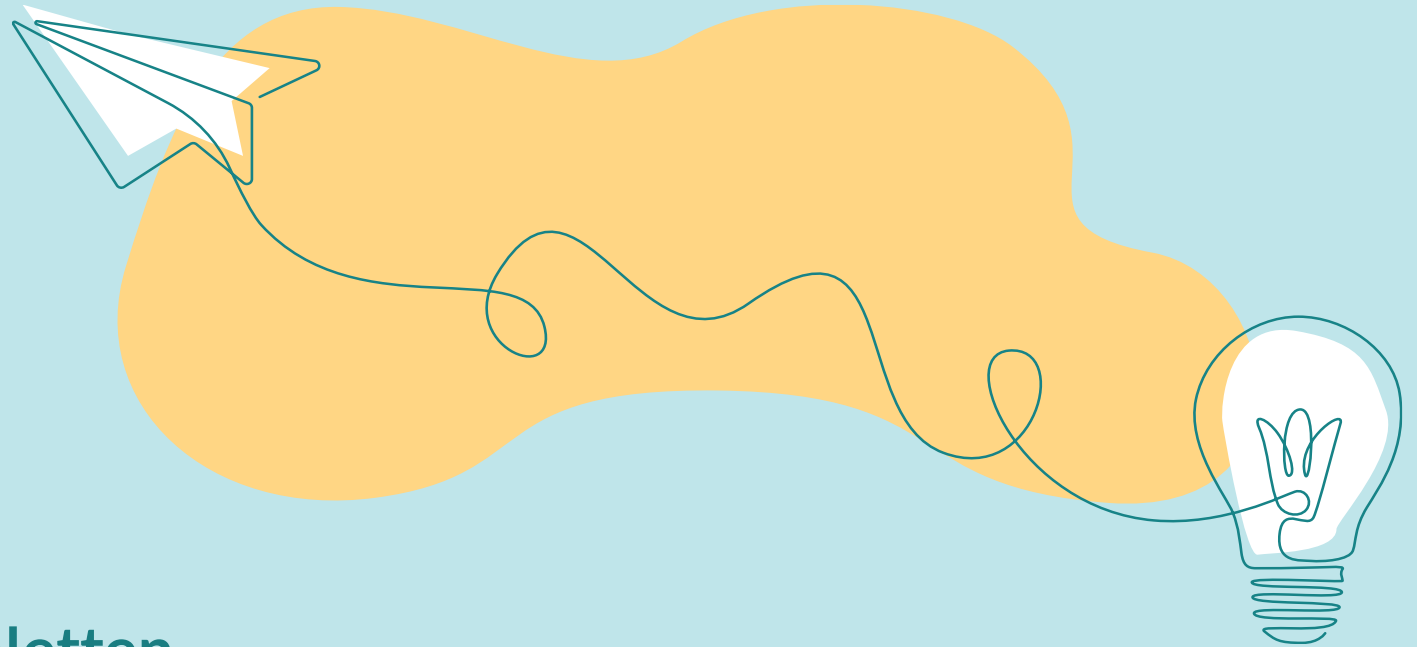




An Update on IEA Teacher Resources

Paulína Koršňáková and Andrea Netten

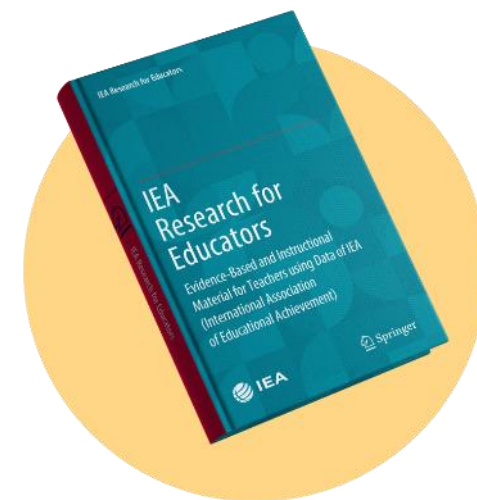
67th IEA General Assembly meeting, Warsaw



IEA Resources for Teachers

Two open-access series that making findings from IEA studies accessible, practical, and meaningful for teachers and educators.

- IEA research would not be possible without teachers!
- Challenges to offering IEA data directly back to schools and teachers
- Two open-access series directed at teachers and educators
- Translating relevant IEA research findings into evidence-based practice
- Presenting strategies and real-life case studies from classrooms
- Formats that lend themselves to translation and adaptation



IEA
TEACHER
SNIPPETS ≡

Overview of *IEA Research for Educators* Volumes

Volume 1: *Putting PIRLS to Use in Classrooms Across the Globe* (2022)

Turning PIRLS evidence into practical approaches for reading comprehension

Volume 2: *Teaching Reading Comprehension in a Digital World* (2025)

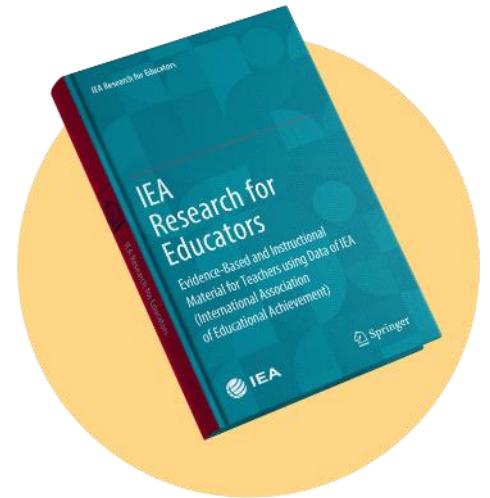
Applying PIRLS and ePIRLS Evidence to Digital Reading Instruction

Volume 3: *Experiencing Democracy in the Classroom* (2026)

Bringing ICCS and CCE Insights into the Democratic Classroom

Volume 4: *Teaching and Learning Mathematics with Meaning* (2026)

Using TIMSS to Strengthen Meaning-Making in Mathematics Teaching and Learning



Vol. 1: Putting PIRLS to Use in Classrooms Across the Globe

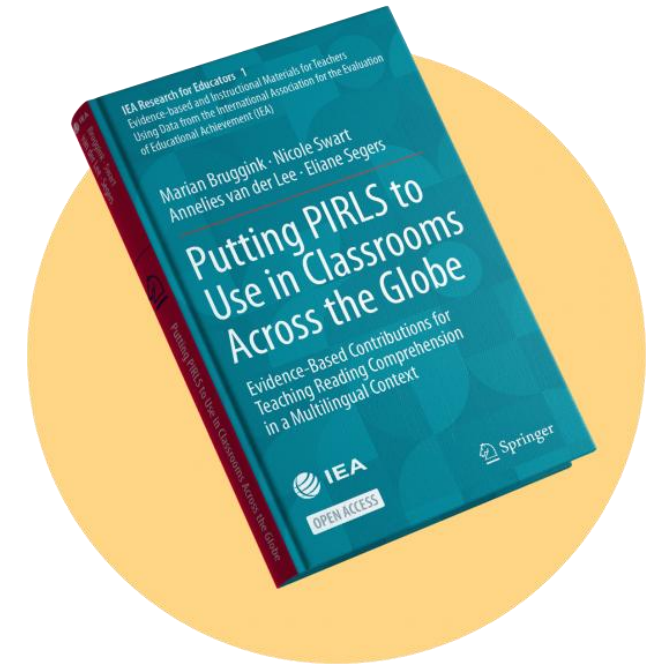
Authors: Marian Bruggink, Nicole Swart, Annelies van der Lee, and Eliane Segers, Expertisecentrum Nederlands

- Strengthening reading comprehension teaching through PIRLS evidence and resources
- Presents teaching approaches from around the world to support and strengthen reading skills in multilingual classrooms
- The five participating education systems: **Chile, Chinese Taipei, England, Georgia, and Spain**

2026 Metrics (since 2022)

Book: 191,000 accesses and 28 citations

Related Snippet: Translated into 8 languages



Vol. 2: Teaching Reading Comprehension in a Digital World

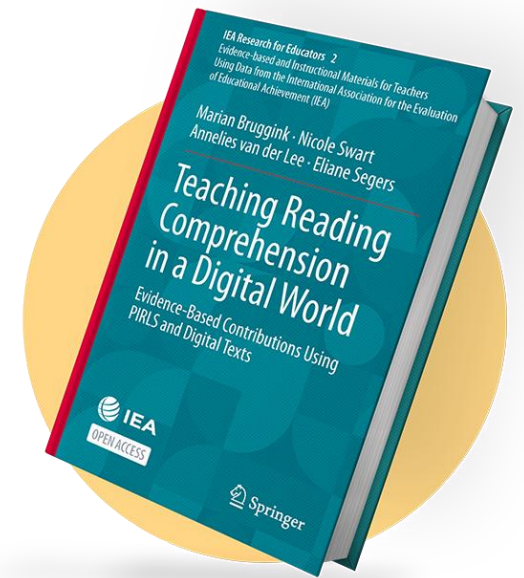
Authors: Marian Bruggink, Nicole Swart, Annelies van der Lee, and Eliane Segers, Expertisecentrum Nederlands

- Support teachers in better understanding digital reading in the current media landscape and raises awareness about digital inclusion
- Focuses on integrating digital text reading effectively into classroom teaching
- Draws on PIRLS and ePIRLS evidence alongside teaching practices from participating education systems: **Ireland, Italy, and Singapore**

2026 Metrics (since 2025)

Book: 23,000 accesses and 7 citations

Related Snippet: Translated into 8 languages



Vol. 3: Experiencing Democracy in the Classroom

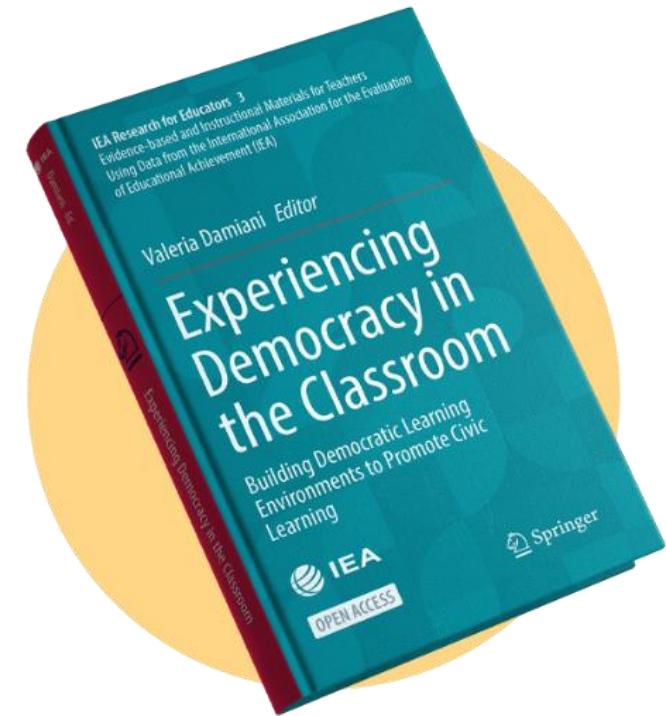
Editor: Valeria Damiani, Università LUMSA

- Launched June 2026 at Education International, Brussels
- Reflecting on ICCS findings, the volume highlights how whole-school environments, alongside classroom practice, can create meaningful opportunities for students to participate, collaborate, and engage in respectful dialogue
- Offers practical teaching strategies and examples from schools in **Italy**, the **Netherlands**, **Brazil**, and **Slovenia**

2026 Metrics (since June 2026)

Book: 4,700+ accesses

Related Snippet: Translated into 4 languages



Why This Book?

- Civic and Citizenship Education is a complex field
- Tool for the entire school community to initiate a shared reflection on the ways in which the school experience can truly be an experience of democracy
- A key message from the book is that democracy is experienced, not just taught
- Schools and the classrooms as microcosms of society, for students to practice and experience democracy daily and firsthand



Supplementary Resources

- This volume is published with an accompanying Teacher Snippet, as well as ready-to-use classroom activities extracted from Chapter 5



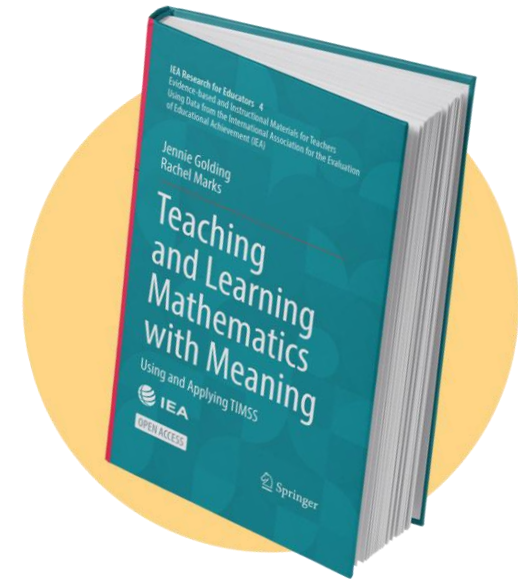
Access all materials via the QR code



Vol. 4: Teaching and Learning Mathematics with Meaning

Authors: Jennie Golding and Rachel Marks, University College of London

- Launched in September 2026 at BERA
- Turning TIMSS evidence into meaningful mathematics teaching
- Uses TIMSS frameworks, findings and released items to support reasoning, problem-solving and conceptual understanding



2026 Metrics (since September 2026)

Book: 3,100+ visits

Related Snippet: Requested to translate into five languages

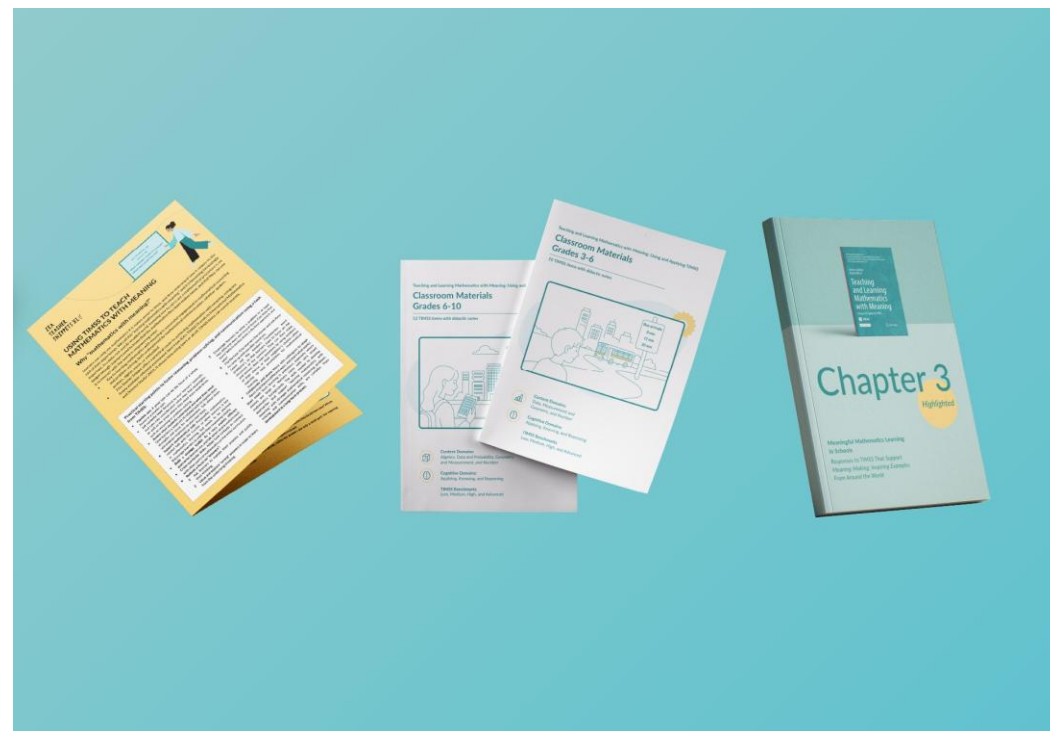
Why This Book?

- Evidence globally, including from TIMSS, shows that many learners do not make—or expect to make—sense of school mathematics, limiting their confidence and inclination to use mathematics in life
- Meaningful mathematics involves understanding, reasoning, problem-solving and knowing when and how to use mathematics
- Volume 4 uses TIMSS evidence, released items, and classroom examples to explore how teachers can create richer opportunities for mathematical meaning-making



Supplementary Resources: Bringing the Research to Life

- Six international case studies that support mathematical meaning-making: **Chinese Taipei, Jordan, Malaysia, Malta, Sweden, and Türkiye**
- The accompanying *Teacher Snippet* offers a practical route to achieving mathematics with meaning, using a released item from TIMSS
- Appendix of prompts for teacher discussion
- Two sets of classroom-ready TIMSS tasks and related notes, one for Grades 3-6 and Grades 6-10



Access all materials via the QR code



Expanding Our Outreach in 2026

- Fostering existing and new partnerships that support with dissemination
- **Education International** hosted the launch of Volume 3, including livestreamed discussions on civic and citizenship education with the volume's authors
- **European Schoolnet** hosted podcasts with the authors of both volumes 3 and 4
- **BERA** featured a symposium by the Volume 4 authors on meaningful mathematics teaching and learning
- Strengthened ties with **ATEE**, **UNESCO's International Task Force on Teachers for Education 2030**, **AEA**, **WERA**, **European Commission Education platform**



Future Directions

- Future volumes planned using ICILS and TIMSS (science)
- Promote translations and uptake nationally of volumes already published
- Continue building and fostering partnerships with associations and education networks that have links to teachers and educators





Thank you.

Andrea Netten

Deputy Executive Director, IEA

Series Editor Research for Educators