Webinar

Basic skills, lessons learned from PISA

10 April | 16:00 CEST

Webinar offered by:
European School Education Platform

https://school-education.ec.europa.eu/en

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Webinar

Basic skills, lessons learned from PISA

10 April | 16:00 CEST

Miyako Ikeda
senior analyst at the OECD in Paris

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EDUCATION & SKILLS

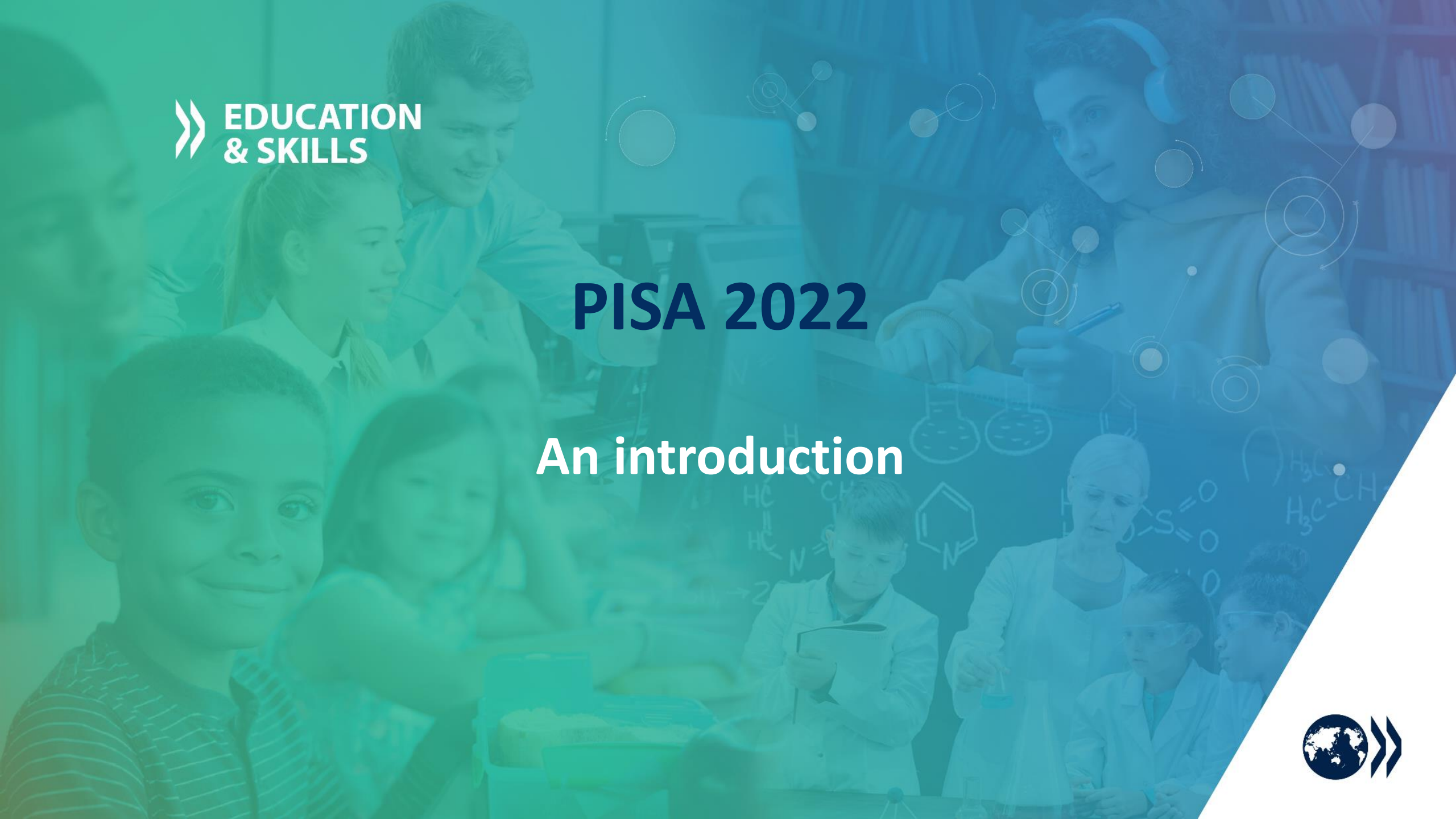
Lessons learned from PISA

European Commission's Webinar on Basic skills

Miyako Ikeda
Senior analyst, OECD

10 April 2024

OECD
BETTER POLICIES FOR BETTER LIVES

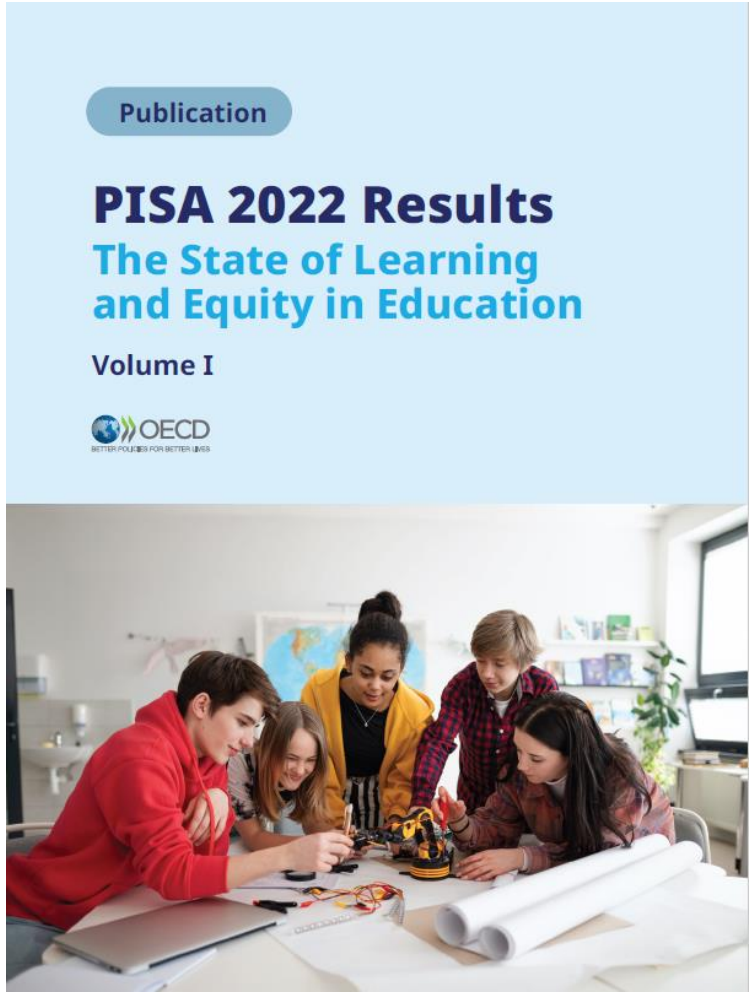


PISA 2022

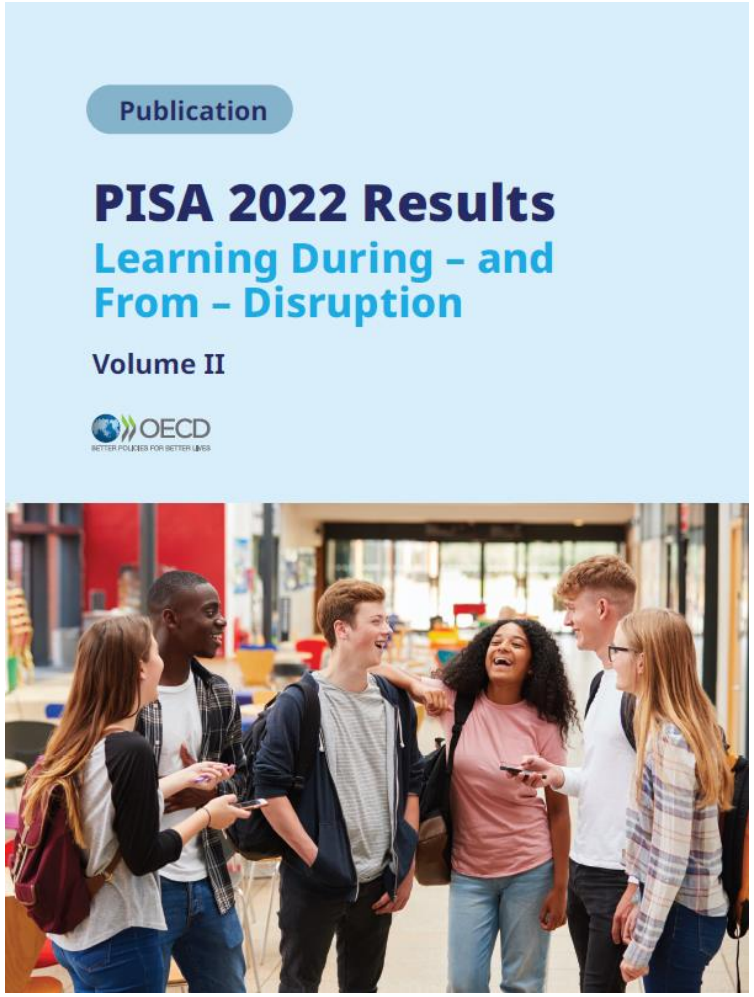
An introduction

Two volumes were released on 5 December 2023

The first results of OECD's PISA 2022



link



link

What is PISA?

Programme for International Student Assessment

assesses 15-year-old students' abilities and knowledge in mathematics, reading and science

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Programme for International Student Assessment

assesses 15-year-old students' abilities and knowledge in mathematics, reading and science

PISA participants

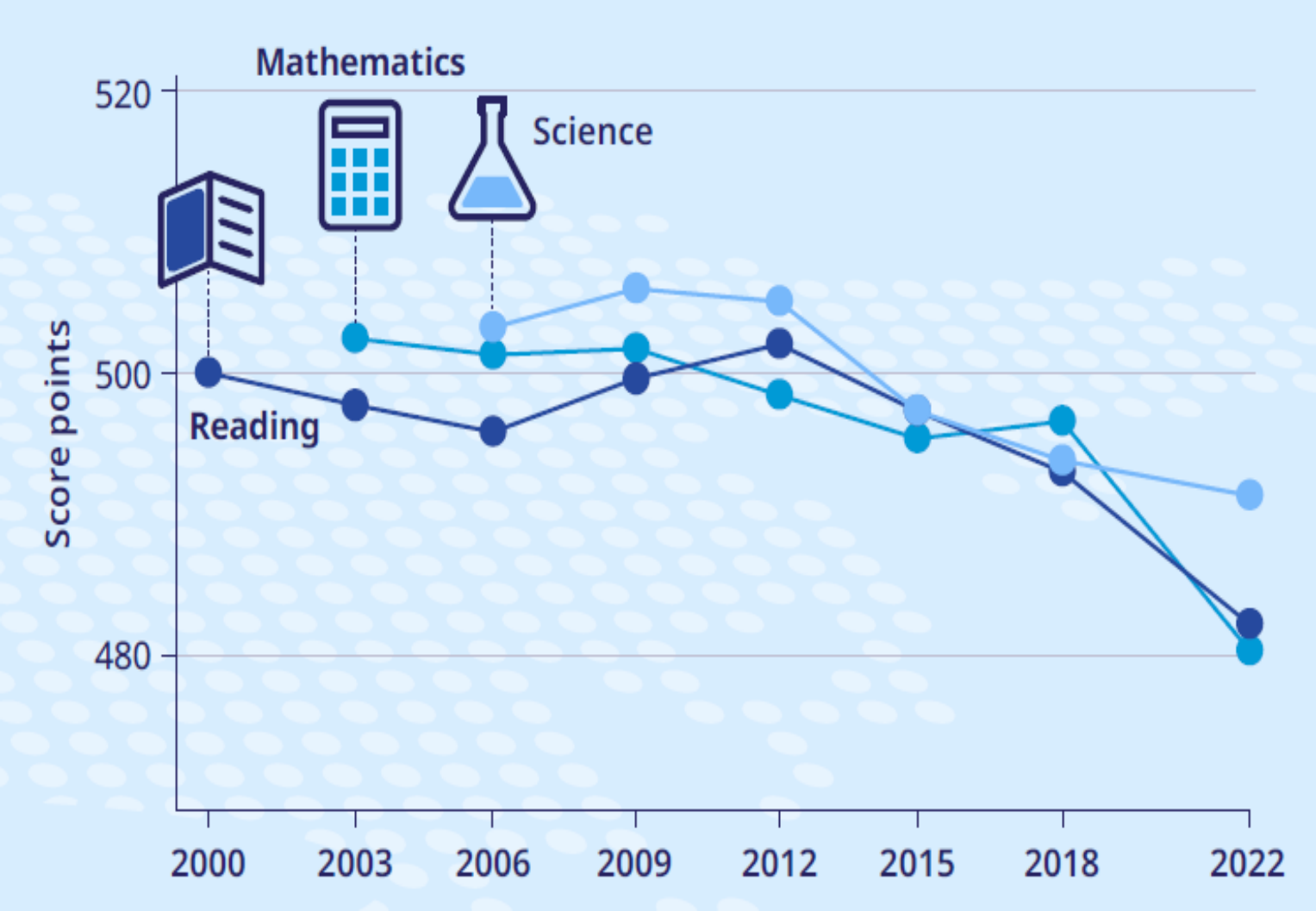
Around 690,000 15-year-old students in 81 countries and economies took PISA 2022

PISA Newcomers: El Salvador, Jamaica, Mongolia, the Palestinian Authority and Uzbekistan

PISA 2022 international results

The state of global education

Trends across OECD countries



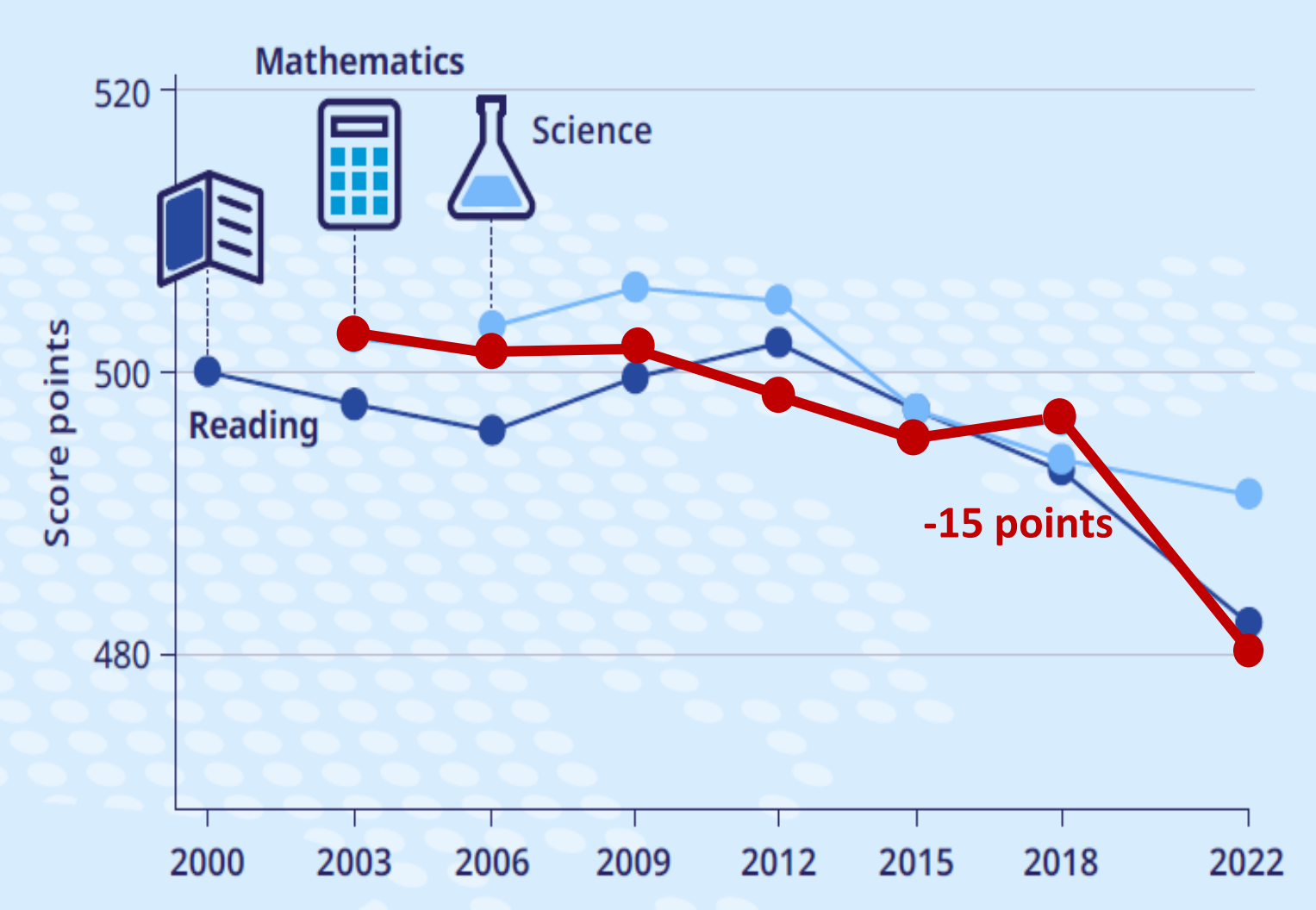
Performance in all three subjects declined since PISA began

Between 2018 and 2022

- **15 points decline in mathematics**
- **10 points decline in reading**
- **No significant decline in science**

Trends across OECD countries

Click on the following link or scan the QR code to answer the question! https://www.menti.com/al1twh117zwv



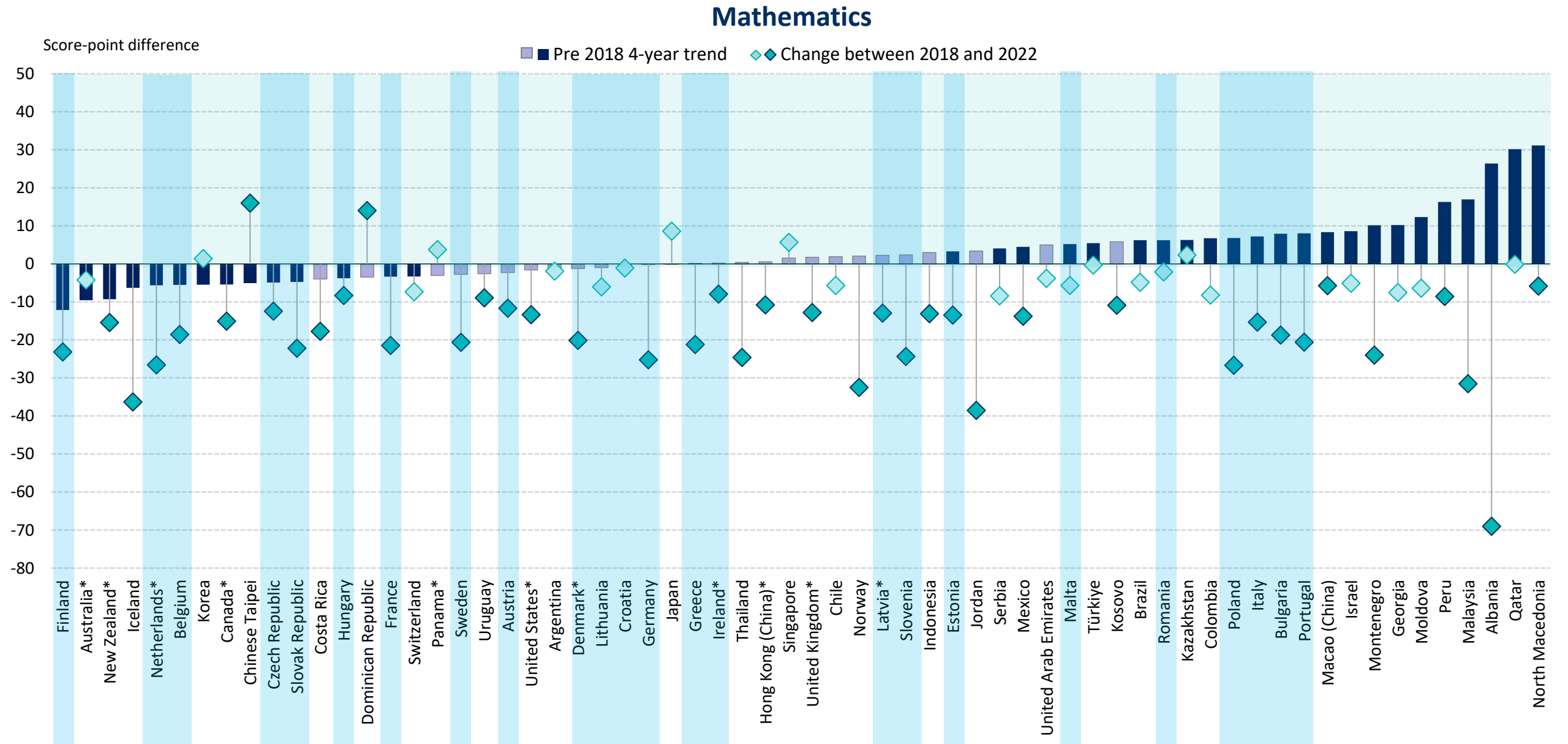
Performance in all three subjects declined since PISA began

Between 2018 and 2022

- **15 points decline in mathematics (EU: -17 points)**
- **10 points decline in reading (EU: -13 points)**
- **No significant decline in science (EU: No sig. change)**

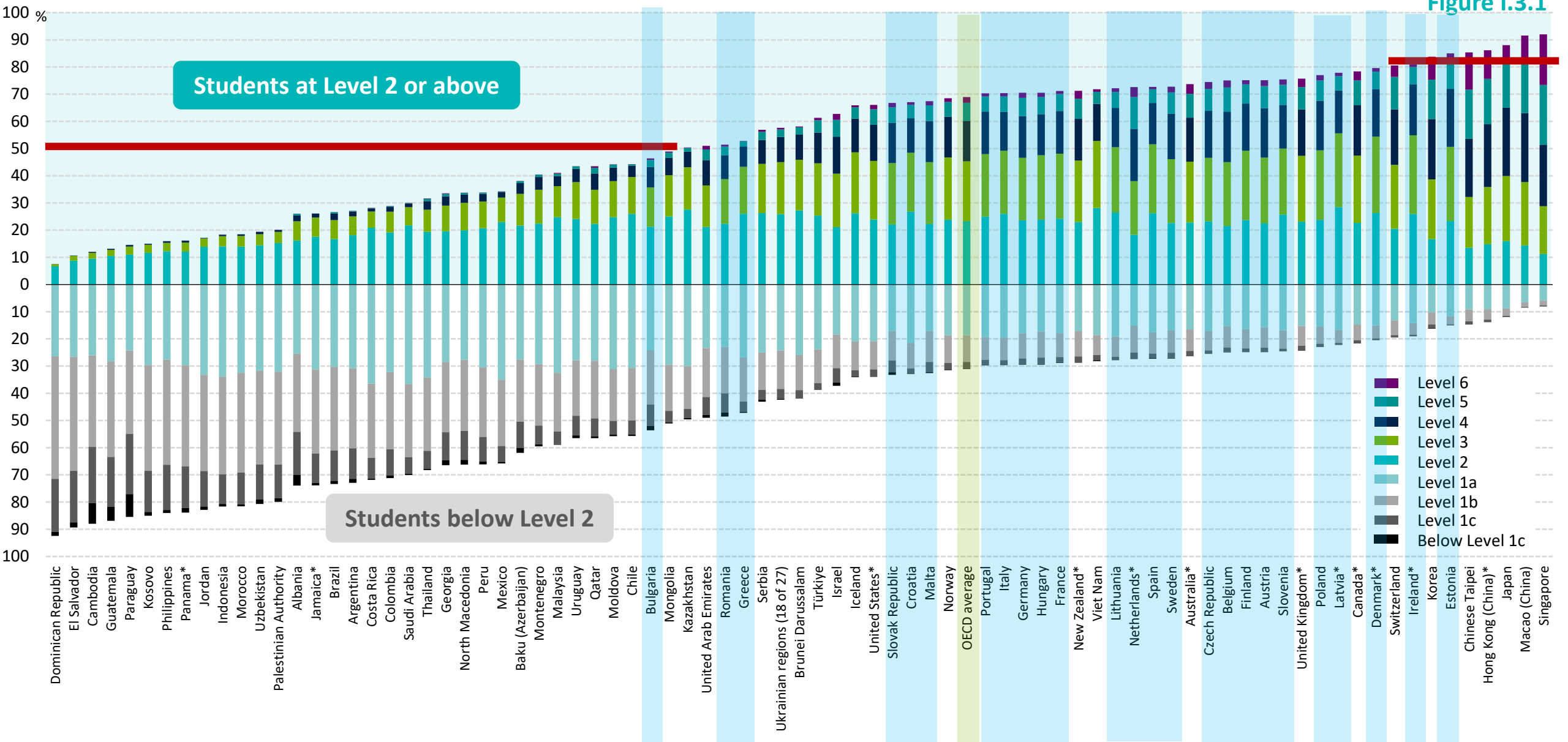
2018-2022 mathematics performance trends in the context of pre-2018 trends

Figure I.5.3



SDG Target 4.1: Students' proficiency in mathematics

Figure I.3.1



PISA 2022 mathematics item: Level 2

PISA 2022

Triangular Pattern
Question 2 / 3

Refer to "Triangular Pattern" on the right. Click on a choice to answer the question.

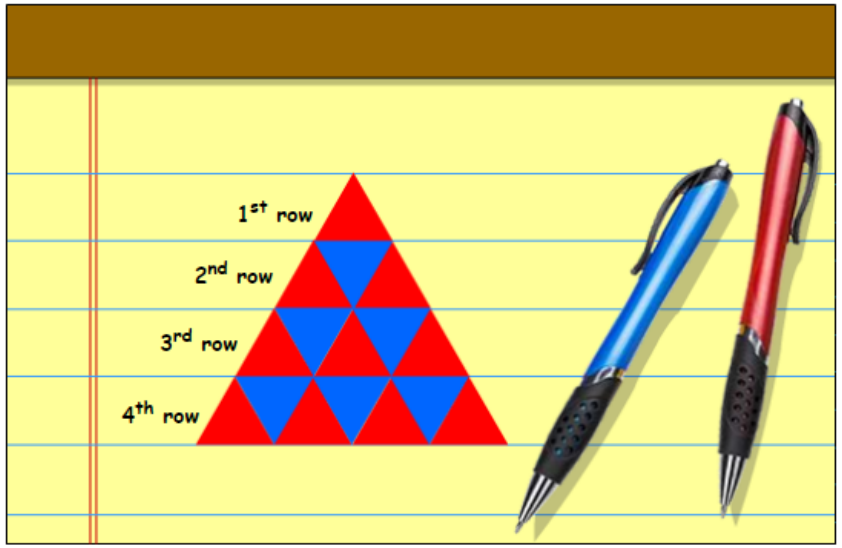
If Alex were to extend the pattern to a fifth row, what would be the percentage of blue triangles in all five rows of the pattern?

- ○ 40.0%
- ○ 50.0%
- ○ 60.0%
- ○ 66.7%

TRIANGULAR PATTERN

Alex drew the following pattern of red and blue triangles.

The first four rows of the pattern are shown below.

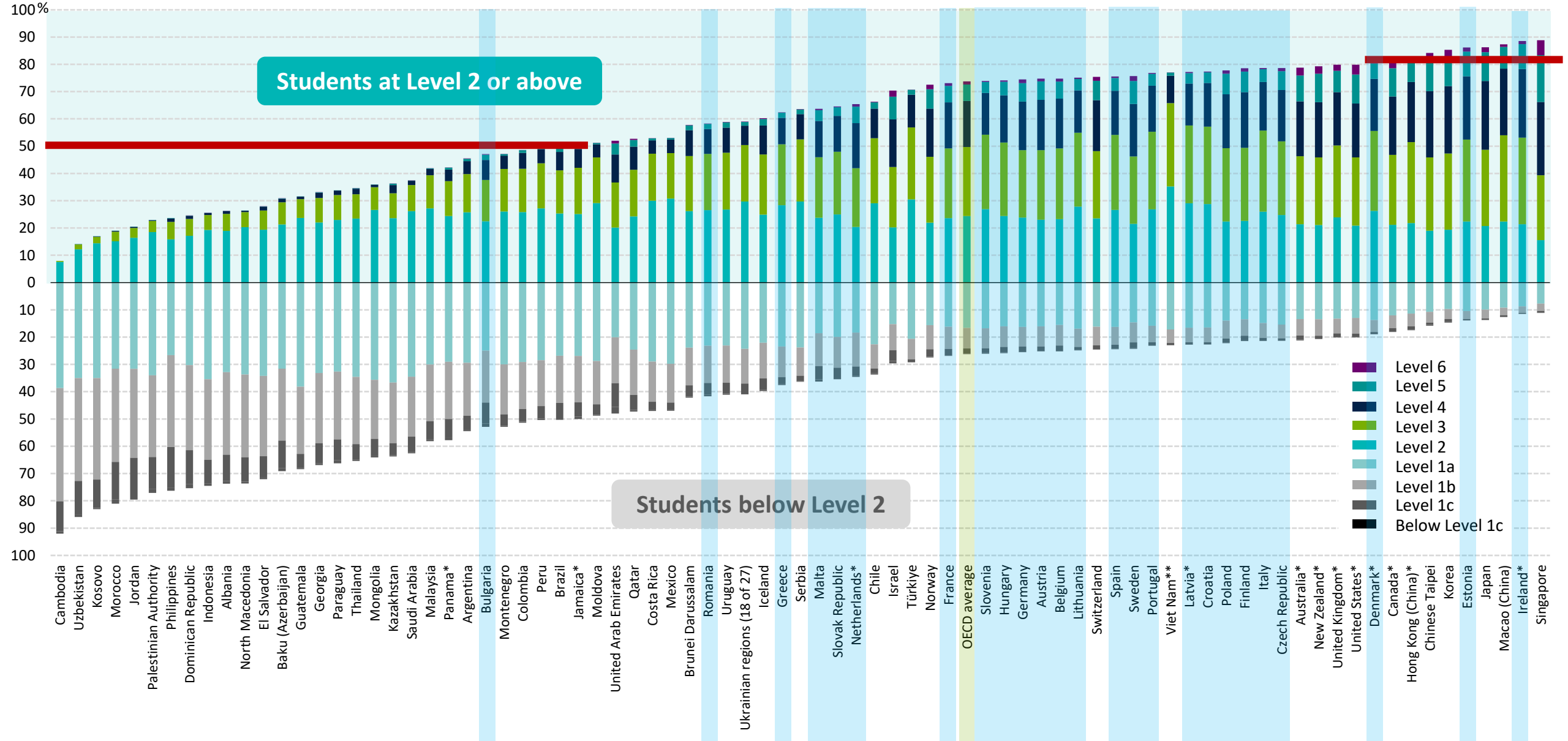


Click on the following link or scan the QR code to answer the question!

https://www.menti.com/al81w4si8g6o

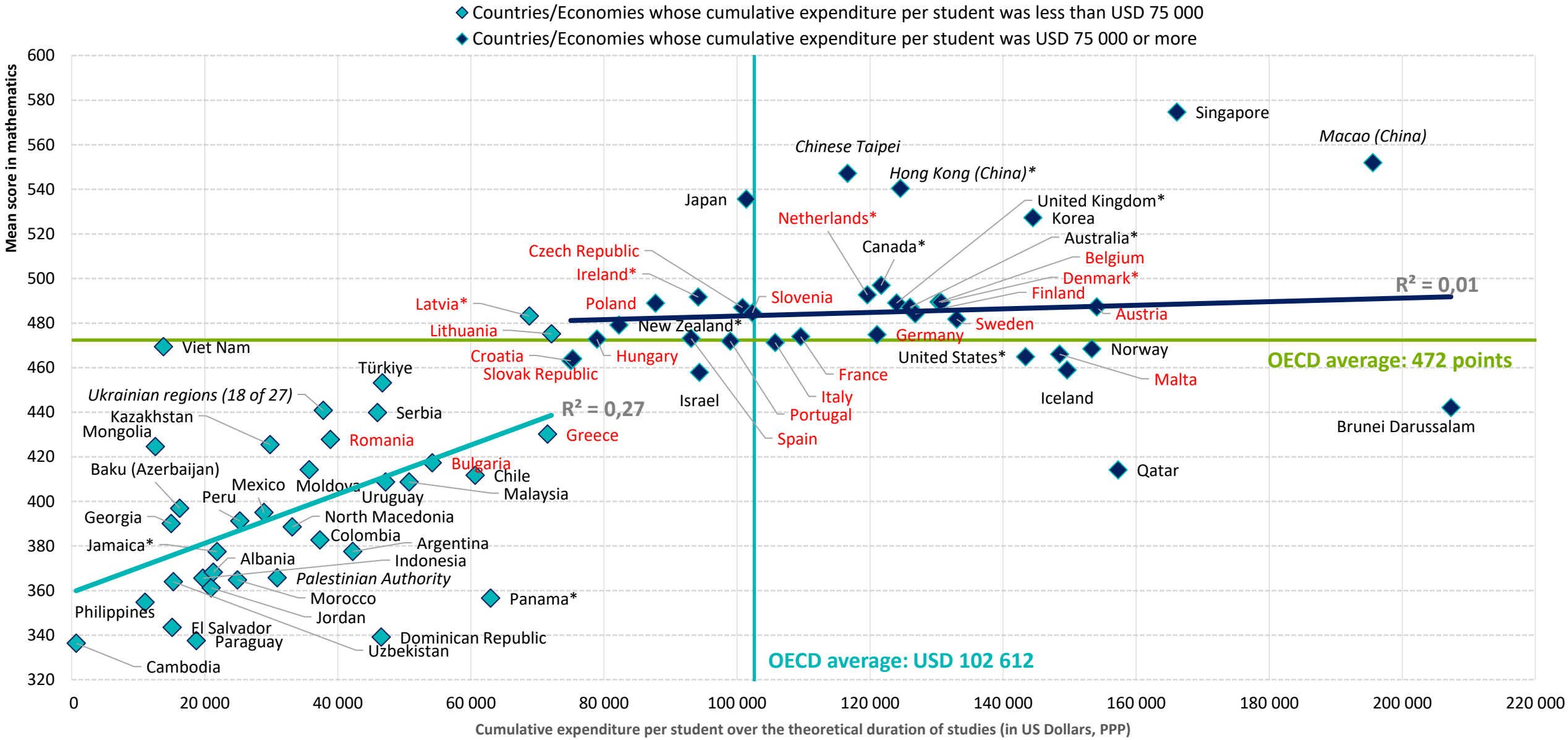
SDG Target 4.1: Students' proficiency in reading

Figure I.3.4



Money matters, up to a point

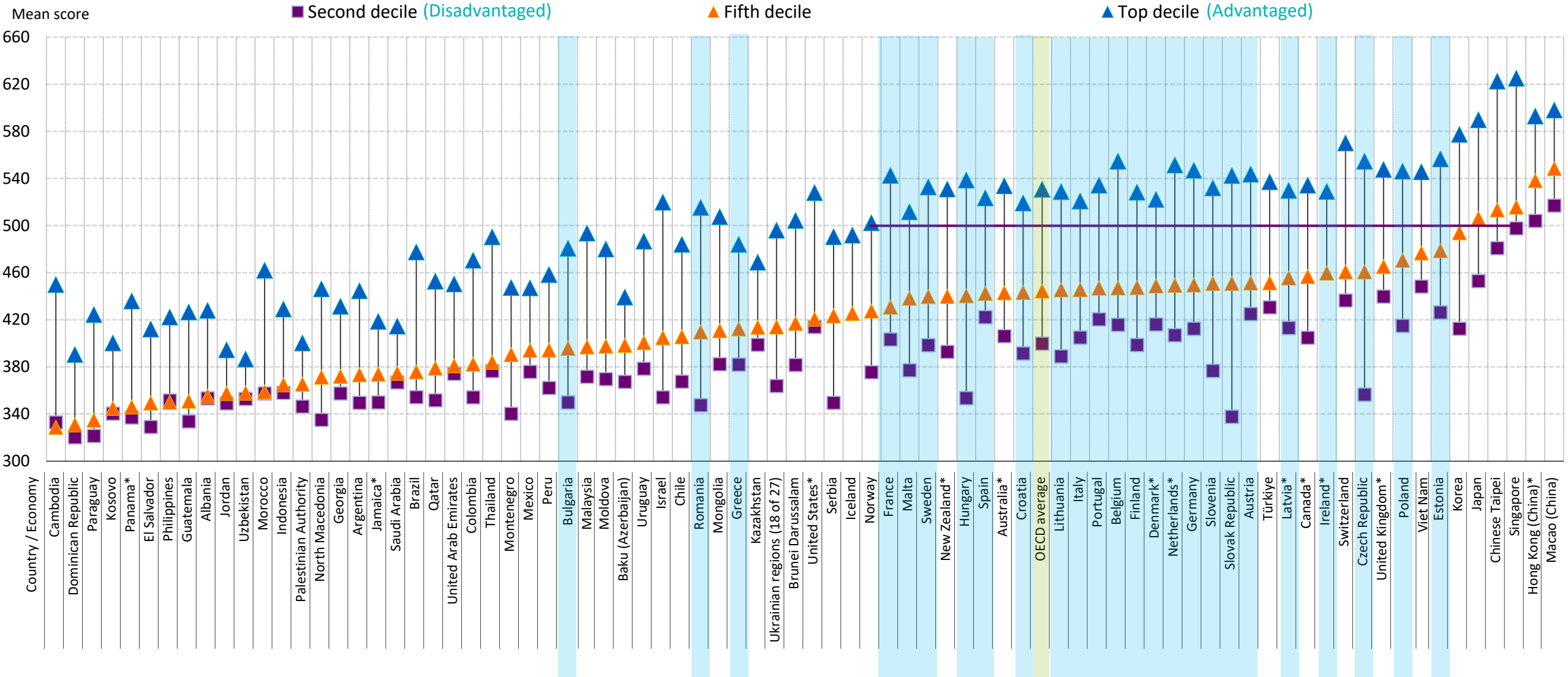
Figure II.5.2



Poverty is not destiny

Figure I.4.18

International deciles of PISA index of economic, social and cultural status (ESCS)



PISA 2022 international results

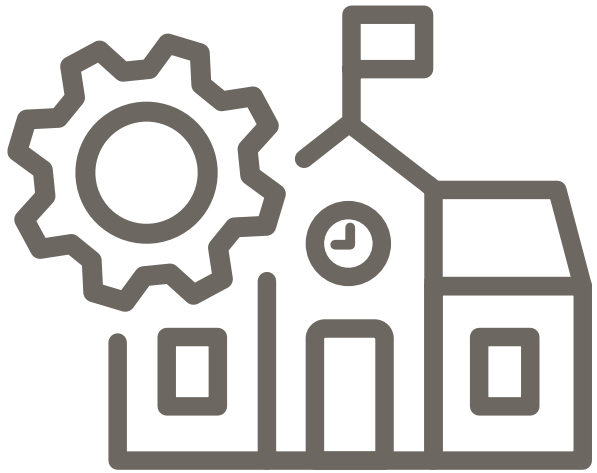
Beyond mathematics, reading and science

Criteria used to identify resilient education systems

Performance
Mathematics scores

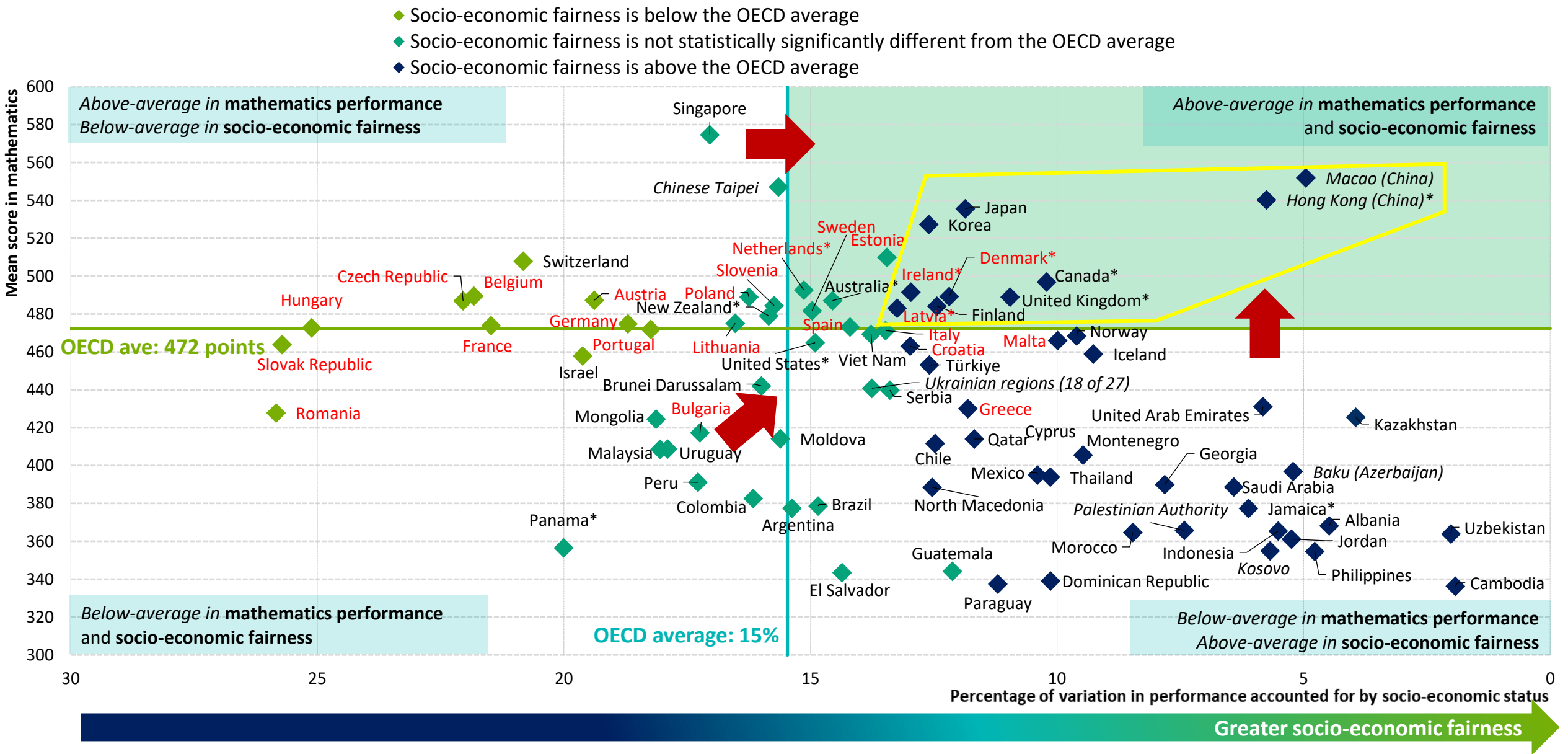
Equity
Link between students' performance and socio-economic status

Well-being
Students' sense of belonging at school



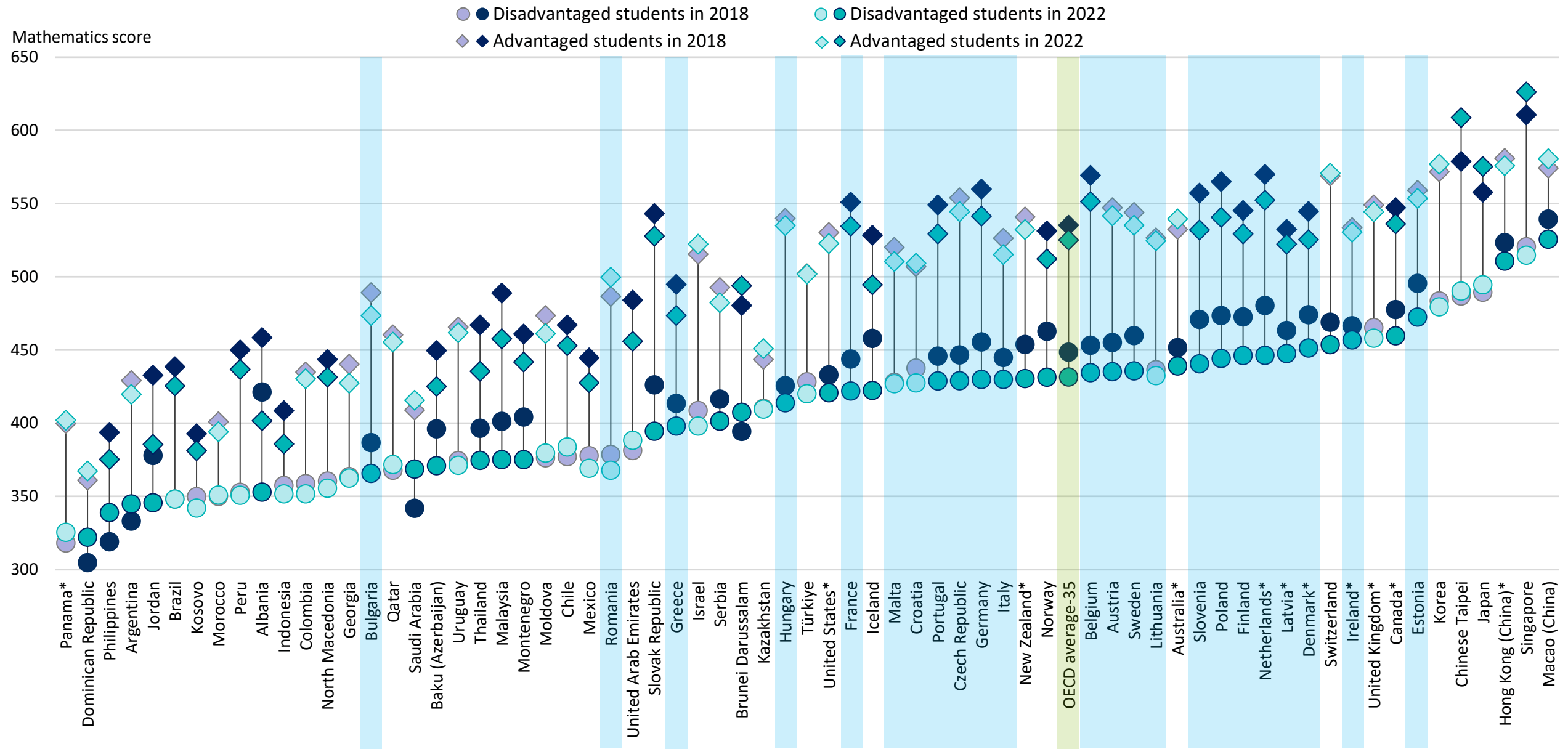
10 systems achieving greater equity

Figure I.4.2



Advantaged and disadvantaged students' performance equally went down

Figure I.5.5

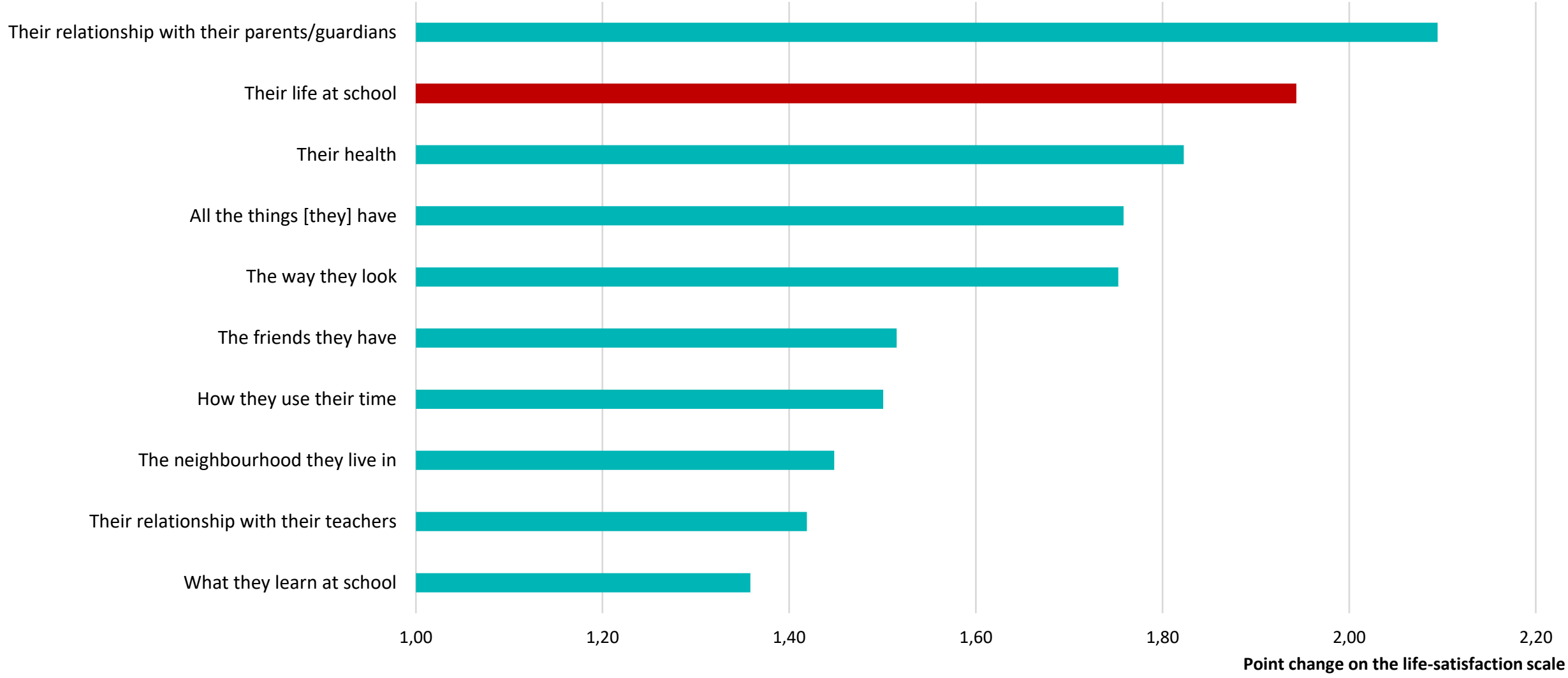


Life satisfaction is closely linked to satisfaction with school life

Figure II.1.7

Average of countries/economies with available data

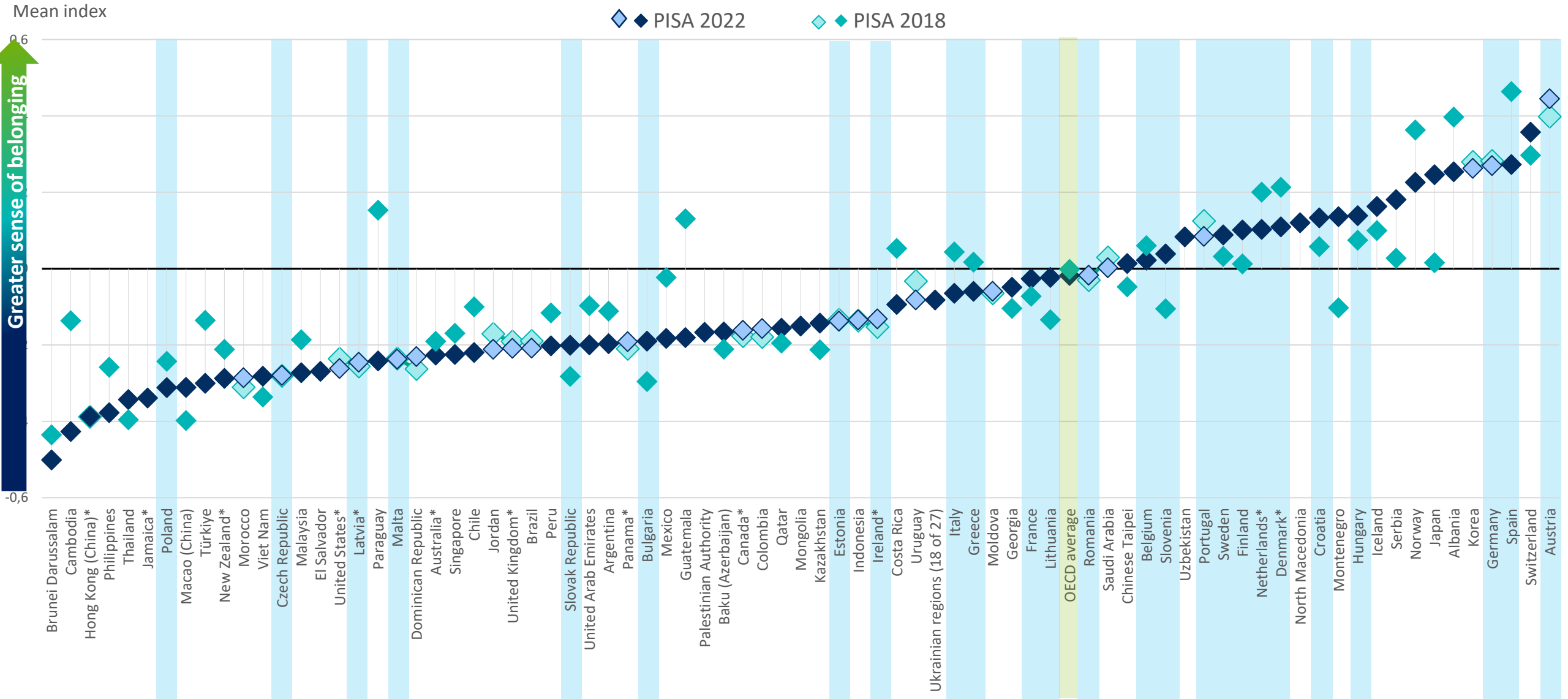
Change in life satisfaction when students reported that they are satisfied or totally satisfied with the following:



Sense of belonging at school between 2018 and 2022

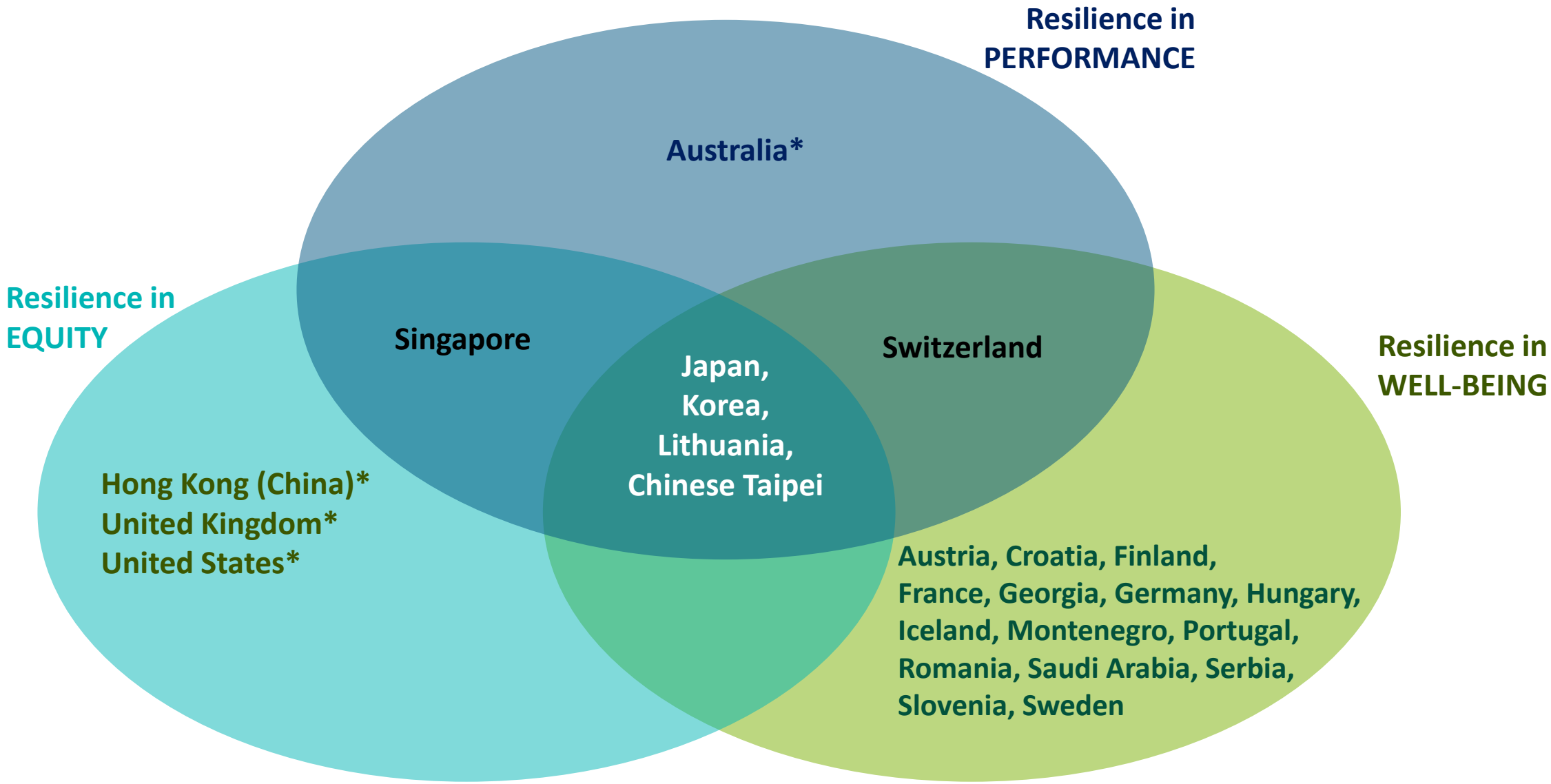
Table II.B1.1.5

Index of sense of belonging at school



Resilient education systems

Figure II.1.1



Characteristics of resilient education systems

Performance

Equity

Well-being

Learning during school closures

School life and home support

Students' pathways through school

Material and educational resources

School governance

Ten actions related to resilience

Learning during school closures

- ✓ Keep schools open longer for more students
- ✓ Prepare students for self-directed learning

School life and home support

- ✓ Build strong foundations for learning and well-being
- ✓ Strengthen school-family partnerships

Students' pathways through school

- ✓ Delay institutional stratification
- ✓ Provide additional support to struggling students

Material and educational resources

- ✓ Limit digital distractions
- ✓ Align staff and materials with needs

School governance

- ✓ Make schools hubs for social interaction
- ✓ Combine school autonomy with quality assurance

Ten actions related to resilience

Learning during school closures

- ✓ Keep schools open longer for more students
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School governance

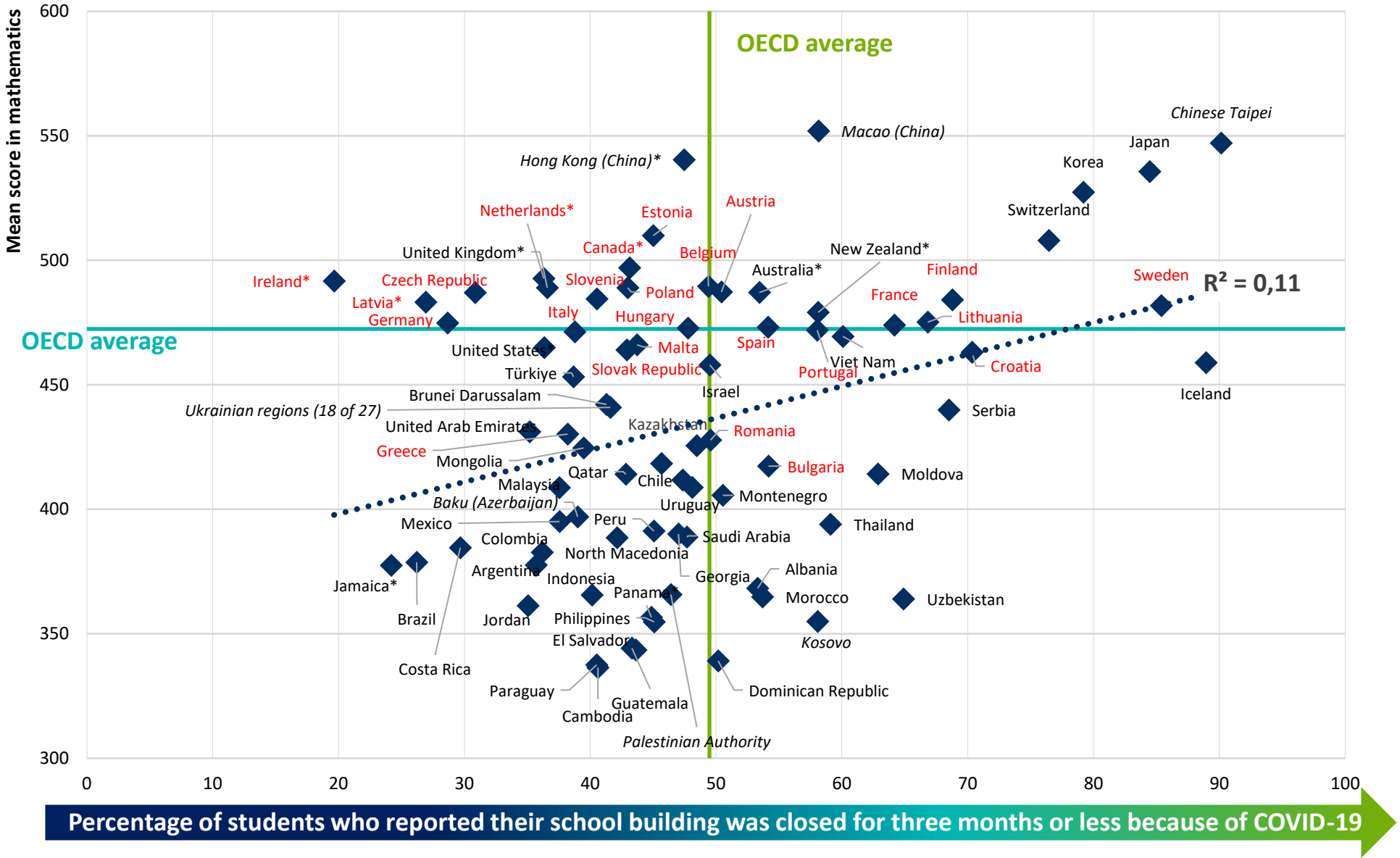
- ✓ Make schools hubs for social interaction
- ✓ Combine school autonomy with quality assurance

PISA 2022 international results

Learning during school closures

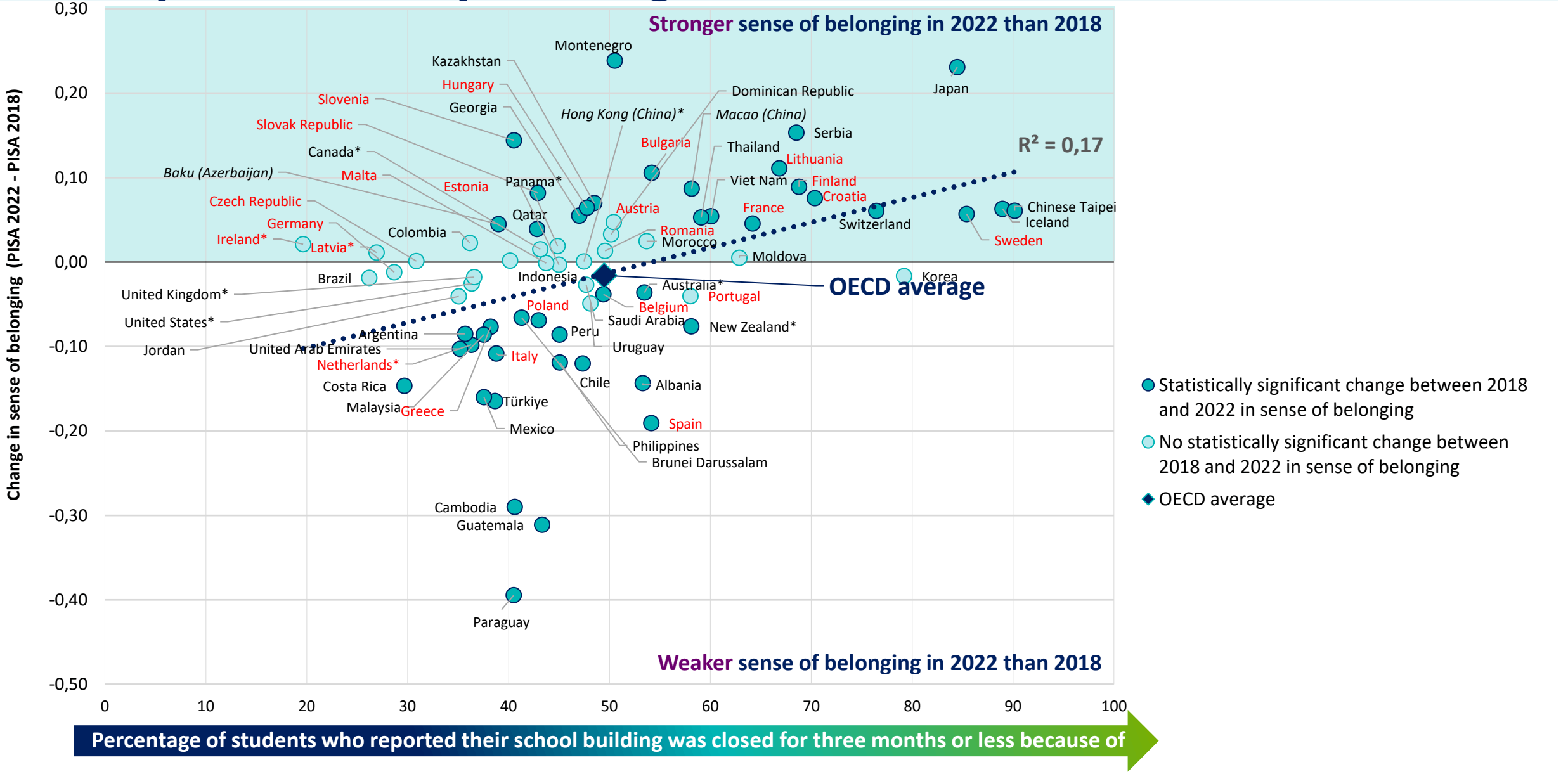
High performers kept schools open longer for more students

Figure II.2.2



Systems with improved sense of belonging kept schools open longer for more students

Figure II.2.3

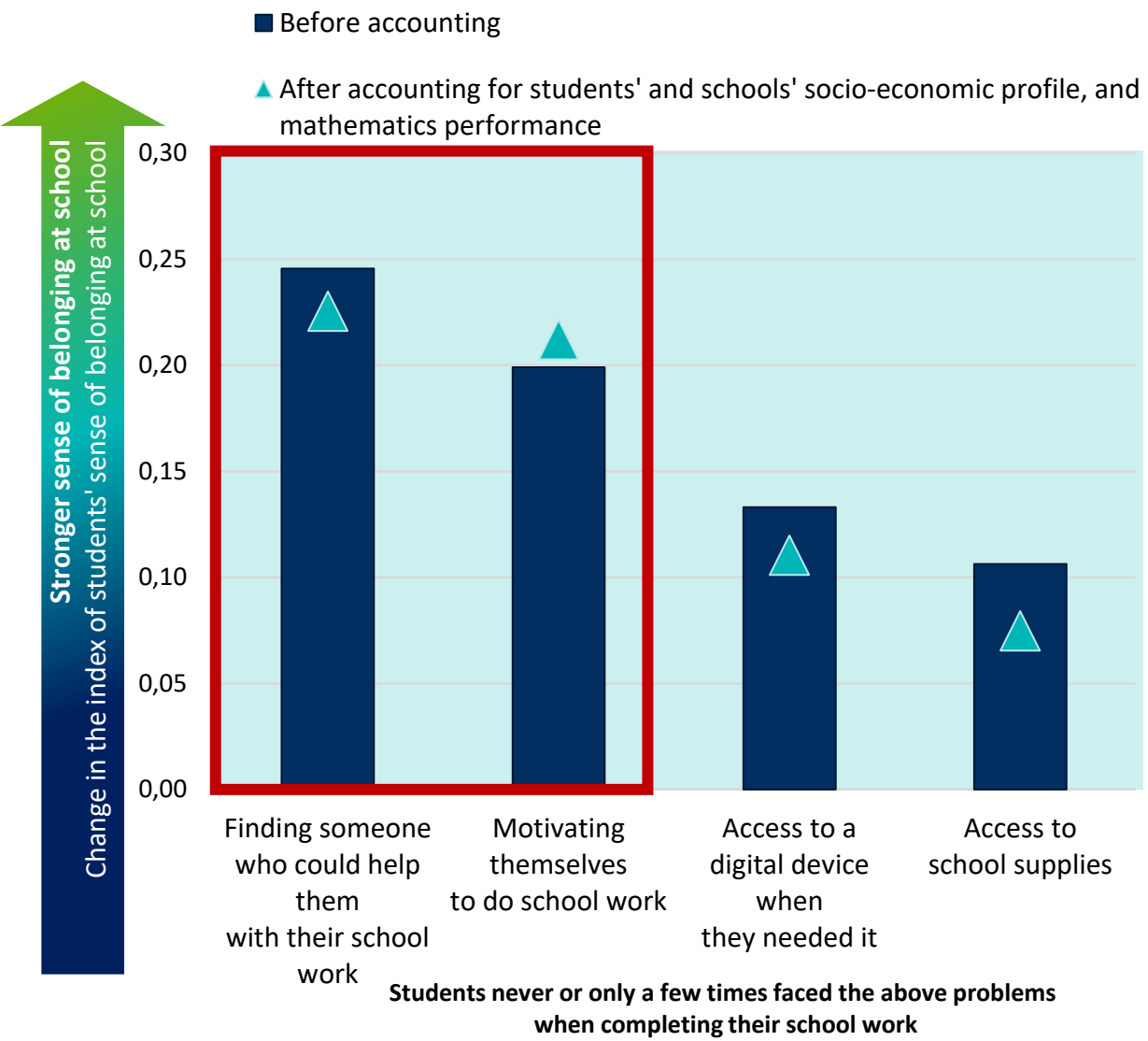


- Statistically significant change between 2018 and 2022 in sense of belonging
- No statistically significant change between 2018 and 2022 in sense of belonging
- OECD average

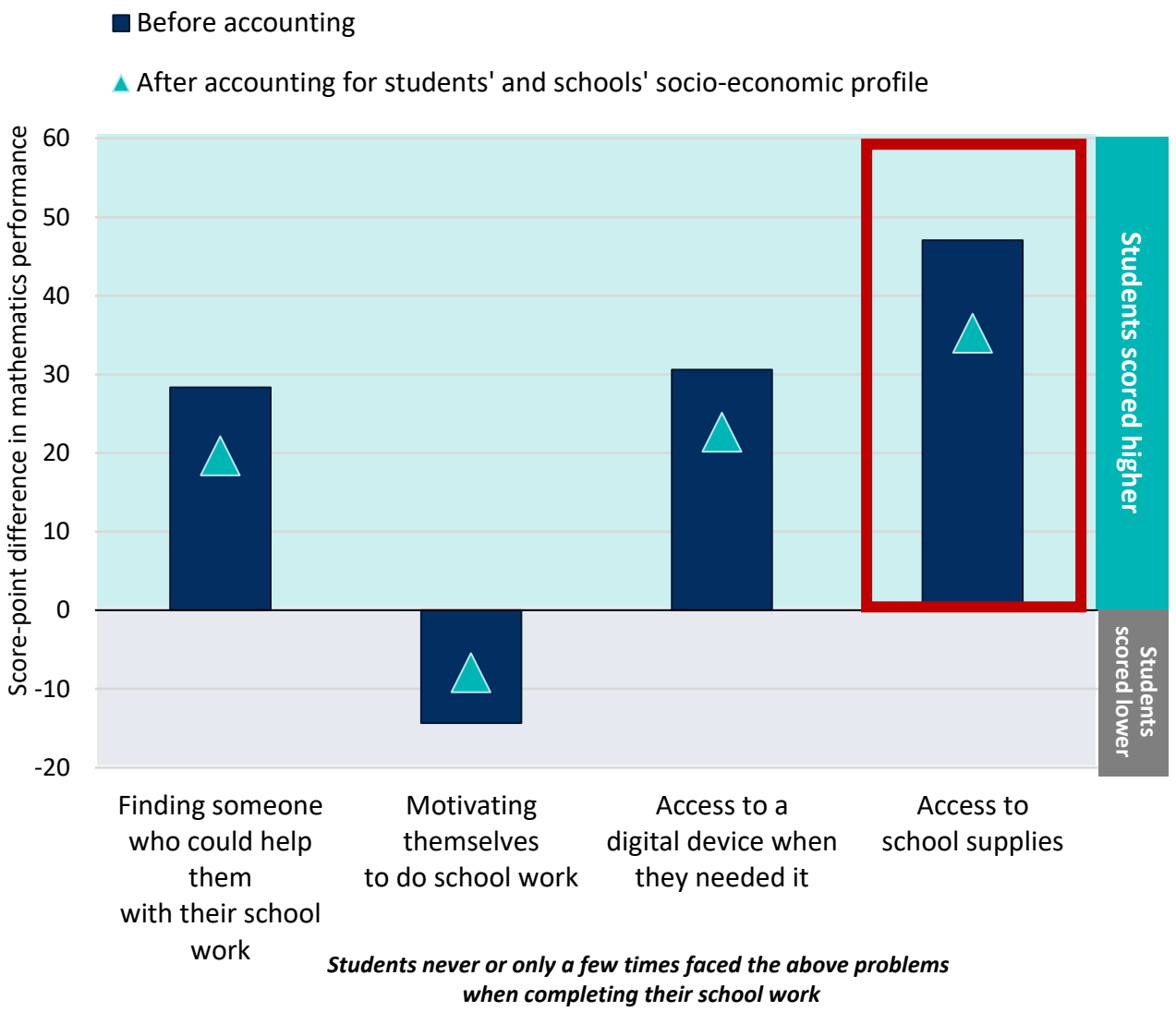
Less problems with remote learning, better sense of belonging and higher performance

Figure II.2.15

Sense of belonging



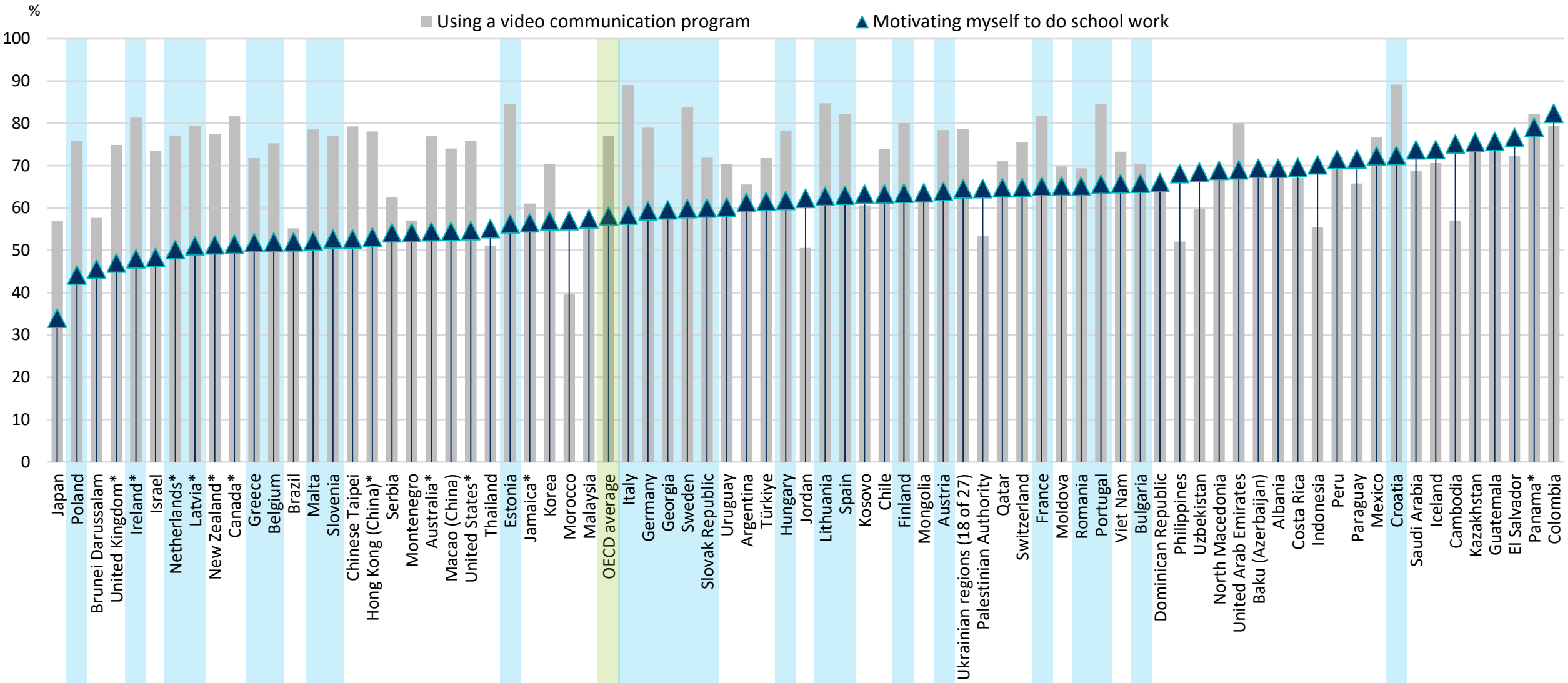
Mathematics performance



Prepare students for autonomous learning

Figure II.2.5

Percentage of students who reported feeling confident/very confident in taking the following actions if their school building closes again in the future



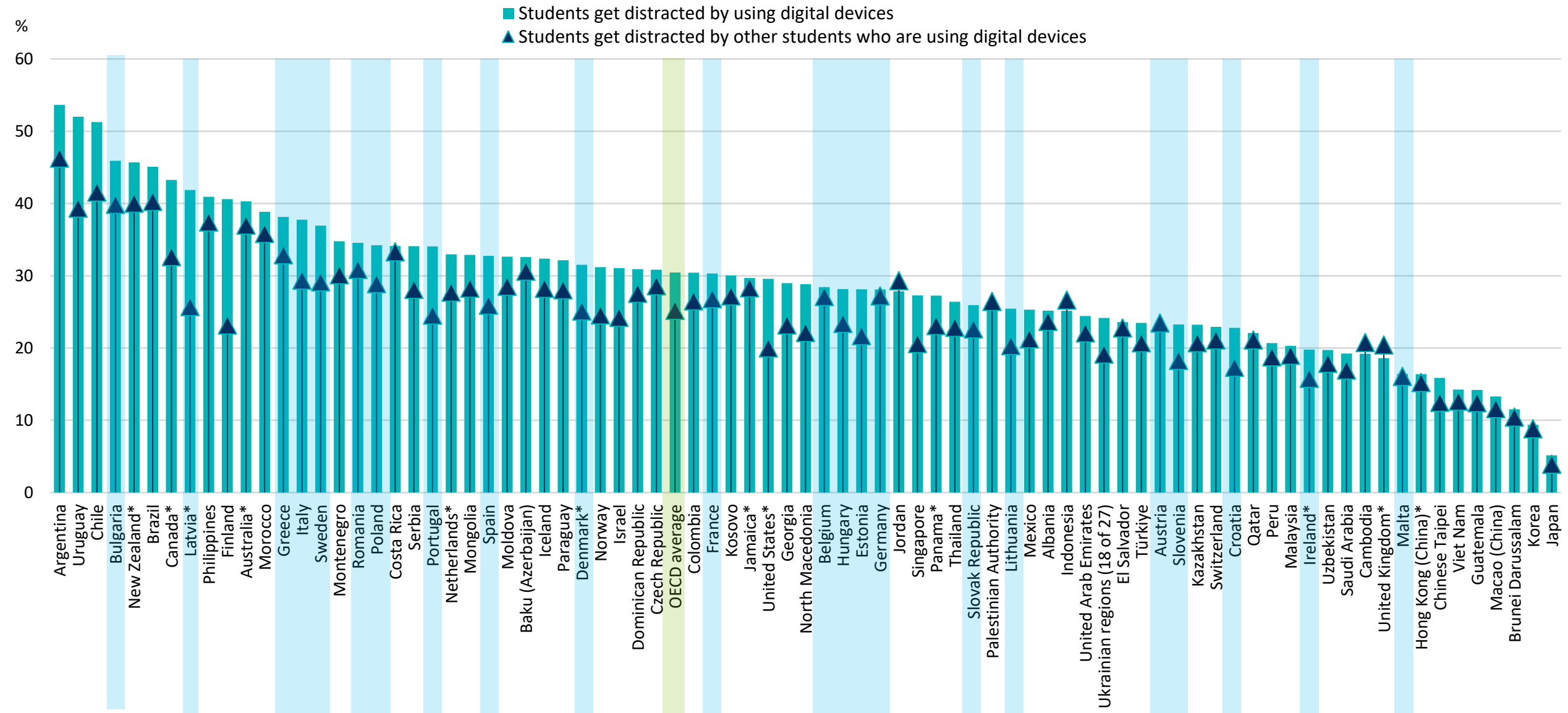
PISA 2022 international results

Digital distractions

Distraction from digital devices in mathematics lessons

Figure II.3.4

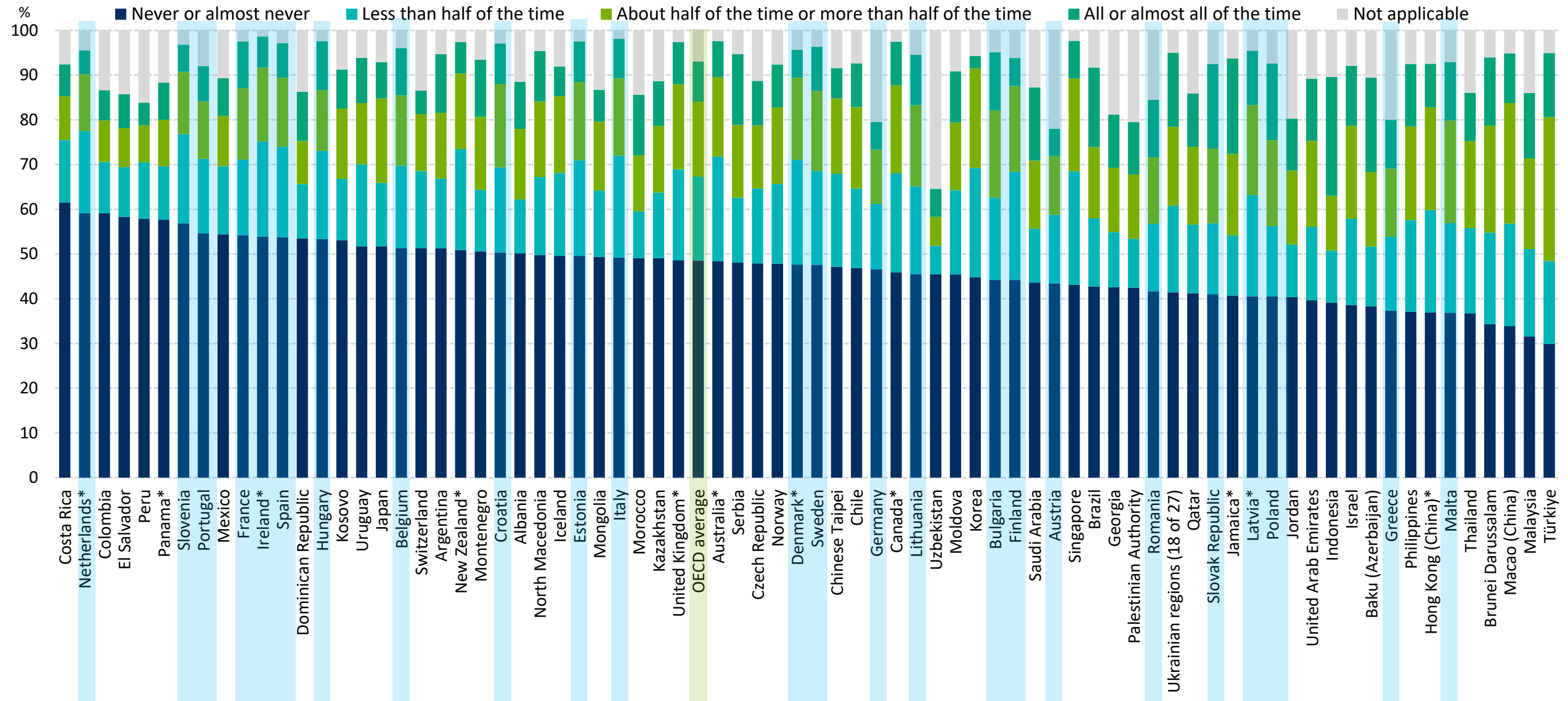
Percentage of students who reported that the following happens in every or in most of their mathematics lessons



Over a half of students feeling nervous/anxious when digital devices are not near

Figure II.5.16

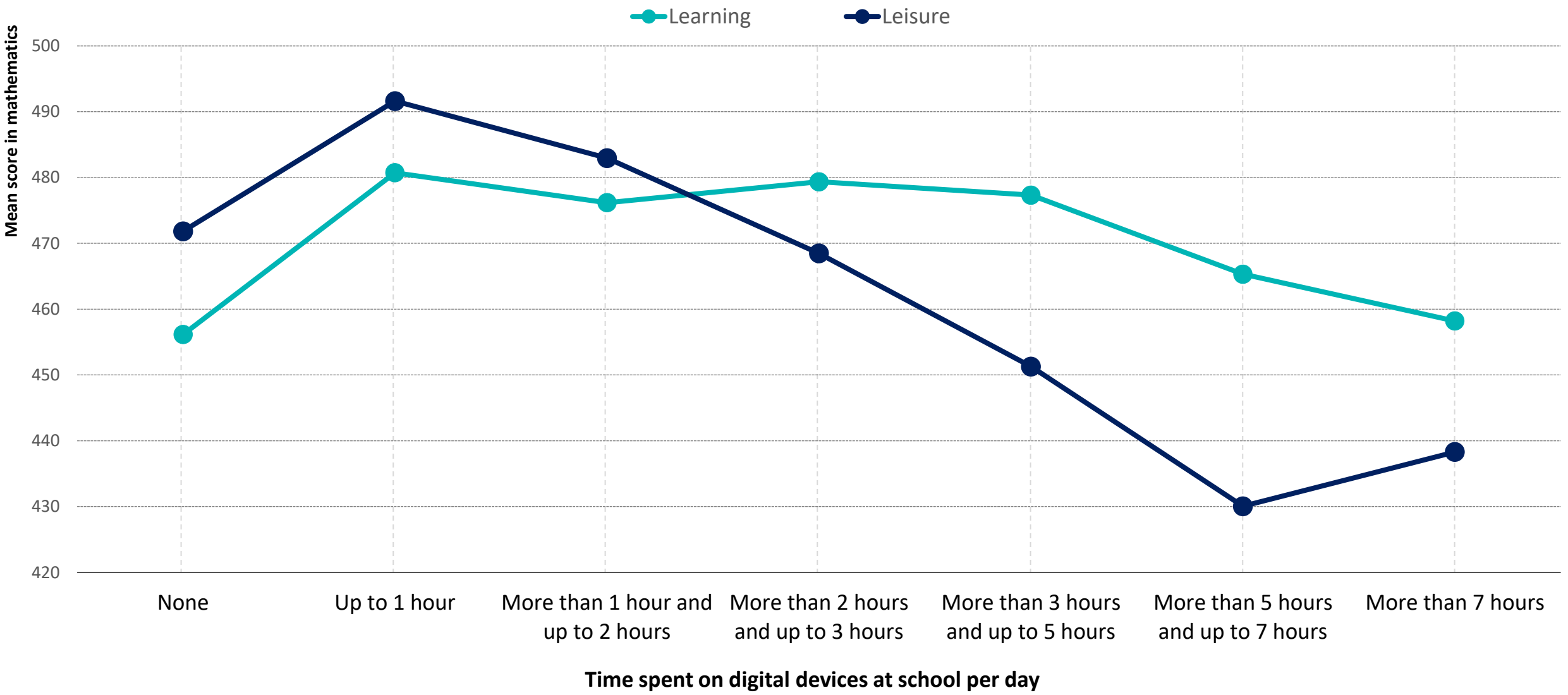
Based on students' reports



Time spent on digital devices at school and mathematics performance

Figure II.5.14

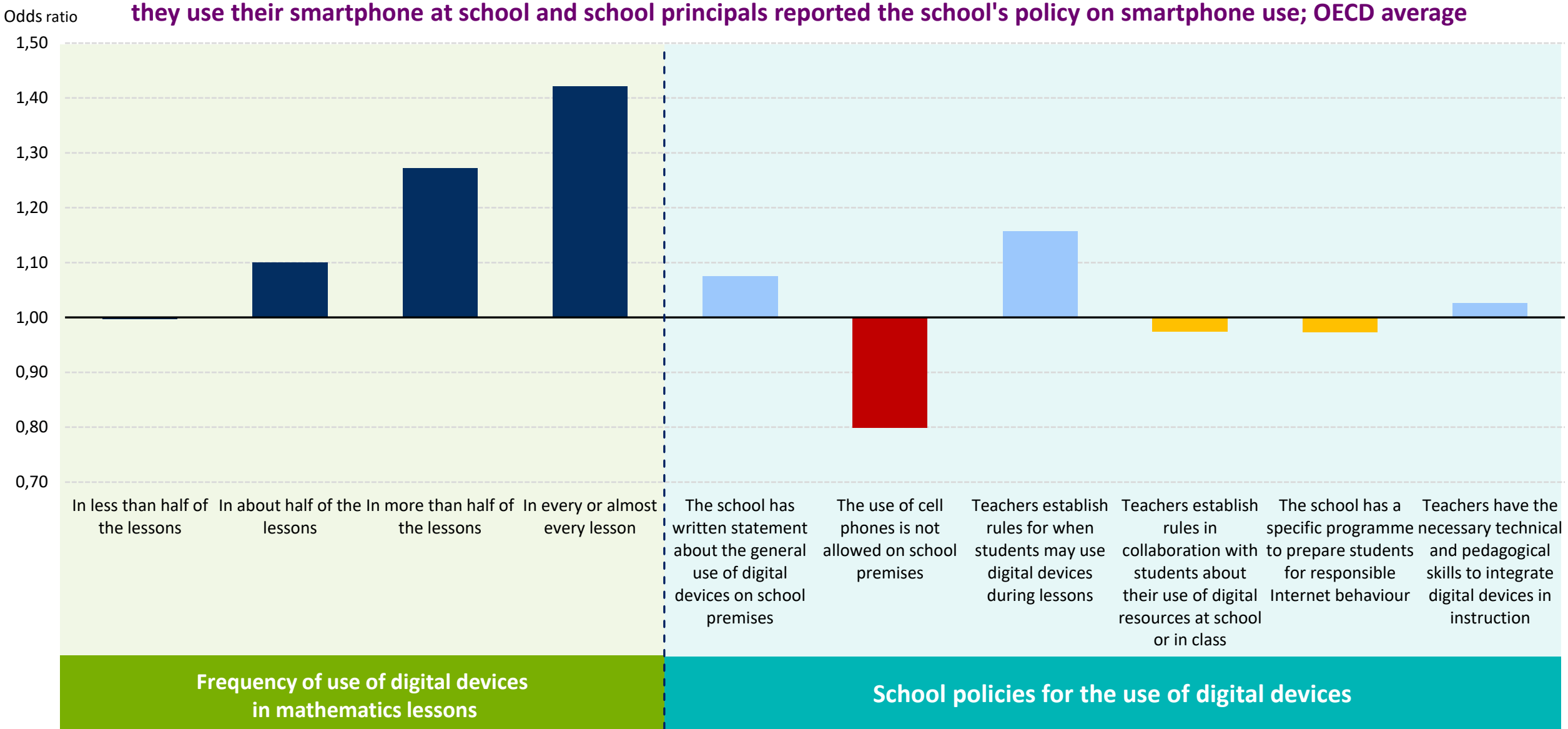
Based on students' reports; OECD average



School policies to limit digital distraction

Figure II.5.9

Change in the likelihood of students becoming distracted by using digital devices in mathematics lessons when students reported that they use their smartphone at school and school principals reported the school's policy on smartphone use; OECD average

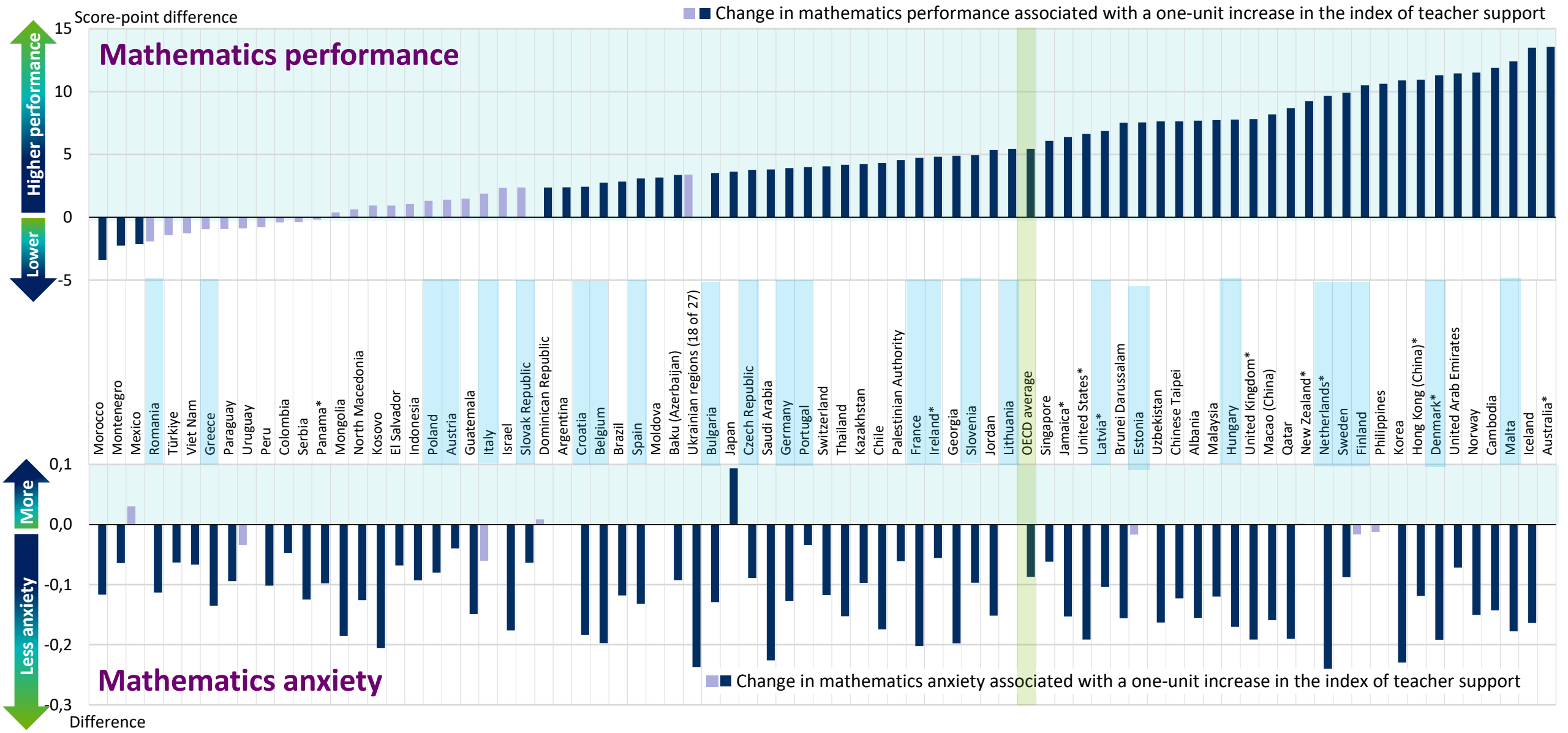


PISA 2022 international results

Teacher support

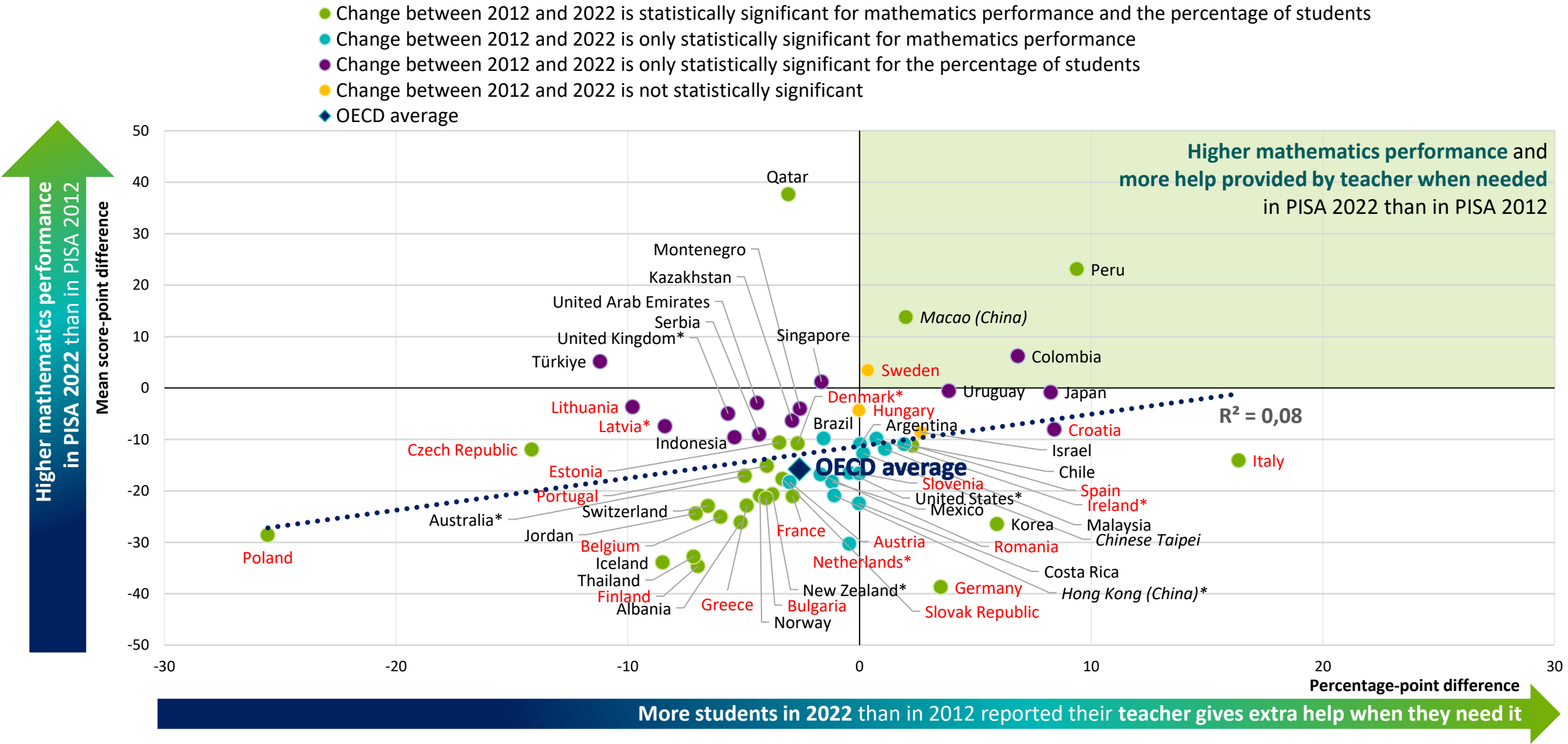
More teacher support, higher mathematics performance and less anxiety towards mathematics

Figure II.3.3



Increase in teacher help, increase in mathematics performance

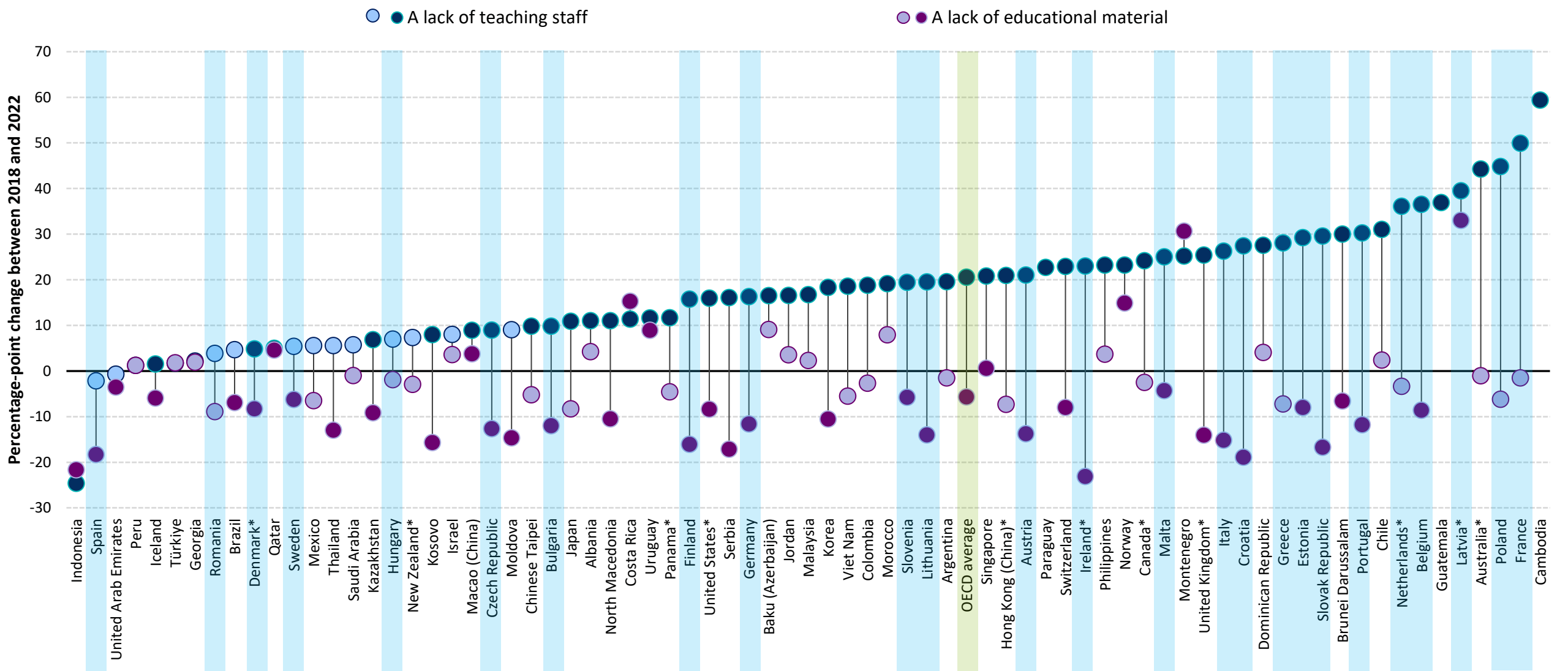
Figure II.3.2



Principals were more concerned about the shortage of teaching staff in 2022 than in 2018

Figure II.5.3

Percentage-point change of students whose principals reported that the school's capacity to provide instruction is hindered to some extent or a lot by the following



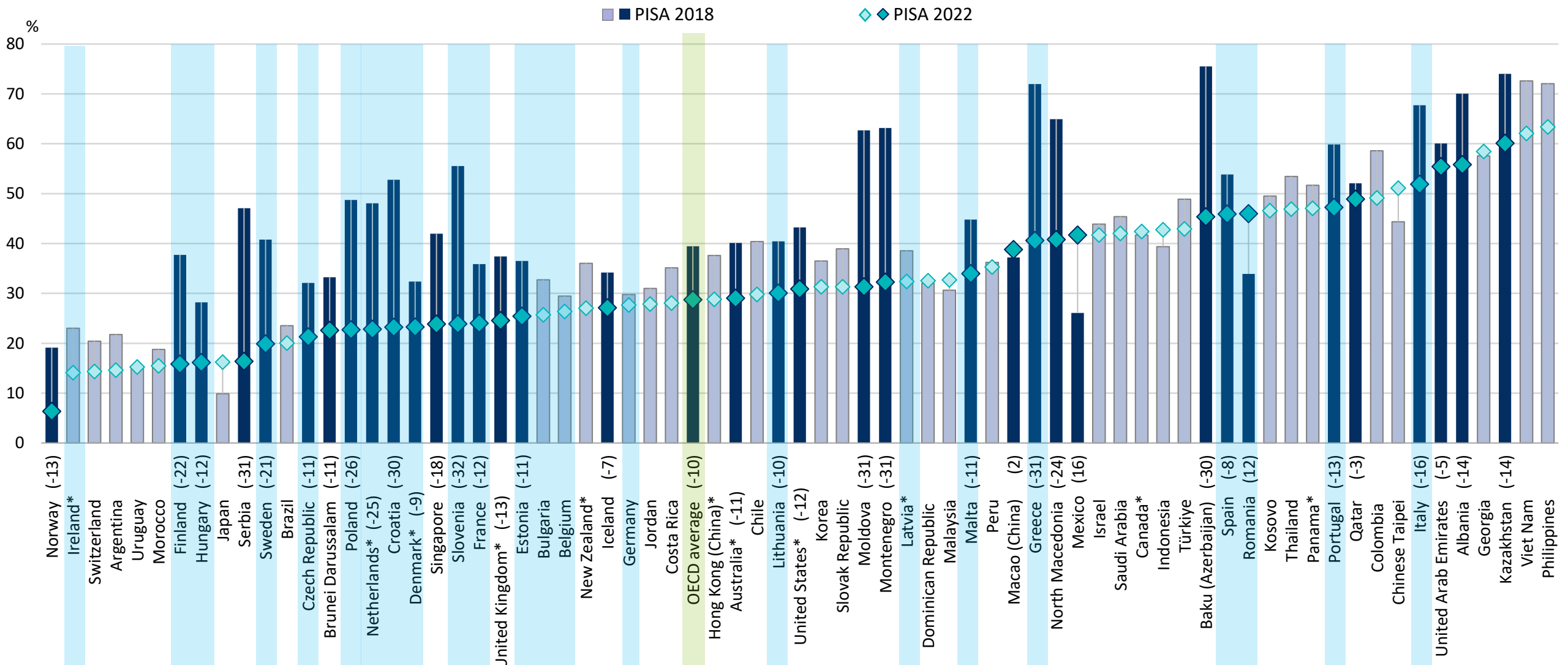
PISA 2022 international results

Parents and families

Decline in parents-initiated talks about students' progress

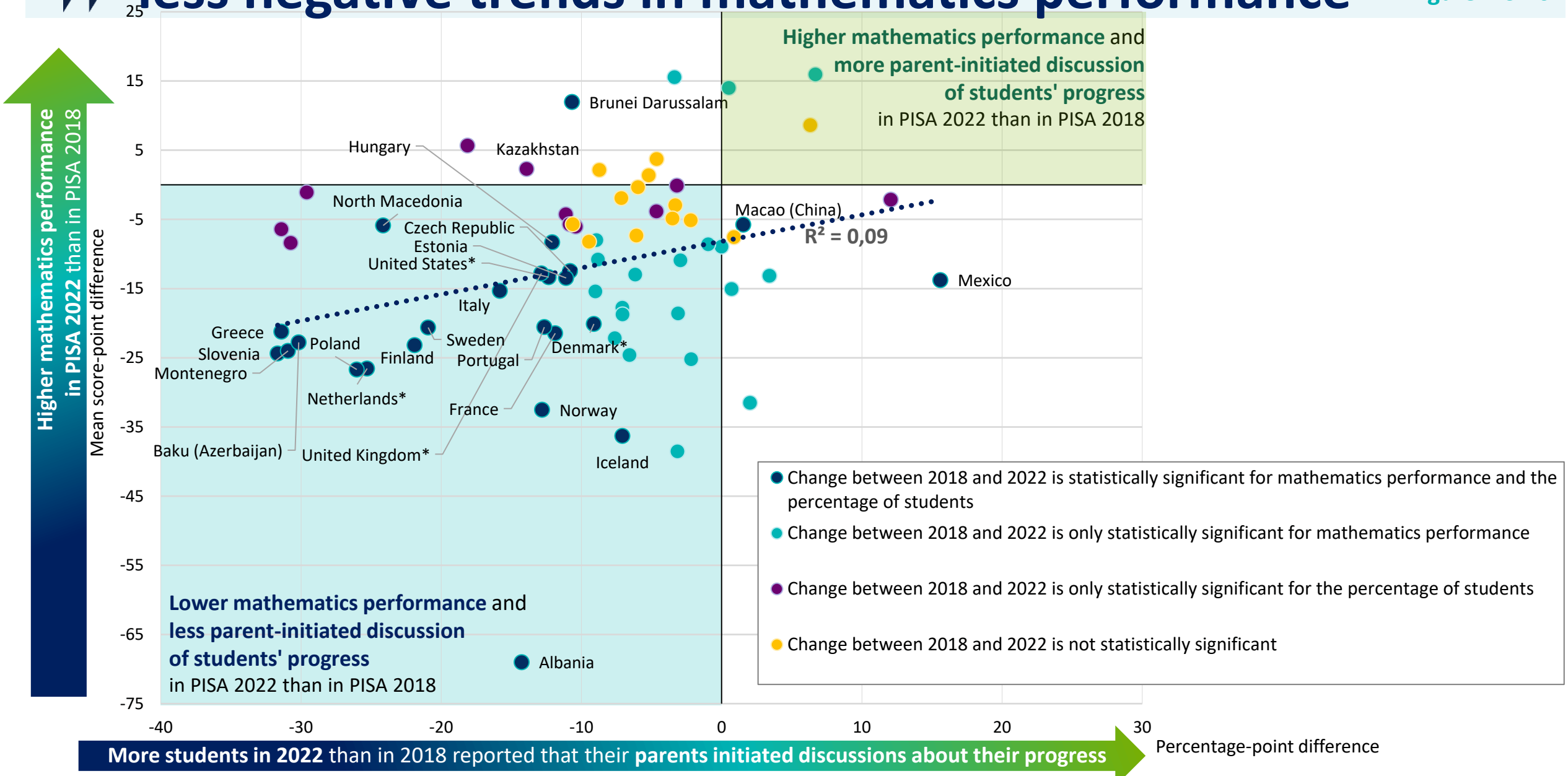
Figure II.3.15

Percentage of students in schools whose principal reported that at least 50% of students' parents are involved in discussing their child's progress with a teacher on their own initiative



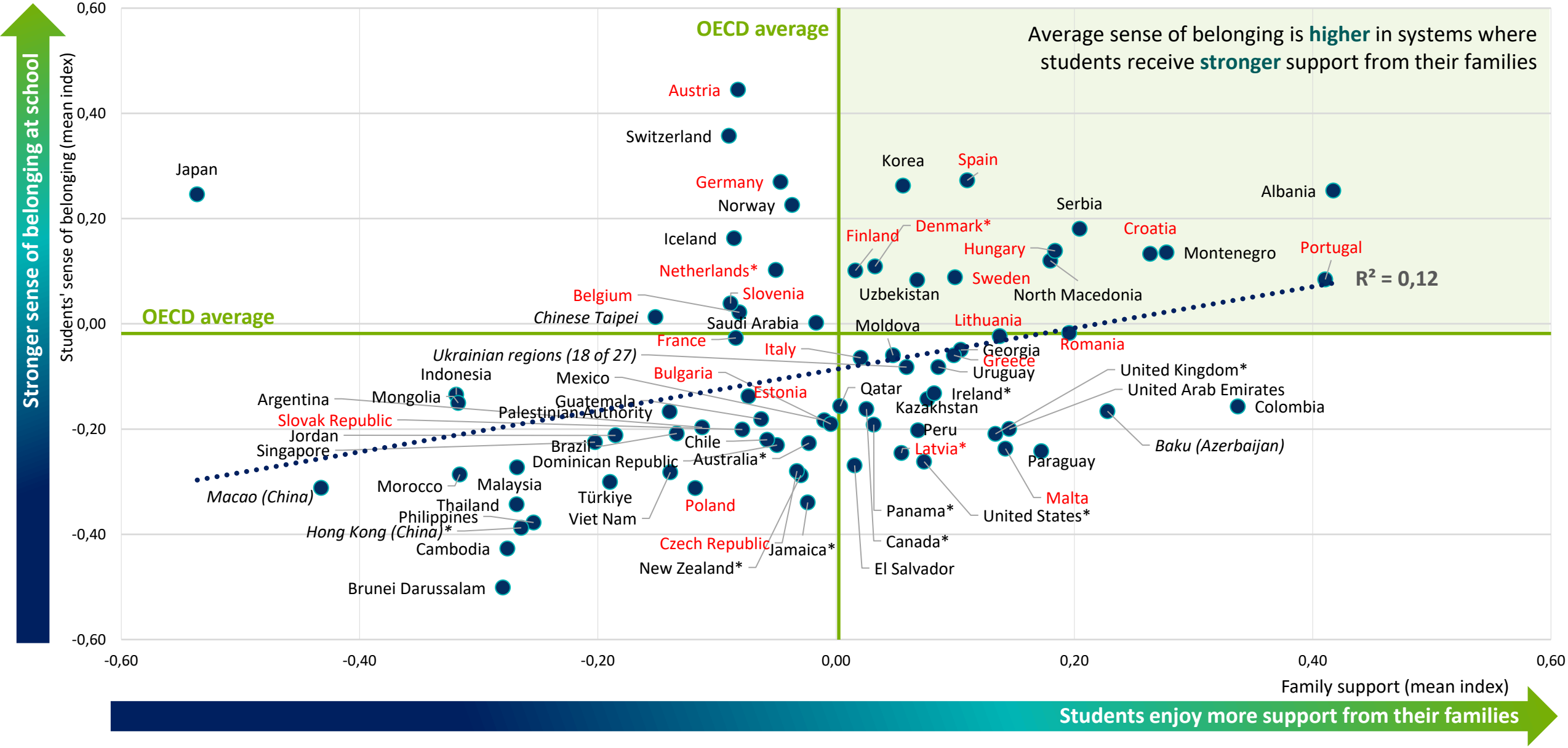
Less decrease in parental involvement in schools, less negative trends in mathematics performance

Figure II.3.16



More family support, stronger sense of belonging

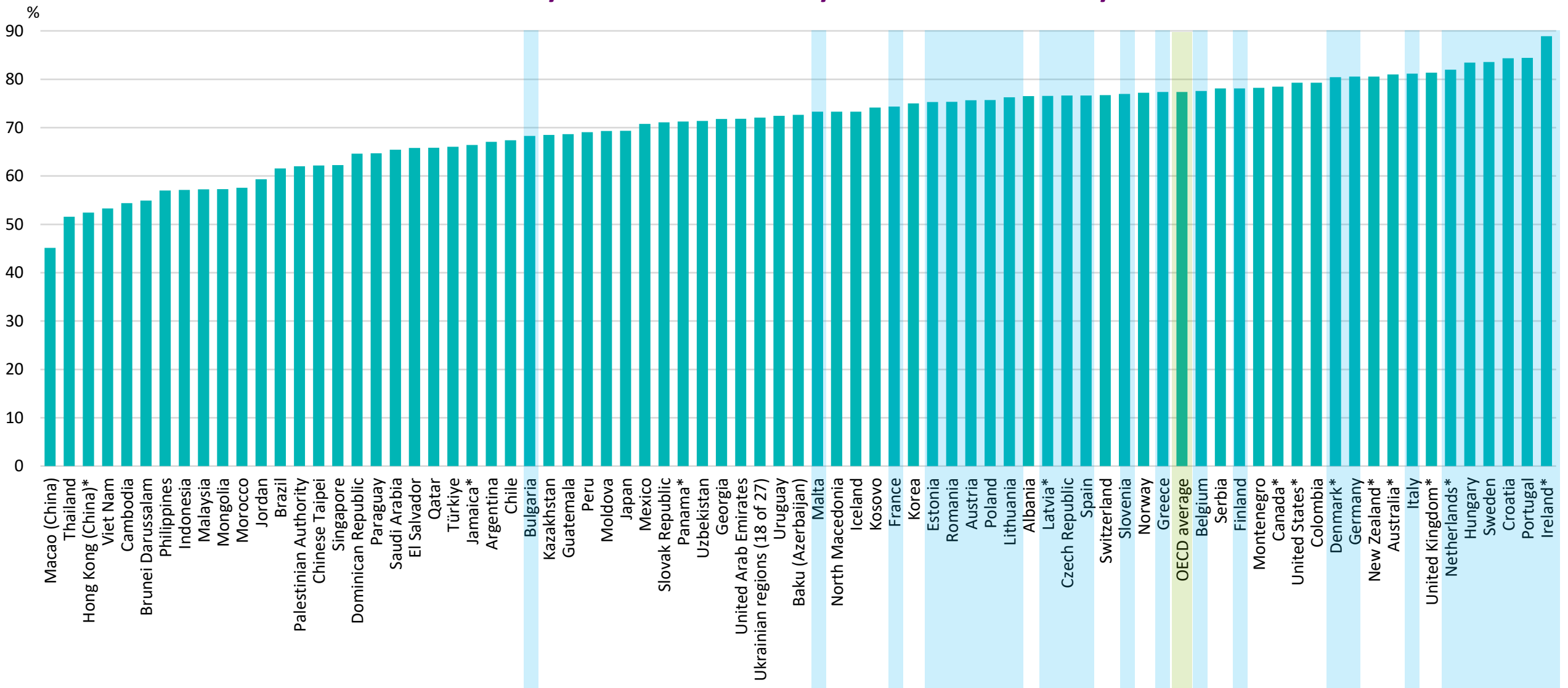
Figure II.3.17



Students whose family regularly asks about school

Figure II.3.18

Percentage of students who reported that at least once a week or twice a week their parents or someone in their family asks them what they did in school that day



More to come

PISA volumes to be released in 2024

1. Creative Thinking
2. Financial Literacy
3. Student readiness for life-long learning

EDUCATION & SKILLS

Find out more about our work at www.oecd.org/pisa

PISA main reports

PISA Country notes

* Caution is required when interpreting estimates because one or more PISA sampling standards were not met (see Reader's Guide of PISA 2022 Results Volume I).

Upcoming Professional Development Offer

Courses:

- Unlocking the power of teachers' digital competence: “Harnessing digital resources for effective teaching” | European School Education Platform (europa.eu)
- AI in curriculum development: Teacher educators reshaping learning | European School Education Platform (europa.eu)
- How to remain resilient in a demanding school environment | European School Education Platform (europa.eu)

Webinars:

- European Commission’s Webinar on AI for student engagement and motivation | European School Education Platform (europa.eu)
- European Commission's webinar series on Artificial intelligence for teacher professional development | European School Education Platform (europa.eu)

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