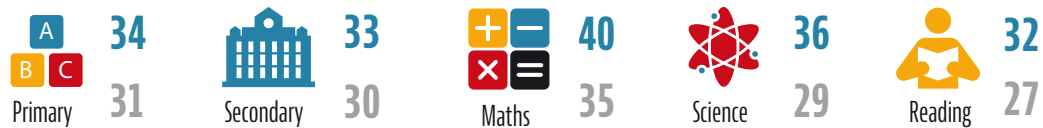


Hungary 34

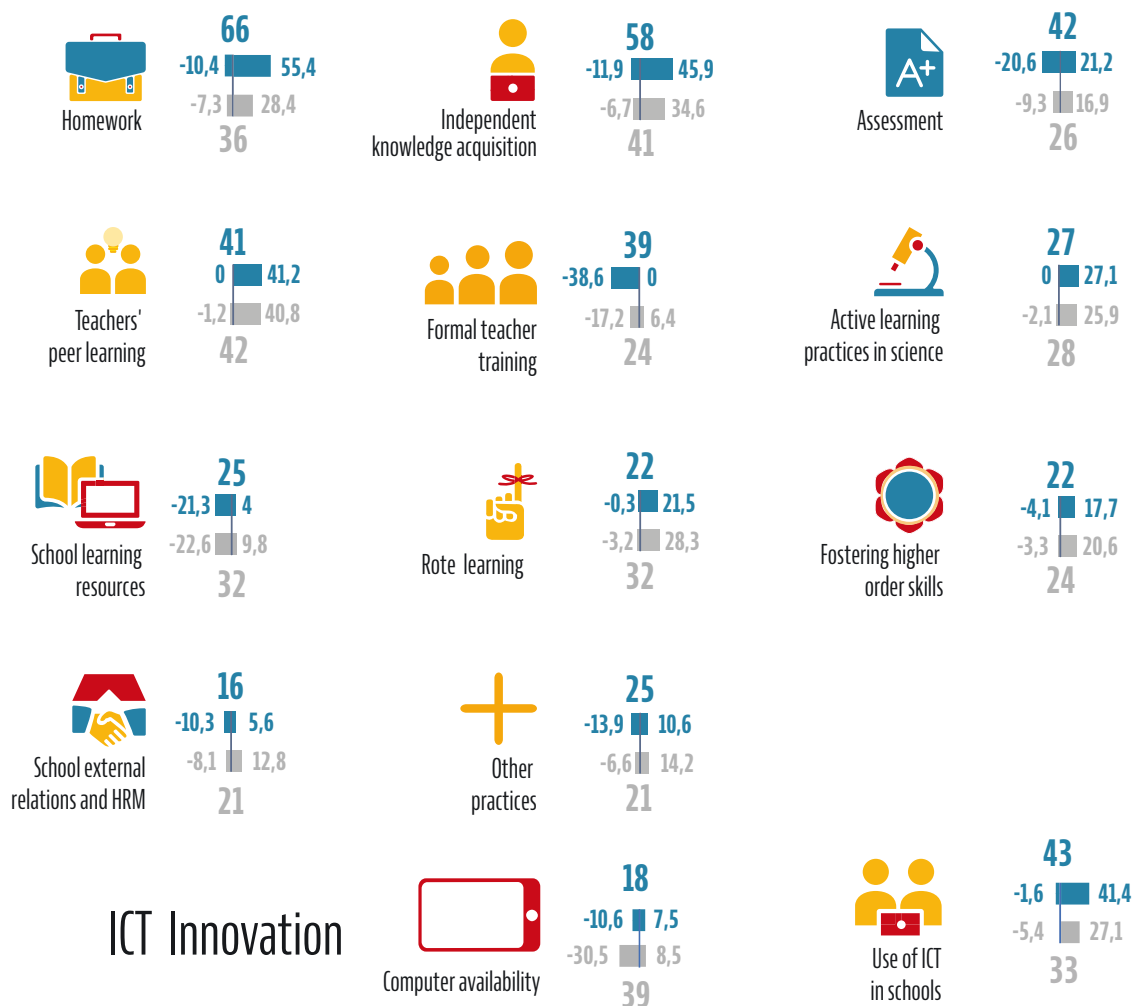
OECD average 30

Education Innovation Index

Innovation in education by category



Innovation in education by type of practice



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.



Hungary

Between 2006 and 2016, students in Hungary have experienced a relatively high level of innovation in teaching, learning and school practices, more than the average OECD country. Changes have been equally distributed across primary and secondary education. Mathematics education has been the main driving force of change, although innovation in science and reading were also higher than average. Access to computers remained more stable than elsewhere, but ICT was more often used in schools. The main changes lay in homework, assessment and independent knowledge acquisition practices. Teacher peer learning also gained significant ground. Perhaps driven by learning outcomes below the OECD average in international assessments, this high level of innovation points to a system-wide effort to change and improve educational practices in the classroom.

Practices that changed the most

Primary

- 81** more students in 100 took written tests in reading lessons
- 46** fewer students in 100 read nonfiction books at least once a week
- 37** more students in 100 frequently practised maths skills and procedures on computers

Secondary

- 89** more students in 100 in maths and
- 74** more in science systematically discussed homework in class
- 41** more students in 100 frequently observed and described natural phenomena in science lessons
- 38** more students in 100 frequently practised maths skills and procedures on computers

Some trends in educational outcomes



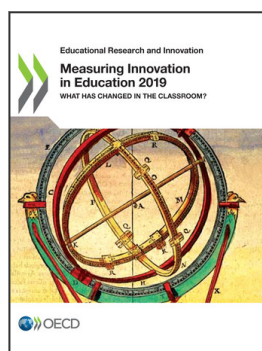
- Academic outcome in primary maths
- Student satisfaction in primary education
- Student enjoyment in primary and secondary science lessons
- Teachers' collective ambition for their students in primary and secondary education



- Academic outcome in primary science
- Academic outcome in primary reading
- Academic outcome in secondary maths
- Student satisfaction in secondary education
- Teachers' collective self-efficacy in primary education
- Equity of academic outcomes in primary reading
- Equity of academic outcomes in primary science
- Equity of academic outcomes in primary maths



- Academic outcome in secondary science
- Teachers' collective self-efficacy in secondary education
- Equity of academic outcomes in secondary science
- Equity of academic outcomes in secondary maths



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