

# Putting TIMSS into Context Nationally and Internationally

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Judith Torney-Purta  
Professor of Human Development  
University of Maryland  
Honorary Member, IEA General Assembly  
Jtpurta@umd.edu;  
<http://www.wam.umd.edu/~iea>

# Three Sources for the Themes of These Remarks:

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- The Mullis and Martin paper
  - Original published sources and notes
    - Information from researchers involved in the first two decades
    - Reports of NRC's BICSE for third decade
  - Current thinking about methodology and approaches to international data
    - NRC report on international collaboration
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# The First Decade: “FIMS”

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- The founders' vision and collaboration
  - Hypothesis-based analysis
  - Conceptual/methodological innovations – especially OTL
  - Problem in conceptualizing Ivs
    - View of socio-economic status
  - Early critics
  - Sufficient to move into 6 subjects
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# The Second Decade: **SIMS**

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- Levels of curriculum
  - Input from math educators
    - Subscales
  - Information used in “A Nation at Risk”
    - Problems conceptualizing relevant policy
  - Roots of BICSE at the National Academy of Sciences
  - IEA structures in place when the possibility for a third study discussed
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# The Third Decade: **ThirdIMSS**

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- International and national interests
  - TIMSS almost didn't happen
    - From a cottage industry to the Manhattan project overnight
  - Matrix sampling and secure items
  - Case studies as well as videos
    - Germany, Japan, U.S. – teachers' work
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# The Fourth Decade: Trends **IMSS**

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- Critics argue insufficient innovation in repeating data collections
  - Teacher training remains a puzzle
  - Secondary analysis strong
    - However, not much multi-level modeling analysis
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# Opportunities and Looking Forward:

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- Take advantage of new methods
    - Reduced focus on country differences
  - Better linkages between grade levels
  - Better ways to look at home background and education as IVs
  - Consider mixed-methods
  - Be intentional and reflective about
    - national and international perspectives
    - inferences to teaching practice
    - collaboration and the next generation
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