



IEA

UPDATES

Researching education, improving learning

Welcome to the latest edition of our online newsletter, **IEA Updates**. We hope that the highlights below are useful and informative. We welcome your feedback for what else you would like to see in these messages.

News from IEA



8th IEA International Research Conference

The 8th IEA IRC took place at Aarhus University, Copenhagen from 26-29 June, preceded by workshops from 24-25 June.

This was the largest IRC to date with more than 100 workshop participants and over 200 conference attendees from more than 40 nationalities. IEA would like to thank all participants for their valued contributions and our hosts at the Danish School of Education, Aarhus University for their generous hospitality.

Watch [recordings of the keynote presentations](#) or visit the conference [photo gallery](#) for highlights of the meeting.



New IEA Hamburg Director

[Juliane Hencke](#) has been appointed as the new Director of IEA Hamburg from 1st July 2019.

The appointment follows [Heiko Sibbems'](#) decision to step down from his role as IEA Hamburg Director, a move that will allow him to re-devote his attentions to other aspects within IEA.

Juliane will be supported by two Deputy Directors for IEA Hamburg: [Svenja Bundt](#) (Field Operations and HR) and [Christian Groth](#) (Finance).



European Commission to fund participation in ICILS 2023

The [European Commission has announced](#) that they will fund the international costs for Erasmus+ countries to participate in the IEA International Computer and Information Literacy Study ([ICILS 2023](#)). The initiative is being led by the [Education, Audiovisual and Culture \(EAC\) Executive Agency](#).



New IEA website

We have recently launched a new [IEA website](#) with a refreshed design and updated structure. We hope that the revisions will make the site more user friendly for our research community, partners and collaborators.



IEA at AERA and CIES

We were delighted to host IEA information stands at the recent AERA and CIES conferences. It was a great opportunity to share information about IEA data and services, promote the IRC and to connect with old and new members of the IEA family. Pictured at the AERA conference are Paulína Koršňáková, Andrea Netten, Thierry Rocher and Dirk Hastedt.

Study Updates

IEA Studies

TIMSS 2019: Data collection has been completed and scoring is underway. The next national research coordinator meeting will be held in December.

PIRLS 2021: There was a successful NRC meeting held in Rome from 3rd to 6th of June during which countries reviewed reading passages and items, draft questionnaires and survey operations. Preparations for the Field Test are underway.

ICCS 2022: Country sign-ups are proceeding well and EU funding has been confirmed for the 21 European countries participating in ICCS 2022. NRCs met in Rome in May to discuss the assessment framework, content for the assessment instruments and questionnaires and plans for computer-based assessment options.

ICILS 2018: The [Assessment Framework](#) has been published by Springer. Preliminary study results were discussed at the June meeting of NRCs held in Jyväskylä, Finland along with the communication plans for the launch of the international results at an event held in Washington D.C. on 5th November, 2019. IEA calls on its members to join the next cycle in [2023](#).

Additional International Studies

Release of the TALIS Technical Report and International Results

IEA is proud to have worked as the [international study center](#) for the OECD's Teaching and Learning International Survey (TALIS) 2018. The study focuses on the learning environment and working conditions of teachers in schools with more than 45 education systems participating in the 2018 cycle. On 19th June, the OECD released [international results](#) of the study along with the [technical report](#) that was produced and coordinated by IEA.

Workshop on IEA Rosetta Stone project

Colleagues from IEA, UNESCO and the TIMSS & PIRLS International Study Center contributed to a [recent workshop](#) in Panama that supported countries participating in the ERCE regional assessment and [Rosetta Stone](#). The overarching goal of the project is to develop a concordance table that translates scores resulting from regional mathematics and reading assessments on the TIMSS and PIRLS scales.

Upcoming events



ECER 2019

3-6 September, 2019, Hamburg, Germany

IEA will have an active presence at the European Educational Research Association's annual conference including hosting an information stand and contributing a session about publishing opportunities with IEA.

[More information](#)



IERI Academy

16 -18 September, 2019, Hamburg, Germany

Join our workshop on population sampling in international large-scale assessments in education.

[Register](#)

External articles

[Making the most of international large-scale assessments in education](#)

Global Development Blog article by Paulína Koršňáková

[GCSEs: Want to boost maths? Bring in more female teachers](#)

Article in TES magazine by Dirk Hastedt, based on analyses of TIMSS data

[Boys less likely to feel safe in school than girls](#)

Coverage of our recent Compass Brief based on TIMSS data which was launched at an event hosted by the [Educational Policy Institute](#)

[Feeling safe at school - what does the research say?](#)

Article in ACER's Teacher Magazine by Sue Thomson

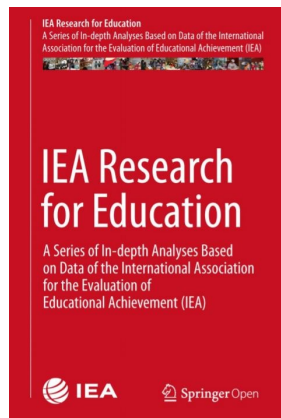
Article in Line Today on [initiatives to reform mathematics education in Chinese Taipei](#) inspired by results from TIMSS. Read our [Compass brief](#) for more insights

[Reading: why success comes before engagement](#)

Article in TES magazine by Andrea Netten, based on PIRLS data

New publications

IEA's latest publications are available from our [website](#). We also encourage you to subscribe to alerts from the IERI Journal, [Large-scale Assessments in Education](#) to receive updates about new articles.



IEA Research for Education Series

We have two new additions to the IEA Research for Education Series published by Springer.

[Teaching for Excellence and Equity: Analyzing Teacher Characteristics, Behaviors and Student Outcomes with TIMSS](#).

&

[Socioeconomic Inequality and Educational Outcomes: Evidence from Twenty years of TIMSS](#) (watch the [American Institutes for Research \(AIR\) RISE webinar](#) for an overview).

[Go to the series](#)



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COMPASS
BRIEFS IN EDUCATION

NUMBER 5 FEBRUARY 2019



Do both boys and girls feel safe at school - and does it matter?

Academic achievement and feelings of safety: a closer look at gender and grade level differences

SUMMARY

- In TIMSS 2015, while two-thirds of students in grade four reported feeling very safe at school, by grade eight, less than half the students surveyed reported feeling a high level of safety.
- For both boys and girls, feeling safe in school seemed to be positively related to academic achievement in many countries.
- The relationship between feeling safe at school and academic achievement was stronger for grade eight students than grade four students, and also stronger for girls than boys.
- Overall, girls were more likely to report feeling safe than boys.

IMPLICATIONS

- The relationship between feeling safe in school and academic achievement differs between boys and girls, and also varies between countries. Educational policymakers are advised to carefully analyze the complex interplay between gender, grade level and national contexts when developing strategies to enhance school safety.
- TIMSS trends show perceptions about school safety play a critical role in supporting student academic achievement across many countries. In-depth national analyses of the TIMSS data may identify potential interventions and policies that foster safe and secure learning environments for all students, regardless of gender.

International Association for the Evaluation of Educational Achievement (IEA), Amsterdam. Website: www.iea.nl

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IEA Compass: Briefs in Education

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