

Secondary Analysis of the TIMSS Data

David F. Robitaille and Albert E. Beaton (Eds.)



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Secondary Analysis Of The Timss Data

**Sivakumar Alagumalai, David D.
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Secondary Analysis Of The Timss Data:

Secondary Analysis of the TIMSS Data David F. Robitaille, Albert E. Beaton, 2002-09-30 The goal of this volume is to use the data from IEA's Third International Mathematics and Science Study TIMSS to investigate significant questions related to mathematics and science education as well as a number of methodological issues The authors of the papers included in this collection come from eleven of the TIMSS countries and they are prominent in their respective fields The book will be of interest to readers interested in comparative education mathematics and science education curriculum and survey research methodology A study such as TIMSS costs a great deal of money to carry out and if the true value of that investment is to be realized much more research of the kind reported in this collection is needed The papers included provide insights into the impact that TIMSS has had in the participating countries They also serve as excellent examples of the kind of follow up research that is needed

Secondary Analysis of the TIMSS Data David F. Robitaille, Albert E. Beaton, 2005-12-19 Researchers who participate in IEA studies have a unique opportunity to work collaboratively with their counterparts from many different countries and disciplinary backgrounds over a period of several years on questions of shared academic interest Once the data for a given study have been collected and the first round of international reports published however opportunities for that kind of collaboration tend to be much less frequent A major strength of IEA studies compared to other large scale international studies is that they are classroom based thereby making it possible for researchers and policy makers to investigate linkages between students achievement and a wide range of variables Those variables could be related to instructional practices to students and teachers background and attitudes to school organizational patterns or to opportunity to learn to name a few The research questions that TIMSS was designed to address make it clear that these kinds of relational multi variate analyses were among the major goals of the project The international reports of the TIMSS 95 results that were published by the International Study Center at Boston College between 1996 and 1999 were intended to provide comprehensive coverage of the basic findings of the study They were not intended to provide in depth analyses of research and policy issues instead their main purpose was to make the basic findings of the study widely available in a timely manner This they certainly did

Next Steps for TIMSS National Research Council, Division of Behavioral and Social Sciences and Education, Board on Testing and Assessment, Board on International Comparative Studies in Education, 1999-01-01 Now that the initial results of The Third International Mathematics and Science Study TIMSS have been released the Board on International Comparative Studies in Education BICSE has turned its attention to what happens next The TIMSS data are potentially useful to researchers policy makers practitioners and others interested in evidence regarding factors that influence student learning But although the study has produced a remarkable volume of intriguing data it is by no means complete Scholarly review of the initial data evaluations of claims based on the data and follow up secondary analysis based on the primary findings are all integral parts of a study of this magnitude but the bulk of this very

important work has not yet begun Because of the board's serious concern that this necessary work has not been undertaken or funded it held a workshop on June 17 and 18 1998 to explore different perspectives on possible next steps The workshop was an invaluable opportunity for the board to explore issues and questions it has addressed over the years and to solidify its thinking about many of them Because the board is convinced of the importance of moving forward with the TIMSS data it presents in this report both recommendations as to what ought to be done and many of the innovative specific ideas that emerged from the workshop These recommendations reflect the board's conviction based on its many years of involvement with and deliberations about TIMSS that this study is an extremely rich resource for the policy scholarly and practice communities and that all of these groups have a responsibility to take full advantage of it The recommendations and discussion in this report are intended to assist both researchers and funders who are considering further work with TIMSS and a broader audience of researchers policy makers practitioners and others who have followed the TIMSS results and are eager to use them This report is in a sense the culmination of many years of effort for the board Secondary Analysis of the TIMSS-R Data for Hong Kong Frederick Koon Shing Leung,2002 *Education Statistics Quarterly* ,2001

International Handbook of Comparative Large-Scale Studies in Education Trude Nilsen,Agnes Stancel-Piątak,Jan-Eric Gustafsson,2022-09-21 This handbook is the first of its kind to provide a general and comprehensive overview of virtually every aspect of International Large Scale Assessment ILSA It includes historical economic and policy perspectives theoretical foundations methodology and reviews of findings from analyses of ILSA data After decades during which ILSAs have generated knowledge within central areas of education research and gained increased and substantial impact on educational policy practice and research such a broad overview for a wide ranging audience is much needed With contributions from authors and editors from all continents this handbook appeals to an international audience and keeps a neutral perspective not favoring one ILSA over another The handbook is suitable to be read by politicians researchers and stakeholders who are seeking an overview of ILSAs their history and development and both potential benefits and limitations with regard to policy implications The reviews of findings from studies analyzing ILSA data will be of interest to stakeholders teachers researchers and policymakers Considering that the reviews extend to all fields pertaining to educational research the book will be valuable to all researchers interested in education Students may use the book to learn about ILSAs in the context of policy theoretical underpinnings or research Moreover the methodology section is written in a manner that is understandable and accessible for students stakeholders or researchers not familiar with these data This methodology part however is also a valuable resource for researchers who are familiar with ILSA data as it provides overviews of the design and sampling procedures of several ILSAs and includes advice on methods of analysis Even the owners of the ILSAs may find the book valuable as it contains overviews and insights into a number of ILSAs provides information how the data is used by the research community and includes recommendations for future instruments **Using Secondary Data in Educational and**

Social Research Emma Smith, 2008-09-16 Secondary data is a powerful tool for providing context to an otherwise small scale study as well as being an efficient way of bringing together a large amount of data particularly where access to the field may be difficult This comprehensive guide introduces students to the use of secondary data in educational and social research and provides a practical resource for researchers who are new to the field of secondary data analysis The author encourages researchers to consider the potential for using secondary data both as their primary research method but also as a useful strategy in mixed methods designs The first part of the book explores the role of secondary data analysis in contemporary social research It considers the arguments for and against its use and addresses its particular benefits in mixed method research designs especially those in the political arithmetic tradition The second part introduces worked examples which show the potential for using secondary sources to answer a varied range of research questions It provides step by step guidance on how to manipulate and analyse secondary data The inclusion of recent national and international datasets as exemplars allows students to place their research in a real life context and to consider current and topical research issues

Teaching Mathematics in Secondary Schools Linda Haggarty, 2002 The importance placed on mathematics in the school curriculum can hardly be over estimated This book is concerned with exploring the bigger picture of mathematics education

Handbook of International Large-Scale Assessment Leslie Rutkowski, Matthias von Davier, David Rutkowski, 2013-11-12 Winner of the 2017 AERA Division D Significant Contribution to Educational Measurement and Research Methodology Award Technological and statistical advances along with a strong interest in gathering more information about the state of our educational systems have made it possible to assess more students in more countries more often and in more subject domains The Handbook of International Large Scale Assessment Background Technical Issues and Methods of Data Analysis brings together recognized scholars in the field of ILSA behavioral statistics and policy to develop a detailed guide that goes beyond database user manuals After highlighting the importance of ILSA data to policy and research the book reviews methodological aspects and features of the studies based on operational considerations analytics and reporting The book then describes methods of interest to advanced graduate students researchers and policy analysts who have a good grounding in quantitative methods but who are not necessarily quantitative methodologists In addition it provides a detailed exposition of the technical details behind these assessments including the test design the sampling framework and estimation methods with a focus on how these issues impact analysis choices

Research Methods in the Social Sciences Bridget Somekh, Cathy Lewin, 2005 In this book the contributors introduce all the key qualitative and quantitative research methodologies and methods and draw readers into a community of researchers engaged in reflection on the research process

Applied Rasch Measurement: A Book of Exemplars Sivakumar Alagumalai, David D. Curtis, Njora Hungi, 2006-03-30 While the primary purpose of the book is a celebration of John s contributions to the field of measurement a second and related purpose is to provide a useful resource We believe that

the combination of the developmental history and theory of the method the examples of its use in practice some possible future directions and software and data files will make this book a valuable resource for teachers and scholars of the Rasch method This book is a tribute to Professor John P Keeves for the advocacy of the Rasch model in Australia Happy 80th birthday John xii There are good introductory texts on Item Response Theory Objective Measurement and the Rasch model However for a beginning researcher keen on utilising the potentials of the Rasch model theoretical discussions of test theory and associated indices do not meet their pragmatic needs Furthermore many researchers in measurement still have little or no knowledge of the features of the Rasch model and its use in a variety of situations and disciplines This book attempts to describe the underlying axioms of test theory and in particular the concepts of objective measurement and the Rasch model and then link theory to practice We have been introduced to the various models of test theory during our graduate days It was time for us to share with those keen in the field of measurement in education psychology and the social sciences the theoretical and practical aspects of objective measurement

International Handbook on Education Development in the Asia-Pacific Wing On Lee, Phillip Brown, A. Lin Goodwin, Andy Green, 2023-11-20 The Springer International Handbook of Educational Development in Asia Pacific breaks new ground with a comprehensive fine grained and diverse perspective on research and education development throughout the Asia Pacific region In 13 sections and 127 chapters the Handbook delves into a wide spectrum of contemporary topics including educational equity and quality language education learning and human development workplace learning teacher education and professionalization higher education organisations citizenship and moral education and high performing education systems The Handbook is grounded in specific Asia Pacific contexts and scholarly traditions using unique country specific narratives for example Vietnam and Melanesia and socio cultural investigations through lenses such as language identity or colonisation while offering parallel academic discourse and analyses framed by broader policy commentary from around the world

Debates in Science Education Justin Dillon, Mike Watts, 2022-11-23 This fully revised second edition of *Debates in Science Education* explores the major issues that science teachers encounter in teaching their subject encouraging the reader to make their own informed judgements and argue their point of view with deeper theoretical knowledge and understanding Brand new chapters written by a team of international experts provide fresh insight into topics of central importance when teaching science Written to aid and inspire beginning teachers current teachers and established subject leaders these focused chapters are essential to anyone wishing to deepen their understanding of salient issues within school science education including STEAM education sustainability and climate change science and sensitive issues equity and diversity science and sex education science and religion science and pedagogy including science inquiry transition from primary to secondary school Encouraging critical reflection and aiming to stimulate both novice and experienced teachers this book is a valuable resource for any student or practicing teacher and particularly those engaged in continuing professional development or Master s level study

Methodological Advances in

Cross-National Surveys of Educational Achievement National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Board on Testing and Assessment, Board on International Comparative Studies in Education, 2002-06-14 In November 2000 the Board on International Comparative Studies in Education BICSE held a symposium to draw on the wealth of experience gathered over a four decade period to evaluate improvement in the quality of the methodologies used in international studies and to identify the most pressing methodological issues that remain to be solved Since 1960 the United States has participated in 15 large scale cross national education surveys The most assessed subjects have been science and mathematics through reading comprehension geography nonverbal reasoning literature French English as a foreign language civic education history computers in education primary education and second language acquisition The papers prepared for this symposium and discussions of those papers make up the volume representing the most up to date and comprehensive assessment of methodological strengths and weaknesses of international comparative studies of student achievement These papers answer the following questions 1 What is the methodological quality of the most recent international surveys of student achievement How authoritative are the results 2 Has the methodological quality of international achievement studies improved over the past 40 years and 3 What are promising opportunities for future improvement

Large-Scale Studies in Mathematics Education James A. Middleton, Jinfa Cai, Stephen

Hwang, 2015-05-05 In recent years funding agencies like the Institute of Educational Sciences and the National Science Foundation have increasingly emphasized large scale studies with experimental and quasi experimental designs looking for objective truths Educational researchers have recently begun to use large scale studies to understand what really works from developing interventions to validation studies of the intervention and then to efficacy studies and the final scale up for large implementation of an intervention Moreover modeling student learning developmentally taking into account cohort factors issues of socioeconomics local political context and the presence or absence of interventions requires the use of large data sets wherein these variables can be sampled adequately and inferences made Inroads in quantitative methods have been made in the psychometric and sociometric literatures but these methods are not yet common knowledge in the mathematics education community In fact currently there is no volume devoted to discussion of issues related to large scale studies and to report findings from them This volume is unique as it directly discusses methodological issue in large scale studies and reports empirical data from large scale studies

PISA, Power, and Policy Heinz-Dieter Meyer, Aaron Benavot, 2013-05-13 Over the past ten years the PISA assessment has risen to strategic prominence in the international education policy discourse Sponsored organized and administered by the Organization for Economic Cooperation and Development OECD PISA seems well on its way to being institutionalized as the main engine in the global accountability regime The goal of this book is to problematize this development and PISA as an institution building force in global education It scrutinizes the role of PISA in the emerging regime of global educational governance and questions the presumption that the quality of a nation's school

system can be evaluated through a standardized assessment that is insensitive to the world's vast cultural and institutional diversity. The book raises the question of whether PISA's dominance in the global educational discourse runs the risk of engendering an unprecedented process of worldwide educational standardization for the sake of hitching schools more tightly to the bandwagon of economic efficiency while sacrificing their role to prepare students for independent thinking and civic participation.

Understanding Others, Educating Ourselves National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Board on Testing and Assessment, Board on International Comparative Studies in Education, Committee on a Framework and Long-term Research Agenda for International Comparative Education Studies, 2003-04-22

Since 1988 the Board on International Comparative Studies in Education BICSE at the U.S. National Research Council of the National Academies has engaged in activities designed to increase the rigor and sophistication of international comparative studies in education by encouraging synergies between large and smaller scale international comparative education research to identify gaps in the existing research base and to assist in communicating results to policy makers and the public. Under the current grant 1998-2002 funded by the National Science Foundation and the U.S. Department of Education's National Center for Education Statistics BICSE has sponsored public events and commissioned papers on the effects of the Trends in International Mathematics and Science Study TIMSS, the power of video technology in international education research, international perspectives on teacher quality and advances in the methodology of cross-national surveys of education achievement. This report responds to a request from the board's sponsors under the current grant to produce a report that builds on its previous work.

What Can PISA 2012 Data Tell Us? Lei Mee Thien, NORDIN ABD RAZAK, John Keeves, I GUSTI NGURAH DARMAWAN, 2016-03-22

This is the first book regarding the issues of PISA that has been published with respect to the Southeast Asian region. It is hoped that the content of this book can benefit and provide greater understanding for readers of several important aspects: a country performance in PISA 2012 for each participating Southeast Asian country; b the need for international comparative studies from the perspective at all levels of the teaching and learning process; c equity and quality of education; d how PISA impacts on policy making; and e the initiatives and future directions and challenges to improve PISA performance in the future cycles of the PISA Studies. The major issues raised in this book warrant investigation and reporting to all countries of the World including not only those countries that were engaged in PISA 2012 but also to the approximately 200 countries that are currently in the United Nations Organisation. In these regards the readership of this book could be extended to the educators, officers from the ministries of education, researchers, policy makers, practising teachers, lecturers in universities and teacher training institutions, postgraduate students as well as both primary and secondary school principals and teachers.

Behind the numbers
UNESCO, 2019-01-31

The First Sourcebook on Nordic Research in Mathematics Education Bharath Sriraman, Simon Goodchild, Christer Bergsten, Gudbjorg Palsdottir, Lenni Haapasalo, Bettina Dahl Søndergaard, 2010-09-01

The First

Sourcebook on Nordic Research in Mathematics Education Norway Sweden Iceland Denmark and contributions from Finland provides the first comprehensive and unified treatment of historical and contemporary research trends in mathematics education in the Nordic world The book is organized in sections co ordinated by active researchers in mathematics education in Norway Sweden Iceland Denmark and Finland The purpose of this sourcebook is to synthesize and survey the established body of research in these countries with findings that have influenced ongoing research agendas informed practice framed curricula and policy The sections for each country also include historical articles in addition to exemplary examples of recently conducted research oriented towards the future The book will serve as a standard reference for mathematics education researchers policy makers practitioners and students both in and outside the Nordic countries

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