



# IEA Updates

Welcome to the latest edition of our online newsletter, **IEA Updates**. We hope that you and your loved ones are doing well and keeping safe.

## News from IEA

### Thank you to our IEA colleagues!



A big thank you must go out to all of our IEA colleagues and members who have been an integral part of IEA running as smoothly as possible in the wake of COVID-19. We share some important updates related to IEA staff [here](#).

### Business continuity measures at IEA



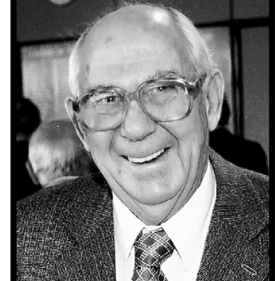
The health and well-being of all, but especially of our members and colleagues, is of utmost importance to IEA. During these challenging and uncertain times, IEA is taking [steps to try to minimize the disruption](#) caused by the COVID-19 pandemic, while safeguarding the health of our staff and the people with whom we work.

### Botswana Educational Achievement Monitor update



March saw the successful launch of IEA's new [BEAM initiative](#). As a response to restrictions imposed due to COVID-19, the difficult decision was made to postpone the workshop series, which was due to start in June, until BEC staff is allowed again to meet in groups, which will be essential for running the workshops.

### Remembering John P. Keeves (1924-2020)



With the sad news of John P. Keeves' passing, we share some words on [our website](#) remembering John and his immense dedication and contribution to IEA and our international research network. Our thoughts are with John's family and friends.

### WERA Visiting Researcher Awards 2020



The submission deadline for the WERA Visiting Researcher Award 2020 is approaching. In light of the COVID-19 situation, applicants can request to complete their research visits in the first half of 2021. [Apply by 1st May 2020](#).

## 10 things

To help while we are all homebound, we have curated 10 links to keep us all informed, entertained, and the cabin fever at bay:

- [A useful overview of school closures and educational disruption, courtesy of UNESCO](#)
- [Questions and answers on COVID-19 from the World Health Organization](#)
- [Microsoft shares tips for how to manage working from home](#)
- [Fear-free news service for anyone suffering from angst at the avalanche of daily coronavirus news](#)
- [Is worrying about coronavirus keeping you awake? The Guardian shares useful breathing advice to help you sleep](#)
- [The UN share practical tips for parents under lockdown](#)
- [The Philharmonic Berlin orchestra will continue to play for the public in the Digital Concert Hall](#)
- [500 global art institutions, together with Google, have open their virtual doors to the public](#)
- [IDFA have made 300 documentaries available to stream for free to help with self-isolation](#)
- [Financial Times journalists have shared their DIY fitness routine tips to staying active during lockdown](#)

## Study updates

- March saw our first ever virtual NRC meeting for [ICILS 2023](#), which we are happy to announce went smoothly using the GoToMeeting platform. During this meeting the European Commission confirmed its interest in financing the 2023 cycle of ICILS and plans to send out the call for funding in June.
- [TIMSS 2019](#) data cleaning and scaling are well underway and report preparation for the launch at the end of this year is moving ahead as planned. The final NRC meeting in June has been cancelled as an in-person meeting and we are currently evaluating virtual alternatives.
- The [PIRLS 2021](#) field test (FT) was impacted by the closing of schools however, we were lucky that the PIRLS FT started in several countries before the COVID-19 crisis caused schools to close. We will receive around 10,000 student records from 21 countries from the PIRLS FT, which is a considerable amount of data and will enable a good field test analysis. Furthermore, we are considering including COVID-19 optional questions within PIRLS 2021 background instruments.
- The upcoming [ICCS 2022](#) NRC meeting in May will also move to a virtual format. Conversations between IEA and ACER are being had to discuss possible implications to the timeline, given that we are moving into the field testing period. At present, we are hoping for field testing to go ahead in October as planned.
- An announcement has been shared that the new [21CS MAP](#) study has been postponed until November. This decision will have an impact on the study timeline and so we will be reaching out later in the year with updated timings.
- Volume II of the Teaching and Learning International Survey ([TALIS](#)) 2018 was successfully released by the OECD in March. IEA is proud to have worked as the international study center for TALIS, a study which focuses on the learning environment and working conditions of teachers in schools, with more than 45 education systems participating in the 2018 cycle.
- OECD's International Early Learning Child and Well-being Study ([IELS](#)) was also released in March. IELS is designed to help countries to improve children's early learning experiences, to better support their development and overall well-being.

## Events

This year, many of the conferences and events we were planning to attend, to exchange ideas and connect to colleagues from around the world, have been cancelled. As we move to virtual formats, IEA is exploring online opportunities where we can continue sharing insights and staying connected:

- CIES changed to vCIES and IEA had the pleasure of participating in an online panel discussion in March. The [online program](#) is set to run until end of April.
- [AERA](#), which was planned to take place in mid-April, was cancelled due to the challenges of transitioning to a virtual format but we look forward to future gatherings.
- [WERA](#) announced the postponement of their July 2020 meeting to July 2021. IEA very much looks forward to participating in next year's conference!
- A thank you to IIEP UNESCO for mentioning [ILSA Gateway](#) in the recent Webinar: [Improving the use of learning assessment data](#).

## New Publications

IEA's latest publications are available from our [website](#).



### Compass brief

March 2020

#### Troubling trends:

[An international decline in attitudes toward reading](#)



### Large-scale Assessments in Education

We encourage you to [subscribe to alerts](#) from the IERI journal to receive updates about new articles.

- [ICT Engagement: a new construct and its assessment in PISA 2015](#)
- [Enhancing response time thresholds with response behaviors for detecting disengaged examinees](#)
- [Identifying profiles of students' school climate perceptions using PISA 2015 data](#)
- [Family related variables effect on later educational outcome: a further geospatial analysis on TIMSS 2015 Finland](#)
- [Are large surveys of adult literacy skills as comparable over time as we think?](#)
- [Everything in moderation: ICT and reading performance of Dutch 15-year-olds](#)

## External Articles

- [Representing 21st century skills in curricula: A new study](#)
- [Preparing the ground: early learning opportunities can make the difference](#)
- [Understanding the learning needs of Nigeria's booming youth population](#)
- [New global map to show spread of '21st-century skills'](#)
- [England's book-loving pupils buck global trends](#)
- ["Es ist keine Raketenwissenschaft, wenn Lehrkräfte Aufgaben per Mail verteilen"](#)

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