

Instruction in Physics Classes

Curriculum

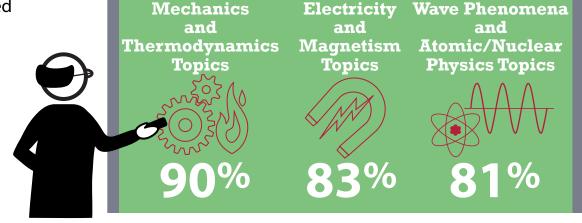
Covering a rigorous curriculum is key in students' opportunity to learn.

Eight of the nine countries participating in TIMSS Advanced had a national curriculum, with the United States being the exception. All but three (Italy, Sweden and the United States) had a "high stakes" test for students nearing the completion of secondary school.

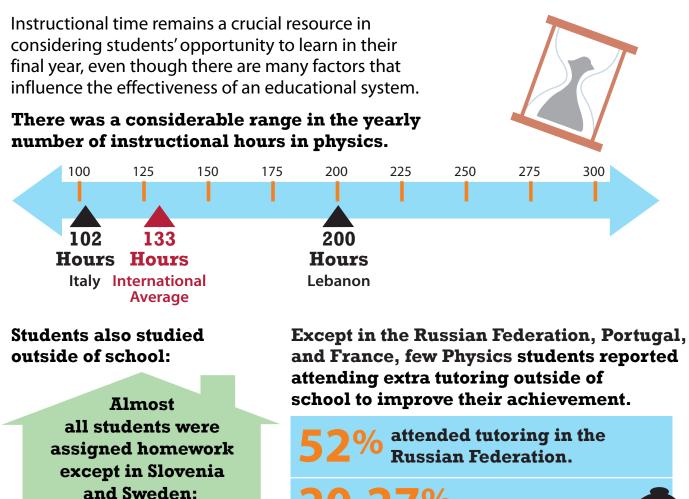


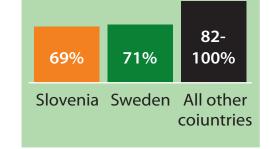
There was variation in topic coverage within content domains. However, according to their teachers, on average, most Physics students had been

taught the TIMSS Advanced topics.



Instructional Time





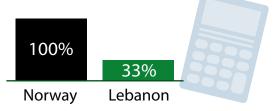
attended tutoring in France and Portugal.

On average, students attending extra tutoring had lower achievement.



Technology

Across the TIMSS Advanced countries there was a wide range in access to digital devices to use in physics lessons, with 79% of students on average having digital devices available.



Teachers have students use their digital devices primarily to process and analyze data (71%), draw graphs of functions (67%), look up ideas and information (66%), and do scientific procedures or experiments (62%).

SOURCE: IEA's Trends in International Mathematics and Science Study – TIMSS Advanced 2015. http://timss2015.org/advanced/download-center/

Students used the Internet for their TIMSS Advanced school work primarily to:

Find information about physics concepts or solve problems



72-74%

Collaborate with classmates on physics assignements or projects





TIMSS&PIRLS

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