

Individualized instruction- supporting high- and low-performing students at the same time

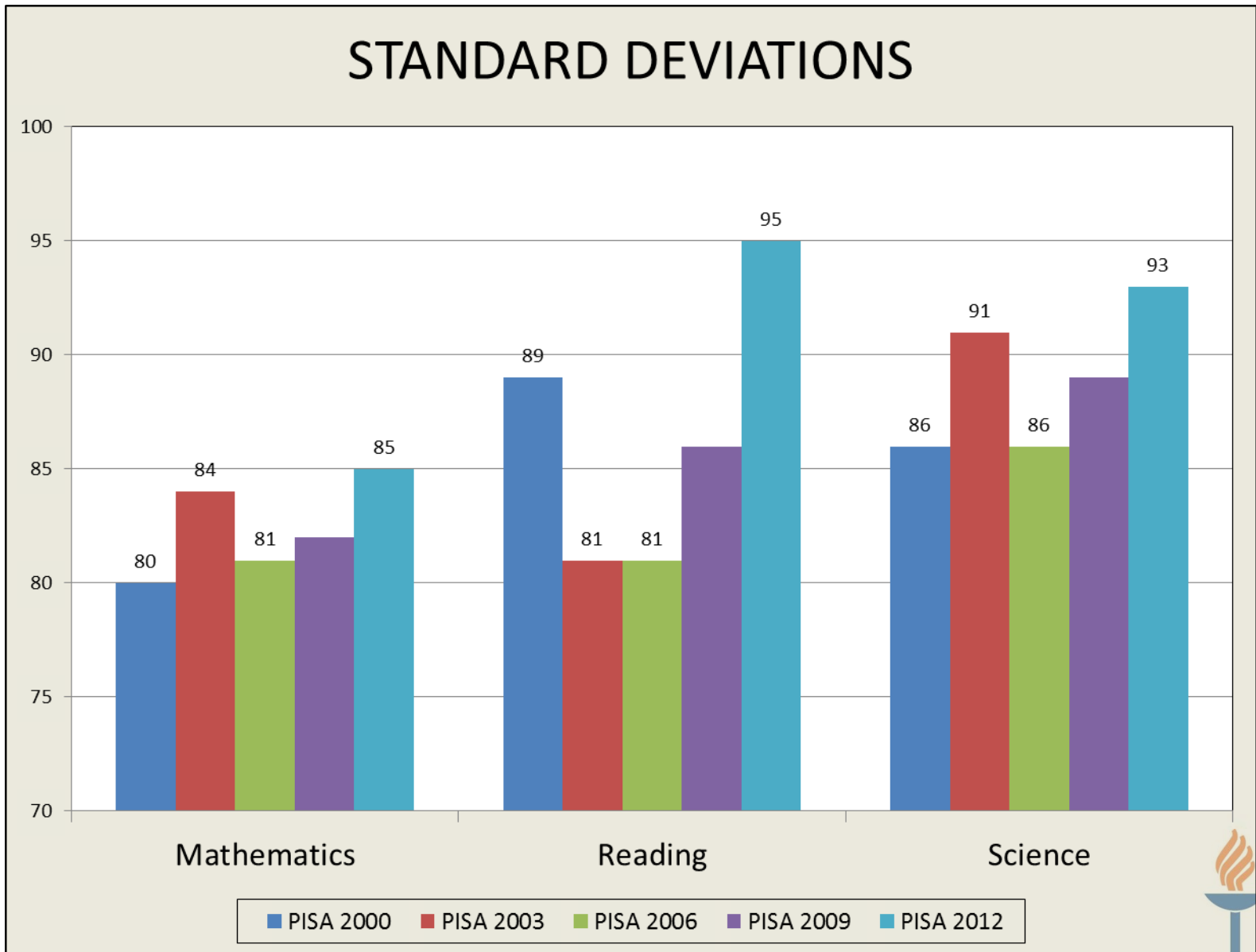
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PISA – a Valuable Source for Seeking Reasons of Success or Failure
19 November 2014
Tallinn, Estonia



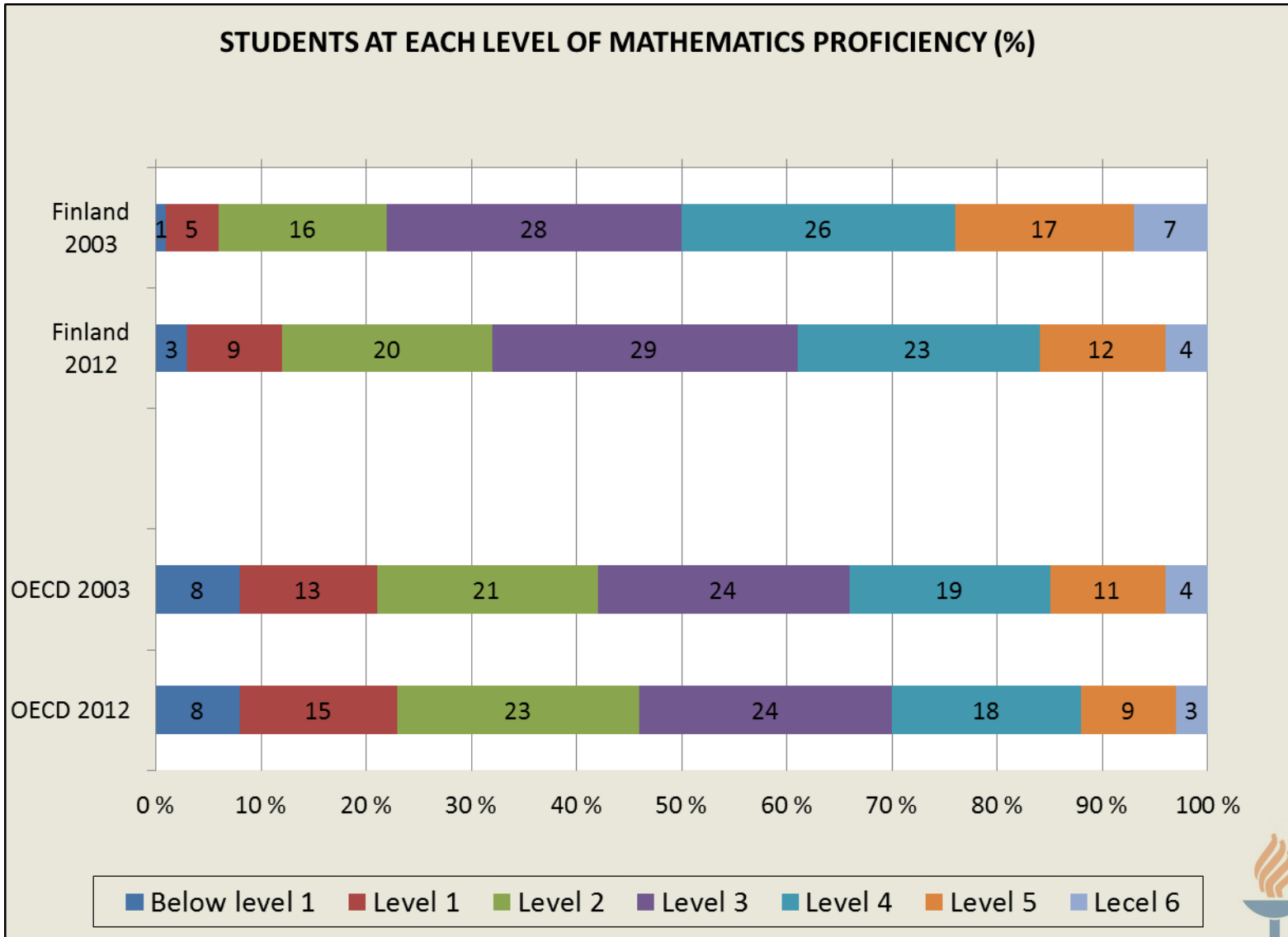
1934 2009

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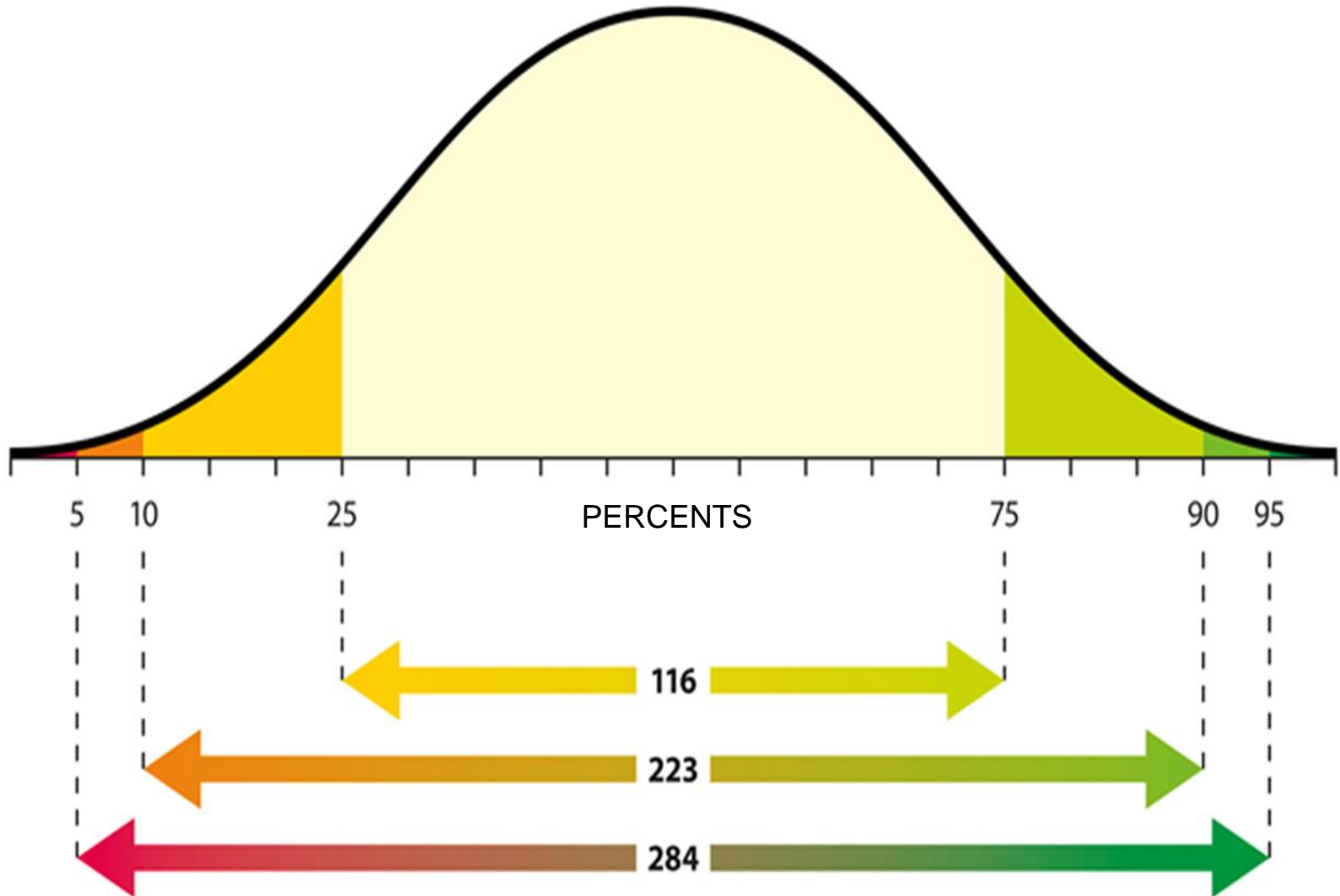
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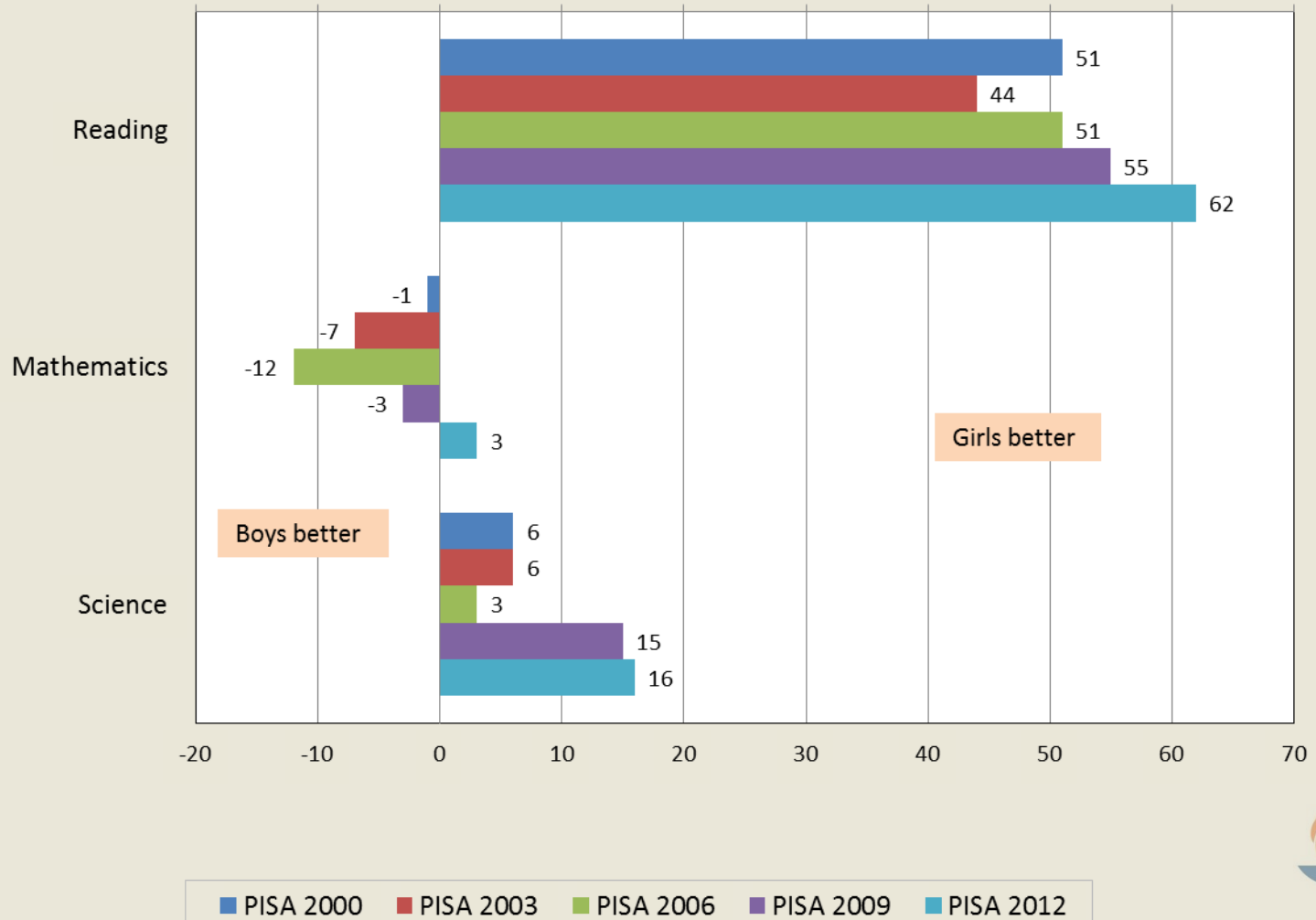
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DISTRIBUTION OF THE READING SCALE POINTS, PISA 2009



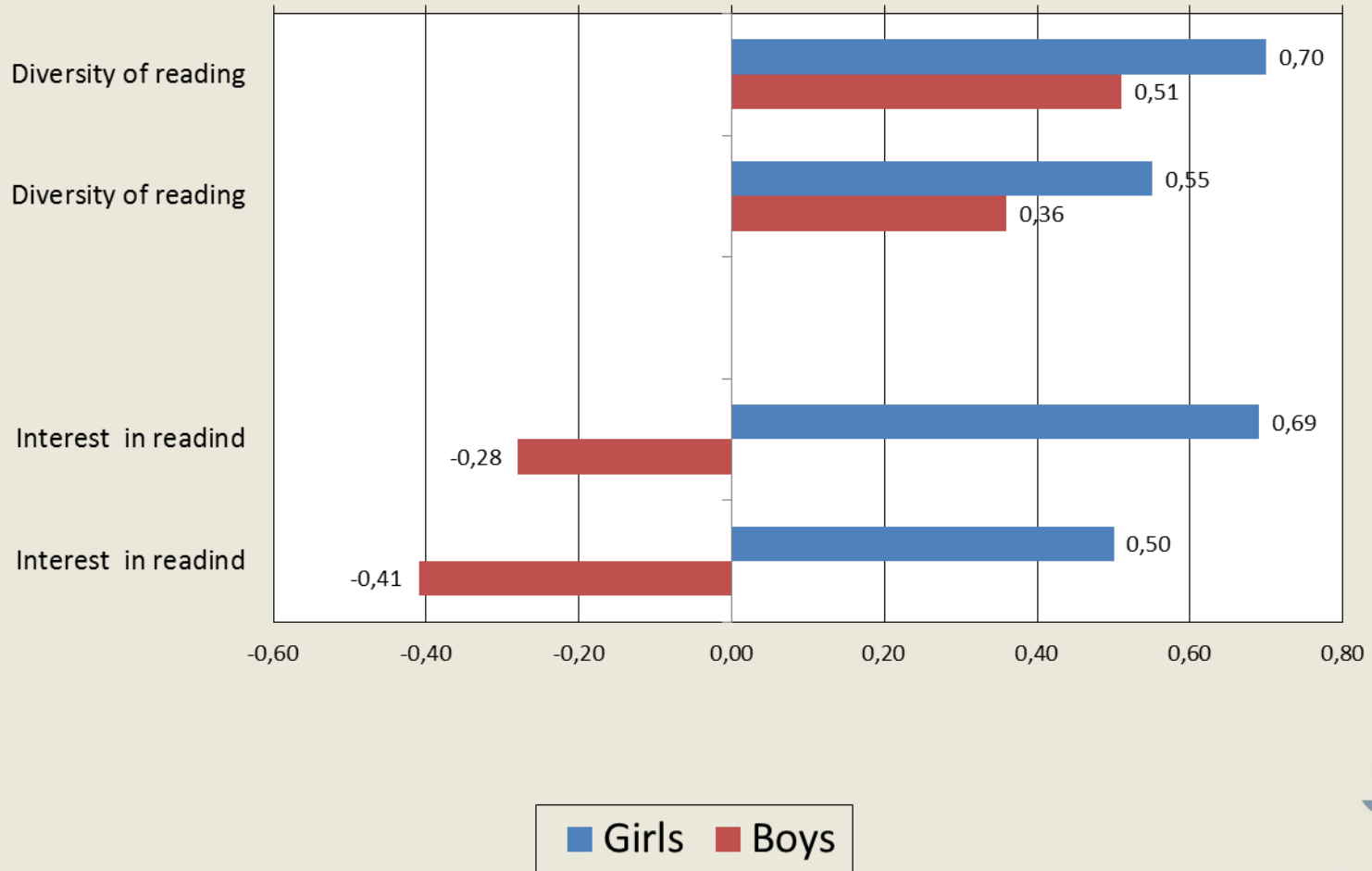
GENDER GAP



1959 2009

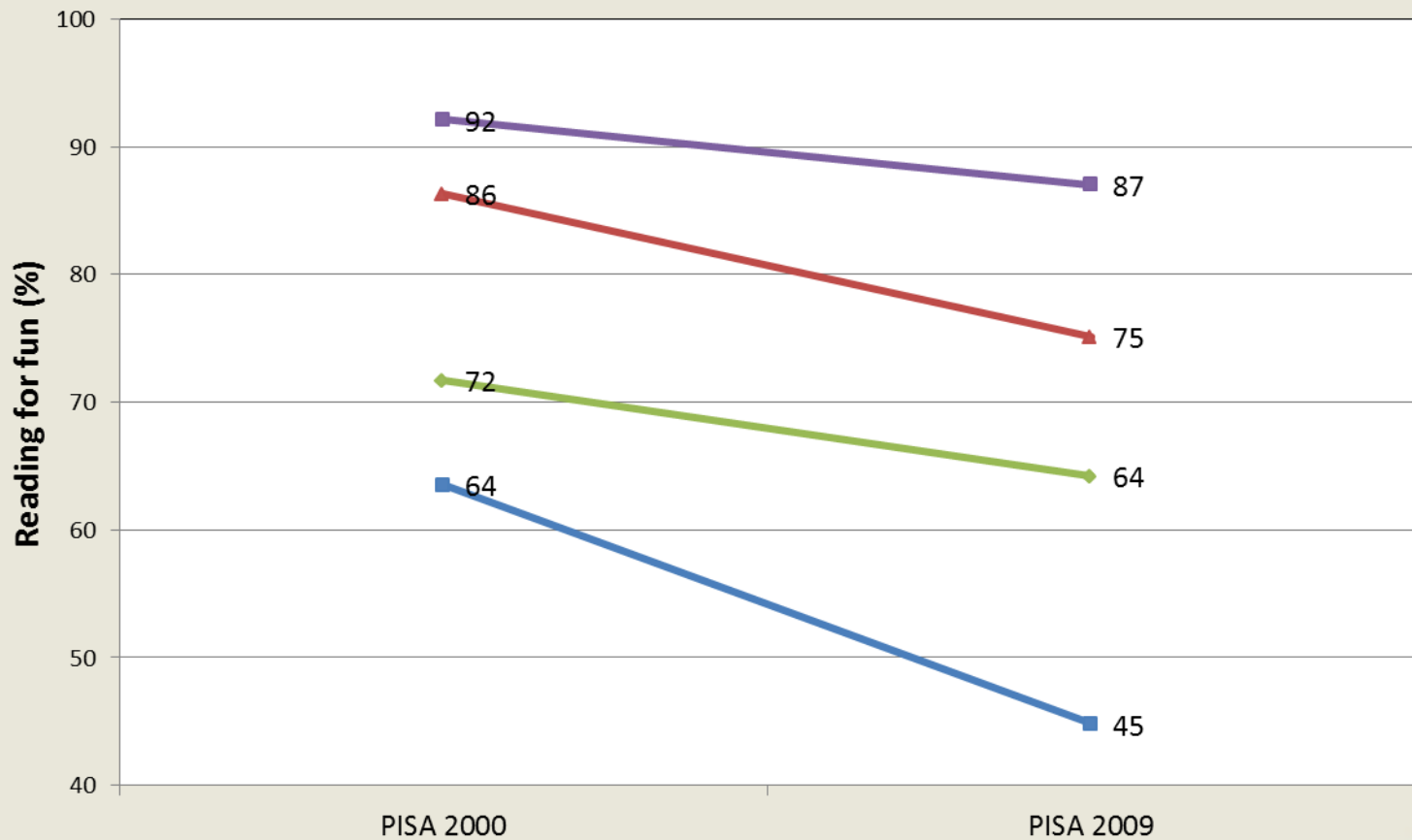
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CHANGES IN DIVERSITY AND INTEREST IN READING



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READING FOR FUN, GENDER AND SES



—■— Lowest SES, Boys —▲— Lowest SES, Girls —◆— Highest SES, Boys —■— Highest SES, Girls



FACTORS RELATED TO LOW AND HIGH ACHIEVEMENT IN READING IN THE NORDIC COUNTRIES

LOW: confidence in reading, interesting texts and tasks in class

HIGH: liking to read, reading activities (reading stories, non-fiction books, outside school reading)

LOW AND HIGH: command of early literacy tasks, number of books at home, parental education, parental support



FACTORS RELATED TO LOW AND HIGH ACHIEVEMENT⁹ IN MATHEMATICS IN THE NORDIC COUNTRIES

LOW: liking mathematics, engagement mathematics, reading accuracy and fluency

HIGH: command of early literacy tasks, gender

LOW AND HIGH: command of early numeracy tasks, confidence in mathematics, number of books at home, parent education, parental support



Individualized instruction

WHY?

- Learning – individual process
- Learning – cumulative process
- Key competencies for all
- Life long learning – skills and motivation
- Changing media environment
- Societal responsibility
- Preventing exclusion



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HOW?

- Teachers' professional skills
- Learning materials/environments
- Supportive school culture
- Students' motivation and engagement
- Role of technology
- Informal learning
- Flexibility of curricula and standards
- Systematic and multiform guidance
- Intelligent accountability

