



## Annex B

LIST OF TABLES AVAILABLE ON LINE

**ANNEX B****LIST OF TABLES AVAILABLE ON LINE**

The following tables are available in electronic form only at <http://dx.doi.org/10.1787/edu-data-en>.

**Chapter 1** How students' use of computers has evolved in recent years

WEB	Table 1.1	Number of computers at home in 2009 and 2012
WEB	Table 1.2	Students with access to the Internet at home in 2009 and 2012
WEB	Table 1.3	Age at first use of computers
WEB	Table 1.4	Age at first use of the Internet
WEB	Table 1.5a	Time spent on line outside of school during weekdays
WEB	Table 1.5b	Time spent on line outside of school during weekend days
WEB	Table 1.5c	Time spent on line at school
WEB	Table 1.6	Computer use outside of school for leisure
WEB	Table 1.7	Index of ICT use outside of school for leisure
WEB	Table 1.8	Students' sense of belonging at school, by amount of time spent on the Internet outside of school during weekdays
WEB	Table 1.9	Students' sense of belonging at school, by amount of time spent on the Internet outside of school during weekend days
WEB	Table 1.10	Students' engagement at school, by amount of time spent on the Internet outside of school during weekdays

**Chapter 2** Integrating information and communication technology in teaching and learning

WEB	Table 2.1	Use of ICT at school
WEB	Table 2.2	Index of ICT use at school
WEB	Table 2.3	Students using personal technology devices at school, by type of device
WEB	Table 2.4	Percentage of students who reported using the Internet at home and at school
WEB	Table 2.5a	Use of computers during mathematics lessons
WEB	Table 2.6	Index of computer use in mathematics lessons
WEB	Table 2.7	Use of ICT outside of school for schoolwork
WEB	Table 2.8	Index of ICT use outside of school for schoolwork
WEB	Table 2.9	Students with access to personal technology devices at school, by type of device
WEB	Table 2.10	Percentage of students with access to the Internet at school
WEB	Table 2.11	School ICT resources
WEB	Table 2.12	Use of computers at school, by type of device
WEB	Table 2.13a	Mathematics teachers' classroom management, by computer use in mathematics lessons
WEB	Table 2.13b	Disciplinary climate in mathematics lessons, by computer use in mathematics lessons
WEB	Table 2.13c	Cognitive activation in mathematics instruction, by computer use in mathematics lessons
WEB	Table 2.13d	Formative assessment in mathematics instruction, by computer use in mathematics lessons
WEB	Table 2.13e	Student orientation in mathematics instruction, by computer use in mathematics lessons
WEB	Table 2.13f	Teacher-directed instruction in mathematics, by computer use in mathematics lessons
WEB	Table 2.13g	Teacher support in mathematics, by computer use in mathematics lessons
WEB	Table 2.14	School policies on ICT use in mathematics lessons
WEB	Table 2.15	System-level measures of mathematics teachers' behaviour and students' exposure to various mathematics tasks
WEB	Table 2.16a	Positive attitudes towards computers
WEB	Table 2.16b	Negative attitudes towards computers
WEB	Table 2.16c	Attitudes towards computers

**Chapter 3** Main results from the PISA 2012 computer-based assessments

WEB	Table 3.1	Mean score, variation and gender differences in student performance in digital reading
WEB	Table 3.2	Mean digital reading performance in PISA 2009 and 2012
WEB	Table 3.3	Percentage of students at each proficiency level on the digital reading scale
WEB	Table 3.4	Percentage of students below Level 2 and at or above Level 5 in digital reading in PISA 2009 and 2012
WEB	Table 3.5	Distribution of scores in digital reading in PISA 2009 and 2012, by percentiles
WEB	Table 3.6	Relative performance in digital reading
WEB	Table 3.7	Top performers and low performers in digital and print reading
WEB	Table 3.8	Mean score, variation and gender differences in student performance in computer-based mathematics

...



WEB	Table 3.9	Correlation between students' performance on paper-based tests and students' performance on computer-based tests
WEB	Table 3.10	Relative performance in computer-based mathematics
WEB	Table 3.11	Success on mathematics tasks that require/do not require the use of computers to solve problems

#### Chapter 4 The importance of navigation in online reading: Think, then click

WEB	Table 4.1	Students' navigation behaviour in the digital reading assessment
WEB	Table 4.2	Percentage of students at different levels of the index of overall browsing activity
WEB	Table 4.3	Percentage of students at different levels of the index of task-oriented browsing
WEB	Table 4.4	Students' reactions to navigation missteps
WEB	Table 4.5a	Relationship between success in digital reading tasks and the length of navigation sequences
WEB	Table 4.5b	Relationship between success in digital reading tasks and the quality of navigation steps
WEB	Table 4.6a	Relationship between performance in digital reading and students' navigation behaviour
WEB	Table 4.6b	Variation in countries'/economies' digital reading performance explained by students' mean navigation behaviour
WEB	Table 4.7a	Relationship between students' overall browsing activity and their reading and problem-solving skills
WEB	Table 4.7b	Relationship between students' task-oriented browsing and their reading and problem-solving skills
WEB	Table 4.8	Relationship between performance in digital reading, students' navigation behaviour and students' performance in problem solving

#### Chapter 5 Inequalities in digital proficiency: Bridging the divide

WEB	Table 5.1a	Access to computers and to the Internet at home, by socio-economic status (PISA 2012)
WEB	Table 5.1b	Access to computers and to the Internet at home, by socio-economic status (PISA 2009)
WEB	Table 5.1c	Change between 2009 and 2012 in access to computers and to the Internet at home, by socio-economic status
WEB	Table 5.2	Age at first use of computers and first access to the Internet, by socio-economic status (PISA 2012)
WEB	Table 5.3a	Access to computers and the Internet at school, by socio-economic status (PISA 2012)
WEB	Table 5.3b	Access to computers and the Internet at school, by socio-economic status (PISA 2009)
WEB	Table 5.3c	Change between 2009 and 2012 in access to computers and the Internet at school, by socio-economic status
WEB	Table 5.4a	Access to computers at school and at home, by socio-economic status (2012)
WEB	Table 5.4b	Access to computers at school and at home, by socio-economic status (2009)
WEB	Table 5.4c	Change between 2009 and 2012 in access to computers at school and at home, by socio-economic status
WEB	Table 5.5a	School ICT resources, by schools' socio-economic profile (PISA 2012)
WEB	Table 5.5b	School ICT resources, by schools' socio-economic profile (PISA 2009)
WEB	Table 5.5c	Change between 2009 and 2012 in school ICT resources, by schools' socio-economic profile
WEB	Table 5.6	Rural and urban schools
WEB	Table 5.7a	Number of computers and access to the Internet at home, by school location (PISA 2012)
WEB	Table 5.7b	Number of computers and access to the Internet at home, by school location (PISA 2009)
WEB	Table 5.7c	Change between 2009 and 2012 in number of computers and access to the Internet at home, by school location
WEB	Table 5.8	Age at first use of computers and first access to the Internet, by school location (PISA 2012)
WEB	Table 5.9a	School ICT resources, by school location (PISA 2012)
WEB	Table 5.9b	School ICT resources, by school location (PISA 2009)
WEB	Table 5.9c	Change between 2009 and 2012 in school ICT resources, by school location
WEB	Table 5.10	Use of computers at school and outside of school, by socio-economic status (PISA 2012)
WEB	Table 5.11	Leisure activities using computers, by socio-economic status (PISA 2012)
WEB	Table 5.12	Time spent on line at school and outside of school, by socio-economic status (PISA 2012)
WEB	Table 5.13	Performance in digital reading and computer-based mathematics, by socio-economic status
WEB	Table 5.14	Strength of the relationship between socio-economic status and performance in digital reading and computer-based mathematics
WEB	Table 5.15	Strength of the relationship between socio-economic status and performance in computer-based assessments, after accounting for performance in paper-based assessments
WEB	Table 5.16	Trends in the relationship between digital reading performance and socio-economic status

#### Chapter 6 How computers are related to students' performance

WEB	Table 6.1	Relationship between students' performance and computer access/use at school
WEB	Table 6.2	Students' skills in reading, by index of computer use at school
WEB	Table 6.3a	Students' skills in reading, by frequency of chatting on line at school
WEB	Table 6.3b	Students' skills in reading, by frequency of using e-mail at school
WEB	Table 6.3c	Students' skills in reading, by frequency of browsing the Internet for schoolwork at school
WEB	Table 6.3d	Students' skills in reading, by frequency of downloading, uploading or browsing material from the school's website at school
WEB	Table 6.3e	Students' skills in reading, by frequency of posting work on the school's website at school

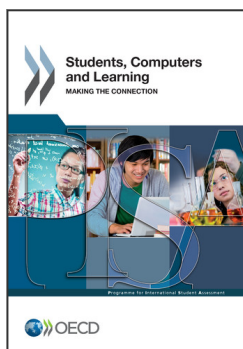
...



WEB	Table 6.3f	Students' skills in reading, by frequency of playing computer simulations at school
WEB	Table 6.3g	Students' skills in reading, by frequency of practicing and drilling on a computer at school
WEB	Table 6.3h	Students' skills in reading, by frequency of doing homework on a school computer
WEB	Table 6.3i	Students' skills in reading, by frequency of using school computers for group work and to communicate with other students
WEB	Table 6.4	Performance in computer-based and paper-based mathematics, by index of computer use in mathematics lessons
WEB	Table 6.5a	Students' performance in mathematics, by use of computers in class to draw the graph of a function
WEB	Table 6.5b	Students' performance in mathematics, by use of computers in class to calculate with numbers
WEB	Table 6.5c	Students' performance in mathematics, by use of computers in class to construct geometrical figures
WEB	Table 6.5d	Students' performance in mathematics, by use of computers in class to enter data on a spreadsheet
WEB	Table 6.5e	Students' performance in mathematics, by use of computers in class to rewrite algebraic expressions and solve equations
WEB	Table 6.5f	Students' performance in mathematics, by use of computers in class to draw histograms
WEB	Table 6.5g	Students' performance in mathematics, by use of computers in class to find out how the graph of a function changes depending on its parameters
WEB	Table 6.5h	Students' performance in mathematics, by use of computers in class for at least one mathematics related task
WEB	Table 6.6	Students' skills in reading, by index of ICT use outside of school for schoolwork
WEB	Table 6.7a	Students' skills in reading, by frequency of browsing the Internet for schoolwork outside of school
WEB	Table 6.7b	Students' skills in reading, by frequency of using e-mail to communicate with other students about schoolwork outside of school
WEB	Table 6.7c	Students' skills in reading, by frequency of using e-mail to communicate with teachers and submit homework or other schoolwork outside of school
WEB	Table 6.7d	Students' skills in reading, by frequency of downloading, uploading or browsing material from the school's website outside of school
WEB	Table 6.7e	Students' skills in reading, by frequency of checking the school's website for announcements outside of school
WEB	Table 6.7f	Students' skills in reading, by frequency of doing homework on the computer outside of school
WEB	Table 6.7g	Students' skills in reading, by frequency of using computer to share school-related materials with other students outside of school
WEB	Table 6.8	Students' skills in reading, by index of ICT use outside of school for leisure
WEB	Table 6.9a	Students' skills in reading, by frequency of playing one-player computer games outside of school
WEB	Table 6.9b	Students' skills in reading, by frequency of playing collaborative online games outside of school
WEB	Table 6.9c	Students' skills in reading, by frequency of using e-mail outside of school
WEB	Table 6.9d	Students' skills in reading, by frequency of chatting on line outside of school
WEB	Table 6.9e	Students' skills in reading, by frequency of using computers to participate in social networks outside of school
WEB	Table 6.9f	Students' skills in reading, by frequency of browsing the Internet for fun outside of school
WEB	Table 6.9g	Students' skills in reading, by frequency of reading news on the Internet outside of school
WEB	Table 6.9h	Students' skills in reading, by frequency of obtaining practical information from the Internet outside of school
WEB	Table 6.9i	Students' skills in reading, by frequency of downloading music, films, games or software from the Internet outside of school
WEB	Table 6.9j	Students' skills in reading, by frequency of using computers to upload and share own created content outside of school

## Chapter 7 How computers are related to students' performance

WEB	Table 7.1	Initial reaction time on Task 2 in the unit <i>SERAING</i>
WEB	Table 7.2	Time on tasks in the unit <i>SERAING</i>
WEB	Table 7.3	Time spent on Task 3 in the unit <i>SERAING</i>
WEB	Table 7.4	Patterns of navigation in Task 2 in the unit <i>SERAING</i>
WEB	Table 7.5	Students' navigation behaviour in Task 2 in the unit <i>SERAING</i> , by performance on the task
WEB	Table 7.6	Performance in the unit <i>SERAING</i>



**From:**  
**Students, Computers and Learning**  
Making the Connection

**Access the complete publication at:**  
<https://doi.org/10.1787/9789264239555-en>

**Please cite this chapter as:**

OECD (2015), "List of tables available on line", in *Students, Computers and Learning: Making the Connection*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/9789264239555-13-en>

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

This document and any map included herein are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

You can copy, download or print OECD content for your own use, and you can include excerpts from OECD publications, databases and multimedia products in your own documents, presentations, blogs, websites and teaching materials, provided that suitable acknowledgment of OECD as source and copyright owner is given. All requests for public or commercial use and translation rights should be submitted to [rights@oecd.org](mailto:rights@oecd.org). Requests for permission to photocopy portions of this material for public or commercial use shall be addressed directly to the Copyright Clearance Center (CCC) at [info@copyright.com](mailto:info@copyright.com) or the Centre français d'exploitation du droit de copie (CFC) at [contact@cfcopies.com](mailto:contact@cfcopies.com).