MAKING GOOD USE of INTERNATIONAL ASSESSMENT in DEVELOPING 10-YEAR LONGITUDINAL STUDIES

What We Learn from Hong Kong PISA

The Longitudinal Study of Adolescents in Hong Kong (HKLSA 2012–2022) continues a research endeavour begun with the Programme for International Student Assessment (PISA) in 2012. While the PISA studies employed a quantitative method to track cross-sectional patterns of adolescents' literacy performance and related factors, HKLSA is designed as a mixed-method longitudinal study which follows up with students from HKPISA2012 and tracks their development from 15 to 25 years old. The mixed-methods design attempts to explore the lived experiences of Hong Kong young adults in five domains: hopes and dreams, education experiences, employment experiences, intimate and social relationships, and health and well-being.

The HKLSA study has followed the HKPISA 2012 cohort with six quantitative studies (waves) from 2013 to 2021. The first three waves of surveys determined which educational pathways the majority of sampled adolescents entered in school year 2014–15. Then a qualitative approach (semi-structured in-depth interviews) investigated the transition process of Hong Kong adolescents after they completed secondary education. In 2020–2021, we followed up with another round of interviews with 47 young adults from different educational and career pathways. This seminar will share my strategies for designing and conducting this longitudinal study with a mixed-methods design, illustrating how methodological rigour can be achieved with both quantitative and qualitative methods.

TUESDAY, DECEMBER 6
12:00 — 1:30 PM

1520 Barrick Lecture Room
Simon Fraser University
Vancouver Campus

SPEAKER

Dr. Esther Ho is a professor in the Department of Educational Administration and Policy, Faculty of Education, and Director of the Hong Kong Centre for international Student Assessment at the Chinese University of Hong Kong. Dr. Ho's research focuses on international comparative assessment.

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