

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:

Page 27

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>

Page 47

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

Page 78

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

Page 83

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>).

Page 103

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>.

Page 122

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>.

Page 135

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.

Page 142

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

Page 164

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

Page 168

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).

Page 169

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]).

Page 176

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).

Page 182

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).

Page 198

The following tables are available in electronic form only at:

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

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