



Researching education, improving learning

IEA Publications and Editorial Committee Report

64th IEA General Assembly

25 September, Versailles

Seamus Hegarty, Chair of the PEC

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- John Ainley, *Australia*
- Abdullah Alqataee, *Kingdom of Saudi Arabia*
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- Hans Wagemaker, *New Zealand*

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The Search for Knowledge

Access

- How to get hold of information?

Management

- How to manage information?

Trust

- What information to believe?

Publications and Editorial Committee (PEC)

IEA publications reviewed by PEC:

- International study reports and assessment frameworks
- Thematic volumes for IEA's *Research for Education* and *Research for Educators* book series
- Compass briefs
- Teacher snippets

Publications reviewed since GA 2022:

Two study reports, one assessment framework, one volume for *the IEA Research for Education* series, four compass briefs, and one teacher snippet.

IEA Study Reports

Progress in International Reading Literacy Study (PIRLS) 2021 *international results in reading*

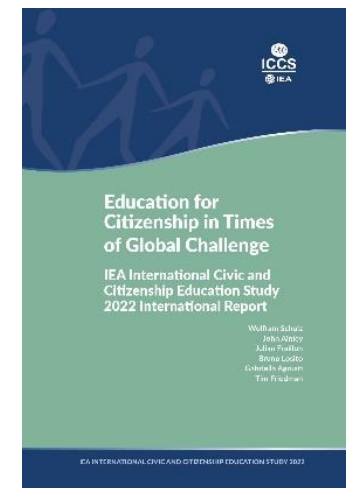
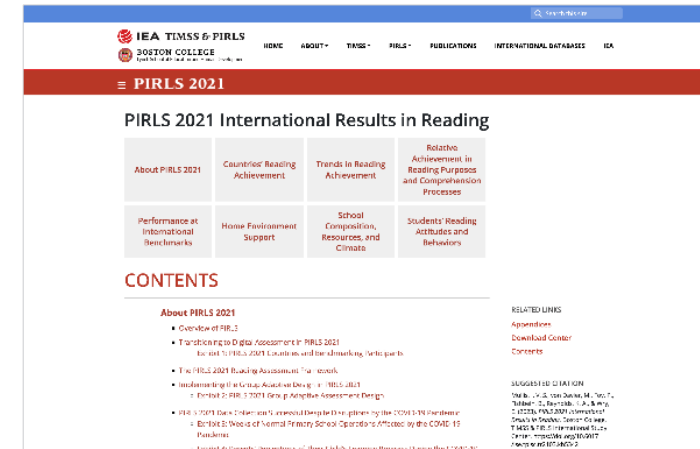
Edited by Ina. V. S. Mullis, Matthias von Davier,
Pierre Foy, Bethany Fishbein, Katherine Reynolds,
& Erin Wry

Published May 2023

International Civic and Citizenship Education Study (ICCS) 2022 *international report*

Edited by Wolfram Schulz, Julian Fraillon,
Bruno Losito, Gabriella Agrusti, John Ainley,
Valeria Damiani, & Tim Friedman

Release event 28 November 2023



IEA Research for Education

Effective and equitable teacher practice in mathematics and science: A Nordic perspective across time and groups of students

Edited by Nani Teig, Trude Nilsen, & Kajsa Yang Hansen

Release TBC in 2024



IEA Compass: Briefs in Education

No. 19 Cyberbullying and student learning an analysis of student achievement in eighth grade using TIMSS 2019 data

January 2023. Hans Wagemaker and Plamen Mirazchiyski

No. 20 How prepared were schools and teachers for remote teaching and learning?

April 2023. Falk Brese and Nadine Twele

No. 21 Early learning activities matter for girls' and boys' mathematics and science achievement

June 2023. Juliane Hencke, Matthias Eck, Justine Sass, Dirk Hastedt, Sabine Meinck, Alec I. Kennedy, & Tianyi Liu

No. 22 Hunger and learning environment: Global patterns in student hunger and disorderly classroom environment in math lessons

September 2023. Leslie Rutkowski and Yusuf Canbolat

Number 22

IEA COMPASS:
BRIEFS IN EDUCATION

HUNGER AND LEARNING ENVIRONMENT

Global Patterns in Student Hunger and Disorderly Behavior in Math Lessons

SUMMARY

It is well understood that when students are experiencing hunger, their ability to learn suffers. What is less understood is why this is the case and the role of the learning environment. Using TIMSS Trends in International Mathematics and Science Study 2019 data, this brief examines how student hunger is correlated with how disorderly the classroom environment is during math lessons. We found a consistent relationship between student hunger and disorderly classroom environments, with only one exception: the 2019 TIMSS 2019 participating countries. This relationship holds even after controlling for differences in student and classroom socioeconomic status, class size, teacher experience, and educational attainment. These findings suggest that when students come to school hungry, they have a harder time paying attention and regulating their behavior. This may result in a less effective learning environment for all students, even those not experiencing hunger.

IMPLICATIONS

- ▶ Across many countries that participated in TIMSS, including highly industrialized ones, student hunger is a prevalent issue. About one in three children fasts for at least one day or at least every day when they arrive at school. This rate rises to about one in two students in countries such as Chile and Romania. Even in countries with high income and low child poverty, such as Republic of Korea and France, there are still large rates of student hunger.
- ▶ If student well-being, having a more respectful and educated teacher, a disorderly classroom are not enough to change the level of disorderly behavior in their math lessons, therefore preventing hunger is a precondition to ensure quality instruction for all students.
- ▶ Decision makers in all TIMSS participating countries should prioritize addressing hunger in schools. The policy agenda should consider paying hunger alleviation on par with other policy alternatives to improve the learning environment.
- ▶ To fight against hunger, countries should create more comprehensive school meal programs coupled with social welfare and protection programs, so that children's nutritional needs are also met outside of school hours. Effective school meal programs require successful collaboration between the decision makers from a wide range of sectors including education, health, agriculture, finance, and social protection.

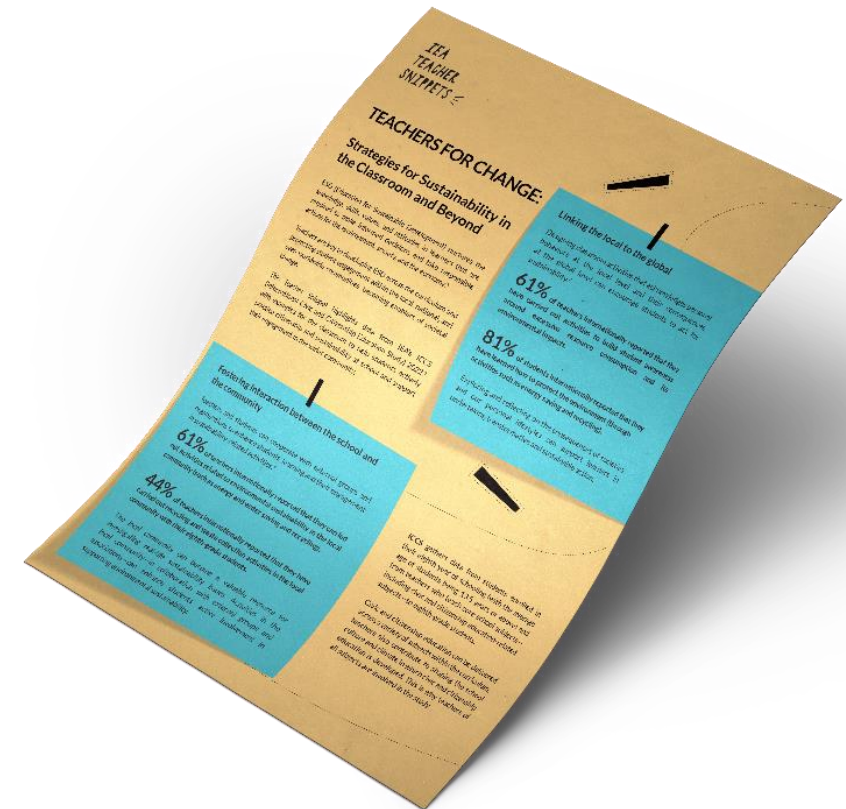
Authors
Leslie Rutkowski, Indiana University
Yusuf Canbolat, Indiana University

IEA Teacher Snippets

Teachers for change: Strategies for sustainability in the classroom and beyond

Valeria Damiani, Bruno Losito, & Gabriella Agrusti

Release event 28 November 2023



IEA Research 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 Research Awards 2023



Bruce H. Choppin Award

Linking Recent and Older IEA Studies on Mathematics and Science

Majoros, E. (2022). *Linking recent and older IEA studies on mathematics and science*. PhD thesis. University of Gothenburg.

<https://gupea.ub.gu.se/handle/2077/71965>

IEA Research Awards 2023



Richard M. Wolf Award

Does socioeconomic sorting of teacher qualifications exacerbate mathematics achievement inequity? Panel data estimates from 20 years of TIMSS.

Glassow, L., Hansen K.Y., & Gustafsson, J.E. (2023). Does socioeconomic sorting of teacher qualifications exacerbate mathematics achievement inequity? Panel data estimates from 20 years of TIMSS. *Studies in Educational Evaluation*, 77, 101255. <https://doi.org/10.1016/j.stueduc.2023.101255>

IEA Research Awards

- Further details of this year's award winners may be found in the 2023 *IEA Insider*
- Details for proposals at: iea.nl/about/opportunities/award
- Submission deadline is 31 March every year
- Non-English submissions must be accompanied by a synopsis in English

Thank you!

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