Methodological Advances

Cross-National Surveys
of
Educational Achievement

<u>Methodological Advances In Cross National Surveys Of</u> Education Achievement

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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, 2002-06-14 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 **Brookings Papers on Education Policy: 2003** years and 3 What are promising opportunities for future improvement 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 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 US educational achievement on international assessments Ben Dalton, 2011-05-23 The debate about the performance of US students on international assessments of educational achievement routinely fails to account for one consistently stark result US achievement is bifurcated between a group of high performing Asian and white students and an exceptionally low performing group of black and Hispanic students By summarizing results across 20 major international tests conducted since 1995 this research paper shows that when US racial and ethnic groups are separately compared with other countries Asian and white students regularly perform at or near the top of international rankings while black and Hispanic students typically rank at or near the bottom Furthermore the United States has a substantially larger minority population than all other developed countries and minority status is not synonymous with internationally comparable factors such as socioeconomic level or immigrant status. The fact that overall US scores are disproportionately influenced by race and ethnicity suggests that researchers and reformers must reconsider how they use and interpret the results of international achievement tests. The research paper recommends providing and analyzing cross national data separately by ethnic groups to inform approaches to improving education for all students

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
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for graduate students evaluation scholars and researchers and professional evaluation practitioners with an interest in
educational program and policy evaluation

Implementation of Large-Scale Education Assessments Petra Lietz, John C.
Cresswell, Keith F. Rust, Raymond J. Adams, 2017-03-07 Presents a comprehensive treatment of issues related to the inception

design implementation and reporting of large scale education assessments In recent years many countries have decided to become involved in international educational assessments to allow them to ascertain the strengths and weaknesses of their student populations Assessments such as the OECD s Programme for International Student Assessment PISA the IEA s Trends in Mathematics and Science Study TIMSS and Progress in International Reading Literacy PIRLS have provided opportunities for comparison between students of different countries on a common international scale This book is designed to give researchers policy makers and practitioners a well grounded knowledge in the design implementation analysis and reporting of international assessments Readers will be able to gain a more detailed insight into the scientific principles employed in such studies allowing them to make better use of the results The book will also give readers an understanding of the resources needed to undertake and improve the design of educational assessments in their own countries and regions Implementation of Large Scale Education Assessments Brings together the editors extensive experience in creating designing implementing analysing and reporting results on a wide range of assessments Emphasizes methods for implementing international studies of student achievement and obtaining highquality data from cognitive tests and contextual questionnaires Discusses the methods of sampling weighting and variance estimation that are commonly encountered in international large scale assessments Provides direction and stimulus for improving global educational assessment and student learning Is written by experts in the field with an international perspective Survey researchers market researchers and practitioners engaged in comparative projects will all benefit from the unparalleled breadth of knowledge and experience in large scale educational assessments gathered in this one volume Progress in Reading Literacy in National and International Context. The Impact of PIRLS 2006 in 12 Countries Knut Schwippert, Jenny Lenkeit, 2012 Since 2001 the International Association for the Evaluation of Educational Achievement IEA has been conducting in cycles of five years the Progress in International Reading Literacy Study PIRLS The PIRLS program encompasses trend studies designed to monitor progress in reading achievement in an internationally comparative context PIRLS 2001 and PIRLS 2006 both assessed primary school students in their fourth year of schooling Grade 4 in the majority of countries Progress in Reading Literacy in National and International Context is the second book to explore the influence of findings from the PIRLS surveys on different education systems It presents a compilation of insights from 12 of the 35 countries that participated in PIRLS 2006 These insights relate to the impact of PIRLS on the systemic governmental administrative and school level aspects of the education systems featured and exemplify how PIRLS has influenced research initiatives policy development and national capacity building The primary aim of this book and its predecessor Progress in Reading Literacy The Impact of PIRLS 2001 in 13 Countries edited by Knut Schwippert and published in 2007 has been to explore the opportunities that PIRLS findings hold for the development of education systems Five of the 12 countries participating in the current impact of PIRLS project contributed to the 2001 project For these countries the current book provided opportunity to view from a longitudinal

perspective the transformative processes initiated in response to the findings of both surveys The book thus provides in depth information on the various aspects of the national education systems represented herein that have originated been restructured or otherwise been modified as a direct or an indirect consequence of the results of the 2001 and 2006 PIRLS surveys The book also gives a brief overview of the design implementation and main international findings of PIRLS 2001 and 2006 These introductory chapters are followed by country chapters each of which is written by authors with unique insider perspectives gained from their work in their home institutions within their national contexts Findings from these chapters are assembled in a comparative summary **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 PISA 2006 Science Competencies for Tomorrow's World: Volume 1: Analysis OECD, 2007-12-04 PISA 2006 education Science Competencies for Tomorrow s World presents the results from the most recent PISA survey which focused on science and also assessed mathematics and reading It is divided into two volumes the first offers an analysis of the results the second Research Handbook on the Sociology of Education Rolf Becker, 2019 Presenting contains the underlying data original contributions from the key experts in the field the Research Handbook on the Sociology of Education explores the major theoretical methodological empirical and political challenges and pressing social questions facing education in current The Sage Handbook of Sociology of Education Mark Berends, Barbara Schneider, Stephen Lamb, 2023-12-06 times 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 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 Are You Being Served? Samia Amin, Jishnu Das, Markus Goldstein, 2007-12-28 This publication presents tools and techniques for measuring service delivery in health and education and people s experiences from the field in deploying these methods It begins by providing an introduction to the different methodological tools available for evaluating the performance of the health and education sectors Country specific experiences are then explored to highlight lessons on the challenges advantages and disadvantages of using different techniques to measure quality in a variety of different contexts and of using the resulting data to affect change This book is a valuable resource for those who seek to enhance capacity for the effective measurement of service delivery in order to improve accountability and governance and enhance the quality of service delivery in developing countries Results: Ready to Learn (Volume III) Students' Engagement, Drive and Self-Beliefs OECD, 2013-12-03 This third volume of PISA 2012 results explores students engagement with and at school their drive and motivation to succeed and the beliefs they hold about themselves as mathematics learners **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 **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 Schooling Across the Globe William H. Schmidt, Richard T. Houang, Leland S. Cogan, Michelle L. Solorio, 2018-11-22 This research examines 17 international assessments over 60 years highlighting the critical role that schooling plays around the world PISA 2006 Technical Report OECD, 2009-01-19 The PISA 2006 Technical Report describes the methodology underlying the PISA 2006 survey It examines features related to the implementation of the project at a level of detail that allows researchers to replicate its analyses *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 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 Re-Evaluating Education in Japan and Korea Hyunjoon Park, 2013-07-18 International comparisons of student achievement in mathematics science and reading have consistently shown that Japanese and Korean students outperform their peers in other parts of world Understandably this has attracted many policymakers and researchers seeking to emulate this success but it has also attracted strong criticism and a range of misconceptions of the Japanese and Korean education system Directly challenging these misconceptions which are prevalent in both academic and public discourses this book seeks to provide a more nuanced view of the Japanese and Korean education systems This includes the idea that the highly standardized means of education makes outstanding students mediocre that the emphasis on memorization leads to a lack of creativity and independent thinking that students successes are a result of private supplementary education and that the Japanese and Korean education systems are homogenous to the point of being one single system Using empirical data Hyunjoon Park re evaluates the strengths and weaknesses of the existing education systems in Japan and Korea and reveals whether the issues detailed above are real or unfounded and misinformed Offering a balanced view of the evolving and complex nature of academic achievement among Japanese and Korean students this book will appeal to students and scholars of Asian international and comparative education as well as those interested in Asian society more broadly

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