




Teaching & Learning



Teaching and Learning International Survey (TALIS)

Karine Tremblay

Directorate for Education and Skills

Organisation for Economic Cooperation and Development

The logo consists of three overlapping white crescent shapes that form a stylized letter 'C'.

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TALIS IN A NUTSHELL...



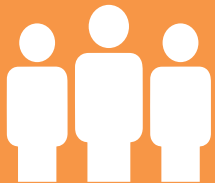
Goals of TALIS



- **Generate data relevant to develop and implement policies on school leaders, teachers and teaching**
 - With an emphasis on **aspects that affect student learning**
- **Give a voice to teachers and school leaders**, to allow them to provide input into educational policy analysis and development
- **Generate internationally comparable information to learn from the experience of other countries and economies**, and in doing so:
 - Help **promote the best conditions for effective teaching and learning**
 - Foster **discussion and reflection by the profession and other stakeholders on their practice** and find ways to enhance it
 - **Inform research** on teachers and teaching (national and comparative)



What makes TALIS distinctive?



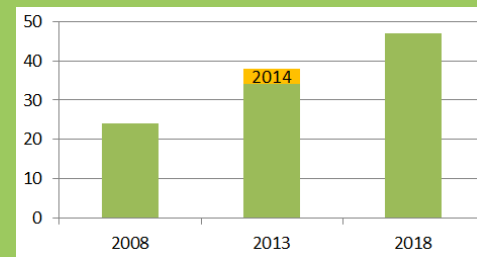
Largest international survey of teachers and school leaders

Self-reports on beliefs/opinions/practices → with their caveats
Unique perspective of practitioners for policy development



Monitoring data over time

2008: 24 education systems
2013: 38 education systems
2018: 48 education systems from all continents
2024: Next and 4th cycle of TALIS

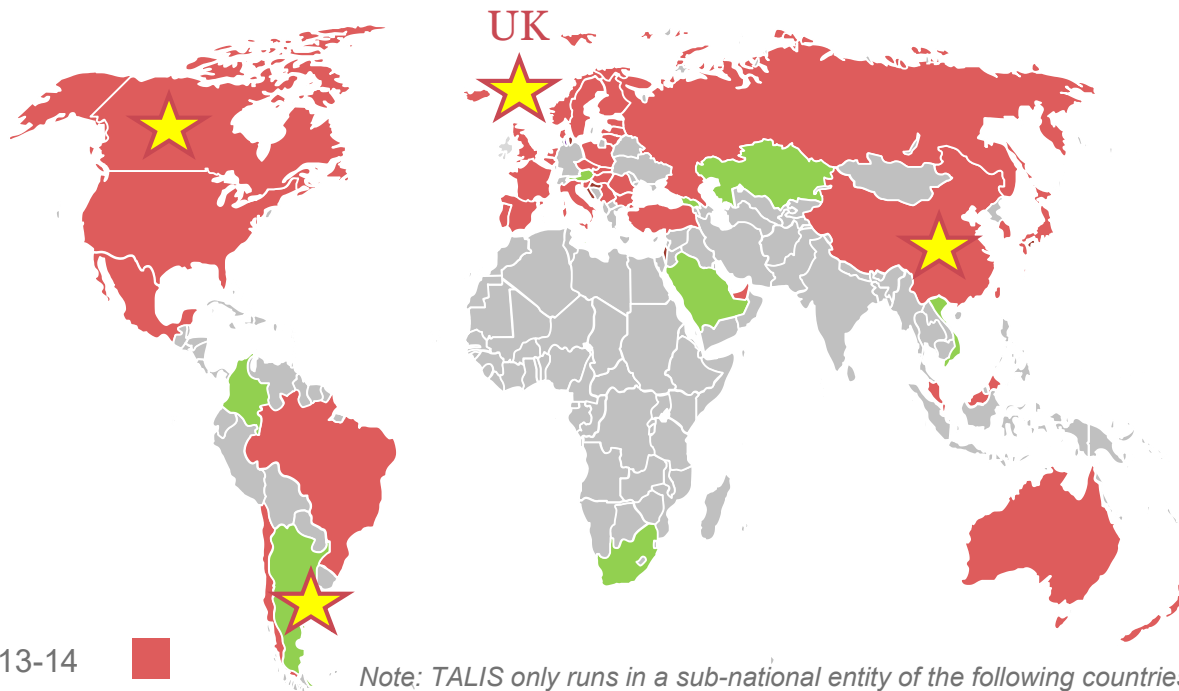


Covers a range of populations for maximum country relevance

Main focus on lower-secondary education
But other optional populations as well



A diverse set of participants (although we can still improve on this...)



TALIS 2008 and 2013-14



TALIS 2018 new systems



Note: TALIS only runs in a sub-national entity of the following countries: Argentina (Buenos Aires), Canada (Alberta), China (Shanghai) and the United Kingdom (England) . This map is for illustrative purposes and is without prejudice to the status of or sovereignty over any territory covered by this map.



TALIS is developed in partnership



International
research consortium



Educational
systems



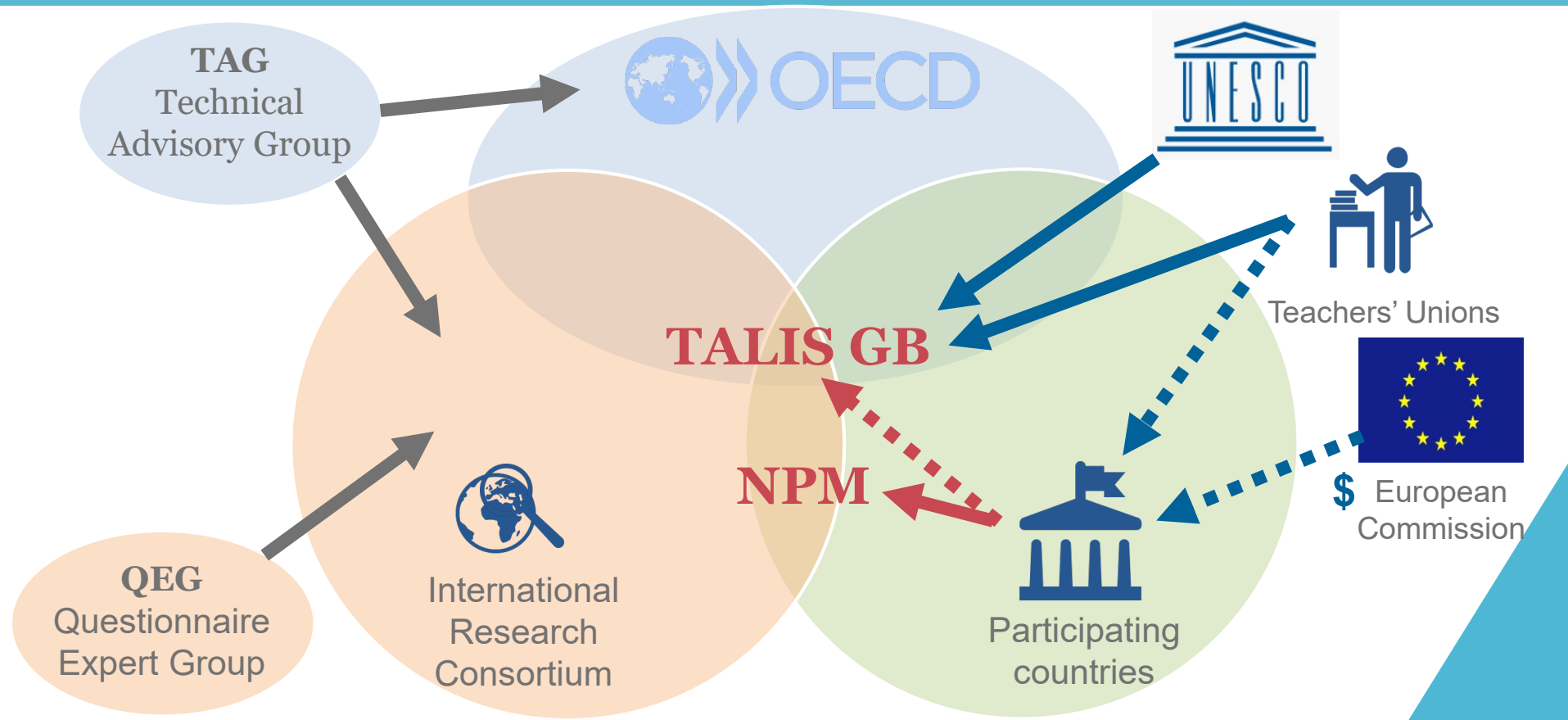
Teachers' Unions



European
Commission



How does it work in practice?





Role of TALIS GB delegate



- **Represents country view in TALIS key decision-making body**
 - Attends meetings of the TALIS GB (twice a year)
 - Optional for non-OECD countries
 - Expresses country policy priorities to be reflected in TALIS questionnaires
 - Feedback to OECD and Consortium at all stages of the study
 - Comments on analysis and draft reports
 - Promotes and disseminates TALIS results and findings at national level

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THE MAKING OF TALIS...

POPULATIONS SURVEYED,
OPTIONAL MODULES AND
STUDY PHASES



Populations surveyed and optional modules



Core survey (ISCED 2)

Optional populations (TALIS 2024, subject to critical mass of participants)

Early
Childhood
Education
and Care
(ISCED 0)

Primary
(ISCED 1)

Upper
secondary
(ISCED 3)

TALIS-PISA
Link

Optional modules (New in TALIS 2024)

Experience of
new teachers

Teacher Knowledge Survey
module (building on ITEL)



Study phases for TALIS 2018 development and implementation



2015				2016				2017				2018				2019				2020					
Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4		
<i>"TALIS 2018" timeline</i>																									
CFT				PILOT				FT				MS SH		MS NH		Report writing		★ Launch Vol I		★ Launch Vol II					

Pilot Study

Purpose to « test »
understanding of
questionnaires by
regular respondents,
for fine tuning

Field Trial

Two-fold purpose:
1 - Gather data to finalise
the questionnaires
2 - Real life test of all
operational procedures

Main Survey

The real stuff!

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THE MAKING OF TALIS...

DEVELOPMENT OF THE QUESTIONNAIRES



Questionnaire-based survey



- **Balancing information needs and survey burden**
 - Target duration of the survey: 45 minutes for teachers, a bit less for principals
- **Themes covered by the survey defined based on country priorities**
 - Scope for national options → possibility to add up to 5 minutes of national questions
 - Internationally-coordinated national options to enhance comparability (e.g. EU)
- **Development of questionnaires by QEG**
 - Prominent researchers in the main survey areas
 - Opportunities for countries' comments (through NPMs/TALIS GB) → Final sign-off
- **Survey questionnaires answered by a nationally representative sample of principals and teachers**
 - Minimum response rates to be met for data adjudication



TALIS 2018 content - 11 themes



1. Initial training
2. Professional development
3. Teaching practices
4. Professional practices
5. Feedback and appraisal
6. Job satisfaction
7. Human resources issues
8. Leadership
9. Classroom/school climate
10. Innovation capacity (organisation and team innovativeness)
11. Equity and diversity (teaching in diverse environments)

**New content to
expand existing themes**

Commitment to teaching profession
(motivation to join profession, principals' and
teachers' career plans/attrition)

Stress and well-being
(stress, sources of stress)

Policy influence
(perception of value and policy influence,
teachers' spending priorities)

} **Cross-cutting
themes**



TALIS 2018 new questions

Innovation



Thinking about the teachers in this school, how strongly do you agree or disagree with the following statements?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) Most teachers in this school strive to develop new ideas for teaching and learning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Most teachers in this school are open to change.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Most teachers in this school search for new ways to solve problems.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Most teachers in this school provide practical support to each other for the application of new ideas.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄



TALIS 2018 new questions

Teaching in multicultural and/or multilingual settings



In teaching a culturally diverse class, to what extent can you do the following?

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Cope with the challenges of a multicultural classroom	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Adapt my teaching to the cultural diversity of students ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Ensure that students with and without a migrant background work together	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Raise awareness for cultural differences amongst students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Reduce ethnic stereotyping amongst students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄



Translation and adaptation



- **Source versions of questionnaires developed in English and French**
- **Translation and adaptation of questionnaires to national contexts**
 - For **ALL** countries, including francophone and English-speaking
 - Balancing national relevance/understanding/terminology without compromising international comparability
 - Done by national teams following guidance/instructions from the Consortium
 - Quality of translation to count more towards data adjudication in TALIS 2024

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THE MAKING OF TALIS...

SURVEY ADMINISTRATION



Survey implementation

Key role of the National Project Manager



- **Appointed by each participating country**
 - Main contact person for the Consortium
 - Attends 4-5 international NPM meetings during the duration of the cycle (compulsory)
 - Needs adequate qualifications and English fluency
 - Responsible for the implementation of TALIS at the national level with TALIS GB delegate
 - Manages the national centre
 - Manages/oversees
 - Sampling plans
 - Adaptation and translation of questionnaires
 - National data collection procedures and manuals and quality control measures
 - Overall conduct and progress of the data collection/data capture
 - Cleaning and verification steps



Respondents are selected randomly

Sampling procedures



- **Because we want the sample to be representative of the entire population of teachers**
 - Target coverage: ISCED 2 teachers and school leaders in mainstream public and private schools
 - Exclusion of some special schools (e.g. exclusively for adult education or special needs students)
- **Target size of the samples**
 - TALIS 2018
 - 200 schools (hence 200 principals) and 20 teachers selected randomly per school
 - Smaller countries → census
 - Possibility to increase sample size to enable comparisons between sub-populations
 - TALIS 2024
 - Sample sizes may increase if we rotate questionnaires



Survey administration



- **Follows stringent technical standards to ensure data quality**
 - Agreed by countries through the TALIS Governing Board
 - Process of data adjudication with consequences in case a country fails to meet these standards
- **A survey window of about 6-8 weeks typically in the second half of the school year**
 - Hence different survey windows for Southern and Northern hemisphere countries
- **2 modes of survey administration**
 - Online (preferred)
 - Paper-based
- **Survey is voluntary and anonymous**
 - Respondents can stop at any time
 - Great care for data privacy at each stage of the survey

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TALIS 2024 KEY FEATURES AND TENTATIVE TIMELINE

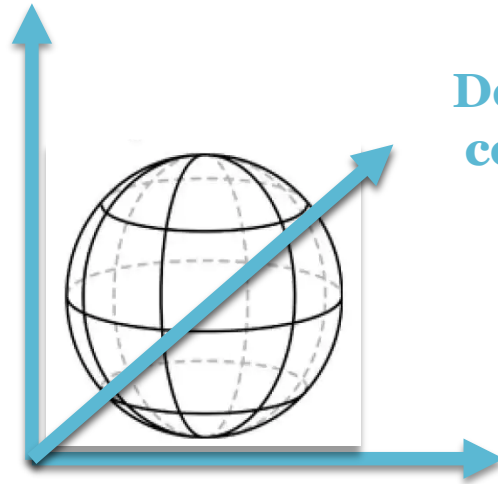


New features considered



- New populations and modules
- Likely move to a rotation design

**Innovation in
item types**



**Depth of
content**



**Breadth
of themes**

- Social desirability scale

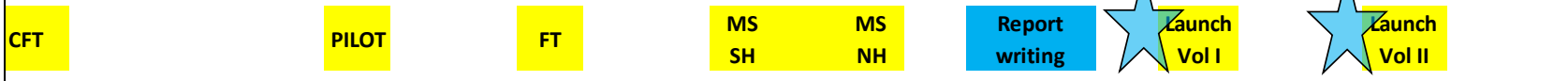


TALIS 2024 indicative timeline



2020 2015				2021 2016				2022 2017				2023 2018				2024 2019				2025 2020			
Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4

"TALIS 2018" timeline



TOR timeline



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CONTEMPLATING TALIS?

THE CASE OF LOWER INCOME
COUNTRIES/ ECONOMIES



Making TALIS relevant to all countries/economies



- Recruitment process for TALIS 2024 to take place in 2020
 - Discussion of broader global relations strategy for TALIS in the future
- **TALIS Governing Board open to establishing TALIS as a more global vehicle to monitor some SDG teacher indicators**
 - TALIS indicators developed in context of OECD countries and adaptations may be needed for the survey to be relevant to the context of other countries
 - Further discussions needed with interested non-OECD countries to discuss the relevance of TALIS to their contexts and/or adjustments to instruments needed
 - Meeting in 2020 with selected non OECD countries and IOs working at global level to discuss these issues, and how this could be done in practice



TALIS potential contribution to SDG 4 progress monitoring



11 Global Indicators for SDG 4

As the official data source for SDG 4—Education 2030 indicators, the UNESCO Institute for Statistics (UIS) helps countries to collect data by developing methodologies and applying standards to produce internationally-comparable indicators. For more information, consult: <http://uis.unesco.org>



TARGETS

<p>4.1.1 #learning #reading #math #proficiency</p> <p>Proportion of children and young people (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex.</p> <p>CONCEPT: Minimum proficiency level (MPL) is the benchmark of basic knowledge in a domain (mathematics, reading, etc.) measured through learning assessments. Currently, there is limited comparability of data from different learning assessments.</p> <p>DATA SOURCES: Cross-national learning assessments (PASEC, PIRLS, PISA, SACMEQ, TERCE, TIMSS) and national assessments.</p>	<p>4.2.1 #EarlyChildhood #ChildDevelopment</p> <p>Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex.</p> <p>CONCEPT: There is not yet a globally-accepted definition of 'developmentally on track', but one possible source, the MICS ECDI, defines 'on track' as children aged 3 to 4 years who are developmentally on track in at least three of these four domains: literacy-numeracy, physical, socio-emotional and learning.</p> <p>DATA SOURCES: Measures to capture children's early childhood experiences have been used in multiple countries in projects such as the UNICEF Multiple Indicator Cluster Surveys (MICS).</p>	<p>4.2.2 #EarlyChildhood #ECE</p> <p>Participation rate in organized learning (one year before the official primary entry age), by sex.</p> <p>CONCEPT: The official primary entry age is the age at which children are obliged to start primary education according to national legislation or policies.</p> $Part.rate = \frac{Enrolment\ ISCED\ 0\ or\ 1\ (ymin,\ entry\ age-1)}{Population\ (ymin,\ entry\ age-1)}$ <p>DATA SOURCES: Enrolment data reported by Ministries of Education or national statistical offices and population estimates produced by the UN Population Division or attendance data from household surveys and censuses.</p>	<p>4.3.1 #formaleducation #nonformaleducation #training</p> <p>Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex.</p> <p>CONCEPT: Methodology related to participation in formal education and training is established throughout most countries (ISCED 2011). However, methodology for measuring participation in non-formal education and training varies substantially across the globe.</p> <p>DATA SOURCES: At the international level, surveys such as the European AES, PIAAC from OECD and the ILO SWTS.</p>
<p>4.4.1 #skills #ICT</p> <p>Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill.</p> <p>CONCEPT: The indicator measures ICT skills based on the number of people who report having undertaken certain computer-related activities in a given time period.</p> <p>DATA SOURCES: A standard methodology was developed by Eurostat and adopted by the International Telecommunications Union (ITU). Both organizations coordinate national surveys to collect this information.</p>	<p>4.5.1 #equity #parity</p> <p>Parity indices (female/male, rural/urban, bottom/top wealth quintiles and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated.</p> <p>CONCEPT: The indices represent the ratio of the indicator value for one group to that of the other. Typically, the likely more disadvantaged group is in the numerator. A value of exactly 1 indicates parity between the two groups.</p> <p>DATA SOURCES: Same as for underlying indicators.</p>	<p>4.6.1 #proficiency #numeracy #literacy</p> <p>Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex.</p> <p>CONCEPT: The fixed level of proficiency is the benchmark of basic knowledge in a domain measured through learning assessments. So far, there are no common standards validated by the international community or countries.</p> <p>DATA SOURCES: Skills assessment surveys of the adult population (e.g. PIAAC, STEP, LAMP and national literacy and numeracy surveys).</p>	<p>4.7.1 #globalcitizenship #sustainabledevelopment</p> <p>Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education, and (d) student assessments.</p> <p>CONCEPT: It seeks to measure the quantity and quality of country inputs, as well as whether the quality of GCED and ESD provision is adequate to fulfil their transformational potential.</p> <p>DATA SOURCE: UNESCO consultation on the implementation of the 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms.</p>
<p>4.a.1 #LearningEnvironment #facilities #infrastructure</p> <p>Proportion of schools with access to: (a) electricity; (b) internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per WASH indicator definitions).</p> <p>DATA SOURCES: Administrative data from schools and other providers of education or training.</p>	<p>4.b.1 #scholarships #developmentaid</p> <p>Volume of official development assistance flows for scholarships by sector and type of study.</p> <p>DATA SOURCES: Administrative data on disbursement of official development assistance from OECD's Development Assistance Committee.</p>	<p>4.c.1 #teachers #qualification #teachertraining</p> <p>Proportion of teachers in: (a) pre-primary education; (b) primary education; (c) lower secondary education; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country, by sex.</p> <p>DATA SOURCES: Administrative data from schools and other organized learning centres.</p>	

MEANS OF IMPLEMENTATION



TALIS potential contribution to SDG 4 progress measurement



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TARGETS

MEANS OF IMPLEMENTATION

4.1.1 #learning #reading #math #proficiency	4.2.1 #EarlyChildhood	4.3.1 #literacy #numeracy	4.7.1 #globalcitizenship #sustainabledevelopment
<p>Proportion of children and young people (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex and mode of schooling.</p> <p>CONCEPT: Minimum proficiency level (MPL) of basic knowledge in a domain (mathematics, reading, etc.) measured through learning assessments. There is limited comparability of data from different countries.</p> <p>DATA SOURCES: Cross-national learning assessments (PASEC, PIRLS, PISA, SACMEQ, TERCE, TIMSS) and household surveys.</p>	<p>Proportion of children and young people (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex and mode of schooling.</p> <p>CONCEPT: Minimum proficiency level (MPL) of basic knowledge in a domain (mathematics, reading, etc.) measured through learning assessments. There is limited comparability of data from different countries.</p> <p>DATA SOURCES: Cross-national learning assessments (PASEC, PIRLS, PISA, SACMEQ, TERCE, TIMSS) and household surveys.</p>	<p>Proportion of children and young people (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex and mode of schooling.</p> <p>CONCEPT: Minimum proficiency level (MPL) of basic knowledge in a domain (mathematics, reading, etc.) measured through learning assessments. There is limited comparability of data from different countries.</p> <p>DATA SOURCES: Cross-national learning assessments (PASEC, PIRLS, PISA, SACMEQ, TERCE, TIMSS) and household surveys.</p>	<p>Proportion of children and young people (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex and mode of schooling.</p> <p>CONCEPT: Minimum proficiency level (MPL) of basic knowledge in a domain (mathematics, reading, etc.) measured through learning assessments. There is limited comparability of data from different countries.</p> <p>DATA SOURCES: Cross-national learning assessments (PASEC, PIRLS, PISA, SACMEQ, TERCE, TIMSS) and household surveys.</p>
4.4.1 #skills #technology #ICT	4.5.1 #equity #parity #gender	4.6.1 #proficiency #literacy #numeracy	4.7.1 #globalcitizenship #sustainabledevelopment
<p>Proportion of youth (15-24 years) in a given age group achieving at least a minimum proficiency level in functional (a) literacy and (b) numeracy, by sex.</p> <p>CONCEPT: Minimum proficiency level (MPL) of basic knowledge in a domain (mathematics, reading, etc.) measured through learning assessments. There is limited comparability of data from different countries.</p> <p>DATA SOURCES: Cross-national learning assessments (PASEC, PIRLS, PISA, SACMEQ, TERCE, TIMSS) and household surveys.</p>	<p>Proportion of youth (15-24 years) in a given age group achieving at least a minimum proficiency level in functional (a) literacy and (b) numeracy, by sex.</p> <p>CONCEPT: Minimum proficiency level (MPL) of basic knowledge in a domain (mathematics, reading, etc.) measured through learning assessments. There is limited comparability of data from different countries.</p> <p>DATA SOURCES: Cross-national learning assessments (PASEC, PIRLS, PISA, SACMEQ, TERCE, TIMSS) and household surveys.</p>	<p>Proportion of youth (15-24 years) in a given age group achieving at least a minimum proficiency level in functional (a) literacy and (b) numeracy, by sex.</p> <p>CONCEPT: Minimum proficiency level (MPL) of basic knowledge in a domain (mathematics, reading, etc.) measured through learning assessments. There is limited comparability of data from different countries.</p> <p>DATA SOURCES: Cross-national learning assessments (PASEC, PIRLS, PISA, SACMEQ, TERCE, TIMSS) and household surveys.</p>	<p>Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education, and (d) student assessments.</p> <p>CONCEPT: It seeks to measure the quantity and quality of country inputs, as well as whether the quality of GCED and ESD provision is adequate to fulfil their transformational potential.</p> <p>DATA SOURCE: UNESCO consultation on the implementation of the 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms.</p>
4.a.1 #LearningEnvironment #facilities #infrastructure	4.b.1 #scholarships #developmentaid	4.c.1 #teachers #qualification #teachertraining	
<p>Proportion of schools with access to: (a) electricity; (b) internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per WASH indicator definitions).</p> <p>DATA SOURCES: Administrative data from schools and other providers of education or training.</p>	<p>Volume of official development assistance flows for scholarships by sector and type of study.</p> <p>DATA SOURCES: Administrative data on disbursement of official development assistance from OECD's Development Assistance Committee.</p>	<p>Proportion of teachers in: (a) pre-primary education; (b) primary education; (c) lower secondary education; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country, by sex.</p> <p>DATA SOURCES: Administrative data from schools and other organized learning centres.</p>	

4.c.1
#Teachers
#qualifications
#teacher training

4.7.1
#global citizenship
inclusion in teacher ed.
#school policies on
promotion of tolerance...

4.a.1
Learning environments
#facilities and
#infrastructures

The logo consists of three overlapping, white, curved lines that form a stylized 'C' shape, resembling a series of nested crescents or a partial circle.

Teaching & Learning

JOINING TALIS 2024



TALIS 2024 tentative costs



- **International costs**
 - Not known yet (Call for Tenders for appointment of Consortium)
 - Also depend on number of participants (economies of scale)
 - Likely in the order of 170-200 KEUR for 6 years (~30 KEUR per year)
- **For EU/EEA member countries**
 - Possibility of financial support by the European Commission (80% international costs)
- **National costs**
 - National centre staff (NPM, data manager, school coordinators, quality observer)
 - Attendance of NPM meetings (compulsory) and TALIS GB meetings (optional)
 - Translation and adaptation of questionnaires (especially if multiple languages)
 - Survey administration costs (printing if paper-based, travel of quality observers...)



TALIS 2024 recruitment process



- **Recruitment process for TALIS 2024 to take place in 2020**
 - Interested countries and economies can register their interest to receive information updates as they become available (no commitment)
 - **Formal confirmation by end April 2020 ideally** (minimize per country costs)
- **Contact point for TALIS 2024**
 - To participate in TALIS 2024, please contact project leader Karine Tremblay at karine.tremblay@oecd.org cc: talis@oecd.org



Where to find further information?



- **TALIS Frequently Asked Questions**
 - <https://www.oecd.org/education/talis/talisfaq.htm>
- **TALIS 2018 Questionnaires**
 - <http://www.oecd.org/education/school/talis2018questionnaires.htm>
- **TALIS 2018 conceptual framework and publications**
 - https://www.youtube.com/playlist?list=PLqjNc44fuj5aWwlcBIy_eYyphufy5XtzR
- **TALIS Teachers' Guide**
 - http://www.oecd.org/education/talis/TALIS-Teachers-Guide-to-TALIS-2018-Vol-I_ENG.pdf
 - https://www.oecd.org/education/talis/TALIS-Guide-Enseignants-TALIS-2018-Vol-I_FR.pdf
 - https://www.oecd.org/education/talis/TALIS-Gu%C3%ADa-del-profesorado-TALIS-2018-Vol-I_ESP.pdf
- **TALIS 2018 videos**
 - https://www.youtube.com/playlist?list=PLqjNc44fuj5aWwlcBIy_eYyphufy5XtzR
- **Write to us:** karine.tremblay@oecd.org cc. talis@oecd.org.