

**PISA 2009 Results: Learning to Learn: Student Engagement, Strategies and Practices (Volume III)**

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## Corrigenda

In each volume's figure entitled "A map of PISA countries and economies", Moldova should be included in the list of "Partner countries and economies in PISA 2009", Mauritius should have an asterisk after it, and the Dominican Republic should be removed from the list of "Partner countries in previous surveys".

### Page 26

In paragraph 2, the reference "OECD (2007a)" should be "OECD (2007b)".

### Page 346

*Figure III.1.6*

The reference table should be Table III.1.6 not Table III.1.24.

### Page 45

*Figure III.1.12*

The note should read:

This figure shows the proportion of students with below average **strategies to understand and remember information** (compared to the average student in the country), by proficiency level on the reading scale.

### Page 46

*Figure III.1.13*

The legend in the upper and lower quadrants should read:

Above average awareness of effective strategies to **summarise** information  
and:

Below average awareness of effective strategies to **summarise** information

## Page 51

*Figure III.1.18*

The source should reference “Table III.1.22” rather than “Table III.2.22”.

## Page 50

In the final paragraph following Figure III.1.17, the reference to “Table III.1.22” should be “Table III.1.22”.

## Page 55

In paragraph 2, the sixth sentence should read:

Students in Group 5 who have low levels of knowledge about learning strategies but who read magazines and newspapers regularly, achieve marginally **lower** scores (440).

## Page 60

In the bullet points, Group 4 description should read:

Low levels of awareness of effective strategies to understand remember and summarise information, **but reading of all types of materials regularly.**

Last paragraph, last sentence should read:

Boys are under-represented among students who are “deep and wide” readers in all the PISA participating countries and economies; and they are over-represented among students who read very little and who are not aware of effective learning strategies, *i.e.* “**highly restricted** and surface” readers.

## Page 63

In paragraph 2, the last but one sentence should read:

A similar picture emerges when examining whether different socio-economic groups are over- or under-represented among “surface and **highly restricted**” readers...

## Page 69

*Figure III.2.9*

The second sentence in the top right quadrant should read:

**Above** average percentage of students in enrichment courses

The second sentence in the bottom left quadrant should read:

**Below** average percentage of students in enrichment courses

**Page 113**

In paragraph 6, the last sentence should read:

All items are inverted for scaling, so that higher values on this index indicate **more frequent reading activities**.

**Page 155**

*Table III.1.24*

The note should read:

Students who reported levels of **online reading activities** below their country average

**Page 158**

*Table III.1.15*

The note should read:

Students who reported levels of **understanding and remembering** below their country average

**Page 161**

*Table III.1.17*

The note should read:

Students who reported levels of **summarising** below their country average

**Page 164**

*Table III.1.19*

The note should read:

Students who reported levels of **control strategies** below their country average

**Page 167**

*Table III.1.21*

The note should read:

Students who reported levels of **memorisation strategies** below their country average

**Page 170**

*Table III.1.23*

The note should read:

Students who reported levels of **elaboration strategies** below their country average

**Page 171**

*Table III.1.24*

Under the column reading “Unadjusted and adjusted score point differences associated with reading different types of materials” the OECD average should show the following:

	Unadjusted score point differences									
	Magazines		Comic books		Fiction		Non-fiction books		Newspapers	
	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.
OECD average	14.5	(0.6)	-2.4	(0.7)	52.9	(0.6)	21.9	(0.7)	16.1	(0.6)

	Adjusted score point differences <sup>1</sup>									
	Magazines		Comic books		Fiction		Non-fiction books		Newspapers	
	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.
OECD average	3.4	(0.5)	2.8	(0.6)	37.4	(0.5)	15.4	0.6	13.5	(0.5)

**Page 218**

*Table III.3.6*

The header in each column should read:

Predicted reading performance if students in this quarter had the **same value on the index of enjoyment of reading** as students in the top ESCS quarter

**Pages 228, 232, 235, 243, 245, 247, 249, 251, 253 and 255**

*Tables S.III.a, S.III.d, S.III.f, S.III.k, S.III.l, S.III.m, S.III.n, S.III.o, S.III.p and S.III.q*

“Mean index” should read **Mean score**.

**Pages 236 and 237**

*Table S.III.g*

The reference table should read **Table III.2.12**.

**Pages 254 and 255**

*Table S.III.q*

The title of this table should read:

Index of **memorisation** strategies and performance on the reading scale, by national quarters of this index

**Pages 256 and 257**

*Table S.III.r*

The title of this table should read:

Index of **elaboration** strategies and reading performance, by national quarters of this index

**Pages 258 and 259**

*Table S.III.s*

The title of this table should read:

Index of **control** strategies and reading performance, by national quarters of this index