

IEA Publications and Editorial Committee Report

Seamus Hegarty

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Publications and Editorial Committee (PEC)

- Reviews documents
 - Study reports
 - Research for Education manuscripts
 - Research for Educators manuscripts
 - Compass briefs
 - Teacher snippets
- Ensures the high quality of IEA publications

2 study reports, 3 compass briefs, and 6 teacher snippets reviewed since GA 2021

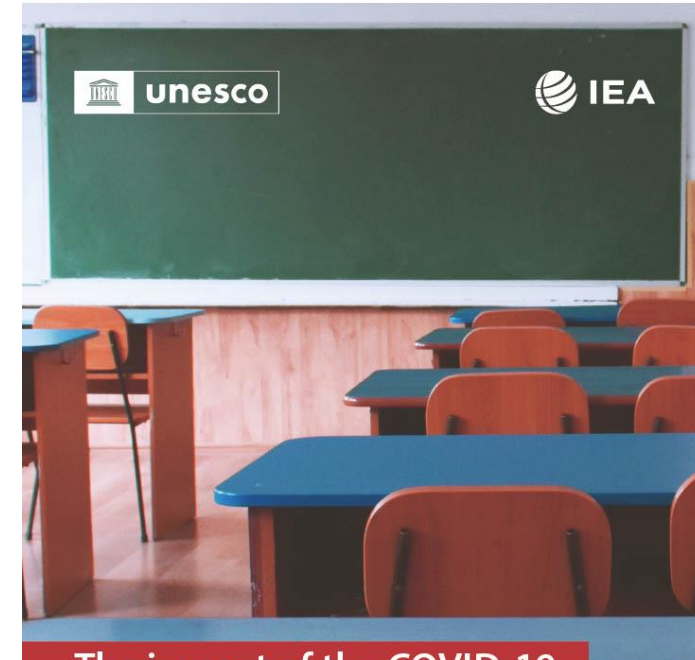
IEA Study Reports

The impact of the COVID-19 pandemic on education: International evidence from the Responses to Educational Disruption Survey (REDS)

IEA & UNESCO Joint Report
Released January 2022

International Civic and Citizenship Education Study (ICCS) 2022 Assessment Framework

Released June 2022



The impact of the COVID-19 pandemic on education

International evidence from the Responses
to Educational Disruption Survey (REDS)

Sabine Meinck, Julian Fraillon, Rolf Strietholt

REDS

IEA Compass: Briefs in Education

No. 16 – Valuing curriculum-based international large-scale assessments

March 2022. Jan-Philipp Wagner & Dirk Hastedt

No. 17 – Missing out on half of the world's potential: Fewer female than male top achievers in mathematics and science want a career in these fields

April 2022. Juliane Hencke, Matthias Eck, Justine Sass, Dirk Hastedt & Ana María Mejía Rodríguez

No. 18 – A booster for digital Instruction: The role of investment in ICT Resources and teachers' professional development

September 2022. Ana María Mejía Rodríguez, Rolf Strietholt, Andrés Strello, & Andrés Christiansen



IEA Teacher Snippets

Every response counts: Key things to know about selection for and your participation in IEA studies
April 2022. Lauren Musu & Kateřina Hartmanová

The benefit of an open classroom climate:
Strategies for teachers to enhance students' civic knowledge

April 2022. Jan-Philipp Wagner & Paulína Koršňáková

This is where we belong: The benefits and promotion of the sense of belonging at school
April 2022. Lauren Musu & Kateřina Hartmanová

IEA TEACHER SNIPPETS  

THIS IS WHERE WE BELONG

The Benefits and Promotion of the Sense of Belonging at School

School belonging is the extent to which individuals feel personally accepted, respected, included, and supported by others in the school social environment.¹ Sense of school belonging plays a central role in students' academic and social lives and is linked to many academic, psychological, and physical health benefits² for them. A sense of belonging in school can enhance academic engagement and motivation³, and buffers the effects of student anxiety and depression.⁴ Drawing on the **TIMSS 2019** results, we highlight data on school belonging and provide suggestions to promote the sense of belonging in school amongst both teachers and students.

How many students feel comfortable at school?

School belonging helps students enjoy their learning experiences, develop optimistic attitudes towards learning, and attach to peers who share a similar positive spirit.⁵

52% of Grade 4 students in the United States
58% of Grade 4 students internationally
have a high sense of school belonging.

Supporting positive peer relationships among students through group activities and projects⁶ helps them create a sense of belonging at school.

School belonging and student achievement

Student achievement is higher when students feel they belong at school. When the classroom focus is on learning rather than competition, students achieve more and feel a higher sense of belonging.

47 point difference in achievement* in the United States
24 point difference internationally

between **Grade 4** students with a high sense of school belonging and students with little sense of school belonging.
*mathematics, scale centerpoint: 500

Promoting learning over competition in the classroom facilitates students' sense of belonging to school.⁷

EXPLORE THE RESEARCH

1. Goodenow, C. & Grady, K. E. (1993).
2. Roffey, S., Boyle, C., & Allen, K. A. (2016).
3. Neri, C. G. O., & Furler, A. (2021).
4. Anderman, E.M. (2002).
5. Izadin, A., & El Zaatari, W. (2020).
6. Jones, V. F., & Jones, L. S. (1998).
7. Blomgren, T., Järnsten, D., & Olsson, J. A. (2022).
8. Ring, K., Allen, T. A., & Coates, M. (2020).
9. McHugh, R. M., Holmes, C. G., Colditz, J. B., & Wallace, T. L. (2021).
10. Hill, N. E., Castellino, D. R., Lansford, J. E., Neelon, P., Dodge, K. A., Bates, J. E., & Pettit, G. S. (2004).
11. Izadin, A., & El Zaatari, W. (2020).



IEA Teacher Snippets

How to help students develop reading comprehension skills

June 2022. Marian Bruggink and Annelies van der Lee (Expertisecentrum Nederlands)

What misconceptions do students have about gravity? Learning from TIMSS data

August 2022. Alka Arora, Tad Johnston, & Teresa Neidorf (American Institutes for Research)

Ready or not? A glimpse into students' pre-pandemic computer and information literacy

TBC. Lauren Musu & Kateřina Hartmanová

IEA
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SNIPPETS XL

HOW TO HELP STUDENTS DEVELOP READING COMPREHENSION SKILLS

Five Key Principles for Teaching Reading Comprehension,
Illustrated With a Text From PIRLS



1) Reading in a meaningful and functional context
Students should experience that reading and having well-developed comprehension skills can be important, valuable, and useful to them. The reading materials, reading purposes, and reading approach should therefore be authentic and resemble real-life reading tasks.



2) In-depth interaction with texts
Interacting on the content of the text has a positive influence on student's reading comprehension. By discussing the content of the text, and specifically the information needed to reach the reading goal, students gain new insights that they themselves did not think about, leading to a better understanding of the text.



3) Explicit instruction in a limited set of reading strategies
Using reading comprehension strategies can be an effective way to enhance comprehension. There is evidence for a limited set of strategies to have a positive effect on reading comprehension, especially when they are taught in a meaningful way and used in combination.

EFFECTIVE READING STRATEGIES	
• Making predictions and setting reading goals • Asking questions • Visualizing the content of the text • Recognizing text structure	• Making connections • Summarizing • Monitoring and clarifying comprehension



4) Integrating reading education with other subjects
By reading texts from other school subjects, students not only acquire new knowledge and subject-specific words, but they also learn to apply reading skills in other types of texts. Also, integrating reading with writing can lead to better reading comprehension as well as better writing skills.



5) Monitoring factors associated with reading comprehension and differentiating instruction
Monitoring students' reading development by using summative and formative tests, reveals student differences in their level of reading comprehension and in their educational needs. Differentiation can be achieved by giving explicit instruction in word meaning, the use of reading strategies, and text structure.

"Interacting on the content of the text has a positive influence on student's reading comprehension."



IEA Awards

IEA offers two annual awards to recognize high-quality empirical research that makes use of IEA data. The intention of the awards is to encourage and promote outstanding research conducted by graduate students, postgraduate students, and established researchers.

Bruce H. Choppin Award

This award, established by IEA in 1985 as a memorial to the late Dr Bruce H. Choppin, recognizes outstanding master's theses or doctoral dissertations that employ empirical research methods and use IEA data.

Richard M. Wolf Award

This award, established in 2005 as a memorial to the late Dr Richard M. Wolf, recognizes the author or authors of a paper published in a refereed journal, monograph, or book that includes analysis of data from one or more IEA studies.

IEA Awards 2022

Bruce H. Choppin Award

Dr. Victoria Rolfe

University of Gothenburg



Exploring socioeconomic inequality in educational opportunity and outcomes in Sweden and beyond.

Rolfe, V. (2021). Exploring socioeconomic inequality in educational opportunity and outcomes in Sweden and beyond. PhD thesis, University of Gothenburg.

<http://hdl.handle.net/2077/68166>

Richard M. Wolf Award

Dr. Evi Konstantinidou

University of Cyprus



Teaching with technology: A large-scale, international, and multilevel study of the roles of teacher and school characteristics.

Konstantinidou, E. & Scherer, R. (2022). Teaching with technology: A large-scale, international, and multilevel study of the roles of teacher and school characteristics. *Computers & Education*, 179.

<https://doi.org/10.1016/j.compedu.2021.104424>

IEA Awards

- Further details of this year's award winners may be found in the 2022 *IEA Insider*.
- Details for proposals at: www.iea.nl/about/opportunities/award
- Submission deadline is March 31 every year.
- Non-English submissions must be accompanied by a synopsis in English.

Thank you!



Researching education, improving learning