Group 3

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Teacher Education Study

Q1. Country interest in study

- More of the countries were not persuaded on the (policy) value proposition of such a study because:
    - Some have systems where a high proportion of students in teacher colleges do not go on to become teachers e.g., > 50% of students in teacher colleges do not go on to teach.
    - Some have systems where a large proportion of teachers in service are not from national teacher education system e.g., Qatar where >80% of teachers come from outside Qatar.
    - Some already have an exit proficiency test for prospective teachers e.g., Chile. Any new information that will be useful from such a study?
    - Survey fatigue
    - There is too varied a range of teacher policy that affects teacher education, so findings may not be useful.
- If study is to proceed,
    - Should include CK and PCK
    - Could compare teacher education programme and so need not survey teacher directly
    - Measuring teacher proficiency might not be the best way to measure quality of teacher education, so need other measures of teacher quality
    - Interesting aspects to know that will make the study more distinctive e.g., motivation to become teachers

Q2. What subjects/disciplines if we want do a second run of teacher education study?

- In subjects where there are shortages of teachers (quite universally) e.g., science because quality of teachers in these subjects is an issue as there are strong competition for such graduates outside of teaching.
- Elementary science because of the wide diversity of background and competencies of science teachers. Want to know to what extent they are prepared for teaching elementary science - both in terms of content and teaching approaches.

- Study should apply to all prospective teachers rather than selected subjects. Could measure generic skills and competence related to quality teaching based on a strong theoretical framework e.g., classroom management skills, communication skills.
- Extend to in-service teachers as well?

Q3. Other issues that need to be addressed if we proceed with such a study

- There must be strong clarity of aims, purpose and value proposition of such a study, especially in the light other teacher-related surveys e.g., TALIS, teacher questionnaires in a lot of studies
- How do you control for the input quality of prospective teachers? How much is attributed to teacher education and how much to prior education?
- Difficult to agree on scope of assessment because of range of educational background of teachers.

Computer based assessment (CBA)

Q1. Prospects, possibilities and needs of CBA in education systems.

- Countries at different points of CBA journey:
    - Some are working on fundamental issues of equity, fairness of assessing students via computer when some schools have more access to computers and bandwidth than others
    - Some cautiously experimenting e.g., Belgium-Flemish. Bad experiences with server crashing; lost of data in tests.
    - Some have concrete plans for CBA e.g.,:
        - UAE and Turkey building item bank for schools to use for CBA
        - Qatar planning to implement full CBA by 2014 for all grades and subjects for both school and national assessments
    - Some have started on the journey e.g., France has started 4 years back and resolving implementation issues.

- Issues
    - Equity issues - equitable access to resources for learning and assessment
    - Ownership by teachers and teacher assessment literacy may decline with item banks etc
    - Costs
    - Technical risks e.g., stability of server
    - Given limited resources, how best to prioritise CBA? Channel to measuring new competencies than the traditional competencies in subjects?
    - Capability of teachers in implementing CBA an issue experienced by most countries.

Q2. Resources needed at national and international level for IEA comparative studies employing computers for data collection.

- Recognise difficulty in obtaining sponsorship as there are often obligations to use sponsor systems, issue of sustainability

- Could raise countries' contribution to cost of participation. Most countries confident their schools already have the computers and bandwidth for CBA.

Q3. How extensive is computer based teaching in your country? How are computers used?

- Most countries have started the journey.
- The largest concern is education of teachers to use technology and tools effectively.