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this book showcases evidence based accounts of how school systems can tackle the challenges associated with teacher training in integrated stem science technology engineering and mathematics education it reports on how a group of high school teachers from papua new guinea were upskilled in integrated stem education through the graduate certificate in stem education course delivered by the queensland university of technology qut australia through their own voices the teachers present examples of how they applied their new knowledge and skills in their contexts by tackling real world challenges and needs aligned with the png curriculum and the united nations sustainable development goals their narratives are framed in terms of the stem pedagogies they adopted the book provides evidence of how knowledge gained through postgraduate training has been implemented by teachers in their respective contexts including some in rural and remote schools through the eyes of both teacher educators and teachers this book demonstrates how integrated stem education can be delivered and serves as a helpful resource for academics teachers and policymakers through these connections academia and educational jurisdictions can sharpen their strategies for providing teacher in service courses on integrated stem education

the third international mathematics and science study timss covered five different grade levels with more than 40 countries collecting data in more than 30 different languages more than a million students were tested the present report contains the timss results for students in the final year of secondary school mathematics and science literacy achievement results are

reported for 21 countries advanced mathematics results and physics results respectively are reported for 16 countries these results complete the first round of descriptive reports from the timss study together with the results for primary school students third and fourth grade in most countries and middle school students seventh and eighth grades in most countries the results contained in this report provide valuable information about the relative effectiveness of a country s education system as students progress through school a ten page executive summary details the extensive conclusions to be drawn from the study dozens of tables and figures provide detailed statistics for all participating countries the netherlands and sweden were the top performing countries in mathematics france was the top performer in advanced mathematics norway and sweden had physics achievement levels significantly higher than other participating countries the appendixes contain extensive information pertaining to the development of the timss tests sample sizes and participation rates compliance with sampling guidelines and the test curriculum matching analysis ddr

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