

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

July 23-24, 2018, Cologne, Germany



**ROUND TABLE: International literacy assessments – Current trends and future directions in PIRLS and PISA: Implications for literacy curriculum development and policy**

**Chair:** William G. Brozo, George Mason University, USA

Tuesday, July 24, at 14.00–15.30

**Location:** Lecture Hall Building / 1<sup>st</sup> Floor / Room C

LITERACY CHANGES LIVES.

**ROUND TABLE: International Literacy Assessments – Current Trends and Future Directions in PIRLS and PISA: Implications for Literacy Curriculum Development and Policy**

**Time:** Tuesday, July 24, at 14.30–15.30

**Location:** Lecture Hall Building / 1<sup>st</sup> Floor / Room C

**Chair:** William G. Brozo, George Mason University, USA

**Abstract:**

This session will begin with a review of quality and equity issues in early literacy in Europe based on trends in PIRLS results. It will conclude with a reflection on the knowledge-action gap as concerns five literacy challenges made evident in the PIRLS data. In this session we will also hear from past members of the IRA PISA/PIRLS Task Force and other international assessment experts who will discuss the most current findings from PIRLS and e-PIRLS 2016 as well as changes to the PISA 2018 reading literacy assessment. Discussants will address a core of salient issues associated with these prominent international literacy studies, including:

- Transition from paper to computer-based assessment
- PIRLS 2016 and the challenges of inclusion and equity in literacy
- Beyond league tables: Informing reading literacy curriculum and policy reform
- The future of international literacy assessments in a changing political context
- Reading literacy and global competence

The Round Table members will share their informed perspectives on these various issues as they apply broadly to the European and American contexts as well as from the members’ national vantage points

Time	Presenter(s)	Title
Block 1: Opening presentation		
14.00-14.20	Heike Wendt (Germany)	<a href="#">Quality and Equity: Trends in Europe Early literacy through the lenses of PIRLS</a>
Block 2: Round Table Discussion		

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14.20-15.00	William Brozo (USA) Gerry Shiel (Ireland) Sari Sulkunen (Finland) Patricia Shillings (Belgium)	<a href="#">Current Trends and Future Directions in PIRLS and PISA</a>
Block 3: Closing presentation		
15.00-15.10	Renate Valtin (Germany)	<a href="#">European Literacy challenges and the answer of ELINET</a>
Block 4: Audience participation		
15.10-15.30	Presenters & Audience	Discussion & questions

**Abstracts and Presenters:**

**I. Opening presentation: Quality and equity: trends in Europe early literacy through the lenses of PIRLS**

**Presenter: Heike Wendt**

**Abstract:**

Promoting equity and improving the quality are two of four main objectives to address challenges in Europe’s education systems till 2020 (ET 2020). In this regard the European Commission considers the enhancement of literacy in Europe a core field of immediate action (European Commission, 2012). The aim of this presentation is to investigate to what extent European countries have succeeded in enhancing both quality and equity in their early literacy education since 2001. Trends over time in educational quality and equity amongst 16 countries were analysed using data from PIRLS 2001, 2006, 2011 & 2016. Trends in average achievement, achievement heterogeneity as well as achievement differences between students by sex and socioeconomic backgrounds were investigated. Half of the countries show positive developments in the quality dimensions, whereas only a quarter in the equity dimensions. Only three countries show positive developments in both. The results suggest that the equity dimension is currently not properly addressed in most European countries. Only countries that have made significant investments into nationwide initiatives on family literacy and the reduction of weak readers appear to be on the right track to meet the EU’s educational objectives till 2020.

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**References:**

European Commission. (2012). EU high level group of experts on literacy. Final report, September 2012. Zugriff am 20.11.2017 unter [http://ec.europa.eu/dgs/education\\_culture/repository/education/policy/school/doc/literacy-report\\_en.pdf](http://ec.europa.eu/dgs/education_culture/repository/education/policy/school/doc/literacy-report_en.pdf)

Hußmann, A., Wendt, H., Bos, W., Bremerich-Vos, A., Kasper, D., Lankes, E.-M., McElvany, N., Stubbe, T. C. & Valtin, R. (Hrsg.). (2017). IGLU 2016. Lesekompetenzen von Grundschulkindern in Deutschland im internationalen Vergleich. Münster: Waxmann.

Wendt, H., Stubbe, T. C., Schwippert, K. & Bos, W. (Hrsg.). (2015). 10 Jahre international vergleichende Schulleistungsforschung in der Grundschule. Vertiefende Analysen zu IGLU und TIMSS 2001 bis 2011. Münster: Waxmann.

**Bio Note:**

**Dr. Heike Went** is currently Acting Professor for Didactics and School Pedagogy and Oldenburg University, Germany. She earned her diploma and doctorate from the TU Dortmund University, where she worked for over ten years at the Institute for School Development Research. Here among other responsibilities she served as Co-National Reserach Coordinator for Germanys participation in PIRLS 2016 and TIMSS 2011 and 2015. She is the author of numerous articles and books making use of data from International Large Scale Assessment aiming to enhance knowledge and understand Equity and Quality in Primary Education from an international comparative perspective.

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## **II. Round Table Discussion: Current trends and future directions in PIRLS and PISA**

### **Discussants**

**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.

**Dr. Sari Sulkunen** works as a Senior lecturer in Finnish language at the Department of Language and Communication Studies, University of Jyväskylä, Finland. Her research interests include adolescent and adult reading literacy, reading engagement as informal literacy learning, and disciplinary literacy. She has worked in several international reading literacy assessments since the late 1990's, such as the OECD's Programme for International Student Assessment (PISA) and Programme for International Assessment of Adult Competencies (PIAAC). She was also a member in the European Commission's High-level Group on Literacy (2011–2012), and is now a member of the Reading Expert Group for PISA 2018, the ELINET board of directors and the National Literacy Forum in Finland. Currently, she is working in a multidisciplinary research project focusing on historical literacy practices in Finnish general upper secondary schools.

**Dr. Patricia Schillings** works as associates Professor in the Education and Training Department of the University of Liège (Belgium) where she teaches literacy and teacher training. Her researches projects covers teachers' professional development in the area of emergent literacy, reading comprehension processes, and disciplinary literacy. She has been involved in national and international reading literacy assessment (PIRLS 2011, 2016) and in the development of digital reading items the OECD's Programme for International Student Assessment (PISA 2018). She is currently in charge of a longitudinal study which aims at studying the effect of an early literacy French compensatory literacy program.

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**Dr. Gerry Shiel** is a research fellow at the Educational Research Centre, DCU-St Patrick’s Campus, Dublin. He works on national and international assessments, including the OECD Program for International Student Assessment. His recent books include: *Analyzing Data from a National Assessment of Educational Achievement* (with F. Cartwright) and *Understanding and Applying Assessment* (with D. Murchan). He is currently working on a report on the impact of home environment factors on performance in PISA 2015. A former chair of the European Federation of Literacy Associations, he is currently a member of the Elinet board.

**III. Closing presentation: European literacy challenges and the answer of ELINET**

**Presenter: Renate Valtin**

**Abstract:**

Based on the new PIRLS 2016 data five literacy challenges are outlined: Low Literacy challenge, Motivation challenge, Digital challenge, Equity challenge (Gaps in EU), Knowledge - action - discrepancy challenge. The paper closes with the answer of ELINET, the European Declaration of Literacy as a Fundamental Right and the 11 conditions which must be realized in order to put the basic right into practice.

**Bio Note:**

**Dr. Renate Valtin**, after her teacher examination and PhD, University Hamburg, she was professor of education at the Free University and later the Humboldt University Berlin, Germany. Since 2008 she is professor emerita.

She is author/co-author of 300+ publications on reading, spelling, dyslexia, social and cognitive development and served in many literacy related committees, e.g.: Reading Expert Group of PIRLS 2006 and German team of PIRLS 2001, 2006,2011 and 2016, Chairperson/member of the PISA/PIRLS Task Force of the International Reading Association, (vice-)president of the German Reading and Writing Association, High Level Group on Literacy, established by the EU-commission (2011-12), chairperson of IDEC (International development of Europe Committee of the International Reading Association). In the ELINET project she was leader of the team preschool and primary school children. Currently, she is a member of the ELINET board of directors. Awards: First recipient of the Institute of Reading Research Fellowship of IRA (1974), Reading Hall of Fame (2000), William S. Gray Citation of Merit of the International Reading Association (2005)