

International ELINET Symposium 2018
“Literacy in the 21st Century: Participation – Inclusion – Equity”.

July 23-24, 2018, Cologne, Germany



Section IV The gender gap in literacy: How to engage boys?

Chairs: Christine Garbe, University of Cologne, Germany & William G. Brozo, George Mason University, USA

Monday, July 23, at 16.00–17.30 **Location:** Seminar Building/ Room S 21

LITERACY CHANGES LIVES.

The gender gap in literacy: How to engage boys

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Over the past two decades, concerns about boys’ reading achievement have been sensationalized in the media, and have left publishers and authors grasping for headlines. It is not surprising, then, to find large percentages of the public in both North America and Europe “worried” about the future of boys (EURYDICE, 2010; Whitmire, 2011). Morris (2011) has suggested that the charged “crisis” rhetoric surrounding issues of boys’ academic achievement and the over-simplistic correctives being proffered have caused a backlash among scholars and feminists who take odds with the essential assertion of an educational crisis for boys. Nevertheless, behind the hype about a so-called “boy crisis” there remain some concerning trends that require attention and analysis (Brozo & Garbe). While it is well known that boys underperform relative to girls on most measures of verbal ability, the reading achievement gap is most pronounced for minority, immigrant, and low-income male populations (Entwisle, Alexander, Olson, 2007; Jackson, Moore, & Leon, 2010; Schott Foundation, 2015).

In this session, we want to explore the intersection of boys’ literacy achievement and issues of equity and inclusion in education and society. Consequently, we will present programs and practices that have shown promise in capturing and sustaining boys’ reading engagement. Finally, we want to conclude by identifying challenges and possibilities for crafting responsive

Programme:

Time	Presenter(s)	Title
Block I: Analysis		
16.00–16.15	William G. Brozo (USA)	Locating Issues of Equity and Inclusion in Boys’ Literacy Development
16.15–16.30	Elena Ovchinnikova & Natalia Smetannikova (Russia)	New Insights into Male Book Reading Preferences in Russia
Block 2: Programmes and Good Practices		
16.30–16.45	Ilmi Villacís (Finland)	Words Matter! Reading Engagement of Boys in Vocational Schools in Finland

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16.45–17.00	Christine Garbe & Kolja Schultz (Germany)	Project “Kick and Read (Cologne)” – How to Engage Lower Secondary Boys in Literacy
17.00--17:15	Julia Hoydis & Christine Garbe (Germany)	“Boys & Books”: A German Internet Platform Offering Book Recommendations for Male Readers Between the Ages of 8–16
Block 3: Conclusions – Challenges and Opportunities for Crafting Responsive Literacy Policies Supporting Underachieving Boys		
17.15–17.30	Presenters and audience	Discussion and questions

Chairs: Christine Garbe, University of Cologne, Germany and **William G. Brozo**, George Mason University, USA

Bio Notes:

Christine Garbe, Prof. Dr., studied German Language and Literature, Social Sciences and Pedagogy in Hannover, accomplished her qualification as grammar school teacher and her doctorate in Berlin. Since 1980 she taught academic courses at Free University of Berlin. From 1996 to 2010 she worked as a Professor of German Literature and Literature Education at University of Lueneburg, since 2010 she holds the chair for “Reading and Media Socialisation of Children and Adolescents” at University of Cologne. In the 1990th Christine Garbe co-initiated a German Research Programme focussing on „Reading Socialisation in a Media Society“ (1997- 2004) which coordinated more than 30 research projects; from 2006 up to today she coordinated major European Literacy Projects like ADORE, BaCu-Lit, ISIT, BleTeach and ELINET.

Dr. William G. Brozo is a Professor of Literacy in the Graduate School of Education at George Mason University in Fairfax, Virginia, USA. He earned his bachelor's degree from the University of North Carolina and his master's and doctorate from the University of South Carolina. He is the author of numerous articles on literacy development for children and young adults. Among his 11 published books are *To Be a Boy*, *To Be a Reader*, *Bright Beginnings for Boys*, and *Disciplinary and Content Literacy for Today's Adolescents*. Dr. Brozo is also a contributing author to Pearson Common Core Literature, and Pearson *iLit*, a digital platform program for struggling readers. As an international consultant, Dr. Brozo has provided technical support to teachers and teacher leaders from the Balkans to the Gulf. Dr. Brozo was a member of the working groups of the Learning Metrics Task Force sponsored by UNESCO/Brookings responsible for establishing global learning and assessment standards. Currently, he is a member of the ELINET board of directors.

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