

## Students, Computers and Learning

### Making the Connection

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The list below identifies the changes made to the original print edition published in September 2015. The sentences below were modified (changes are highlighted in yellow) and should read as follows:

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The data tables are listed in Annex B and available on line at:

Chapter 1: <http://dx.doi.org/10.1787/888933277851>

Chapter 2: <http://dx.doi.org/10.1787/888933277865>

Chapter 3: <http://dx.doi.org/10.1787/888933277873>

Chapter 4: <http://dx.doi.org/10.1787/888933277886>

Chapter 5: <http://dx.doi.org/10.1787/888933277897>

Chapter 6: <http://dx.doi.org/10.1787/888933277907>

Chapter 7: <http://dx.doi.org/10.1787/888933277911>

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Chapter 1 tables are available on line at <http://dx.doi.org/10.1787/888933277851>.

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Chapter 2 tables are available on line at <http://dx.doi.org/10.1787/888933277865>.

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Items from units *SERAINING*, *SPORTS CLUB* and *LANGUAGE LEARNING* – three digital reading units used in the PISA 2012 assessment – can be seen, and tested, on the website of the Australian **Council** for Educational Research (<http://cbasq.acer.edu.au/index.php?cmd=toEra2012>).

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5. The examples refer to released computer-based mathematics items, which can be tried out on the website of the Australian **Council** for Educational Research (<http://cbasq.acer.edu.au/index.php?cmd=toMaths>).

Chapter 3 tables are available on line at <http://dx.doi.org/10.1787/888933277873>.

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2. Items from unit *SERAINING* can be seen, and tested, on the website of the Australian **Council for Educational Research** (<http://cbasq.acer.edu.au/index.php?cmd=toEra2012>).

Chapter 4 tables are available on line at <http://dx.doi.org/10.1787/888933277886>.

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Interestingly, a reverse gap – whereby students from poorer families spend more time on line than students from wealthier families – is observed in 17 out of 29 OECD countries. Disadvantaged students spend at least 15 more minutes per day on line during weekends, compared to advantaged students, in Belgium, **Denmark**, **Finland**, Germany, **Hong Kong-China**, **Iceland**, Korea, **Norway**, Shanghai-China, **Sweden**, Switzerland and Chinese Taipei (Table 5.12).

**Page 136, Figure 5.8**

The data point for the percentage of “disadvantaged students” who “play collaborative online games” at least once a week must read 35% for Germany, 33% for Australia, and 20% for Japan.

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Chapter 5 tables are available on line at <http://dx.doi.org/10.1787/888933277897>.

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Chapter 6 tables are available on line at <http://dx.doi.org/10.1787/888933277907>.

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**Source:** Australian Council for Educational Research (2015), “PISA examples of computer-based items: Digital Reading 2012: SERAING”, <http://cbasq.acer.edu.au/index.php?cmd=toEra2012> (accessed 30 April 2015).

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The items are briefly described below and are available for viewing on the website of the Australian Council for Educational Research (<http://cbasq.acer.edu.au/index.php?cmd=toEra2012> [accessed 30 April 2015]).

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**Source:** Australian Council for Educational Research (2015), “PISA examples of computer-based items: Digital Reading 2012: SERAING”, <http://cbasq.acer.edu.au/index.php?cmd=toEra2012> (accessed 30 April 2015).

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Chapter 7 tables are available on line at <http://dx.doi.org/10.1787/888933277911>.

**Australian Council for Educational Research** (2015), “PISA examples of computer-based items: Digital Reading 2012: SERAING”, <http://cbasq.acer.edu.au/index.php?cmd=toEra2012> (accessed 30 April 2015).

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The following tables are available in electronic form only at:

Chapter 1: <http://dx.doi.org/10.1787/888933277851>

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