

Methodological Advances

in
Cross-National Surveys
of
Educational Achievement

NATIONAL RESEARCH COUNCIL

Methodological Advances In Cross National Surveys Of Education Achievement

**Denisse R Thompson, Mary Ann
Huntley, Christine Suurtamm**



Methodological Advances In Cross National Surveys Of Education Achievement:

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, 2002-05-14 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 **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 *Brookings Papers on Education Policy: 2003* Diane Ravitch, 2010-12-01 In 1983 the seminal report issued by the National Commission on Excellence in Education *A Nation at Risk* charged that most American high schoolers were

following a general course of instruction choosing neither the college preparatory track nor the vocational option This pattern the report complained had fostered low expectations and a curricular hodge podge of classes that failed to prepare students for college or work The commission called on states to implement academic requirements for all students regardless of background including four years of English and three years each of science mathematics and social studies Students should not be sorted by their presumed future destinations the commission reasoned but should be offered an equal opportunity to get a high quality education to fit them either for postsecondary education or the modern workplace Two decades after the commission called on states to reform the high school environment and raise graduation requirements the Brown Center on Education Policy at the Brookings Institution convened a group of prominent scholars to explore the current state of America's high schools focusing on new research about reforming these institutions that are so important in the lives of the nation's adolescents The questions considered reflected the diversity of the participants and covered a variety of areas historical international sociological and practical Data gathered by the U S Department of Education show students today are taking many more advanced courses in mathematics and the sciences while at the same time test scores do not reflect the increases in enrollments in academic courses In addition large score gaps remain among students from different social groups Reform of the high schools must take into account the elementary and middle schools that prepare students and the postsecondary institutions to which students aspire Adolescent culture and students' views about school and academic work play important roles in student achievement as do the family and contemporary society in shaping of adolescent behavior No matter their background all participants agreed that the key to a successful high school rests with the extent to which it recognizes and strengthens its commitment to the intellectual growth of its students

Young Adult Development at the School-to-Work Transition E. Anne Marshall, Jennifer E. Symonds, 2021-01-18 Written by internationally renowned scholars in developmental psychology applied psychology counseling and sociology the chapters in this book highlight the trends issues and actions that researchers academics practitioners and policy makers need to consider in order to effectively support young adults' transition to work pathways

PISA Learning for Tomorrow's World First Results from PISA 2003 OECD, 2004-12-07 This report presents the first internationally comparable results to OECD's 2003 Programme for International Student Assessment PISA Survey of the educational performance of 15 year olds in reading mathematics and science in 25 OECD countries

Proceedings of MAC 2017 group of authors, 2017-12-06 International Academic Conference on Education Teaching and Learning in Prague 2017 and International Academic Conference on Management Marketing and Economics in Prague 2017 and International Academic Conference on Transport Tourism and Sport Science in Prague 2017

Évaluations nationales des acquis scolaires, Volume 5 Thomas Kellaghan, Vincent Greaney, T. Scott Murray, 2015-07-13 L'évaluation efficace de la performance des systèmes éducatifs est un élément essentiel de la mise au point de politiques visant à optimiser le développement du capital humain dans le monde Les cinq manuels de la collection évaluations

nationales des acquis scolaires introduisent les concepts clés des évaluations nationales du niveau de performances des élèves dont les questions politiques traitent dans la conception et la mise en œuvre des évaluations ou le développement d'un test la conception d'un questionnaire l'échantillonnage l'organisation et la mise en œuvre de la collecte de données le nettoyage et l'analyse statistique des données la rédaction de rapports et l'exploitation des résultats pour améliorer la qualité de l'éducation. Qu'apprennent les élèves ? Dans le monde, les gouvernements qui aspirent à améliorer la qualité de l'éducation se tournent vers les évaluations nationales pour obtenir ces informations si précieuses dans les domaines clés des programmes de cours. La capacité de mener des évaluations nationales s'est remarquablement renforcée ces dernières années mais l'utilisation généralisée des conclusions n'a pas suivi. Ce manuel vise à montrer la valeur essentielle de ces données et assister les pays dans l'exploitation des connaissances issues des évaluations nationales. Communiquer et utiliser les résultats d'une évaluation nationale des acquis scolaires recense les principaux facteurs qui affectent l'utilisation des constatations des évaluations nationales. Ceux-ci comprennent le contexte politique dans lequel une évaluation est menée la nature de l'évaluation sur la base d'un recensement ou d'un échantillon les responsabilités de chacun vis-à-vis des résultats et la qualité des instruments d'évaluation. Le manuel décrit le type d'informations requises dans le rapport principal d'une évaluation nationale et d'autres moyens de communiquer les conclusions aux publics techniques et non techniques. Ilnonce les principes généraux à suivre pour traduire les résultats des évaluations nationales dans le cadre de politiques et de mesures et examine les procédures spécifiques d'utilisation des données dans l'élaboration de politiques la gestion de l'éducation l'enseignement et la promotion de la sensibilisation du public. Les thèmes traités dans ce volume sont de nature à intéresser les responsables des politiques les équipes pédagogiques les chercheurs et les professionnels du développement.

The Sage Handbook of Sociology of Education Mark Berends, Barbara Schneider, Stephen Lamb, 2023-12-06 The Sage Handbook of Sociology of Education is an international and comprehensive groundbreaking text that serves as a touchstone for researchers and scholars interested in exploring the intricate relationships between education and society. Leading sociologists from five different continents examine major topics in sociology from a global perspective. This timely thought provoking Handbook features contributions from leading and emerging sociology scholars who provide their own cultural and historical perspectives on diverse yet universal topics these include educational policy social stratification and cross national research. 39 Chapters delve into the pressing issues faced by our global society such as the effects of residential mobility on educational outcomes gender and ethnic inequalities and the impact of COVID 19 on early childhood education. Readers will gain a multifaceted view of the contours of educational inequality from various international perspectives and focusing on country differences as well as recommendations for expanding the practices programs and policies that could reduce the rising tide of inequities especially for populations most at risk. This Handbook offers rich diverse perspectives on the interplay between education social inequality and human rights around the world making it an invaluable resource for students researchers and practitioners across a range of fields.

including sociology education and social policy PART 1 Education and Persistent Inequality PART 2 Social Family Contexts PART 3 Schools Educational Policy PART 4 Neighborhoods Community PART 5 Education Innovation in a Global Context

Handbook of Education Policy Research Gary Sykes, Barbara Schneider, David N. Plank, 2012-09-10 Co published by Routledge for the American Educational Research Association AERA Educational policy continues to be of major concern Policy debates about economic growth and national competitiveness for example commonly focus on the importance of human capital and a highly educated workforce Defining the theoretical boundaries and methodological approaches of education policy research are the two primary themes of this comprehensive AERA sponsored Handbook Organized into seven sections the Handbook focuses on 1 disciplinary foundations of educational policy 2 methodological perspectives 3 the policy process 4 resources management and organization 5 teaching and learning policy 6 actors and institutions and 7 education access and differentiation Drawing from multiple disciplines the Handbook s over one hundred authors address three central questions What policy issues and questions have oriented current policy research What research strategies and methods have proven most fruitful And what issues questions and methods will drive future policy research Topics such as early childhood education school choice access to higher education teacher accountability and testing and measurement cut across the 63 chapters in the volume The politics surrounding these and other issues are objectively analyzed by authors and commentators Each of the seven sections concludes with two commentaries by leading scholars in the field The first considers the current state of policy design and the second addresses the current state of policy research This book is appropriate for scholars and graduate students working in the field of education policy and for the growing number of academic government and think tank researchers engaged in policy research For more information on the American Educational Research Association please visit <http://www.aera.net>

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, 2003-05-22 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 The BERA/SAGE Handbook of Educational Research Dominic Wyse, Neil Selwyn, Emma Smith, Larry E. Suter, 2016-12-15

Education has continued to grow in stature and significance as an academic discipline. In addition to world renowned research studies, the growth of education has been seen in the methodology and methods underpinning its research. The BERA SAGE Handbook of Educational Research provides a cutting edge account of the research and methodology that is creating new understandings for education research policy and practice. Over two volumes, the handbook addresses educational research in six essential components: Section 1 Understanding Research, Section 2 Planning Research, Section 3 Approaches to Research, Section 4 Acquiring Data, Section 5 Analysing Data, Section 6 Reporting, Disseminating and Evaluating Research. Featuring contributions from more than 50 of the biggest names in the international field, The BERA SAGE Handbook of Educational Research represents a very significant contribution to the development of education.

Exploring the Mathematical Education of Teachers Using TEDS-M Data Maria Teresa Tatto, Michael C. Rodriguez, Wendy M. Smith, Mark D. Reckase, Kiril Bankov, 2018-08-16. This book uses the publicly available TEDS-M data to answer such questions as: How does teacher education contribute to the learning outcomes of future teachers? Are there programs that are more successful than others in helping teachers learn to teach mathematics? How does the local and national policy environment contribute to teacher education outcomes? It invites readers to explore these questions across a large number of international settings. The importance of preparing future mathematics teachers has become a priority across many nations. Across the globe, nations have allocated resources and expertise to this endeavour. Yet in spite of the importance accorded to teacher education, not much is known about different approaches to preparing knowledgeable teachers and whether these approaches do in fact achieve their purpose. The Mathematics Teacher Education and Development Study (TEDS-M) is the first and to date the only cross-national study using scientific and representative samples to provide empirical data on the knowledge that future mathematics teachers of primary and secondary school acquire in their teacher education programs. The study addresses the central importance of teacher knowledge in learning to teach mathematics by examining variation in the nature and influence of teacher education programs within and across countries. The study collected data on teacher education programs, structure, curriculum, and opportunities to learn on teacher educators' characteristics and beliefs and on future mathematics teachers' individual characteristics, beliefs, and mathematics and pedagogical knowledge across 17 countries, providing a unique opportunity to explore enduring questions in the field. Effective and Equitable Teacher Practice in Mathematics and Science Education Nani Teig, Trude Nilsen, Kajsa Yang Hansen, 2024-03-19. This open access book presents original research on effective and equitable teacher practice in mathematics and science education across Nordic countries. It focuses on three key aspects of teacher practice: what teachers teach, how teachers teach, and how teachers assess their students. To provide a comprehensive understanding of teacher practice, data from the IEA's Trends in

Mathematics and Science Study TIMSS from 2011 to 2019 was analyzed TIMSS provides large scale and representative data allowing an in depth investigation of the relations between teachers their practices and student outcomes The findings highlight the changes in teacher practice over time and the extent to which such changes explain the differences in student outcomes This research also contributes to understanding how the relationships between teacher practice and student outcomes vary across different student groups i e gender socioeconomic status and language background The empirical evidence presented not only adds a significant layer to the academic discourse but also offers practical implications These insights are crucial in facilitating educational policymaking and classroom practices aimed at improving student outcomes and closing gaps in educational inequality

The SAGE International Handbook of Educational Evaluation Katherine Ryan,J. Bradley Cousins,2009-07-15 Bringing together the expertise of top evaluation leaders from around the world The SAGE International Handbook of Educational Evaluation addresses methods and applications in the field particularly as they relate to policy and decision making in an era of globalization The comprehensive collection of articles in the Handbook compels readers to consider globalization influences on educational evaluation within distinct genres or families of evaluation approaches Key Features Discusses substantive issues surrounding globalization and its implication for educational policy and practice and ultimately evaluation Includes state of the art theory chapters and method chapters within scientific accountability oriented learning oriented and political genres of evaluation approaches Provides real world case exemplar chapters to illustrate core concepts within genres Extends dialogue on controversial topics and contemporary educational evaluation tensions in the context of globalization Summarizes by means of an integration chapter the issues tensions and dilemmas confronting educational evaluators in an era of globalization Serving as a state of the art resource on educational evaluation this volume is designed for graduate students evaluation scholars and researchers and professional evaluation practitioners with an interest in educational program and policy evaluation

[Internationalisation and Globalisation in Mathematics and Science Education](#) Bill Atweh,Angela Calabrese Barton,Marcelo C. Borba,Noel Gough,Christine Keitel-Kreidt,Catherine Vistro-Yu,Renuka Vithal,2008-07-14 This book aims to develop theoretical frameworks of the phenomena of internationalisation and globalisation and identify related ethical moral political and economic issues facing mathematics and science educators It provides a wide representation of views some of which are not often represented in international publications This is the first book to deal with issues of globalisation and internationalisation in mathematics and science education

Preparing for Life in a Digital World Julian Fraillon,John Ainley,Wolfram Schulz,Tim Friedman,Daniel Duckworth,2020-02-13 This Open Access book summarizes the key findings from the second cycle of IEA s International Computer and Information Literacy Study ICILS conducted in 2018 ICILS seeks to establish how well schools around the globe are responding to the need to provide young people with the necessary digital participatory competencies Effective use of information and communication technologies ICT is an imperative for successful participation in an

increasingly digital world ICILS 2018 explores international differences in students computer and information literacy CIL namely their ability to use computers to investigate create and communicate at home at school in the workplace and in the community Participating countries also had an option to administer an assessment of students computational thinking CT focused on their ability to recognize aspects of real world problems appropriate for computational formulation and to evaluate and develop algorithmic solutions to those problems so that the solutions could be operationalized with a computer The data collected by ICILS 2018 show how digital competencies can be assessed using instruments representing authentic contexts for ICT use and how students CIL and CT skills relate to school learning experiences out of school contexts and student characteristics Those data also show how learning technologies are used in classrooms around the world Background questionnaires asked students about their use of ICT and collected information from teachers schools and national education systems about the resourcing and teaching of CIL and CT within their countries The results of ICILS 2018 will enable policymakers and education systems to develop a better understanding of the contexts and outcomes of CIL and CT education programs

TALIS Teaching Practices and Pedagogical Innovations Evidence from TALIS Vieluf Svenja, Kaplan David, Klieme Eckhard, Bayer Sonja, 2012-09-04 This new informative publication clearly identifies and arranges profiles in relation to two connected areas of professional teacher practices classroom teaching practices and participation in professional learning communities

Measuring the Unmeasurable in Education Elaine Unterhalter, 2020-04-28

Debates around quality versus quantity in education can generate controversy about how quality is measured Many question the drive to delineate and quantify precisely what works suggesting that much value either cannot be measured or is distorted by measurement This book explores how we can understand measurement in areas of education policy planning and practice that have not previously been considered measurable The contributors ask four main questions What do we measure and not measure when we try to measure the unmeasurable in education When attempts have been made to measure the unmeasurable in education what metrics have been adopted in which contexts and with what outcomes Why have measures been adopted as indicators of the unmeasurable such as human rights And how have particular organisations approached the problem of measuring the apparently unmeasurable in education with what epistemological normative and conceptual resources and consequences The book draws on analyses from philosophy history sociology and economics with insights from national and international contexts The contributions consider philosophical distinctions historical experiences and contemporary reflections on how to refine existing approaches to measurement of poverty capability rights and the benefits of education The discussion shows how measuring the unmeasurable takes account of the inequalities complexities and uncertainties of work in education thus suggesting a considerable deepening of the notion of education quality and measurement This book was originally published as a special issue of *Comparative Education*

Lessons Learned from Research on Mathematics Curriculum Denisse R Thompson, Mary Ann Huntley, Christine Suurtamm, 2024-09-01 This volume

focuses on research related to mathematics curriculum But rather than focusing on results of research it focuses on lessons learned about conducting research on curriculum whether about design and development analysis of curriculum in the form of official standards or textbook instantiations teacher intentions related to curriculum implementation or actual classroom enactment For scholars interested in curriculum research the volume offers lessons about conducting curriculum research that have been learned by others engaged in such work including frameworks tools and techniques as well as challenges and issues faced with solutions to address them Sharing lessons from authors of different countries strengthens the broader mathematics research community and provides insights that can help researchers make important strides forward in research on mathematics curriculum

OECD Reviews of Migrant Education The Resilience of Students with an Immigrant Background Factors that Shape Well-being OECD,2018-03-19 The Resilience of Students with an Immigrant Background Factors that Shape Well being reveals some of the difficulties students with an immigrant background encounter and where they receive the support they need

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