

WORKSHOP 2

*The use of large-scale datasets in
policy and practice*

EIPPEE Annual Conference 2013

5-6 March, Frankfurt, Germany

4 Presentations

Why comparativists argue so much: combining narrative, imperfect knowledge and Grand Theory in comparative analysis

Tim Oates, Cambridge Assessment, UK

What PISA can tell about educational systems, and what it can't

Eckhard Klieme, German Institute for International Educational Research (DIPF)

Secondary Analyses of Data Acquired through the PISA Survey

Jelena Markovic, Social Inclusion and Poverty Reduction Unit Office of the Deputy Prime Minister for European Integration Government of the Republic of Serbia

Linking home background, gender, and reading literacy - a comparative analysis with PISA 2009 data from Germany and Norway

Sabine Wollscheid, The Campbell Collaboration

Objectives

- Reflect on the progress made in evidence informed policy and practice
- Discuss the challenges of using research on LSA at the **international, organizational** and **individual** levels
- Draw conclusions on the use of research on LSA for **policy, practice** and **research**

Conclusions - Challenges

- Evidence produced from research on LSA poses many challenges:
 - Complex design = Complex analysis
 - Underutilized
 - Cross sectional design = no causality
 - Risk of over interpreting = policy borrowing
 - Designed to evaluate and compare education systems (*not schools, not students*)
 - Mismatch between interests of researchers and policy makers and practitioners needs

Conclusions - Strategies

- However, we have examples of several strategies to overcome these challenges:
 - Special **software** for the analysis of LSA
 - IEA IDB-Analyzer for TIMSS, PIRLS, PISA, TALIS... (free!)
 - IEA data visualizer
 - Comprehensive programs for building research capacity – evidence informed policy
 - Funds for research projects
 - Training
 - Mentoring
 - Follow up activities

Conclusions - Strategies

- Creative analysis designs
 - Replication of studies to produce longitudinal datasets
 - Complementing results by replicating analyses with different datasets (e.g. PISA and TIMSS, etc.)
 - Complementing results by using mixed methods
 - Using LSA to evaluate not only achievement but also
 - Equity
 - Change
 - Production functions (cognitive and not cognitive outcomes)
- Use of Grand Theory (Critical Realist Approach) to frame the interpretation and use of LSA evidence
- Use of social theories to frame research questions and interpretation of results

Conclusions - Strategies

- Train educationalists in methods and techniques for analyzing LSA
- Train psychologists, economists, statisticians, etc. in educational theories
 - Specialized workshops (IEA, IERI, Cito, ETS)
 - Post graduate programs
 - Internships (IEA, OECD, Cito, ETS, etc.)

“Not because it’s imperfect it’s also meaningless”