

TEACHING AND LEARNING INTERNATIONAL SURVEY

TALIS 2018

VIDEO STUDY AND GLOBAL VIDEO LIBRARY ON TEACHING PRACTICES



Foreword

We need to attract the best and brightest to join the profession. Teachers are the key in today's knowledge economy, where a good education is an essential foundation for every child's future success. A quality initial teacher preparation programme, which prepares prospective teachers for the challenges of today's classrooms, is essential to ensuring teacher quality.

Andreas Schleicher
OECD Director of Education and Skills



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TALIS in a nutshell

- Over **100 000** randomly selected lower secondary **teachers** and their school leaders from over **6 500 schools** representing more than **4 million teachers** from 34 countries and economies in TALIS 2013. Over 45 countries have joined TALIS 2018.
- The first and only international survey that focuses on the learning environment and the working conditions of teachers in lower secondary schools.
- A collaborative endeavour between governments, an international consortium, the OECD and teachers' unions.
- It fills important information gaps in the international comparisons of education systems.
- It offers an opportunity for teachers and school principals to have a say in education analysis and policy development in key policy areas.
- It allows countries to compare themselves with other countries facing similar challenges, and to learn from other policy approaches.
- The third cycle will take place across OECD and partner countries and economies in 2015-18, with the first results to be published in 2019.

What is the video study on teaching practices about?

As countries look to improve their education systems, they inevitably begin to examine the quality of their teachers.

The OECD Teaching and Learning International Survey (TALIS) asks teachers and principals about the teaching and learning conditions that research tells us improve teaching. The proposed international video study of teaching practices will allow us to go one step further, by looking directly into the classroom. It will pilot methodologies to capture real teaching practices and will significantly add to data, such as those collected through the TALIS survey, by providing insights from classroom observations in an internationally comparative fashion.

The video study of teaching practices is undertaken as a pilot study with the aim of trialling the methodologies and examining the analytical insights from such data. It is expected to unfold over 4-5 years and to involve up to 9 countries or economies.

Participation in the video study is possible at the national or sub-national level. For state-wide participation, the sample will be drawn from the country-wide population of lower-secondary schools. Participation at the sub-national level is also possible if only a selection of regions (states, provinces, etc.) in a country is interested in taking part in the video study. If so, the study's sample will then be drawn from the lower secondary schools in the combined regions.

Nine countries and economies have participated in the first year of preparations for the study, including Chile, China (Shanghai), Colombia, Japan, Mexico, Spain (Madrid), the United Kingdom (England) and the United States.

Project design and deliverables

What will the main focus of the study be?

The aims of the proposed study are to get actual classroom data, as well as to trial new methodological approaches to advance the research on survey methods and enable analyses of teaching effectiveness to be made.

This shall support policy makers in improving teacher policy by answering the following questions:

- Which aspects of teaching are related to student learning and non-cognitive outcomes? and how?
- How do teachers teach in different country contexts? For example:
 - What pedagogies and resources are used to deliver similar mathematical content?
 - How do teachers use individual and group work to accomplish learning goals?
- How are various teaching practices inter-related?

What evidence will be collected?

The study will gather:

- videos from two separate lessons in mathematics of a representative sample of 85 lower secondary teachers. After mapping education systems' mathematics curricula, quadratic equations were selected as the focal topic for the study. This specific subject content will be videotaped across all participating countries and economies;
- pre- and post-tests of learning outcomes, using some items from the Programme for International Student Assessment (PISA) and augmented by additional original items aligned with the content taught during the videotaped lessons;
- teacher and student surveys, which will be completed before and after the lessons and will include.
- Classroom artifacts from the mathematics unit taught, including lesson plans, instructional materials and homework assignments.

All the videos and personal data will be processed in accordance with the OECD principles governing computerised personal data processing.

How will the evidence be collected?

The evidence collected as part of the video study will be based on:

- international literature on teacher effectiveness;
- a coding framework developed specifically for this study;
- subject matter experts from each country;
- a thorough validation process.

To learn more about TALIS 2008 and TALIS 2013, see www.oecd.org/TALIS

- *School Leadership for Learning: Insights from TALIS 2013*
- *Supporting Teacher Professionalism: Insights from TALIS 2013*
- *New Insights from TALIS 2013: Teaching and Learning in Primary and Upper Secondary Education*
- *A Teachers' Guide to TALIS 2013*
- *TALIS 2013 Results: An International Perspective on Teaching and Learning*
- *TALIS 2013 Technical Report*
- International database and users' manual

What will be the study deliverables?

The video study will yield:

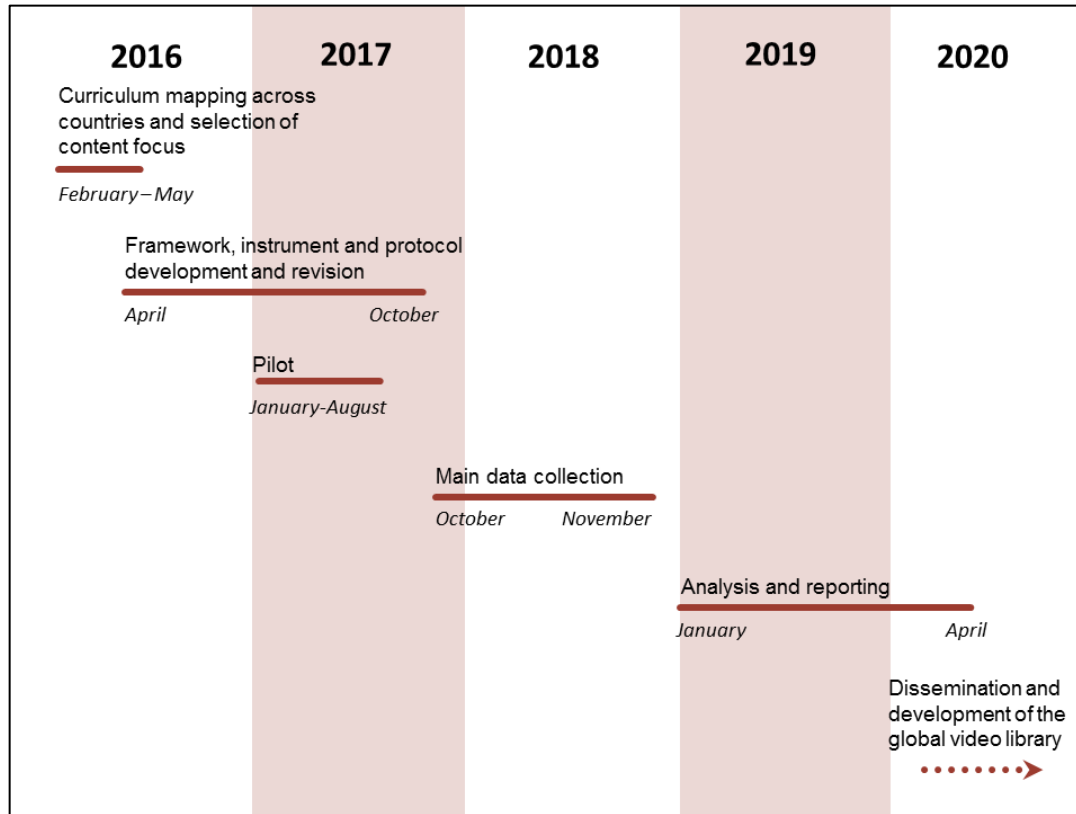
- **An OECD comparative report** with country-specific teaching profiles and effective teaching comparisons across countries. The report will improve the knowledge base on:
 - teaching and the measurement of teaching;
 - the relationship between teaching and student outcomes;
 - the national/regional teaching culture, among others.
- **Technical reports** explaining the methodology and the video study coding framework.
- **A global video library of teaching practices** that will showcase and disseminate videos of effective teaching practices around the world as a tool for peer learning. Videos will be:
 - available on line;
 - searchable according to a range of dimensions (education level, subject domain, pedagogical approaches, classroom composition, country);
 - subtitled in different languages;
 - easy to navigate.

Insights to be gained

Given the methods and analysis plan proposed for the video study, the following kinds of policy-relevant insights from the study can be expected to be gained by each of the participating countries and economies:

- better understanding of the national teaching culture, by itself, and in comparison to that of other countries;
- better knowledge of the degree of implementation of often-praised teaching approaches;
- better understanding of the relationship between teaching practices and student outcomes; not in terms of causal relationships, but in terms of effectiveness parameters estimated from sophisticated, longitudinal designs within and across countries;
- better understanding of how context factors (teacher education, student composition, school types, teacher collaboration and professional development, evaluation and feedback practices, etc.) have an effect on classroom processes and student learning;
- better understanding of the validity and policy relevance of findings from international surveys such as TALIS and PISA;
- learning opportunities for teachers from observing their peers in action.

Provisional timeline



OECD and the Directorate for Education and Skills

The OECD provides a setting where governments compare policy experience, seek answers to common problems, identify good practices and co-ordinate domestic and international policies. It brings together countries committed to democracy and the market economy from around the world to:

- support sustainable economic growth;
- boost employment;
- raise living standards;
- maintain financial stability;
- assist member and non-member countries' economic development;
- contribute to growth in world trade.

In today's globalised economy, education is a major driving force for growth and development. The OECD Directorate for Education and Skills focuses on current key challenges facing education systems, including how to improve the quality of teachers, teaching and learning in order to provide the knowledge and skills needed in the 21st century.

For further information please visit our website:

www.oecd.org/talis

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