



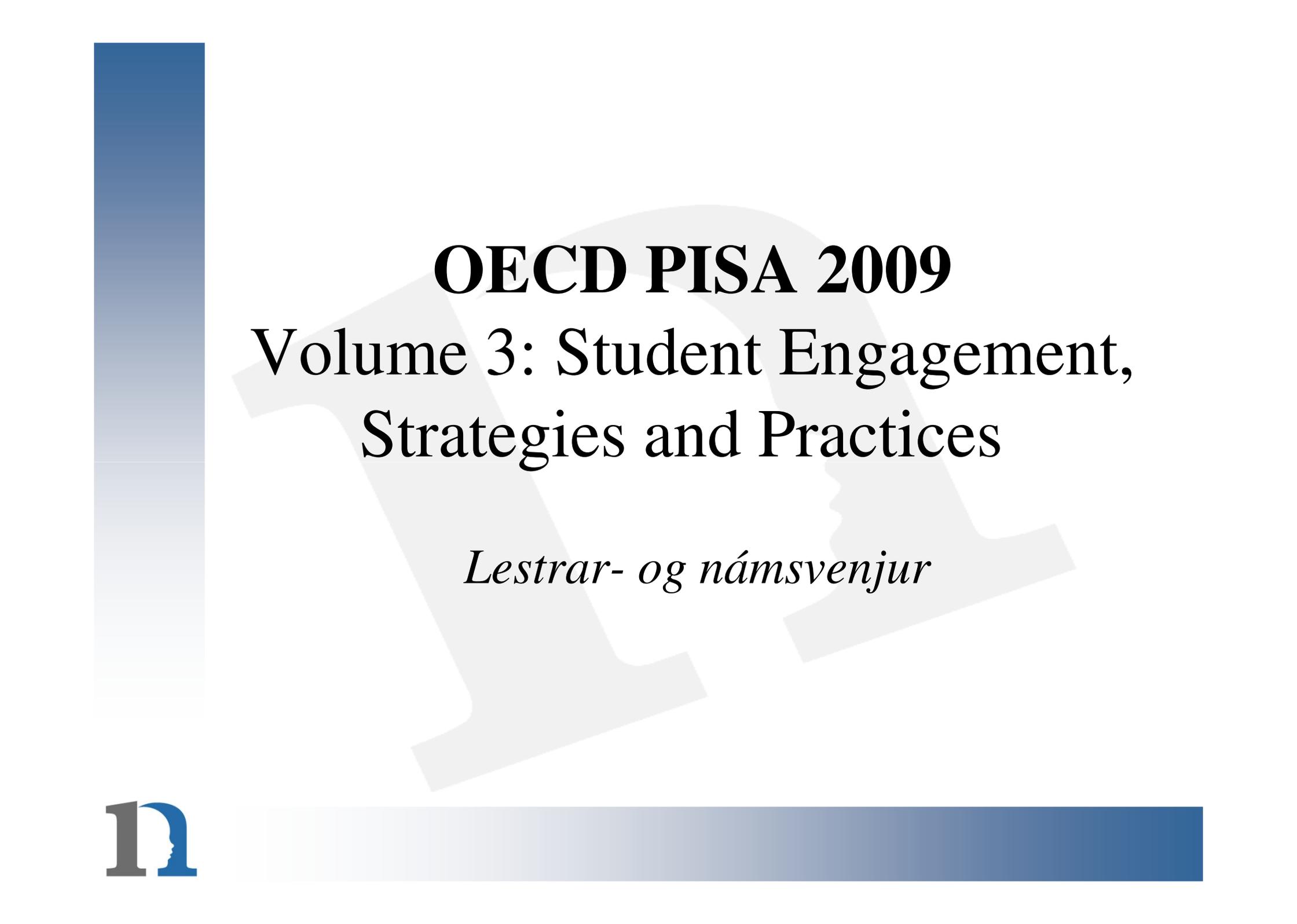
Umræðufundur um PISA 2009

Námsmatsstofnun

26. apríl 2011

Almar Miðvík Halldórsson





OECD PISA 2009

Volume 3: Student Engagement, Strategies and Practices

Lestrar- og námsvenjur

Niðurstöður PISA 2009

Niðurstöður gefnar út af OECD í sex bindum:

- **I. bindi:** What Students Know and Can Do: Student Performance in Reading, Mathematics and Science
- **II. bindi:** Overcoming Social Background: Equity in Learning Opportunities and Outcomes
- **III. bindi:** Learning to Learn: Student Engagement, Strategies and Practices
- **IV. bindi:** What Makes a School Successful? Resources, Policies and Practices
- **V. bindi:** Learning Trends: Changes in Student Performance Since 2000
- **VI bindi:** Digital Readers: Performance in reading digital texts
(*Kemur út í júní 2011*)

PISA 2009 Results: Learning to Learn

STUDENT ENGAGEMENT, STRATEGIES
AND PRACTICES

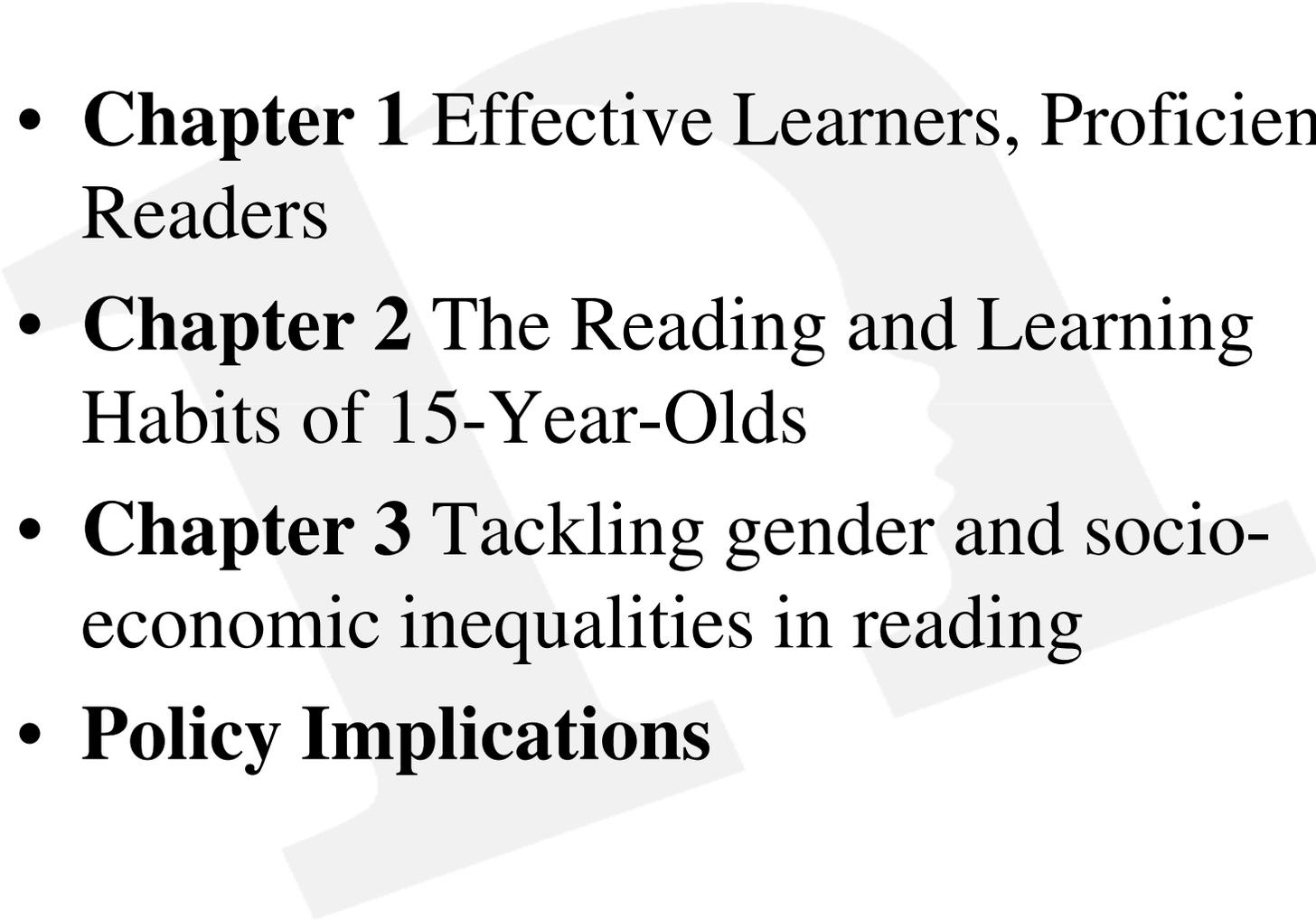
VOLUME III



Programme for International Student Assessment



- This volume looks at how engagement in reading activities and approaches to learning relate to reading performance and analyses the degree to which engagement in reading and approaches to learning could have potential compensatory effects.
- The analyses seek to offer pointers on what parents, teachers and school administrators can do to help students become proficient and engaged readers.

- 
- **Chapter 1** Effective Learners, Proficient Readers
 - **Chapter 2** The Reading and Learning Habits of 15-Year-Olds
 - **Chapter 3** Tackling gender and socio-economic inequalities in reading
 - **Policy Implications**



1

Effective Learners, Proficient Readers

This chapter examines how engaging in reading activities and approaching learning positively relates to reading proficiency. More specifically, it looks at how much students enjoy reading, how much time they spend reading for enjoyment, and what they read for enjoyment. The chapter also examines 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 summarisin.

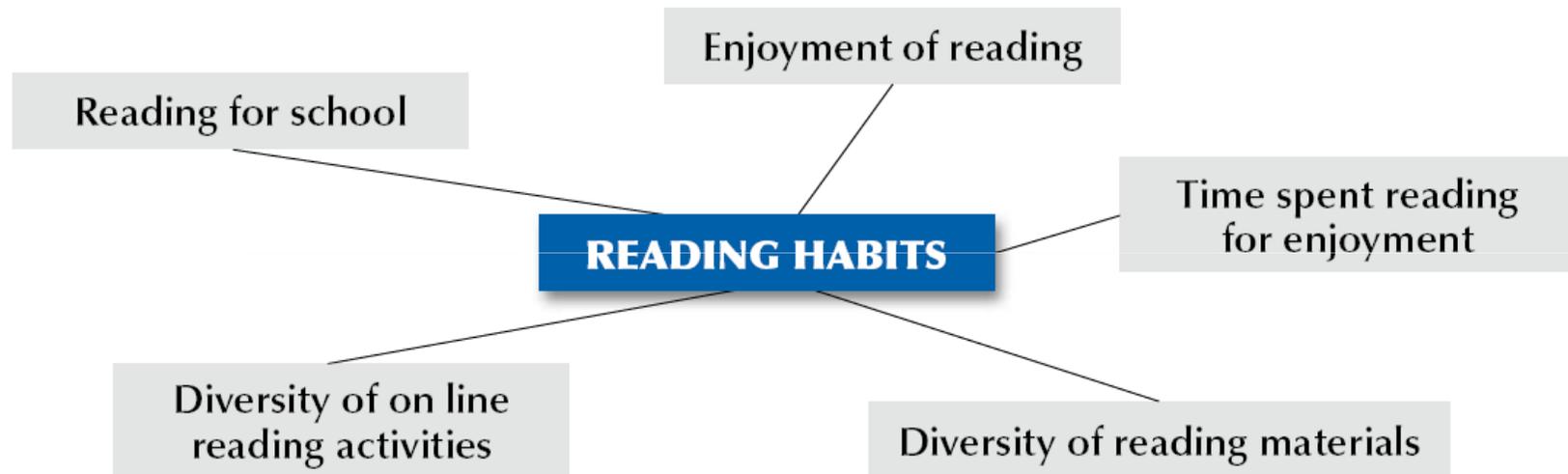


- Students who are highly engaged in a wide range of reading activities and who adopt particular strategies to aid them in their learning are more likely than other students to be effective learners and to perform well at school
- Research also shows a strong link between the incidence and intensity of reading practices, reading motivation and reading proficiency among adults
- Results emerging from this volume suggest that students who read for enjoyment, who self-direct their learning and particularly students who enjoy reading and who know what they should do when they have to understand, remember and summarise complex information, are students who perform well in the PISA reading assessment.



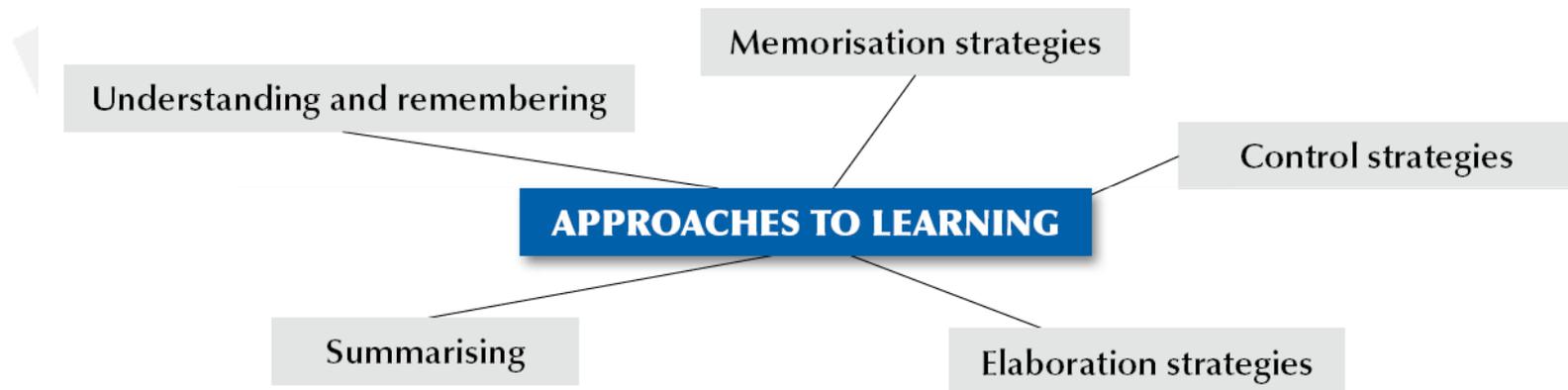
■ Figure III.1.1 ■

How does PISA define “engagement in reading activities”?



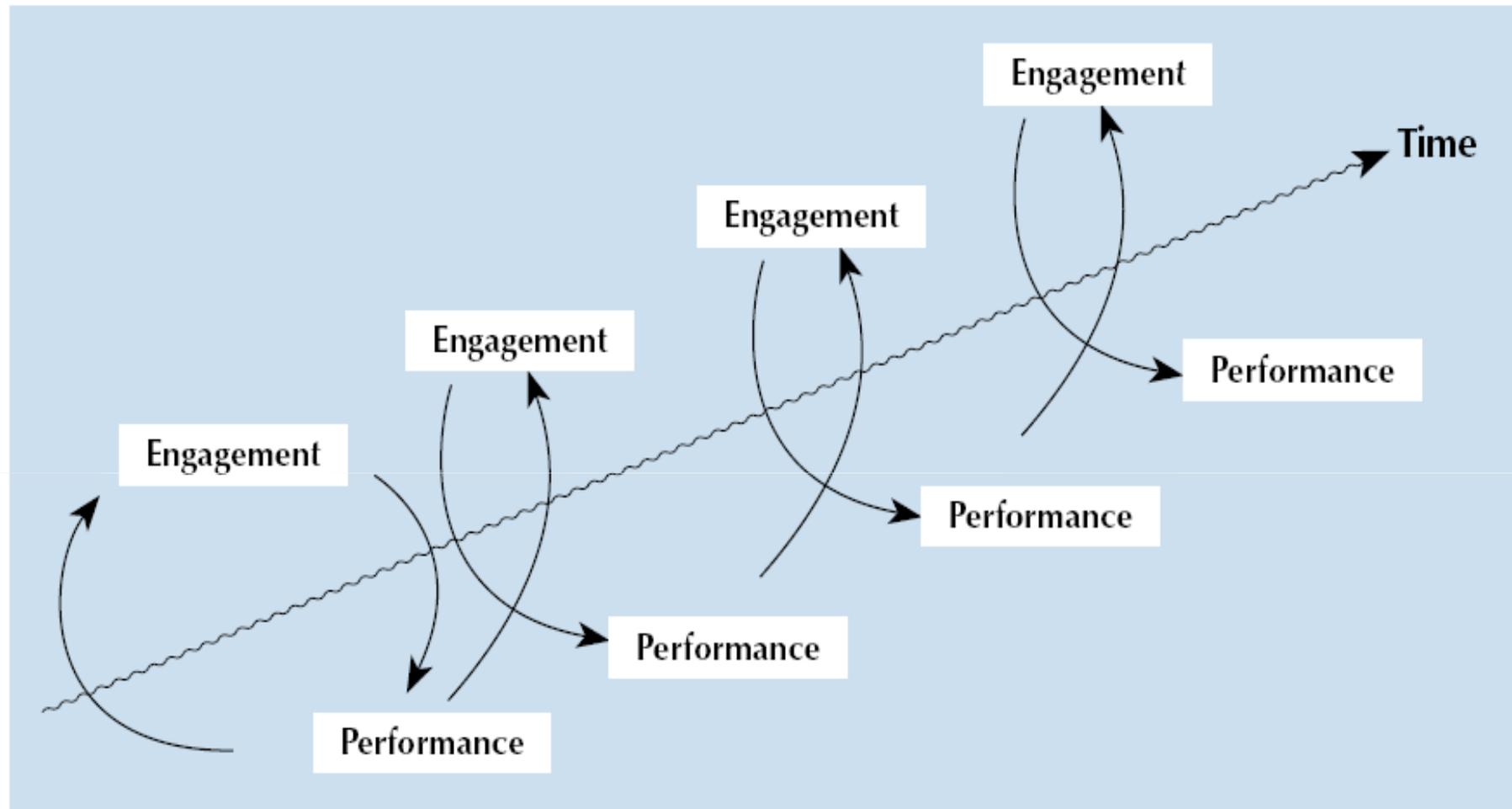
■ Figure III.1.2 ■

How does PISA define “learning strategies”?



Mælikvarðarnir

- Sjálfsmat nemenda
 - Spurningalisti að loknu PISA prófinu
 - Óbeinar spurningar mynda mælikvarða
- Meðaltal nemenda í OECD ríkum: 0,00
- 2/3 af nemendum milli -1,00 og +1,00



How strong is the association between reading performance and reading habits and approaches to learning?

- **The slope** represents the score point difference that is associated with a change of one unit in reading habits and approaches to learning. This indicator measures how powerful the association is.
- **The inter-quartile range** represents the difference between the students with the highest and those with the lowest reading habits and approaches to learning.

Are reading habits and approaches to learning good predictors of performance?

- **The proportion of the variation** in student performance that is accounted for by engaging in reading and approaches to learning, or “explained variance”, helps to answer this question by identifying the proportion of the observed variation in student performance that can be attributed to reading habits and approaches to learning.

Ánægja af lestri

(*enjoyment of reading*)

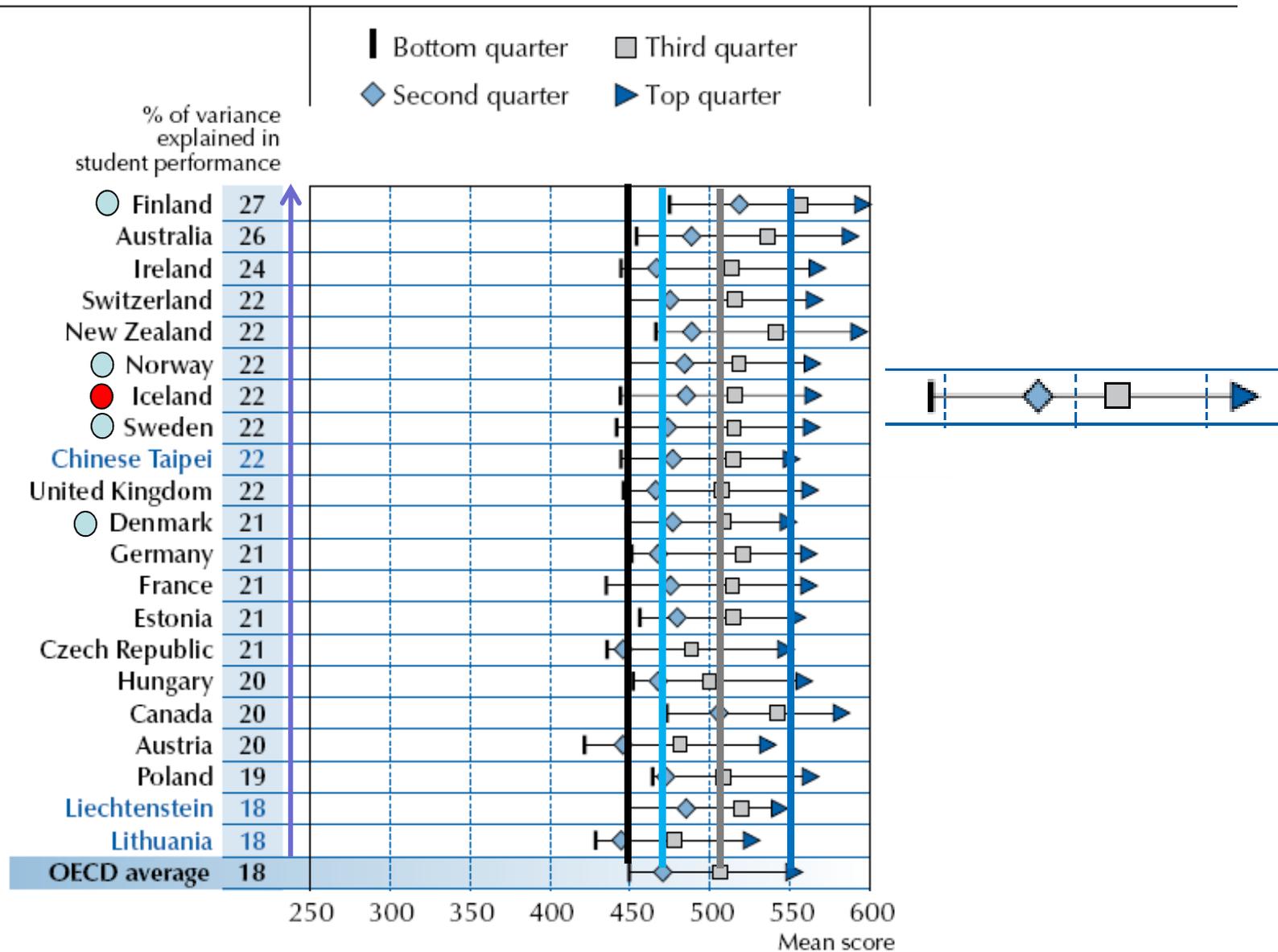
Nemendur voru spurðir hve sammála þeir væri eftirfarandi staðhæfingum um lestur (mjög sammála, sammála, ósammála eða mjög ósammála):

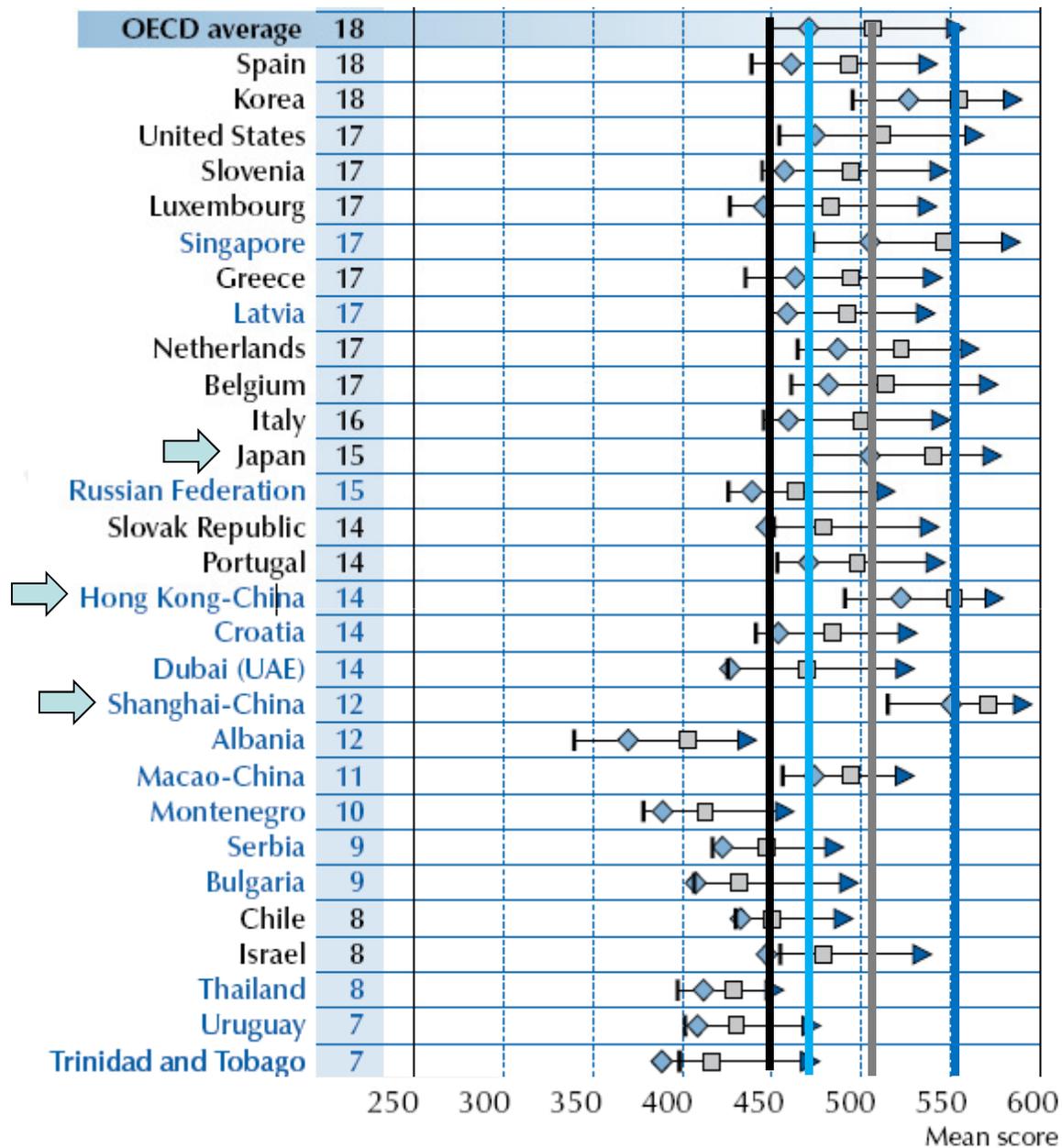
- (1) *Ég les bara þegar ég verð að gera það,*
- (2) *Lestur er eitt af uppáhalds áhugamálum mínum,*
- (3) *Mér finnst gaman að tala um bækur við aðra,*
- (4) *Mér finnst erfitt að klára bækur,*
- (5) *Ég verð ánægð(ur) ef ég fæ bók að gjöf,*
- (6) *Lestur er tímasóun fyrir mig,*
- (7) *Mér finnst gaman að fara í bókabúð eða á bókasafn,*
- (8) *Ég les eingöngu til að fá þær upplýsingar sem ég þarfnast,*
- (9) *Ég get ekki setið kyrr og lesið í meira en nokkrar mínútur,*
- (10) *Mér finnst gaman að segja hvað mér finnst um bækur sem ég hef lesið,*
- (11) *Mér finnst gaman að skipta á bókum við vini mína.*

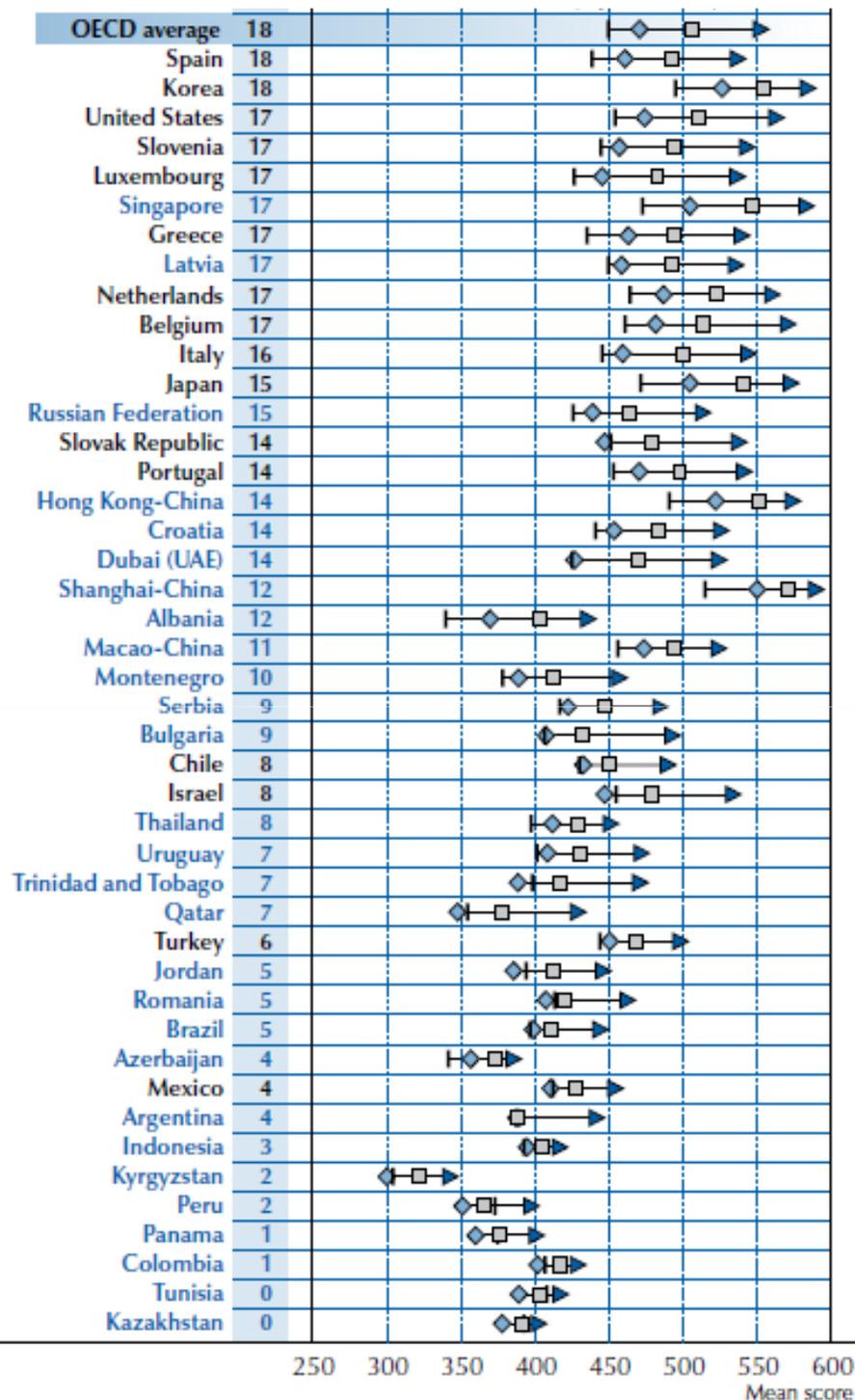
Svörum við staðhæfningum sem eru neikvætt orðaðar (1, 4, 6, 8 og 9) er snúið við svo að hærri gildi teljist til herra gildis á mælikvarðanum.

■ Figure III.1.3 ■

Relationship between enjoying reading and performance in reading







The association between time spent reading for enjoyment and reading performance

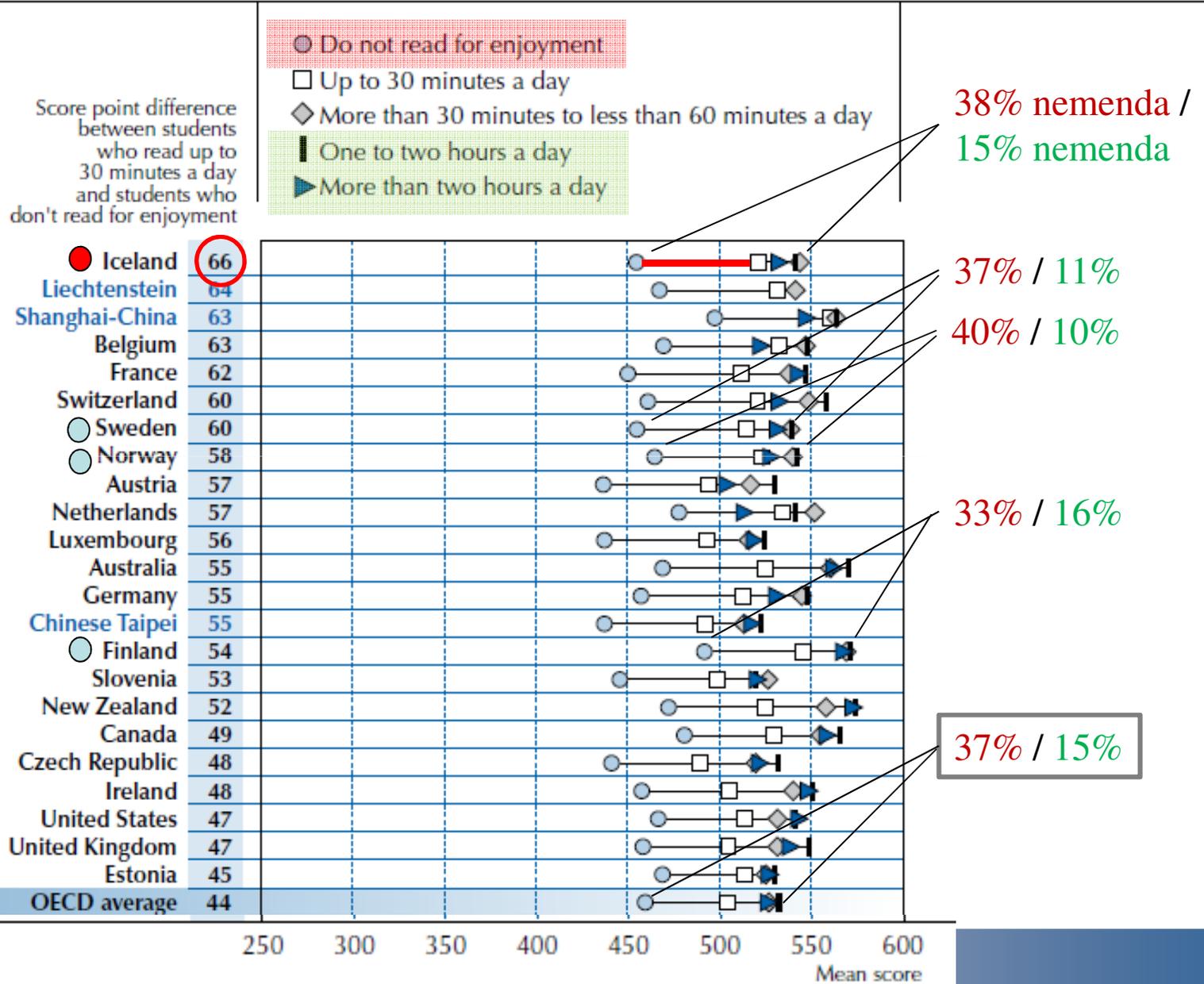
- **Hve miklum tíma verðu í lestur þér til gamans?**
 - Ég les ekki mér til gamans
 - 30 mínútum eða minna á dag
 - Meira en 30 mín. en minna en 60 mín. á dag
 - 1 til 2 klukkustundum á dag
 - Meira en 2 klukkustundum á dag

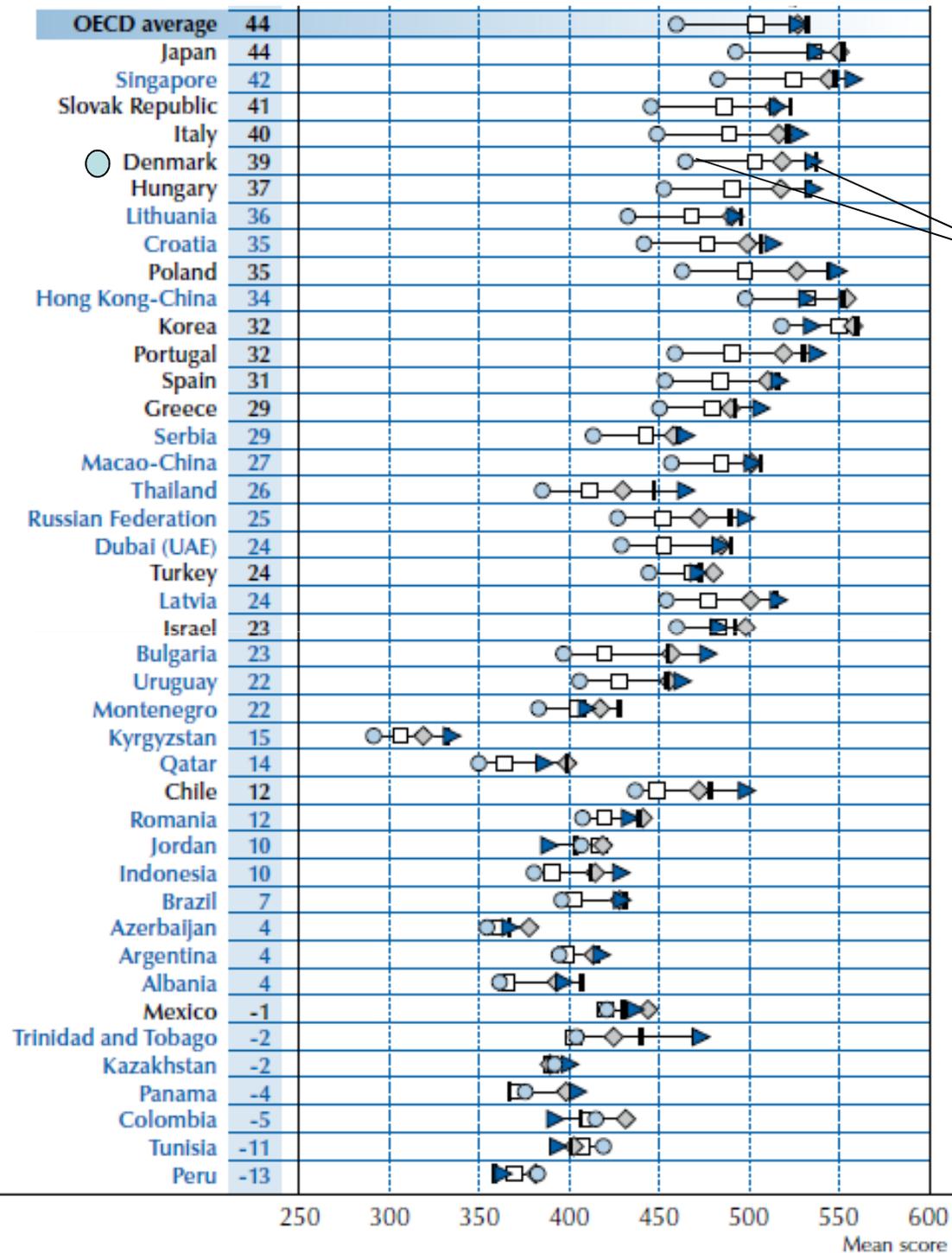
The association between time spent reading for enjoyment and reading performance

- Hve miklum tíma verðu í lestur þér til gamans?
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 - Meira en 30 mín. en minna en 60 mín. á dag
 - 1 til 2 klukkustundum á dag
 - Meira en 2 klukkustundum á dag

■ Figure III.1.5 ■

Relationship between time spent reading for enjoyment and performance in reading





34% / 10%



- Results presented in Figure III.1.5 indicate that reading for enjoyment is associated with reading proficiency.
- The low reading performance among students who do not read for enjoyment calls for education systems to encourage reading both in and outside of school.
- The existence of **a threshold effect** and in how fast students of different abilities are able to access written information means that the focus should remain on encouraging students **to read daily for enjoyment** rather than on how much time they spend reading.



Fjölbreytni í lesefni

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

- *Tímarit*
- *Teiknimyndasögur*
- *Skáldsögur*
- *Bókmenntir aðrar en skáldsögur*
- *Dagblöð.*

Aldrei eða næstum aldrei

Fáein skipti á ári

U.þ.b. einu sinn í mánuði

Nokkrum sinnum í mánuði

Nokkrum sinnum í viku

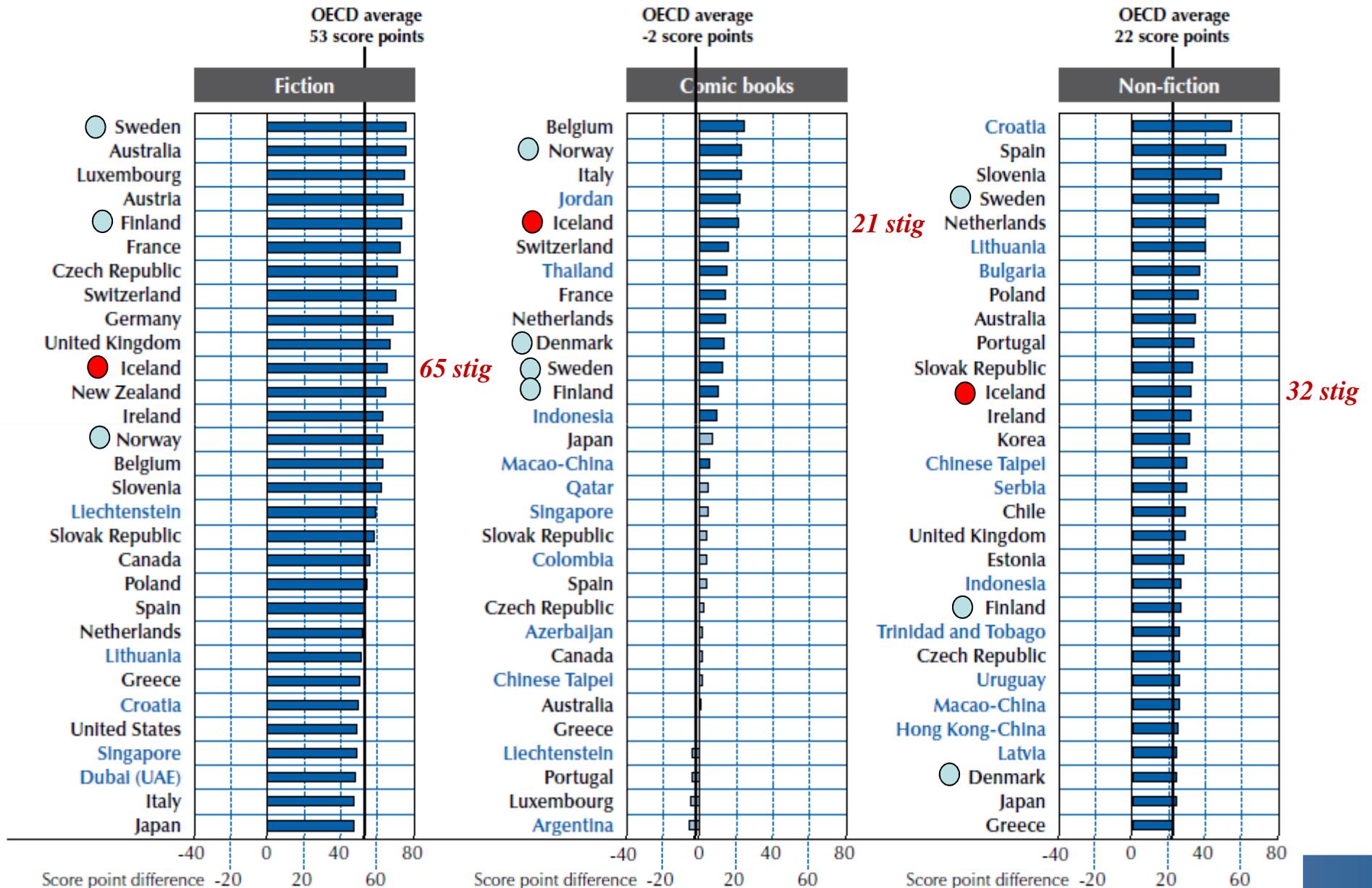
The association between the material students read and reading performance

- The results from PISA suggest that, although the students who reported reading fiction are more likely to have higher scores in the 2009 PISA reading assessment, it is the students who read a wide variety of materials who perform particularly well in reading.
- In all countries except for Turkey and the partner country Kazakhstan, these students perform better on the PISA reading scale than students who show less diverse reading patterns.
- reading comic books is associated with little improvement in reading proficiency in some countries, and with lower overall reading performance in other countries.



■ Figure III.1.6 [Part 1/2] ■

Relationship between the types of materials students read and performance in reading



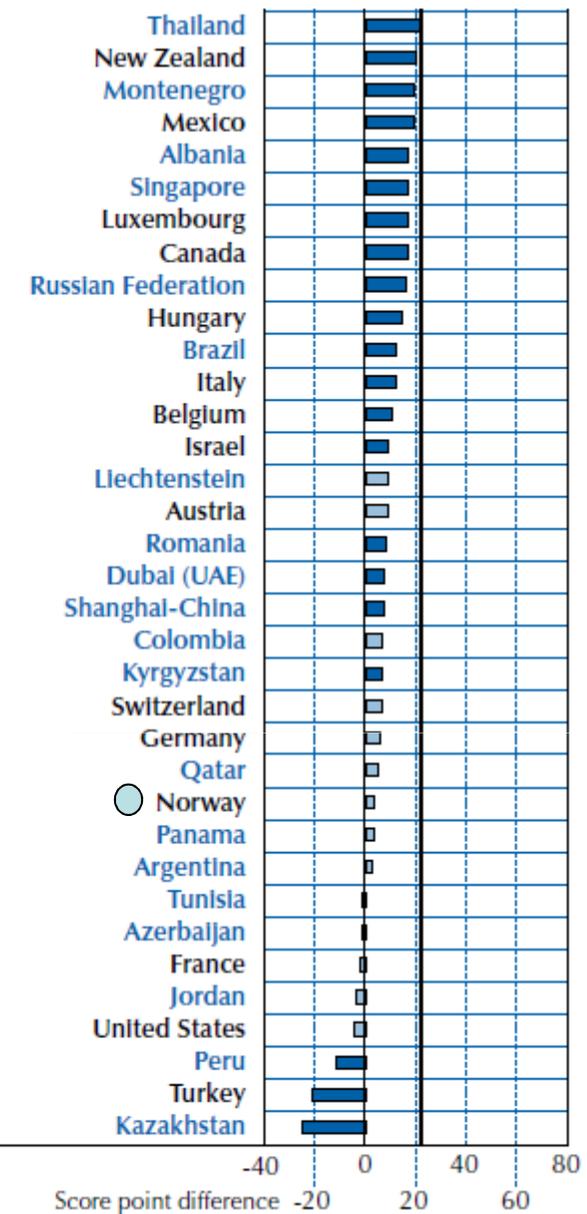
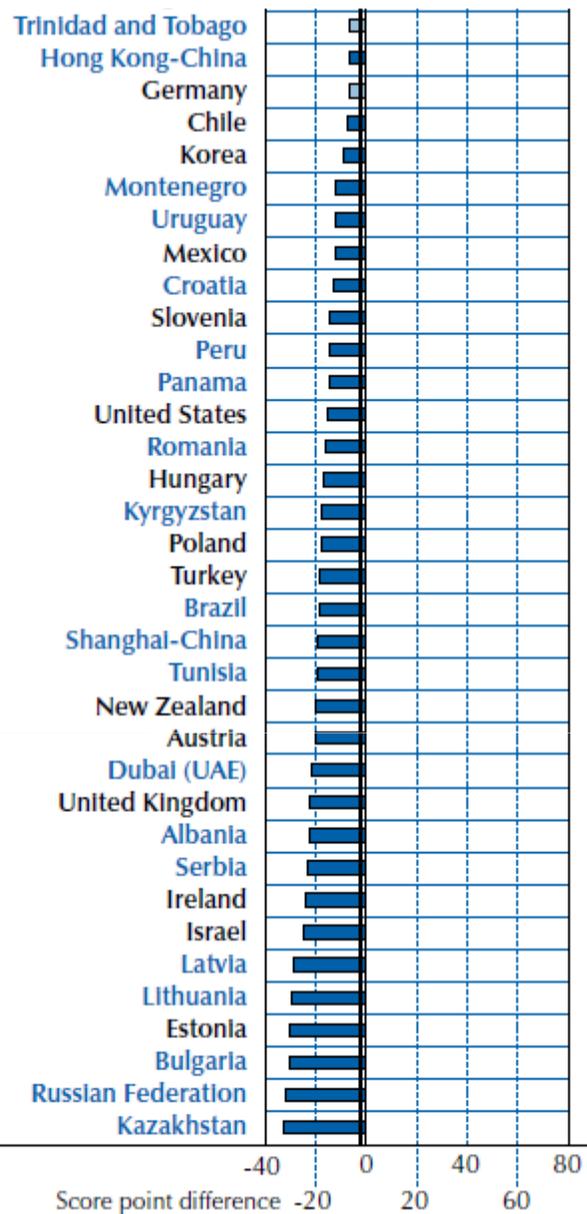
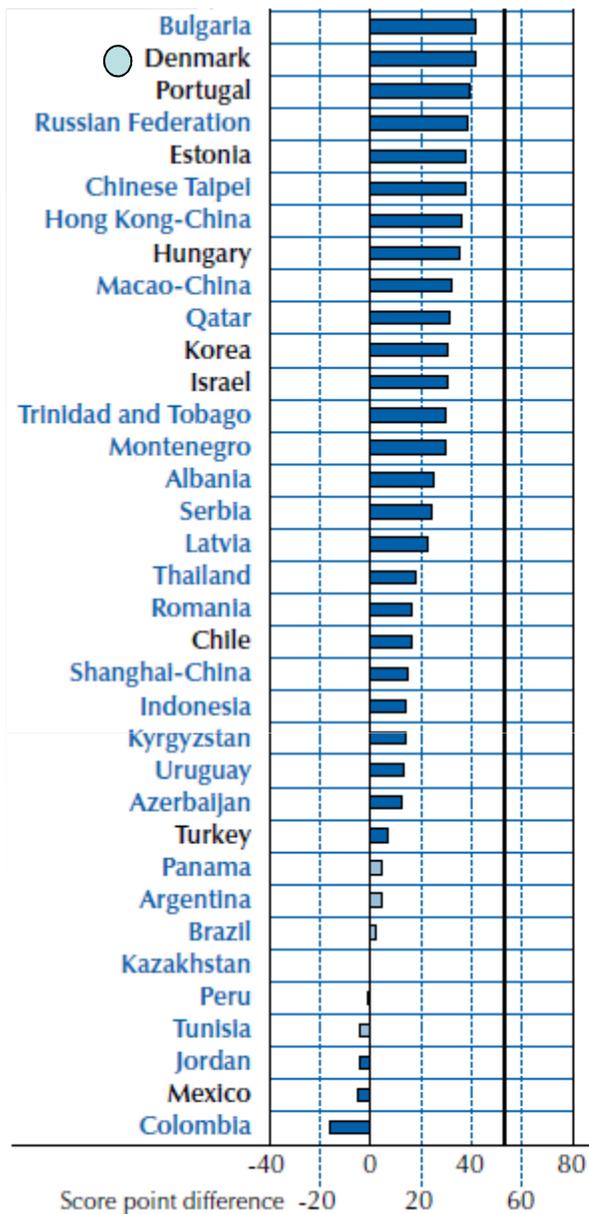
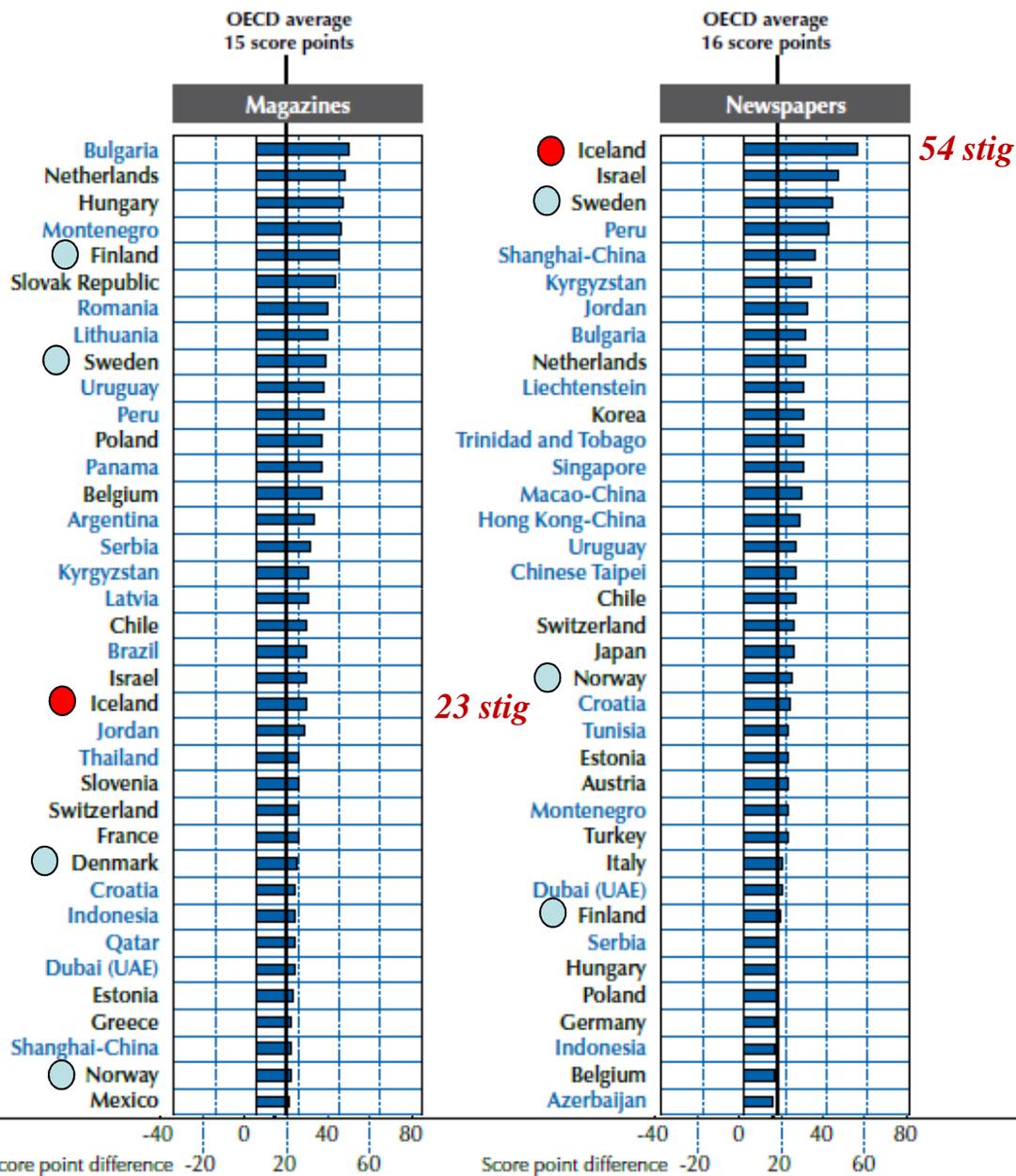
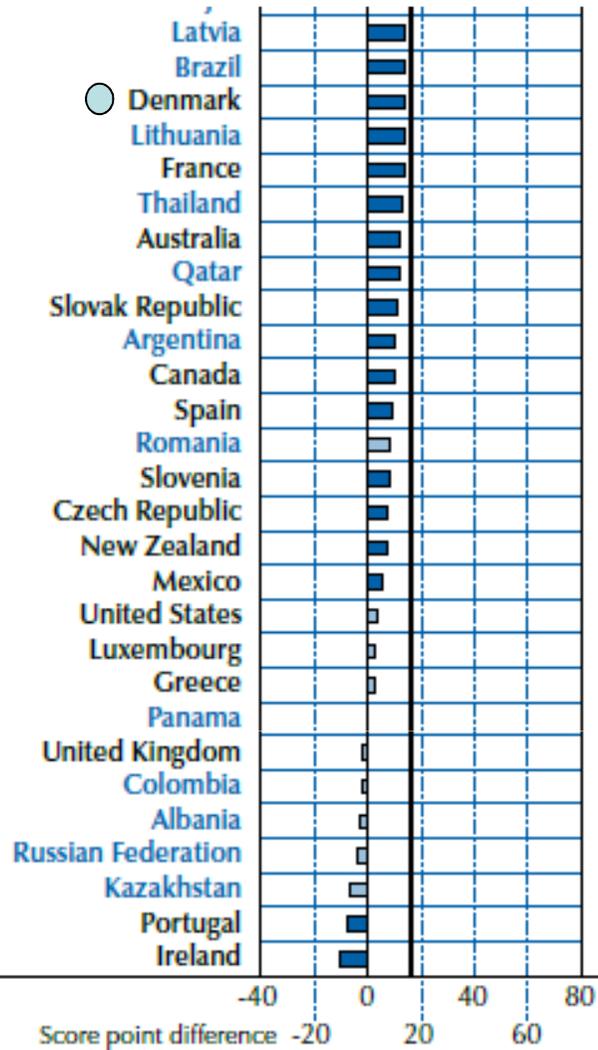
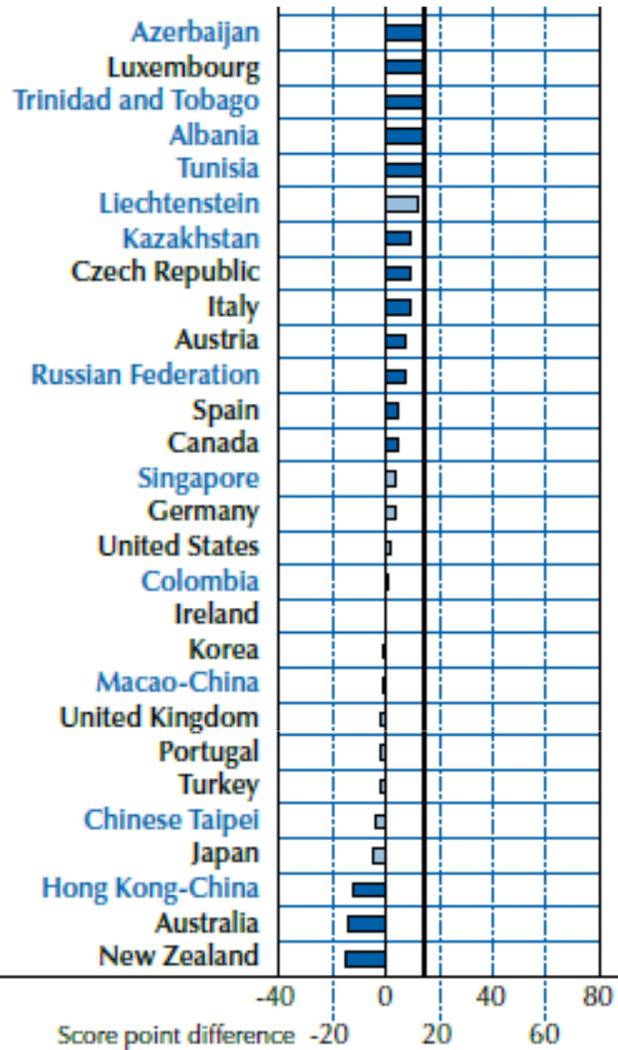


Figure III.1.6 [Part 2/2]

Relationship between the types of materials students read and performance in reading



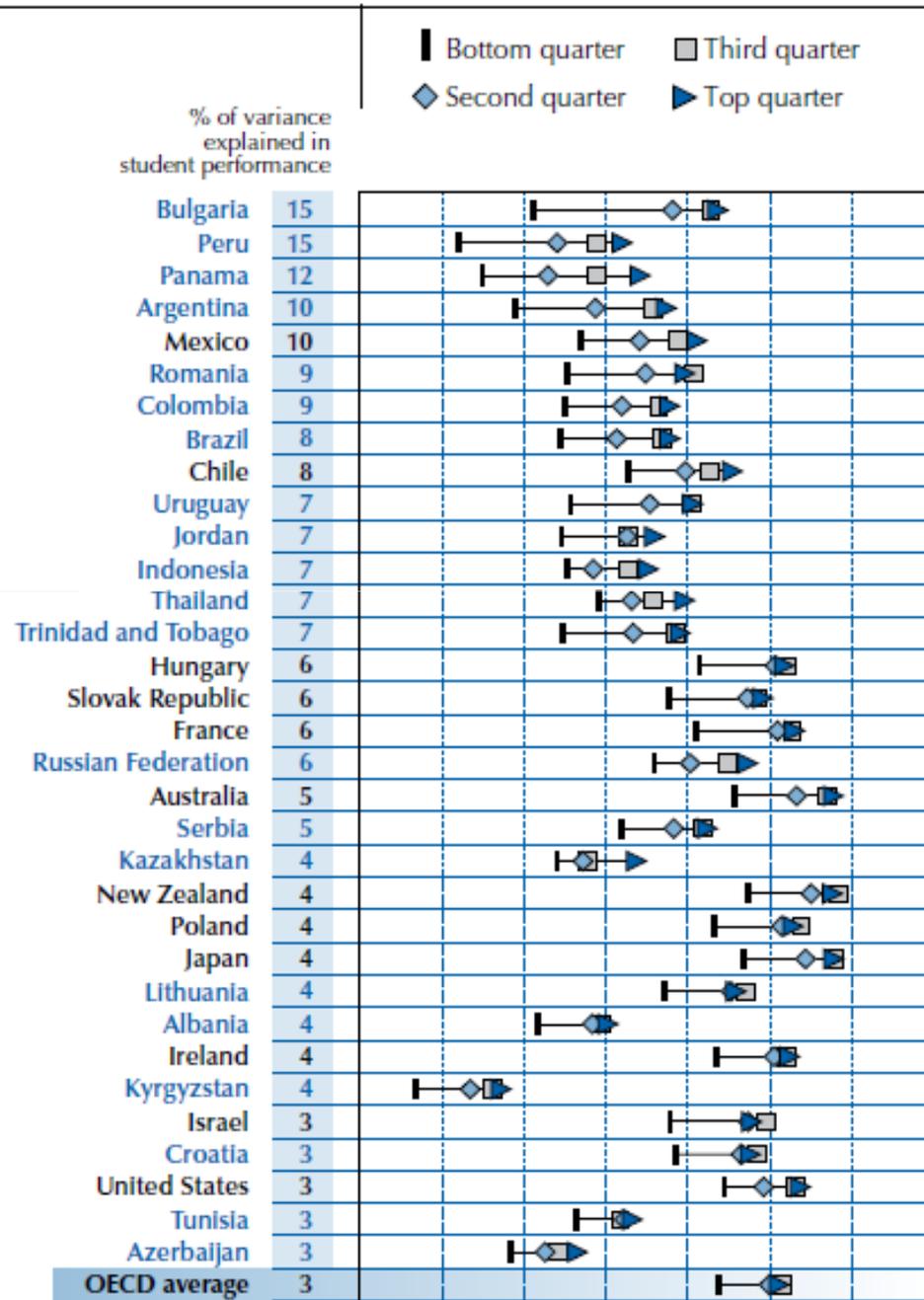


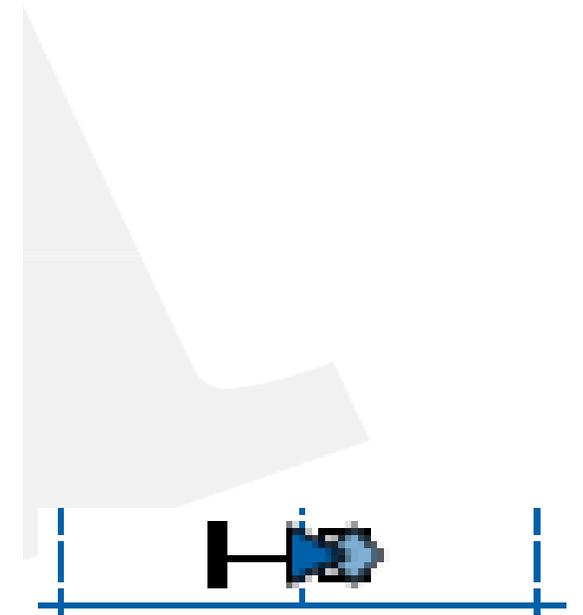
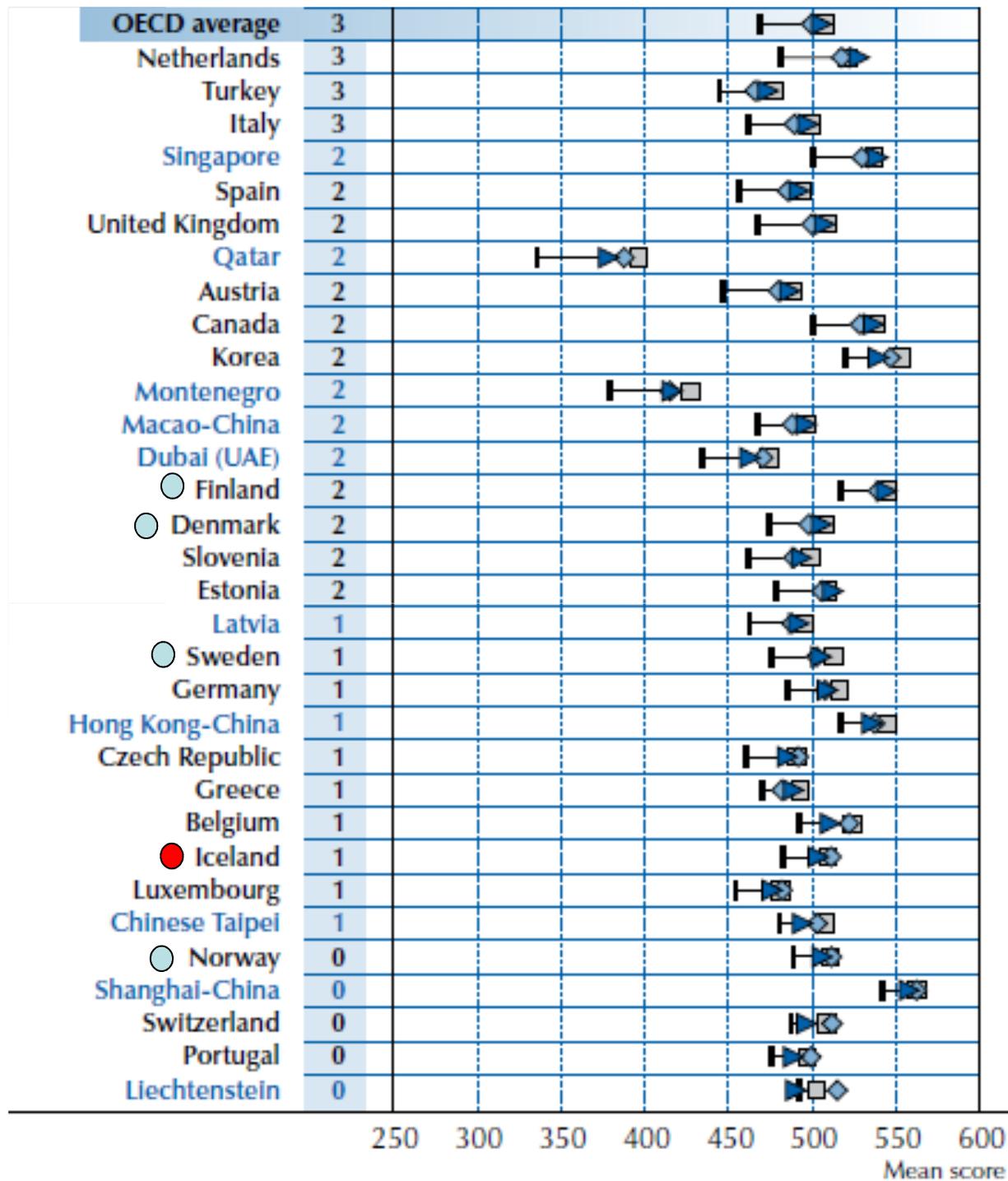
Online reading and reading performance of print texts

- *Hve oft gerirðu eftirfarandi (Þekki það ekki, Aldrei eða næstum aldrei, Nokkrum sinnum í mánuði, Nokkrum sinnum í viku, Nokkrum sinnum á dag):*
 - *Les tölvupóst*
 - *Spjalla á netinu (t.d. MSN®)*
 - *Les fréttir á netinu*
 - *Nota orðabók eða alfræðirit á netinu (t.d. Wikipedia®)*
 - *Leita að upplýsingum á netinu til að fræðast um ákveðið efni*
 - *Tek þátt í umræðum á spjallþráðum á netinu*
 - *Leita að hagnýtum upplýsingum á netinu (t.d. dagskrá, viðburðum, ráðleggingum, uppskriftum)*

■ Figure III.1.9 ■

Relationship between reading on line and performance in reading





Hversu útbreidd er málörvun á Internetinu hjá íslenskum unglíngum?

<i>Hve oft gerirðu eftirfarandi:</i>	<i>Þekki það ekki</i>	<i>Aldrei eða næstum aldrei</i>	<i>Nokkrum sinnum í mánuði</i>	<i>Nokkrum sinnum í viku</i>	<i>Nokkrum sinnum á dag</i>
<i>-Les tölvupóst</i>	1,4	11,1	23,5	46,2	17,9
<i>-Spjalla á netinu (t.d. MSN®)</i>	,6	4,6	5,8	23,8	65,2
<i>-Les fréttir á netinu</i>	1,4	16,9	22,4	35,2	24,1
<i>-Nota orðabók eða alfræðirit á netinu</i>	3,8	19,0	38,9	29,2	9,1
<i>-Leita að upplýsingum á netinu til að fræðast</i>	1,3	10,2	39,0	36,7	12,7
<i>-Tek þátt í umræðum á spjallþráðum á netinu</i>	8,1	38,5	20,4	20,7	12,3
<i>-Leita að hagnýtum upplýsingum á netinu</i>	3,5	19,3	40,4	28,8	8,0

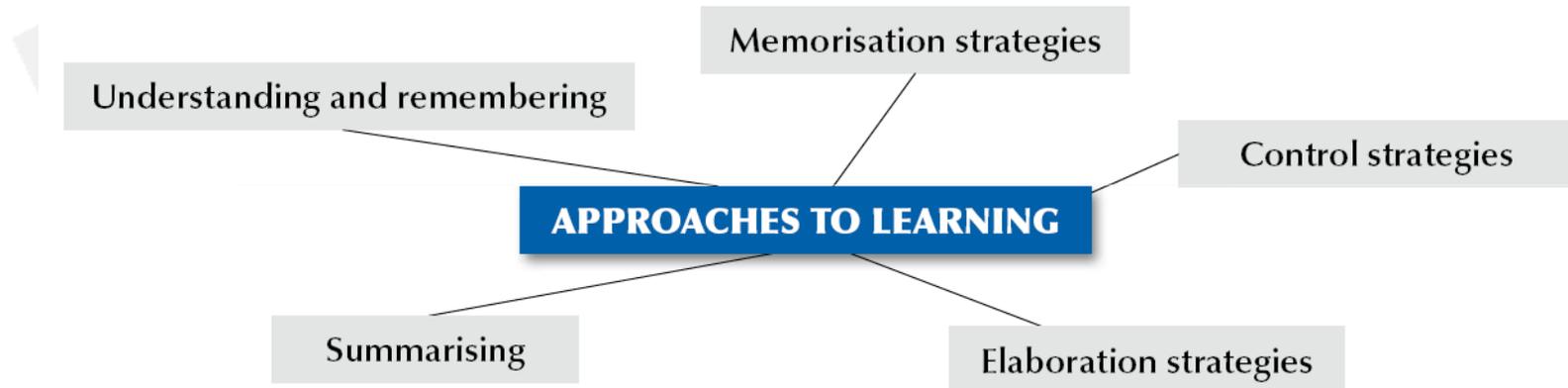
Hversu útbreidd er málörvun á Internetinu hjá íslenskum unglíngum?

<i>Hve oft gerirðu eftirfarandi:</i>	<i>Þekki það ekki</i>	<i>Aldrei eða næstum aldrei</i>	<i>Nokkrum sinnum í mánuði</i>	<i>Nokkrum sinnum í viku</i>	<i>Nokkrum sinnum á dag</i>
<i>-Les tölvupóst</i>	1,4	11,1	23,5	46,2	17,9
<i>-Spjalla á netinu (t.d. MSN®)</i>	,6	4,6	5,8	23,8	65,2
<i>-Les fréttir á netinu</i>	1,4	16,9	22,4	35,2	24,1
<i>-Nota orðabók eða alfræðirit á netinu</i>	3,8	19,0	38,9	29,2	9,1
<i>-Leita að upplýsingum á netinu til að fræðast</i>	1,3	10,2	39,0	36,7	12,7
<i>-Tek þátt í umræðum á spjallþráðum á netinu</i>	8,1	38,5	20,4	20,7	12,3
<i>-Leita að hagnýtum upplýsingum á netinu</i>	3,5	19,3	40,4	28,8	8,0

Approaches to learning

■ Figure III.1.2 ■

How does PISA define “learning strategies”?



Approaches to learning and reading performance

- This section examines the relationship between awareness and the use of learning strategies and reading performance. The learning strategies examined in the context of PISA 2009 are:
 - *awareness of the most effective strategies to understand and remember information*
 - *awareness of the most effective strategies to summarise information*
 - *use of control strategies*
 - *use of memorisation strategies*
 - *use of elaboration strategies*



The association between strategies to understand and remember information and reading performance

- *Hvernig metur þú gagnsemi eftirfarandi aðferða við að skilja og muna texta?*
 - (a) *Ég einbeiti mér að þeim hlutum textans sem auðvelt er að skilja*
 - (b) *Ég les tvisvar hratt í gegnum textann*
 - (c) *Eftir að hafa lesið textann ræði ég við aðra um innihaldið*
 - (d) *Ég strika undir mikilvæga hluta textans*
 - (e) *Ég geri samantekt á textanum með eigin orðum*
 - (f) *Ég les textann upphátt fyrir einhvern*

cde > abf : níu samanburðarpör: c>a, c>b, c>f, d>a, d>b, d>f, e>a, e>b, e>f



The association between strategies to understand and remember information and reading performance

- *Hvernig metur þú gagnsemi eftirfarandi aðferða við að skilja og muna texta?*
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cde > abf : níu samanburðarpör: c>a, c>b, c>f, d>a, d>b, d>f, e>a, e>b, e>f



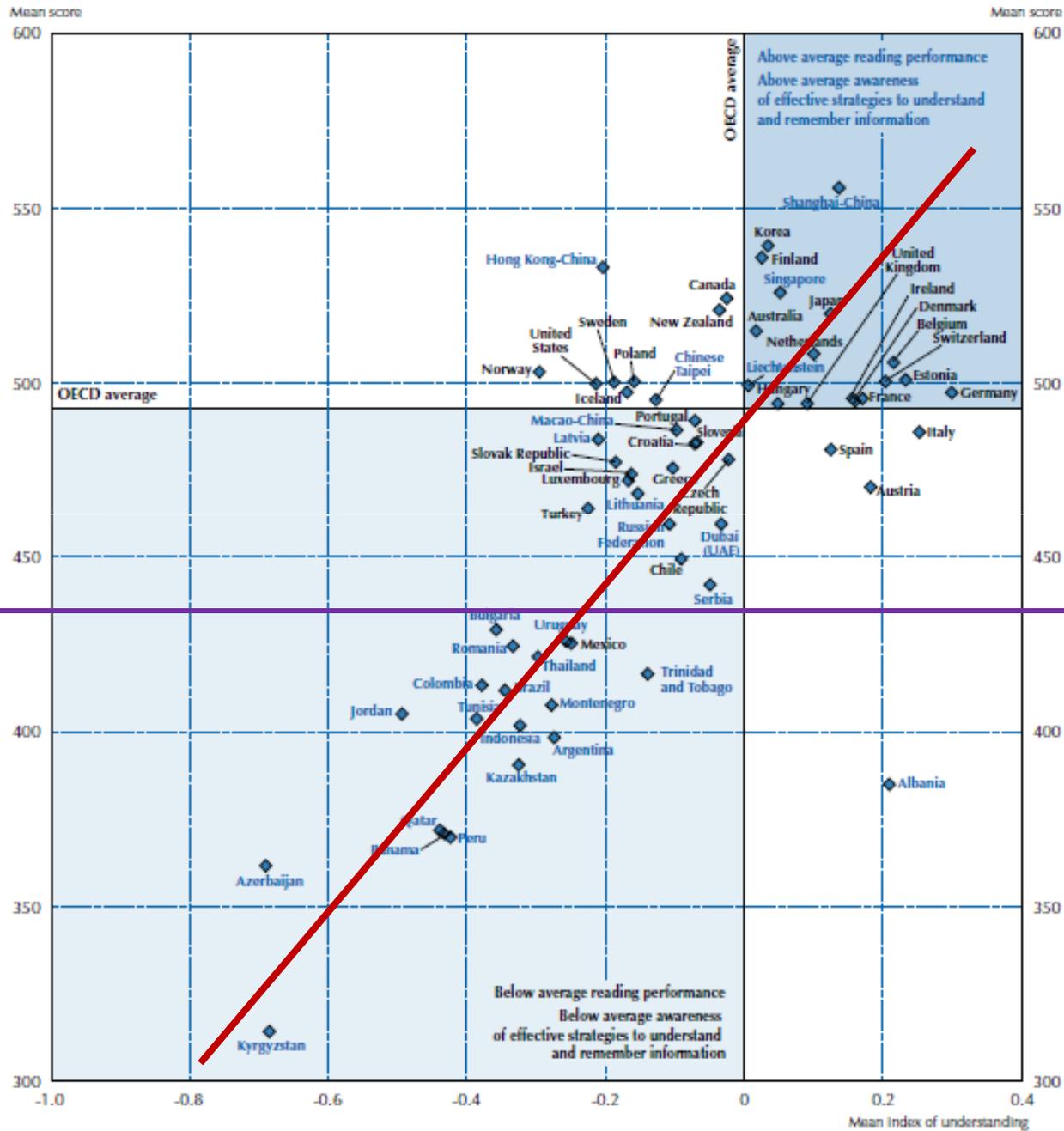
The association between strategies to understand and remember information and reading performance

- High-performing countries are also those where students generally know how to summarise information.
- Countries where students have a better understanding that doing things like checking whether the most important facts in the text are represented in the summary, underlining the most important sentences and then rewriting them in a reworded format are useful ways to summarise information, while copying accurately as many sentences as possible is not particularly useful, are countries where students are generally more proficient readers.
- The positive relationship between the awareness of effective summarising strategies and reading performance is also clearly evident within OECD countries.



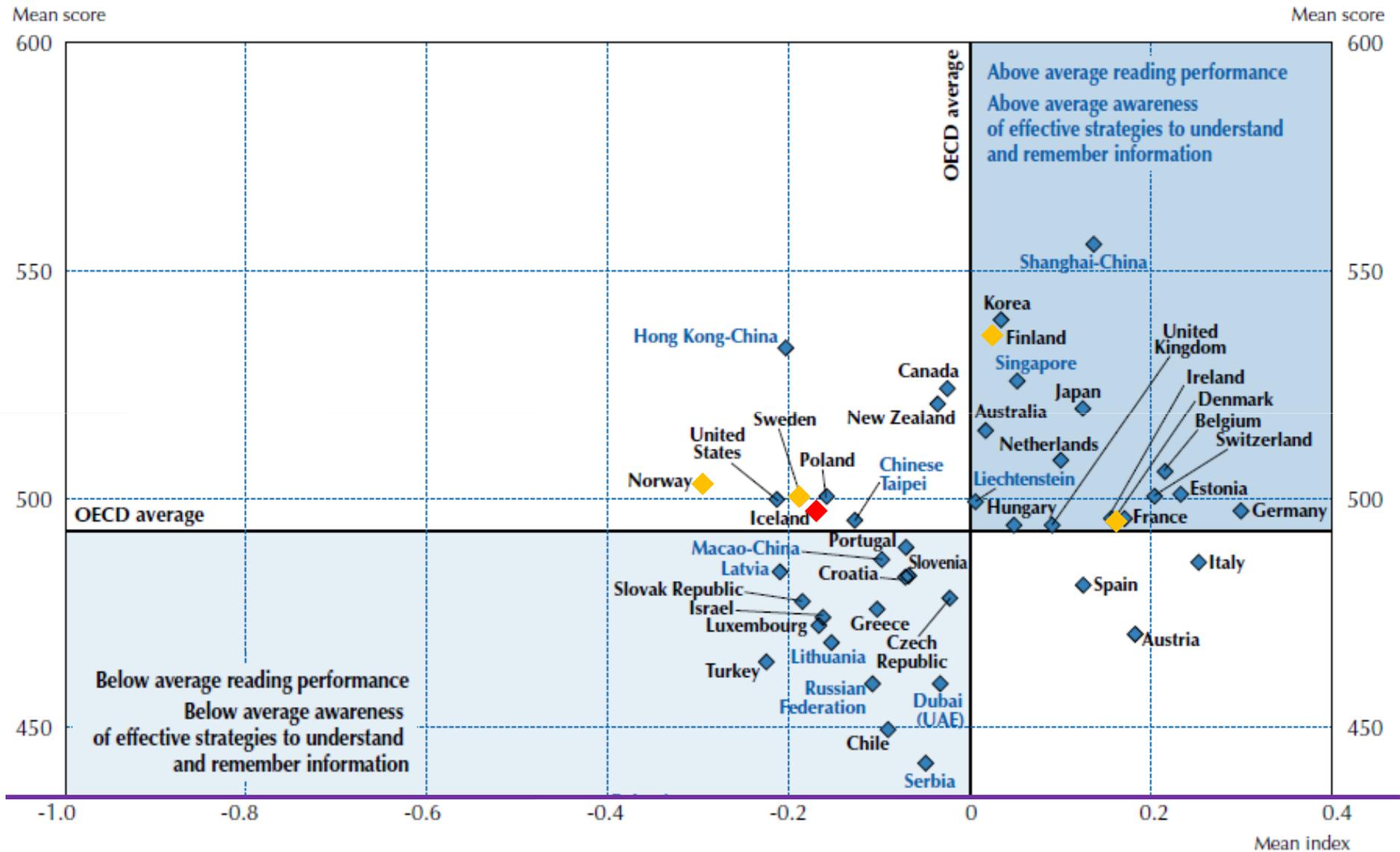
Figure III.1.10

Association between awareness of effective strategies to understand and remember information and performance in reading



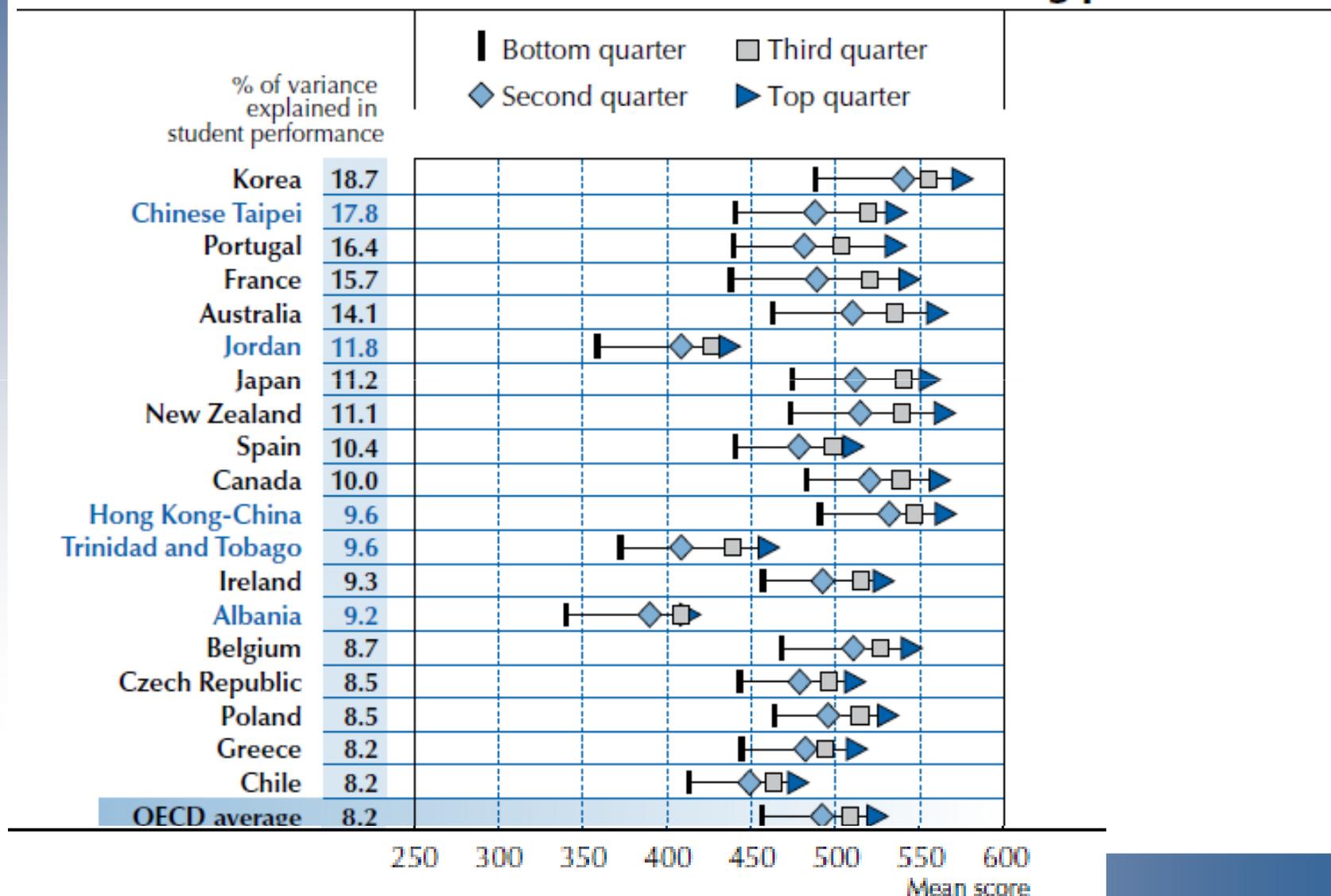
■ Figure III.1.10 ■

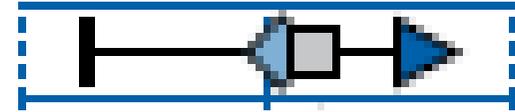
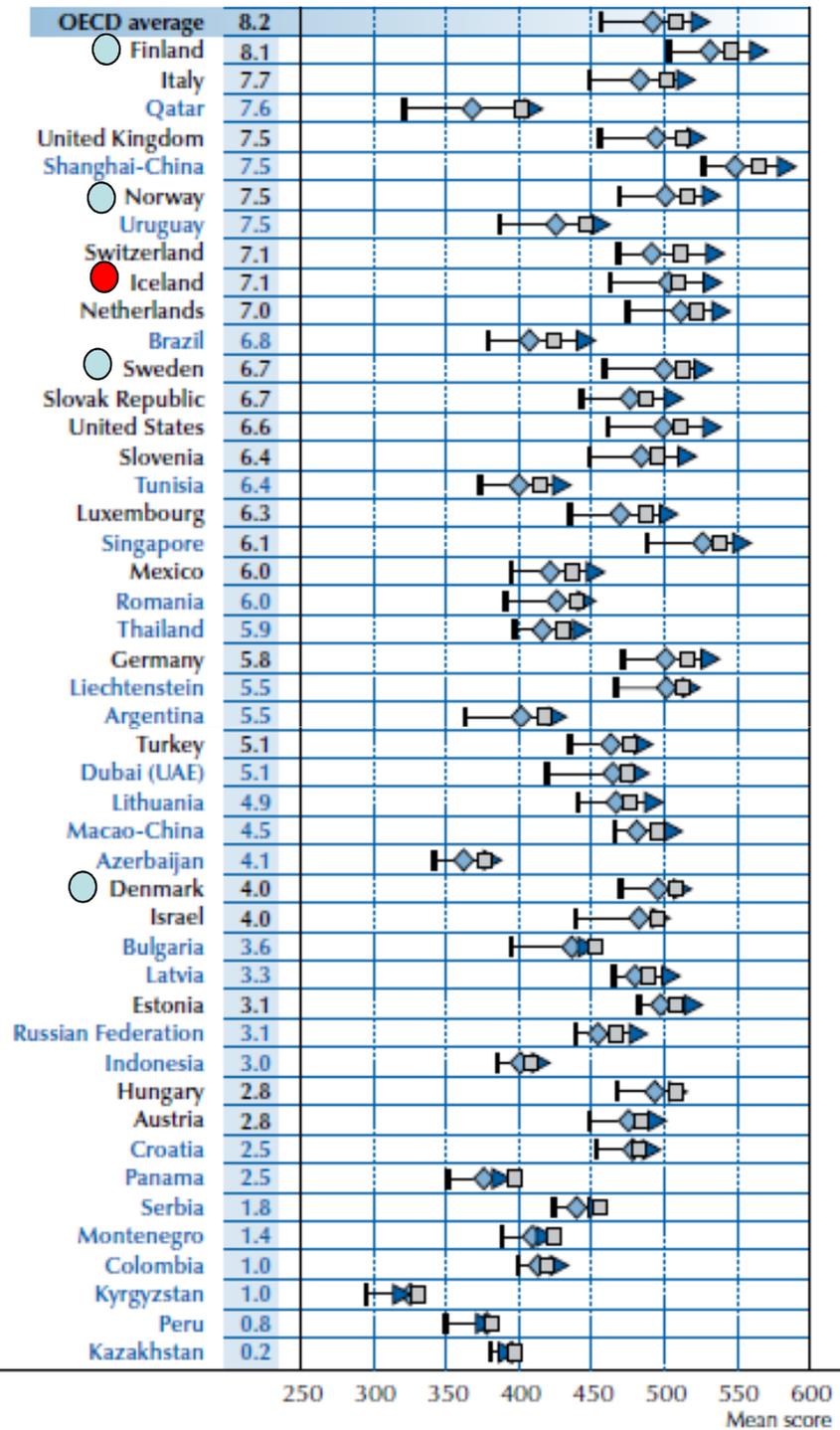
Association between awareness of effective strategies to understand and remember information and performance in reading



■ Figure III.1.11 ■

How students' awareness of effective strategies to understand and remember information relates to their reading performance







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