

Contributions, limitations, and perspectives of large-scale surveys in Education

Special issue of La Revue LEeE

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CALL FOR PAPERS

Framing

Over the past decades, international large-scale assessments in education, such as the Organisation for Economic Co-operation and Development (OECD)'s *Programme for International Student Assessment* (PISA) and the International Association for the Evaluation of Educational Achievement (IEA)'s *Trends in International Mathematics and Science Study* (TIMSS), have become key references for evaluating student achievement and comparing educational systems. These assessments provide an exceptionally rich body of data, widely used by researchers, policymakers, international organizations, and education practitioners alike.

These surveys have profoundly shaped contemporary debates on the quality, equity, and effectiveness of education systems. However, they also raise numerous methodological, theoretical, and political issues. Among them are the validity of inferences drawn from complex measurement models and statistical analyses, the interpretation of results in relation to diverse cultural and linguistic contexts, and the use of such data to inform national and international educational reforms.

In this context, the journal *L'Évaluation en Éducation (LEeE)* is dedicating a special issue to the contributions, limitations, and perspectives of international large-scale surveys in Education. The aim is to stimulate a critical and multidimensional reflection on how these surveys contribute to comparative analyses of educational systems, to the development of public policies, and to a better understanding of contextual factors that may influence student outcomes.

Proposed timeline

- **By February 1, 2026** – Interested authors are invited to submit a document including: author names, a title (maximum 20 words), an abstract (maximum 250 words), and a short biographical note (around 80 words). The abstract should specify the purpose of the forthcoming manuscript, its context, methodology, results, and conclusions. These elements may be adapted depending on the type of contribution.
- **By June 1, 2026** – Submission of the full manuscript.
- **Fall 2026** – Peer review process.
- **December 2026** – Revision requests.
- **Throughout 2027** – Accepted papers will be published on a rolling basis on the special issue's webpage.

Manuscript Review Process

The journal is distinguished by its **open and collaborative peer-review process** (see <https://revue.leece.online/index.php/info/EOC>), which entails the following:

- The review is **not anonymous**.
- The submitted text is pre-published online, explicitly identified as such (and later replaced by the final version).
- The review process takes place in a shared Google Doc, allowing reviewers and authors to interact directly during the evaluation.
- When the paper is accepted, the names of the reviewers appear on the published article, accessible online.
- With the consent of both authors and reviewers, excerpts from their exchanges may be published alongside the final article to illustrate scholarly debate and the potential of open and collaborative reviewing.
- It is also possible to opt for a traditional double-blind review process.

Guidelines for authors

- For the journal's editorial standards, please consult: https://revue.leece.online/index.php/info/consignes_auteurs
- Authors are encouraged to prepare their manuscript using the available template, accessible here: https://revue.leece.online/index.php/info/infos_auteurs

Please feel free to contact us with any questions.

We look forward to receiving your contributions,

Sébastien Béland and Patricia Vohl