

25 April 2022

Giving Back to Teachers:

IEA releases new teacher resources with practical ideas for classroom instruction

IEA's international large-scale assessments (ILSAs) have always been an excellent resource for education researchers and policymakers. International research in education derived from ILSAs would not be possible without the schools and teachers that respond to the studies and provide valuable information that goes on to help education systems improve student learning worldwide.

To provide teachers with practical ideas for classroom instruction based on educational research findings from ILSAs, IEA is pleased to introduce **Teacher Snippets** at the American Educational Research Association (AERA) annual meeting **as the first of its teacher resources with the aim to give back to teachers** for all their support in IEA studies and investment in educational practice.

Evidence-based contributions to classroom instruction

The new *IEA Teacher Snippets* series are designed as original, peer-reviewed, short formats highlighting practical information derived from or about IEA studies that spark conversations. Considering the richness and scale of IEA study data and variability of teacher needs in their classroom practice, a snippet is a condensed and stimulating snapshot of the breadth and scale of IEA study data to serve diverse teachers' needs by inspiring engagement and conversations about teaching and learning.

Using simple customization, the publication series is intended to provide teachers with practical ideas for the classroom based on study insights across education systems. *Teacher Snippets* may be adapted for national use by translating publication issues into local languages and including country-specific findings next to international averages from IEA studies.

Explore the wealth of IEA research data

The first four *Teacher Snippets* released at AERA offer 1) strategies to inspire positive attitudes toward reading based on the Progress in International Reading Literacy Study (PIRLS) data and developed in partnership with [American Institutes for Research \(AIR\)](#), 2) strategies for teachers to enhance students' exposure to conflicting views by building open classroom climates based on the International Civic and Citizenship Education Study (ICCS) findings, 3) teacher practices to promote the sense of belonging at school among both teachers and students based on the Trends in International Mathematics and Science Study (TIMSS) results, and 4) an overview of the selection for and participation in IEA studies relevant for teachers. All *Snippets* are freely accessible [on IEA's website](#).

Upcoming Teacher Snippets XL for hands-on classroom learning

IEA Teacher Snippets XL are an upcoming open access IEA resource for teachers who want to use example items and passages taken from IEA study materials combined with research findings from and beyond IEA studies. The study items offer teachers concrete exercises to include in their lesson

plans, with international and country data findings enabling a reliable comparison of the average international, national, and classroom performance on answering the same items.

The first two Snippets XL will be released as part of the Giving Back to Teachers publication campaign this year and are a collaboration between 1) IEA and [Expertisecentrum Nederlands](#)—the national study center for PIRLS in the Netherlands—using PIRLS data, and 2) IEA and AIR, using TIMSS findings on students' knowledge about gravity.

New *Research for Educators* open access book series launches in June

IEA's open access publication partnership with Springer that includes the well-established *Research for Education* book series for researchers has been expanded to include a brand-new ***Research for Educators*** book series whose aim will be to provide practical information for teaching based on IEA study datasets. On 2 June 2022 at 10:00, IEA will release the first book in this newly developed series, titled ***Putting PIRLS to Use in Classrooms Across the Globe***, in partnership with Expertisecentrum Nederlands.

The book aims to bridge the gap between educational research and practice and help teachers transform the latest scientific insights regarding reading comprehension into practical guidelines to use in teaching. Composed of two parts, this volume will focus on:

- 1) The teaching of reading comprehension in general, describing some of the most prominent theories from educational research and introducing evidence-based didactic principles that can be used to help children develop their reading comprehension skills.
- 2) Practical ideas for teaching reading comprehension to **multilingual students** from schools in five participating PIRLS countries, **Chile, Chinese Taipei, England, Georgia, and Spain**. The second part will additionally contain practical tips and example lessons based on PIRLS data, test items, and passages with instructions on how these can be used in the classroom.

With an overview of the theories from research on reading comprehension, insights into teaching reading comprehension in multilingual classrooms, and practical teaching tips based on robust and reliable PIRLS data, ***Putting PIRLS to Use in Classrooms Across the Globe*** can serve as an inspiration to teachers around the world.

Martin Henry, Research Coordinator at [Education International](#), welcomed IEA's efforts to foster collaboration between all educational stakeholders:

“With the right support, the right conditions, and the right access to evidence, there is much that teachers can do. Let us make sure the future of work in education fosters **collaborative educational relationships** that support the learner to engage with reading and writing, with art and drama, with critical thinking and science. [...] **Open access data that is shared with teachers and students**, such as the work done by IEA, **is where technology should be heading.**”

Andrea Netten, Director of IEA Amsterdam, and Paulína Koršňáková, Senior Research and Liaison Adviser at IEA, highlighted the importance of giving back to teachers:

“Teachers are essential to the work that we do at IEA. The purpose of *Teacher Snippets* and the upcoming *Research for Educators* series is to give something back to schools and teachers who have been a part of IEA’s mission to research education and improve learning internationally.”

IEA’s teacher resources provide innovative and accessible material for teaching based on rigorous scientific data and connect the world of education research with educational practice to inspire conversation and debate between researchers and educators.

ENDS

For more information about this release or to arrange interviews, please contact:

Inasa Bibić

Media and Outreach Officer



Researching education, improving learning

International Association for the Evaluation of Educational Achievement

Email: i.bibic@iea.nl | Tel. +31 6 23 366 076 | www.iea.nl

IEA Amsterdam | Keizersgracht 311 | 1016 EE Amsterdam | The Netherlands



Notes to Editors:

Please use **#GivingBackToTeachers** on social media.

For an overview of all IEA teacher resources, [please visit our website here.](#)

Register [here on IEA’s website](#) for the online release of the open access *Research for Educators* book titled ***Putting PIRLS to Use in Classrooms Across the Globe*** on 2 June 2022 at 10:00.

Special issue Compass Brief 17 – UNESCO Section of Education for Inclusion and Gender Equality and IEA

The upcoming IEA Compass Brief publication for a broad range of education stakeholders, including policymakers, explores the relationship between students’ gender, confidence, and achievement in mathematics and science, as well as their aspiration to pursue careers in STEM fields. Produced by IEA and UNESCO’s Section of Education for Inclusion and Gender Equality, this special issue also looks at how teacher gender biases affect students’ performance and aspirations to pursue a career

in these subjects and will be released on the International Girls in ICT Day on 28 April 2022 on [IEA's website here](#).

Teachers during the COVID-19 disruption: Insights from the REDS International Report

The findings from the recent **UNESCO and IEA Responses to Educational Disruption Survey (REDS) International Report** show that teachers generally worked harder and longer than before the pandemic to teach and support students and parents. As education systems rebound from the disruption to schooling, teachers are on the frontlines of education recovery and need to be supported by all educational stakeholders in this process. Resources such as *Teacher Snippets* and the upcoming *Research for Educators* open access book series can assist teachers by providing inspiring ideas for teaching as education systems transition back to classroom instruction. For more information about how teachers were impacted by the COVID-19 disruption to schooling, read the [REDS International Report here](#).

SAVE THE DATE: PIRLS 2021 International Report release on 13 December 2022

Results from PIRLS 2016 show that attitudes toward reading have declined on average across many countries, with fourth graders internationally reporting that they enjoy reading less. PIRLS 2021 International Report on reading literacy will be released on 13 December 2022 and—as the only international large-scale assessment conducted during the COVID-19 school disruption—it will show if and how these attitudes have changed on average over the last five years and during school closures. The public release of PIRLS 2021 results will take place on 13 December 2022, with more details to follow closer to the date [on IEA's website](#).

About Progress in International Reading Literacy Study (PIRLS)

PIRLS is one of IEA's key studies and provides trends and international comparisons of fourth grade students' reading literacy achievement and associated factors. Directed by the TIMSS and PIRLS International Study Center at Boston College and conducted every five years since 2001, PIRLS is recognized as the global standard for assessing trends in reading achievement at the fourth grade.

About the International Association for the Evaluation of Educational Achievement (IEA)

IEA is an independent, international cooperative of national research institutions, governmental research agencies, scholars, and analysts working to research, understand, and improve education worldwide. It conducts high-quality, large-scale comparative studies of educational achievement and other educational aspects, across the globe to provide educators, policymakers, and parents with insights into how students perform.