



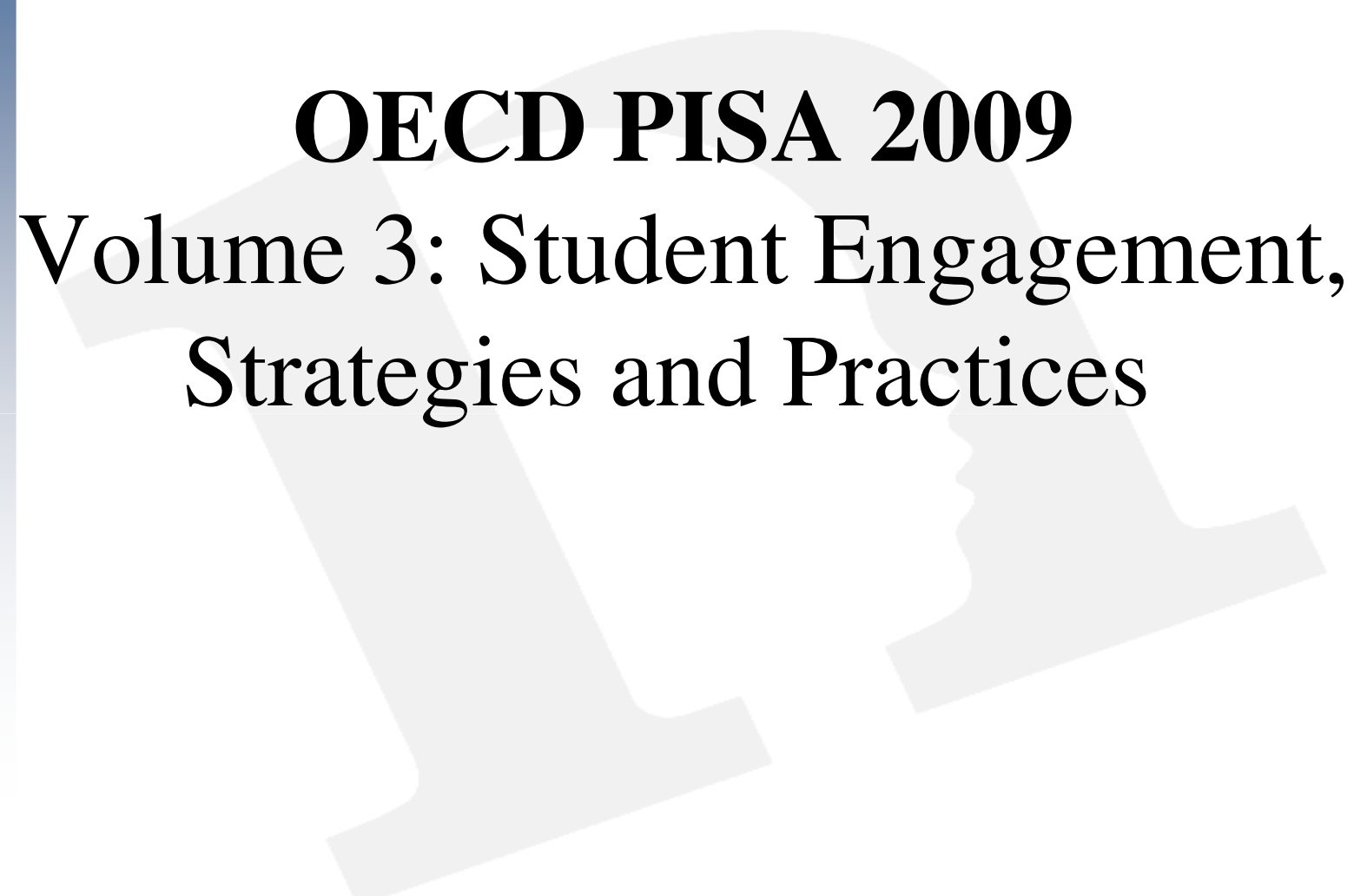
# Umræðufundur um PISA 2009

Námsmatsstofnun

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**OECD PISA 2009**  
**Volume 3: Student Engagement,  
Strategies and Practices**

# PISA 2009 Results: Learning to Learn

STUDENT ENGAGEMENT, STRATEGIES  
AND PRACTICES

VOLUME III



Programme for International Student Assessment



# Executive summary

- *In all countries, students who enjoy reading the most perform significantly better than students who enjoy reading the least.*

- Fjölbreytt lesefni
- Skáldsögur
- Teiknimyndasögur
- Lestur á netinu

Hve oft lestu eftirtalið vegna  
þess að þig langar til þess?

- Aldrei eða næstum aldrei
- Fáein skipti á ári
- U.þ.b. einu sinn í mánuði
- Nokkrum sinnum í mánuði
- Nokkrum sinnum í viku

# Lestur á netinu

## Hve oft lest þú eða gerir eftirfarandi?

- a) Les tölvupóst
- b) Spjalla á netinu (t.d. MSN®)
- c) Les fréttir á netinu
- d) Nota orðabók eða alfræðirit á netinu (t.d. Wikipedia®)
- e) Leita að upplýsingum á netinu til að fræðast um ákveðið efni
- f) Tek þátt í umræðum á spjallþráðum á netinu
- g) Leita að hagnýtum upplýsingum á netinu (t.d. dagskrá, viðburðum, ráðleggingum, uppskriftum)

# Executive summary

- *On average across OECD countries, 37% of students report that they do not read for enjoyment at all.*
  - Réttar námsaðferðir
  - Two years of schooling

# Executive summary

- *In all countries, boys are not only less likely than girls to say that they read for enjoyment, they also have different reading habits when they do read for pleasure.*
  - Hlið við hlið
  - Engin ráðgáta, ekkert líffræðilegt
    - Neikvæðari nálgun á námi
    - Minni áhugi á að lesa

# Executive summary

- ***High-performing countries are also those whose students generally know how to summarise information.***

- a) Þegar ég læri byrja ég á því að finna nákvæmlega hvað það er sem ég þarf að læra
- b) Þegar ég læri kanna ég hvort ég skilji það sem ég hef lesið
- c) Þegar ég læri reyni ég að komast að því hvaða hugtök ég hef ekki skilið til fulls
- d) Þegar ég læri passa ég mig á að muna mikilvægustu atriði textans.
- e) Þegar ég er að læra og skil ekki eitthvað leita ég frekari upplýsinga sem skýra það betur

Næstum aldei

Stundum

Oft

Næstum alltaf





# Executive summary

- *While factors such as predisposition, temperament, peer pressure and socialisation may contribute to boys having less interest in reading than girls, boys could be encouraged to enjoy reading more and to read more for enjoyment.*
  - Áhrif þjóðfélagsstöðu 20% minni
  - Drengir í lægri þjóðfélagsstigum
  - Stúlkur í efri þjóðfélagsstigum

+28 stig

+35 stig

# Executive summary

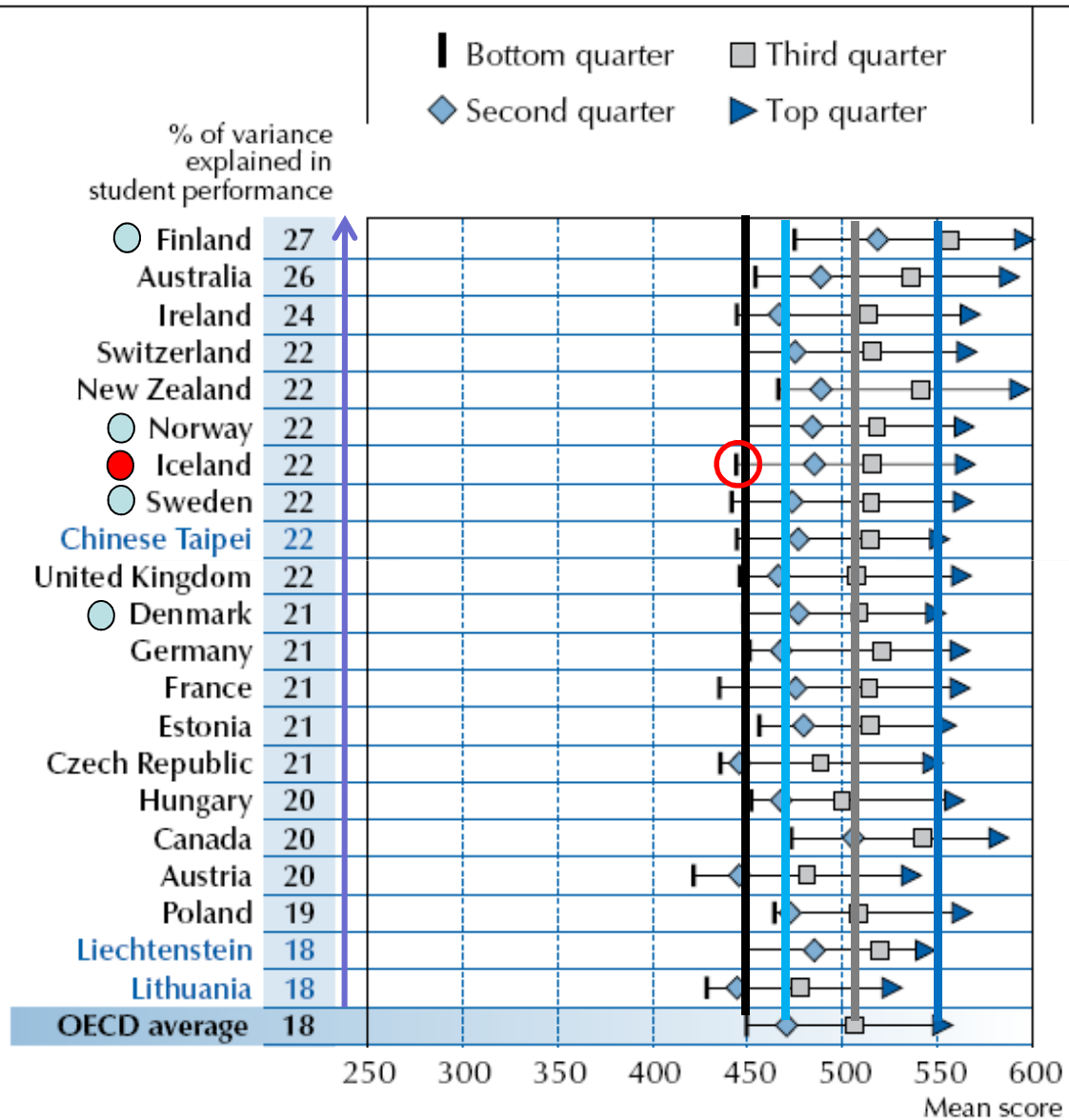
- *In recent years, the gender gap in reading engagement has widened, as well as the gender gap in reading performance.*
  - „Changing students’ attitudes and behaviours may be inherently more difficult than providing equal access to high quality teachers and schools. ”
  - „These are the two main factors that explain the low performance of socio-economically disadvantaged students”

|  | Ísland | OECD | Mism. |
|--|--------|------|-------|
| Lesskilningur  | 500    | 493  | 7     |
| Hlutfall nemenda sem lesa reglulega og nota ígrundaðar námsaðferðir við að læra  | 49%    | 45%  | 4%    |
| Kynjamunur í lesskilningi (St - Dr)  | 44     | 39   | 5     |
| Mismunur á hlutfalli stúlkna og drengja sem lesa reglulega og nota ígrundaðar námsaðferðir við að læra (St - Dr)   | 20     | 11   | 9     |
| Hlutfall sem kynjamunur í lesskilningi gæti minnkað um, ef drengir hefðu jafn gaman af lestri og stúlkur   | 58%    | 61%  | -3%   |
| Munur á lesskilningi hjá nemendum í hæstu og lægstu þjóðfélagsstöðu í landinu (efsti 1/4 - neðsti 1/4)   | 62     | 89   | -27   |
| Mismunur á hlutfalli nemenda í efstu þjóðfélagsstöðu og neðstu þjóðfélagsstöðu sem lesa reglulega og nota ígrundaðar námsaðferðir við að læra                              | 12%    | 17%  | -5%   |
| Hlutfall sem munur á lesskilningi eftir þjóðfélagsstöðu gæti minnkað um, ef nemendur í neðstu þjóðfélagsstöðu notuðu sömu námsaðferðir og nemendur í efstu þjóðfélagsstöðu | 18%    | 20%  | -2%   |



■ Figure III.1.3 ■

## Relationship between enjoying reading and performance in reading



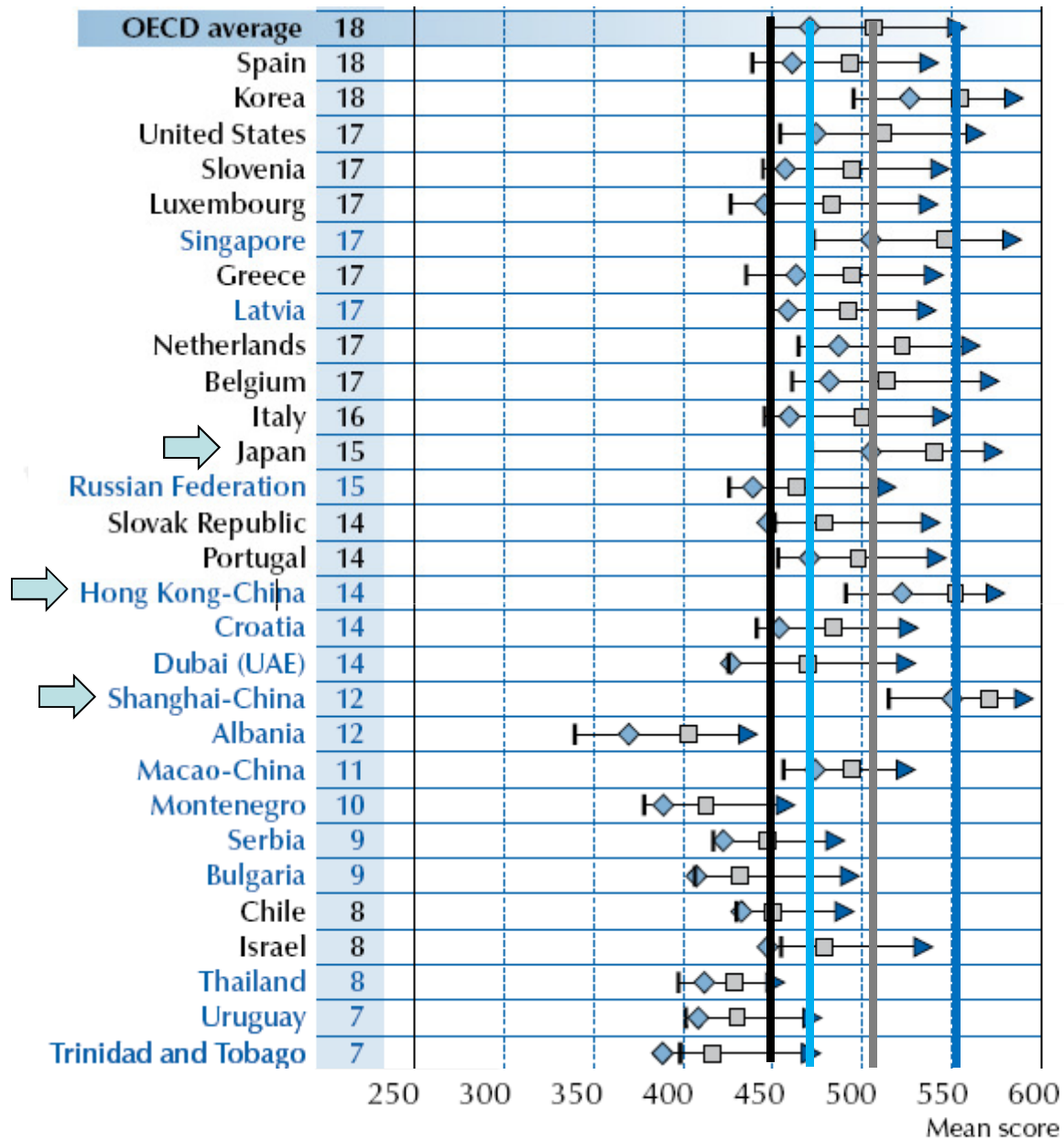
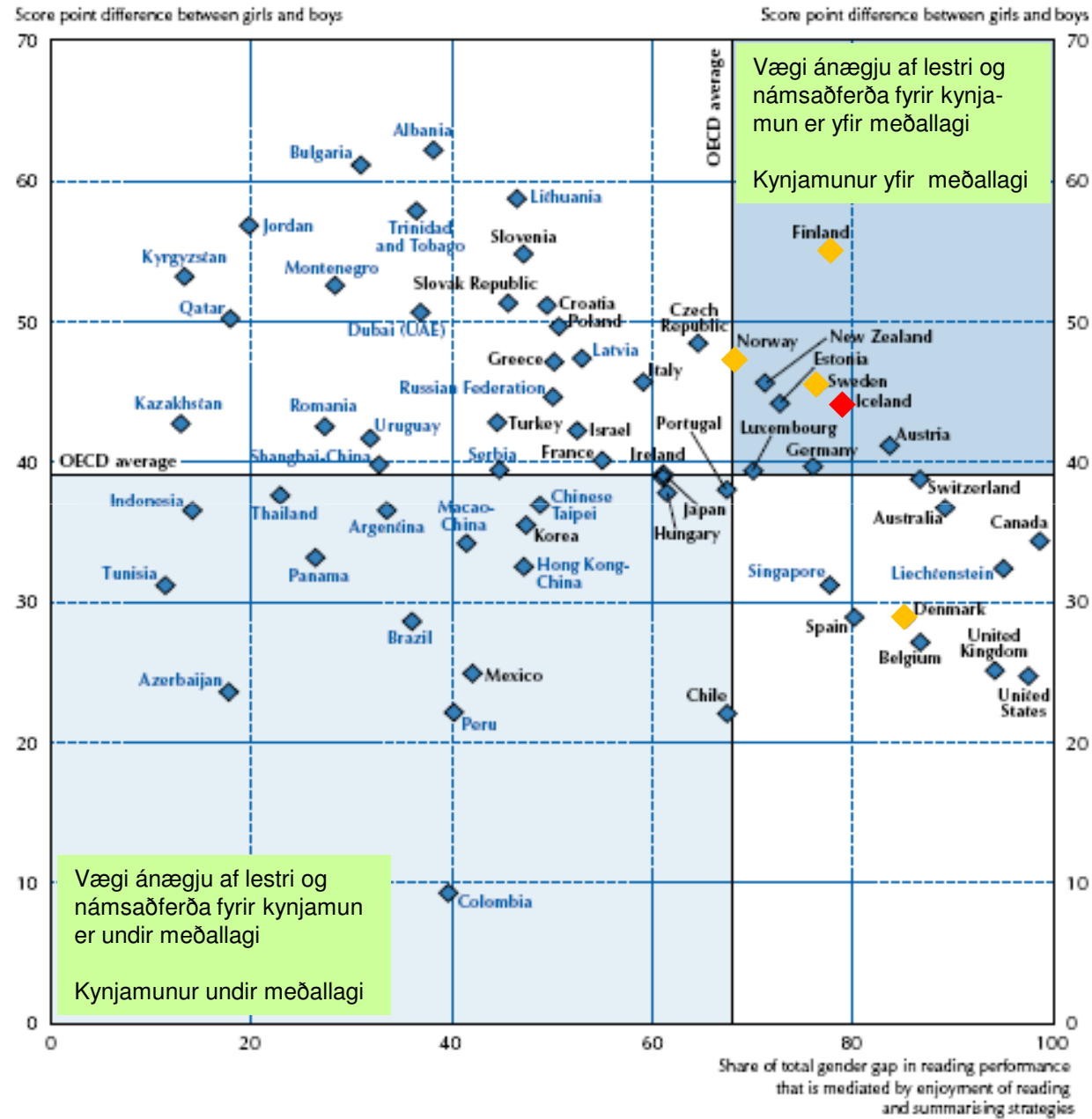
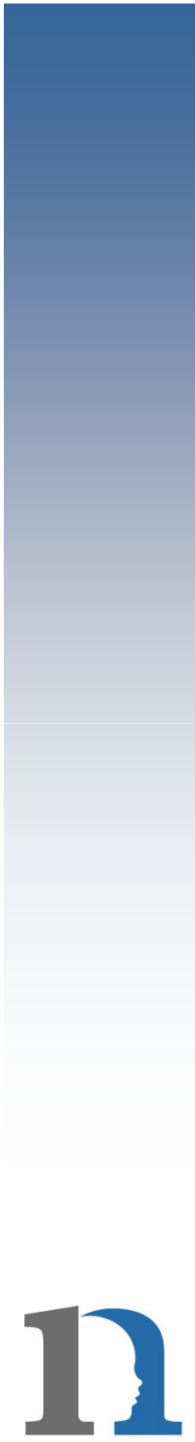


Figure III.3.3

### The role of engagement in reading and approaches to learning as mediators of gender differences in reading performance





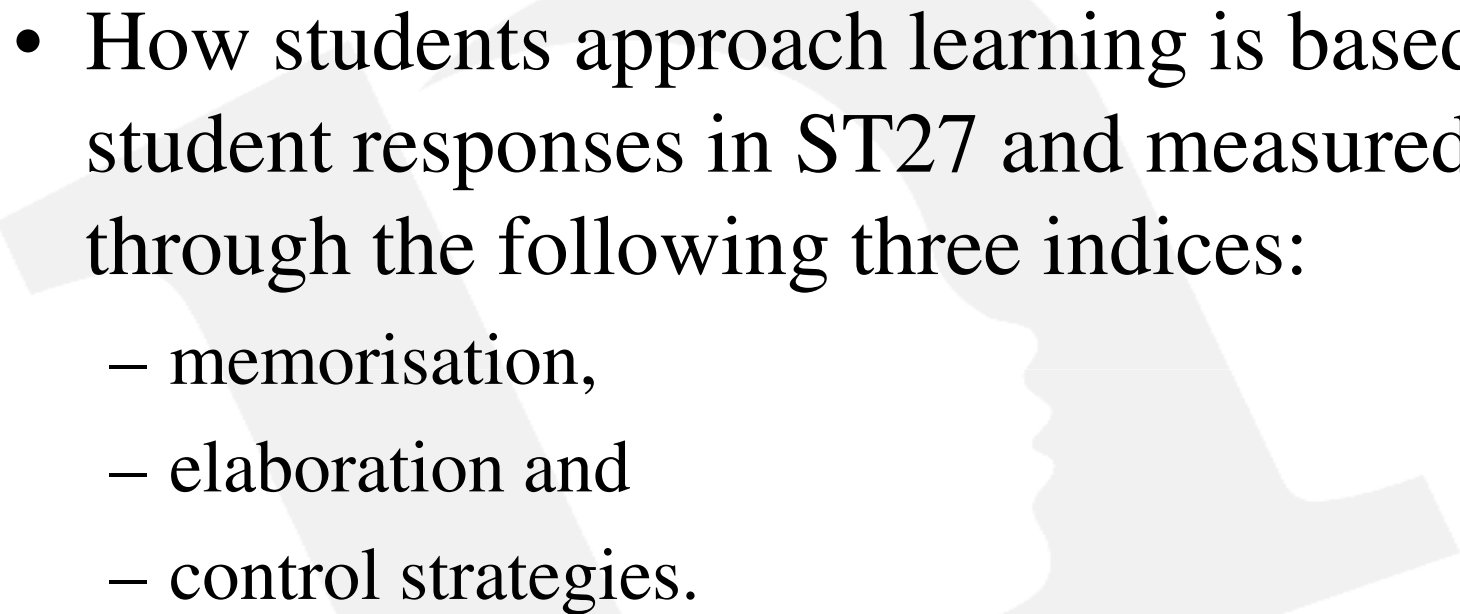
- **Awareness of effective strategies to understand and remember information**
- they are aware that doing things like “after reading the text, I discuss its content with other people”, “I underline important parts of the text” and “I summarise the text in my own words” are effective strategies to understand and remember information, while doing things like “I concentrate on the parts of the text that are easy to understand”, “I quickly read through the text twice” and “I read the text aloud to another person” are less effective strategies.<sup>4</sup>



- The *index of enjoyment of reading activities (EN JOY)* was derived from students' level of agreement with the following statements (ST24): i) *I read only if I have to*; ii) *reading is one of my favourite hobbies*; iii) *I like talking about books with other people*; iv) *I find it hard to finish books*; v) *I feel happy if I receive a book as a present*; vi) *for me, reading is a waste of time*; vii) *I enjoy going to a bookstore or a library*; viii) *I read only to get information that I need*; ix) *I cannot sit still and read for more than a few minutes*; x) *I like to express my opinions about books I have read*; and xi) *I like to exchange books with my friends*.



- The *index of diversity of reading materials (DIVREAD)* was derived from the frequency with which students read the following materials because they want to (ST25): magazines, comic books, fiction, non-fiction books and newspapers. Higher values on this index indicate higher diversity in reading.

- 
- How students approach learning is based on student responses in ST27 and measured through the following three indices:
    - memorisation,
    - elaboration and
    - control strategies.

- The *index of memorisation (MEMOR)* was derived from the frequency with which students did the following when they were studying: i) try to memorise everything that is covered in the text; ii) try to memorise as many details as possible; iii) read the text so many times that they can recite it; and iv) read the text over and over again.
- The *index of elaboration (ELAB)* was derived from the frequency with which students did the following when they were studying: i) try to relate new information to prior knowledge acquired in other subjects; ii) figure out how the information might be useful outside school; iii) try to understand the material better by relating it to my own experiences; and iv) figure out how the text information fits in with what happens in real life.



- The *index of control strategies (CSTRAT)* was derived from students' reports on how often they did the following statements: i) when I study, I start by figuring out what exactly I need to learn; ii) when I study, I check if I understand what I have read; iii) when I study, I try to figure out which concepts I still haven't really understood; iv) when I study, I make sure that I remember the most important points in the text; and v) when I study and I don't understand something, I look for additional information to clarify this.

# CDE > ABF

- The *index of understanding and remembering (UNDREM)* was derived from students' reports on the usefulness of the following strategies for understanding and memorising the text (ST41): A) I concentrate on the parts of the text that are easy to understand; B) I quickly read through the text twice; C) After reading the text, I discuss its content with other people; D) I underline important parts of the text; E) I summarise the text in my own words; and F) I read the text aloud to another person.

- The *index of summarising (METASUM)* was derived from students' reports on the usefulness of the following strategies for writing a summary of a long and rather difficult two-page text about fluctuations in the water levels of a lake in Africa (ST42): A) I write a summary. Then I check that each paragraph is covered in the summary, because the content of each paragraph should be included; B) I try to copy out accurately as many sentences as possible; C) before writing the summary, I read the text as many times as possible; D) I carefully check whether the most important facts in the text are represented in the summary; and E) I read through the text, underlining the most important sentences, then I write them in my own words as a summary.

# Effective Learners, Proficient Readers

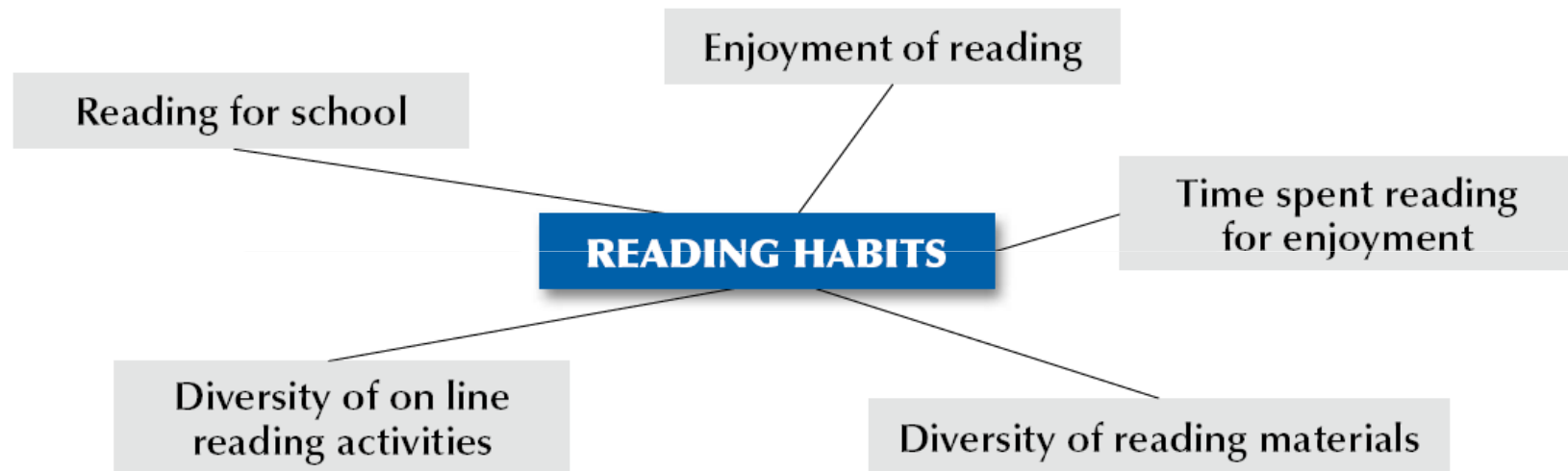
- How engaging in reading activities and approaching learning positively relates to reading proficiency.
- How much do students enjoy reading, how much time do they spend reading for enjoyment, and what do they read for enjoyment.
- The extent to which 15-year-olds have “learned how to learn” as indicated by their knowledge and use of specific learning strategies, such as understanding, remembering and summarising.
- Students’ reading and learning habits are then related to their reading performance.





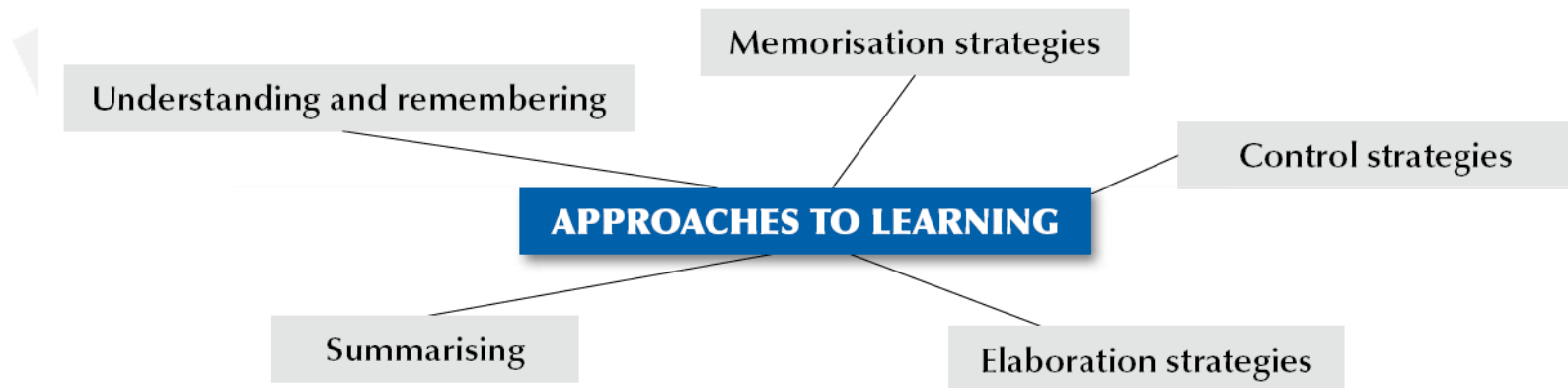
■ Figure III.1.1 ■

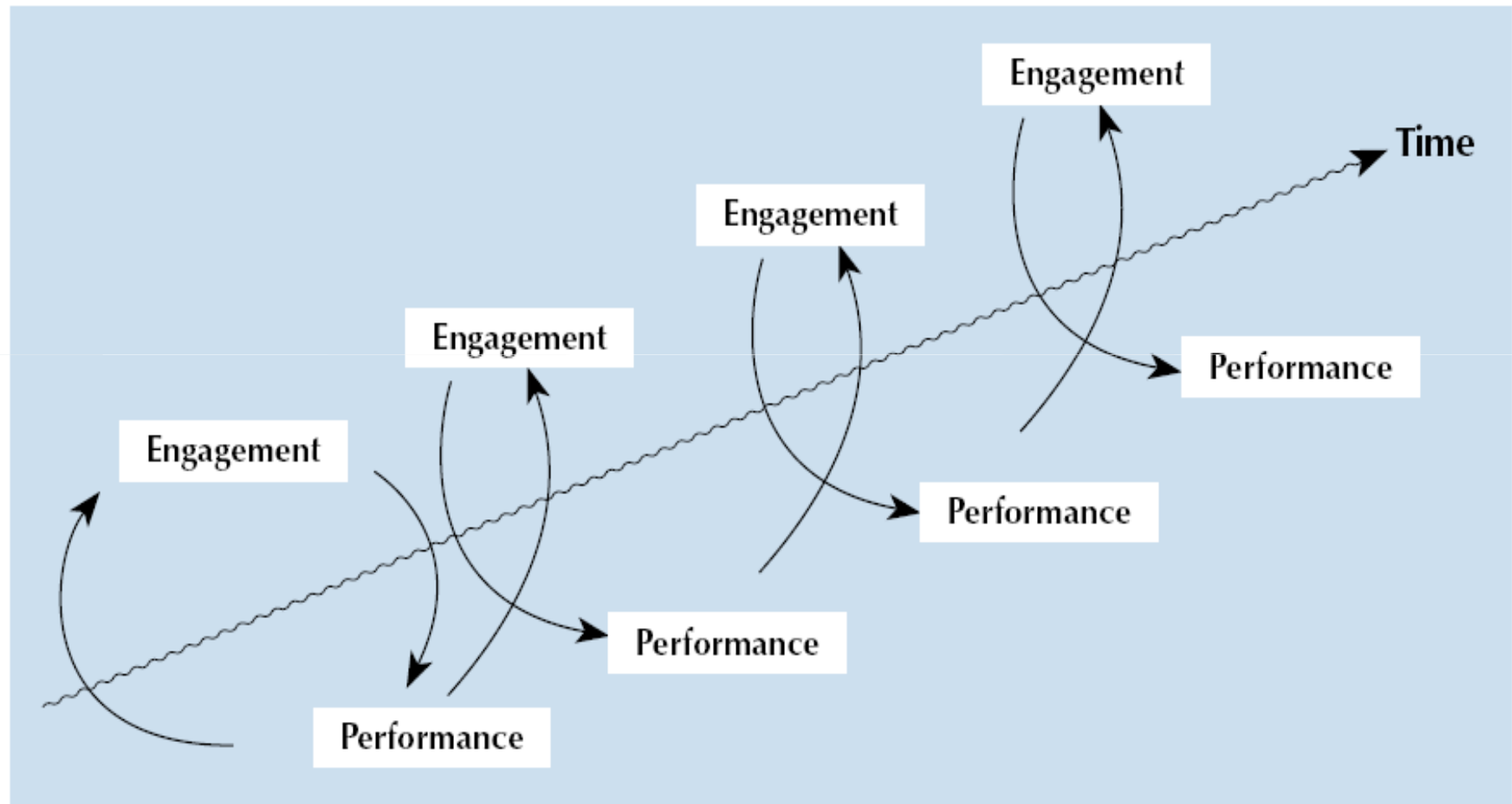
## How does PISA define “engagement in reading activities”?

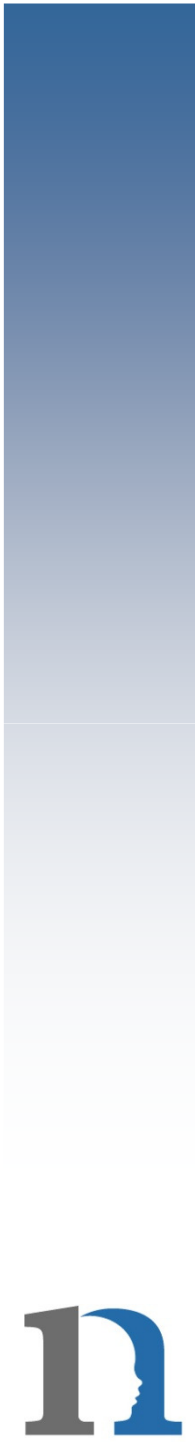


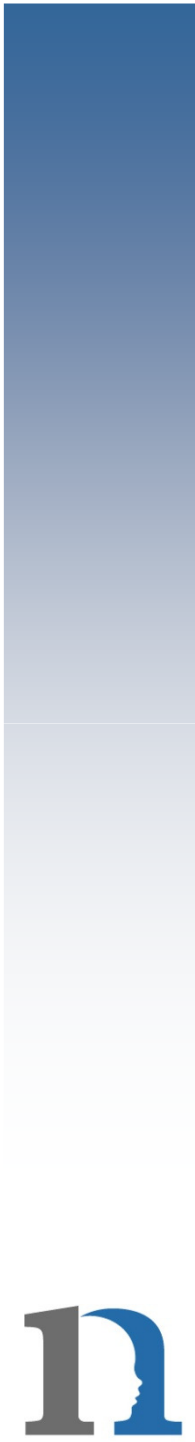
■ Figure III.1.2 ■

### How does PISA define “learning strategies”?









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