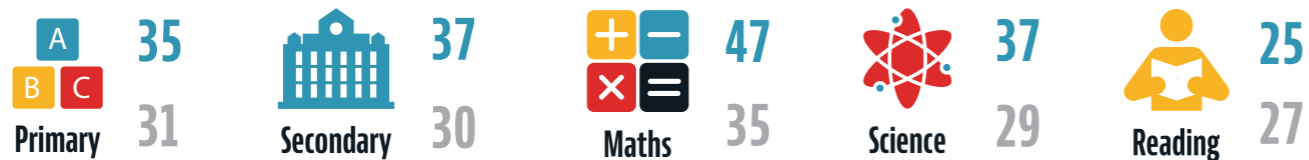


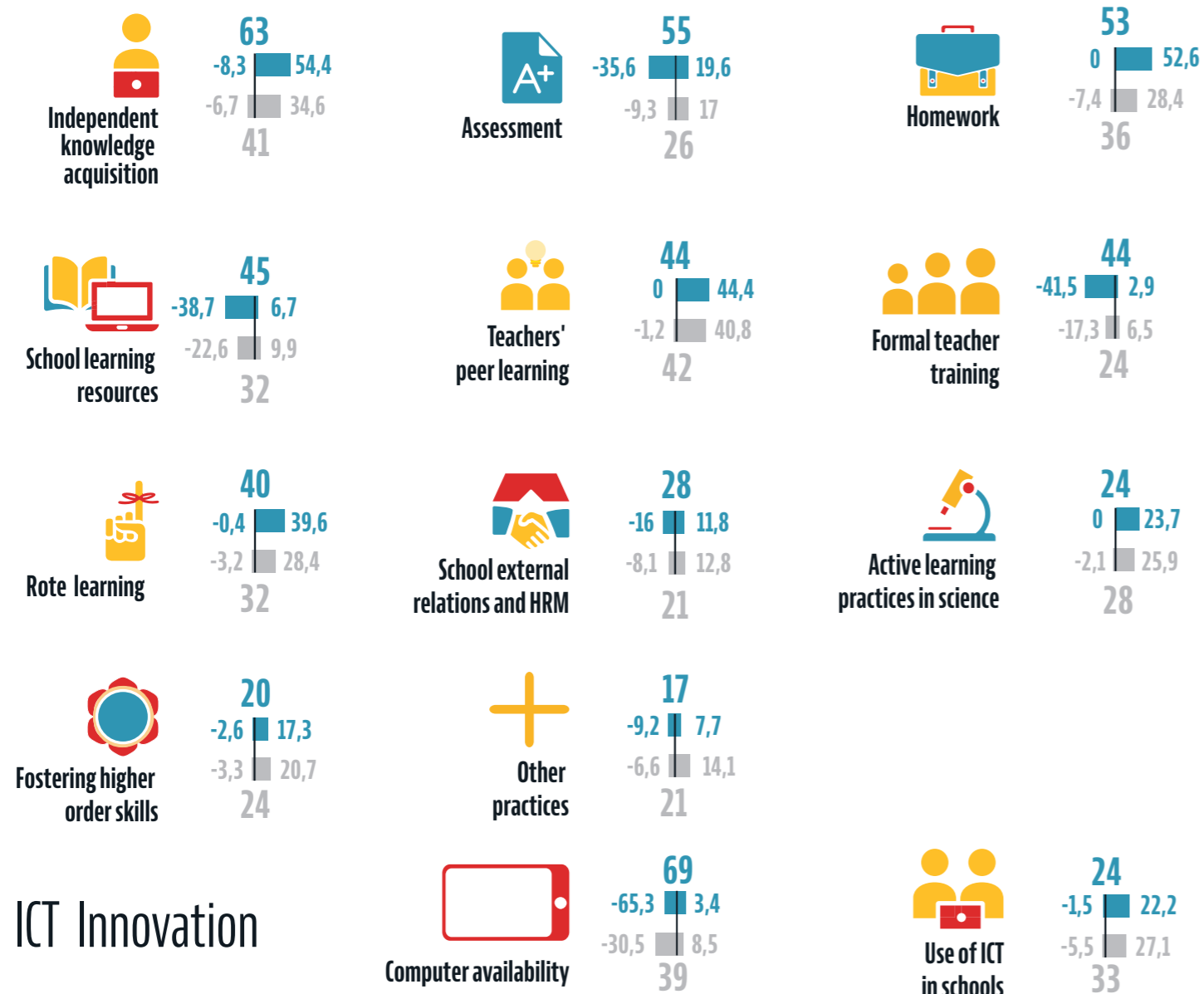
Slovenia 37 | Education Innovation Index

OECD average 30

Innovation in education by category



Innovation in education by type of practice



ICT Innovation

Slovenia

Between 2006 and 2016, Slovenia experienced a high level of innovation in education, much more than the OECD average. Innovation was larger in secondary than in primary education, though above the OECD average in both cases. Slovenia experienced the largest innovation among all the countries covered in both maths and science education, much above the OECD average. However, practices remained more stable, and below the OECD average in reading instruction. Access to computers in school dropped considerably, much more than in other OECD systems, while the use of ICT in school increased, but less than average. Innovation mostly lay in practices related to independent knowledge acquisition in class, assessment and homework. Formal teacher training contracted considerably, while teacher peer learning practices scaled up.

Some trends in educational outcomes

- +** Academic outcome in primary and secondary science
- Academic outcome in primary and secondary maths
- Academic outcome in primary reading
- Student enjoyment in secondary science lessons
- =** Student satisfaction in primary and secondary education
- Student enjoyment in primary science lessons
- Teachers' collective ambition for their students in primary and secondary education
- Teachers' collective self-efficacy in primary and secondary education
- Equity of academic outcomes in primary reading
- Equity of academic outcomes in primary and secondary science
- Equity of academic outcomes in primary and secondary maths

Practices that changed the most

Primary

73 less students in 100 had computers (including tablets) available during reading lessons, reaching a 17% coverage

51 more students in 100 had maths teachers frequently using memorisation of rules, procedures and facts as a pedagogical technique, reaching a 79% coverage

45 more students in 100 in reading and 25 more in maths frequently used computers to look up for ideas and information, reaching a 62% and 27% coverage respectively

Secondary

69 less students in 100 in maths and 55 less in science had teachers put major emphasis on national or regional tests in science, reaching a 14% and 16% coverage respectively

59 more students in 100 in maths and 47 more in science systematically discussed homework in class, reaching a 78% and 79% coverage respectively

45 more students in 100 frequently read textbooks and resource materials in science, reaching a 60% 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.

Slovenia

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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