

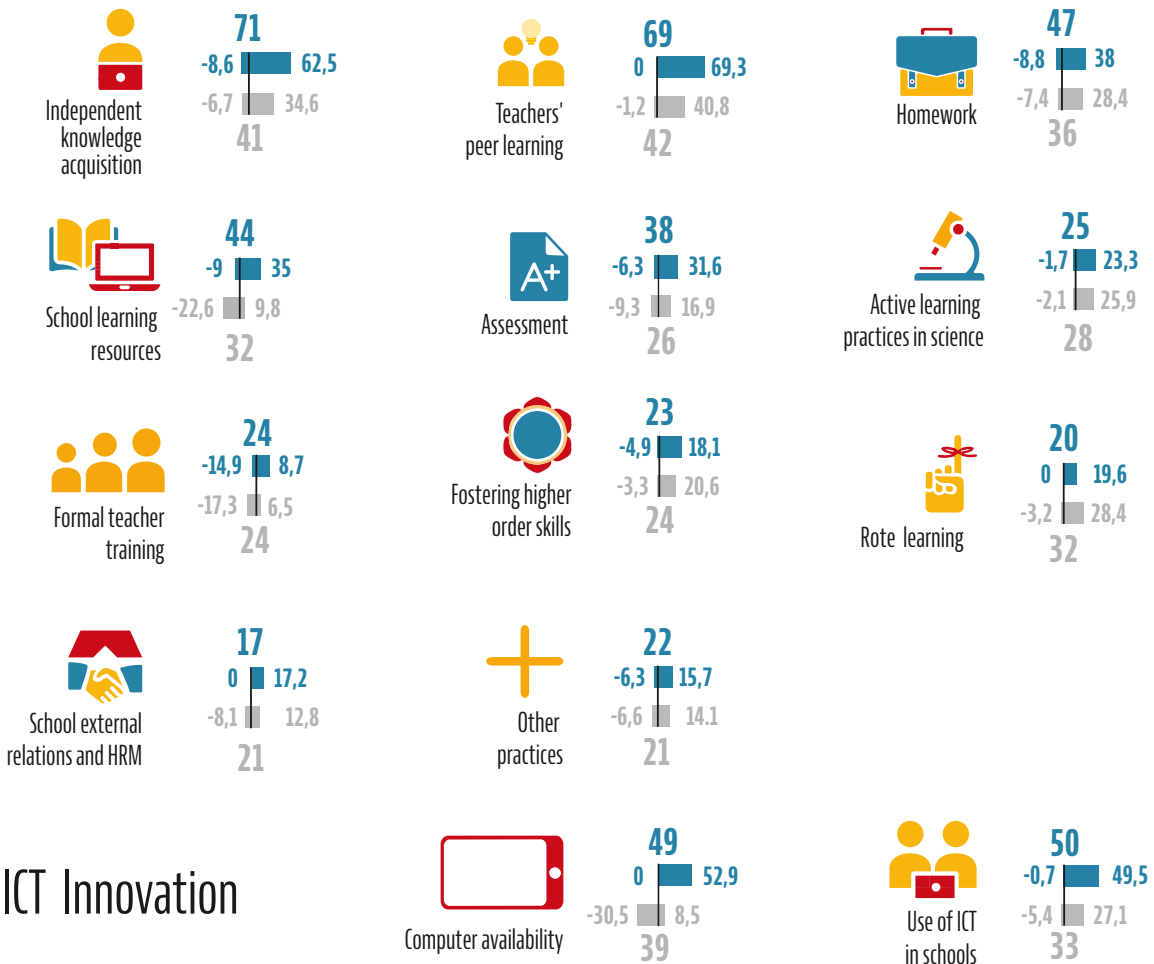
# Russian Federation 36 | Education Innovation Index

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



## Russian Federation

Between 2006 and 2016, the Russian Federation has experienced a relatively high level of innovation in educational practices, more than the OECD average. There was more innovation in primary than secondary, although both sectors experienced more change than OECD systems. At the disciplinary level, innovation in the Russian Federation followed the OECD pattern, with more innovation in maths practices, followed by science and reading. Innovation related to technology took the form of much more access to computers in schools, a big difference compared to OECD systems where there was a decrease, and also a much greater use of ICT in school. The most significant changes lay in the spread of teacher peer learning practices, in the expansion of independent knowledge acquisition practices in class, and the change in homework practices.

### Practices that changed the most

#### Primary

**62** more students in 100 frequently used computers to look up for ideas and information in reading, reaching a **75%** coverage

**56** more students in 100 had their teachers visiting another classroom to learn more about teaching, reaching a **70%** coverage

**50** more students in 100 in science and **48** more in maths had computers (including tablets) available for use during lessons, reaching a **66%** and **62%** coverage respectively

#### Secondary

**60** more students in 100 in math and **48** more in science systematically discussed homework in class, reaching a **67%** and **62%** coverage respectively

**42** more students in 100 had teachers putting major emphasis on national or regional achievement tests in science, reaching a **91%** coverage

**39** more students in 100 had their teachers visiting another classroom to learn more about teaching, reaching a **52%** 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 satisfaction in primary education

Student enjoyment in primary and secondary science lessons

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



Student satisfaction in primary and secondary education

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

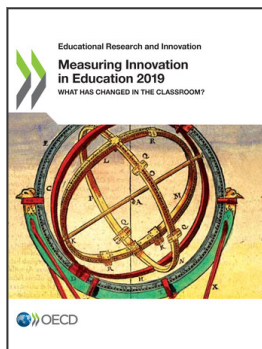
Equity of academic outcomes in primary reading

Equity of academic outcomes in primary and secondary science

Equity of academic outcomes in primary maths



Teachers' collective self-efficacy in primary and secondary education



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