



IEA

UPDATES

Researching education, improving learning

Welcome to the latest edition of our online newsletter, **IEA Updates**. We hope that you will find this information from IEA useful and informative.

News from IEA



Apply for IEA Awards before 31 March

IEA offers [two annual awards](#) to recognize high-quality research that makes use of IEA data.

The [Choppin award](#) recognizes outstanding master's theses or doctoral dissertations that employ empirical research methods and use IEA data.

The [Wolf award](#) recognizes the author(s) of a paper published in a refereed journal, monograph, or book that includes analysis of data from one or more IEA studies.

Applicants can be submitted personally or on behalf of a colleague or student.

We look forward to receiving your submissions before **31 March!**



Join ICILS 2023!

The next cycle of our International Computer and Information Literacy Study, [ICILS 2023](#), is now open for registration. The study [information package](#) contains details about the content, timeline, and costs of the study.

We invite representatives from any interested education system to join the first ICILS 2023 national research coordinator meeting on **16 and 17 March** at IEA Hamburg.



Multilingual information on IEA website

The IEA website now includes selected information in [Arabic](#), [French](#), [German](#), and [Spanish](#). We hope that these will be useful resources for our current partners and help to widen the recruitment of new study participants.



Updates to IEA's advisory committees

IEA's committees are comprised of international leaders in educational assessment who kindly donate their time and expertise to help develop and enhance our activities.

[We are pleased to welcome](#) Irini Moustaki to the Technical Executive Group and four new members:

Sarah Howie, Maia Miminoshvili, Franck Salles, and Andres Sandoval Hernandez to our Publications and Editorial Committee.



IEA Hamburg Academic Visitor Program

The [IEA Academic Visitor Program](#) offers researchers an opportunity to develop their own projects while benefiting from the individual support of IEA experts in international large-scale assessments.

Applications are accepted four times per year. Apply for the next cycle before **31 March**.

Study Updates

IEA Studies

TIMSS 2019: The next NRC meeting will be held in 22-26 June in Prague, Czech Republic. TIMSS 2019 results will be released on 8 December 2020 at the UNESCO headquarters in Paris, France.

PIRLS 2021: Countries are finalizing instruments and contacting schools in preparation for the field test in March. The next NRC meeting will be held in 2-6 March in Belgrade, Serbia.

ICCS 2022: An explorative pilot study will be conducted in some participating countries from January to April 2020. There is only a short time remaining for countries to still join, please [contact IEA Amsterdam](#) for further details. The next NRC meeting will be held 11-14 May in Madrid, Spain.

ICILS 2023: Countries are invited to join the next cycle. Please [review the information package](#) for further details. The first NRC meeting will be held 16-20 March at IEA Hamburg.

Additional International Studies

IEA is proud to have worked as the international study center for the TALIS Starting Strong Survey 2018. The OECD has recently released the [TALIS Starting Strong Survey technical report](#) that was produced and coordinated by IEA.

Upcoming Events



CIES 2020

22-26 March, Miami, Florida

IEA will be an active participant at the upcoming [Comparative and International Education Society annual meeting](#). In addition to hosting an information stand and two pre-conference workshops, IEA staff and partners will contribute paper and symposia presentations. We look forward to seeing you in Miami!



AERA 2020

17-21 April, San Francisco, California

IEA will host pre-conference workshops, contribute paper presentations and host an information stand at the upcoming [American Educational Research Association](#) annual meeting.

External Articles

[Scotland 'tarnished' by avoiding international surveys](#)

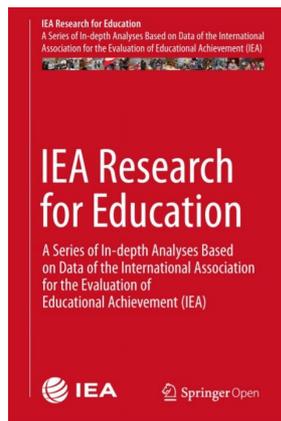
Article in TES Magazine by Dirk Hastedt

[Technology in the classroom: insights from ICILS 2018](#)

Article in the [ISATT](#) newsletter by Paulína Koršňáková

New Publications

IEA's latest publications are available from our [website](#). We also encourage you to subscribe to alerts from the IERI journal, [Large-scale Assessments in Education](#) to receive updates about new articles.



IEA Research for Education Series

Volumes published in 2019 as part of our IEA Research for Education Series have received almost 30,000 downloads!

These include:

[Socioeconomic Inequality and Educational Outcomes: Evidence from twenty years of TIMSS](#)

[Teaching for Excellence and Equity: Analyzing teacher characteristics, behaviours and student outcomes with TIMSS](#)

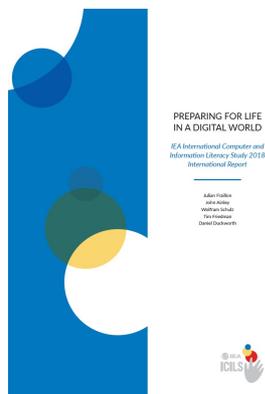
[Motivational Profiles in TIMSS Mathematics: Exploring student clusters across countries and time](#)

[Gender Differences in Computer and Information Literacy: An in-depth analysis of data from ICILS](#)

[Student Misconceptions and Errors in Physics and Mathematics: Exploring data from TIMSS and TIMSS Advanced](#)

(Featured in a [RISE webinar hosted by the American Institutes for Research](#))

[Go to the series](#)



ICILS 2018 International Report

ICILS 2018 results are available in the international report, [Preparing for Life in a Digital World](#).

The technical report and user guide will be released shortly.

[New article published in Large-scale Assessments in Education](#)

Gender, affect, and math: a cross-national meta-analysis of Trends in International Mathematics and Science Study 2015 outcomes

[Ehsan Ghasemi](#) ✉ & [Hansel Burley](#)

[Large-scale Assessments in Education](#) 7, Article number: 10 (2019) | [Cite this article](#)

186 Accesses

Abstract

Understanding why women are consistently underrepresented in STEM fields has been a constant puzzle, with a consistent feature of the puzzle being performance in math. This study uses data from TIMSS exams to investigate cross-national gender differences in math-related affect, more precisely liking mathematics, confidence in mathematics, and valuing mathematics. We compared fourth and eighth graders to track any differences in these gender-related affective characteristics. Our findings suggest that despite the variability and some changes to the magnitude and direction of gender differences in math affect, boys and girls are similar. We also found that cross-national sociocultural, political, and educational equality of adults does not necessarily predict positive affect for both genders. In fact, the researchers found that some countries with a smaller adult gender gaps have students with higher gender differences in mathematics-relevant affect.

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