

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.

‘Boys & Books’: A German internet platform offering book recommendations for male readers between the ages of 8–16

Presenters:

Dr. Julia Hoydis

Senior Lecturer

University of Cologne, Germany

E-mail: julia.hoydis@uni-koeln.de

Prof. Dr. Christine Garbe

University of Cologne, Germany

ELINET Association, Chairperson of the Executive Committee

E-mail: c_garbe@web.de

Abstract:

Even prior to the (alarming) results of the international PISA studies it had been evident that young males in Germany show a significantly lower reading literacy than females. With reference to empirical research on children's and adolescents' reading habits and preferences, this talk introduces *boys and books*, a project offering ‘gender-sensitive’ recommendations for supporting boys' reading literacy with its (German) non-commercial website (www.boysandbooks.de), launched in October 2012. Aiming to increase the reading motivation of boys between the ages of 6 and 16 years who read little or not at all, the project currently addresses primarily adults (parents, teachers, librarians, social workers etc.) engaged in promoting boys' reading literacy and looking for reading material for their target group, methodological advice, and a scientific base to ground their work on.

The reading recommendations (i.e. book reviews according to different genres, which also include tips and suggestions for using a particular book in teaching contexts) are based on criteria related to reader-oriented children's and young adults literary criticism. In order to meet primarily the interests and needs of young, inexperienced and struggling readers, the focus is placed especially on popular children's and YA fiction. Aside from outlining the criteria for the selection of texts, the organizational structure and working methods of the project, the talk will also touch upon its possible strength and weaknesses (e.g. the persisting debate about the (ab)uses of essentialist gender concepts in the context of reading literacy), as well as give an outlook of future directions of the project (e.g. the felt need to improve the connection to the target group).

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.

References:

- Garbe, C. (2008): „Echte Kerle lesen nicht!“ – Was eine erfolgreiche Leseförderung für Jungen beachten muss. In: M. Matzner / W. Tischner (Eds.): *Handbuch Jungen-Pädagogik*. Weinheim u. Basel: Beltz, pp. 301-315.
- Garbe, C. (2014): Mädchen lesen gern – Jungen auch?! Unterschiede im Leseverhalten und in der Leseleistung von Jungen und Mädchen erkennen und berücksichtigen. In: *Grundschulunterricht*, H. 2/2014, pp. 4-7.
- Brozo, W. G.; Sulkunen, S.; Shiel, G.; Garbe, C.; Pandian, A. & Valtin, R. (2014): Reading, Gender, and Engagement: Lessons from five PISA Countries. *Journal of Adolescent & Adult Literacy*, Vol. 57, No. 7, April/May 2014, pp. 584-593.
- Garbe, C.; Gürth, C.; Hoydis, J.; Münschke, F.; Seidler, A.; Woiwod, U. (Eds.) (2018; in preparation): *Attraktive Lesestoffe (nicht nur) für Jungen – Erzählmuster und Beispielanalysen zu populärer Kinder- und Jugendliteratur*. Baltmannsweiler: Schneider Hohengehren

Bio Notes:

Julia Hoydis, Dr., is Senior Lecturer in Anglophone Literatures and Cultures at the University of Cologne, Germany. She completed her post-doctoral thesis (*Habilitation*) *Risk and the English Novel From Defoe to McEwan* in 2017 and her doctoral dissertation in 2010. Among her publications are the monograph *Tackling the Morality of History: Amitav Ghosh and the Ethics of Storytelling* (Winter, 2011), various journal articles and book chapters on contemporary Indian fiction, diaspora, gender studies, black speculative fiction, and young adult fiction; she has edited special issues of *Anglistik* and *Interdisciplinary Science Reviews*, forthcoming publications include *Teaching the Posthuman* (with Roman Bartosch, *Anglistik & Englischunterricht* Series, Winter), *Representations of Science in 21st Century Fiction* (with Nina Engelhardt, Palgrave Macmillan), and *Attraktive Lesestoffe (nicht nur) für Jungs. Erzählmuster und Beispielanalysen zur populären Kinder- und Jugendliteratur* (with Christine Garbe et al, Schneider). She also holds the position of assistant editor of *ANGLISTIK: International Journal of English Studies* and has been a team member of *Boys and Books* since 2014. In addition to gender studies, a specific interest in literacy comes from teaching future teachers of English (mainly secondary school-level) for over ten years now.

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.

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

LIT!

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.