



TALIS and International Skills Surveys Part 1

Prof. Svitlana Shchudlo

**Ivan Franko State Pedagogical University
Ukrainian Educational Research Association**

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Questions for Discussion:

1. **The quality of education as an object of the study**
2. **International Skills Surveys**
3. **TALIS - Teaching and Learning International Survey**

1. The quality of education as an object of the study

Quality of education

«Сьогодні скрізь ведеться мова про нову хворобу – хворобу якості. Складається враження, що вірус цього поняття вразив увесь світ – з півночі до півдня, із заходу на схід...У наші дні якість перебуває у центрі уваги цілого світу. У всіх сферах суспільства ведуть мову про якість: у промисловості, сфері обслуговування, медицині і, звісно ж, освіта не виняток...Ведуться дискусії про якість освіти (чи про її відсутність), включаючи і вищу»...»

(Вроейнстийн А., Оценка качества высшего образования, 2000)

Quality of education

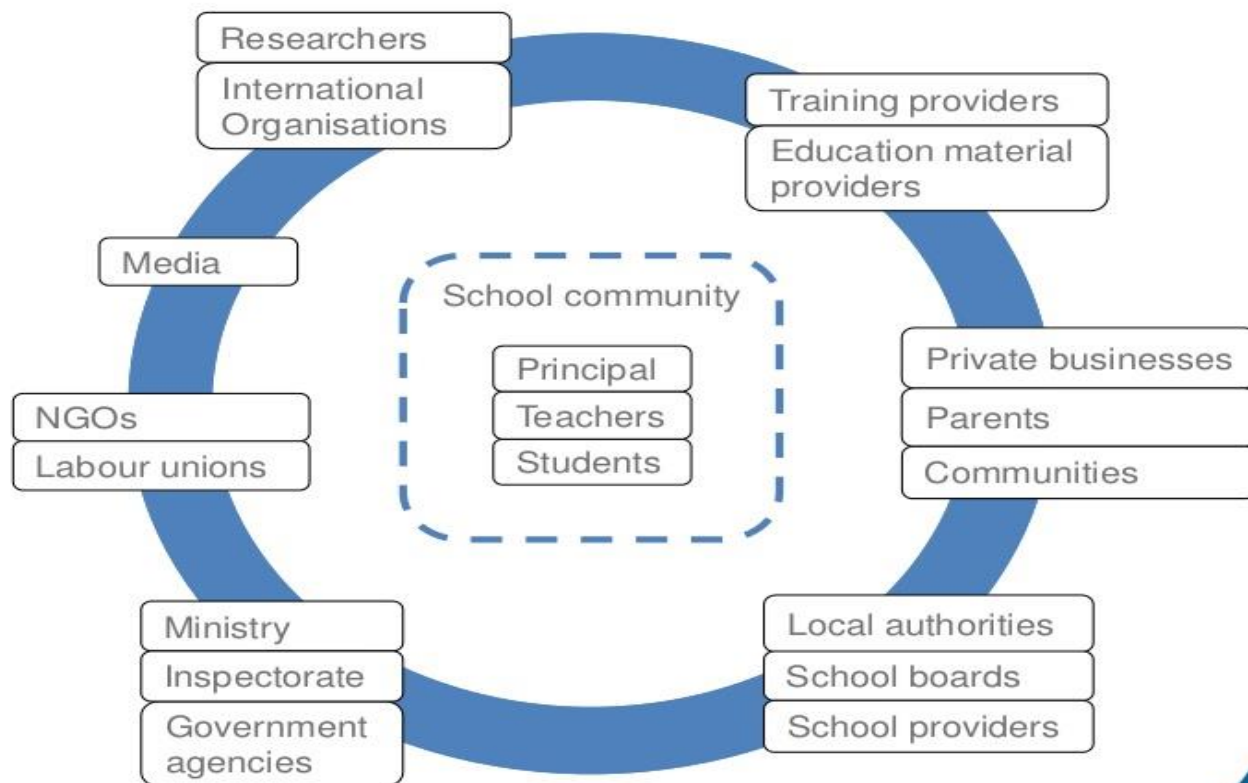
is an integral conventional characteristic of educational process and its results which shows the correlation between the reality of educational process vs expectancy and demand of educational actors (from an individual to the overall society)

інтегральна конвенційна характеристика освітнього процесу та його результатів, що виражає ступінь їхньої відповідності встановленим та перспективним очікуванням і вимогам усіх суб'єктів освітнього простору (від окремого індивіда до суспільства в цілому)



More diverse stakeholders

Modern educational governance involves a broad set of actors



Find out more: *Governing Education in a Complex World* – Chapter 1

2. International Skills Surveys

Organisations which provide International Skills Surveys



International Association
for the Evaluation of
Educational Achievement

- IEA -The International Association for the Evaluation of Educational Achievement



- OECD - Organisation for Economic Co-operation and Development.



International Association
for the Evaluation of
Educational Achievement

IEA

- IEA became a legal entity in 1967, but its origins date back to 1958 when a group of scholars, educational psychologists, sociologists, and psychometricians met at the UNESCO Institute for Education in Hamburg, Germany, to discuss problems of school and student evaluation.



OECD

- The Organisation for European Economic Cooperation (OEEC) was established in 1948 to run the US-financed Marshall Plan for reconstruction of a continent ravaged by war. By making individual governments recognise the interdependence of their economies, it paved the way for a new era of cooperation that was to change the face of Europe. Encouraged by its success and the prospect of carrying its work forward on a global stage, Canada and the US joined OEEC members in signing the new OECD Convention on 14 December 1960. The Organisation for Economic Co-operation and Development (OECD) was officially born on 30 September 1961, when the Convention entered into force.



International Skills Surveys

	Survey	Org	Beginning	Year
TIMSS	Trends in International Mathematics and Science Study	IEA	1995...2015	4
PIRLS	Progress in International Reading Literacy Study	IEA	2001...2015	5
COMPED	Computers in Education Study	IEA	1989, 1992	
SITES	Second Information Technology in Education Study	IEA	1997,1999, 2004	
ICILS	International Computer and Information Literacy Study	IEA		
PISA	Program for International Student Assessment	OECD	2000...2015	3
TALIS	Teaching and Learning International Survey	OECD	2008...2013	5
PIAAC	The Programme for the International Assessment of Adult Competencies	OECD	2008-2013, 2012-2016	

TIMSS and PIRLS

together comprise the core cycle
of studies for IEA

A large, light blue semi-circle graphic is positioned on the left side of the slide, partially overlapping the TIMSS and PIRLS text boxes.

TIMSS

- the Trends in International Mathematics and Science Study

PIRLS

- the Progress in International Reading Literacy Study

TIMSS , PIRLS (IEA)

TIMSS

- provides valuable information that helps countries monitor and evaluate the success of their mathematics and science education across time and across grades.
- Ukraine took part in 2007, 2011

PIRLS

- represents the international standard for reading comprehension. Research provides among students of primary schools

Some of the ways governments and ministries use TIMSS and PIRLS results include:

- Measuring the effectiveness of their educational systems in a global context
- Identifying gaps in learning resources and opportunities
- Pinpointing any areas of weakness and stimulating curriculum reform
- Measuring the impact of new educational initiatives
- Training researchers and teachers in assessment and evaluation

OECD SURVEYS



PISA

- the Trends in International Mathematics and Science Study

TALIS

- Teaching and Learning International Survey

PIAAC

- The Programme for the International Assessment of Adult Competencies

PISA - Programme for International Student Assessment (OECD)

- a triennial international survey which aims to evaluate education systems worldwide by testing the skills and knowledge of 15-year-old students.

TIMSS vs PISA

**A man with one watch always knows what time it is;
a man with two watches is never quite sure” (Anon).**

(Comparisons Between PISA and TIMSS – Are We the Man with Two Watches?

By Dougal Hutchison Ian Schagen National Foundation for Educational Research

http://www.iea.nl/fileadmin/user_upload/IRC/IRC_2006/Papers/IRC2006_Hutchison_Schagen.pdf



3. TALIS - Teaching and Learning International Survey

TALIS

- The OECD Teaching and Learning International Survey (TALIS) is a largescale international survey that focuses on the working conditions of teachers and the learning environment in schools.
- the first cycle of TALIS, conducted in 2008, involved 24 countries, 2013 - 34 countries participated in TALIS

TALIS Consortium

IEA

- the IEA DPC (Hamburg, Germany)+ the IEA Secretariat (Amsterdam, the Netherlands)

ISC

- housed the TALIS International Study Centre (ISC)

SC

- Statistics Canada (Ottawa, Canada)

Participants (2013)

- Lower secondary teachers and leaders of schools in 200 schools per country/ economy were randomly selected (20 teachers and 1 school leader per school).
- Some 107 000 lower secondary teachers responded to the survey, representing more than 4 million teachers in more than 30 participating countries and economies.

Organizing of the survey

The survey was conducted:

- between September and December 2012 for countries in the southern hemisphere
- between February and June 2013 for countries in the northern hemisphere.

Who are our teachers?

68% are women

91% completed university or other equivalent higher education

90% completed a teacher education or training programme

82% are employed full time and **83%** have a permanent contract

88% report that they had participated in at least one professional development activity during the 12 months prior to the survey

This teacher...

Is **43** years old, on average

Has an average of **16** years of teaching experience

Teaches in a class with **24** students, on average

Spends an average of **38** hours per week working

Who are our school leaders?

51% are men

96% completed university or other equivalent higher education

90% completed a teacher education or training programme, **85%** completed a school administration/principal training programme, and **78%** completed instructional leadership training

62% are employed full time without teaching obligations, and **35%** are employed full time with teaching obligations

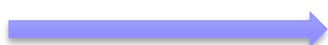
This school leader...

Is **52** years old, on average

Has an average of **9** years of experience as a principal and **21** years of teaching experience

Works in a school with **546** students and **45** teachers, on average

	Women%	Average
Australia	59,2	43,4
Brazil	71,1	39,2
Bulgaria	81,2	47,4
Chile	62,8	41,3
Croatia	74,3	42,6
Cyprus ^{1,2}	70,1	42,7
Czech Republic	76,5	44,2
Denmark	59,6	45,0
Estonia	84,5	47,9
Finland	72,4	44,1
France	66,0	42,6
Iceland	71,9	44,6
Israel	76,3	42,1
Italy	78,5	48,9
Japan	39,0	41,9
Korea	68,2	42,4
Latvia	88,7	47,1
Malaysia	70,5	38,9
Mexico	53,8	42,1
Netherlands	54,6	43,2
Norway	61,0	44,2
Poland	74,9	41,9
Portugal	73,2	44,7
Romania	69,2	41,6
Serbia	65,6	43,1
Singapore	65,0	36,0
Slovak Republic	81,9	43,4
Spain	58,8	45,6
Sweden	66,5	46,0
Sub-national entities		
Abu Dhabi (United Arab Emirates)	58,9	38,7
Alberta (Canada)	60,3	40,1
England (United Kingdom)	63,2	39,2
Flanders (Belgium)	68,1	39,3
Average	68,1	42,9
United States	64,4	42,2

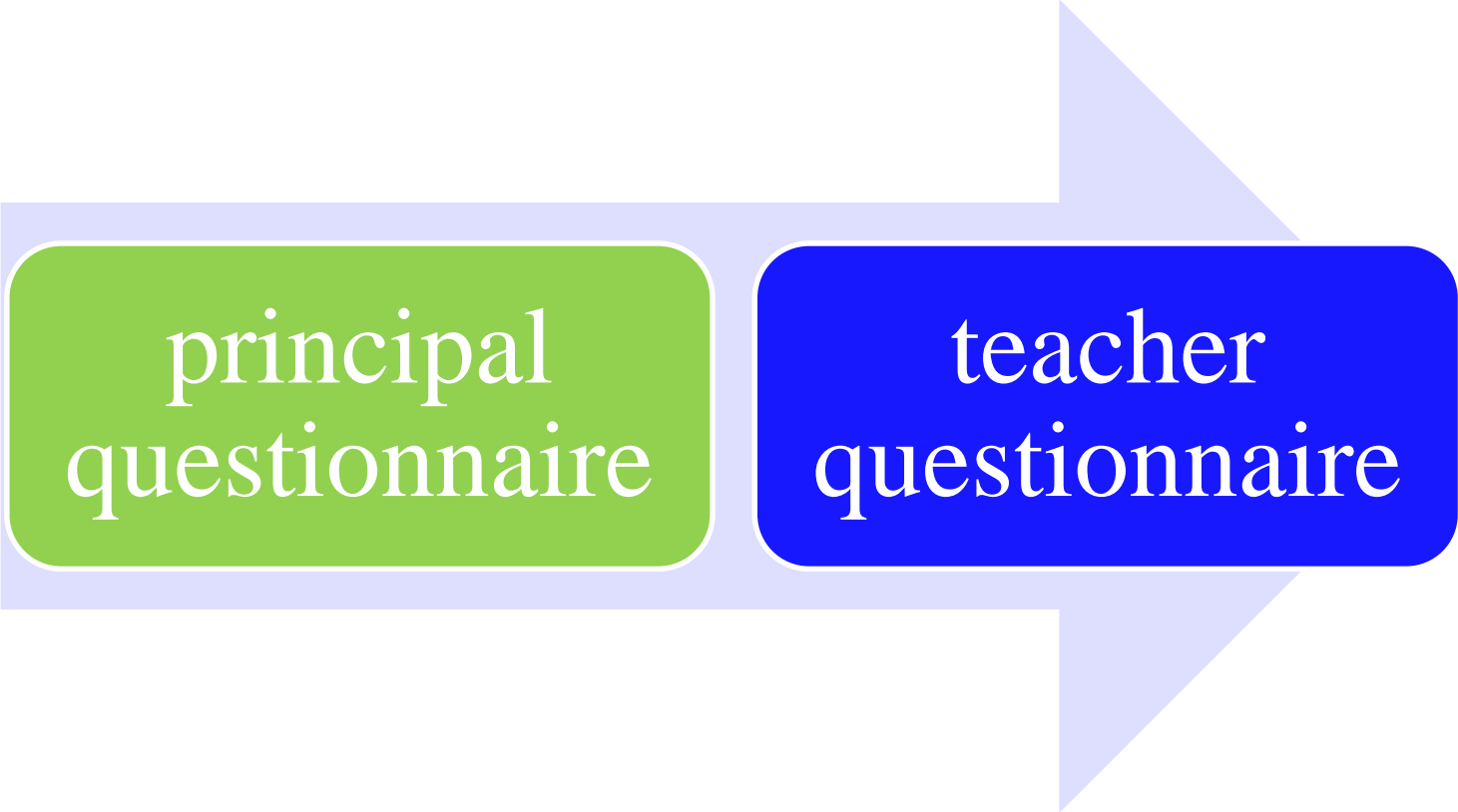


TALIS(2013).

Across the countries and economies that participated in TALIS, teachers report that they spend an average of **38 hours** per week working, ranging from **29 hours** in Chile and Italy to **54 hours** in Japan.

Instruments

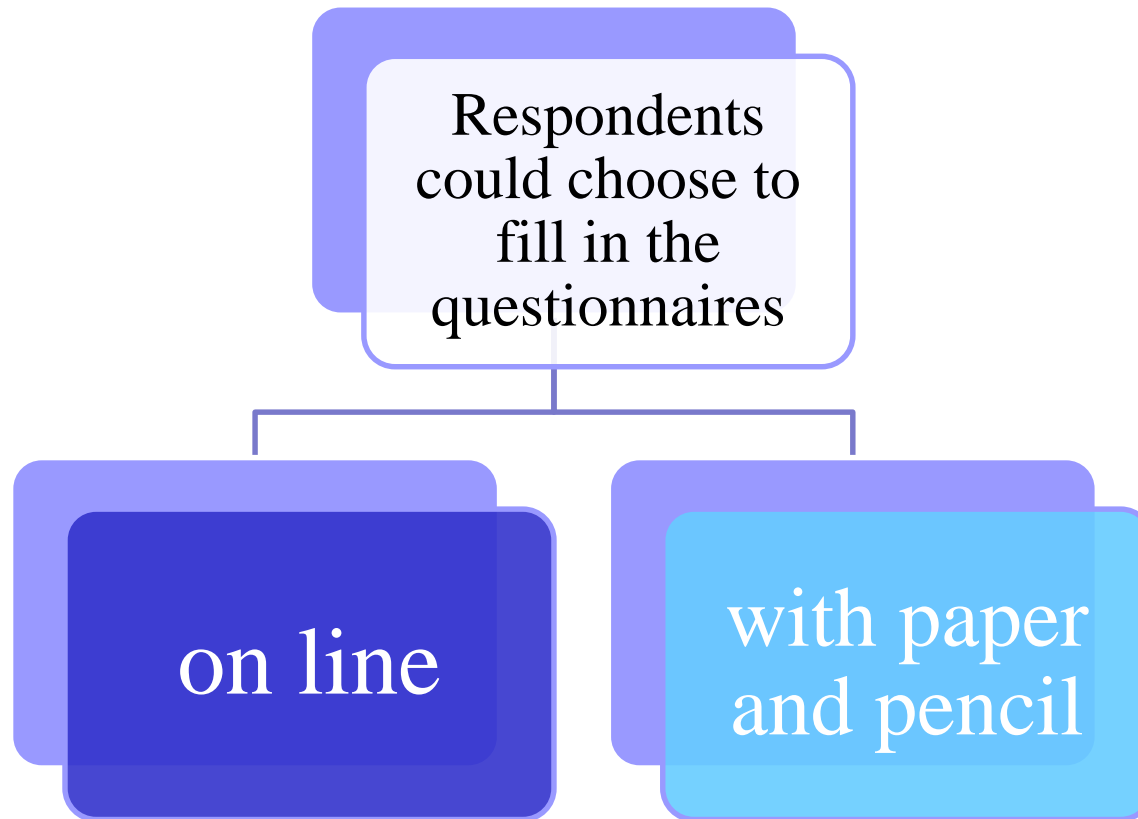
TALIS used two questionnaires to collect data:

A large light purple arrow pointing to the right contains two rounded rectangular boxes. The left box is green and contains the text 'principal questionnaire'. The right box is blue and contains the text 'teacher questionnaire'.

principal
questionnaire

teacher
questionnaire

TALIS Instruments



The questionnaire:

The questionnaire, which took between 45 and 60 minutes to complete, either on paper or on line, covered the following issues:

- School leadership, including distributed or team leadership
- Teacher training, including professional development and initial teacher education
- Appraisal of and feedback to teachers
- Teachers' pedagogical beliefs, attitudes and teaching practices, including student-assessment practices
- Teachers' reported feelings of self-efficacy, job satisfaction and the climate in the schools and classrooms in which they work

Structure of TALIS Questionnaire



- *Background and demographics*



- *Teacher professional development*



- *School management*



- *School climate*



- *Teacher beliefs and practices*



- *Mathematics teacher module*



- *Teacher mobility indicator*

TALIS survey components

a pilot
study

a field
trial

the main
survey



Thank you!

svitlana.shchudlo@gmail.com