

Chyrese S. Wolf, United States of America
Associate Professor, Literacy Teacher Education, Chicago State
University
cwolf@csu.edu

Global comparisons of literacy teacher preparation programs and policies as reported in the public press

1) What is the problem/question/aspect of pedagogy you will be addressing?

We will present the findings of a longitudinal examination of public press coverage of literacy education and teacher development in countries that report under the Programme for International Student Assessment (PISA).

2) What method(s) have you used to research/practice this problem/question/aspect of pedagogy?

The study is primarily qualitative in that the researcher has collected more than three years of public press coverage specific to teacher preparation and literacy instruction in 33 countries.

3) What data/experiences have you been able to gather and analyse? News coverage by 96 media outlets in 140 articles or media outlets was analysed.

4) What findings will you wish to discuss? Conditions 4 and 5 of the European Declaration of the Right to Literacy are the foundation. The study's results will be focused on the following two international goals:

1. that high-quality literacy instruction for children, adolescents and adults is regarded as a core goal for all educational institutions; and

2. that all teachers receive effective initial teacher education and professional development in literacy teaching and learning in order to be well prepared for their demanding tasks.