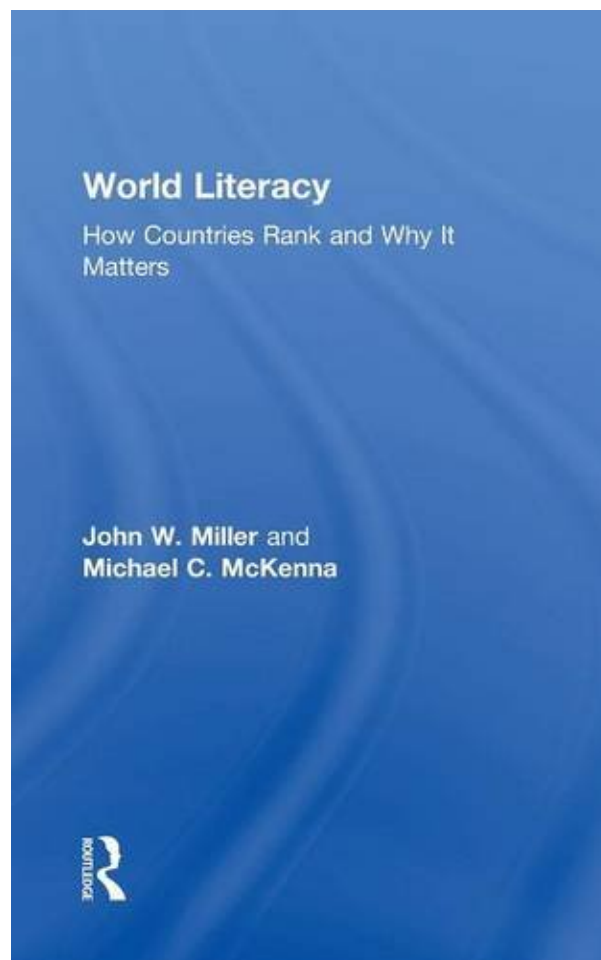


WORLD LITERACY: HOW COUNTRIES RANK AND WHY IT MATTERS BY JOHN W. MILLER, MICHAEL C. MCKENNA



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World Literacy

How Countries Rank and Why It Matters

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About the Author

John W. (Jack) Miller is President of Central Connecticut State University, USA. His work has been funded by state, federal, and private agencies, including the Department of Defense, the Department of Education, Bell South Foundation, and the Foundation for the Improvement of Postsecondary Education. He conducts a widely disseminated annual study of America's Most Literate Cities.

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Exactly how can you transform your mind to be more open? There several resources that can assist you to boost your thoughts. It can be from the various other encounters and story from some individuals. Reserve World Literacy: How Countries Rank And Why It Matters By John W. Miller, Michael C. McKenna is one of the relied on sources to get. You can locate so many publications that we discuss right here in this web site. As well as now, we reveal you among the very best, the World Literacy: How Countries Rank And Why It Matters By John W. Miller, Michael C. McKenna

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PDF

International literacy assessments have provided ample data for ranking nations, charting growth, and casting blame. Summarizing the findings of these assessments, which afford a useful vantage from which to view world literacy as it evolves, this book examines literate behavior worldwide, in terms of both the ability of populations from a wide variety of nations to read and the practice of literate behavior in those nations. Drawing on *The World's Most Literate Nations*, author Jack Miller's internationally released study, emerging trends in world literacy and their relationships to political, economic, and social factors are explored. Literacy, and in particular the practice of literate behaviors, is used as a lens through which to view countries' economic development, gender equality, resource utilization, and ethnic discrimination. Above all, this book is about trajectories. It begins with historical contexts, described in terms of support for literate cultures. Based on a variety of data sources, these trends are traced to the present and then projected ahead. The literate futures of nations are discussed and how these relate to their economic and sociocultural development. This book is unique in providing a broader perspective on an intractable problem, a vantage point that offers useful insights to inform policy, and in bringing together an array of relevant data sources not typically associated with literacy status.

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A Must Read if You're Interested in Literacy

By Michael Moore

What I liked about this book is that for all its measures and acronyms, it is largely conversational.

The authors realize from the start that they will have to convince us to care about World Literacy and what it might mean.

I must also divulge I am a literacy professor and I teach a course at my university called Global Citizens and my particular theme/emphasis is World Literacy. So, this topic is of interest to me and my job is to make it interesting to my students. I read this with a critical eye because these authors have to make this book interesting to me.

The first chapter focuses on placing literacy in an historical context. What is the value of literacy to a culture or society? The second chapter is in framing the problem of literacy and then establishing its cultural significance. Basically, the authors have to tell us how we can tell which culture or country is more literate than others. To do this the authors define literacy as engaging with printed words or writing. I wish they'd go a bit further in terms of what we do with the texts that we produce or are produced for us to read.

PIRLS, PISA, AILS are the ways (and there are more) that literacy is measured and how readers and nations are held accountable. The authors do a good job explaining how all these work and how all these are used. Of course the upshot of all these are rankings. The authors explain the rankings and give us the grains of salt with which to take the rankings.

I particularly liked the chapter on elementary schooling. This is my daily battleground so I was keen to see how they presented this and both historically and currently the authors are accurate. The authors choose several countries and explain how these approach elementary schooling. Surprisingly they are more alike than they are different. I found the authors are up to date and prescient.

The authors next examine the middle and secondary schooling or the "it's too late by now to have a real influence" approach. And largely the authors are correct in that middle and secondary content teachers are far more worried about their content than their poorer students comprehending the content. Test scores dive when kids get to middle school and although there are many speculated reasons for this, no one seems able to overcome this phenomena.

The authors next go back to their narrative and this narrative is about how literate cultures are supported by libraries, newspapers, and bookstores. It's an interesting chapter to read about what libraries, newspapers and bookstores were like in the past and what they are like now. The authors primarily stay within the context of the United States or United Kingdom. I would like to have seen some other cultures included. Still, they speculate on what all these will be like in the future. I immediately thought of seeing the card catalog of our university library wheeled out some twenty years ago to be discarded on a trash heap. I also speculated on how I obtain my news and books now. My subscriptions are a blend of print and online and I seem not to notice.

Next the authors look at indexes that tell us how much people read for work and pleasure and how these numbers are declining or are unchanged. Then it's on to economic status and the world order and the future of the knowledge based economy. I've always found it interesting that the leading countries in term of PISA

results and so on don't seem to have much change in their GDP, stock exchanges and development. Then, there is the US who outpaces everyone when it comes to yearly patents applied for. You could put most countries applications together (exception China) and still not come close to the number applied for by the US. In spite of rigid schooling, common standards, inflexible testing and so forth, somewhere along the line kids still learn to think outside the box.

It is also clear that the largest companies today are very much technology oriented. I am reminded of Pittsburgh where massive closings of steel mills necessitated a need to reinvent itself as a city and did so by becoming technology driven. Pittsburgh invested in technology (of course, they had a leg up with Carnegie Mellon in town).

I found the book interesting throughout and commend the authors for telling world literacy as a story as opposed to overwhelming us with statistics and scores. Of course, the scores and statistics are in there and many people will want the book for these, but the strength of the book is in its discussion of these.

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