl/working-partne... #edchat



Sabine Meinck (IEA) & Plamen Mirazchiyski (INERI, Slovenia) with participants at last week's workshop in cross-national comparative surveys in #education at the Moscow Center for Quality of Education. Read about our upcoming workshops iea.nl/training #edchat #ILSA



The Moscow Times and 4 others

8:54 AM · May 22, 2019 · [Twitter Web Client](#)

Publications

Promotional materials



INSIDER



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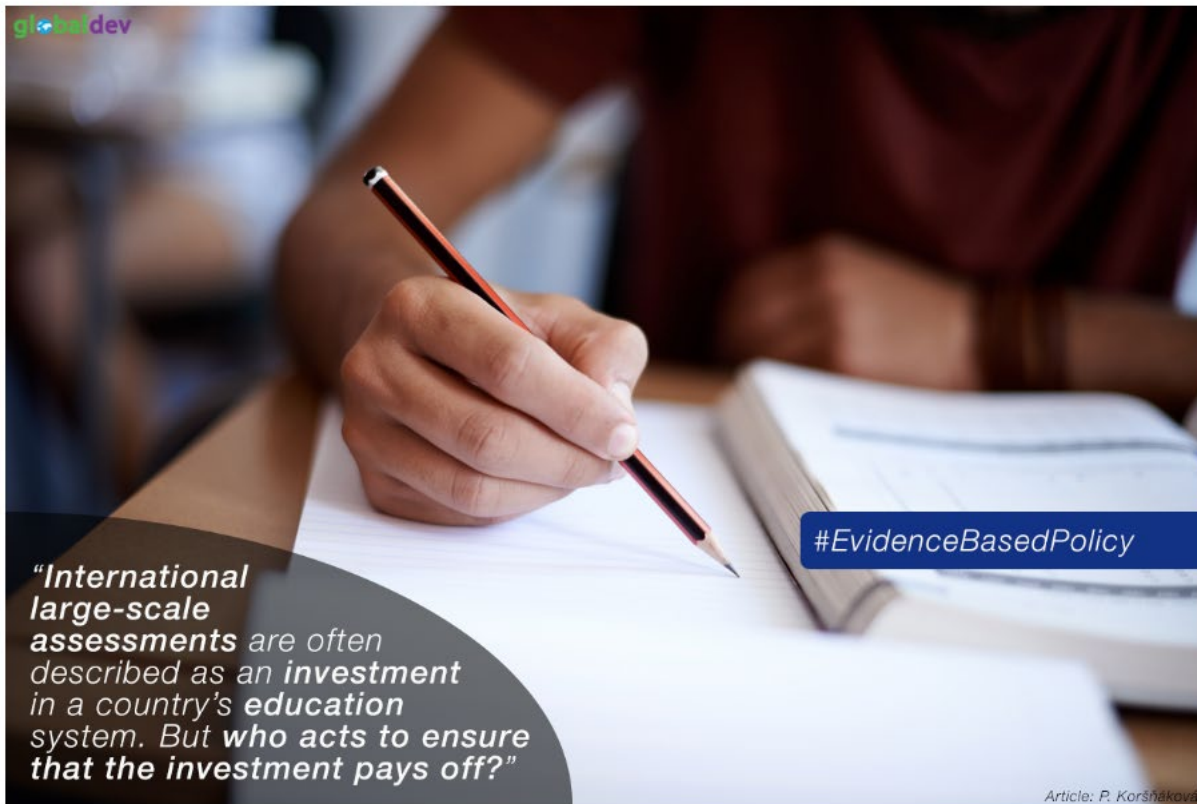


WORKSHOP PORTFOLIO
RESEARCH AND ANALYSIS UNIT (RANDA)

International Association for the Evaluation of Educational
Achievement (IEA) Website: www.iea.nl



Blog articles



External publications

GCSEs: Want to boost maths? Bring in more female teachers

More female teachers are needed to overcome damaging stereotypes in the subject, according to Timss international study

By Dr Dirk Hastedt
05 February 2019

Share this



I like science and, most of all, I love mathematics. From exploring probability theory as a graduate student, to my doctoral studies focusing on the mathematics achievement of immigrant students, I've always come back to maths.

Reading: why success comes before engagement

Success at reading leads to the joy of books - and this, in turn, improves performance, says this researcher

By Dr Andrea Netten
11 March 2019

Share this



My niece and nephews are growing up fast, and while I love that I can now bring them with me on my trips around the world, I do miss the days when they thought reading to each other was the height of entertainment.

Class size: is smaller really better?

Data from international studies shows that having fewer students doesn't necessarily improve learning, say two academics

By David Rutkowski and Dirk Hastedt
07 May 2019

Share this




Common sense suggests that a reduction in the number of students per teacher would positively influence educational outcomes.

The argument goes that educators can spend more time focused on individuals' learning in a classroom with fewer students.

Large-scale Assessments in Education

Sex differences in variability across nations in reading, mathematics and science: a meta-analytic extension of Baye and Monseur (2016)

[Helen Gray](#), [Andrew Lyth](#), [Catherine McKenna](#), [Susan Stothard](#), [Peter Tymms](#) & [Lee Copping](#) 

Large-scale Assessments in Education 7, Article number: 2 (2019) | [Download Citation](#) 
2722 Accesses | 1 Citations | 177 Altmetric | [Metrics](#) »

Abstract

A recent study by Baye and Monseur (*Large Scale Assess Educ* 4:1–16, [2016](#)) using large, international educational data sets suggest that the “greater male variation hypothesis” is well supported. Males are often over-represented at the tails of the ability distribution despite similarity in measures of central tendency and the gradual closing of the attainment gap relative to females. In this study, we replicate and expand Baye and





Online attention



Article Accesses




Altmetric score

-  Tweeted by 293
-  1 Reddit
-  1 Wikipedia
-  9 readers on Mendeley

Software Article | [Open Access](#)

lsasim: an R package for simulating large-scale assessment data

Tyler H. Matta , Leslie Rutkowski, David Rutkowski and Yuan-Ling Liaw

Large-scale Assessments in Education An IEA-ETS Research Institute Journal 2018 6:15
<https://doi.org/10.1186/s40536-018-0068-8> | © The Author(s) 2018

Received: 9 May 2018 | Accepted: 10 November 2018 | Published: 19 November 2018

Abstract

This article provides an overview of the R package **lsasim**, designed to facilitate the generation of data that mimics a large scale assessment context. The package features functions for simulating achievement data according to a number of common IRT

Online attention

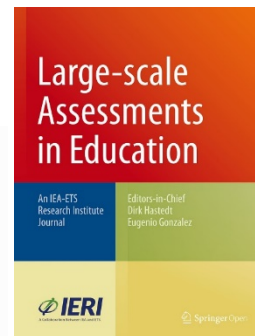


Article Accesses

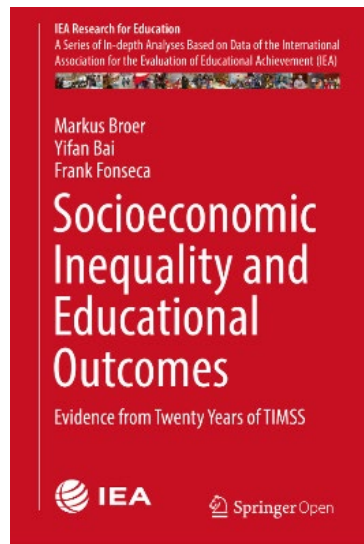


Altmetric score

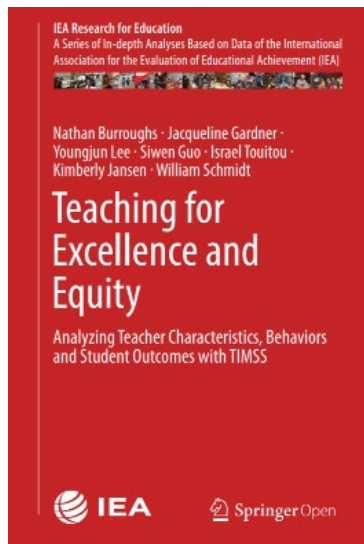
-  Tweeted by 32
-  Blogged by 1
-  9 readers on Mendeley



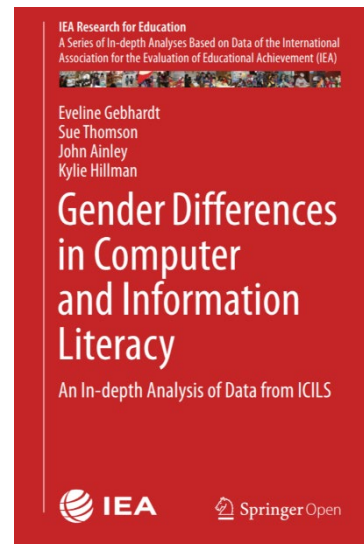
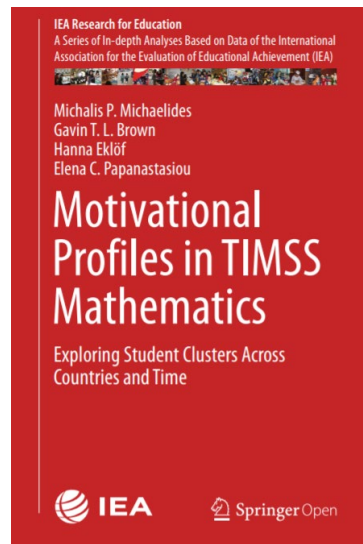
IEA Research for Education Series



5,045 downloads
(Jan-Aug 2019)



5,357 downloads
(Jan-Aug 2019)



IEA Compass: Briefs in Education

IEA COMPASS BRIEFS IN EDUCATION

Researching education, improving learning

NUMBER 1 SEPTEMBER 2015



Does reading literacy instruction vary according to language or culture?

Similarities and differences in English-, German- and French-speaking education systems in PIRLS 2016

SUMMARY

- PIRLS 2016 data from eight education systems were used to examine how teachers from three different language groups (English, German and French) deliver their reading literacy teaching.
- Reading practices commonly used in the three groups included traditional worksheet activities, such as reading silently and understanding information in short texts.
- Formative differences were observed in the way that teachers engaged students in reading: teachers in more complex systems were more likely to ask their students to explain their reading.
- Teachers in more complex systems were more likely to ask their students to explain their reading.
- Teachers in more complex systems were more likely to ask their students to explain their reading.

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IMPLICATIONS

- Reading comprehension can be enhanced through different teaching practices, and explicit teaching of reading comprehension strategies has proven to be effective in supporting literacy.
- In English-speaking systems, effective practices for establishing reading literacy include: providing explicit instruction in reading strategies; providing explicit instruction in reading strategies; providing explicit instruction in reading strategies.

IEA COMPASS BRIEFS IN EDUCATION

Researching education, improving learning

NUMBER 2 SEPTEMBER 2016



Do both boys and girls feel safe at school – and does it matter?

Academic achievement and feelings of safety: a closer look at gender and grade level differences

SUMMARY

- In TIMSS 2013, data from 100,000 students in grade four reported feeling very safe at school. In general, girls felt safer than boys.
- For both boys and girls, feeling safe in school seemed to be positively related to academic achievement in mathematics.
- Overall, girls were more likely to report feeling safe at school.

IMPLICATIONS

- The relationship between feeling safe in school and academic achievement differs between boys and girls, and also varies between countries.
- The relationship between feeling safe at school and academic achievement seems to be stronger for girls than for boys.
- Overall, girls were more likely to report feeling safe at school.

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IEA COMPASS BRIEFS IN EDUCATION

Researching education, improving learning

NUMBER 3 AUGUST 2015



Promoting effective mathematics teaching

Analyzing teacher enactment of grade 8 mathematics curricula using TIMSS data

SUMMARY

- Aligning curriculum with teacher behavior is a key to improving student performance.
- As active agents, teachers in this process, rather than passive implementers of curricular content, make significant choices in their teaching.
- In TIMSS, teachers in high-achieving education systems reported teaching more challenging mathematics content.
- In low-achieving education systems, reported teaching more routine mathematics, with less high performance expectations.
- In all education systems, participating in teacher education or conferences or in school development committees was positively related to teaching more challenging mathematics.
- Curriculum and teacher education had less impact on teaching more challenging mathematics than teacher education or conferences.

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IMPLICATIONS

- Setting high standards for the overall mathematics curriculum and ensuring teachers adhere to these standards may not necessarily be sufficient for improving student performance.
- Mathematics performance in TIMSS appears to be a function of teacher educational attainment and of teacher educational attainment.
- The analysis also suggests that the alignment of curriculum and teacher education is a key to improving student performance.
- Education systems should not only ensure that teachers are well-trained, but also ensure that they are well-supported in their teaching.
- Teachers' reporting, teaching, and learning should support teacher enactment of the curriculum.



Researching education, improving learning

COMPASS BRIEFS IN EDUCATION

NUMBER 7 SEPTEMBER 2019



Is democracy overrated?

Latin American students' support for dictatorships

SUMMARY

Results from the IEA International Civic and Citizenship Education Study (ICCS) 2016 show that more than two-thirds of the students in the participating Latin American countries reported that they would support a dictatorship as a form of government if it brought order and security or if it brought economic benefits. This brief looks closer at these findings in order to identify possible explanations and potential policy implications. Families and formal education have a potential role in instilling democratic values in future citizens, but it is clear that not all depends on schools and families. In failing democratic systems, where informed citizens do not trust their institutions, there is a need to improve transparency, and eradicate corruption in order to promote support for democratic values.

IMPLICATIONS

- In all the Latin American countries that participated in ICCS 2016, students with higher levels of civic knowledge tended to be less likely to support a dictatorship. Therefore:
 - Schools may be able to contribute to the promotion of democratic values by improving the quality of civic education.
- In all the countries analysed, students who reported speaking more frequently with their parents about social and political issues, also tended to be less likely to support a dictatorship. Therefore:
 - Families that hold democratic values may be able to improve support for democratic systems by discussing social and political issues with their children.
- In countries with democratic systems that are perceived to be failing, students with higher levels of civic knowledge tended to be more critical and report lower levels of trust in institutions. Therefore:
 - Civic institutions within countries may be able to support the development of democratic values in young people by improving their transparency and eradicating corrupt practices.

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Please help us with promotion!

- Inform policy makers and their staff
- Useful for the media.
- Useful for teaching
- Help to promote collaboration



Contact our editor: David Rutkowski (drutkows@iu.edu)

Upcoming activities

Upcoming activities

- Focus on media and press relations
- Visual communications (infographics and video)
- Continued website developments



Thank you for your support!

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