# Slovenia 37
# OECD average 30

# Education Innovation Index

## Innovation in education by category


Primary 35 31


Secondary 37 30


Maths 47 35


Science 37 29


Reading 25 27

## Innovation in education by type of practice


Independent knowledge acquisition
63
-8,3 54,4
-6,7 34,6
41


Assessment
55
-35,6 19,6
-9,3 17
26


Homework
53
0 52,6
-7,4 28,4
36


School learning resources
45
-38,7 6,7
-22,6 9,9
32


Teachers' peer learning
44
0 44,4
-1,2 40,8
42


Formal teacher training
44
-41,5 2,9
-17,3 6,5
24


Rote learning
40
-0,4 39,6
-3,2 28,4
32


School external relations and HRM
28
-16 11,8
-8,1 12,8
21


Active learning practices in science
24
0 23,7
-2,1 25,9
28


Fostering higher order skills
20
-2,6 17,3
-3,3 20,7
24

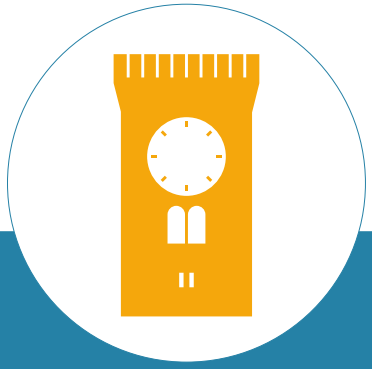

Other practices
17
-9,2 7,7
-6,6 14,1
21

## ICT Innovation


Computer availability
69
-65,3 3,4
-30,5 8,5
39


Use of ICT in schools
24
-1,5 22,2
-5,5 27,1
33

*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 a expansion and contraction of the covered practices between 2006 and 2016. Authors' calculations based on the PIRLS, PISA and TIMSS databases.*



# 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.

## 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

## 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

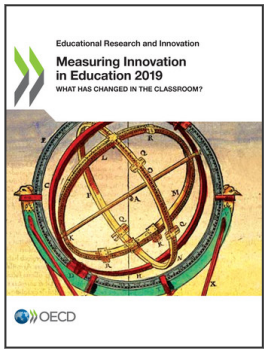
Teachers' collective ambition for their students in primary and secondary education

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

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