

Italy 28

OECD average 30

Education Innovation Index



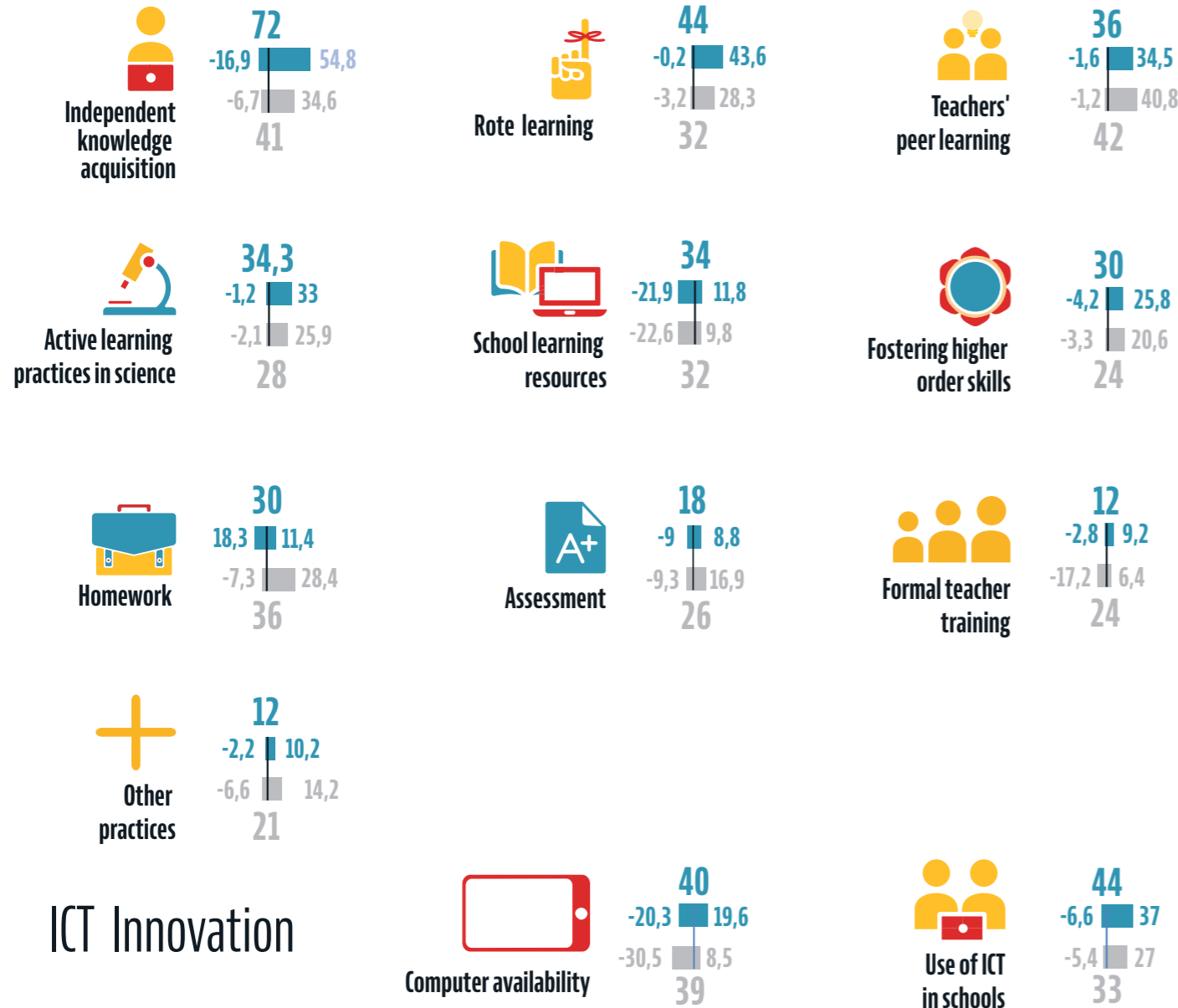
Italy

Between 2006 and 2016, Italy has experienced a moderate level of innovation, slightly lower than in other OECD systems. Innovation has been equally distributed across primary and secondary education. Innovation in reading and maths have been higher than in science education, but Italian students have experienced much more change in reading than their OECD peers, and less in maths. As in other OECD systems, there was a large increase in the use of ICT in schools (and a different pattern than elsewhere in the access to computers). Innovation in independent knowledge acquisition in class was outstanding, but both rote learning practices and active learning practices spread over the last decade. Teacher peer learning has also scaled up significantly, though slightly less than in other OECD systems.

Innovation in education by category



Innovation in education by type of practice



ICT Innovation

Some trends in educational outcomes



Academic outcome in secondary maths
Teachers' collective ambition for their students in primary and secondary education



Academic outcome in primary maths
Academic outcome in primary reading
Academic outcome in secondary science
Student satisfaction in secondary education
Student enjoyment in secondary science lessons
Teachers' collective self-efficacy in primary and secondary education
Equity of academic outcomes in primary reading
Equity of academic outcomes in primary science



Academic outcome in primary science
Student satisfaction in primary education
Student enjoyment in primary science lessons
Equity of academic outcomes in secondary science
Equity of academic outcomes in primary and secondary maths

Practices that changed the most

Primary

62 less students in 100 frequently read non-fiction in reading lessons, reaching a 23% coverage
59 less students in 100 frequently used computers to look up for ideas and information in reading lessons, reaching a 21% coverage
59 more students in 100 had computers (including tablets) available to use during reading lessons, reaching a 66% coverage

Secondary

42 more students in 100 in science and 41 more in maths had teachers frequently using memorisation of rules, procedures and facts as a pedagogical technique, reaching a 58% and 74% coverage respectively
34 more students in 100 systematically discussed homework in maths class, reaching an 85% coverage
30 more students in 100 had science teachers collaborating in preparing instructional material, reaching a 51% coverage



The indices indicate innovation intensity from small (below 20) to large (over 40). When displayed, positive and negative values show how much of the index corresponds to an expansion and contraction of the covered practices between 2006 and 2016. Authors' calculations based on the PIRLS, PISA and TIMSS databases.

Italy

Measuring Innovation in Education 2019

What has changed in the classroom?

Measuring innovation in education and understanding its process is essential to improve the quality of the education sector. We need to examine whether, and how, practices are changing within classrooms and educational organisations and how students use learning resources. We should know much more about how teachers change their professional development practices, how schools change their ways to relate to parents, and, more generally, to what extent change and innovation are linked to better educational outcomes. This would help policy makers to better target interventions and resources, better understand where they need to get better evidence, and get quick feedback on whether reforms do change educational practices as expected. This would also enable us to better understand the role of innovation in education.

Key findings for OECD education systems

- On average, there has been a moderate level of innovation in OECD education systems, perhaps more than one would often acknowledge, but probably less than what would be needed to really improve education systems
- Many education systems have experienced high levels of technology-related innovation, with a slight decrease in access to computers and a significant increase of the use of ICT in pedagogical practices. Furthermore, on average, access to laptops increased by 17 % points between 2009 and 2015.
- In many countries, peer learning has spread as a teacher professional development practice – increasing by 40 % points for the OECD on average.
- While many policy debates have focused on “21st century skills” in the past decade, rote learning practices have spread to a similar extent as active learning practices, increasing by 28 and 26 % points respectively.
- While in some practices there have been similar patterns across education systems, in most of them there does not seem to be an international convergence on pedagogical and educational practices.
- Innovation is not an end in itself, and some changes have not always translated into improvements in educational outcomes.

Methodology

The book examines the diffusion or contraction of about 150 educational practices from 2006 to 2016 by analysing data from three international education datasets – Trends in International Mathematics and Science Study (TIMSS), Progress in International Reading Literacy Study (PIRLS), and the Programme on International Student Assessment (PISA). Beyond identifying the areas in which each education system has demonstrated emerging or changing organisational and pedagogical practices over a decade, the book synthesises education systems’ intensity of innovation by computing composite indices for countries for which enough information is available. Based on effects sizes (multiplied by 100), the education innovation indices propose a continuum, with innovation intensity being considered as relatively small when below 20, moderate between 20 and 40, and large above 40. More details on the methodology can be found in the report.

Ask questions

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