

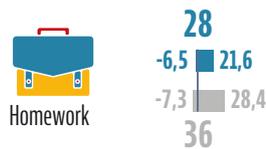
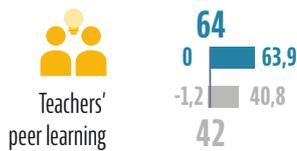
# Korea 26 | Education Innovation Index

OECD average 30

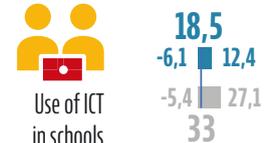
## Innovation in education by category



## Innovation in education by type of practice



## ICT Innovation



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.



## Korea

Between 2006 and 2016, Korea has experienced a modest level of innovation in its education system, below the OECD average. Innovation in secondary is almost on par with the OECD system average. While data gaps prevented the calculation of a primary education innovation index, this suggests a much smaller level of innovation in primary education. Science education practices have changed less than in the average OECD country. As in other OECD systems, access to computers has decreased, but the use of ICT in schools has remained much more stable than in other systems (where it typically spread). The main change lay in the diffusion of teacher peer learning practices, but also in the ways schools relate to their stakeholders. Having good performance in international assessments, Korean teachers possibly felt less of a need to change their teaching and learning practices.

## Some trends in educational outcomes



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



Academic outcome in secondary science  
 Equity of academic outcomes in secondary science

## Practices that changed the most

### Primary

**45** more students in 100 had their teachers visiting another classroom to learn more about teaching, reaching a **52%** coverage

**33** more students in 100 frequently observed and described natural phenomena in science lessons, reaching a **67%** coverage

**18** less students in 100 frequently used computers to look up for ideas and information in maths, reaching a **13%** coverage

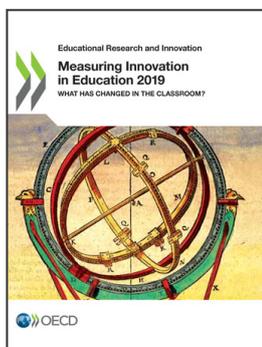
### Secondary

**40** more students in 100 had their maths teachers systematically correcting assignments and giving feedback, reaching a **53%** coverage

**38** more students in 100 in maths and **33** more in science had their teachers visiting another classroom to learn more about teaching, reaching a **39%** and **35%** coverage respectively

**37** more students in 100 went to schools which tracked achievement data over time by an administrative authority, reaching an **86%** coverage





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