



IEA Publications and Editorial Committee Report

Seamus Hegarty, Chair of the PEC

October 2025, 66th IEA General Assembly, Madrid, Spain

Membership of IEA Publications and Editorial Committee (PEC)

Seamus Hegarty (Chair), UK

Stephen Provasnik (Deputy Chair), USA

- John Ainley, *Australia*
- Abdullah Alqataee, *Kingdom of Saudi Arabia*
- Bee Leng Chua, *Singapore*
- Sarah Howie, *South Africa*
- Maria Magdalena Isac, *Belgium*
- Eva Klemenčič-Mirazchiyski, *Slovenia*
- Eckhard Klieme, *Germany*
- Dominique Lafontaine, *Belgium*
- Fou-Lai Lin, *Chinese Taipei*
- Marlaine Lockheed, *USA*
- Juliette Mendelovits, *Australia*
- Maia Miminoshvili, *Georgia*
- Kathryn O'Grady, *Canada*
- Rolf Vegar Olsen, *Norway*
- Elena Papanastasiou, *Cyprus*
- Valena White Plisko, *USA*
- David Rutkowski, *USA*
- Franck Salles, *France*
- Andrés Sandoval-Hernández, *UK*
- Michał Sitek, *Poland*
- Jouni Välijärvi, *Finland*
- Hans Wagemaker, *New Zealand*

Welcome new PEC members

Welcome to Stephen Provasnik, who has accepted the role of Deputy Chair of PEC.

“Stephen brings deep expertise and a longstanding commitment to our work...The past few years have seen a notable expansion in the volume and reach of IEA publications. The creation of the Deputy Chair role reflects this development and will allow us to better support the evolving demands placed on PEC.”

– Dirk Hastedt.

Also welcome to new PEC members Juliette Mendelovits and Kathryn O'Grady.



Stages of drug development

- Preclinical
- Clinical
- Formal review
- Post-approval

Stages of drug development

% of total cost

- Preclinical 7
- Clinical 68
- Formal review 2
- Post-approval 24

Stages of drug development

	% of total cost	or if failure cost is accounted for
• Preclinical	7	27
• Clinical	68	60
• Formal review	2	5
• Post-approval	24	8

References

Original Investigation

Sertkaya, A., Beleche, T., Jessup, A., & Sommers, B. D. (2024). Costs of drug development and research and development intensity in the US, 2000-2018. *JAMA Network Open*, 7(6), e2415445. <https://doi.org/10.1001/jamanetworkopen.2024.15445>

Invited Commentary

Wouters, O. J., & Kesselheim, A. S. (2024). Quantifying research and development expenditures in the drug industry. *JAMA Network Open*, 7(6), e2415407. <https://doi.org/10.1001/jamanetworkopen.2024.15407>

Publications and Editorial Committee (PEC)

IEA publications reviewed by PEC

- International study reports, *Insights*, assessment frameworks
- *Research for Education* series
- *Research for Educators* series
- *Compass Briefs*
- *Teacher Snippets*

Publications reviewed since GA 2024

- Study reports – two
- Insights reports – three
- Assessment framework - one
- Research for Education series – two
- Research for Educators series– one
- Compass Briefs – three
- Teacher Snippets - four

IEA Study Reports

LaNA 2023 Linking Study Results

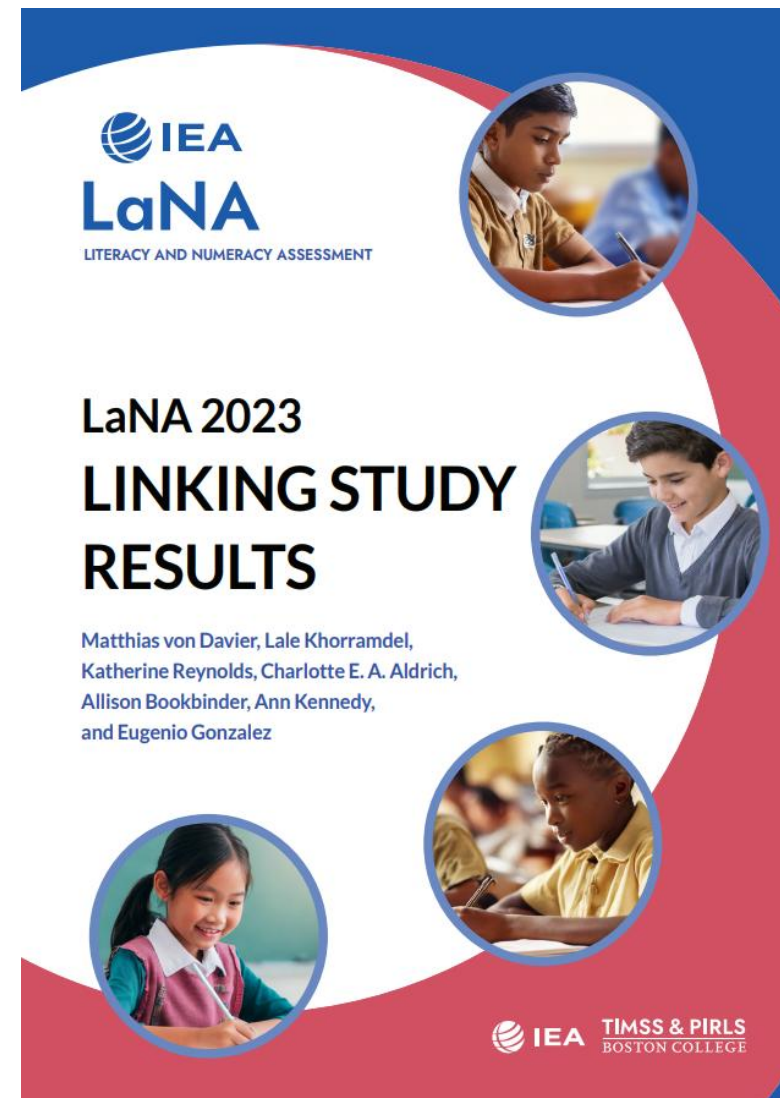
Authors: Matthias von Davier, Lale Khorramdel, Katherine A Reynolds, Charlotte E.A. Aldrich, Allison Bookbinder, Ann M Kennedy, and Eugenio J Gonzalez.

Released 25 February 2025

TIMSS 2023 Longitudinal Report

Editors: TIMSS & PIRLS International Study Center, Boston College

Release 9 December 2025



Assessment Framework

TIMSS 2027 Assessment Frameworks

Editors: TIMSS & PIRLS International Study Center, Boston College

Released 9 September 2025

Study Insights

Socioeconomic Status in PIRLS 2021: Insights from Parent, Student, and Principal Reports

Authors: Dihao Leng, Deepthi Kodamala, Katherine A. Reynolds, Ummugul Bezirhan, Matthias von Davier, Eugenio Gonzalez, and Ann Kennedy

Released 25 March 2025

Environmental Awareness in TIMSS 2023: Patterns in Achievement, Attitudes, Behaviors, and Contexts

Authors: Allison Bookbinder, Katherine A. Reynolds, Dihao Leng, Lillian Tyack, Lale Khorramdel, and Ummugul Bezirhan

Released June 2025

School Climate in TIMSS 2023

Editors: TIMSS & PIRLS International Study Center, Boston College

Release October 2025

IEA Research for Education

Vol 17. Educating Pupils for Environmental Sustainability in Europe: Insights from TIMSS 2023

Editor: Paulína Koršňáková. Release May/June 2026.

Im/Migrant Reading literacy (PIRLS) Wiseman
(review ongoing)



Downloads *IEA Research for Education*

Volume	Author(s)	Copyright year	Total chapter downloads
1	Annemiek Punter et al.	2016	39,209
2	Trude Nilsen & Jan-Eric Gustafsson	2016	197,808
3	Oliver Stacey et al.	2018	53,869
4	Andrés Sandoval-Hernández et al.	2018	75,748
5	Markus Broer et al.	2019	251,659
6	Nathan Burroughs et al.	2019	390,036
7	Michalis P. Michaelides et al.	2019	46,208
8	Eveline Gebhardt et al.	2019	64,184
9	Teresa Neidorf et al.	2020	75,492
10	Hans Wagemaker	2020	96,934
11	Heidi Biseth et al.	2021	26,488
12	Ernesto Treviño et al.	2021	63,066
13	Barbara Japelj Pavešić et al.	2022	49,644
14	Nani Teig et al.	2024	22,180
15	Nathan Burroughs et al.	2024	5,202
16	Maria Magdalena Isac	2025	5,817

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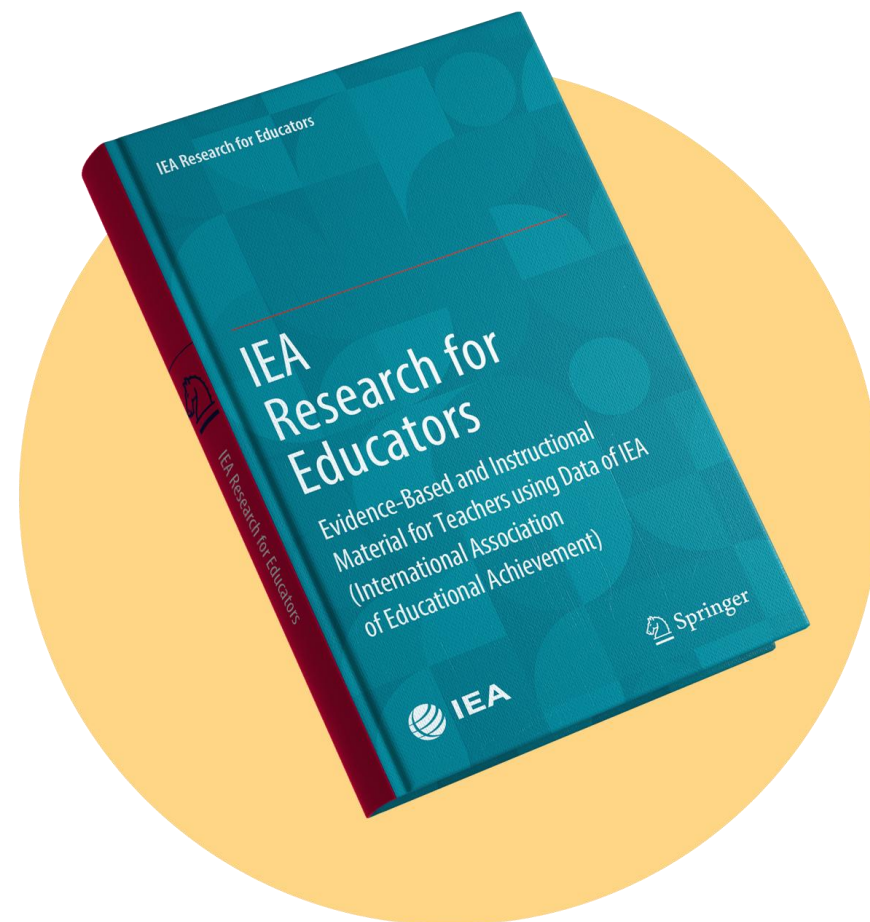
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IEA Research for Educators

*Vol 3. Experiencing Democracy in the Classroom:
Enhancing Students' Civic Learning Through the
Development of Democratic learning Environments
(ICCS)*

Editor: Valeria Damiani

Release 2026



IEA Compass: Briefs in Education

Compass Brief 27: *Teacher Job Satisfaction: International Evidence on the Associations with Teacher Workload, School Leadership, and Student Discipline*

Authors: Martin Henry, Nurullah Eryilmaz, Alec Kennedy, Rolf Strietholt, and Pontus Bäckström

Released July 2025 using data from TIMSS 2019

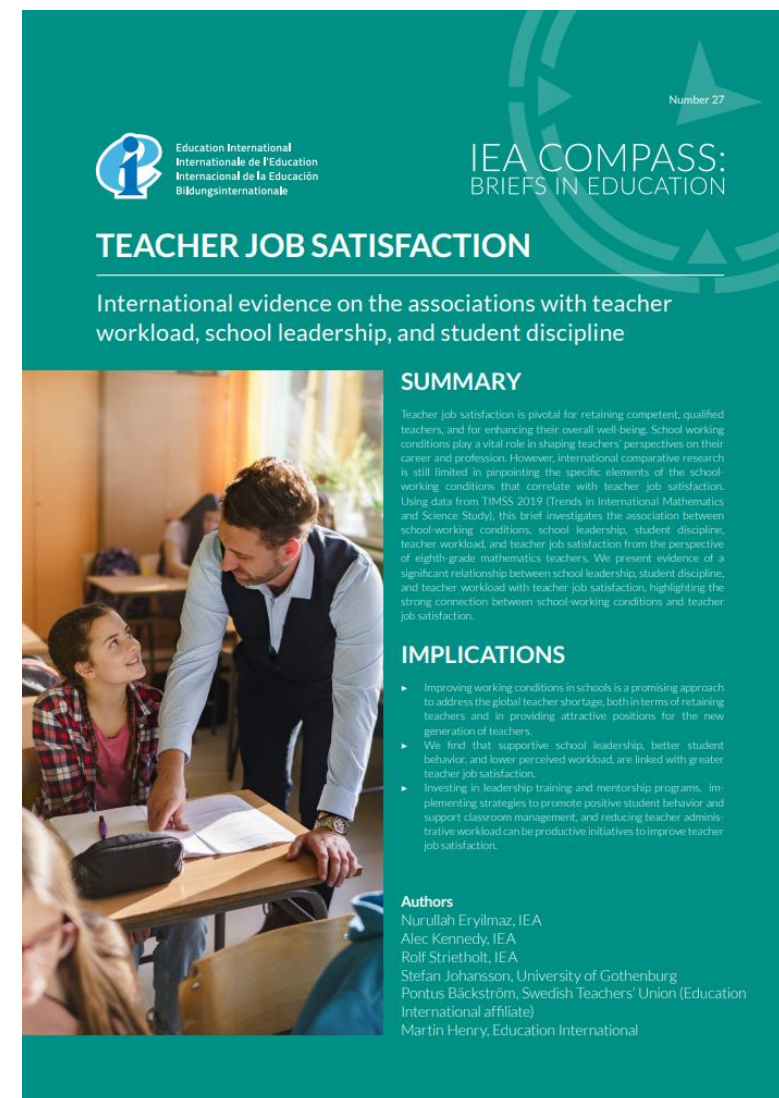
Compass Brief 28: *International Gender Differences in Civics Knowledge: Implications and Ways Forward*

Authors: Co-authored with World Bank: Laura Gregory, Michel Welmond, and Aidan Clerkin.
Release 8 October 2025 using data from ICCS 2022

Compass Brief XX: *Education for Sustainable Development: The Need, the Knowledge, and the Way Forward*

Co-authored with Greenpeace: Authors: Dietmar Kress, Sabine Meinck, Rolf Strietholt, and Stephanie Weigel using data from TIMSS 2019

No release or production date currently.



IEA Teacher Snippets

Teacher Snippet 09 and 10: *Liking Mathematics Counts: Fourth-Grade Student Interest and Achievement in Mathematics and Liking Mathematics Counts: Eighth-Grade Student Interest and Achievement in Mathematics.*

Authors: TIMSS & PIRLS International Study Center, Boston College

Released 4 December 2024

Teacher Snippet 11: *How do Students Investigate Relationships in Algebra? Insights from a TIMSS Mathematics Computer-Based Task.*

Authors: Franck Salles and Aurélie Lacroix

Released 30 January 2025

Teacher Snippet 12: *How to Help Students Comprehend Digital Texts.*

Authors: Dutch Center for Language Education (Expertisecentrum Nederlands)

Released March 2025

IEA
TEACHER
SNIPPETS XL



HOW TO HELP STUDENTS COMPREHEND DIGITAL TEXTS

Six Key Principles for Teaching Reading Comprehension of Digital Texts, Illustrated With a Text From ePIRLS

In addition to reading books, students acquire information using digital technologies and the internet, where there are many types of digital text. Comprehending digital texts is an important skill. Using PIRLS (Progress in International Reading Literacy Study) 2021, this *Teacher Snippet* highlights key principles for teaching reading comprehension of digital texts with practical classroom examples.

Attributes of digital reading

As there is an overlap between digital reading and reading from paper, the basic principles of reading comprehension apply to digital reading as they do to reading on paper.¹ However, many digital texts are more complicated than paper-based texts that have been converted into a digital format. Digital texts have distinct characteristics, and different skills are required to read them.

Characteristics of digital texts

Texts from the internet are mostly non-linear networked hypertexts, often with additional (and sometimes distracting) multimedia. Networked hypertexts have hyperlinks that cross-reference to other parts of the document or other websites without a clear structure. Reading networked hypertexts can be especially difficult for readers with low vocabulary.²

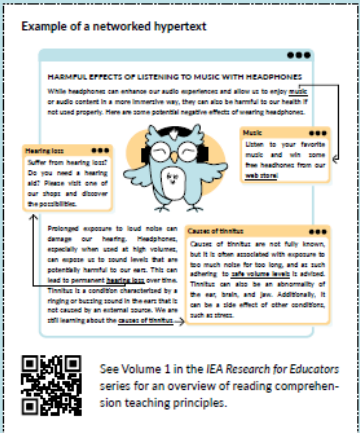
Skills for digital reading

Digital reading involves online navigation for information, evaluating sources and texts, comprehending different hypertexts, and integrating relevant information from multiple texts into one mental model (multiple document reading). Self-regulation plays an important role in developing these skills. Students need to be aware of their navigation path, evaluate information with their reading goal in mind, and monitor their comprehension of the texts. They need to stay committed to the task and ignore irrelevant information.

Example: ePIRLS text *Oceans*

Oceans is an informative hypertext and includes graphics, animations, and video. Students are given tasks in which they use links and tabs to navigate through texts and graphics and gather information. The text *Oceans* explains the benefits of oceans, provides information about ocean life and habitats, and discusses the problem of plastic pollution.

Example of a networked hypertext



HARMFUL EFFECTS OF LISTENING TO MUSIC WITH HEADPHONES
While headphones can enhance our audio experiences and allow us to enjoy audio or audio content in a more immersive way, they can also be harmful to our health if not used properly. Here are some potential negative effects of wearing headphones.

Hearing loss ...
Suffer from hearing loss?
Do you need a hearing aid? Please visit one of our shops and discover the possibilities.

Music ...
Listen to your favorite music and visit some new headphones from our web store.

Causes of tinnitus ...
Causes of tinnitus are not fully known, but it is often associated with exposure to too much noise for too long, and as such adhering to safe volume levels is advised. Tinnitus can also be an abnormality of the ear, brain, and jaw. Additionally, it can be a side effect of other conditions, such as stress.

Prolonged exposure to loud noise can damage our hearing. Headphones, especially when used at high volumes, can expose us to sound levels that are potentially harmful to our ears. This can lead to permanent hearing loss over time. Tinnitus is a condition characterized by a ringing or buzzing sound in the ears that is not caused by an external source. We are still learning about the causes of tinnitus.

See Volume 1 in the IEA Research for Educators series for an overview of reading comprehension teaching principles.

Dealing with PEC feedback

- **IEA study reports** Dirk Hastedt
- **IEA Research for Education** Seamus Hegarty and Leslie Rutkowski
- **IEA Research for Educators** Paulína Koršňáková and Andrea Netten
- **IEA Compass: Briefs in Education** David Rutkowski
- **IEA Teacher Snippets** Paulína Koršňáková and Andrea Netten

IEA Research Awards

IEA offers up to three 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.

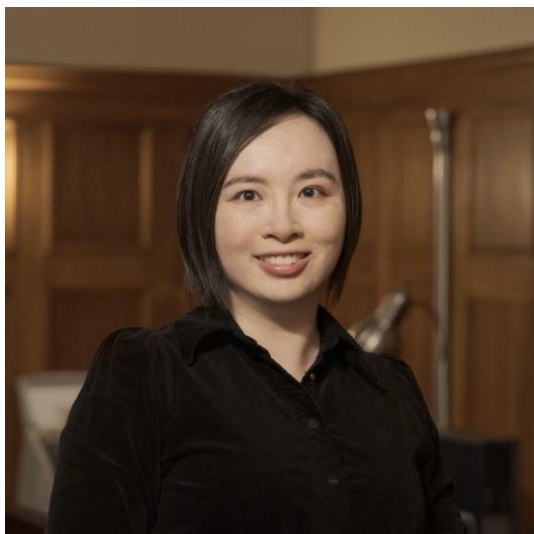
Bruce H. Choppin Award

This award, established by IEA in 1985 as a memorial to the late Dr. Bruce H. Choppin, recognizes outstanding master's theses and 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 Research Awards 2025



Bruce H. Choppin Award

Award recipient for doctoral dissertation: Dihao Leng (TIMSS & PIRLS International Study Center, Boston College)

Does Process Data Add Value to the Analysis of International Large-scale Assessment Data?

IEA Research Awards 2025



Bruce H. Choppin Award

Award recipient for Master's thesis: Lene Nors Nielsen (Aarhus University)

Master's thesis: *The effect of gender equality on gender differences in TIMSS data: A pseudo panel approach*

IEA Research Awards 2025



Richard M. Wolf Award

Award recipient: Natalia López-Hornickel (Department of Education, University of Bath)

López-Hornickel, N., Carrasco, D., Lay, S., & Treviño, E. (2024). It is not just your opinion. Gender equity endorsement of Latin American students and their peers at school. *Large-scale Assessments in Education*, 12(1). <https://doi.org/10.1186/s40536-024-00235-6>

IEA Research Awards

- Further details of this year's award winners may be found in the 2025 *IEA Insider*
- Details for proposals at: iea.nl/about/opportunities/award
- Submission deadline is 31 March every year
- Non-English submissions must be accompanied by a synopsis in English



Thank you!
Seamus Hegarty
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