



Faculty of **Education**
The University of Hong Kong
香港大學教育學院

PISA 2025

What Can We Learn From PISA Results? PISA 結果給我們甚麼啟示？



DATE 日期

**17 October 2026
(Saturday)**

2026年10月17日 (星期六)

TIME 時間

10:00 am – 12:30 pm

上午10:00 – 下午12:30

VENUE 地點

**Wang Gungwu Lecture Hall,
Graduate House, HKU**

香港大學 · 研究生堂 · 王廣武講堂

Rundown | 活動流程

09:30 – 10:00 Registration | 登記

10:00 – 10:05 Welcome Remarks | 歡迎辭

10:05 – 10:25 Understanding PISA and Future Readiness

認識 PISA 及其與「未來準備度」的關聯

10:25 – 10:45 Global & Hong Kong Performance Trends and Student Agency

全球與香港表現趨勢與「學習能动性」

10:45 – 11:25 PISA Across Cycles: Reflections on Hong Kong's Changing Educational Landscape

從歷屆 PISA 看轉變中的香港教育

11:25 – 12:05 Regional Insights from Singapore and Taiwan: Using PISA Data to Inform Education Systems

區域視角：善用 PISA 數據啟發教育系統發展

12:05 – 12:30 Q&A and Closing Discussion

答問與總結討論

Honorable Guest Speaker | 嘉賓講者

Prof Youyan NIE

Associate Professor, Psychology and Child & Human Development Academic Group, National Institute of Education, Nanyang Technological University.

Fewer Exams, Sustained Excellence? Insights from Singapore's PISA 2025 Results

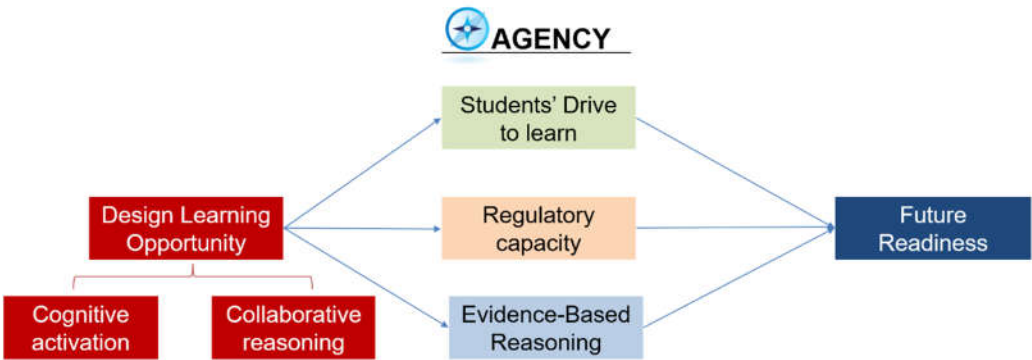
Dr Tsung-Hau JEN

Director, Research and Development Division of Science Education Center; Director, Project Office for the Ministry of Education Teacher Qualification Examination.

Evaluating Taiwan's 2019 Curriculum Reform with PISA: A Difference-in-Differences Approach

Assessment Focus of PISA and the Concept of Agency

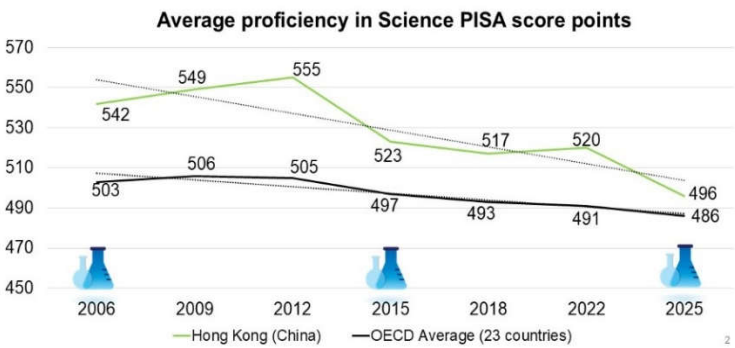
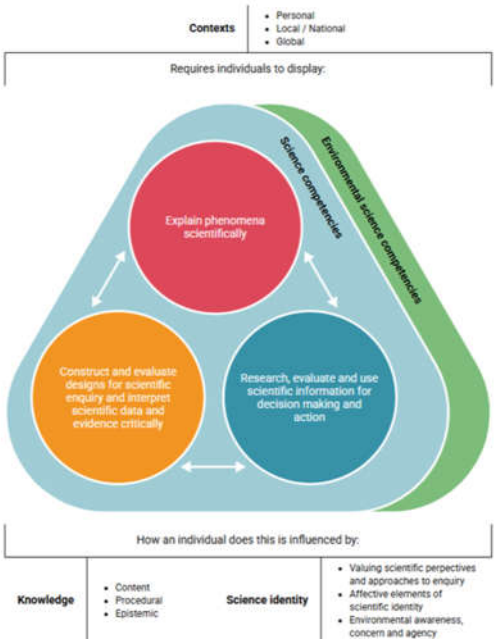
- PISA 2025 “not only assesses whether students can reproduce knowledge, but also whether they can extrapolate from what they have learned and apply their knowledge to new situations. It emphasises the mastery of processes, the understanding of concepts, and the ability to function in various types of situations” (Organisation for Economic Co-operation and Development [OECD], 2026, p. 11).
- According to the OECD (2019), student agency “implies a sense of responsibility as students participate in society and aim to influence people, events and circumstances for the better” (p. 4).
- Agency “requires the ability to frame a guiding purpose and identify actions to achieve a goal. It is about acting rather than being acted upon; shaping rather than being shaped; and making responsible decisions and choices rather than accepting those determined by others” (OECD, 2019, p. 4).
- Student agency can be understood in terms of four interconnected dimensions: behavioural agency, a self-and-school foundation, the instructional environment, and science motivation. Together, these dimensions create the conditions for future readiness, which is reflected in science performance and is most closely associated with students’ science-specific motivation.



Assessment Framework and Trends in Performance in the Three Core Domains

Science Domain

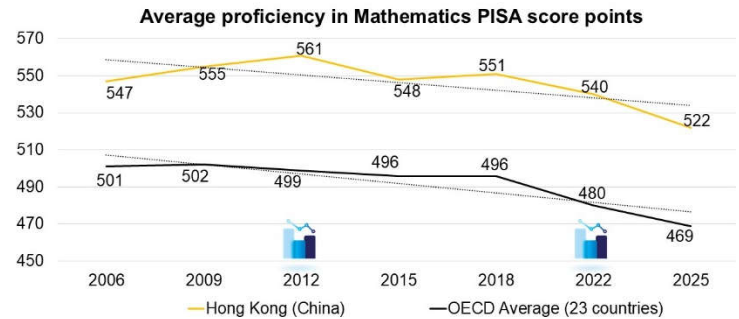
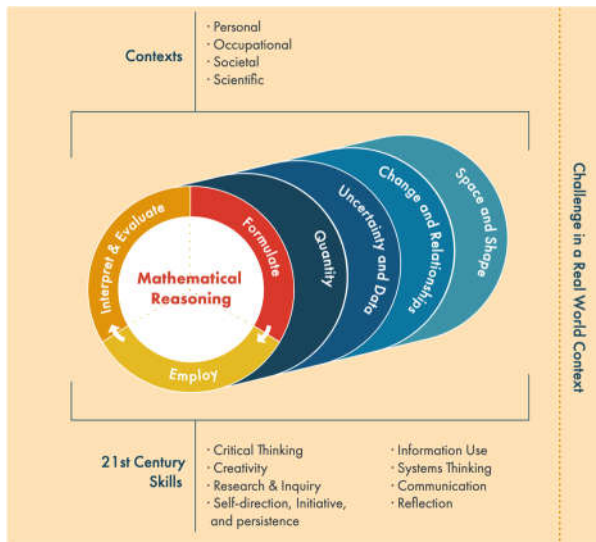
- PISA measures students’ science proficiency defined as a student’s “ability to engage with science-related issues, and with the ideas of science, as a reflective citizen”, and to use them for informed decision making” (OECD, 2026, p. 18).



Year	Competencies
2006	Identify scientific questions, explain everyday scientific phenomena and use scientific evidence in real-world situations.
2009	
2012	
2015	Explain scientific phenomena, evaluate and design scientific investigations , and interpret data and evidence scientifically in real-world situations.
2018	
2022	
2025	All of the above, as well as use scientific knowledge and evidence to make decisions and take action in complex social, environmental, and information-rich situations.

Mathematics Domain

- PISA measures students' mathematics proficiency defined as a student's "capacity to reason mathematically and to formulate, employ and interpret mathematics to solve problems in a variety of real-world contexts." (OECD 2026, p. 13)



Year	Competencies
2003	Use school mathematics, including computations, procedures, and representations , to solve real-life problems and reflect on problem-solving processes.
2006	
2009	
2012	Formulate real-world problems mathematically, use mathematics to solve them, and interpret and evaluate the results.
2015	
2018	
2022	All of the above, as well as use mathematical reasoning to solve and judge solutions to complex, data-rich and changing real-world problems.
2025	

Reading Domain

- PISA measures students' reading proficiency defined as a student's "capacity to understand, use, evaluate, reflect on and engage with texts in order to achieve one's goals, develop one's knowledge and potential, and participate in society" (OECD 2026, p.13)

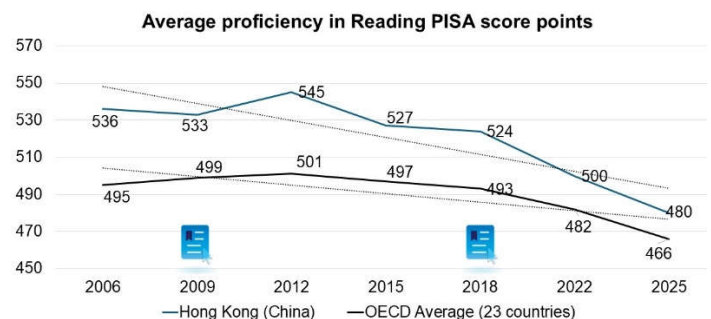
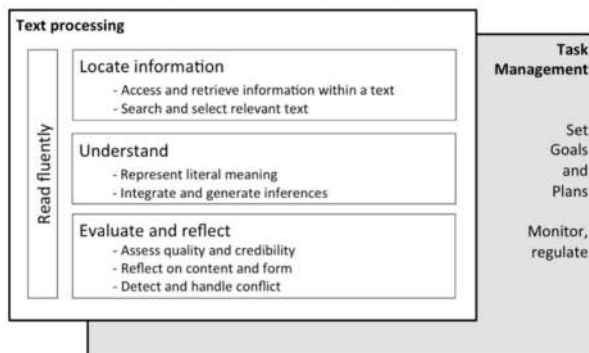


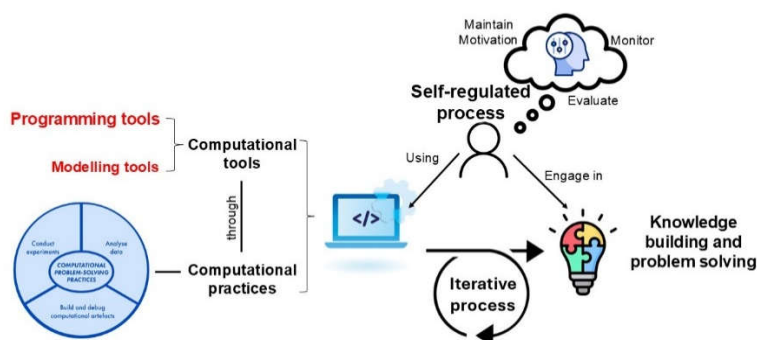
Figure 2.2. PISA 2018 Reading framework processes



Year	Competencies
2000	Understand, use and reflect on print-based text with graphs and charts, for reading as key skill for real-life purposes.
2003	
2006	
2009	Understand, use, reflect on, and engage with both print and digital texts , including webpages and charts for real-life purposes and active participation in society.
2012	
2015	
2018	Understand, use, evaluate , reflect on, and engage with multiple print and digital texts, especially online texts , to judge information , build meaning and participate in society.
2022	
2025	

Innovative Domain: Learning in the Digital World

- Learning in the Digital World measures students' capacity to engage in an iterative and self-regulated process of knowledge building and problem solving using computational tools and practices.
- The table below shows examples of potentially transferable capacities across Learning in the Digital World and the three core domains.



Transferable capacity	Learning in the digital world constructs	Corresponding cross-domain competency
Formulating or representing a problem	Computational modelling: constructing digital representations of ideas and systems.	Mathematics: Formulating situations mathematically
Logical and analytical reasoning	Computational problem solving: solving problems with computational logic.	Mathematics: Reasoning
Applying and evaluating a solution	Computational problem solving: developing strategies and monitoring or evaluating progress.	Mathematics: Interpreting, applying and evaluating outcomes
Testing possible solutions	Computational problem solving in an iterative digital learning environment.	Science: Evaluating designs for scientific enquiry
Evaluating evidence	Computational and scientific inquiry practices using digital tools.	Science: Evaluating scientific information for decision making
Interpreting information	Computational problem solving used as a broad cross-domain LDW basis.	Reading: Integrating and generating inferences
Evaluating source quality	Computational problem solving used as a broad cross-domain LDW basis.	Reading: Assessing quality and credibility
Reconciling conflicting evidence	Computational problem solving used as a broad cross-domain LDW basis.	Reading: Corroborating and handling conflict

References

Organisation for Economic Co-operation and Development. (2019). Student agency for 2030.

Organisation for Economic Co-operation and Development. (2026). PISA 2025 assessment and analytical framework.

Seminar Materials	Submit a Question	Seminar Feedback
		