

Námsmatsstofnun 26. apríl 2011

Almar Miðvík Halldórsson



# The association between strategies to summarise information and reading performance

- Þú hefur nýlokið við að lesa langan og frekar flókinn 2ja síðna texta um sveiflur á hæð vatnsborðs stöðuvatns í Afríku. Þú átt að skrifa samantekt (útdrátt).
- Hvernig metur þú gagnsemi eftirfarandi aðferða við að skrifa samantekt úr þessum 2ja blaðsíðna texta?
  - a) Ég skrifa samantekt. Að því loknu athuga ég hvort samantektin nái yfir efni allra málsgreina textans eins og hún ætti að gera
  - b) Ég reyni að afrita nákvæmlega eins margar setningar og hægt er
  - c) Áður en ég skrifa samantektina les ég textann eins oft og ég get
  - d) Ég athuga vandlega hvort mikilvægasta innihald textans komi fram í samantektinni
  - e) Ég les í gegnum textann og strika undir mikilvægustu setningarnar. Að því loknu umorða ég þær á minn hátt í samantektinni

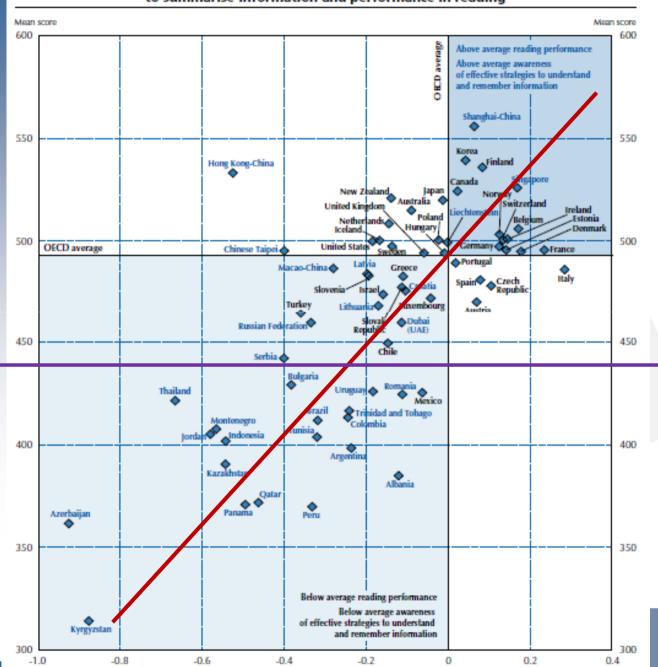


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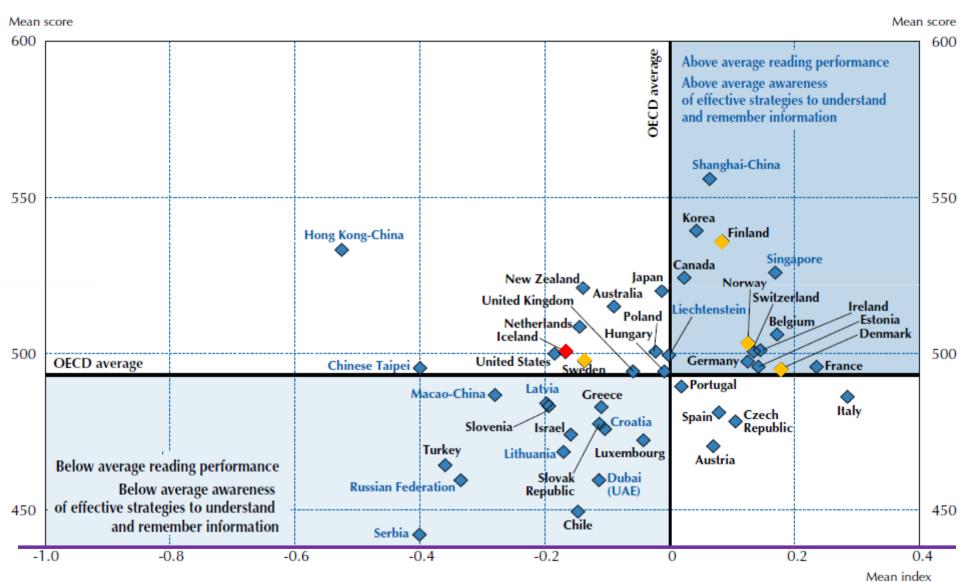


■ Figure III.1.13 ■
Association between awareness of effective strategies to summarise information and performance in reading



■ Figure III.1.13 ■

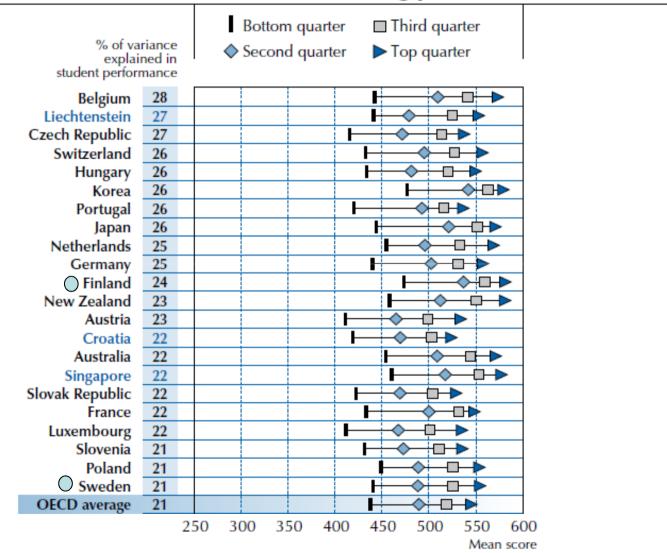
#### Association between awareness of effective strategies to summarise information and performance in reading



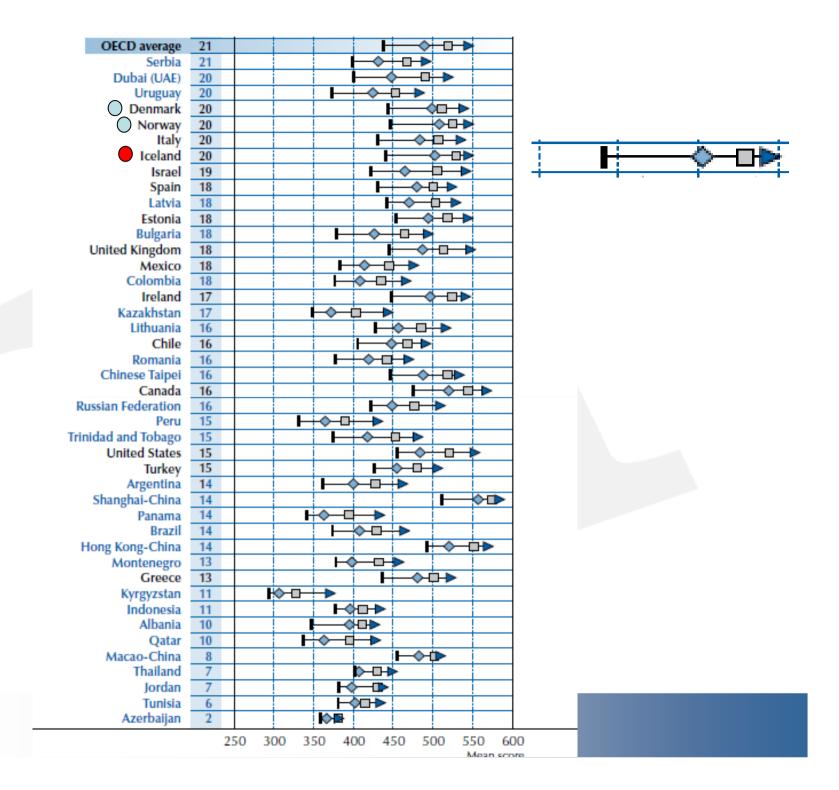


■ Figure III.1.14 ■

### How students' awareness of effective strategies to summarise information relates to their reading performance









# The association between the use of memorisation, elaboration and control strategies and reading performance

- **Self-regulated learning** measured by PISA through students' use of control strategies is consistently associated with higher performance in the PISA reading assessment.
- Within each country, students who reported beginning the learning process by figuring out what they needed to learn, who ensured that they understood what they read, tried to figure out which concepts they had not fully grasped, attempted to remember the most important points in a text and sought additional clarifying information when they did not understand something they had read, tended to perform better on the PISA reading scale than those who do not.



## Skipulagning á náminu

- Mælikvarðinn er unninn útfrá svörum nemenda um hve oft þeir gera eftirfarandi þegar þeir læra (Næstum aldrei, Stundum, Oft eða Næstum alltaf):
  - Þegar ég læri byrja ég á því að finna nákvæmlega hvað það er sem ég þarf að læra
  - Þegar ég læri kanna ég hvort ég skilji það sem ég hef lesið
  - Þegar ég læri reyni ég að komast að því hvaða hugtök ég hef ekki skilið til fulls
  - Þegar ég læri passa ég mig á að muna mikilvægustu atriði textans
  - Þegar ég er að læra og skil ekki eitthvað leita ég frekari upplýsinga sem skýra það betur.



## Yfirfærsla milli námsgreina

- Mælikvarðinn er unninn útfrá svörum nemenda um hve oft þeir gera eftirfarandi þegar þeir læra (Næstum aldrei, Stundum, Oft eða Næstum alltaf):
  - Þegar ég læri reyni ég að tengja nýjar upplýsingar við fyrri þekkingu úr öðrum námsgreinum
  - Þegar ég læri kemst ég að því hvernig upplýsingarnar gætu haft notagildi utan skólans
  - Þegar ég læri reyni ég að skilja efnið betur með því að tengja það við eigin reynslu
  - Þegar ég læri kemst ég að því hvernig upplýsingarnar passa við það sem gerist í raunveruleikanum



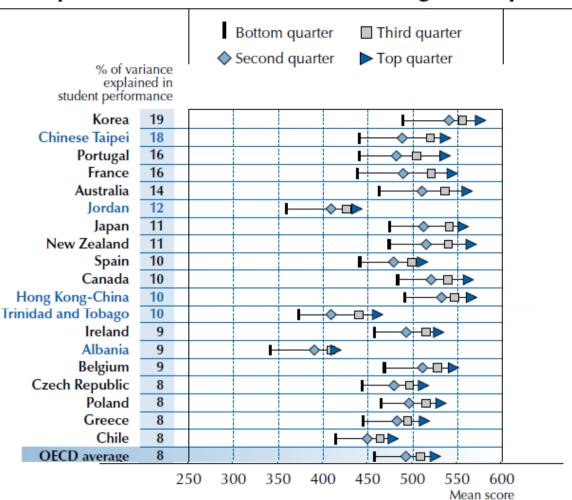
### Áhersla á utanbókarlærdóm

- Mælikvarðinn er unninn útfrá svörum nemenda um hve oft þeir gera eftirfarandi þegar þeir læra (Næstum aldrei, Stundum, Oft eða Næstum alltaf):
  - Þegar ég læri ...
    - reyni ég að leggja á minnið allt sem nefnt er í textanum
    - reyni ég að leggja á minnið eins mörg atriði og hægt er
    - les ég textann svo oft að ég get farið með hann utanbókar
    - les ég textann aftur og aftur

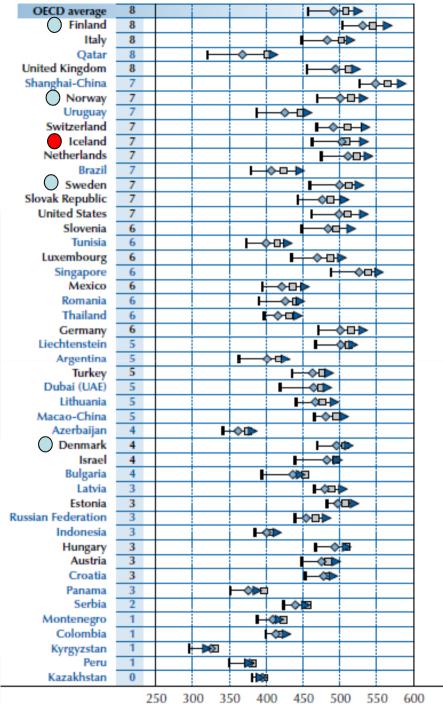


■ Figure III.1.16 ■

Relationship between the use of control strategies and performance in reading







Mean score





#### ■ Figure III.1.17 ■

# Relationship between the use of memorisation strategies and student performance in reading

The association between the use of memorisation strategies and reading performance is...

		Neither positive nor negative				Negative				
	Score point change per unit of the index of memorisation	S.E.	200		Score point change per unit of the index of memorisation	S.E		895	Score point change per unit of the index of memorisation	S.E.
Thailand	24.8	(1.62)	Hungary		3.3	(2.5	0)	Netherlands	-21.9	(1.76)
Korea	24.6	(2.47)	New Zealand		3.1	(2.0	0)	Dubai (UAE)	-20.5	(1.61)
Jordan	20.8	(1.50)	Finland		2.9	(1.6	8)	Peru	-18.7	(2.31)
Chinese Taipei	20.7	(1.56)	Qatar		1.9	(1.1	5)	Slovak Republic	-18.1	(2.26)
Albania	13.1	(3.34)	United Kingdom		1.2	(1.5	9)	Slovenia	-15.9	(1.75)
Kyrgyzstan	12.9	(1.90)	Mexico		-0.1	(0.8)	3)	Turkey	-15.1	(2.03)
Trinidad and Tobago	12.1	(2.03)	Iceland		-1.0	(1.9	0)	Serbia	-14.7	(1.70)
Brazil	12.1	(1.30)	Tunisia		-1.3	(2.0	2)	Montenegro	-14.5	(1.86)
Indonesia	11.2	(2.16)	Croatia		-1.4	(1.8	1)	Singapore	-14.1	(1.42)
France	11.0	(2.68)	Uruguay		-1.4	(1.6	5)	Belgium	-12.4	(1.46)
Sweden	10.3	(1.97)	Portugal		-2.7	(1.5	0)	Colombia	-11.5	(2.00)
Luxembourg	10.2	(1.72)	Latvia		-3.0	(2.2	7)	Italy	-10.1	(1.27)
Australia	9.7	(1.17)	Liechtenstein		-5.5	(7.1	4)	Denmark	-9.5	(2.01)
Macao-China	9.2	(1.38)		7.	y	670		Kazakhstan	-9.0	(2.29)
Hong Kong-China	8.2	(1.77)						Austria	-8.9	(2.00)
Azerbaijan	7.6	(1.68)	-34)					Lithuania	-8.4	(2.38)
Poland	7.2	(1.89)					Russian Federation	-7.5	(2.30)	
Ireland	7.0	(2.35)	0.5	Mælikvarði:			Panama	-6.9	(2.69)	
Romania	6.8	(2.01)	-80	$Me\eth altal = 0$			Estonia	-6.7	(2.23)	
Japan	6.5	(1.82)	20				Czech Republic	-6.4	(1.55)	
Greece	5.3	(1.87)	<u></u>	Cto Xolfmóyzilz – 1		1		Switzerland	-5.8	(1.56)
Chile	5.2	(1.79)		Staðalfrávik = 1 Spönn = -3 til +3		L		Argentina	-5.7	(2.09)
Shanghai-China	4.9	(1.80)	_			-3		Israel	-5.6	(1.94)
Bulgaria	4.7	(2.04)					Germany	-5.1	(1.78)	
Spain	4.2	(1.35)	- 100					United States	-4.4	(1.59)
Norway	3.8	(1.53)						-		20 60



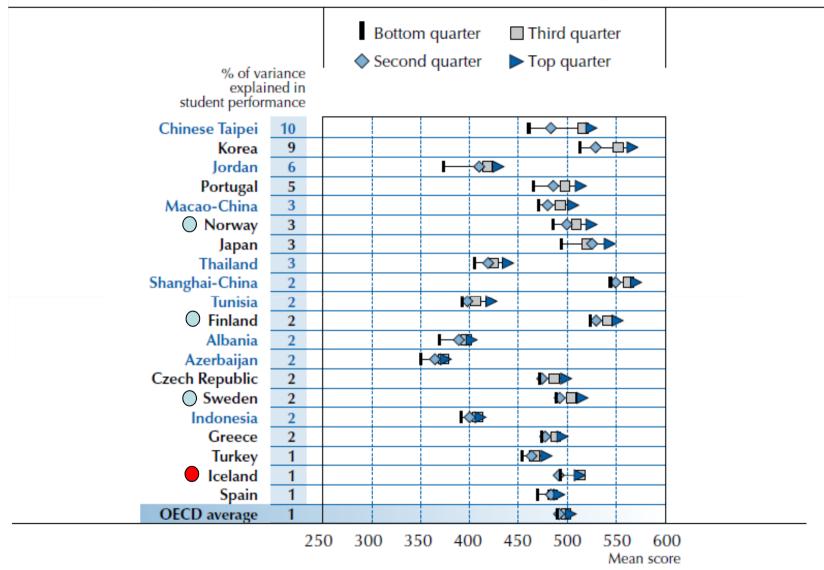
Canada

Áhersla á utanbókarlærdóm

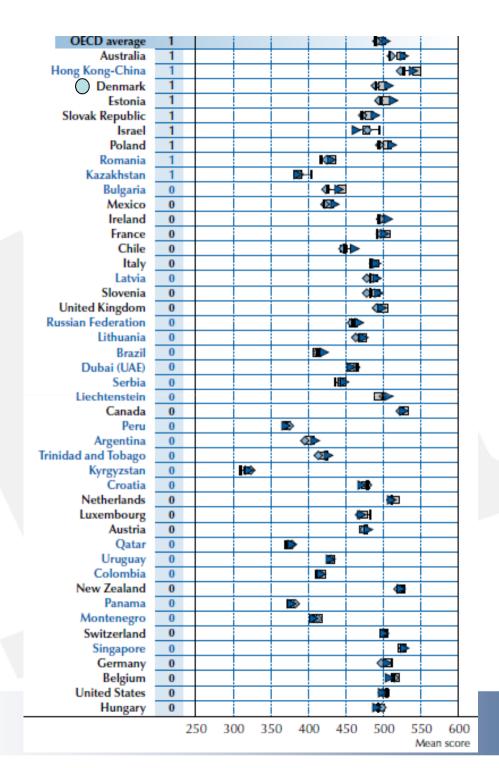
(0.99)

#### ■ Figure III.1.18 ■

#### Relationship between the use of elaboration strategies and performance in reading





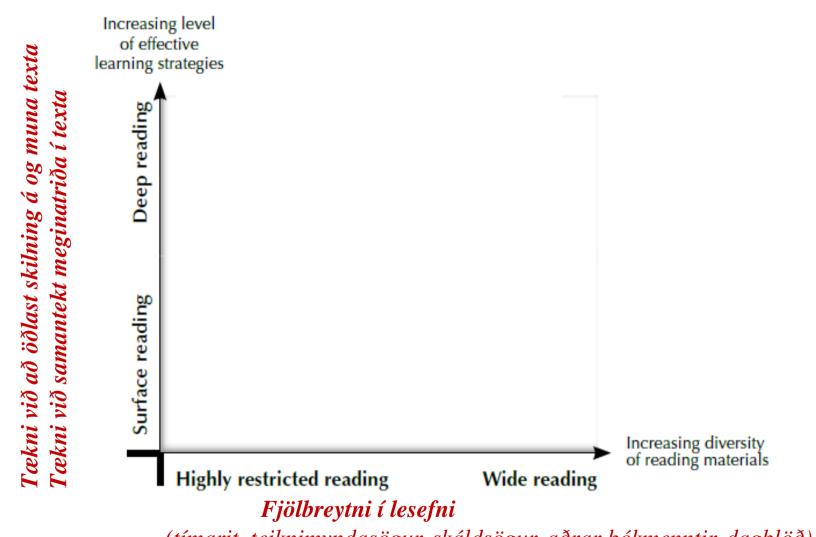


Sex flokkar lestrar- og námssvenja



#### ■ Figure III.1.19 ■

#### How the reading process can be characterised







#### ■ Figure III.1.20 ■

#### **Profiles of readers**

	Does not read any material regularly	Reads magazines and newspapers regularly	Reads all material regularly	
High levels of effective learning strategies	Deep and highly restricted readers	Deep and narrow readers	Deep and wide readers	
Low levels of effective learning strategies	Surface and highly restricted readers	Surface and narrow readers	Surface and wide readers	

- Ígrundaðar námsaðferðir
- Fjölbreytt lesefni og tíðni lestrar



#### • Group 1 – Deep and wide readers

- Students who have high levels of awareness about the most effective strategies to understand, remember and summarise information, but who also read all types of materials regularly, including fiction and non-fiction books for enjoyment.
- The average index value of "remembering and understanding" among students in this group is 0.2, and the average of the index value of "summarising" is 0.6.
- Over 99% of students in this group read fiction at least several times a month and
   53% reported reading non-fiction at least several times per month.
- An estimated 19% of students across OECD countries are in this group.

#### • Group 6 – Surface and highly restricted readers

- Students who have low levels of awareness about effective learning strategies and who spend little time reading any type of printed material for enjoyment especially fiction and non-fiction books.
- The only type of material these students read frequently is newspapers:
  - 37% reported reading newspapers at least several times per month.
  - Only 17% of students in this group read fiction at least several times a month,
  - only 6% read non-fiction books regularly
- Across OECD countries, 13% of students are in this group.



#### • Group 2 – Deep and narrow readers:

- Students in this group are those who have as high levels of awareness about the most effective strategies to understand, remember and summarise information as students in Group 1 but who also read magazines and newspapers regularly:
  - 85% read magazines and 83% read newspapers at least several times per month.
  - They reported rarely reading comic books, fiction and non-fiction books.
- Across OECD countries, 25% of students are in this group.

#### Group 3 – Deep and highly restricted readers:

- Students in this group are those who are aware of effective learning strategies, but who do not read any material often.
- The average of the "remembering and understanding" index is 0.2, and the average of the "summarising" index is 0.6.
- The only type of material they read frequently is newspapers (37%).
- A small percentage (26%) frequently reads magazines or comics (12%) or fiction (17%), and an even smaller percentage (6%) reported reading non-fiction.
- Across OECD countries, 29% of students belong to this group.



#### • Group 4 – Surface and wide readers:

- Students in this group are those who have low levels of awareness of effective strategies to understand, summarise and remember information, but who read all types of materials regularly.
- The average index value of "remembering and understanding" among students in this group is -0.7, and the average of index value of "summarising" is -1.5.
- Almost all students in Group 4 read fiction at least several times per month, and
   53% of students in Group 4 read non-fiction books regularly.
- Across OECD countries, 5% of students are in this group.

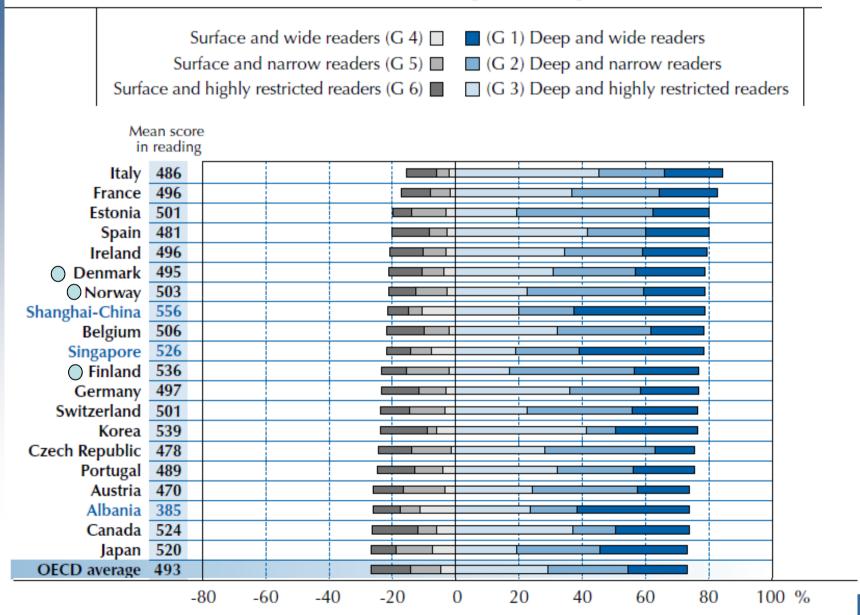
#### • Group 5 – Surface and narrow readers:

- Students in this group are those who have little awareness of effective strategies to understand, remember and summarise information (the level of their awareness about effective learning strategies is similar to that of students in Group 4)
- They generally read magazines and newspapers for enjoyment regularly (85% read magazines and 83% read newspapers several times per month)
- They are also likely to read non-fiction books: about 15% of students in Group 5 reported reading non-fiction books at least several times per month.
- Across OECD countries, 10% of students are in this group.

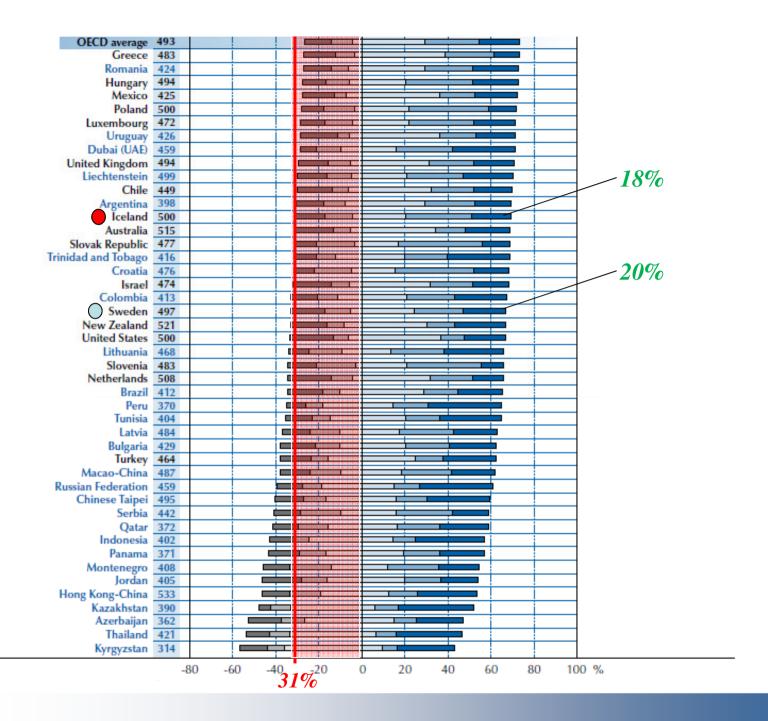


#### ■ Figure III.1.21 ■

#### Share of students by reader profile



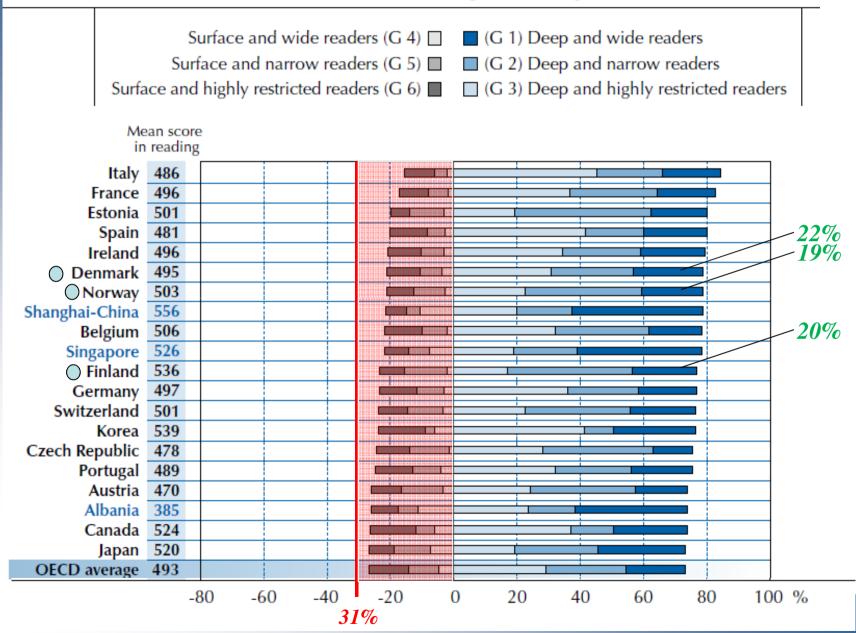






■ Figure III.1.21 ■

#### Share of students by reader profile





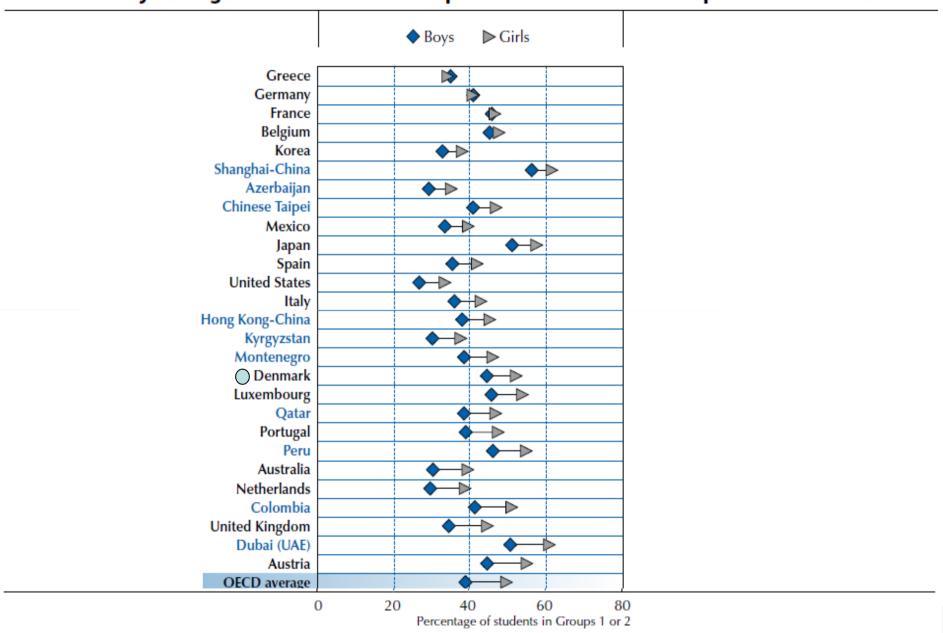
# The Reading and Learning Habits of 15-Year-Olds

Students' reading and learning habits not only affect their performance in school, but can influence how they live their lives after their school careers. Based on students' own reports, this chapter examines country differences in how much students read for enjoyment, what they read, and how much they enjoy reading. It also discusses students' knowledge and use of effective learning strategies.

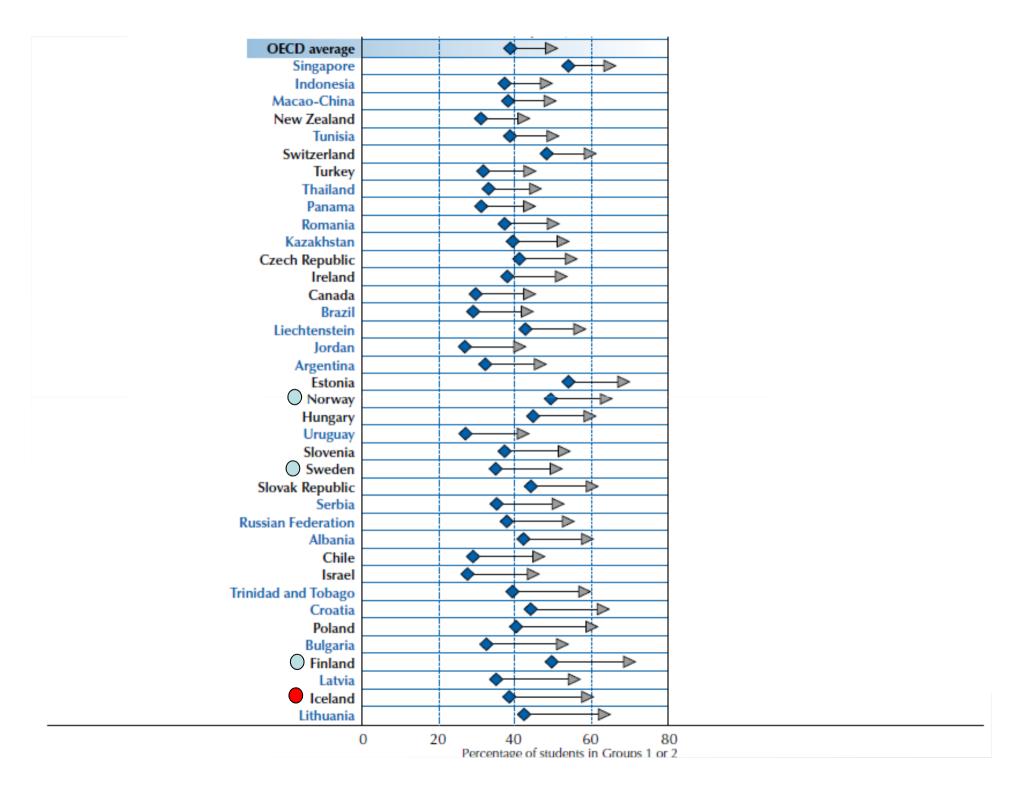


■ Figure III.2.1 ■

Share of boys and girls who are either deep and wide readers or deep and narrow readers

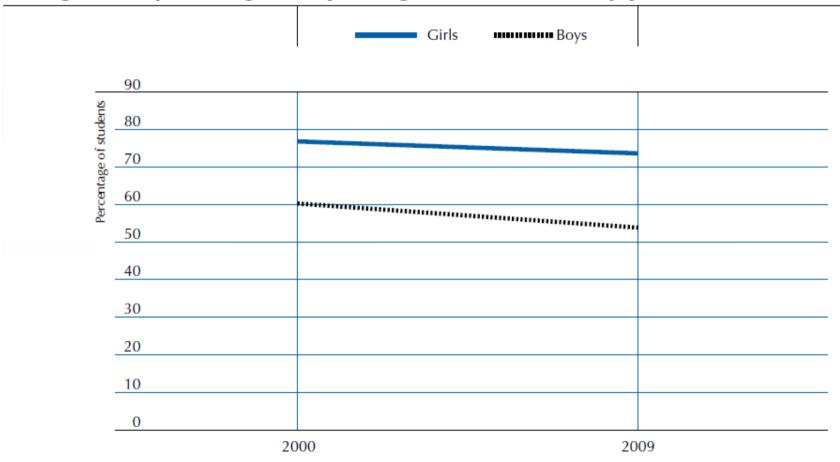






■ Figure III.2.5 ■

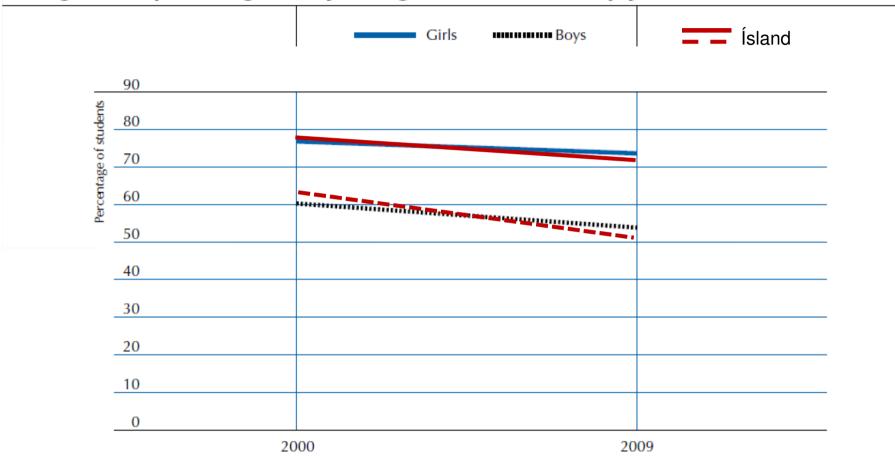
#### Change in the percentage of boys and girls who read for enjoyment between 2000 and 2009





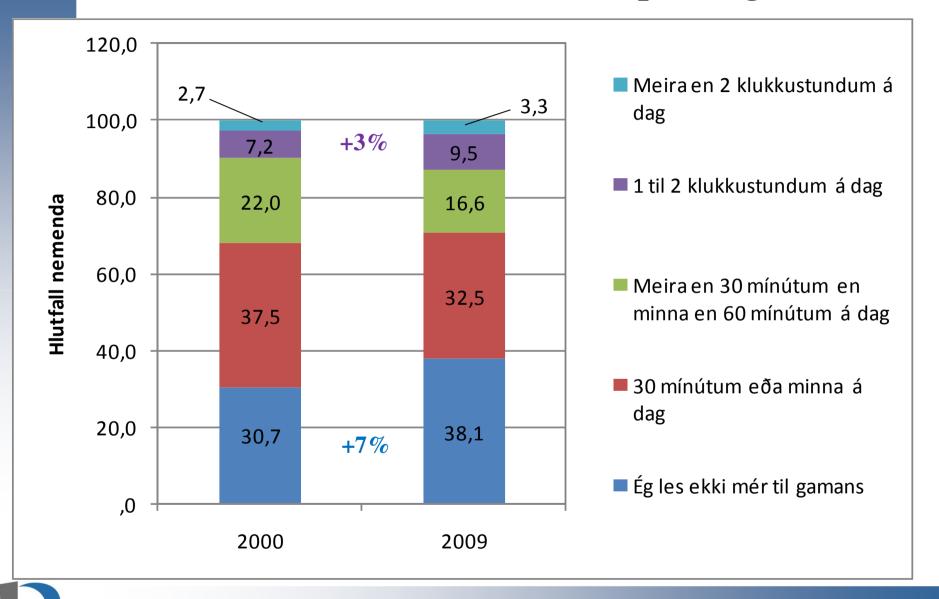
■ Figure III.2.5 ■

#### Change in the percentage of boys and girls who read for enjoyment between 2000 and 2009





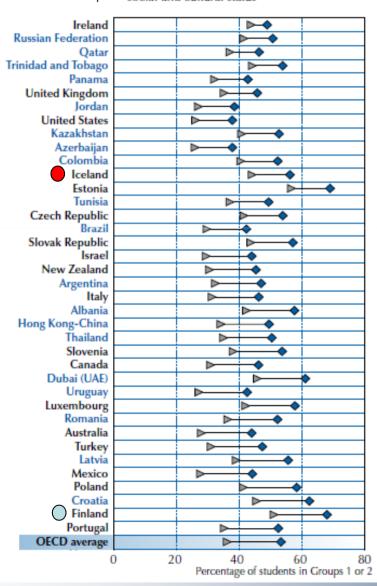
#### Hve miklum tíma verðu í lestur þér til gamans?



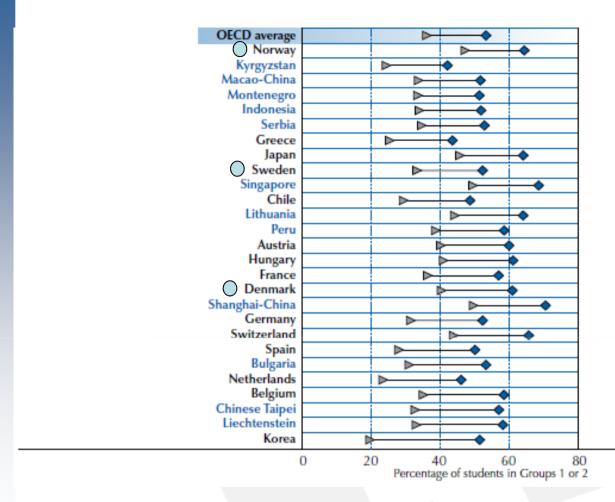
#### ■ Figure III.2.2 ■

#### Share of socio-economically advantaged and disadvantaged students who are either deep and wide readers or deep and narrow readers

- Top quarter of the PISA index of economic, social and cultural status
- Bottom quarter of the PISA index of economic, social and cultural status









# Tackling Gender and Socio-Economic Inequalities in Reading

Girls outperform boys in reading in all countries assessed by PISA. This chapter discusses the extent to which reading and learning habits relate to these performance differences between boys and girls, and between socio-economic groups. It then examines whether those habits that are associated with better reading performance could be more widely encouraged among boys and among students from disadvantaged backgrounds to help minimise differences in reading proficiency. The chapter also highlights underachievement among disadvantaged boys.

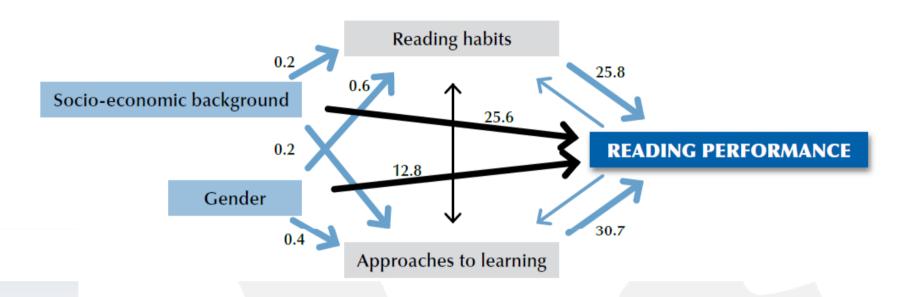


# Inequalities in reading performance and the role of engagement in reading and learning strategies

- The fact that, on average, boys enjoy reading substantially less than girls and have less extensive knowledge about effective summarising strategies than girls explains a large part of the gender gap in reading performance in most countries and economies.
- On average across OE CD countries, almost 70% of the difference in reading performance between boys and girls is the indirect result of disparities in how much boys and girls reported enjoying reading and knowing about effective strategies to summarise information.
- Although girls generally outperform boys in reading when boys enjoy reading, when they read widely and adopt learning strategies extensively, they can attain higher levels of performance in reading than girls.



# ■ Figure III.3.2 ■ How engagement in reading activities and learning strategies contribute to disparities in reading performance across OECD countries

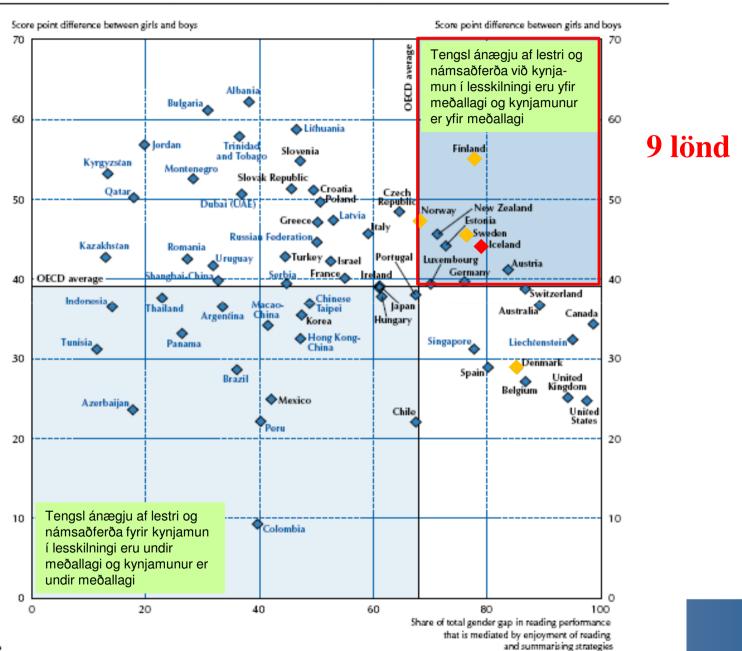


Hlutfall af breytileika



■ Figure III.3.3 ■

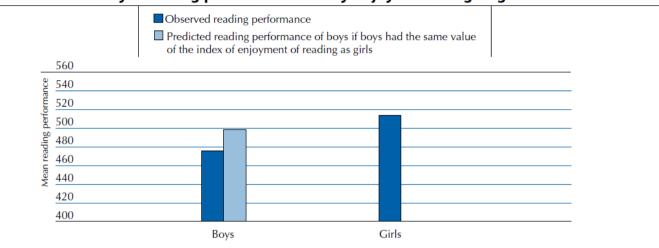
#### The role of engagement in reading and approaches to learning as mediators of gender differences in reading performance



- Figure III.3.3 shows countries and economies with a relatively large gender gap in reading performance, and illustrates the extent to which engagement in reading and approaches to learning could help narrow such a gap.
- Countries in the top-right corner of Figure III.3.3 are countries with a large gender gap in reading performance, where a large share of gender differences in reading are mediated by boys' and girls' engagement in reading and how positively they approach learning.
  - In these countries policies aimed at promoting engagement in reading and positive approaches to learning among boys could be particularly useful.

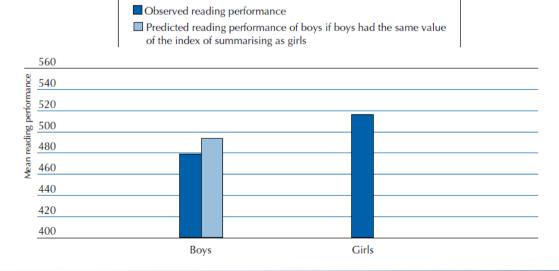


■ Figure III.3.4 ■
Boys' reading performance if they enjoyed reading as girls



■ Figure III.3.5 ■

#### Boys' reading performance if they were as aware of effective summarising strategies as girls





# Policy Implications



- Engagement in reading matters
  - Everyday reading
  - Diversity in reading
- Approaches to learning matter
  - Control strategies
  - Awareness of effective learning strategies
- Levelling the playing field matters
  - Side by side

