

Thomas J. Alexander Fellowship Programme

Results for the 2012 Call for Proposals:

The OECD has named four researchers as the organisation's 2012 Thomas J. Alexander Fellows: João Galvão Bacchetto, of Brazil; Przemysław Biecek of Poland; Gabriela Miranda Moriconi of Brazil; and William Schmidt of the United States.

The fellowship programme, which aims to develop and support improvements in education quality and equity, particularly in emerging economies, is named after the former head of the OECD Directorate for Education, Employment, Labour and Social Affairs. Mr. Alexander, who also launched several education initiatives in the Open Society Foundation after leaving the OECD in 2000, died in 2012.

Fellows will begin their research projects in Spring 2013 and conclude by Spring 2014.

An brief background for each fellow and a description of their research project is provided below:

- [João Galvão Bacchetto](#)
- [Przemysław Biecek](#)
- [Gabriela Moriconi](#)
- [William Schmidt](#)

New Call for Proposals open until 21 June 2013

Thomas J. Alexander Fellowship Programme

João Galvão Bacchetto

Researcher

INEP - National Institute for Educational Studies and Research, Brazil

João Galvão Bacchetto is a researcher in National Institute for Educational Studies and Research of Brazil (INEP), where he works as the National Project Manager of PISA. He is a Psychologist and had a master degree in Education by the University of São Paulo. He had worked as a consultant in a non-governmental organization to eradicate adult illiteracy, and did further studies in the area of educational assessment.

Fellowship project:

PISA offers a wealth of data about education in many countries. PISA 2012 allows for an in-deep analysis of each States. During the fellowship program I will prepare the PISA 2012 National Report for Brazil exploiting the different indexes produced by PISA to measure quality and equity of education across Brazilian States and to draw policy conclusions based on best practices in the Brazilian education.



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Przemysław Biecek

University of Warsaw, Poland

Przemysław Biecek holds a PhD in mathematical statistics from Wrocław University of Technology. In 2007 he defended his doctoral thesis on Multiple Testing Procedures for Hierarchically Related Hypotheses. Since then he has been working at Wrocław University, Polish Academy of Sciences, and currently works at the University of Warsaw.

His primary research interests cover regression modeling with the use of generalized mixed models, data visualization and computational statistics.

Przemysław has worked extensively on applied analyses of health and health care issues, using statistical models to predict patient health after serious health event (e.g. stroke, cancer, kidney transplantation) and has since focused his attention on examining factors related to educational achievement.



He wrote two books on the application of mixed models in the statistical software R and he is the author or coauthor of more than 20 peer-reviewed publications.

Fellowship project:

As part of the Thomas J. Alexander Fellowship programme, Przemysław plans on examining the inter-relations between family and school factors and how these contribute to student achievement using new data from PISA 2012. The aim of the project is to use PISA data to explore country level differences and commonalities in the mechanisms through which family background and school factors shape student achievement. Results will be used to group countries according to shared characteristics and identify, within each group of countries, good practices that could contribute to strong performance in PISA and prove to be cost-effective educational reforms. Results from such analyses will form the basis of a data visualization exercise with the objective of conveying key policy relevant results to a broad audience, thus facilitating the mobilization and use of PISA research for guiding policy and practice

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Gabriela Moriconi

Fundação Carlos Chagas, Brazil

Gabriela Miranda Moriconi is a researcher at the Fundação Carlos Chagas, in São Paulo, Brazil. She has a doctoral degree on Public Administration and Government from the São Paulo Business Administration School of Fundação Getulio Vargas (FGV-EAESP).

She is currently working on two research projects: one on the working conditions of teachers in Brazil and the other on teacher evaluation. Previously, she worked at the Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira (INEP), the organisation responsible for Brazilian educational statistics and assessment.



During her time at INEP, she coordinated the development of *Prova Nacional de Ingresso na Carreira Docente*, an entrance exam for teachers.

She also worked on studies examining the quality of higher education indicators and worked as a research assistant at the Center of Politics and Economics of the Public Sector (CEPESP) of Fundação Getulio Vargas, investigating public sector wage policies.

Fellowship project:

The proposed research will use the OECD Teaching and Learning International Survey (TALIS) 2013 data as well as a case-study approach to examine the relationship between aspects of “communities of practice” and “professional learning communities” and teachers’ time on task. This research will first use regression analysis to examine the association between these collaborative forms professional development and support activities (as measured by TALIS) and teachers’ time on task in all 33 countries participating in TALIS 2013. It will then use a case study approach to examine a specific educational system more closely where these collaborative activities are commonly used and are associated with teachers’ time on task. The main goal of the case study will be to identify possible policies that might facilitate these types of practices. Uncovering associations between specific policies that support collaborative teacher development and teachers’ effective use of class time will help provide evidence-based directions to policy makers, school leaders and educators internationally, and in Brazil in particular, where traditional forms of professional development and teacher support activities are still the norm and where there is a need to learn from international best practices to improve equity in student learning outcomes.

<http://www.oecd.org/edu/thomasjalexanderfellowship.htm>

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Thomas J. Alexander Fellowship Programme

William Schmidt

Michigan State University, United States of America

William Schmidt is a University Distinguished Professor and co-director of the Education Policy Center. He holds faculty appointments in measurement and quantitative methods and the Department of Statistics. His current writing and research concerns issues of academic content in K- 12 schooling, teacher preparation and the effects of curriculum on academic achievement. He is also concerned with educational policy related to mathematics, science and testing in general. He is a member of the National Academy of Education and a fellow of the American Educational Research Association (AERA).



William H. Schmidt latest book, *Inequality for All*, examines the policy issues surrounding educational equality. The book showed that in the U.S. content coverage is inequitably distributed across schools and classrooms. Previous work, *Why Schools Matter*, examined the broader issue of how curriculum and, in particular, content coverage, is related to academic achievement.

Fellowship project:

As part of the Thomas J. Alexander Fellowship programme, and using new data from PISA 2012, William will focus on exploring the notion of Opportunity To Learn (OTL) and how it is related to performance, particularly relative to mathematical literacy. The proposed work should help understand whether content coverage is related to performance in PISA 2012. Considering OTL not only as correlate of performance, but also as an outcome in and of itself, allows the examination of another important policy issue, that of education inequalities.