IEA Research for Educators: #GivingBackToTeachers

General Assembly 2022

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Our research would not be possible without teachers!

- Challenges to offering IEA data back to schools and teachers
- New peer-reviewed series directed at teachers and educators
- Translating relevant IEA research findings into evidence-based practice
Putting PIRLS to Use in Classrooms Across the Globe: Evidence-Based Contributions for Teaching Reading Comprehension in a Multilingual Context
Purpose of this book

Help teachers to strengthen their teaching in reading comprehension

- Part 1: From research to practice
- Part 2: Reading comprehension in a multilingual classroom
Part 1

From research to practice

- Theories of reading comprehension
- Evidence-based didactic principles
- Exploring reading comprehension using PIRLS
Part 2: Multilingual classroom

Multilingualism

- Broad view on multilingualism
- Factors that play a role in second language comprehension
- Didactic principles, specific for second language learners
- Good practices from around the world (Chapter 5)
Part 2: Multilingual classroom

Good practices from Chile

Good practices from England

Good practices from Chinese Taipei

Good practices from Spain

Good practices from Georgia

ABOUT CHINESE ELEMENTARY SCHOOL

Chinese Elementary School

ABOUT CHRISTIAN PRIMARY SCHOOL

Christian Primary School

ABOUT ISLAMIC PRIMARY SCHOOL

Islamic Primary School
Resources for Teachers

- Theory
- Practice
- Digest
- DIY
Resources for Teachers: Theory
Resources for Teachers: Practice

Practice
Teacher Snippets and Teacher Snippets XL

TEACHER SNIPPET ON READING

Percentage of students who received full credit (international average): 63%
Percentage of students who received at least partial credit (international average): 82%

HOW TO HELP STUDENTS DEVELOP READING COMPREHENSION SKILLS

Five Key Principles for Teaching Reading Comprehension, Illustrated With a Text From PIRLS

1) Reading in a meaningful and functional context.
   Students should experience that reading and having well-developed comprehension skills can be important, valuable, and useful to them. The reading materials, reading purposes, and reading approach should therefore be authentic and resemble real-life reading tasks.

2) In-depth interaction with texts.
   Interacting on the content of the text has a positive influence on student’s reading comprehension. By discussing the content of the text, and specifically the information essential to reach the reading goal, students gain new insights that they themselves did not think about, leading to a better understanding of the text.

3) Explicit instruction in a limited set of reading strategies.
   Using reading comprehension strategies can be an effective way to enhance comprehension. There is evidence for a limited set of strategies to have a positive effect on reading comprehension, especially when they are taught in a meaningful way and used in combination.

EFFICIENT READING STRATEGIES

- Making predictions and setting reading goals
- Asking questions
- Visualizing the content of the text
- Recognizing text structure
- Making connections
- Summarizing
- Monitoring and clarifying comprehension

4) Integrating reading education with other subjects.
   By reading texts from other subject areas, students not only acquire new knowledge and subject-specific words, but they also learn to apply reading skills in other types of texts. Also, integrating reading with writing can lead to better reading comprehension as well as better writing skills.

5) Monitoring factors associated with reading comprehension and differentiating instruction.
   Monitoring students’ reading development by using summative and formative tests, reveals student differences in their level of reading comprehension and in their educational needs. Differentiation can be achieved by giving explicit instruction in word meaning, the use of reading strategies, and text structure.

*Interacting on the content of the text has a positive influence on student’s reading comprehension.*
Resources for Teachers: DIY

Flowers on the Roof

S
mall Mr. Jones lived all on his own in a one-story house (which was a bit of a stretch). He had no children and no wife. He only had one cat. Mr. Jones was a very lonely man. He spent most of his time collecting flowers and plants. He had a garden in the back yard that was full of beautiful flowers and plants. Mr. Jones also had a small greenhouse in the back yard where he grew his own vegetables. He was very fond of his garden and took great care of it. He spent many hours each day tending to his plants and flowers. Mr. Jones was a very unique man and his garden was the only thing that brought him any joy.

The GIANT Tooth Mystery

A tooth is the remains of a creature or plant that lived on the Earth many, many years ago. People have been finding fossils for thousands of years in rocks and cliffs and inside lakes. We now know that some of these fossils were from dinosaurs.

Long ago, people who found large fossils did not know what they were. Some thought the big bones were from large animals that they had never seen before. Some thought they were from some sort of giant. But some of the bones people found were too big to have come from even the biggest bigfoot or dinosaur. Those mysterious bones led some people to believe in giants.
Resources for Teachers in your Countries
Next Steps

• All GAs will receive newly-released Teacher Snippets under embargo
• All GAs can subscribe to receive Teacher Snippets adaptation packs via email
• Upon adaptation, the Snippet is ready to be disseminated among the national teacher network
• IEA will host adapted Teacher Snippets on IEA Resources for Teachers webpage
Subscribe for your Adaptation Pack

SUBSCRIBERS RECEIVE

• InDesign file for adaptation with space to include country data
• Teacher Snippet copy in word for easy translation
• Open access file that contains country data relevant to the Teacher Snippet
• Adaptation notes to provide guidance

WHO ELSE CAN SUBSCRIBE?

• NRCs from countries who are not IEA members but participate in IEA studies
• Interested parties who are affiliated with IEA

Interested? Contact l.cheeseman@iea.nl
Thank you!
Any questions?