IEA Compass Briefs

IEA 2022 General Assembly
Split, Croatia

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Doing great things together!

I can do things you cannot, you can do things I cannot; together we can do great things!

-Mother Teresa
I can really use your help!
Getting information out there is challenging!

- ILSAs are large and complex studies
- ILSAs take time to conduct
- ILSAs have a long tradition of being thorough (which is not normally equated with brevity)
People are busy...

- People have short attention spans (not just policy makers)

- In many respects, policy makers are celebrated for making quick decisions and consuming information quickly

- Many policy makers are not experts in education (although most think they are)
Compass Briefs Are One Way To Share Information
What are IEA Compass Briefs?

• Short works that address issues of interest to a broad range of educational stakeholders.

• Each publication connects study findings to recurrent and emerging questions in education policy debates at the international and national levels.

• The briefs cover a range of themes in relation to teaching and learning in school subjects addressed by the IEA studies.
But why?

- **Compass Briefs** allows IEA to highlight some of its amazing work in a forum that a non-academic audience *might* read!

- **Compass Briefs** allow leaders in the field to present important aspects about parts of their work that have made use of IEA data or are important to the IEA community.
Who writes them?

- Academics
- Government officials
- Private consultants
- IEA researchers
- NGO and IGO staff and leadership

Lots of cool people (some are even attending this meeting)
Process?

Author agreement

2–4 months

1st draft to Editor

Acceptable

Not acceptable

Major revisions

PEC Reviewer 1

PEC Reviewer 2

Editor summarizes external reviews and reviews himself

Author tackles revisions

2nd draft to Editor

Acceptable

2–4 weeks

Not acceptable

Major revisions

1. Copy editing
2. Author approval
3. Publishing
Let's talk about a selection of briefs from 2022!
Sep 2022: A Booster for Digital Instruction

**A Booster for Digital Instruction:**

**The Role of Investment in ICT Resources and Teachers’ Professional Development**

**SUMMARY**
- Results from the IEA’s International Computer and Information Literacy Study (ICILS) Teacher Panel show a general consensus on the importance of computer and information and communication technology (ICT) for teaching, especially after the COVID-19 pandemic.
- The panel noted that the integration of ICT into the curriculum has been a priority in most countries, and that ICT resources and professional development opportunities have been increased.
- Teachers and technology have become increasingly important in the classroom, with the use of ICT tools and platforms becoming more prevalent.

**IMPLICATIONS**
- Teachers and technology have increased significantly during the pandemic, and have become a focal point for educational innovation.
- ICT resources and professional development activities are essential for enhancing digital instruction.
- The integration of ICT into the curriculum and the use of digital tools and platforms can support the development of digital literacy skills.

**INTERNATIONAL ASSOCIATION FOR THE EVALUATION OF EDUCATIONAL PROGRAMMES (IEA), AUSTRIA**
Select Implications: Using ICILS Teacher Panel Data

- Teachers’ use of technology increased significantly during the pandemic, showing that the COVID-19 outbreak has been a watershed moment for the use of ICT for instructional purposes.

- Education systems can support teachers’ use of ICT by ensuring they have sufficient resources available in their schools and adequate professional development activities focused on ICT use for teaching and learning.

- Education systems worldwide need robust evidence to better understand what facilitates teachers’ use of ICT.
April: Missing out on half of the world’s potential

Missing out on half of the world’s potential: Fewer female than male top achievers in mathematics and science want a career in these fields

SUMMARY

Using PISA Trends in International Mathematics and Science Study (TIMSS) 2019 data, this brief explores the relationship between students’ gender, their confidence and achievement in mathematics and science, and their aspirations towards careers in these fields. The brief finds that more boys than girls at grade 12 want to be mathematicians or science-related jobs, and that this gender gap increases when one considers students at the lower end of the performance range. The increased confidence and aspirations of boys are not matched by an equal increase in girls’ aspirations. In particular, girls with lower achievement levels are less likely to aspire to careers in mathematics and science compared to boys with lower achievement levels. By gender and achievement level, the achievement gap is smaller for girls in mathematics than for boys in science. girls in mathematics, while girls in science are significantly more likely to want to work in these fields than those with low confidence in mathematics. In addition, we find that girls are more likely to have positive attitudes towards mathematics and science, and that they have higher self-efficacy in these subjects. The brief concludes with a call for action to address the gender gap in mathematics and science education and to promote gender equality in STEM careers.

IMPLICATIONS

- Girls’ lower achievement in mathematics and science does not necessarily reflect their interest or confidence in these subjects.
- Fewer girls than boys pursue careers in mathematics and science due to a combination of societal and personal factors.
- Identifying and addressing gender biases in education and career aspirations is crucial for promoting gender equality in STEM fields.
- Encouraging girls to explore and pursue their interests in mathematics and science is essential for realizing the world’s potential.

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JUSTINE SASS

DIRK HASTEDT

ANA MARIA MEJIA-RODRIGUEZ
Implications: Using TIMSS Data

- Fewer girls than boys who are top achievers in mathematics and science aspire to a career in the field. This means that precious talent is being lost in these fields.

- Students’ self-assessment of their skills in mathematics and science differs between boys and girls, risking gender disparities in participation in mathematics and science fields.

- Low-performing boys who want a career in mathematics could fail in their tertiary studies as their study choice may be poorly aligned with their mathematics’ capacities.
There are more coming (here are a few)

- Bullying (with a focus on cyber bullying)
- Hunger (there are a lot of hungry students)
- Boys and reading (joint brief with UNICEF)

www.iea.nl/publications/series-journals/iea-compass-briefs-education-series
Translations help!

- Select briefs last year have been translated into Arabic, Danish, Spanish, and French.

- Past briefs also include German, Japanese, Russian.
Metrics across Briefs 2021-22

IEA Compass Briefs **Views** on Website Within the First 30 Days of Release

IEA Compass Brief **Downloads** Within the First 30 Days of Release

Average Social Traffic Distribution Across Briefs

- LinkedIn
- Twitter
- Facebook
Help!

• Our goal is at least 4 per year
• I ALWAYS appreciate topic and author recommendations.
• Please help get the word out:
  – Policy makers
  – Bureaucrats
  – IGOs and NGOs
  – Academics
    – Great for classes
Look...

• Briefs are an easy way to get more information about ILSAs into hands of people that can use it!

• With your help we can use briefs to reach a wider audience!

Everyone in this room knows a lot and together we can do a lot!
Thanks

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Questions, Comments, Ideas

www.iea.nl/publications/series-journals/iea-compass-briefs-education-series