



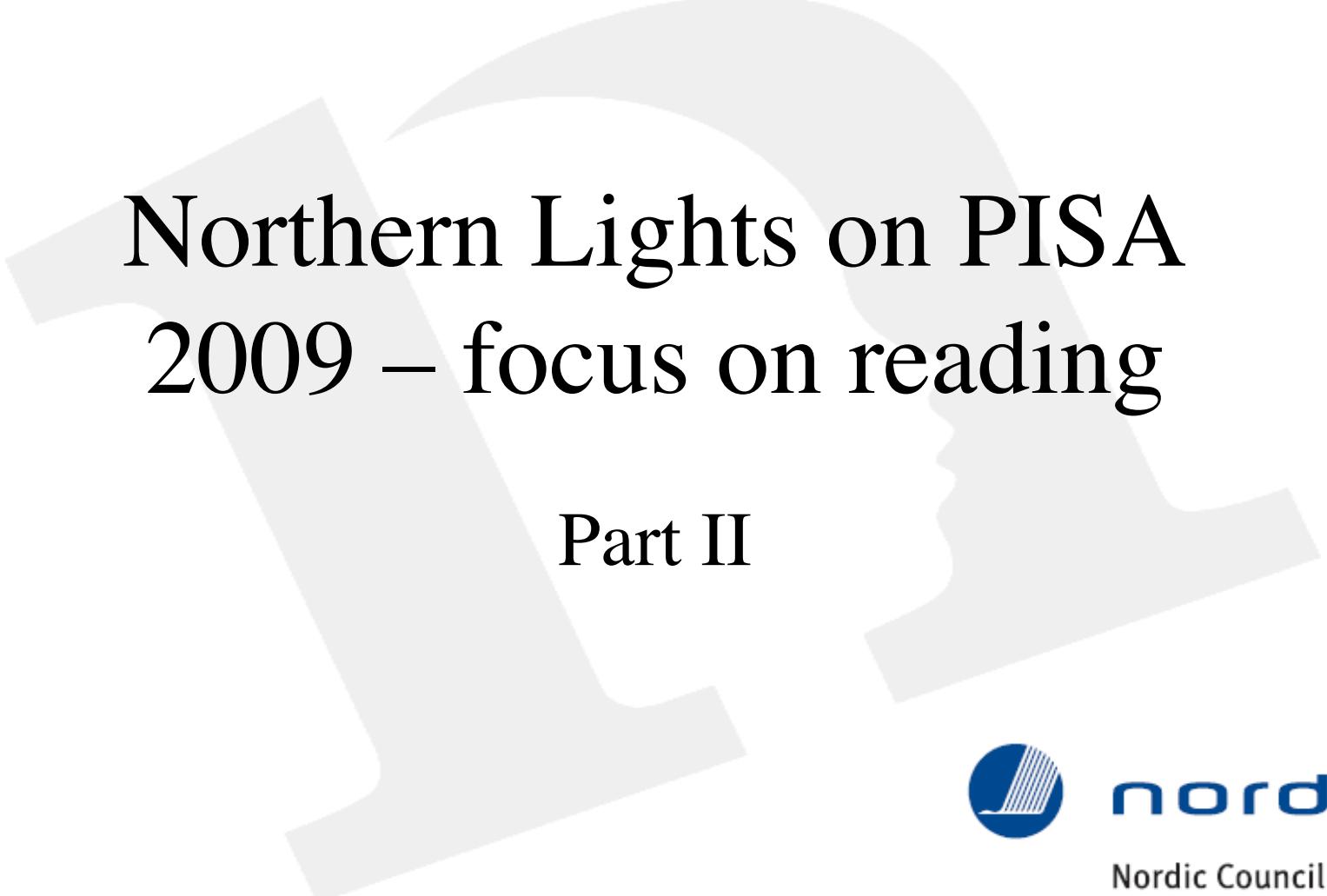
Umraeðufundur um PISA 2009

Námsmatsstofnun

21. ágúst 2012

Almar Miðvík Halldórsson





Northern Lights on PISA 2009 – focus on reading

Part II



Nordic Council of Ministers

n



Efni ritsins

- Þróun lesskilnings frá 2000 til 2009
 - Í samhengi við sögu menntakerfanna
 - Tilgátur og skýringar
- Áhugi á lestri
- Nemendur með slakan lesskilning
- Yfirburðir stúlkna
- Jöfnuður
- Innflytjendur
- Ánægja af lestri
- Grunnlestrarfærni og lesskilningur

Ánægja af lestri

- Það er:
 - Áhugi á að lesa sér til ánægju
 - Val á eigin lestrarefni
 - Samræður við aðra um bækur
 - Lestrarvenjur

Ánægja af lestri bóka

(*enjoyment of reading*)

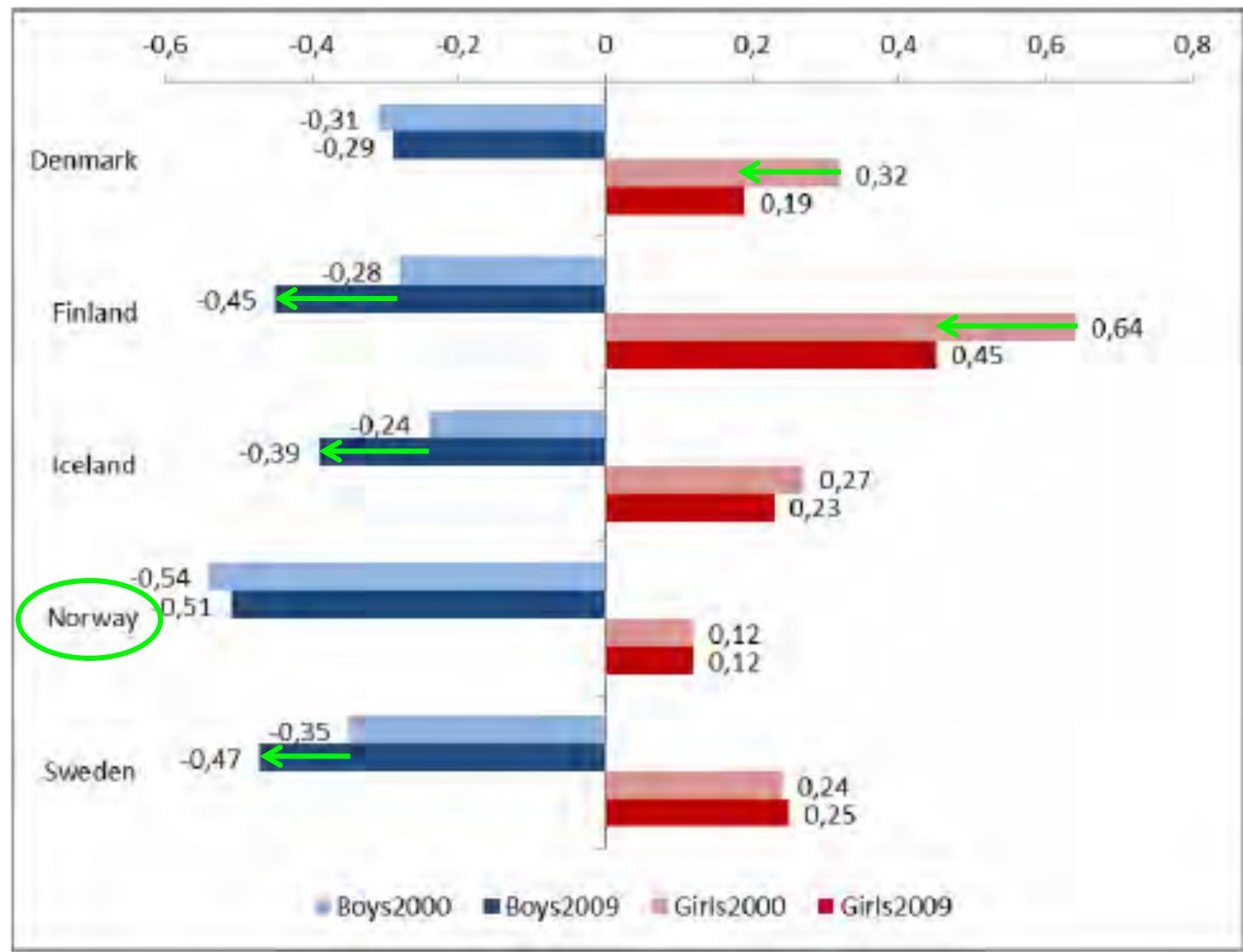
Nemendur voru spurðir hve sammála þeir væri eftirfarandi staðhæfingum um lestur (mjög sammála, sammála, ósammála eða mjög ósammála):

- (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 þarfnað, *
- (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 hærra gildis á mælikvarðanum.*



Figure 1. Reading enjoyment compared in the Nordic countries (The OECD mean=0. One standard deviation =1) (Roe, 2010:104)



Nánar um ánægju af lestri bóka

Table 4. Percentage of Nordic boys and girls who agree or strongly agree with positive statements about reading

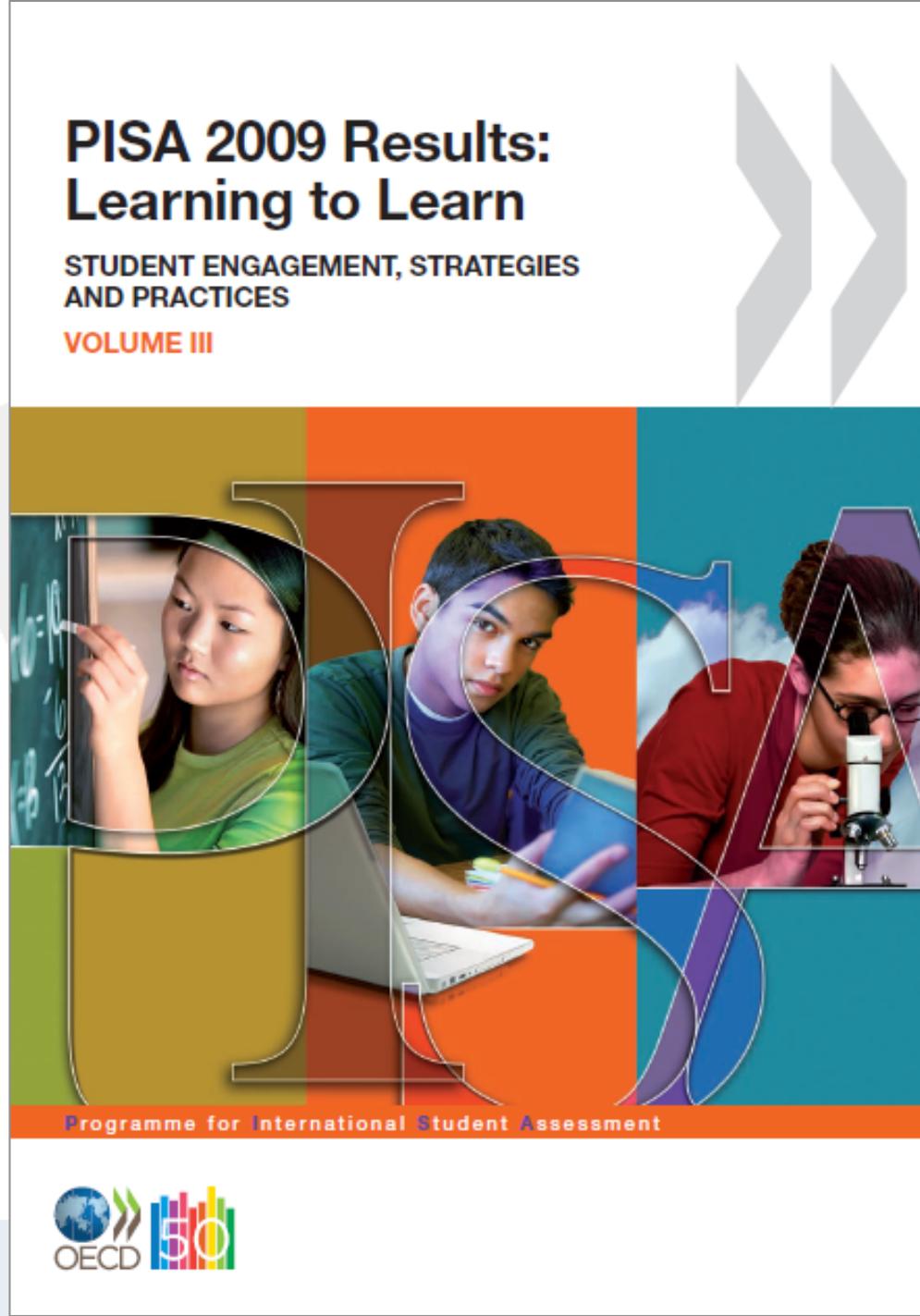
Boys	Denmark	Finland	Iceland	Norway	Sweden
Favourite hobby	16	18	17	15	16
Like talking about books	28	20	23	19	22
Happy to receive a book as present	36	38	50	31	27
Enjoy going to a bookstore or a library	22	27	28	20	20
Like to express opinions about books	67	45	36	54	37
Like to exchange books with friends	9	9	12	9	8
Girls	Denmark	Finland	Iceland	Norway	Sweden
Favourite hobby	32	50	31	29	39
Like talking about books	45	48	42	37	46
Happy to receive a book as present	50	66	72	50	45
Enjoy going to a bookstore or a library	47	68	53	43	51
Like to express opinions about books	80	71	59	70	60
Like to exchange books with friends	28	44	42	39	43

Nánar um ánægju af lestri bóka

Table 5. Percentage of Nordic boys and girls who agree or strongly agree with negative statements about reading

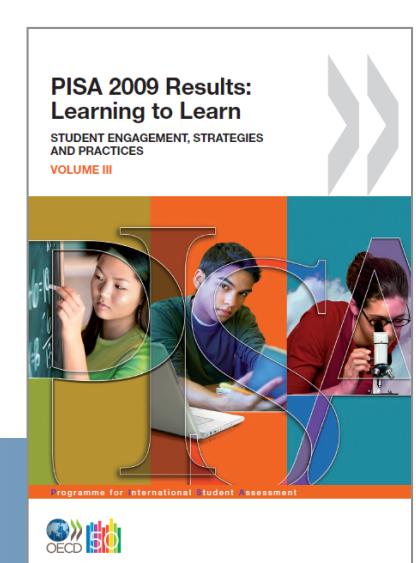
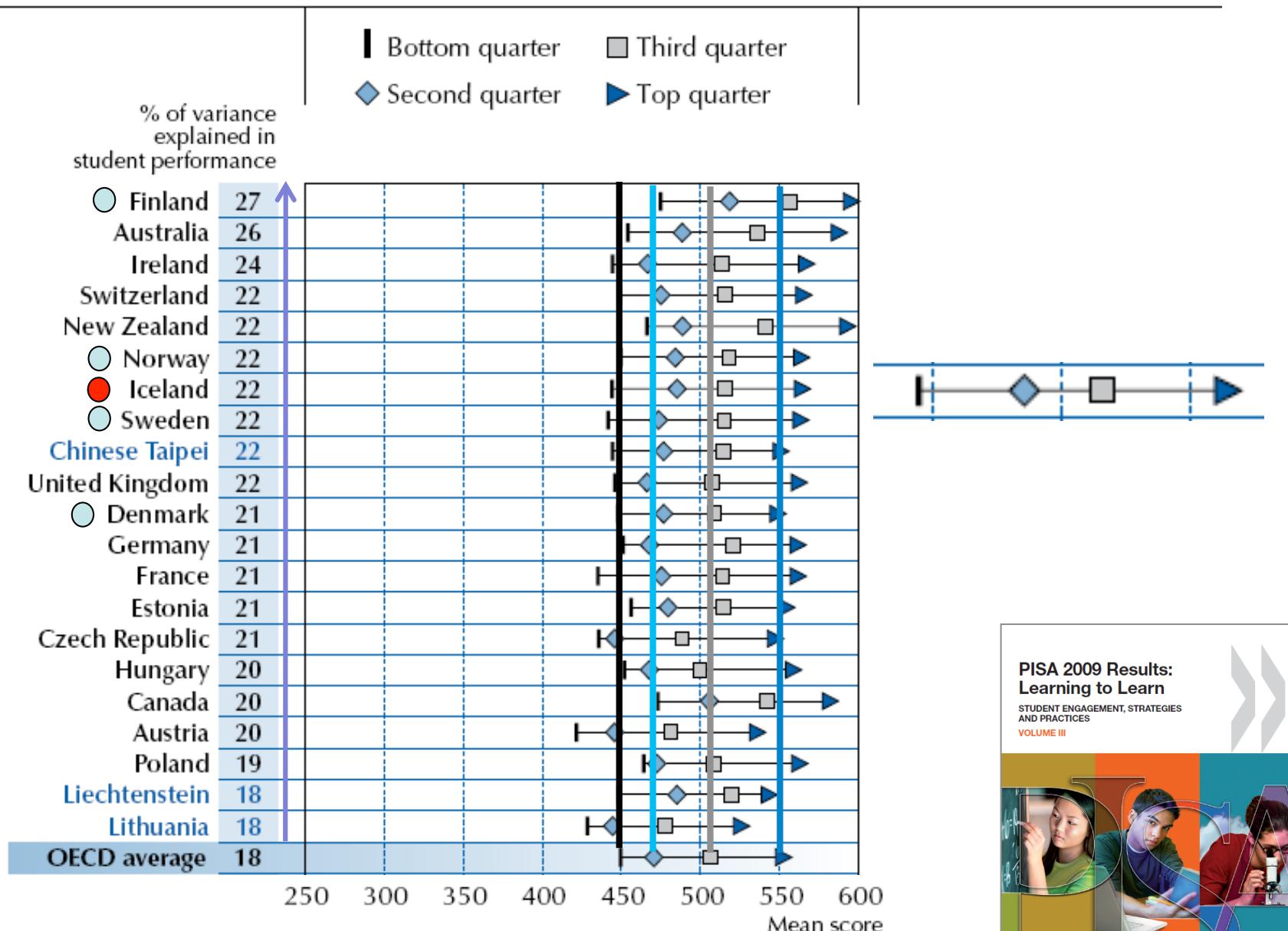
Boys		Denmark	Finland	Iceland	Norway	Sweden
Read only if I have to	<10% stiga munur	57	50	59	56	53
Find it hard to finish books	<10% stiga munur	27	36	33	33	27
Reading is a waste of time	<10% stiga munur	35	42	33	40	38
Read only to get the information I need	10% stig	61	53	53	63	56
Can only sit still and read for minutes	10% stig	23	20	29	30	24
Girls		Denmark	Finland	Iceland	Norway	Sweden
Read only if I have to		34	20	36	32	25
Find it hard to finish books	<10% stiga munur	23	20	26	25	21
Reading is a waste of time	<10% stiga munur	17	13	17	20	17
Read only to get the information I need		34	20	30	37	27
Can only sit still and read for minutes		16	9	22	20	17

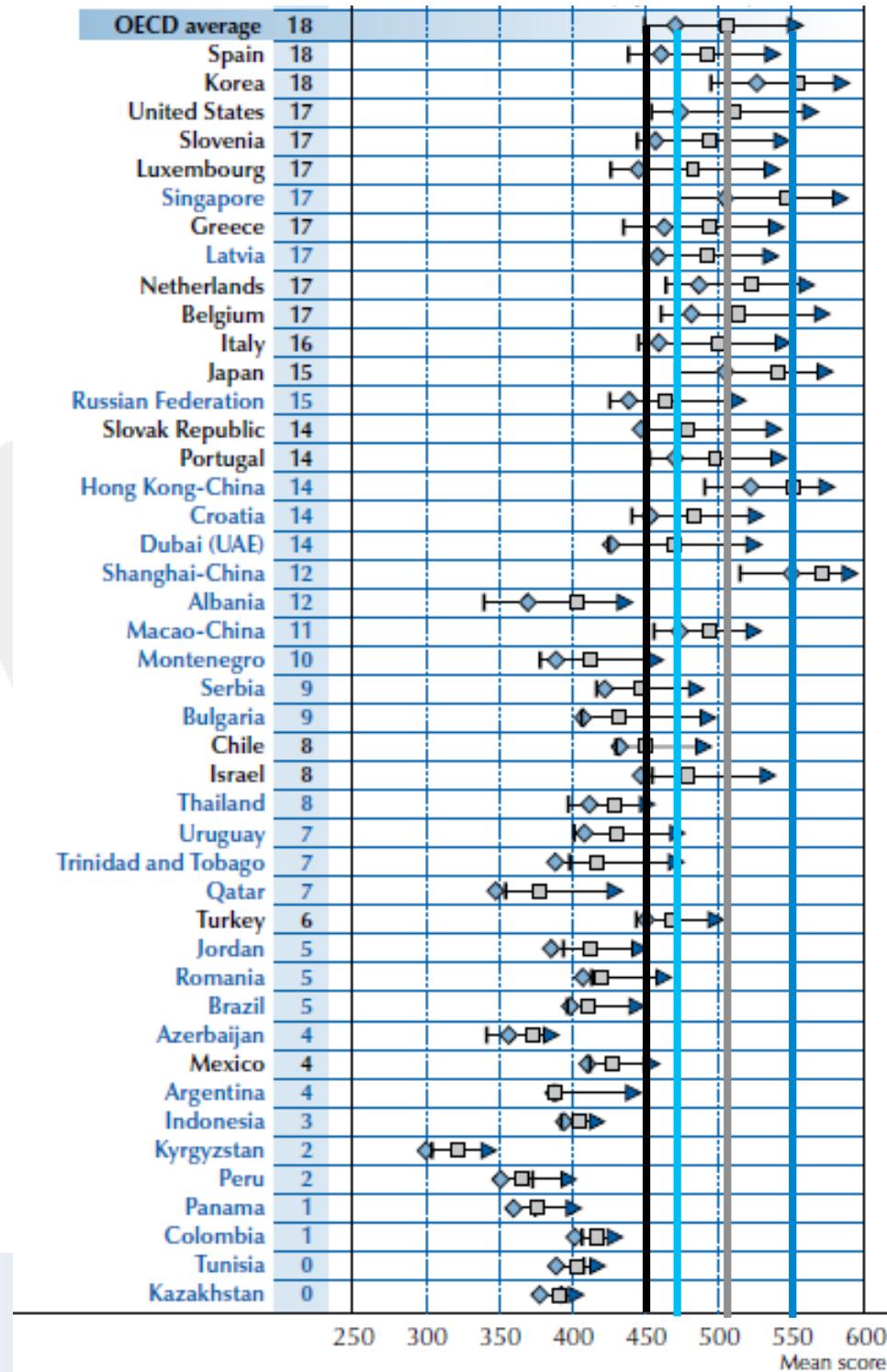
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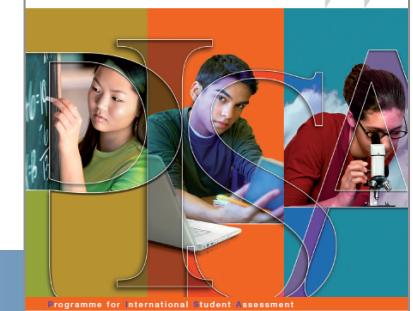
■ Figure III.1.3 ■

Relationship between enjoying reading and performance in reading





PISA 2009 Results:
Learning to Learn
STUDENT ENGAGEMENT, STRATEGIES
AND PRACTICES
VOLUME III



Fjölbreytni í lesefni

- Hve oft lestu eftirtalið vegna þess að big langar til þess?
 - *Tímarit*
 - *Teiknimyndasögur*
 - *Skáldsögur*
 - *Bókmenntir aðrar en skáldsögur*
 - *Dagblöð.*

Aldrei eða næstum aldrei

Fáein skipti á ári

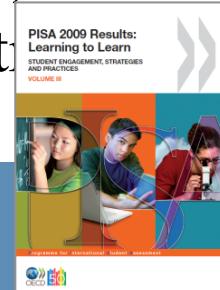
U.p.b. einu sinn í mánuði

Nokkrum sinnum í mánuði

Nokkrum sinnum í viku

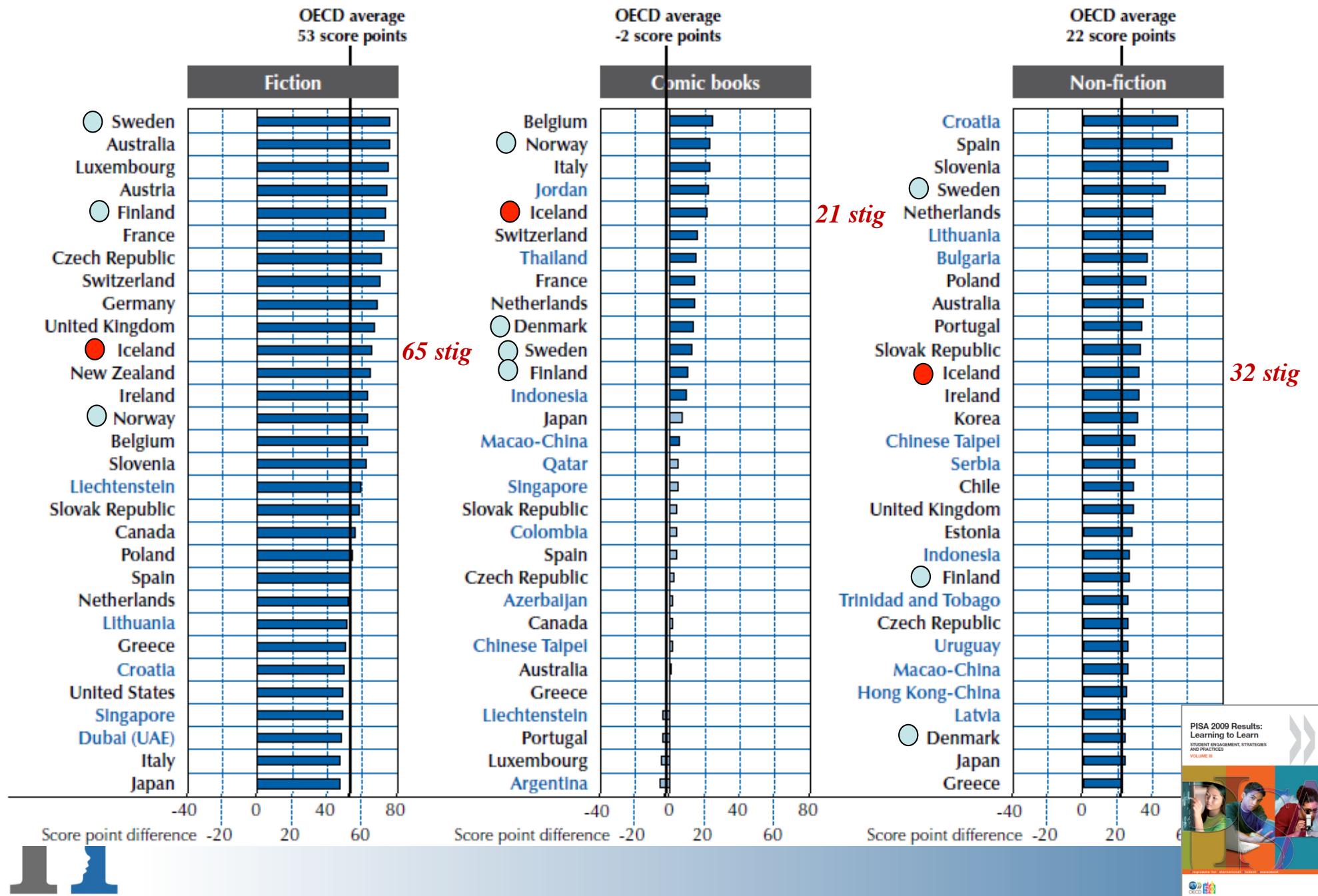
The association between the material students read and reading performance

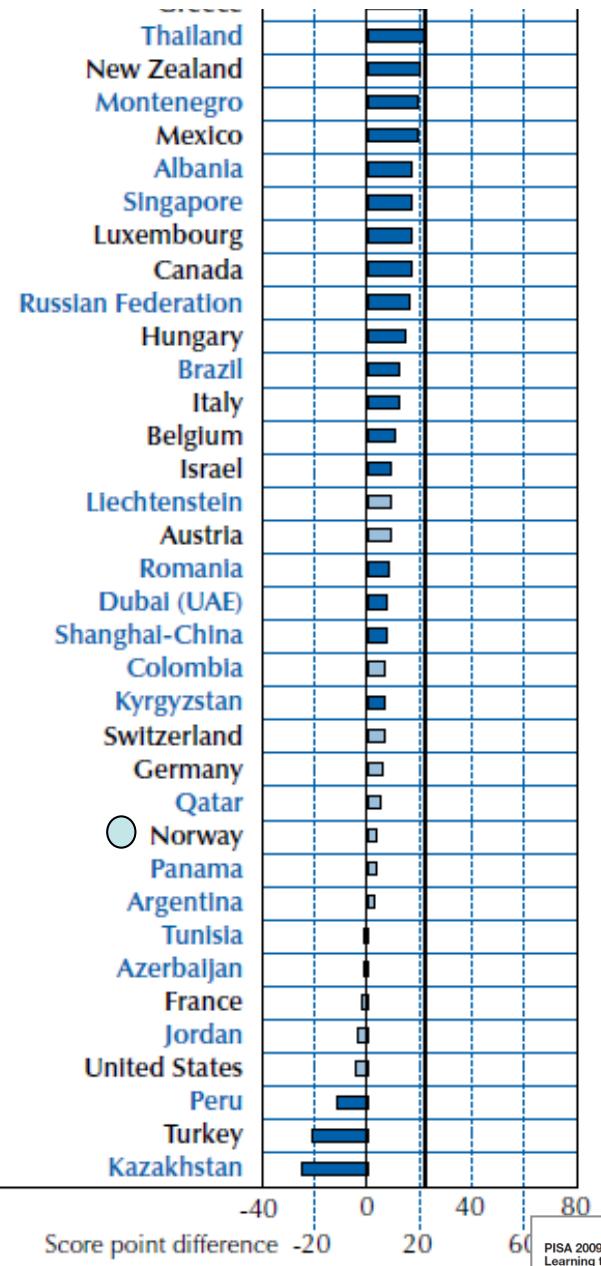
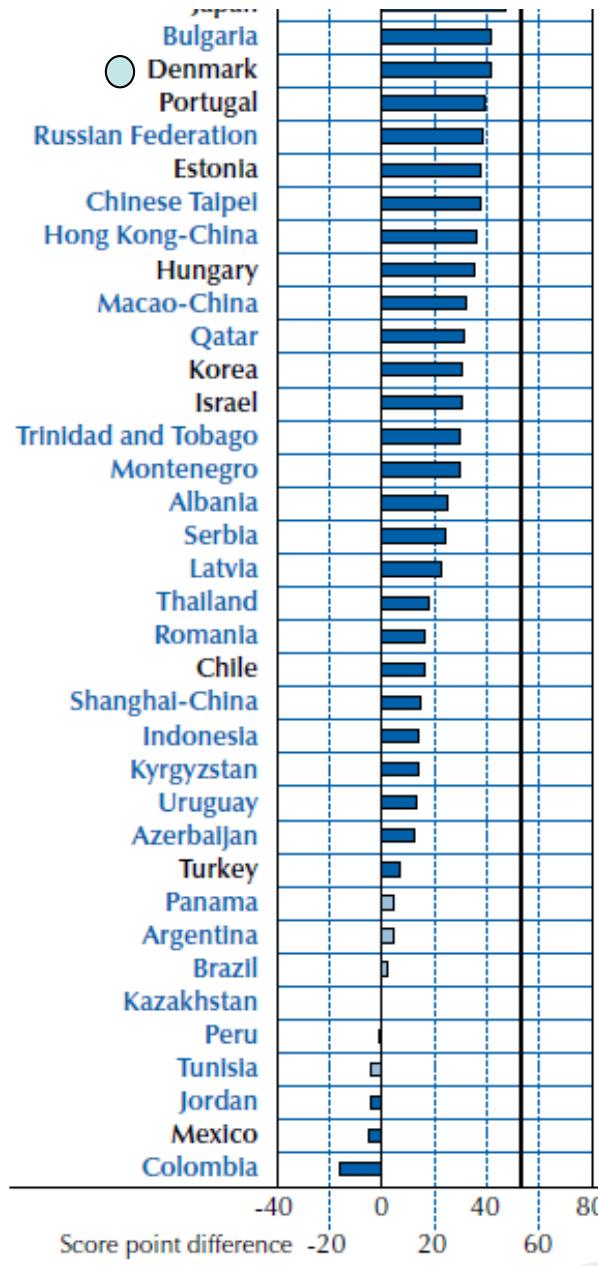
- The results from PISA suggest that, although the students who reported reading **fiction** are more likely to have higher scores in the 2009 PISA reading assessment, it is the students who read a **wide variety** of materials who perform particularly well in reading.
- In **all countries** except for 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 count



■ Figure III.1.6 [Part 1/2] ■

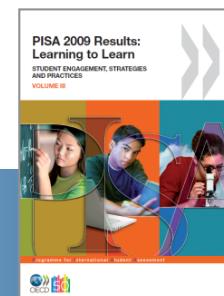
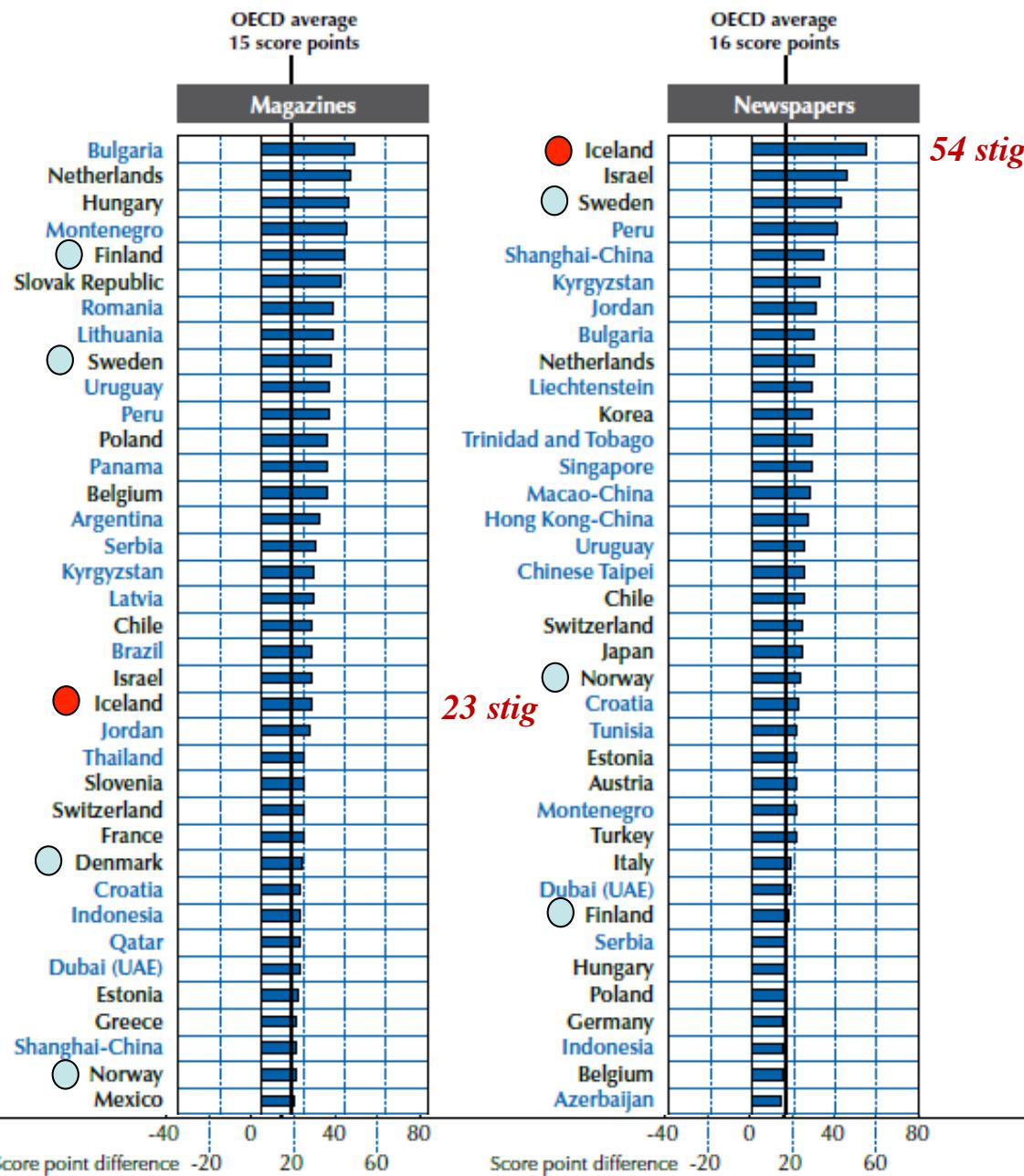
Relationship between the types of materials students read and performance in reading

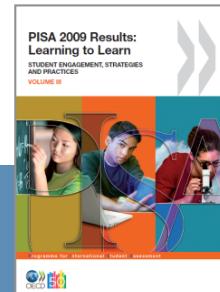
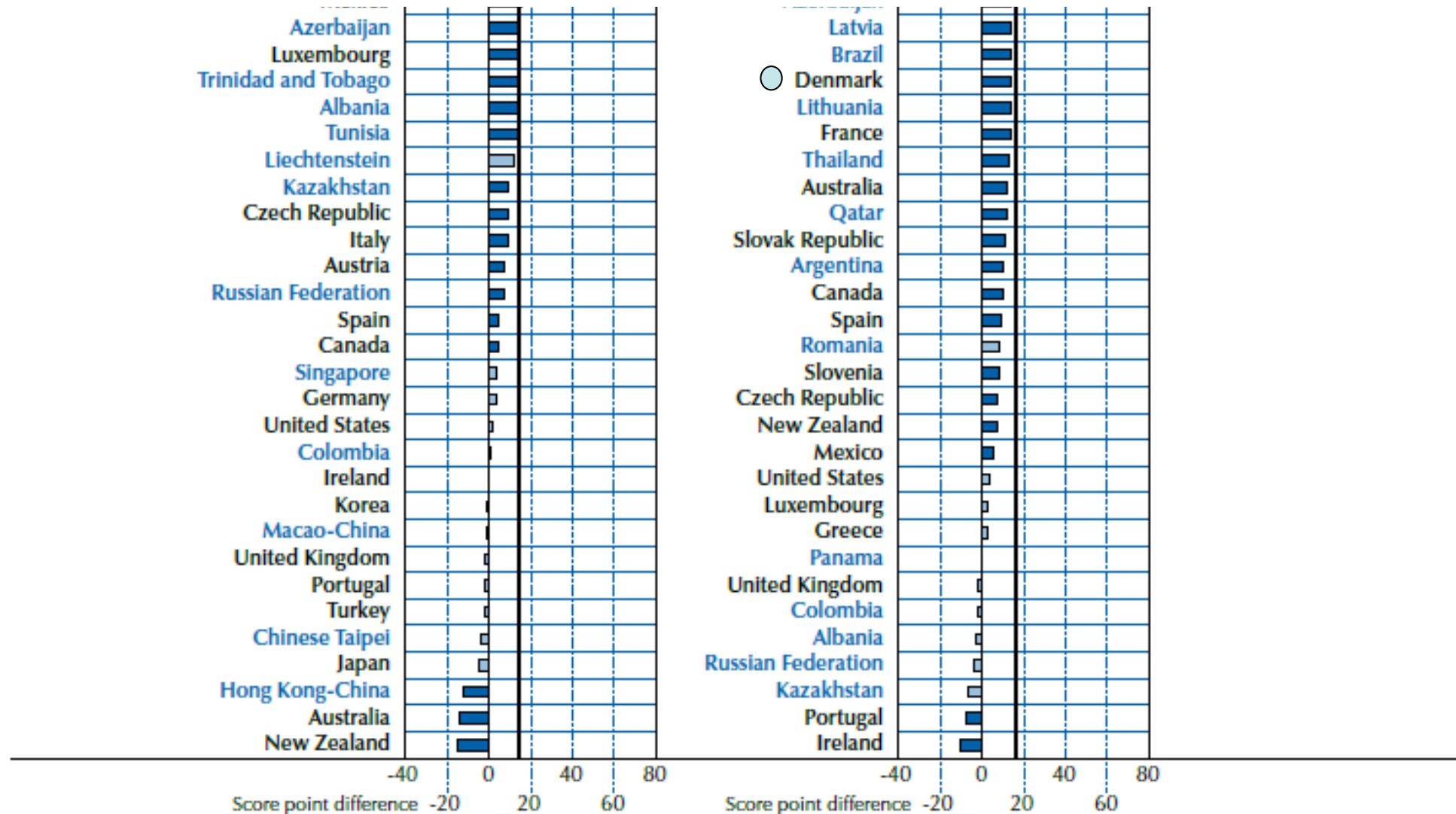




■ Figure III.1.6 [Part 2/2] ■

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





To what extent do basic skills predict students' PISA reading scores?

*Elisabeth Arnbak, associate professor,
Aarhus University*

- Basic skills:
 - Orthographic coding (stafsetning)
 - Vocabulary knowledge (orðaforði)
- PISA indicators:
 - Enjoyment of reading
 - Diversity in reading
 - Awareness of strategies for understanding and remembering information in a text
 - Awareness of strategies for summarizing information in a text
 - Socio-economic status of the family
 - Gender
 - Language spoken at home

Explained variance in reading literacy

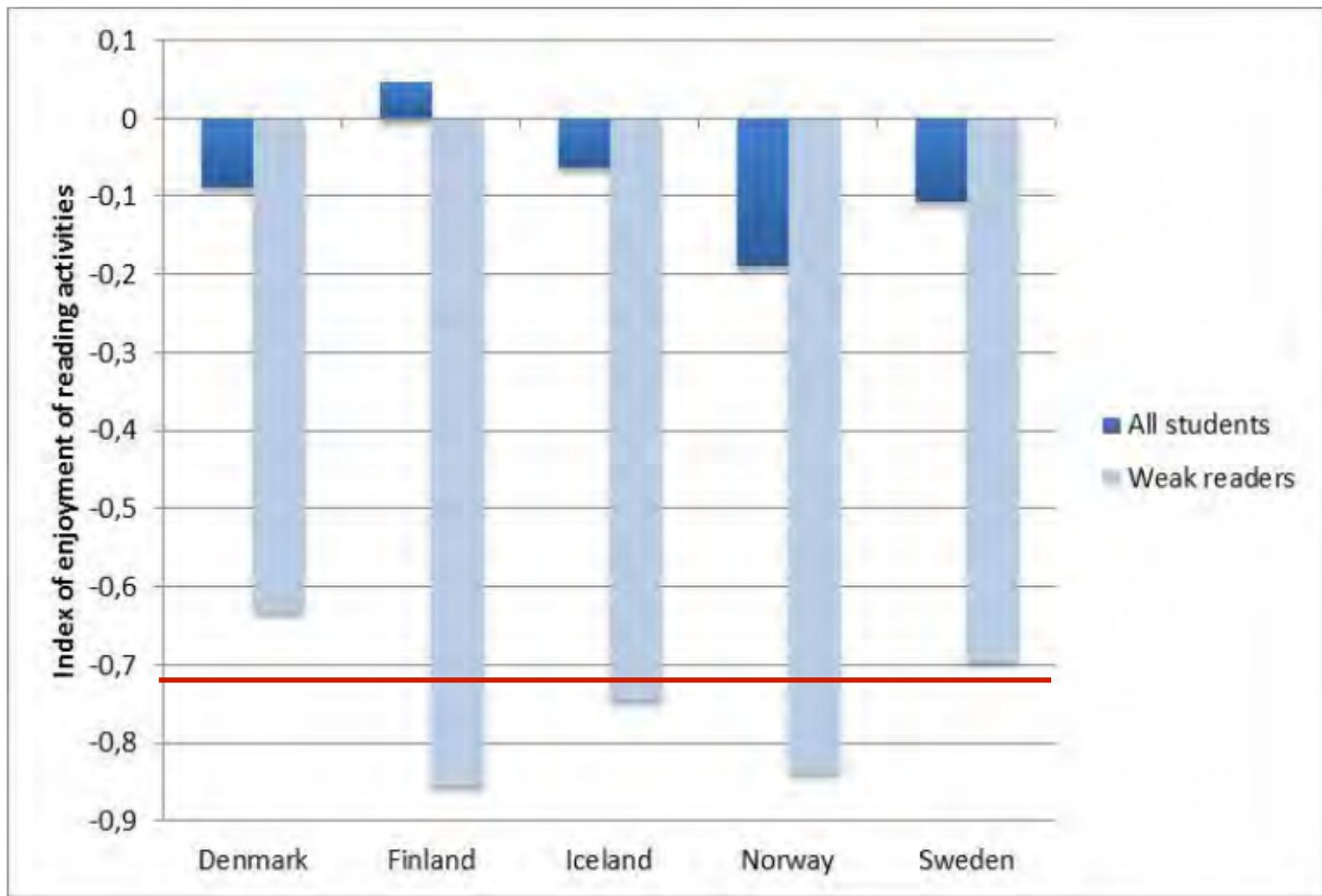
- Basic skills: **41%** of variance in reading literacy expl.
 - Vocabulary knowledge (orðaforði) 39%
 - Orthographic coding (stafsetning) 7%
- PISA indicators: **+15%** of variance in reading literacy expl.
 - Enjoyment of reading
 - Diversity in reading
 - Awareness of strategies for understanding and remembering information in a text
 - Awareness of strategies for summarizing information in a text
 - Socio-economic status of the family
 - Gender
 - Language spoken at home

Predictors of insufficient reading skills

- Basic skills: **+24%** correct prediction of poor readers
 - Vocabulary knowledge (orðaforði)
 - Orthographic coding (stafsetning)
- PISA indicators: **13%** correct prediction of poor readers
 - Enjoyment of reading
 - Diversity in reading
 - Awareness of strategies for understanding and remembering information in a text
 - Awareness of strategies for summarizing information in a text
 - Socio-economic status of the family
 - Gender
 - Language spoken at home

Nemendur sem „geta ekki lesið sér til gagns”

Figure 5. Average on the index of enjoyment of reading activities



Nemendur sem „geta ekki lesið sér til gagns”

Figure 6. Distribution (percentage) of weak readers according to index level of enjoyment of reading

