

Submission for an invited session, organized by João Araújo

## What PISA and other international surveys tell us about good math teaching

Nuno Crato<sup>1</sup>,

<sup>1</sup> ISEG, University of Lisbon

Contrarily to a widespread myth, PISA, TIMSS, and other International Large Scale Assessment studies do not prove the success of vague curricula, nor the need for student-centered or inquiry-based methods. We now have sufficient international data to draw a couple of conclusions that dispel myths and start to build evidence-based conclusions. I'll discuss the reasons for the fall of some education systems, such as the Finnish, and the rise of others, such as the Estonian. In the light of the last PISA and TIMSS results, I'll also show how Portugal could progress while having curricular ambition, and how the country's results fell when this changed. Finally, I will show how data debunks the myth that a demanding curriculum harms disadvantaged students.