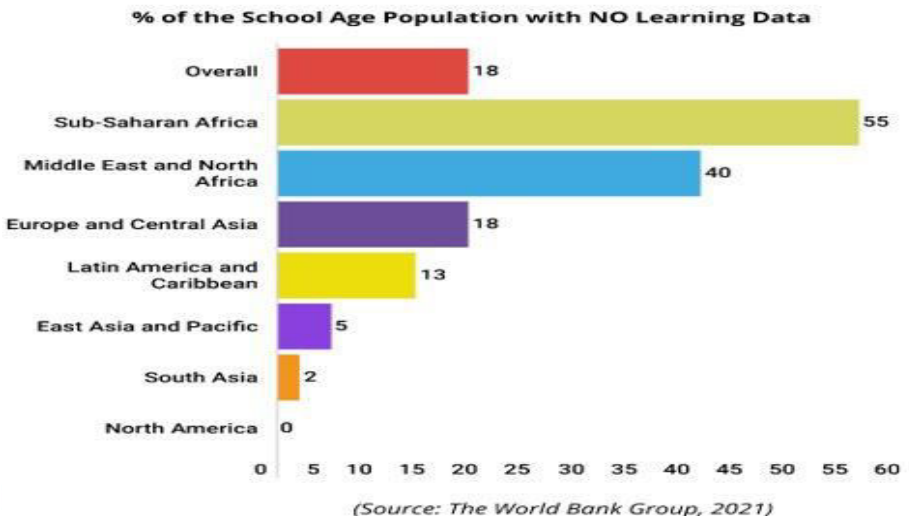
Learning Assessment Data Speaks

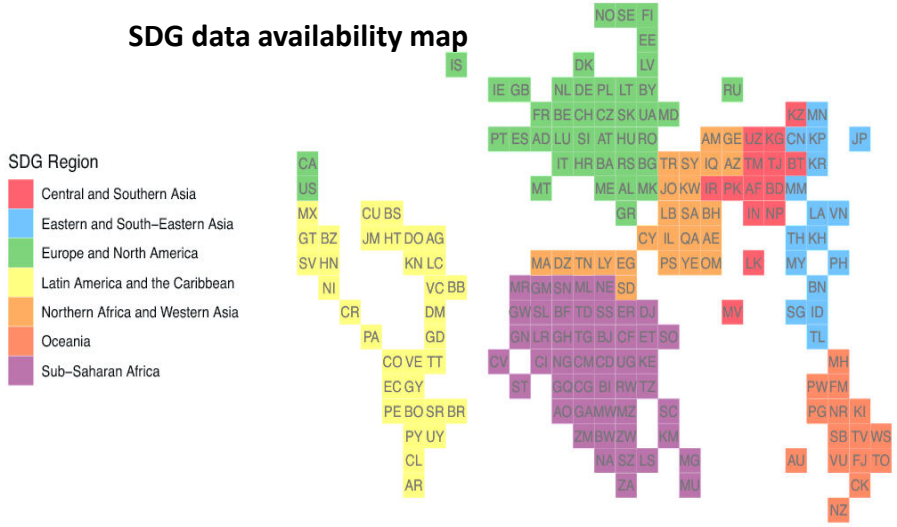
Outline

- Why?
- Overview of Learning Assessment Data Dashboards
- Leveraging Learning Assessment Data Dashboards: Cases for use

Why data dashboards?



SDG data availability map



Source: UNESCO Institute for Statistics (UIS)

- Learning outcomes have not kept pace with the expansion of education. The scale and characteristics of the learning deficit in many cases are unknown due to lack of systematic mechanisms and processes for the collection, analysis and use of student learning data.
- Learning assessments provide insights and evidence on what, how, how much, when, where students learn, which are critical for understanding, monitoring and improving their learning outcomes.

But…..

Challenges in interpreting and using Learning Assessment data

Data availability

- Lack of data

Political consideration

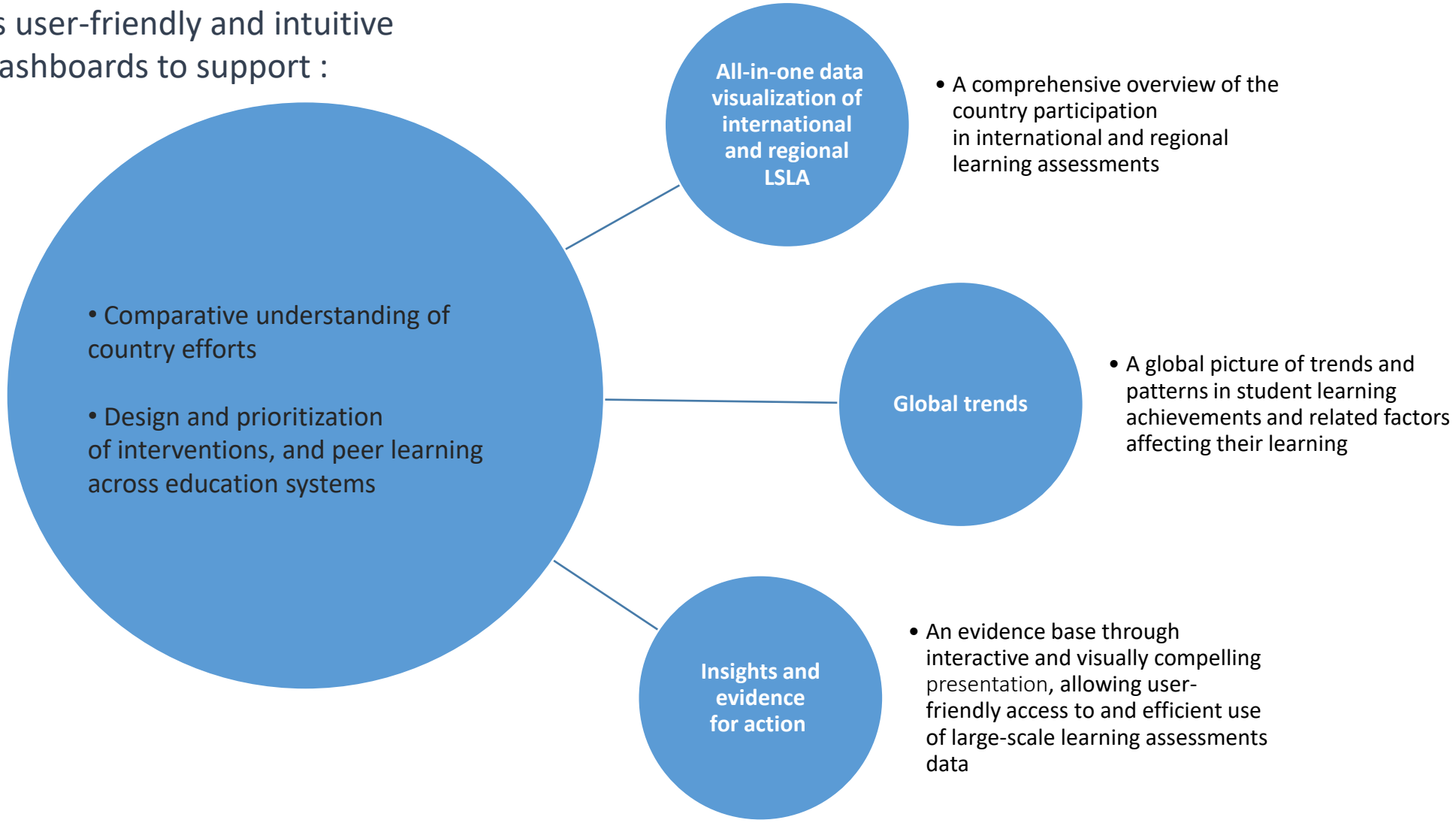
- Access/dissemination problems

Technical issues

- Data quality
- Limited technical capacity in policy research and data analysis
- Lack of standardization for different educational data sources
- Lack of data tools that are user-friendly, interactive, and accessible to all stakeholders

Our response: Learning assessment data dashboards

A tool that provides user-friendly and intuitive data visualization dashboards to support :



Learning assessment data dashboards: Overview and drivers

Capacity

- Resources available:
  Initially 3 person months at UNESCO
- Tools:
  MS Excel and Tableau
- What can the tool be used for?
  To prompt actions and inform decision-making

Logistics

- Project duration:
  Nov 2022- Jan 2023
- Data source:
  12 international and regional LSLAs
- How is data collected?
  From LSLA hosting organizations, government websites, and literature
- Access:
  Open data for the public
- Format of data:
  Numerical, categorical, time-series, and text data

Incentives

- Incentive to collect data :
  - Improving productivity through centralized data access and boosted efficiency through integrated data visualization
- Incentive to analyse and visualize data:
  - Enhancing evidence-based decision-making and supporting policy research and analysis efforts
  - Tackling the challenges of under-utilizing valuable but costly-collected data

How does it look like?

unesco

Participation in international and regional large-scale learning assessments

There has been a growing number and influence of international and regional large-scale learning assessments in the last three decades. Track and view the assessments that have attracted the most participation by countries in the world through these customizable analyses.
For more information about the UNESCO learning assessment programme, visit our website: https://www.unesco.org/en/learning-assessments

OVERVIEW | **COUNTRY** | **SUMMARY**

1 OVERVIEW

The dashboard displays the frequency of participation by countries in international and regional large-scale assessments from 1995 to 2022. Select the group of countries and/or assessments to customize the visualization.

2 COUNTRY

The dashboard allows a more detailed analysis of country participation in large-scale assessments. Select the assessment, year, and/or the milestone of the evolution of large-scale assessments to view or download the visualization.

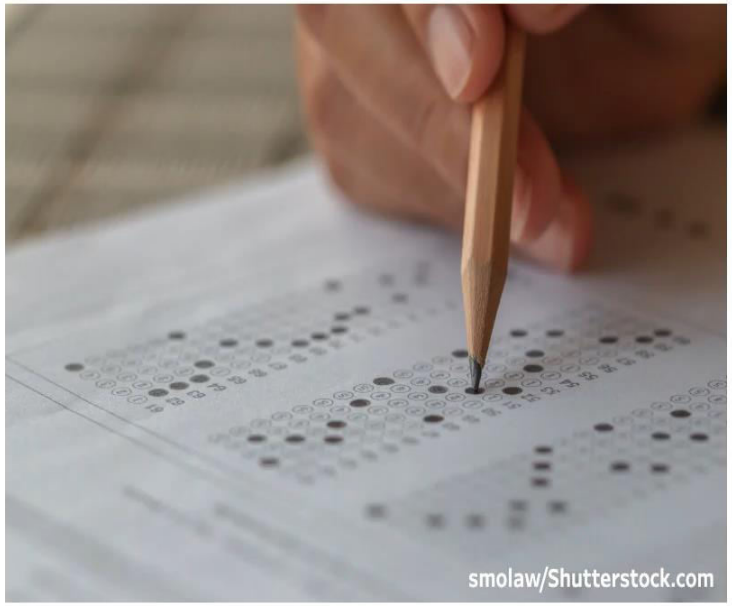
3 SUMMARY

The dashboard provides a summary of the design and administration features of all international and regional large scale learning assessments.

The analyses and visualizations of these dashboards do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city, or area, or of its authorities, or concerning the delimitation of its frontiers or boundaries. The choice and the presentation of the data and visualization are those of the authors.
They are not necessarily those of UNESCO and do not commit the Organization. For suggestions on how to improve the analyses/dashboards, please contact h.le-thu@unesco.org

Authors: Le Thu Huong, Euiryeong Jeong, Jiyoung Yun

Cite this site as "Participation in international large scale learning assessments" , UNESCO Education Policy and Data Analysis, date & time,
https://public.tableau.com/views/Learning_Asessment_Dashboard/DCover?:language=en-US&:display_count=n&:origin=viz_share_link



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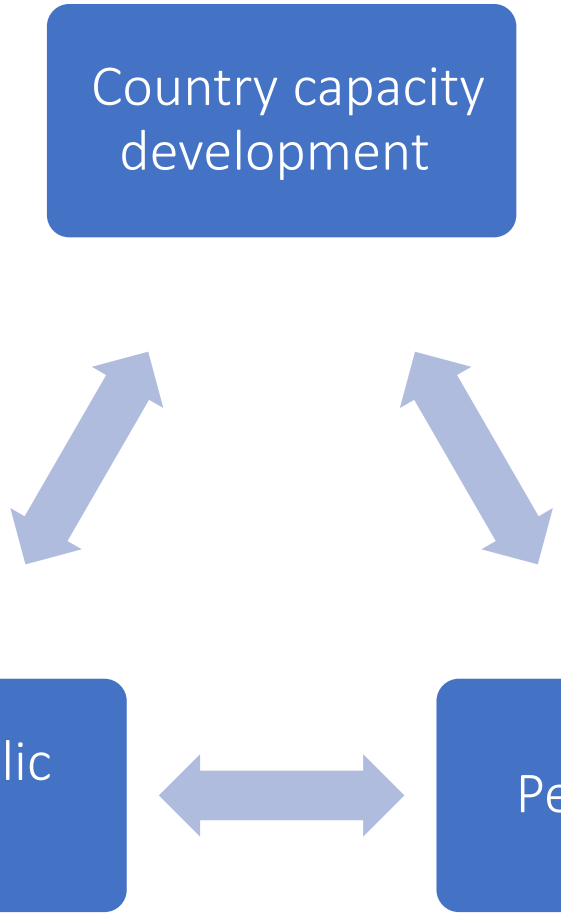
Leveraging learning assessment data dashboards



Increase the accessibility of national, regional, and international assessment data to support governments in using data and evidence for policies and practices

Make knowledge products, data, and tools available to all

Bridge evidence-to-policy gaps through peer-leaning and knowledge sharing

Leveraging learning assessment data dashboards: Cases for use

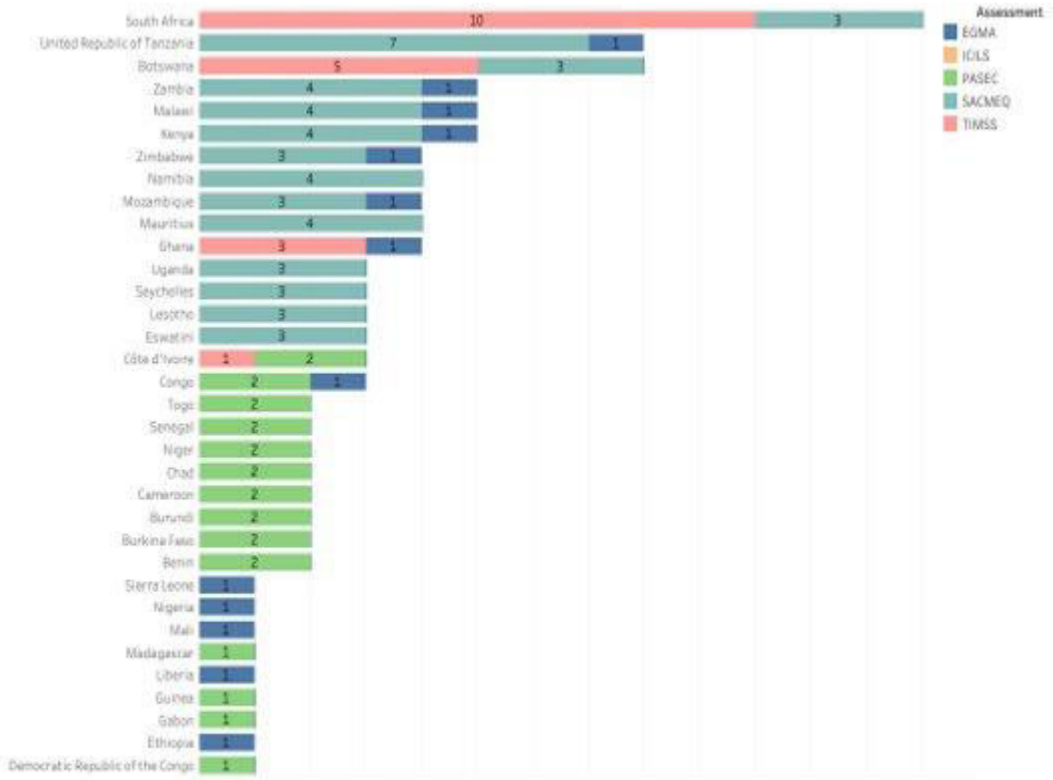
Enhanced data-driven decision-making
Provides insights on student learning, allowing stakeholders to identify areas of improvement

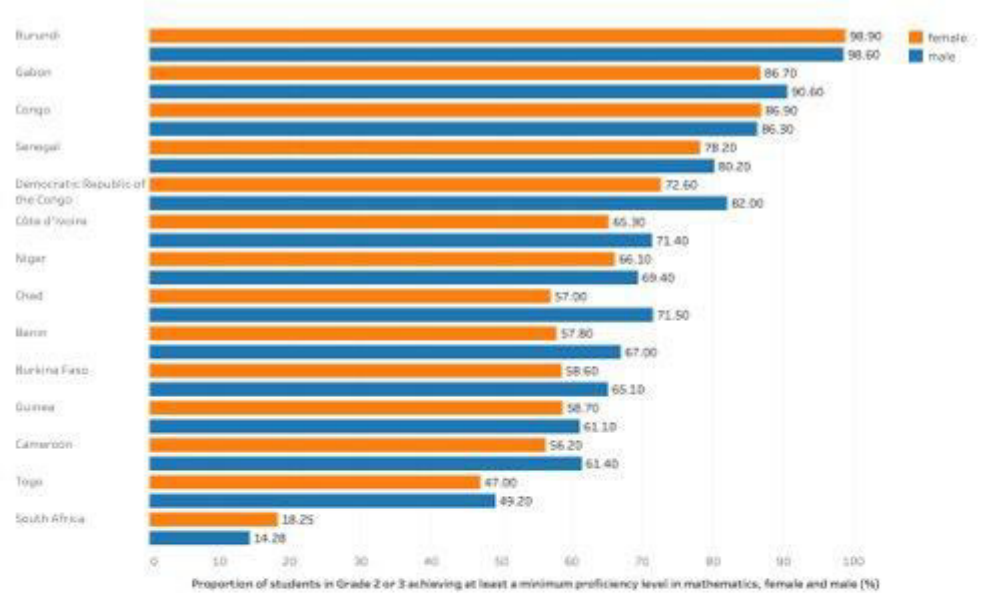
Responses to spontaneous requests for evidence
Accommodates diverse requests from countries and organizations

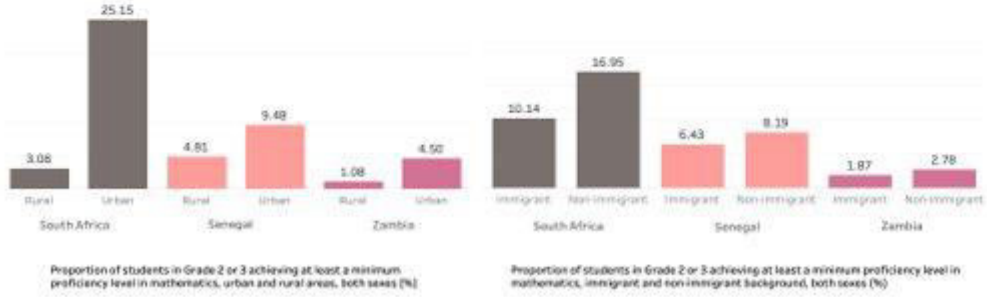
Better communication
Enhances communication between policy makers, educators, and practitioners

Leveraging learning assessment data dashboards: Examples

Assessments regarding STEM teaching and learning in African countries





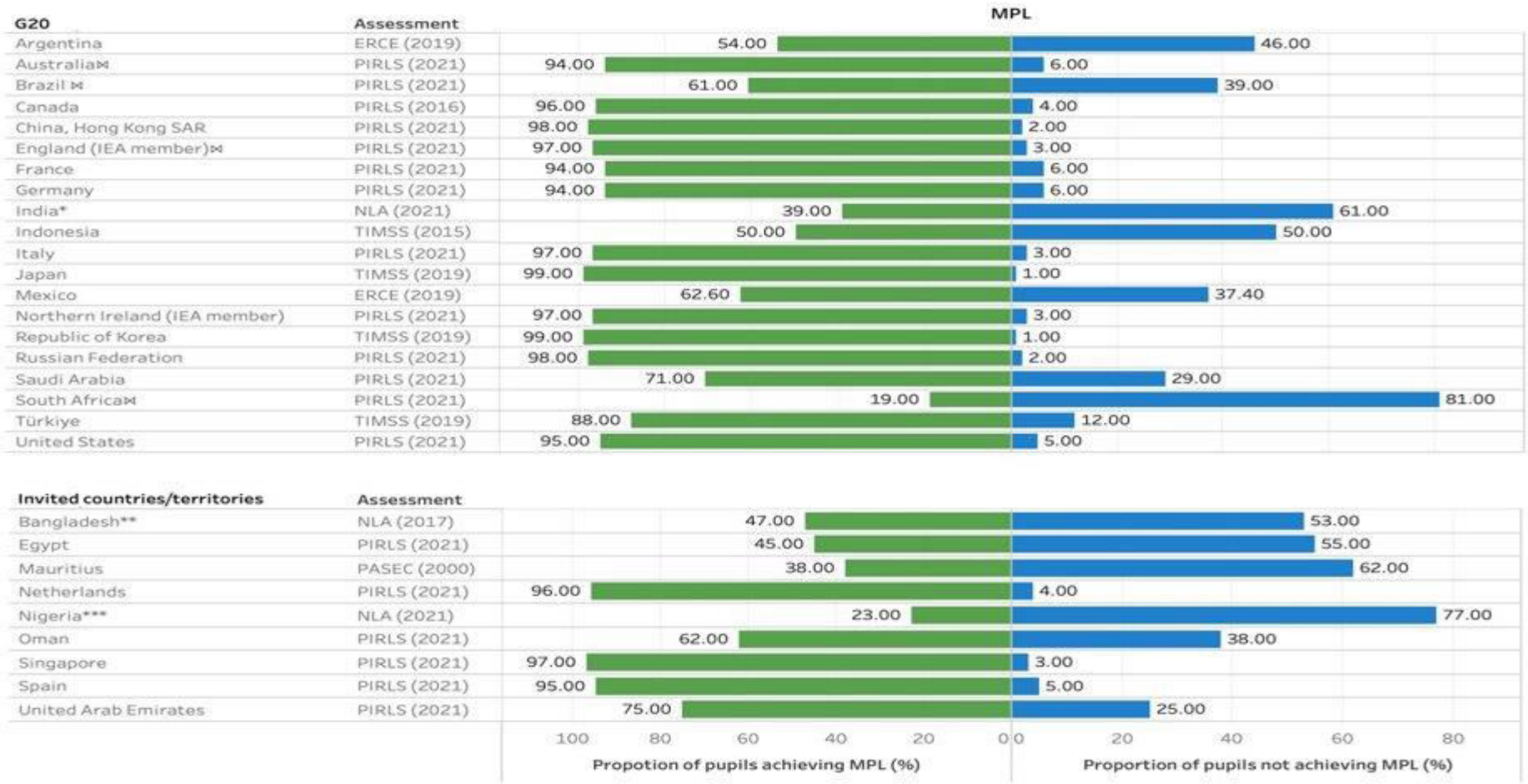


Source: UIS (2023) http://sdg4-data.uis.unesco.org/

Leveraging learning assessment data dashboards: Examples

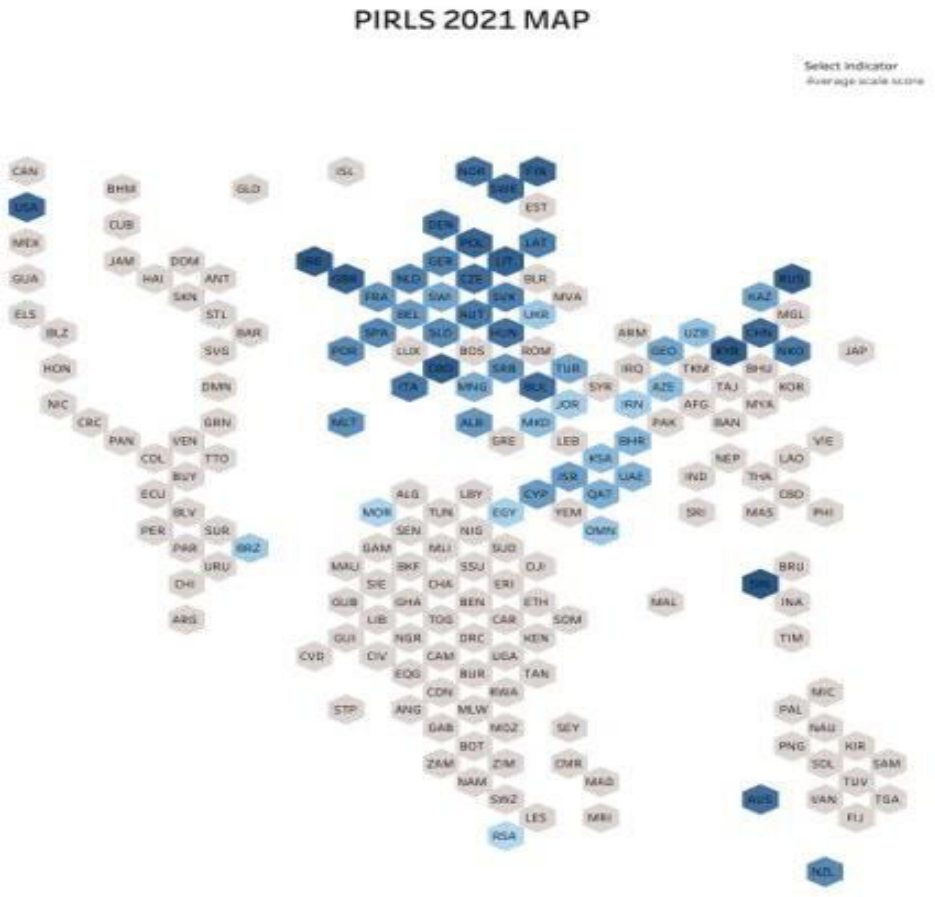
Minimum Proficiency Level in reading

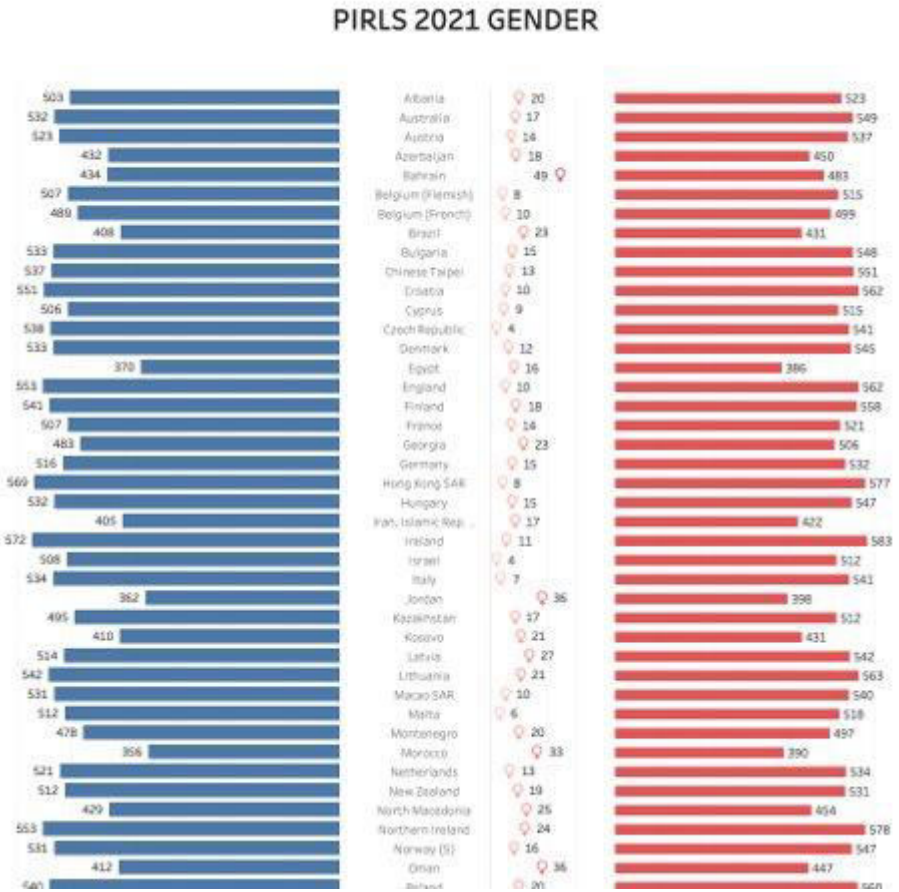
Proportion of pupils achieving the minimum proficiency level in reading (%)



Leveraging learning assessment data dashboards: Examples

Global trends in PIRLS 2021 results





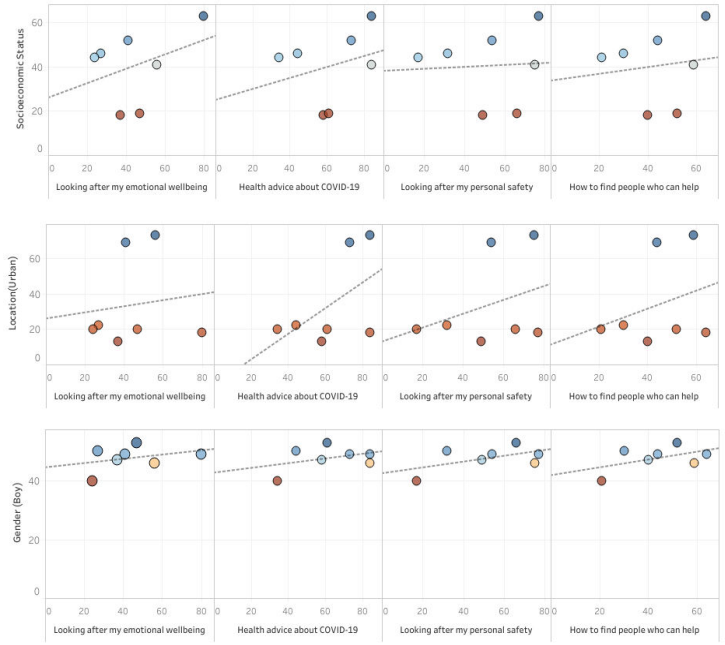
Leveraging learning assessment data dashboard: Examples

Impact of COVID-19 on teaching and learning : Student wellbeing

What and how other factors might affect students' access to social-emotional support?

Students' socio-economic status, location of living and gender are contributing factors that make the difference in their access to social emotional support

Factors affecting students' access to social-emotional support

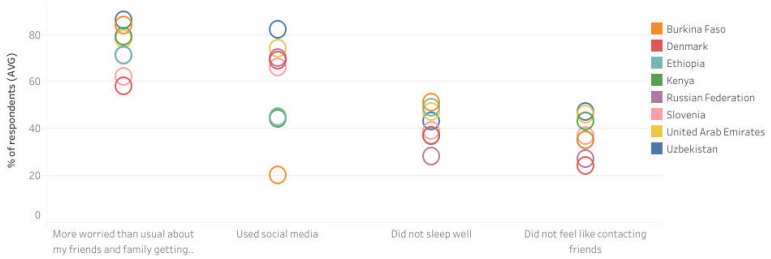


These analyses explore how strongly other factors, namely students' socio-economic status, location (of living), and gender, are associated with their access to social-emotional support during the COVID-19 induced schooling disruption. Data analyses are based on a simple regression model that examines the relationships between students' access to various types of support and their socioeconomic status, location (urbanicity), and gender. The findings show the linkages with these factors, with variations for different types of support and between countries. The general trends show that students from wealthier backgrounds are more likely to receive support and health advice about COVID-19. In addition, students living in more urban areas seem to be able to access more easily the support services that are made available to them, especially when it comes to health advice and finding people for help. Last but not least, girls tend to report having more difficulty to find the support across all participating countries. These analyses confirm other findings of the study as well as those of other studies on inequalities in education and learning – in this case, **students' socio-economic status, location of living and gender are contributing factors that make the difference across and within countries in their access to social emotional support.**

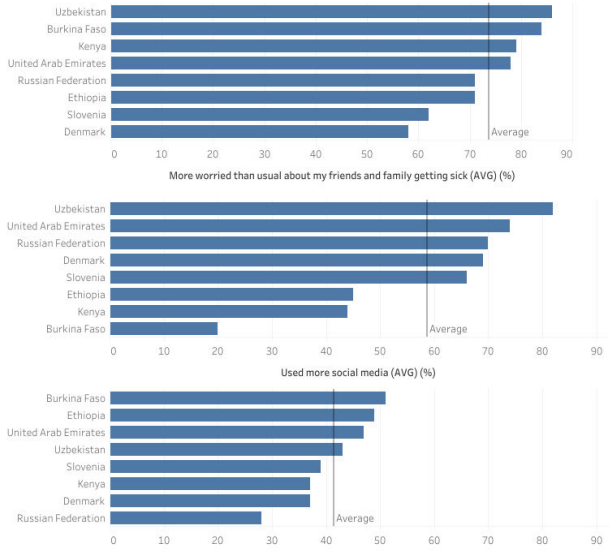
What are other important factors affecting student wellbeing?

Friends, family, sleep and social media are important factors contributing to student wellbeing

Share of respondents reporting on social emotional wellbeing, by country



Student responses to REDS questionnaire also confirmed that **connection with friends, relationship with family, sleep and use of social media are determining factors** - likely more critical when their usual in person contact with people is disrupted, of student wellbeing. Between 20% and 50% of students across the participating countries did not feel like contacting friends. At least 30% of students reported that they did not sleep well during the schooling disruption.



They also felt more worried than usual about their friends and family members getting sick. It is also noteworthy that more than half of the students in five out of eight countries reported using social media a lot more than before COVID-19. They seem to adapt more easily and quickly in digital environments through using social media to maintain social contact and communicate with friends during the schooling disruption.

How did students feel during the COVID-19 induced schooling disruption?

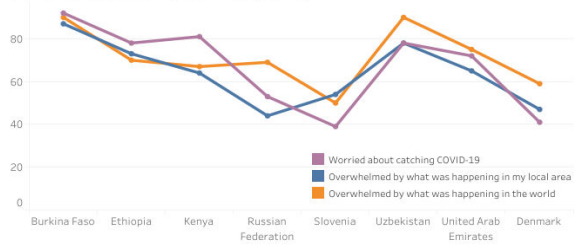
Students felt anxious, regardless of where they are, about changes in their schooling due to the COVID-19 pandemic

Share of respondents who said that they felt anxious about schooling, by country

More than half of the students across 8 countries reported that **they felt anxious about changes in their schooling due to the pandemic**. The highest percentage of reported cases is found in Ethiopia: Around three quarters of Ethiopian students said that they felt anxious, while a bit of less than one third of students in Denmark agreed with this statement. The lower percentage of students reporting anxiety in Denmark might be partially explained by the shorter duration of the initial educational disruption as compared to other countries (UNESCO&IEA, 2022).

Students felt so overwhelmed by what was happening around them locally and globally, and worried about catching COVID-19

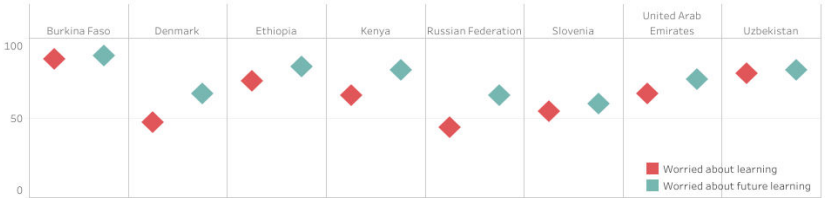
Share of respondents who said that they felt overwhelmed by what was happening and worried about catching COVID-19, by country



More than half of students across 8 countries reported that **they felt overwhelmed by what was happening** around them both in their local area and in the world.
They also felt worried about catching COVID-19 themselves. Students in Burkina Faso and Uzbekistan are found to be among the groups that have the highest percentages experiencing this negative feeling.

Responses show that students were more concerned about their education in the future than what they actually felt about the effect of COVID-19 on their learning

Share of respondents who said that they felt worried about their learning now and in the future, by country



Thank you

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