## Japanese PISA Results

<table>
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</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>522 (8)</td>
<td>498 (14)</td>
<td>498 (15)</td>
<td>520 (8)</td>
<td>538 (4)</td>
<td>516 (8)</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>557 (1)</td>
<td>534 (6)</td>
<td>523 (10)</td>
<td>529 (10)</td>
<td>536 (7)</td>
<td>532 (5)</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>550 (2)</td>
<td>548 (2)</td>
<td>531 (6)</td>
<td>539 (5)</td>
<td>547 (4)</td>
<td>538 (2)</td>
</tr>
</tbody>
</table>
## Japanese PISA Results

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading</th>
<th>Mathematics</th>
<th>Science</th>
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</thead>
<tbody>
<tr>
<td>2000</td>
<td>522 (8)</td>
<td>557 (1)</td>
<td>550 (2)</td>
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<tr>
<td>2003</td>
<td>498 (14)</td>
<td>534 (6)</td>
<td>548 (2)</td>
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<tr>
<td>2006</td>
<td>498 (15)</td>
<td>523 (10)</td>
<td>531 (6)</td>
</tr>
<tr>
<td>2009</td>
<td>520 (8)</td>
<td>529 (10)</td>
<td>539 (5)</td>
</tr>
<tr>
<td>2012</td>
<td>538 (4)</td>
<td>536 (7)</td>
<td>547 (4)</td>
</tr>
<tr>
<td>2015</td>
<td>516 (8)</td>
<td>532 (5)</td>
<td>538 (2)</td>
</tr>
</tbody>
</table>

*PISA shock*
Data and Method
Resource News Papers

- 15 articles from 4 most-circulated newspapers
  - Yomiuri (4)
  - Asahi (3)
  - Mainichi (4)
  - Nikkei (4)
日本の読解力低下
国際学力テスト
数学・科学は改善
理数系は向上

読解力は8位に低下

科学が2位、数学5位

OECD15歳の学力調査

読解力低下
見解未定
長文習字先へ

読解力不足に警鐘

読解力低下的専門家

新教育の課題

アレクサンドラ

・中高生の読解力

Alexandriaの報告は（）である。
Findings
1. Emphasis on World Rankings

- Emphasis on the rankings rather than scores
- Between-countries perspectives
- "Improvement" and "Decline"
1. Emphasis on World Rankings

Form of presenting results

- Ranking (80%)
- Raw Scores (50%)
- Percentile (30%)
- Other (10%)

Bar chart showing the distribution of presentation forms with Ranking at the highest, followed by Raw Scores, Percentile, and Other.
1. Emphasis on World Rankings

Focused Perspectives of Articles

- Between countries: 87%
- Both: 13%
1. Emphasis on World Rankings

- Articles claimed
  - “Improvement” in math and science
  - “Decline” in readings

<table>
<thead>
<tr>
<th></th>
<th>2012 (65)</th>
<th>2015 (72)</th>
</tr>
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<tbody>
<tr>
<td>Reading</td>
<td>538 (4)</td>
<td>516 (8)</td>
</tr>
<tr>
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1. Emphasis on World Rankings

(In) Japan, reading skill declines

Science and mathematics improve
2. Little Interest in Others

- Absent of
  - Background information
  - Explanation of foreign countries
  - Policy borrowing suggestion
2. Little Interest in Others

- 6 articles reported the number of participants
- Other articles → No information of all participants
2. Little Interest in Others

- 6 articles referred to names of foreign countries

<table>
<thead>
<tr>
<th>Country</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singapore</td>
<td>6</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>4</td>
</tr>
<tr>
<td>South Korea/Macao</td>
<td>3</td>
</tr>
<tr>
<td>Taiwan/China</td>
<td>2</td>
</tr>
<tr>
<td>Swiss/Estonia/Canada/Finland/Ire/Vietnam/Norway/New Zealand</td>
<td>1</td>
</tr>
</tbody>
</table>

“According to the MEXT, Singapore spends 20% of its national budget on the education field.”
2. Little Interest in Others

- None of the articles → Policy borrowing suggestions
3. No implication to Country

- No articles claim what the results bring into the country
Discussion
Discussion

- PISA as a race
- No crisis arguments
  - No crisis
  - No hero
References


