IEA Compass Briefs

IEA

Researching education, improving learning

IEA 2021 General Assembly

(somewhere in the virtual sphere)

David Rutkowski, PhD

Indiana University, USA

INDIANA UNIVERSITY

Japan!

IEA's Strong Research Focus

From its early founders (Torsten Husen, Neville Postlethwaite, Benjamin Bloom) to todays leading researchers and scholars (many of you are here today) IEA has been a leader in comparative international research in education.

In the 1950s and 1960s research was slow!

Now the world is fast!

Getting information out there is challenging!

- ILSAs are large and complex studies
- ILSAs take time to conduct
- People have short attention spans (not just policy makers)
- Stories need to make sense to the average person

Compass Briefs Are One Way To Share Information

What are IEA Compass Briefs?

- Short works that address issues of interest to a broad range of educational stakeholders.
- Each publication connects study findings to recurrent and emerging questions in education policy debates at the international and national levels.
- The briefs cover a range of themes in relation to teaching and learning in school subjects addressed by the IEA studies.

But why?

- **Compass Briefs** allows IEA to highlight some of its amazing work in a forum that a non-academic audience may read!

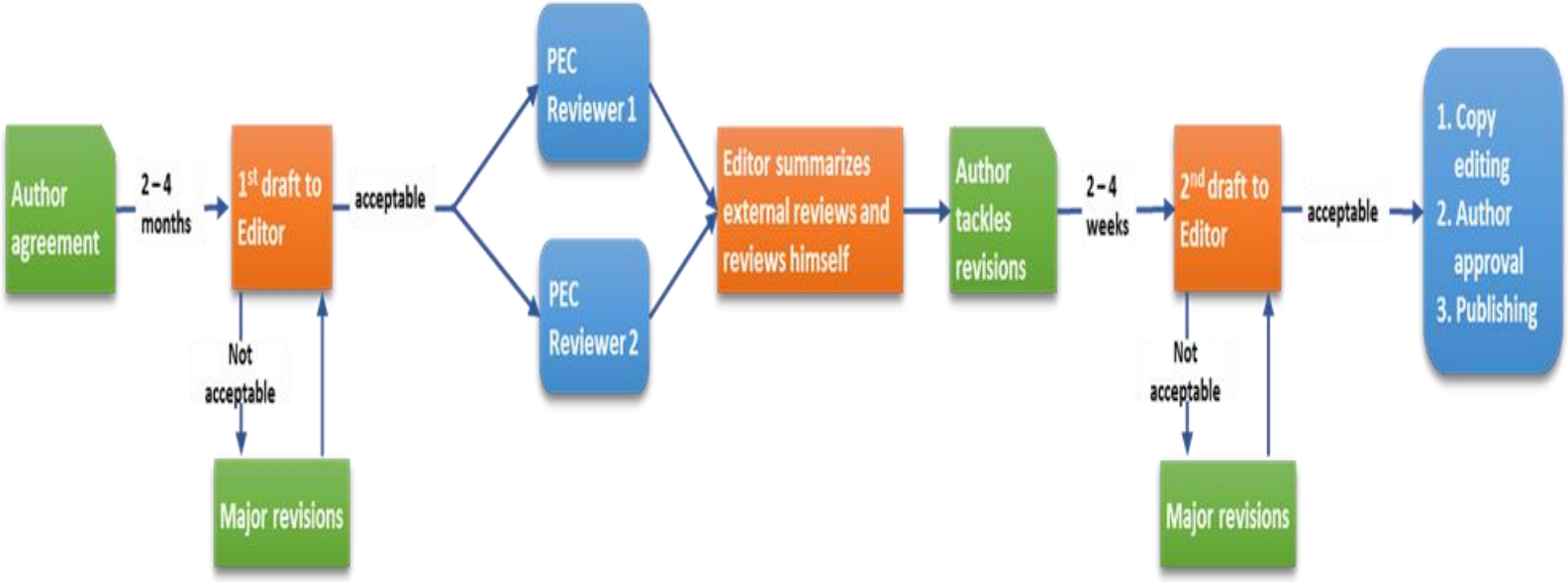
- **Compass Briefs** allow leaders in the field to present important aspects about parts of their work that have made use of IEA data or are important to the IEA community.

Who writes them?

- Academics
- Government officials
- Private consultants
- IEA researchers
- NGO and IGO staff and leadership

Lots of cool people (some are even attending this meeting)

Process?


Author agreement
2–4 months
1st draft to Editor
acceptable
PEC Reviewer 1
PEC Reviewer 2
Editor summarizes external reviews and reviews himself
Author tackles revisions
2–4 weeks
2nd draft to Editor
acceptable
1. Copy editing
2. Author approval
3. Publishing
Not acceptable
Major revisions
Not acceptable
Major revisions

Let’s talk about a selection of briefs from 2021!

April 2021: Female Science and Mathematics Teachers: Better Than They Think?

DR DIRK HASTEDT

MATTHIAS ECK

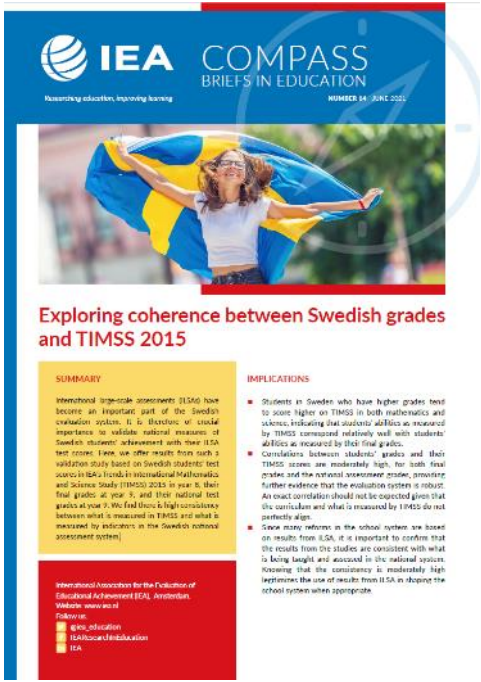
EUNSONG KIM

JUSTINE SASS

Findings

- Lower self-efficacy of female science and mathematics teachers may affect girls' own self-efficacy in these subjects, and pursuit of science, technology, engineering, and mathematics (STEM) careers.
  - There is a need for interventions—for example, leadership training and learning from a community of practice—aimed at raising awareness among female STEM teachers of the
- Self-efficacy is positively correlated with job satisfaction and more so among female teachers.
  - Professional training programs tailored to enhance male and female teachers' self-efficacy beliefs also need to address issues related to job satisfaction and overall teacher well-being such as working conditions and school climate.

June 2021: Exploring Coherence Between Swedish Grades and TIMSS 2015



DR CHRISTIAN TALLBERG

DR MARIA AXELSSON

IEA

Summary

- Students in Sweden who have higher grades tend to score higher on TIMSS in both mathematics and science, indicating that students' abilities as measured by TIMSS correspond relatively well with students' abilities as measured by their final grades.

- Correlations between students' grades and their TIMSS scores are moderately high, for both final grades and the national assessment grades, providing further evidence that the evaluation system is robust.

- Knowing that the consistency is moderately high legitimizes the use of results from ILSA in shaping the school system when appropriate.

There are more coming (here are a few)

- Assessment curriculum alignment
- Bullying and mathematics achievement
- Women and girls in science (with UNESCO)

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Help!

- Our goal is at least 4 per year
- I ALWAYS appreciate topic and author recommendations.
- Please help get the word out:
  - Policy makers
  - Bureaucrats
  - IGOs and NGOs
  - Academics
    - Great for classes

Thanks!

David Rutkowski
drutkows@iu.edu

Questions, Comments, Ideas

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