



OECD STUDY 2015

Students Computer and Learning-
Making the Connection
Andreas Schleicher, (Director, OECD
Directorate for Education and Skills) 2015

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- **Students Computer and Learning-
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Use of IT technology in school and children Performance OECD's PISA, 2015 from the OECD's PISA performance surveys in reading and mathematics show decreasing results in countries that have invested most in introducing computers in school.

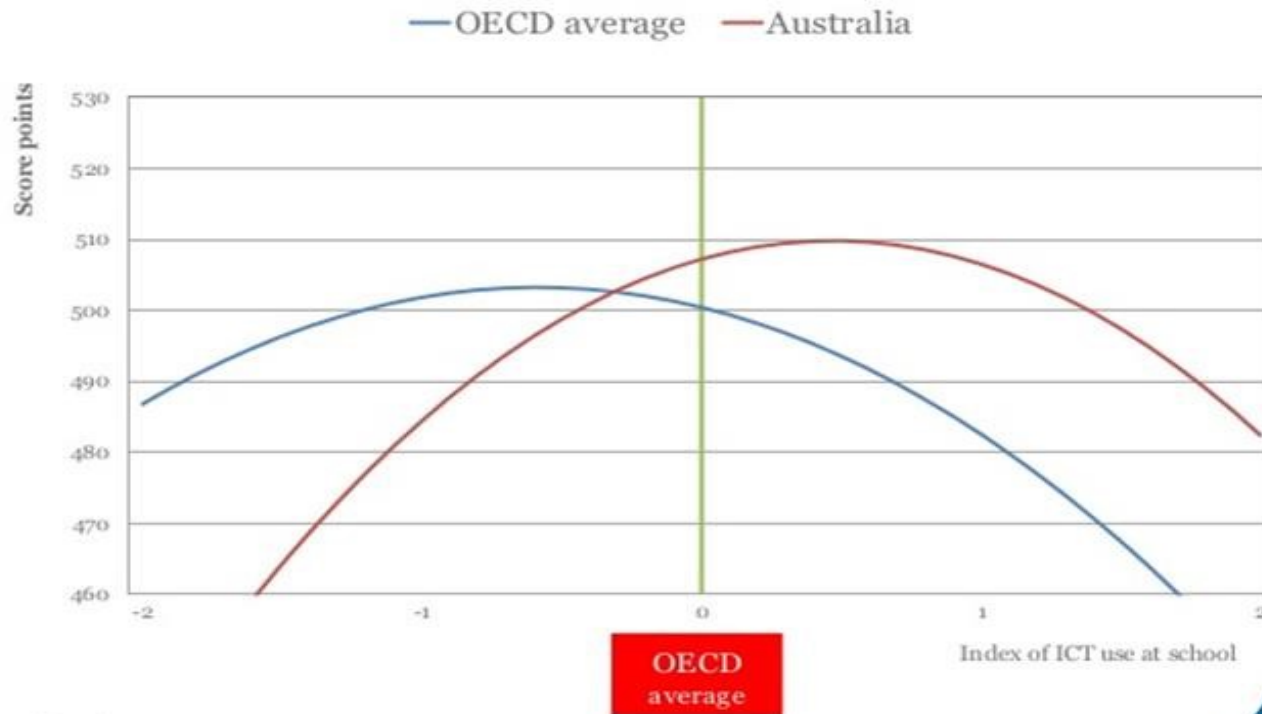
Multitasking, too many hours in front of a screen, less time for social contacts and physical activities with risk for aches in neck and back, overweight, sleep problems, and information technology (IT)-addiction are some of the known risks and side effects of IT. They stand in marked contrast to the often claimed, but largely unproven possible benefits.

Multitasking, too many hours in front of a screen, less time for social contacts and physical activities with risk for aches in neck and back, overweight, sleep problems, and information technology (IT)-addiction

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Students who use computers at school only moderately score the highest in reading

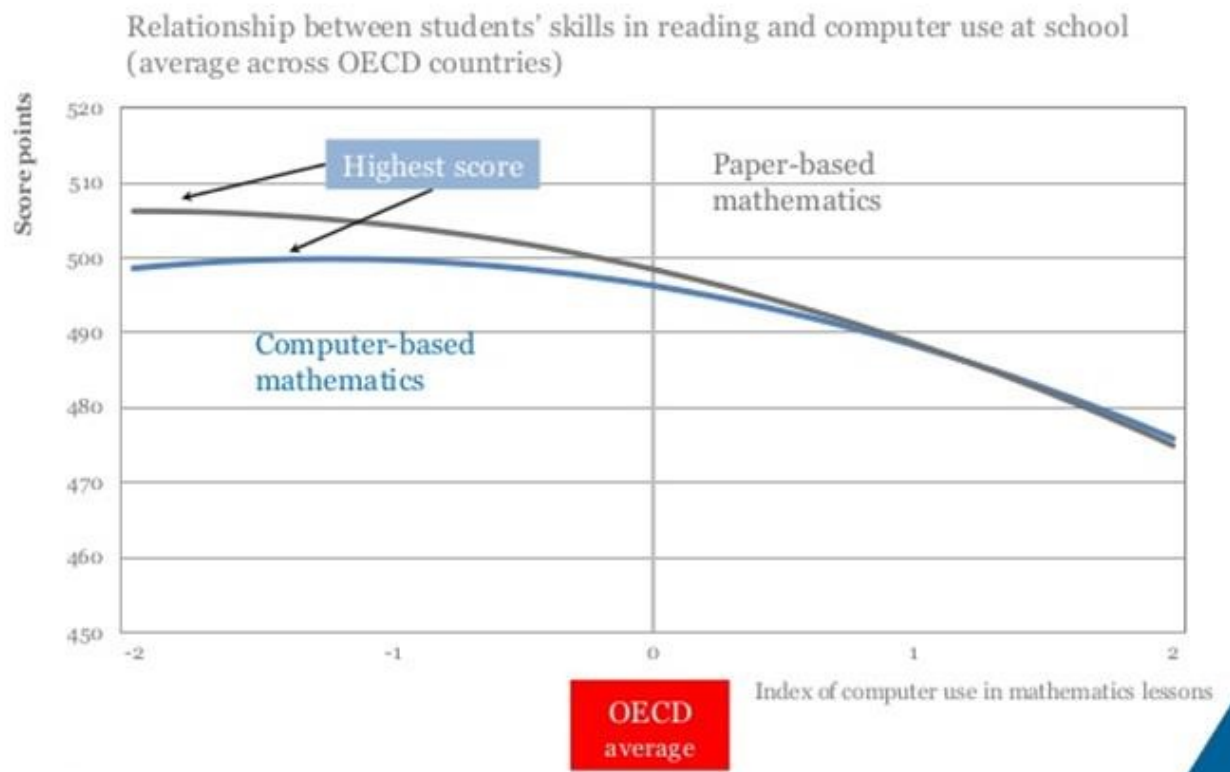


Source: Figure 6.5



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Students who do not use computers in maths lessons score highest in mathematics

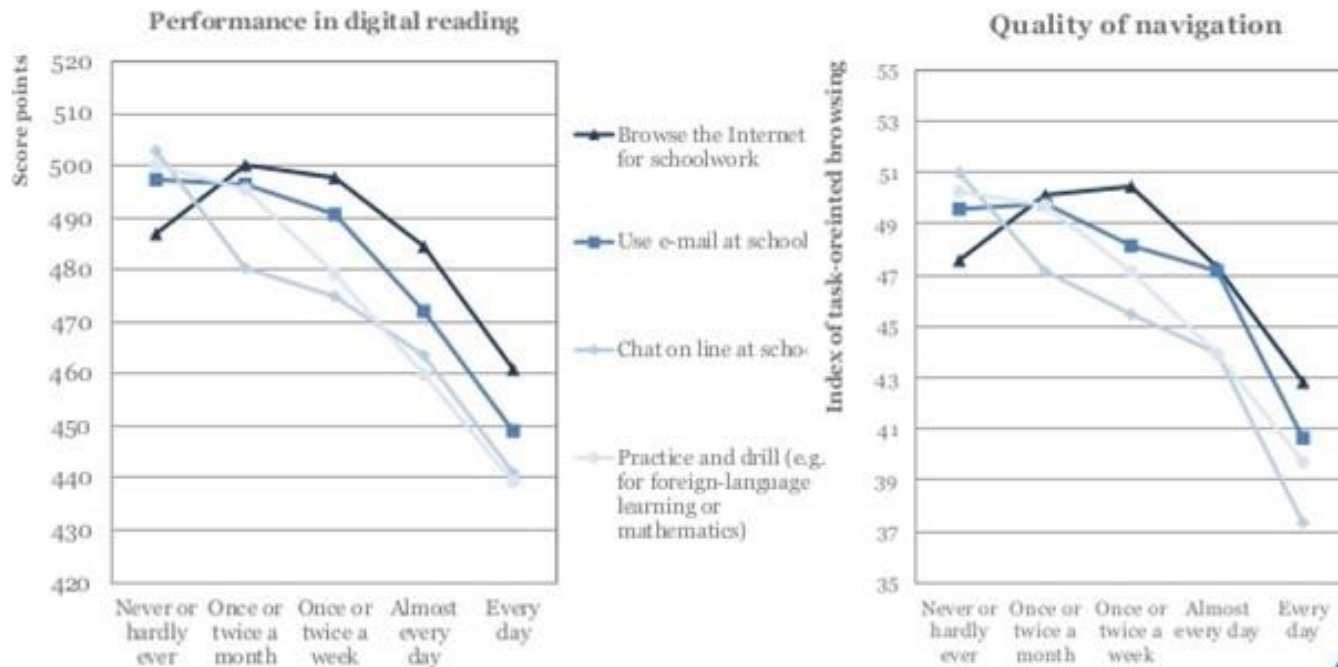


Source: Figure 6.7



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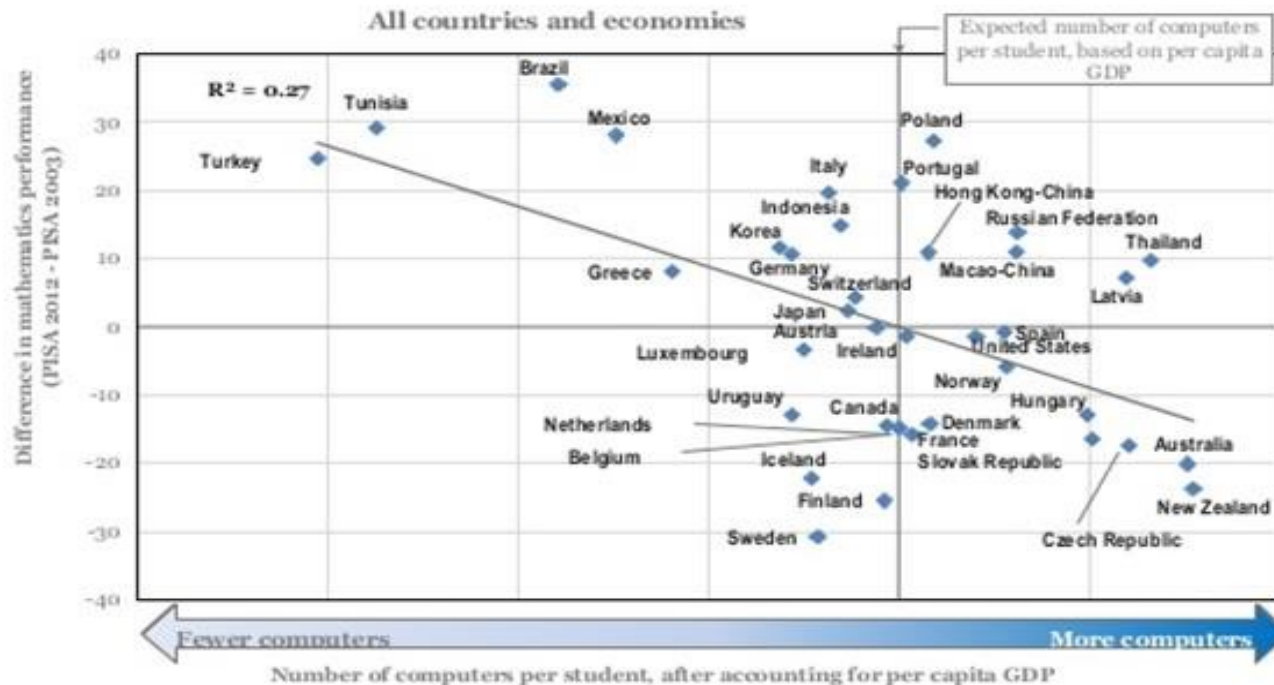
Frequency of computer use at school and digital reading skills
OECD average relationship, after accounting for the socio-economic status of students and schools



Source: Figure 6.6

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Trends in mathematics performance and increase in computers in schools

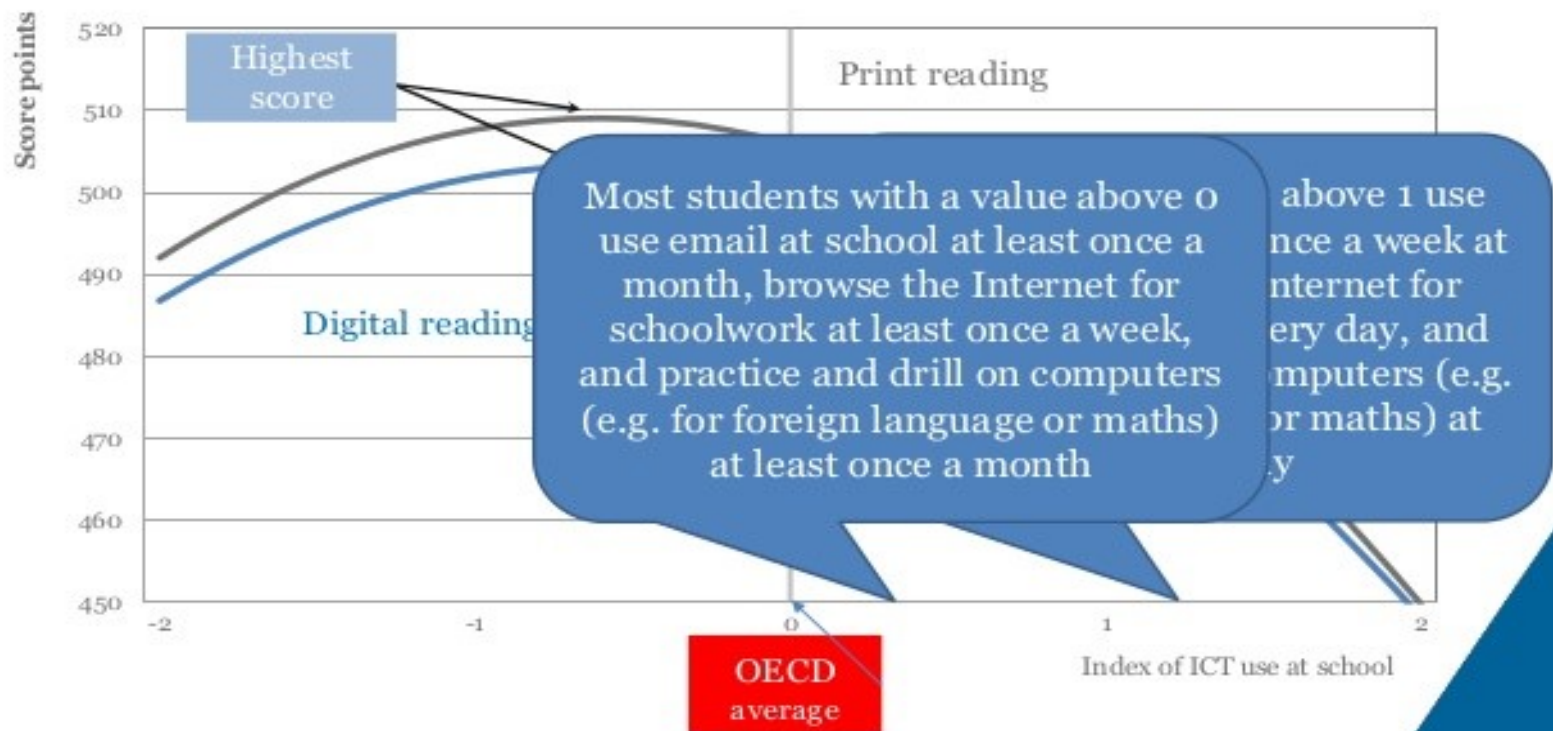


Source: Figure 6.3

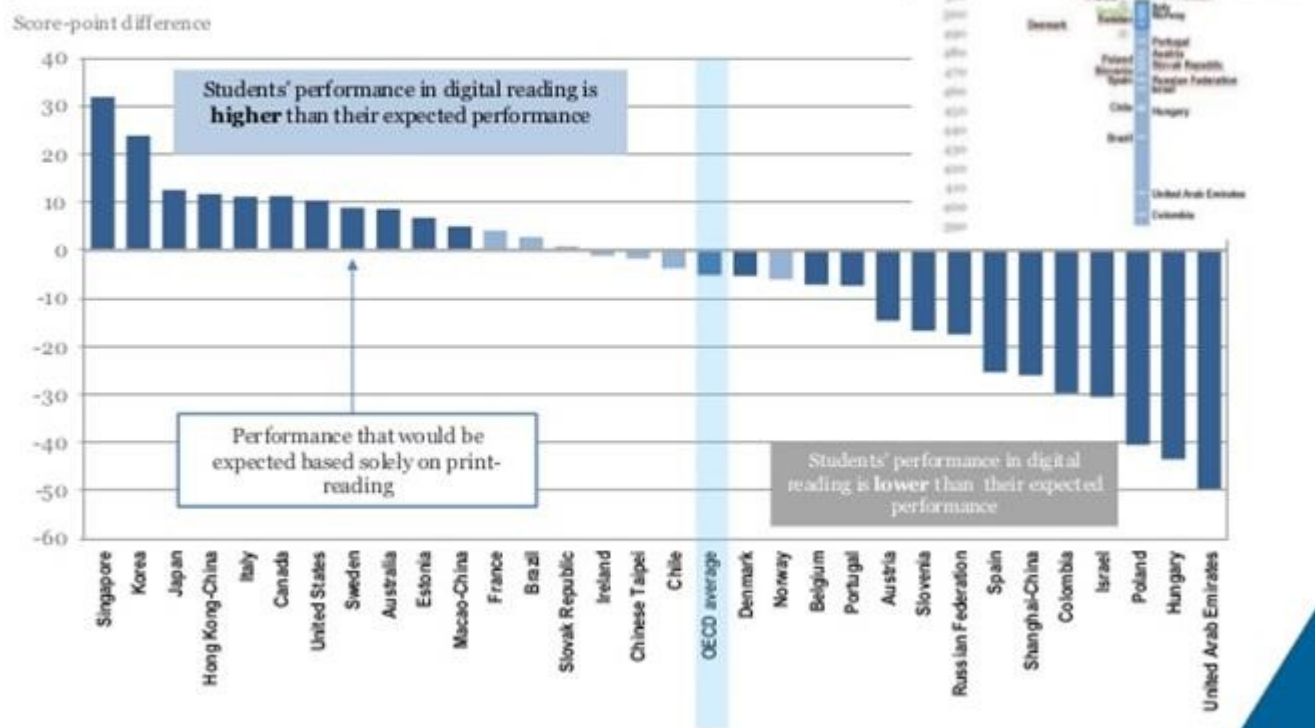


Students who use computers at school only moderately score the highest in reading

Relationship between students' skills in reading and computer use at school
(average across OECD countries)



Countries doing better/worse in digital literacy than in print reading?



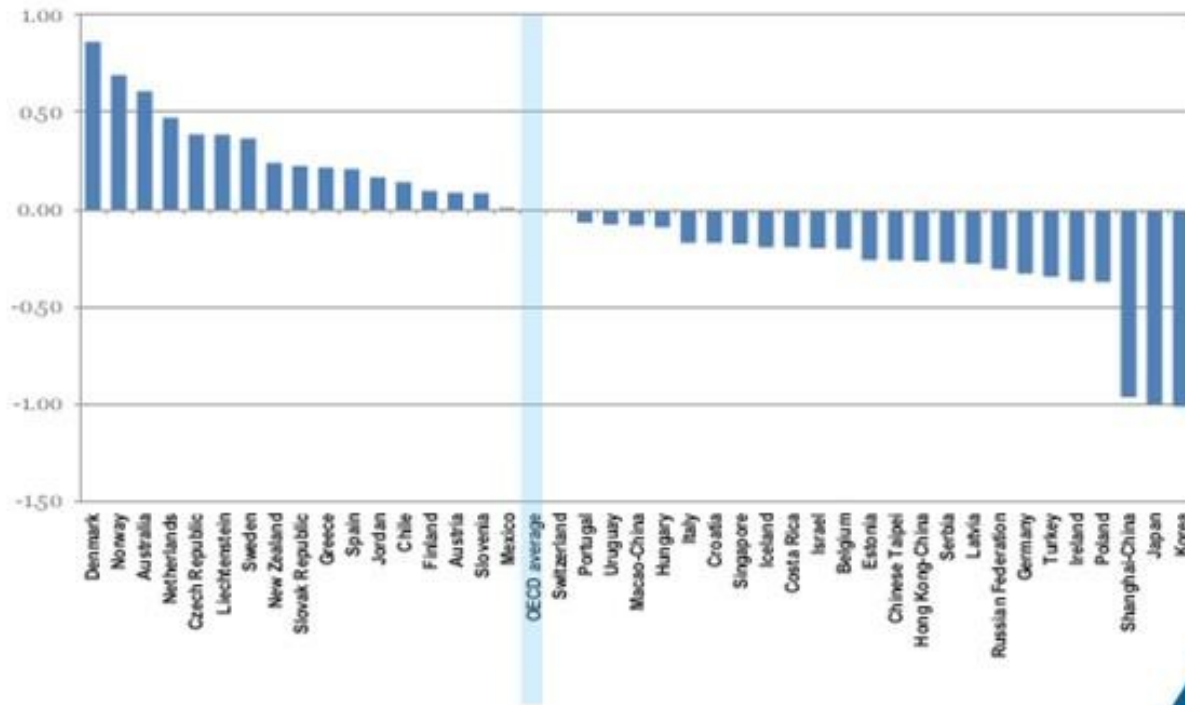
Source: Figure 3.7



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Index of ICT use at school

Mean index



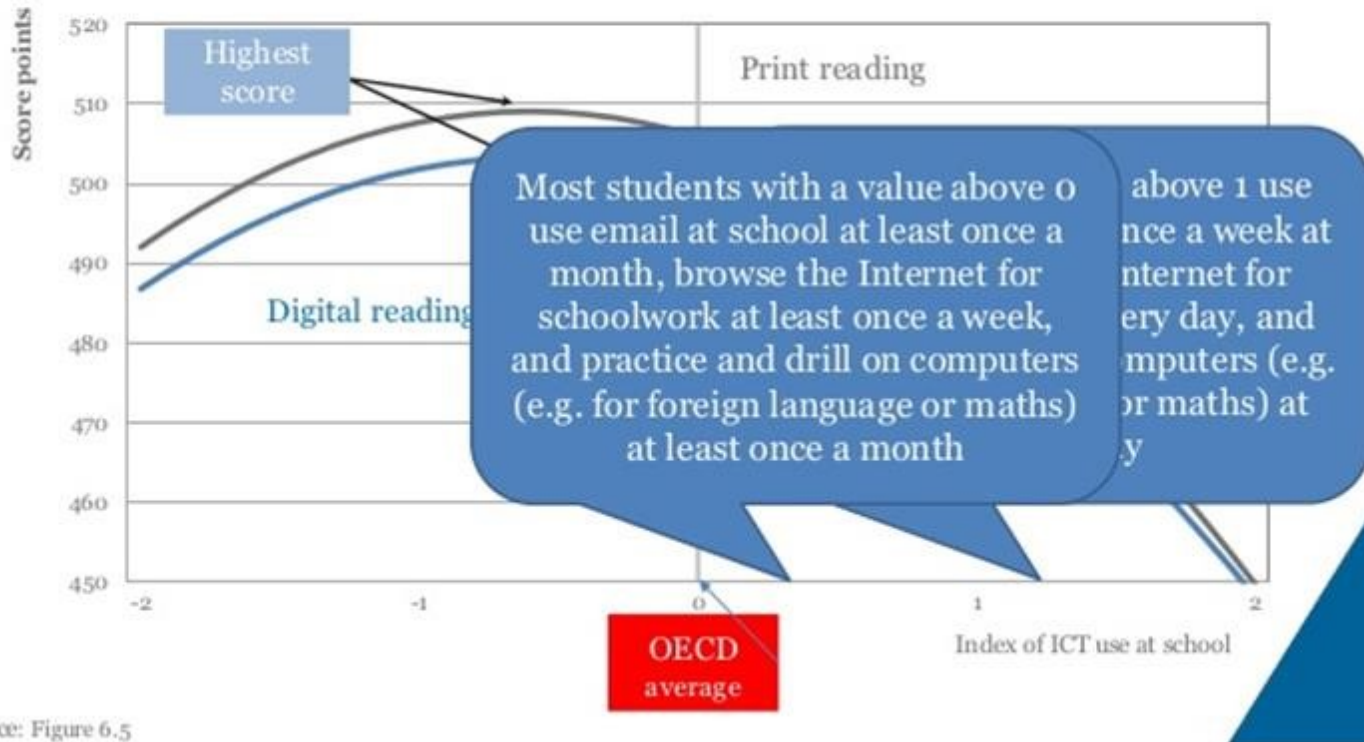
Source: Figure 2.3



Students Computer and Learning- Making the Connection

Students who use computers at school only moderately score the highest in reading

Relationship between students' skills in reading and computer use at school
(average across OECD countries)



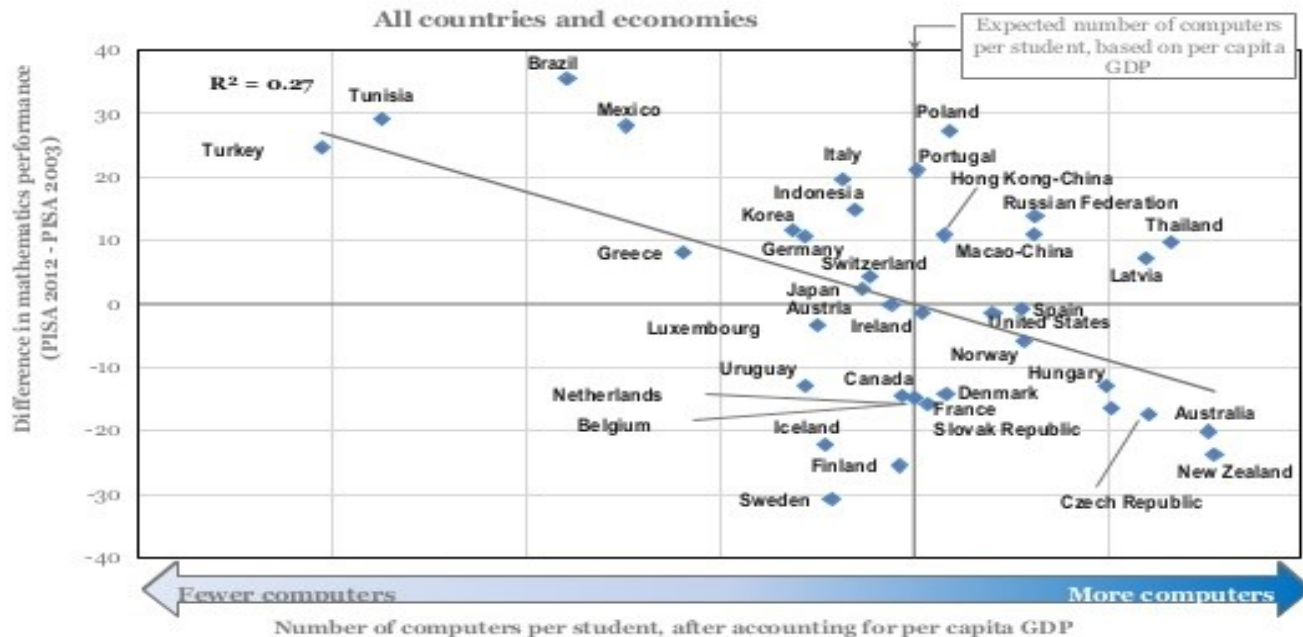
Source: Figure 6.5



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Trends in mathematics performance and increase in computers in schools



Source: Figure 6.3

Students who spend more than 6 hours per day on line outside of school, are more likely to report that they feel lonely at school, arrive late or skip days of school.

In the **Russian Federation** and **Sweden**, about one in eight students spends this much time on line during a typical weekday.