

1. Record Nr.	UNINA9910595451303321
Titolo	International handbook of comparative large-scale studies in education : perspectives, methods and findings // edited by Trude Nilsen, Agnes Stancel-Pitak, Jan-Eric Gustafsson
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2022
ISBN	3-030-88178-4
Descrizione fisica	1 online resource (1518 pages)
Collana	Springer International Handbooks of Education
Disciplina	370.9 370
Soggetti	International education Comparative education Education International and Comparative Education Educació comparada Anàlisi transcultural Llibres electrònics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	About this Handbook -- Meta-perspectives on ILSAs. Theoretical metaperspectives on ILSAs -- Meta-perspectives on ILSAs. The role of theory in ILSAs -- Meta-perspectives on ILSAs. Characteristics of ILSAs -- Meta-perspectives on ILSAs. Accomplishments, limitations, and recommendations -- Methodology. Designing and implementing ILSAs -- Methodology. Methods of Analysis -- Methodology. Potential and methods of linking ILSA to national education policy and research -- Findings. Schools, principals, and institutions -- Findings. Classrooms, teachers, and curricula -- Findings. Students, competences, and dispositions -- Findings. Equity and diversity -- Concluding remarks.
Sommario/riassunto	This handbook is the first of its kind to provide a general and comprehensive overview of virtually every aspect of International Large Scale Assessment (ILSA). It includes historical, economic, and policy perspectives, theoretical foundations, methodology, and reviews of

findings from analyses of ILSA data. After decades, during which ILSAs have generated knowledge within central areas of education research and gained increased and substantial impact on educational policy, practice and research, such a broad overview for a wide-ranging audience is much needed. With contributions from authors and editors from all continents, this handbook appeals to an international audience and keeps a neutral perspective, not favoring one ILSA over another. The handbook is suitable to be read by politicians, researchers and stakeholders who are seeking an overview of ILSAs, their history and development, and both potential benefits and limitations with regard to policy implications. The reviews of findings from studies analyzing ILSA data will be of interest to stakeholders, teachers, researchers, and policymakers. Considering that the reviews extend to all fields pertaining to educational research, the book will be valuable to all researchers interested in education. Students may use the book to learn about ILSAs in the context of policy, theoretical underpinnings, or research. Moreover, the methodology section is written in a manner that is understandable and accessible for students, stakeholders, or researchers not familiar with these data. This methodology part, however, is also a valuable resource for researchers who are familiar with ILSA data, as it provides overviews of the design and sampling procedures of several ILSAs, and includes advice on methods of analysis. Even the owners of the ILSAs may find the book valuable, as it contains overviews and insights into a number of ILSAs, provides information how the data is used by the research community, and includes recommendations for future instruments.

---