



Researching education, improving learning

IEA Publications and Editorial Committee Report

IEA General Assembly 2020

Seamus Hegarty

Publications and Editorial Committee (PEC)

- Reviews documents
 - Assessment frameworks
 - Study reports
 - Research for Education manuscripts
 - Compass briefs
- Ensures the high quality of IEA publications
- 5 major documents and 3 Compass briefs reviewed since GA 2019

IEA Research for Education series

Volume 10

Reliability and Validity of International Large-Scale Assessment. Understanding IEA's Comparative Studies of Student Achievement

Edited by Hans Wagemaker

Release: 61st IEA General Assembly meeting.

Volume 11

Northern Lights on Civic and Citizenship Education. A Cross-national Comparison of Nordic Data from ICCS

Edited by Heidi Biseth, Bryony Hoskins, and Lihong Huang

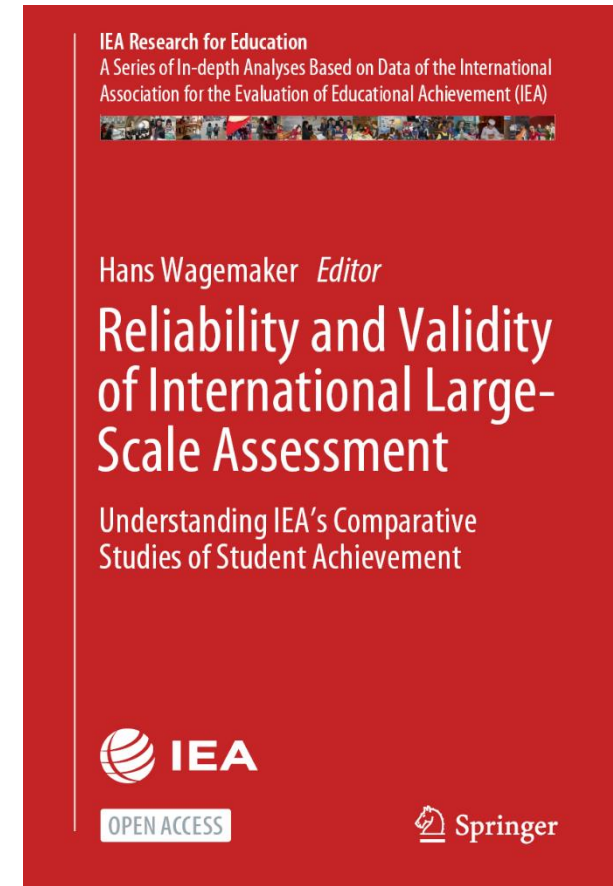
Release: TBA

Volume 12

Good Citizenship Around the World. Using IEA ICCS Data to Understand the Next Generation of Citizens

Edited by Ernesto Treviño, Diego Carrasco, Ellen Claes, and Kerry Kennedy

Release: 19th Biennial EARLI (European Association for Research on Learning and Instruction) Conference, August 24–28, 2021.



IEA Study Report: TIMSS 2019

Trends in International Mathematics and Science Study (TIMSS) 2019 International Report

Due for release at an event hosted by UNESCO
in Paris on December 8.



IEA Book

Civic and Citizenship Education Studies of IEA: Influences on Practice, Policy, and Research across Countries and Regions

Editors

Barbara Malak-Minkiewicz

Judith Torney-Purta

Due for release at the Comparative and International Education Society (CIES) conference in April 2021.

IEA Compass: Briefs in Education

No. 8 - *Troubling trends: An international decline in attitudes toward reading.*

March 2020. Martin Hooper

No. 9 - *Civic knowledge and tolerance toward immigrants in Europe: How similar is the relationship between young people's civic knowledge and attitudes toward equal rights for immigrants, across European countries?*

June 2020. Ellen Claes and Maria Magdalena Isac

No. 10 - *International large-scale assessments in education: A brief guide.*

September 2020. Thierry Rocher and Dirk Hastedt



Troubling trends:
An international decline in attitudes toward reading

SUMMARY

- Trend results from the Progress in International Reading Literacy Study (PIRLS) show a decline from 2001 through 2016 in most countries in fourth graders' and their parents' reading attitudes, as measured by students like reading and parents like reading scale scores.
- Average students like reading scale scores, as reported by the students themselves, decreased between 2001 and 2016 in 13 of the 18 countries that participated in all cycles of PIRLS.
- Students like reading scores, on average, only increased in England and Iran between 2001 and 2016 and remained essentially constant in the United States, New Zealand, and Hong Kong.
- Parents like reading scores, on average, also decreased in 14 of the 16 countries that participated in all cycles of PIRLS.

IMPLICATIONS

- Educators and educational policymakers should take notice of these falling trends in reading attitudes. Current curricula may need to be reevaluated to support the development of positive attitudes toward reading.
- Given that the results show the decline in reading attitudes involves not just students but also parents, policymakers should consider widespread campaigns and programs to promote positive attitudes toward reading among adults and families.

International Association for the Evaluation of Educational Achievement (IEA), Amsterdam
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IEA Awards

IEA offers two annual awards to recognize high-quality empirical research that makes use of IEA data. The intention of the awards is to encourage and promote outstanding research conducted by graduate students, postgraduate students, and established researchers.

Bruce H. Choppin Award

This award, established by IEA in 1985 as a memorial to the late Dr Bruce H. Choppin, recognizes outstanding master's theses or doctoral dissertations that employ empirical research methods and use IEA data.

Richard M. Wolf Award

This award, established in 2005 as a memorial to the late Dr Richard M. Wolf, recognizes the author or authors of a paper published in a refereed journal, monograph, or book that includes analysis of data from one or more IEA studies.

IEA Awards

Bruce H. Choppin Award

Dr Nani Teig

University of Oslo



Scientific inquiry in TIMSS and PISA 2015. Inquiry as an instructional approach and the assessment of inquiry as an instructional outcome in science.

Richard M. Wolf Award

Dr Christian Bokhove

University of Southampton



The Role of “Opportunity to Learn” in the Geometry Curriculum: A Multilevel Comparison of Six Countries.

Bokhove, C., Miyazaki, M., Komatsu, K., Chino, K., Leung, A., & Mok, I.A.C. (2019). *Frontiers in Education*, 4(63).

Dr Diego Carrasco

Pontificia Universidad Católica de Chile



Civic knowledge and open classroom discussion: explaining tolerance of corruption among 8th-grade students in Latin America.

Carrasco, D., Banerjee, R., Treviño, E., & Villalobos, C. (2020). *Educational Psychology*, 40(2), 186–206.

IEA Awards

- Further details of this year's award winners may be found in the 2020 *IEA Insider*.
- Details for proposals at:
www.iea.nl/about/opportunities/award
- Submission deadline is March 31 every year.
- Non-English submissions must be accompanied by a synopsis in English.

Membership of IEA Publications and Editorial Committee (PEC)

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- Sarah Howie, South Africa
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- Franck Salles, France
- Andres Sandoval Hernandez, UK
- Jouni Välijärvi, Finland
- Hans Wagemaker, New Zealand

Thank you!

PEC members look forward to the coming year's proposals!



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