

## **WORKSHOP TITLE: Using data collected in IEA studies for informing policy and practice**

**Presenters:** Sabine Meinck (IEA Data Processing and Research Center, Hamburg, Germany)  
David Rutkowski (University of Oslo, Oslo, Norway)

### **Presenters' Bios (500 words):**

Dr. Sabine Meinck is heading the Research, Analysis and Sampling Unit. Her specific research interest and expertise is in the methodology of large-scale assessments with a special focus on sampling, weighting and variance estimation, as well as on advanced statistical analysis methods. She was involved or responsible in developing the sampling design in all IEA studies of the last decade and in various national assessments. Dr. Meinck conducts workshops on a regular basis on the topics of her expertise and consults with national research coordinators of IEA studies to adjust internationally defined study designs fitting country-specific needs. Recently she elaborated an expertise on the possibilities and limits of using large-scale assessment data to give feedback to participating schools. Dr Meinck has a lectureship at Hamburg University (master course "Complex analysis methods in educational research").

Dr. David Rutkowski is a Professor of Education at the Center for Educational Measurement (CEMO) at the University of Oslo, Norway. David joined CEMO in 2015 before that he was a faculty member at Indiana University and also worked as a researcher at the International Association for the Evaluation of Educational Achievement (IEA) Data Processing and Research Center in Hamburg Germany. He earned his PhD in educational policy with a research specialization in evaluation from the University of Illinois at Urbana-Champaign. David's research is focused in the area of educational policy and technical topics within international large-scale assessment and program evaluation. His interests include how large scale assessments are used within policy debates, the impact of background questionnaire quality on achievement results, and topics concerning immigrant students at the international level. David has collaborated with or consulted for national and international organizations including the US State Department, USAID, the IEA and the OECD. David has worked on evaluations and projects in over 20 countries to include Afghanistan, South Sudan, Trinidad and Tobago and the US. He is a member of the IEA Publications Committee and Co-editor of the IEA policy brief series.

### **Why AEA members should attend this workshop:**

The workshop will illustrate possibilities and limitations of large-scale assessment data to inform policy and practice, given the complexities of the designs of such studies. Participants will get the opportunity to learn about the study specifics and develop and exchange ideas on how results arising from this data can be "translated" best to inform politicians, school staff and the public.

**Who this Workshop is for:**

Researchers and education specialists using ILSA data for informing policy and practice are addressed in this workshop.

**Overview (500 words):**

As a leading entity in the field of education for nearly 60 years, IEA promotes capacity building and knowledge sharing to facilitate innovation and foster quality in education. IEA's manifold empirical studies inspire fruitful dialogue on critical educational issues, informing the development of evidence-based policies and practices across the globe.

Only within the past decade, IEA conducted nine international large-scale assessments in education (ILSA), each with up to 59 participating countries, studying various topics and target populations. IEA studies approach educational reality in all its complexity, collecting not only achievement data but also a wide range of information about the contexts within which teaching and learning occurs.

One major objective of these studies is to provide policy-makers with high-quality data to understand key factors that influence the outcomes of education and serve as evidence when driving the course of actions and evaluation of educational reforms (Wagemaker, 2014).

All data arising from IEA studies are publicly available and excellently documented; they provide a tremendously valuable and rich source for secondary analysis in many fields of educational research and for answering research questions addressing specific national interests. Due to the complexity of the data however, thorough methodological skills and contextual knowledge are needed to analyse and interpret this data correctly. When presenting the results of these studies to the public, a careful "translation" of complex contents into a language that is accessible to the respective audience is needed to transport the core messages while retaining correct interpretation.

This workshop provides information on the contemporary IEA studies and how results may be used to develop policy briefs. More specifically, we will discuss the utility and limitations of ILSAs for informing policy-makers and education practitioners. The workshop will start with an introduction to International Association for Evaluation of Educational Achievement (IEA) studies, discuss some of the methodological issues related to analysis of ILSA data and show the utility for policy-making and educational practice. We will then provide an overview of how policy briefs can be structured along with illustrative examples of how the IEA has developed their policy brief series. Time will also be provided for participants to work together and discuss possible outlines for briefs that would be relevant for their specific context. Finally, participants will get the opportunity to work with IEA data using simple tools that can handle the methodological issues automatically.

The workshop will focus on the following key topics:

1. General information about the studies: their goals, purposes and intent, theoretical frameworks, target populations and respondents, achievement domains and background information collected from the different respondents.
2. Introduction to the statistical complexities of the studies.
3. Data sources and tools for analyzing IEA datasets.
4. The construction and development of educational policy briefs that utilize ILSA data.

### Preparation for the workshop:

The instructors will provide all necessary data and documentation to the participants. It is expected that participants have some knowledge on basic statistics, although it is not a must. The participants should bring their own laptop for the hands-on training session.

### Schedule

Time	Session	Presenter
09.00	Coffee and registration	-
09.30	Welcome & introductions Outline of the Workshop	Sabine Meinck & David Rutkowski
09.45	Overview of IEA Studies, Introduction into Methodological Issues	Sabine Meinck
11.00	Break	
11.30	Policy Brief Overview	David Rutkowski
13.00	Lunch	
14.00	Asking and Answering Relevant Questions with ILSAs	Sabine Meinck & David Rutkowski
15.30	Break	
15.45	Policy Brief Outline	David Rutkowski
16.30	Workshop close	-