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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
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.

New IEA Website

Apply for our Academic Visitor Program

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

Learn more
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: 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/ #edchatEU

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/2qRlCC #edchat

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/KcWh30xkd42 @iea_education

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

Des élèves de GH et de 4e participent en mai à l’étude internationale consacrée aux mathématiques et aux sciences TIMSS2019. L’objectif ? Interpréter les différences entre les systèmes éducatifs pour améliorer l’apprentissage en mathematics et sciences @iea TIMSS
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/2L38Ajt #WorldPressFreedomDay #civics #citizenship

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

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/2XF8dVc #InternationalDayOfHappiness #edchat #literacy

What does ICCS 2016 tell us about future young voters?

Students who probably or certainly expect to...

- vote in local elections: 86%
- vote in national elections: 86%
- get information about candidates before voting in an election: 81%

2:00 PM • May 20, 2019 • Buffer

82% of Grade 4 students in PIRLS 2016 agree

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

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 @OECDEduSkills 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
Publications
Promotional materials
“International large-scale assessments are often described as an investment in a country’s education system. But who acts to ensure that the investment pays off?”

#EvidenceBasedPolicy
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
02 February 2013

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**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
12 March 2013

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**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 Ratkez and Dirk Hastedt
06 May 2013

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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.

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.

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

The argument goes that education 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 Coppley

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
IEA Research for Education Series

- Socioeconomic Inequality and Educational Outcomes: Evidence from Twenty Years of TIMSS
- Teaching for Excellence and Equity: Analysing Teacher Characteristics, Behaviors and Student Outcomes with TIMSS
- Motivational Profiles in TIMSS Mathematics: Exploring Student Clusters Across Countries and Time
- Gender Differences in Computer and Information Literacy: An in-depth Analysis of Data from ICILS

5,045 downloads (Jan-Aug 2019)  5,357 downloads (Jan-Aug 2019)
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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