IBE EDUCATIONAL RESEARCH INSTITUTE

Research on reading and reading attitudes

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International Conference on the Promotion of Reading:
Read, or be lost for words

12th October 2021, National and University Library in Zagreb
ZAGREB, CROATIA

online (Zoom platform)

About Educational Research Institute

- **Key research areas**
- lifelong learning and national qualifications framework,
- measurement and analysis of student educational achievement,
- psychological and pedagogical foundations of school achievements,
- relationship between education and the labour market, especially monitoring the situation of young people entering the labour market,
- teacher working conditions, working hours, professional status and competencies,
- institutional and legal problems concerning the education system and educational policy.
- **Over 150 experts-researchers**

Major International Projects

PIAAC	Programme for the International Assessment of Adult Competencies (OECD)
PISA	Programme for International Student Assessment (OECD)
TIMSS	Trends in International Mathematics and Science Study (IEA)
PIRLS	Progress in International Reading Literacy Study (IEA)
ICCS	International Civic and Citizenship Education Study (IEA)

PISA research study

- a worldwide study by the Organisation for Economic Co-operation and Development (OECD) among 15-year-old students
- PISA has been administered worldwide since 2000 – every 3 years; Poland has been participating in PISA since the beginning
- In 2018 over half a million students from 79 countries and regions took part in the study

What does PISA measure?

PISA measures 15-year-olds' ability to use their reading, mathematics and science knowledge and skills to meet real-life challenges.

reading literacy

mathematical literacy

scientific literacy

In each cycle one of those basic areas is the main domain of interest.

PISA results for Poland over the last 20 years

	Reading	Maths	Science
2003	497	490	498
2006	508	495	498
2009	500	495	508
2012	518	518	526
2015	506	504	501
2018	512 +4.5	516 +5.1	511 +2.1
2018 – OECD average	487	489	489

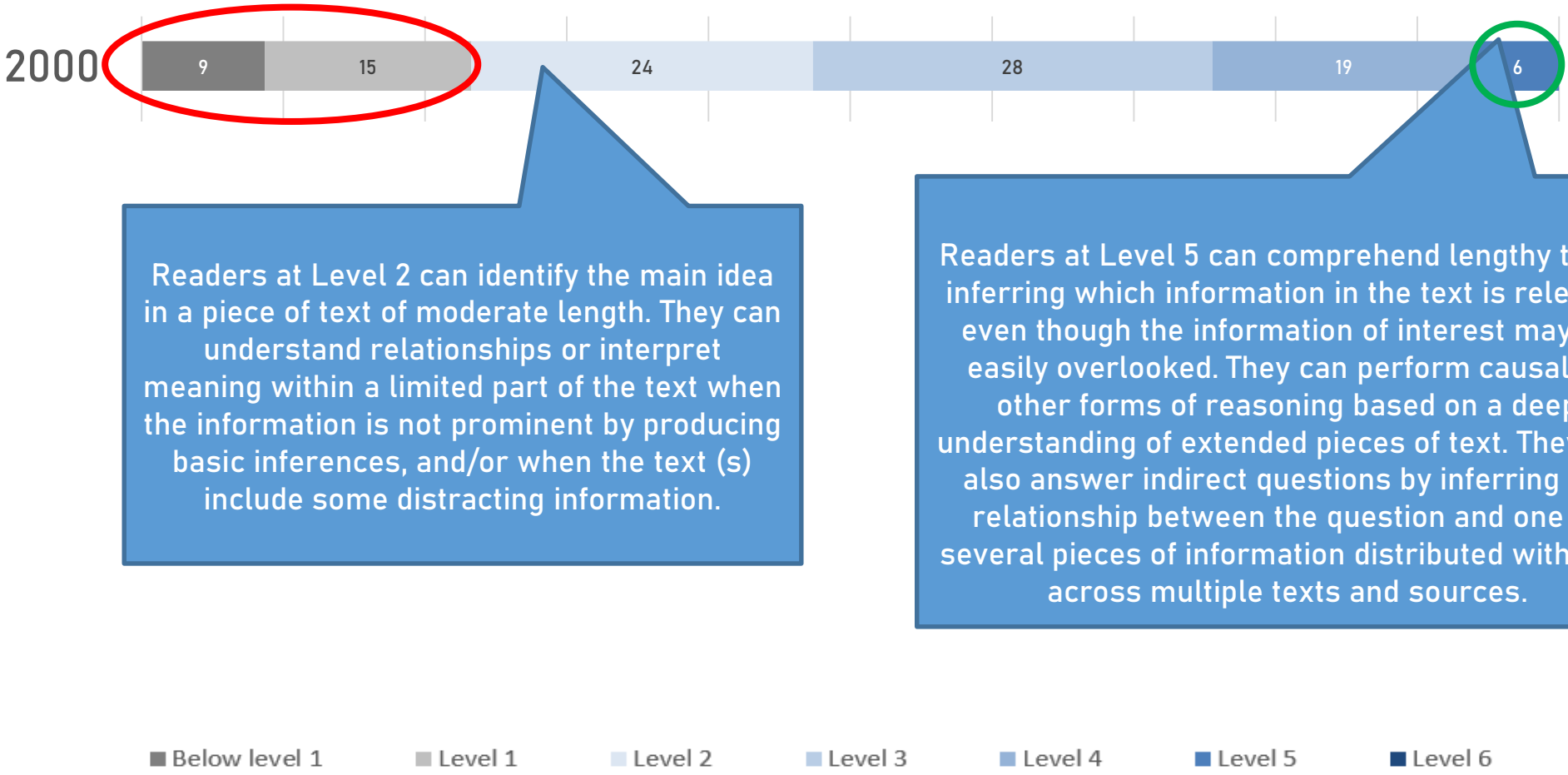
Reading literacy – the main domain in PISA 2018

Reading was the main subject assessed in PISA 2018.

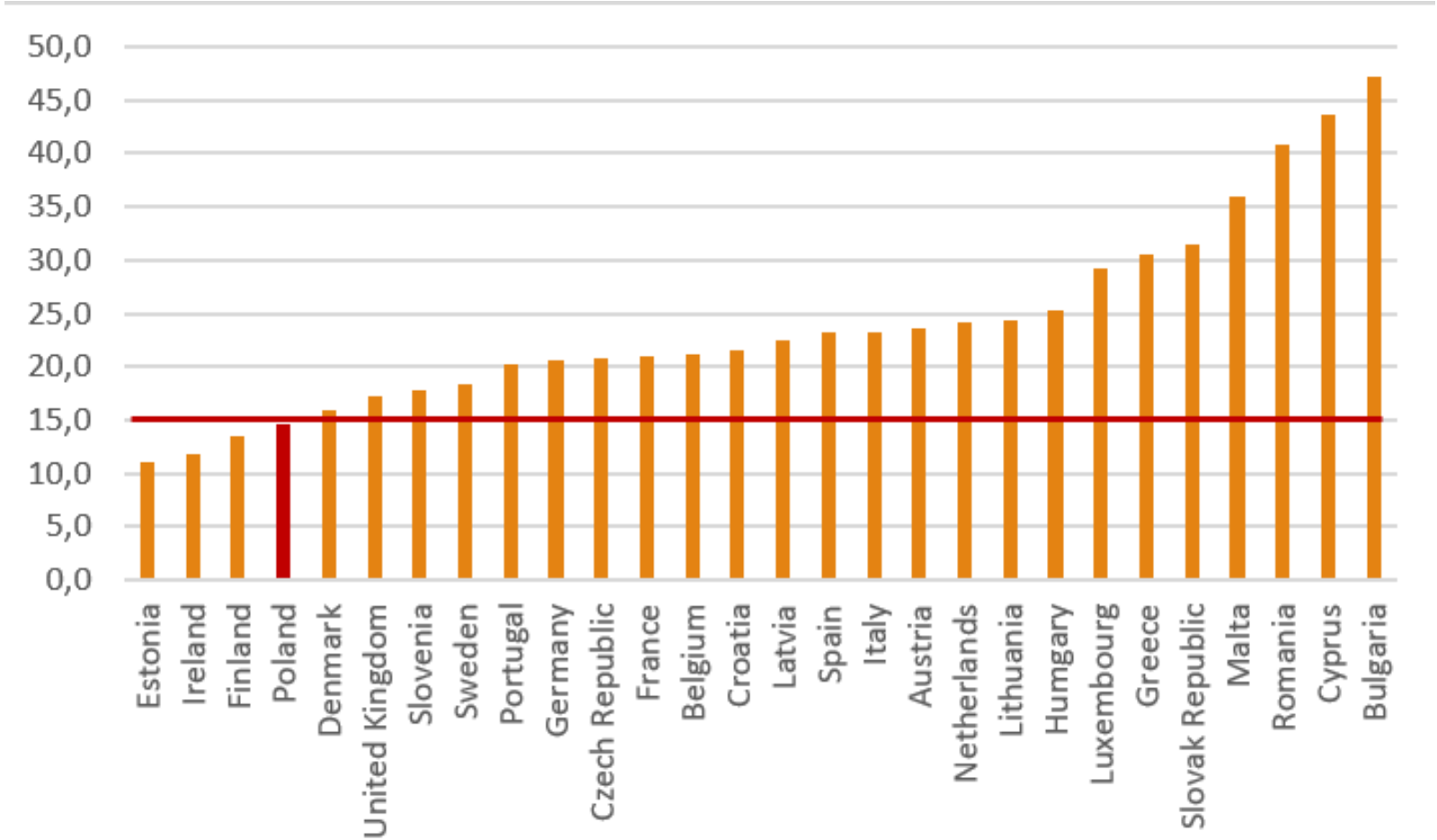
The test aimed to assess reading literacy in the digital environment while retaining the ability to measure trends in reading literacy over the past two decades. PISA 2018 defined reading literacy as understanding, using, evaluating, reflecting on and engaging with texts in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society.

Country	Average	UE
China B-S-J-G	555 (2,7)	
Singapore	549 (1,6)	
Macao (China)	525 (1,2)	
Hong Kong (China)	524 (2,7)	
Estonia	523 (1,8)	UE
Canada	520 (1,8)	
Finland	520 (2,3)	UE
Ireland	**518 (2,2)**	**UE**
South Korea	**514 (2,9)**	
Poland	**512 (2,7)**	**UE**
Sweden	**506 (3,0)**	**UE**
New Zealand	**506 (2,0)**	
United States	**505 (3,6)**	
United Kingdom	504 (2,6)	UE
Japan	504 (2,7)	
Australia	503 (1,6)	
Chinese Taipei	503 (2,8)	
Denmark	501 (1,8)	UE
Norway	499 (2,2)	
Germany	498 (3,0)	UE
Slovenia	495 (1,2)	UE
Belgium	493 (2,3)	UE
France	493 (2,3)	UE
Portugal	492 (2,4)	UE
Czech Republic	490 (2,5)	UE
Netherlands	485 (2,7)	UE
Austria	484 (2,7)	UE
Switzerland	484 (3,1)	
Croatia	479 (2,7)	UE

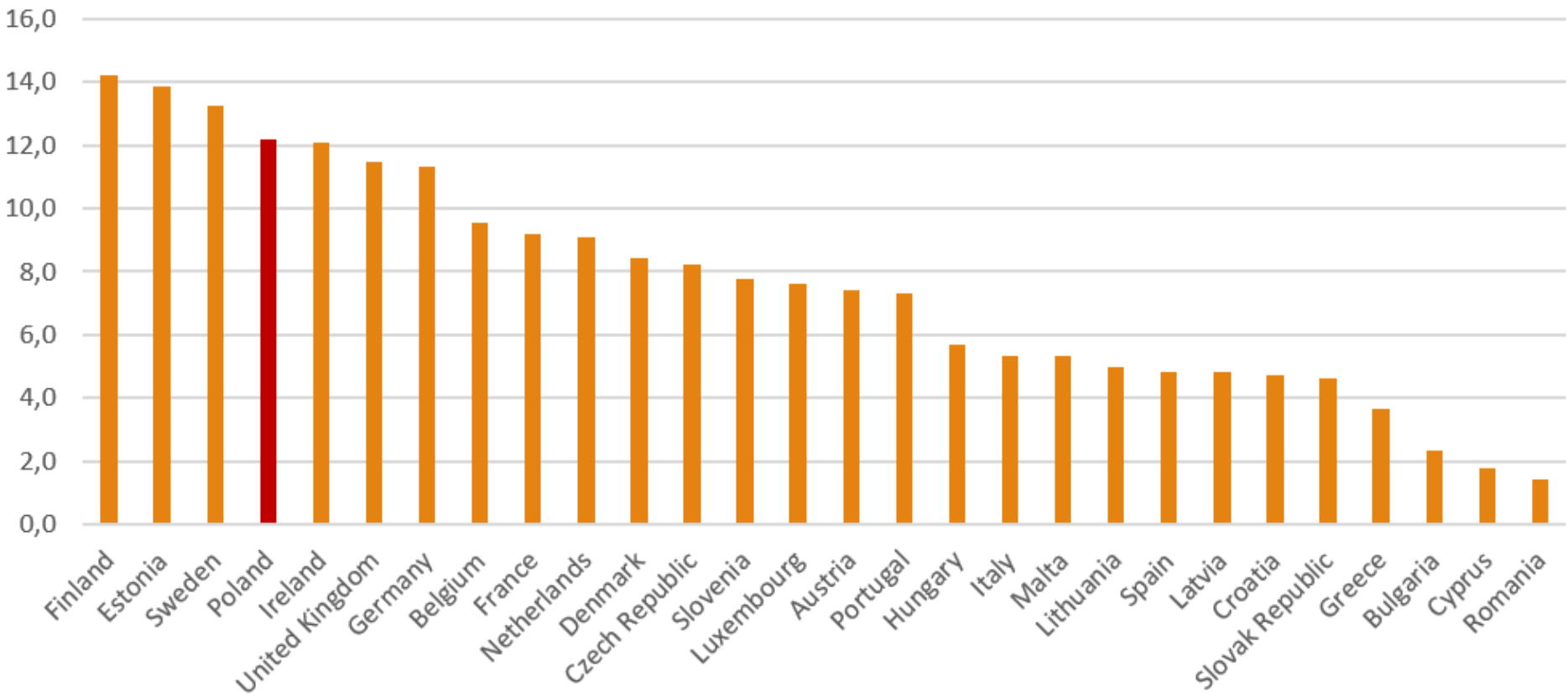
% of students at specific levels of reading performance in Poland (PISA 2000–2018)



% of students with reading result below level 2 in the EU – PISA 2018



% of students with reading result above level 4 in the EU – PISA 2018



Changes in education system of Poland are part of the broader changes in the Polish society and economy

Warsaw, 1989

Warsaw, 2021

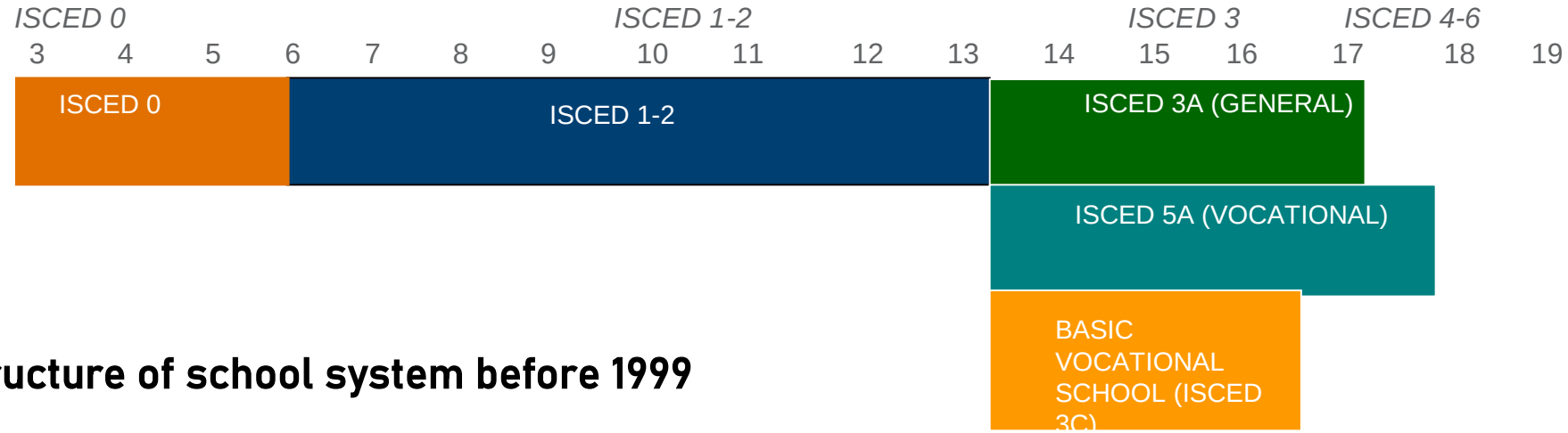
Factors influencing Polish results in PISA

- Modernization of the economy, economic growth
- Growing educational aspirations
- Expansion of higher education
- Clearer links between wages and educational attainment

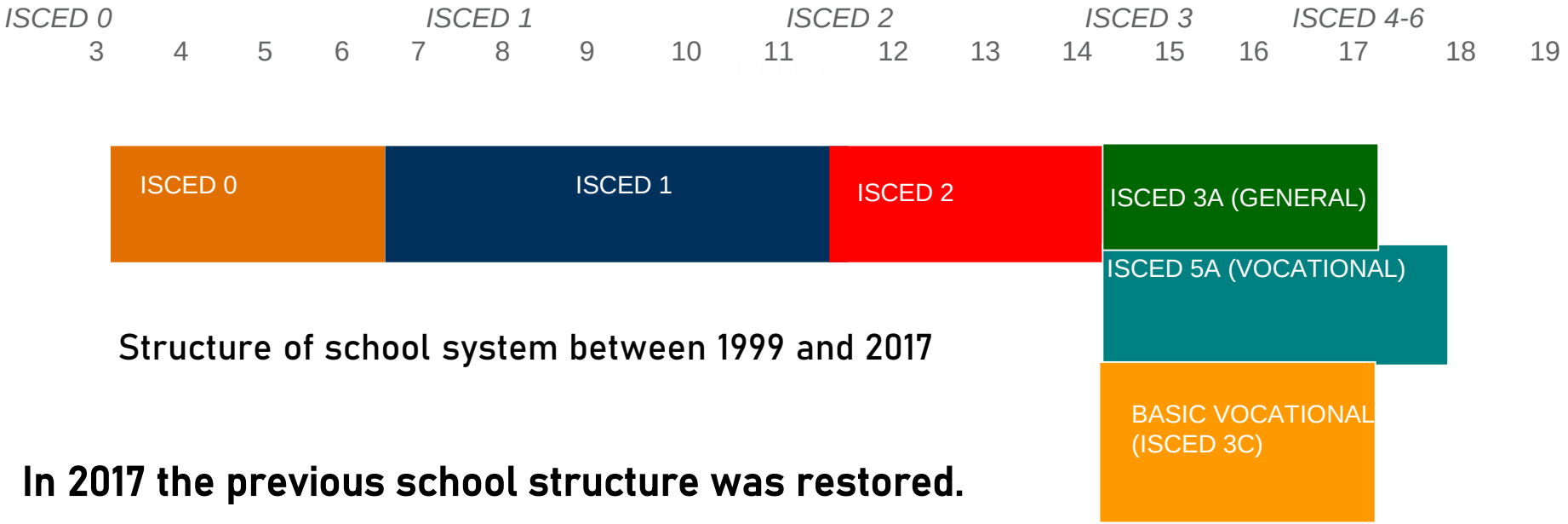
Changes in the Polish education system possibly influencing Polish results in PISA

- Increased school autonomy
- Central examinations (since 2002)
- Decentralization of the management of schools
- Improving qualifications of teachers
- New core curriculum
- New evaluation system of schools

Structure of school system



Structure of school system before 1999



Structure of school system between 1999 and 2017

In 2017 the previous school structure was restored.

Central examinations

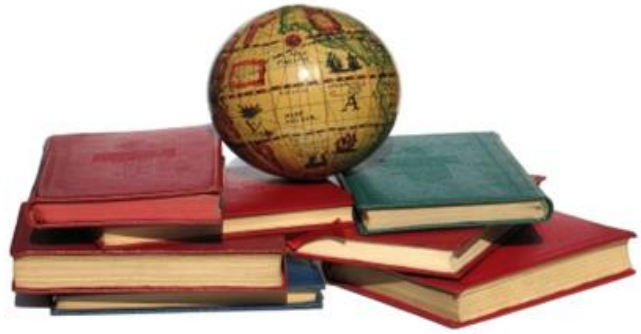
Central Examination Board + 8 regional examination boards established.

Final exams at the end of primary schools and upper-secondary schools (also at lower-secondary schools – until 2019)

At the end of ISCED 3A programs (since 2005) – scores from matura exams are used in the recruitment to the universities.

Changes in curriculum

CORE CURRICULUM BECAME:



- More modern and „student-friendly”;
- Student-centered;
- Emphasis on higher order skills – critical thinking, scientific reasoning, problem solving;
- More focus on teamwork and project work;
- Based on learning outcomes.

Changes in teaching reading

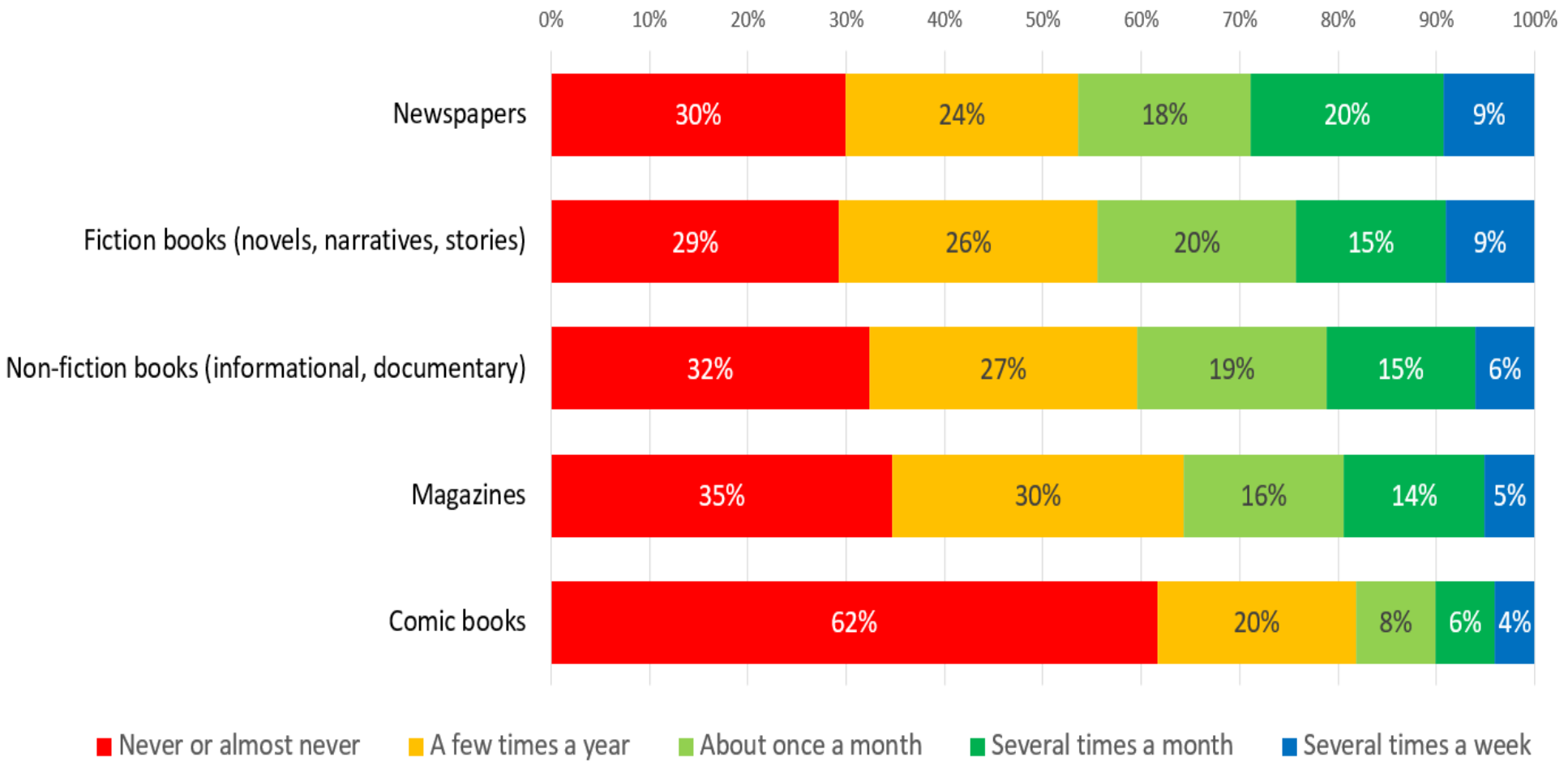
- Making the reading list more flexible;
- Elements and techniques that require critical and analytical thinking were introduced into curriculum;
- More emphasis was put on developing interpretation and argumentation skills;
- Changes in curriculum caused further development of extra teaching materials, often more modern and „attractive for students”;

Teachers

- In 1992 58% of Polish teachers had a higher education degree, now **99%**.

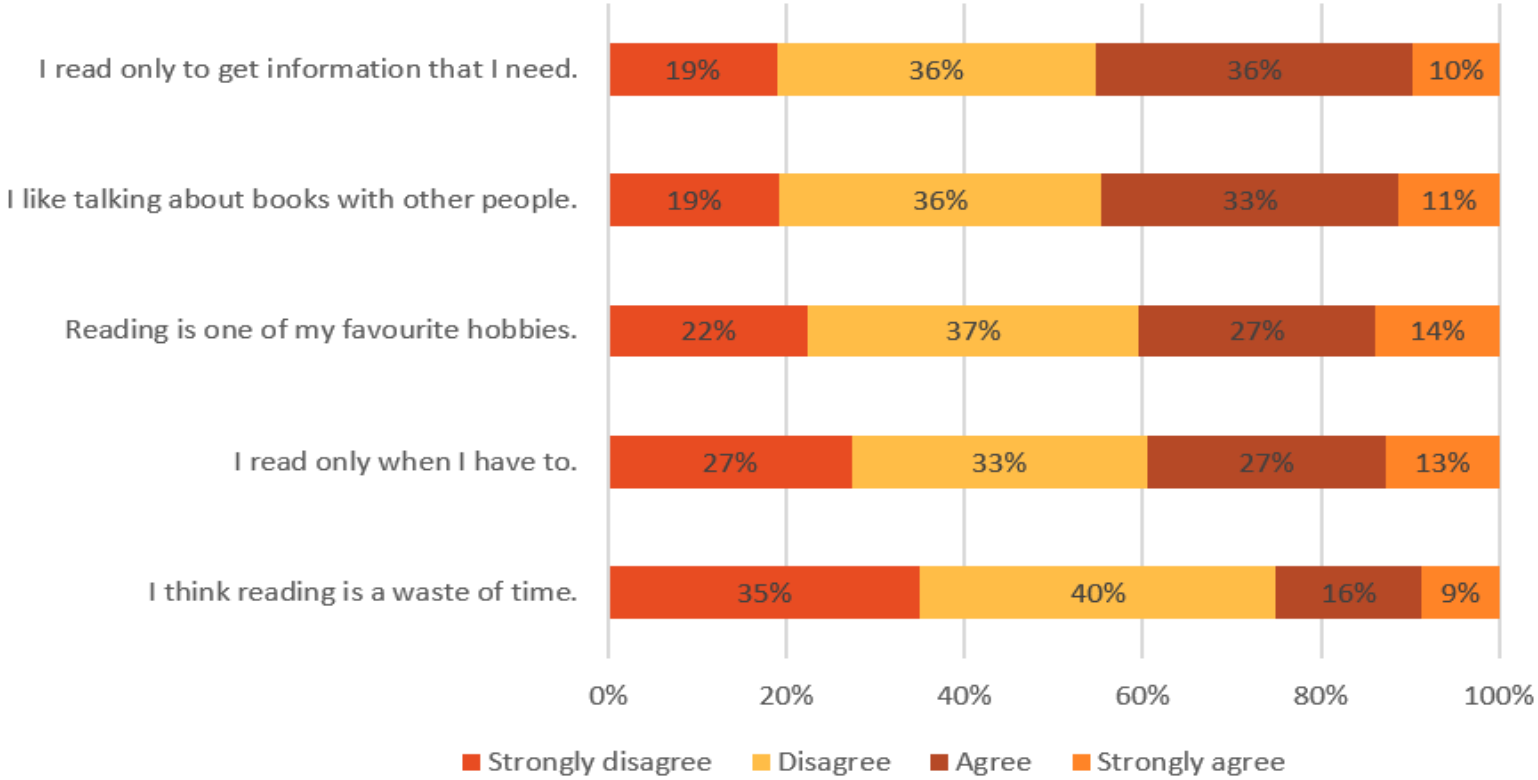
- The biggest problems faced by teachers in Poland are: overwork (68% rated as “moderate” or “to high degree”), employment instability (67%), unsatisfactory earnings (78%) and the low general regard for the profession (69%). – TALIS 2013 results

What do students read? – Polish PISA 2018 results



Attitudes to reading – Polish PISA 2018 results

Most 15-year-olds read only when they have to and they do not find enjoyment in reading;
Girls read more often and with greater enjoyment;
1/3 of students claims that they hardly ever read books; at the same time they read information in digital form all the time
All rates referring to reading habits and attitudes to reading have gone up since 2009 study



Promotion of reading

The National Reading campaign, an initiative established in 2012, involves public readings of outstanding works of Polish literature.

The annual event is organised by various groups, including social organisations, local governments, as well as schools, libraries, and theatres. Its goal is to popularise the wealth of the Polish literary tradition, to promote reading and strengthen national identity.

Usually the President of Poland opens the event and books are read by Presidential couple, politicians, actors, celebrities.

Promotion of reading

Promotion of reading

Another initiative for promotion of reading is the national campaign by the foundation ABCXXI—All of Poland Reads to Kids.

It encourages parents to read aloud to their children for at least 20 minutes every day.

Reading in the 21st century

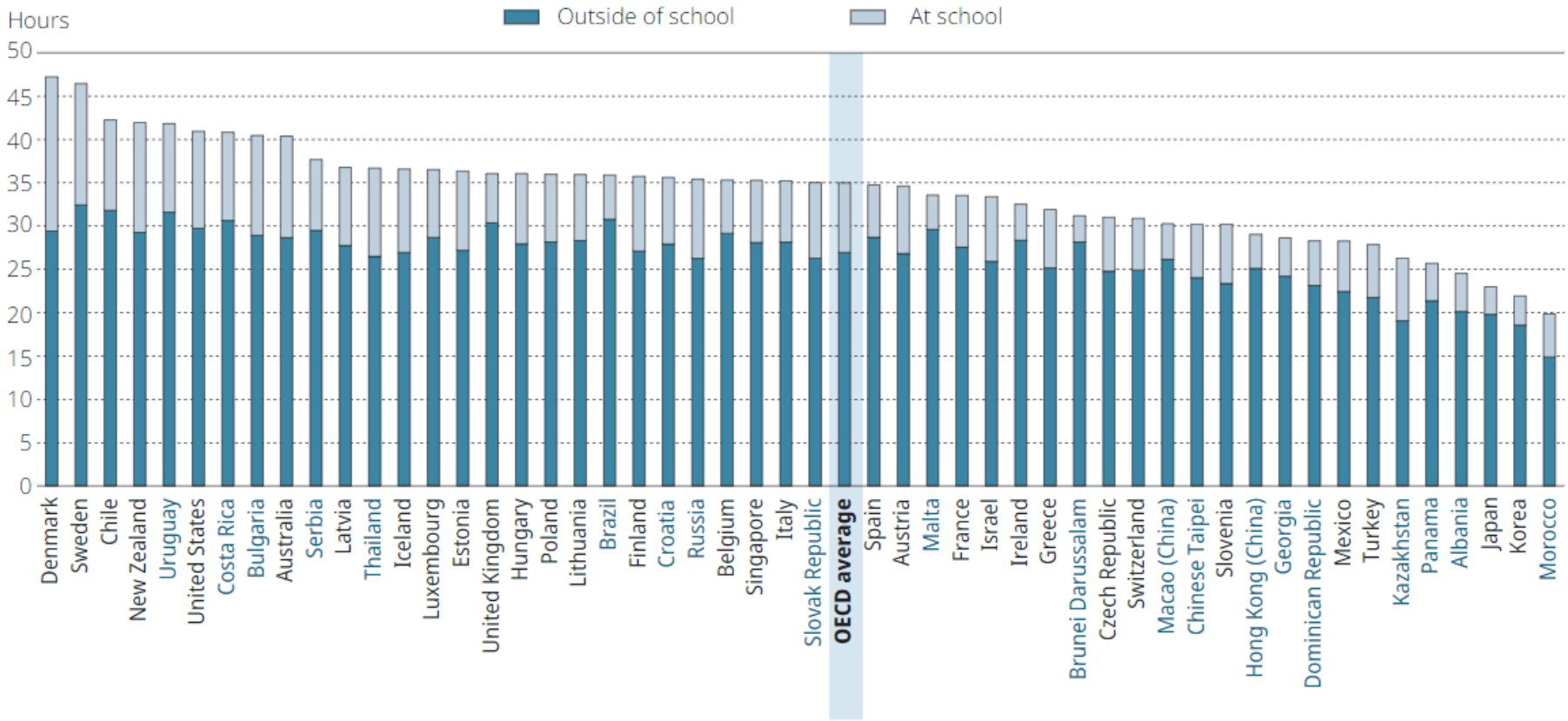
Digitalisation – digital devices are increasingly displacing print media.

Students are bombarded with information from different sources. They have no problems with searching for and accessing information. The most important skills in the 21st century are the ability to distinguish facts from opinions, detect biased information and deal with complex digital reading tasks using multiple sources.

Use of Internet

Figure 1.1 **Time spent on the Internet**

Number of hours per week spent using the Internet



Countries and economies are ranked in descending order of the total number of hours per week spent using the Internet.

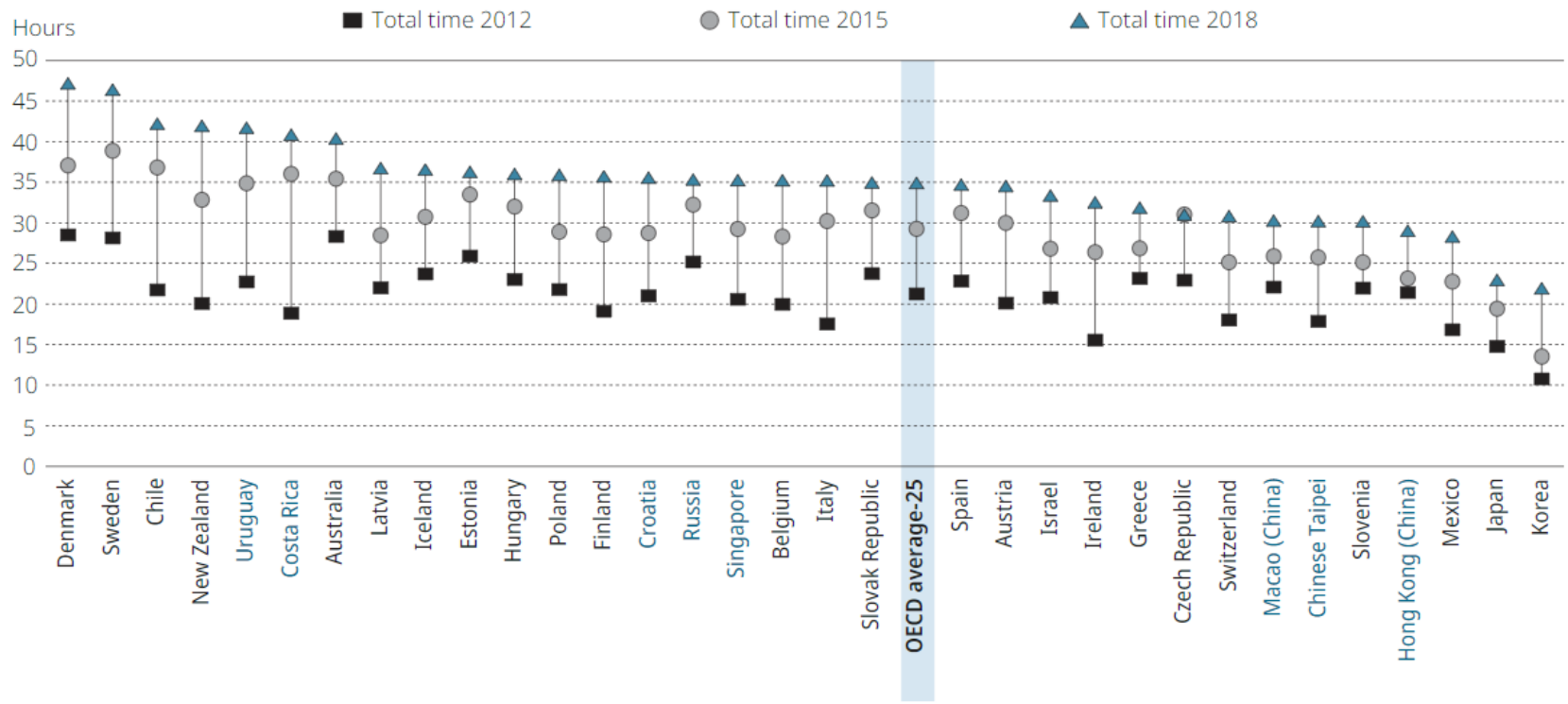
Source: OECD, PISA 2018 Database, Tables B.1.1 and B.1.2.

StatLink https://doi.org/10.1787/888934239306

Use of Internet

Figure 1.2 **Time spent on the Internet in 2012, 2015, 2018**

Number of hours per week spent using the Internet



Notes: All countries and economies that participated from PISA 2012 to PISA 2018, and with available data, are shown.

All differences between PISA 2018 and previous cycles are statistically significant, except the change between PISA 2015 and PISA 2018 for Czech Republic.

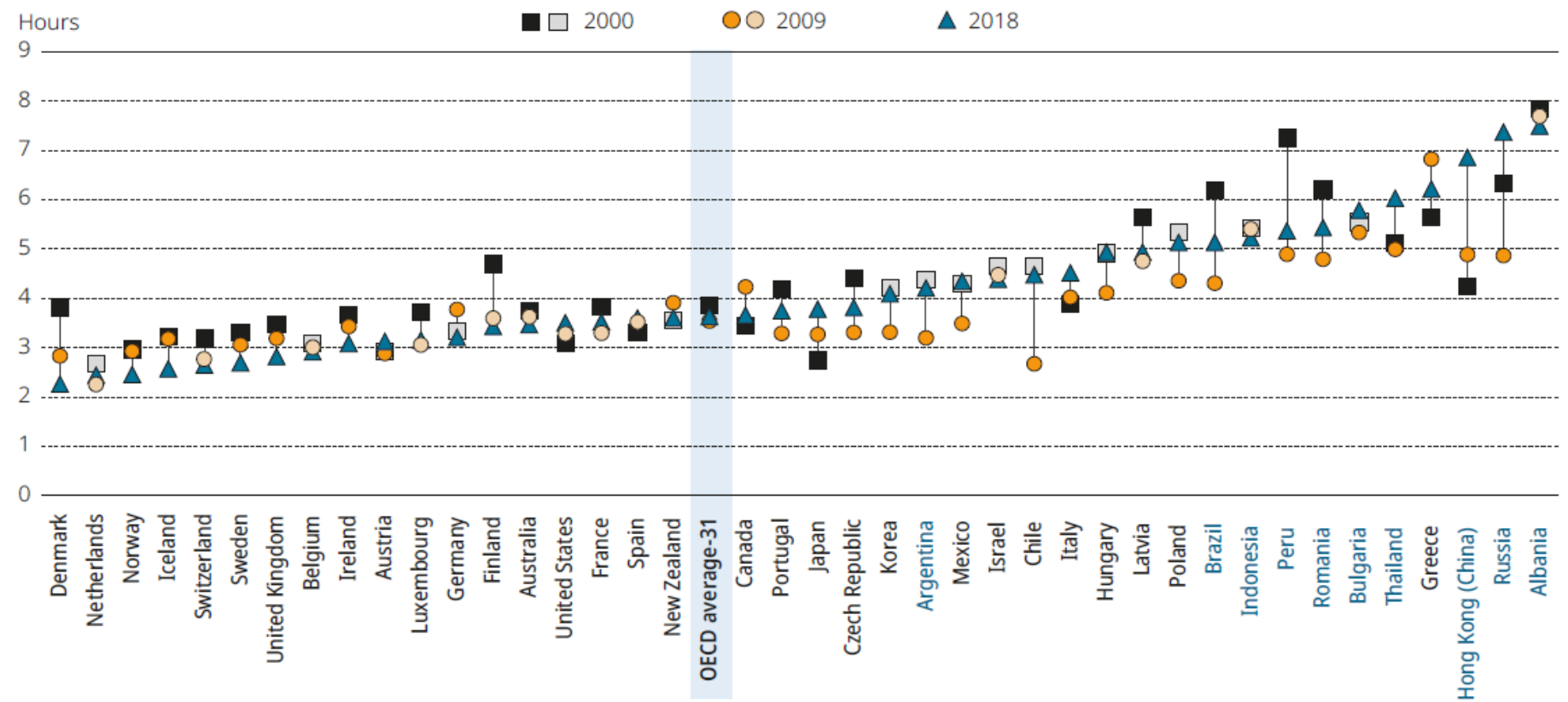
OECD average-25 is the arithmetic mean across all OECD countries, excluding Canada, Colombia, France, Germany, Lithuania, Luxembourg, the Netherlands, Norway, Portugal, Turkey, the United Kingdom and the United States.

Countries and economies are ranked in descending order of the total number of hours per week spent using the Internet in PISA 2018.

Source: OECD, PISA 2018 Database, Table B.1.3.

Reading for enjoyment

Figure 4.3 **Change between 2000 and 2018 in time spent reading for enjoyment**



Notes: Only countries and economies that participated in the PISA 2000, PISA 2009 and PISA 2018 assessments are shown.

Albania, Argentina, Bulgaria, Chile, Indonesia, Peru and Thailand conducted the PISA 2000 assessment in 2001, Hong Kong (China), Israel and Romania conducted the assessment in 2002, as part of PISA 2000+.

Symbols in lighter tones refer that differences between PISA 2018 and earlier cycles are not statistically significant.

Countries and economies are ranked in ascending order of the time spent reading for enjoyment a week, in 2018.

Source: OECD, PISA 2018 Database, Table B.4.8.

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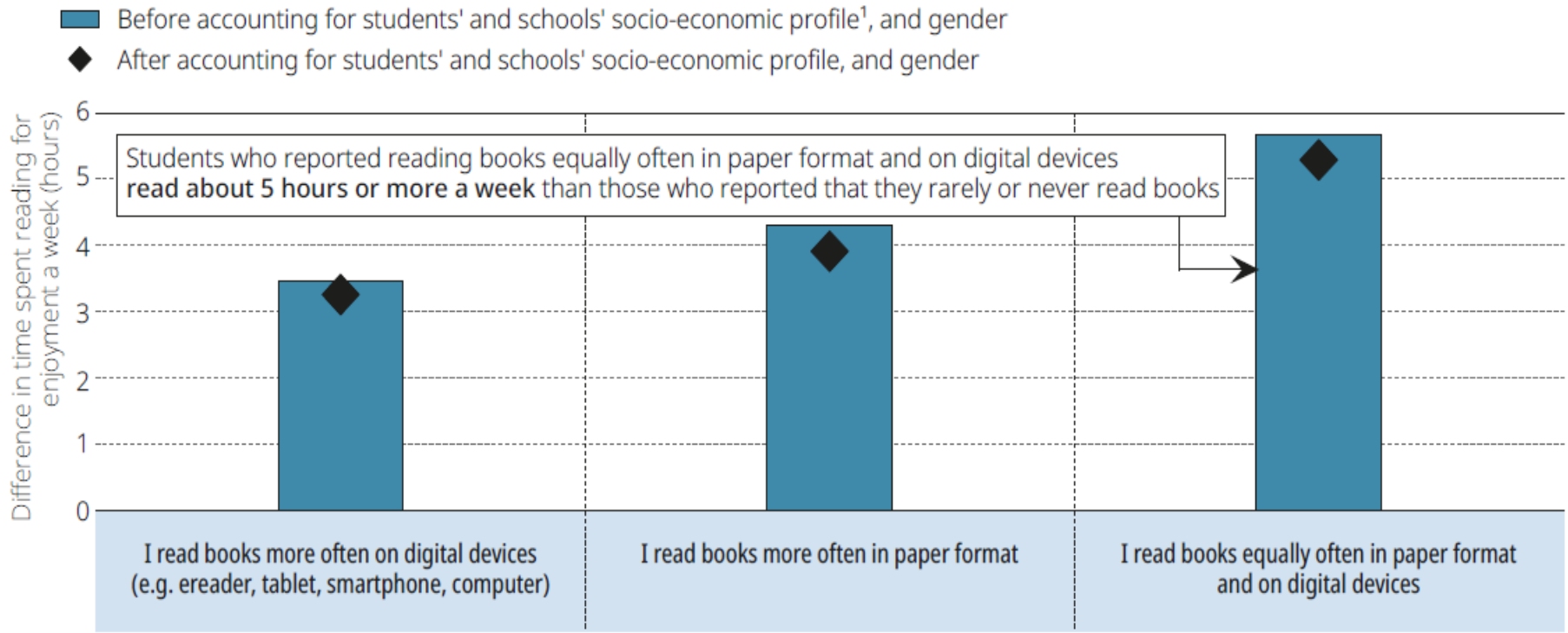
Reading for enjoyment

Figure 4.6 **Time spent reading for enjoyment per week and format of reading**

Difference between students who read books in the following way and those who "rarely or never read books", OECD average



1. The socio-economic profile is measured by the PISA index of economic, social and cultural status (ESCS).

Note: All values are statistically significant.

Source: OECD, PISA 2018 Database, Table B.4.16.

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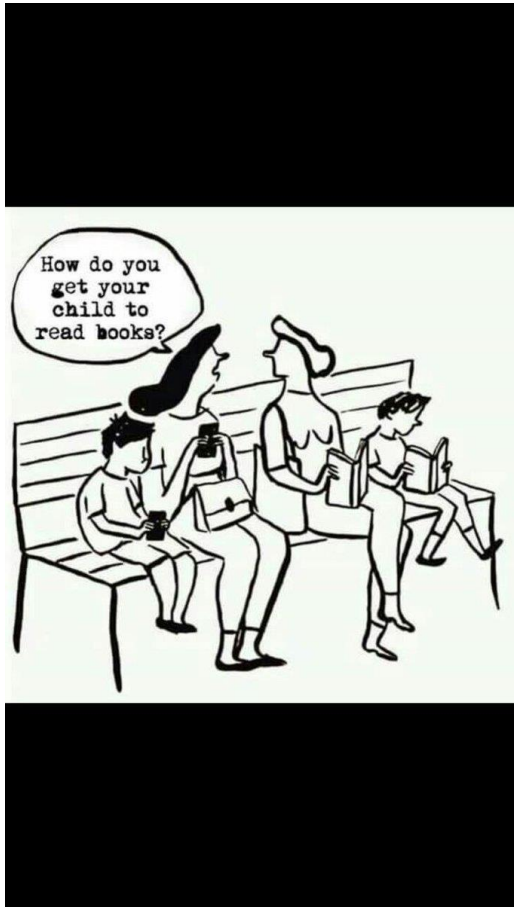
Home reading habits: what parents can do

Reading enjoyment is important in helping students develop their reading skills.

Parents are important role models for reading habits – in PISA 2018 students whose parents enjoy reading the most have a higher index of reading enjoyment.

Parents convey a positive attitudes towards reading at home – reading to children, buying books.

Students who talk to their parents about what they read or go with their parents to a bookstore or library at least once a week have a higher index of reading enjoyment.



Common characteristics among strong reading performers

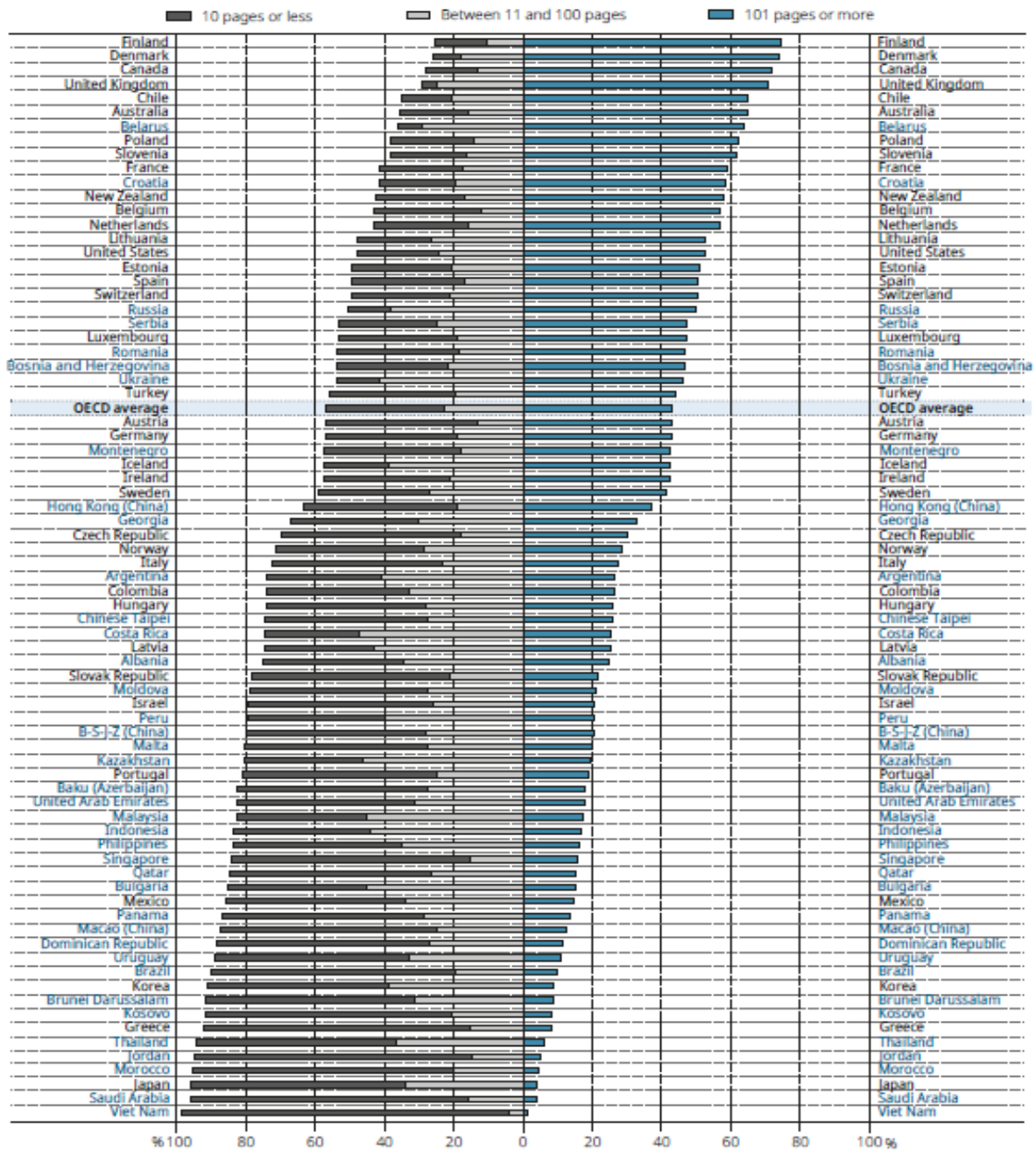
Stronger reading performers are more likely to be female students and students from higher socio-economic backgrounds.

It is students who read a wide variety of material who perform particularly well in reading.

Compared to digital-book readers, print-book readers tend to perform better in reading and spend more time reading for enjoyment in all participating countries/economies in PISA 2018.

Most of the high performers in reading also read longer pieces of text for school and different types of texts, including fiction books such as novels or short stories, and texts with diagrams and graphs.

Figure 6.5 **Length of the longest piece of text that students had to read for school**



Countries and economies are ranked in descending order of the percentage of students who had to read 101 pages or more, for school.

Source: OECD, PISA 2018 Database, Table B.6.10.

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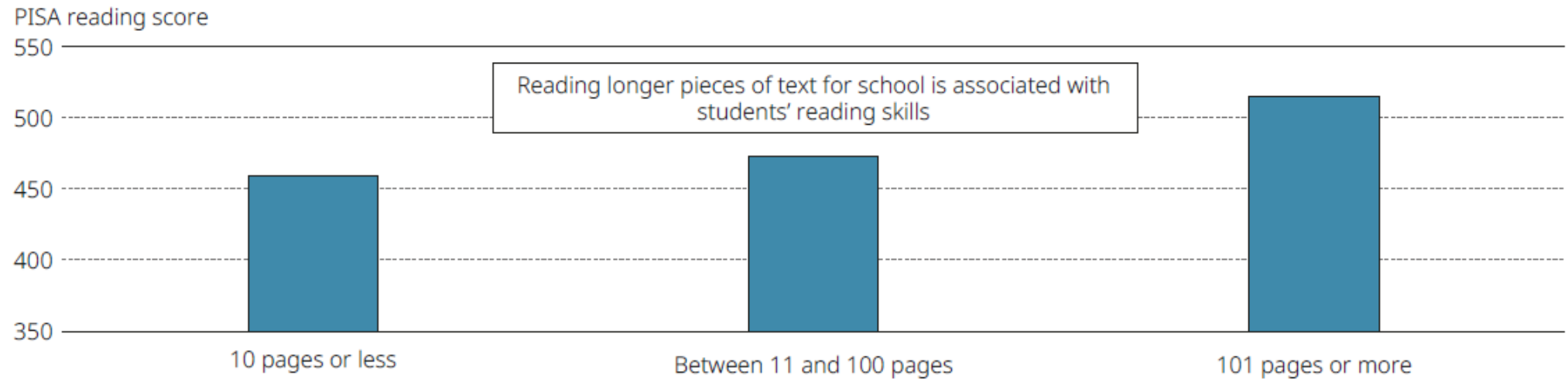
Length of text read for school

Figure 6.6 **Reading performance, by the length of text read for school**



Source: OECD, PISA 2018 Database, Table B.6.11a.

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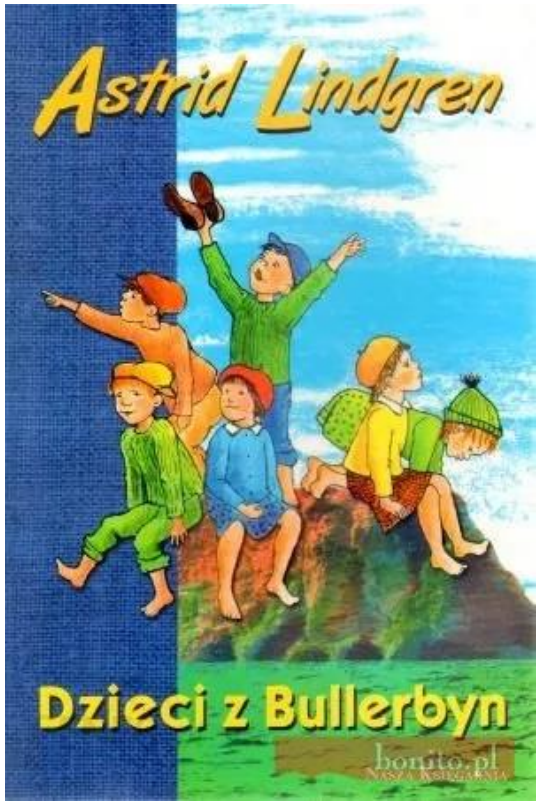
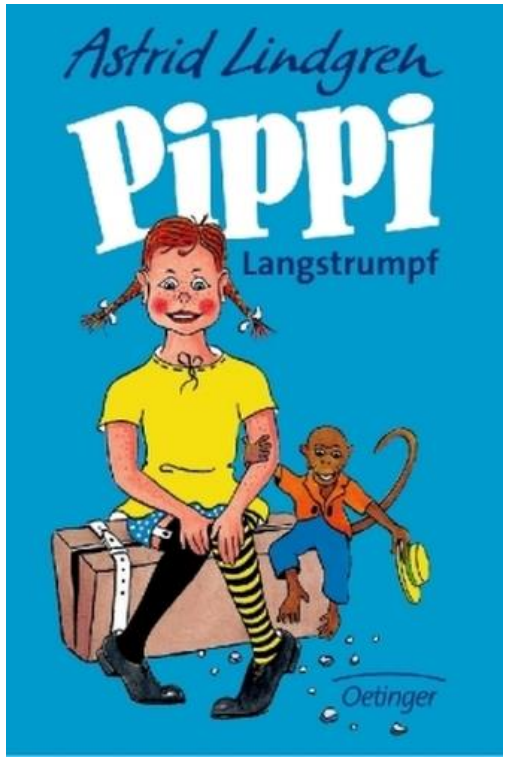
Why do we read?

- It's fun, it's relaxing, it's entertaining, it's magical
- You can learn a lot
- You can fantasize and imagine things
- You can escape the real world
- You can examine the human condition
- You can develop imagination and creativity
- It gives you a better understanding of the world
- It develops vocabulary

Instead of conclusions





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