

Teaching and Learning Mathematics and Science in South Eastern Europe: Insights from the TIMSS 2019 Study

Overview

The Trends in International Mathematics and Science Study (TIMSS) is an international comparative study of mathematics and science education at the fourth and eighth grades. The TIMSS 2019 study was conducted in 64 countries and economies, including 10 countries in South Eastern Europe: Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Greece, Kosovo, Montenegro, North Macedonia, and Serbia.



Dinaric Perspectives on TIMSS 2024: Teaching and Learning Mathematics and Science in South-Eastern Europe (IEA Research for Education Book 13)

by Travis Breeding

★★★★☆ 4.6 out of 5

Language : English
File size : 22620 KB
Text-to-Speech : Enabled
Screen Reader : Supported
Enhanced typesetting : Enabled
Word Wise : Enabled
Print length : 392 pages



This book presents a comprehensive analysis of the results of the TIMSS 2019 study in South Eastern Europe. The book provides insights into the

teaching and learning of mathematics and science in the region, and identifies areas where improvements can be made.

Key Findings

The TIMSS 2019 study found that students in South Eastern Europe performed below the international average in both mathematics and science. The average mathematics score for students in South Eastern Europe was 470, compared to the international average of 500. The average science score for students in South Eastern Europe was 462, compared to the international average of 495.

There were significant differences in performance between countries in South Eastern Europe. For example, students in Cyprus and Greece performed above the international average in both mathematics and science, while students in Albania and Bosnia and Herzegovina performed below the international average in both subjects.

The study also found that there were significant differences in performance between students from different socioeconomic backgrounds. Students from wealthier families tended to perform better in mathematics and science than students from poorer families.

Implications for Teaching and Learning

The findings of the TIMSS 2019 study have important implications for teaching and learning mathematics and science in South Eastern Europe. The study suggests that there is a need to improve the quality of instruction in mathematics and science in the region. Teachers need to be better trained and supported, and curricula need to be more rigorous and engaging.

The study also suggests that there is a need to address the issue of equity in education. Students from disadvantaged backgrounds need to be given more support to help them succeed in mathematics and science.

The TIMSS 2019 study provides valuable insights into the teaching and learning of mathematics and science in South Eastern Europe. The study's findings can be used to inform policy and practice in the region, and to help improve the quality of education for all students.

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