



PISA 2018 Results
Programme for International Student Assessment

21st-century Readers

Developing literacy skills in a digital world



Andreas
Schleicher





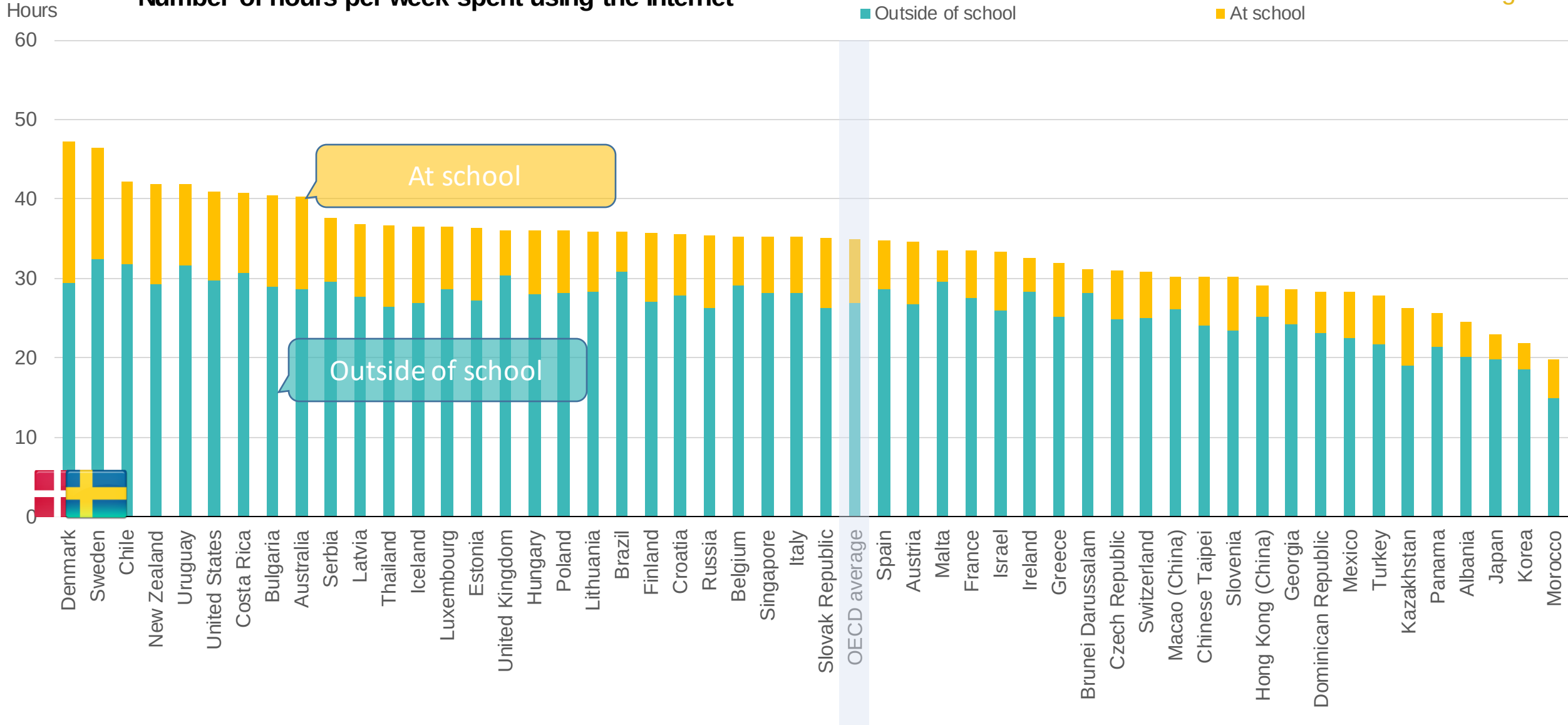
Students and computers



The digital world has become the real world

Fig 1.1

Number of hours per week spent using the Internet





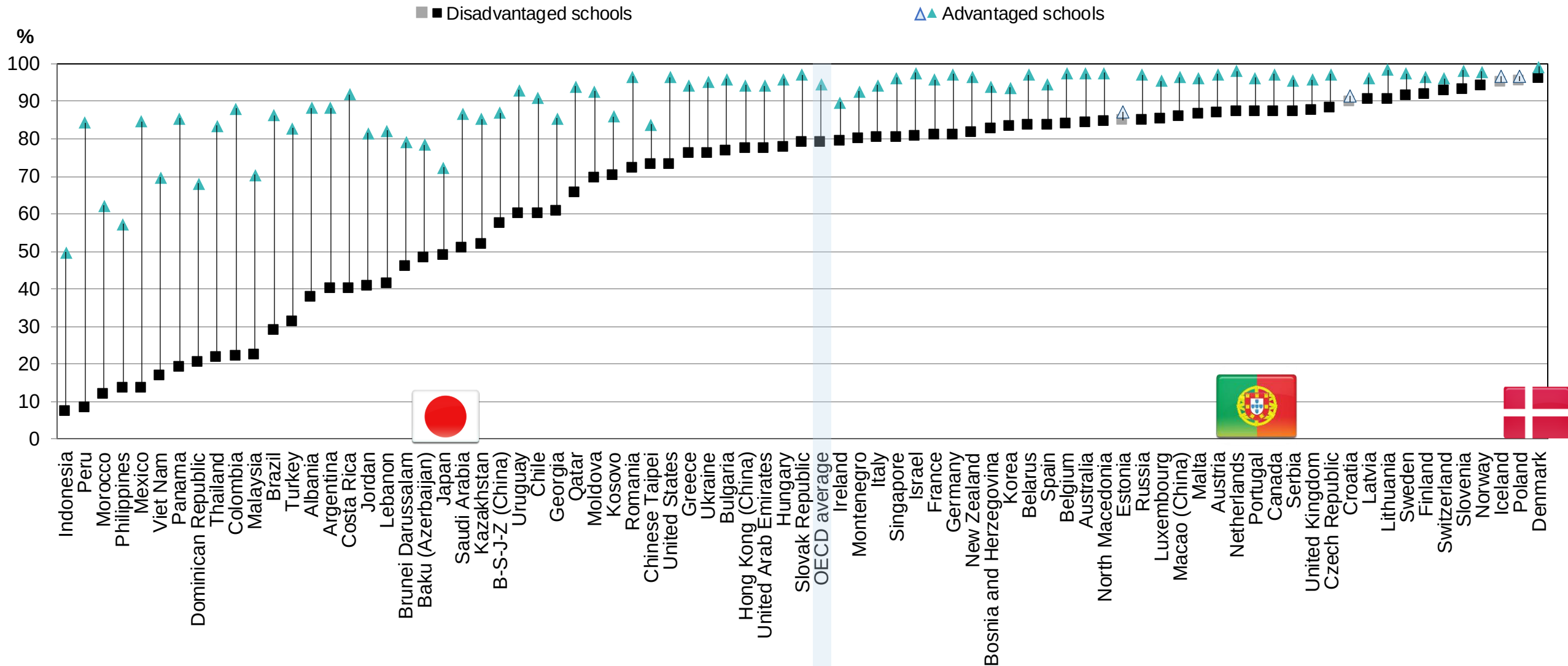
Digital and non-digital divides



Access to a computer linked to the Internet at home for **doing schoolwork**

Fig 2.2

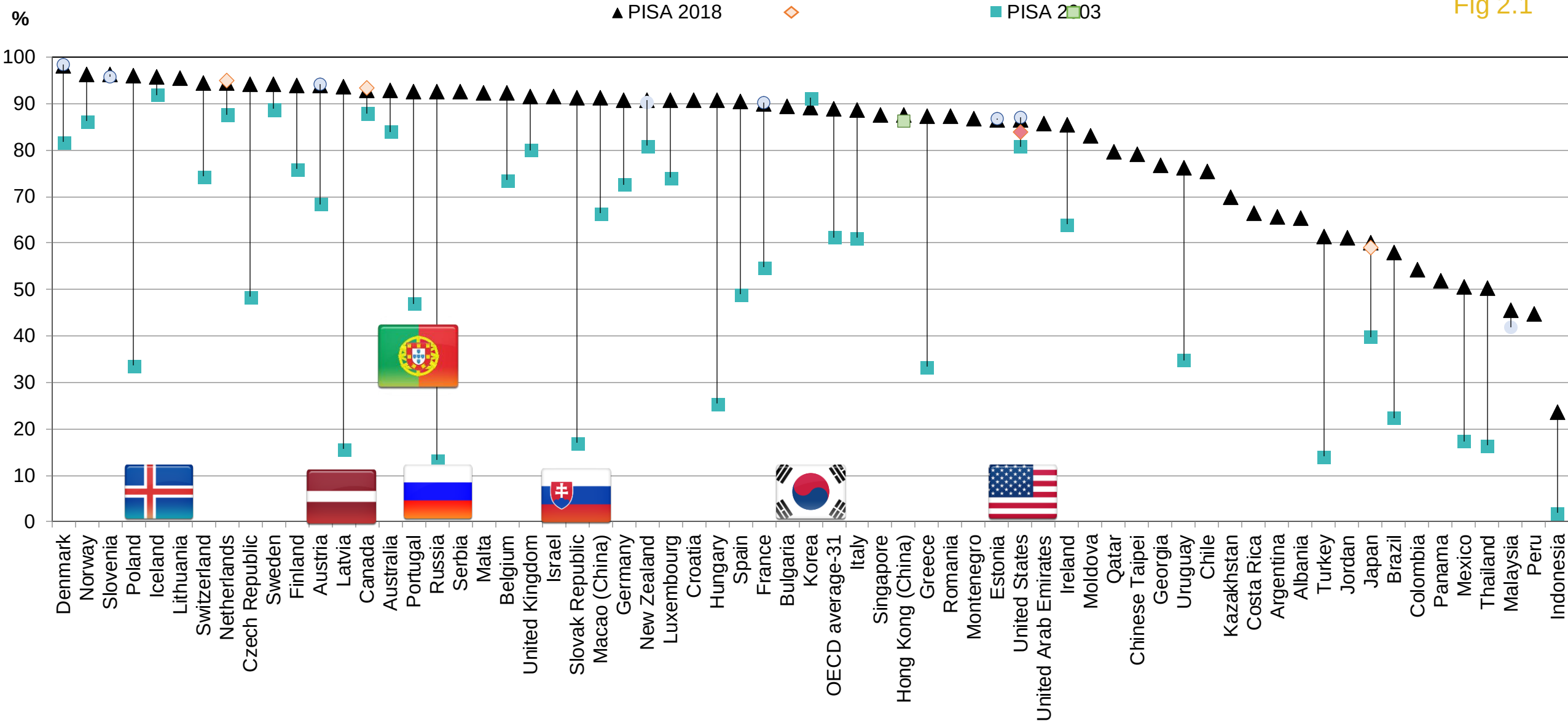
Percentage of students in advantaged and disadvantaged schools



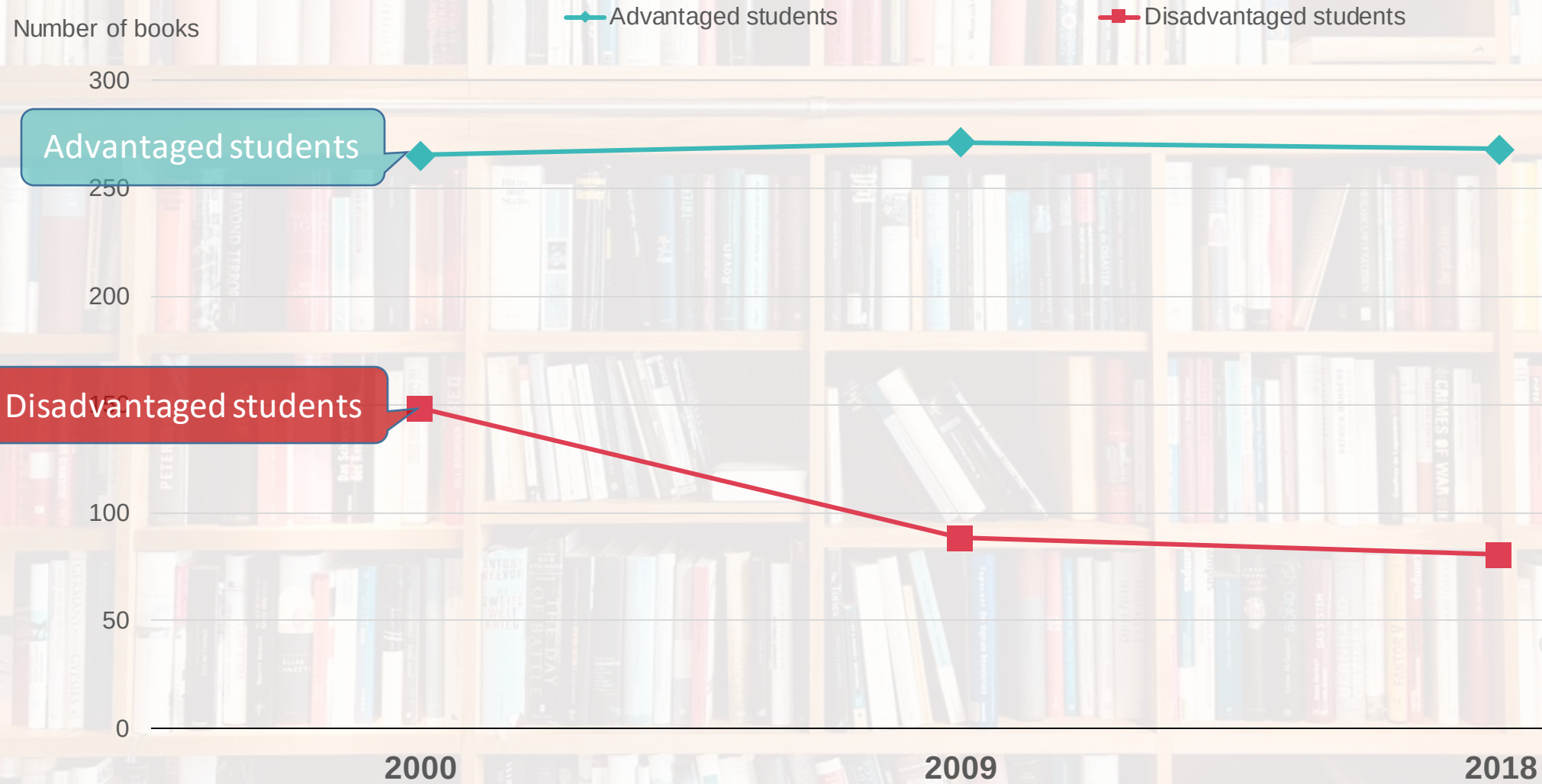


Change between 2009 and 2018 in access to a computer that they can use for schoolwork and a link to the Internet at home

Fig 2.1



Widening gaps in cultural capital: Books at home





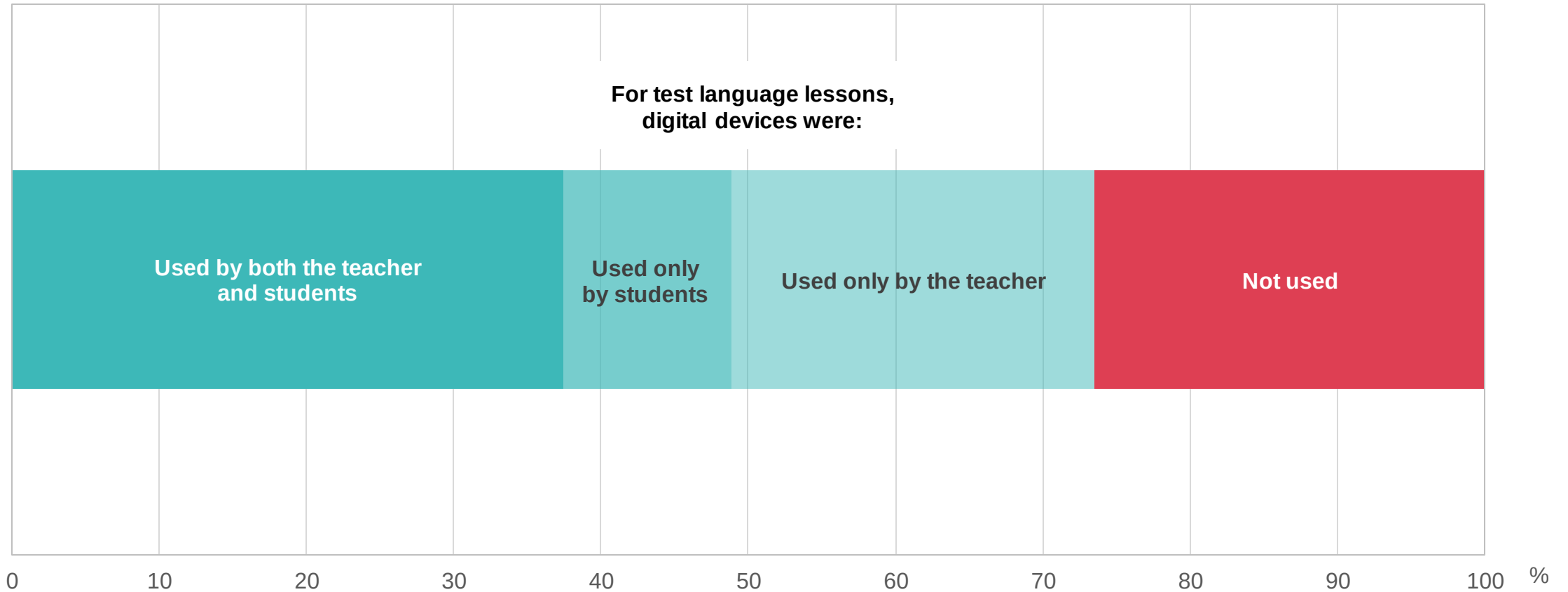
Use of digital devices at school



Frequency of use of digital device for teaching and learning in language class

Percentage of students who reported that during the last month a digital device has been used for learning and teaching, OECD average

Fig 6.10

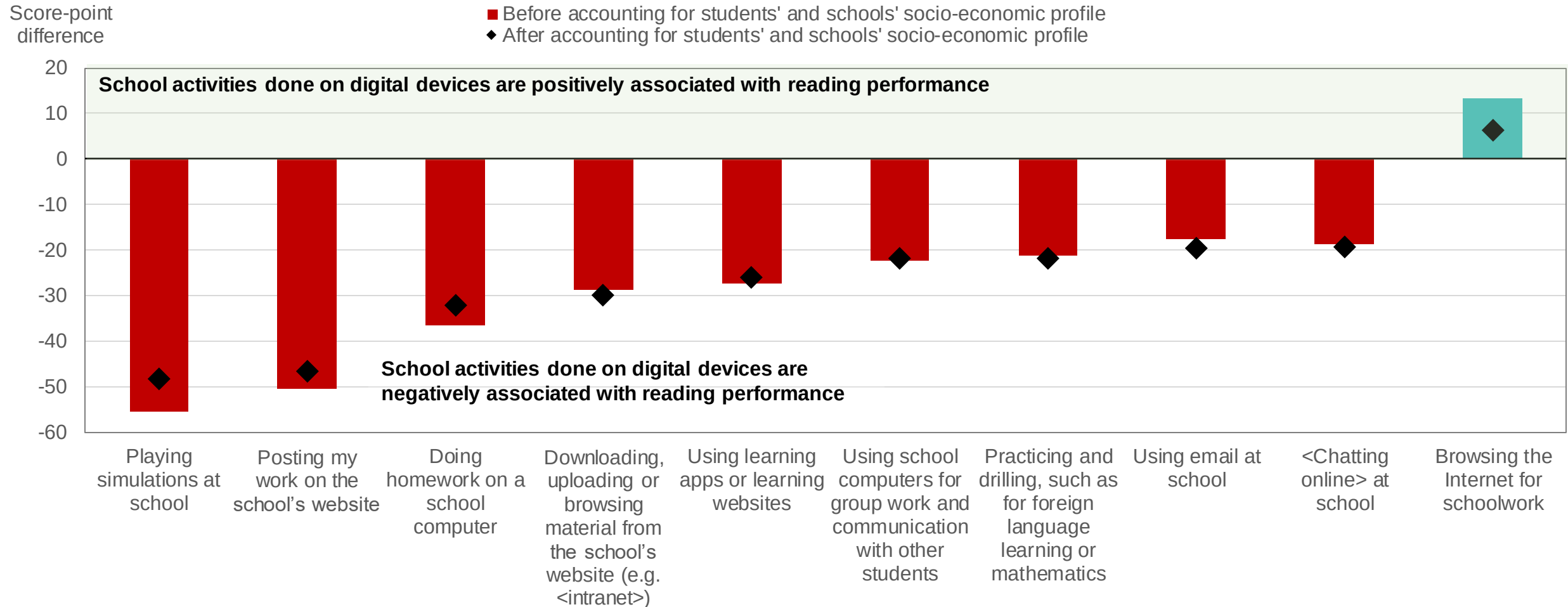




Relationship between reading performance and the type of school activities done on digital devices

Score-point difference in reading between students who reported using digital devices for the following activities at school compared to those who reported that never did, OECD average

Fig 6.13





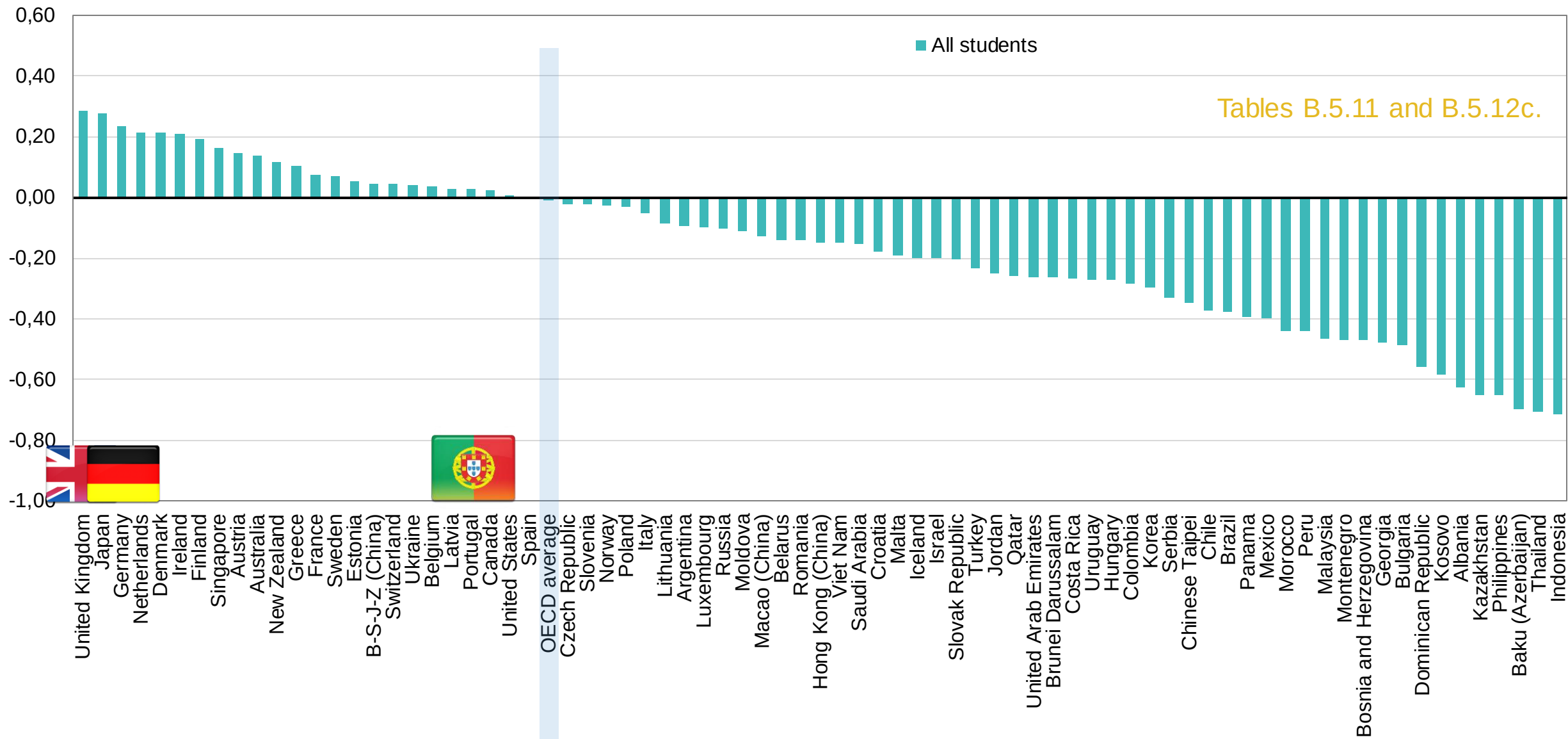
Distinguishing fact from opinion



Students' knowledge of reading strategies for assessing the credibility of sources

Mean index

In this task, students were asked what strategies would be more appropriate for responding to a spam email

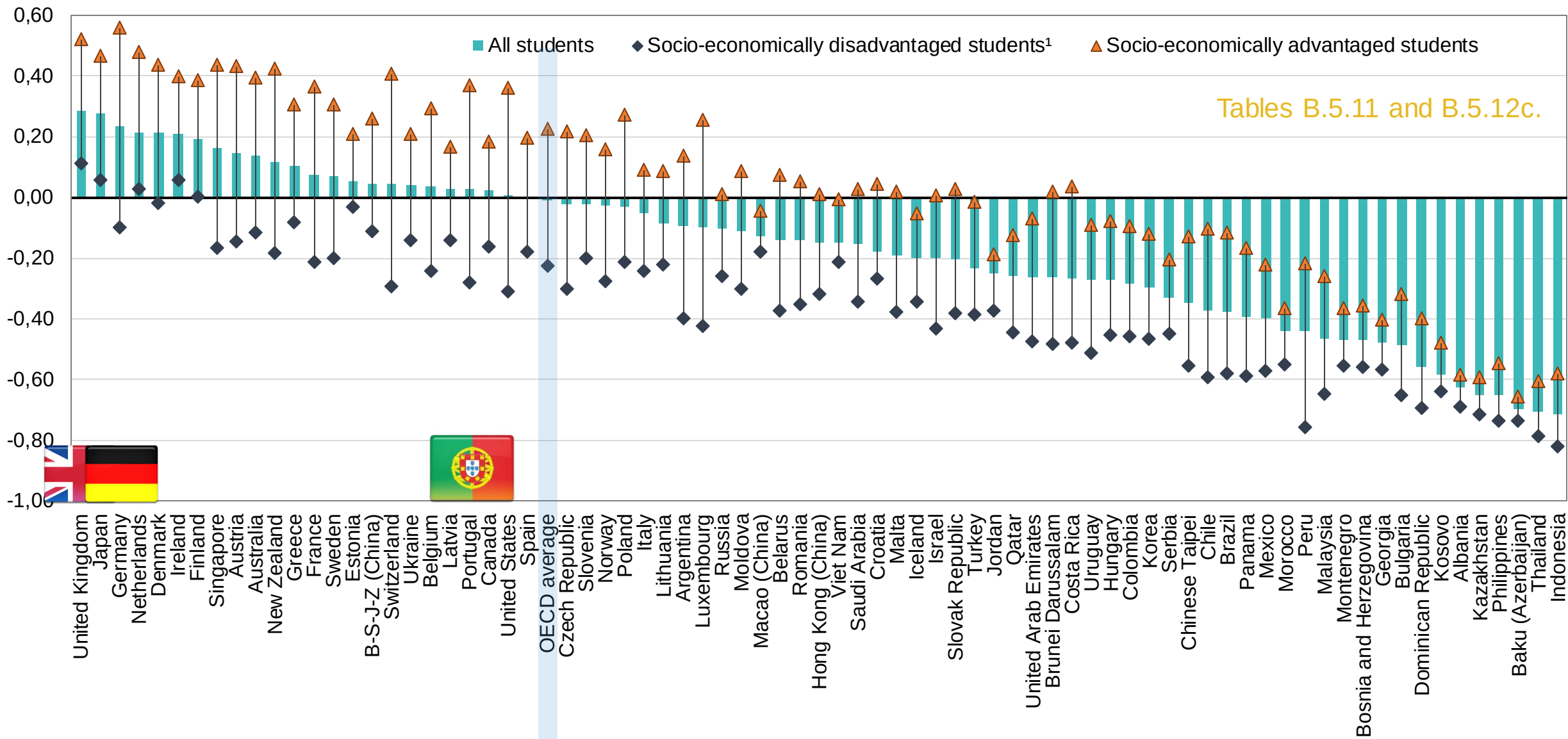




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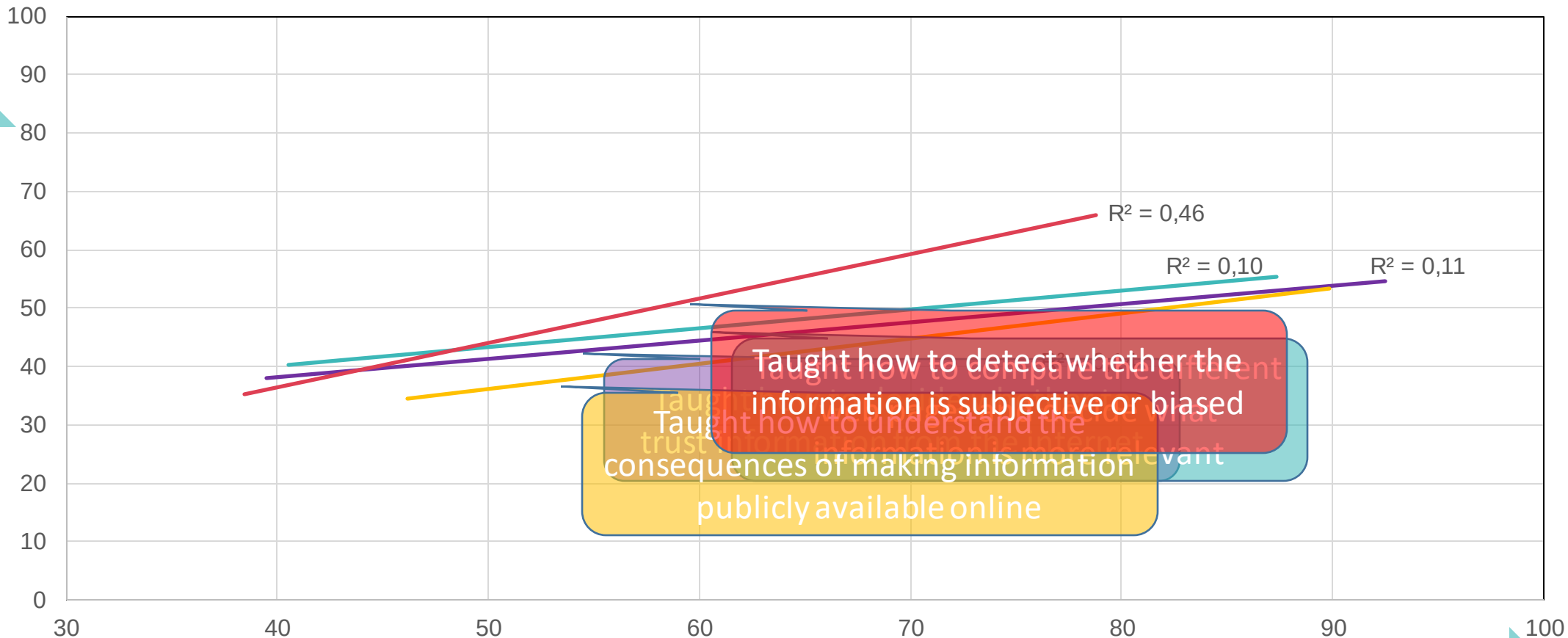


Correlations between access to learning digital skills in school and the reading item of distinguishing facts from opinions in OECD countries

System-level analysis (OECD countries)

Fig 2.6

Percentage correct in the item of distinguishing facts from opinions (Equated P+, Rapa Nui Question 3)



$$f(x)=3x +4$$

1

e-learning

7

%

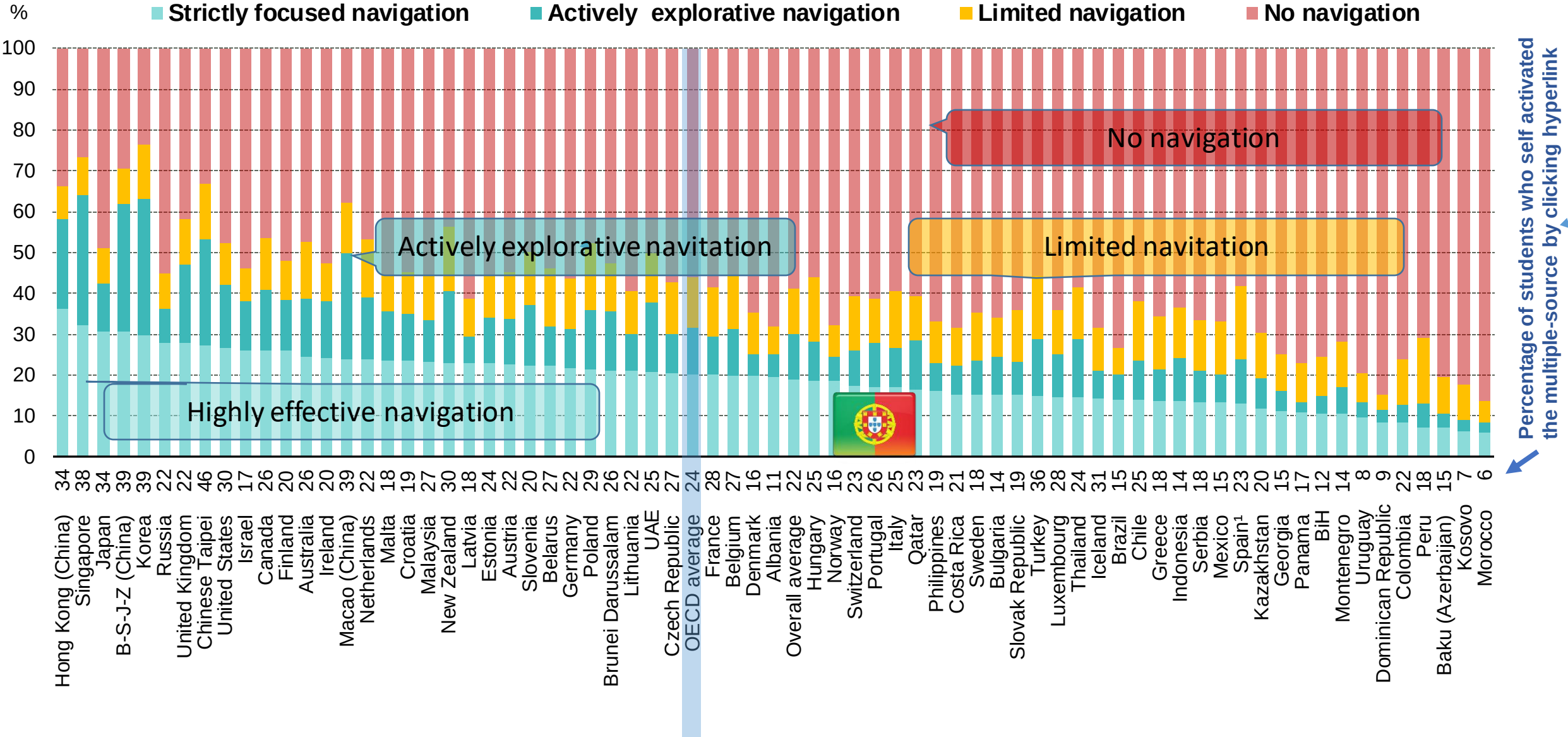
$\frac{1}{2}$

Navigating information



Task-oriented navigation activities

Fig 3.7

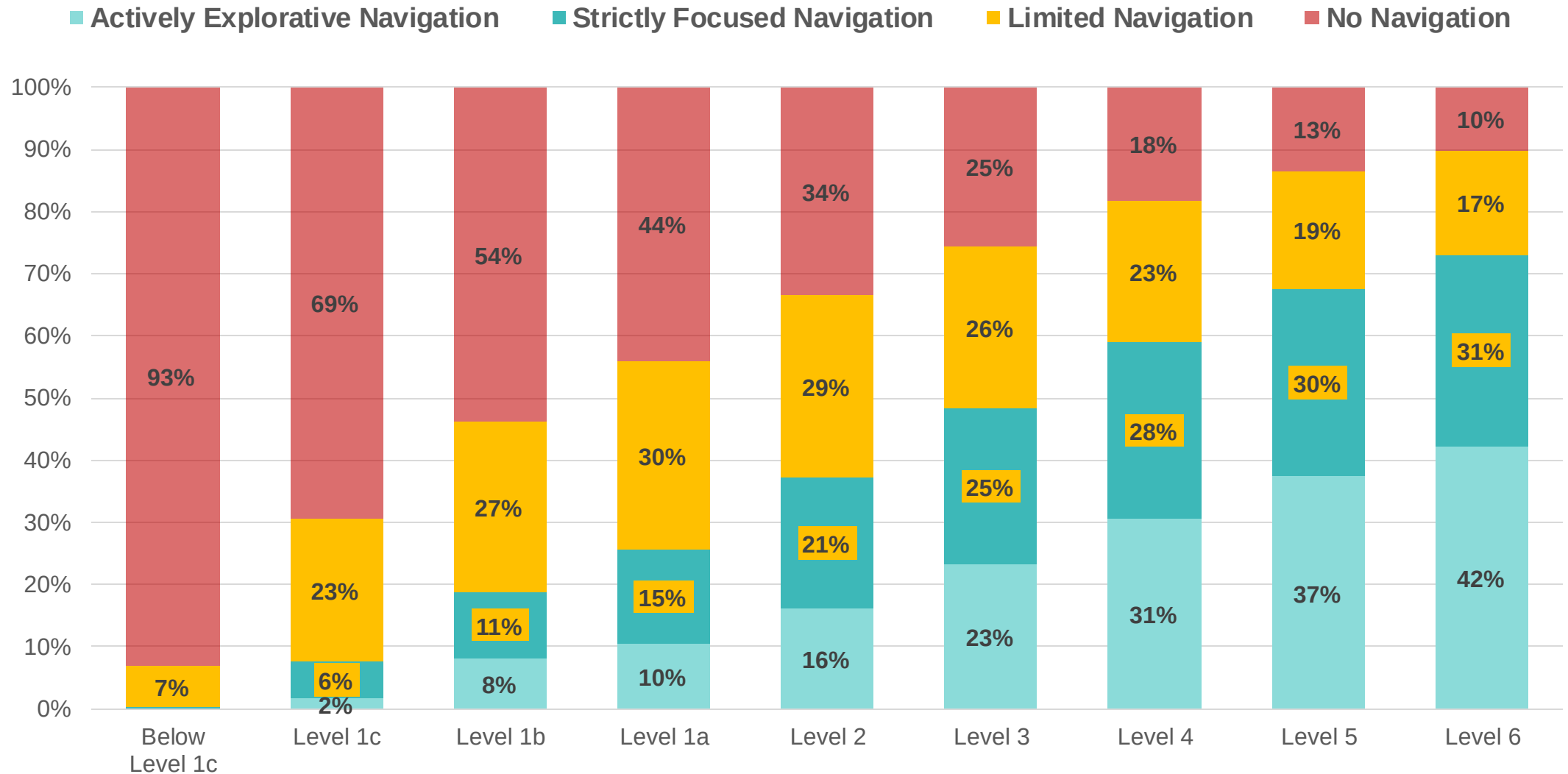




Distribution of navigation behaviours, by reading proficiency levels

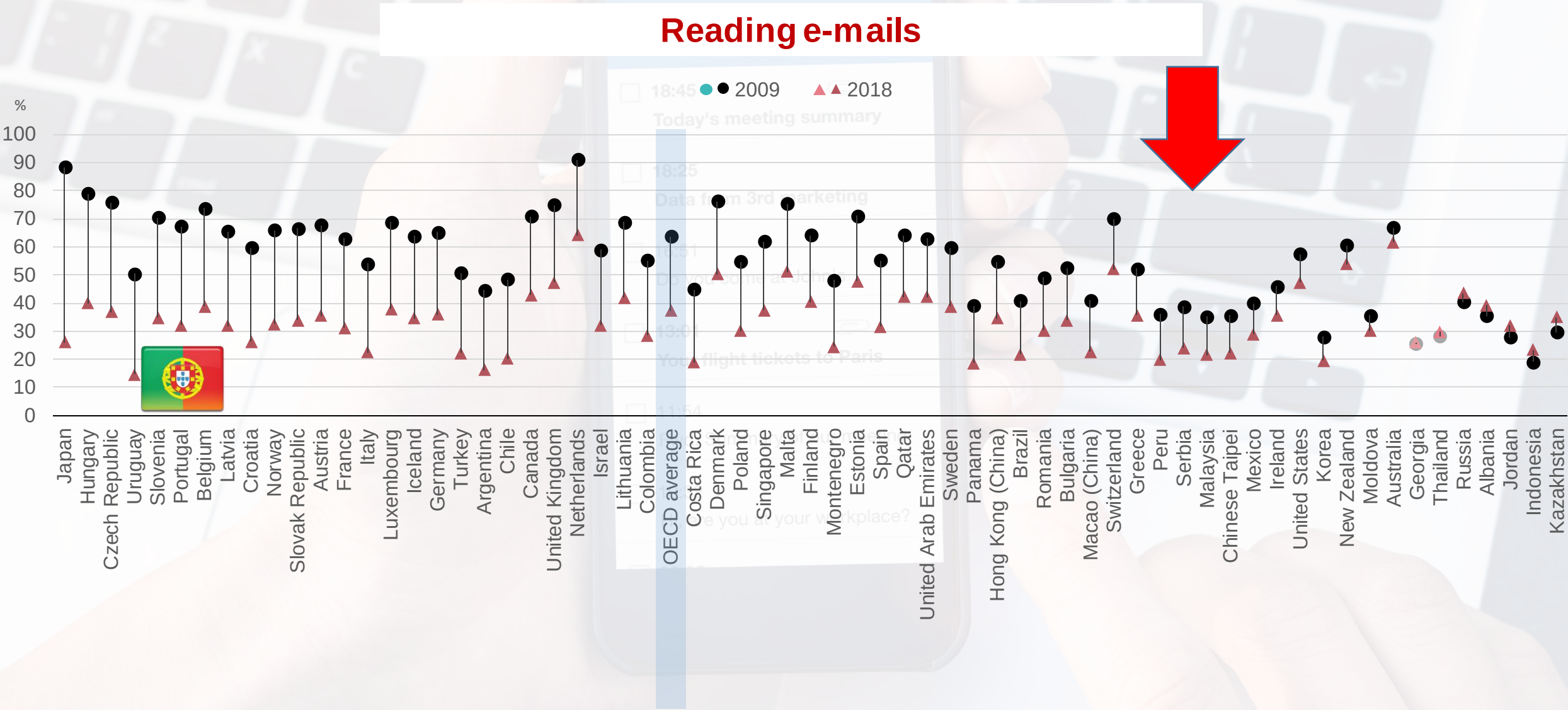
Overall average

Fig. 3.13



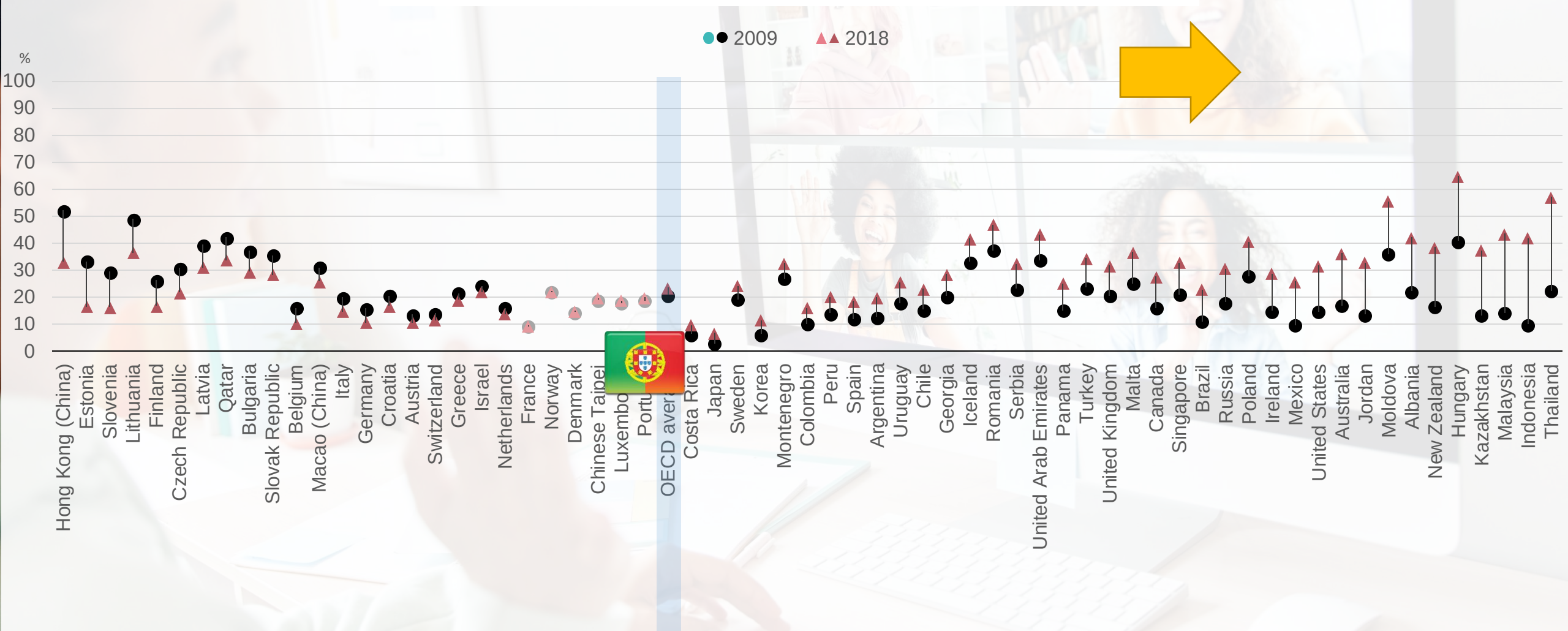
What students read: **emails**

Fig 4.5a

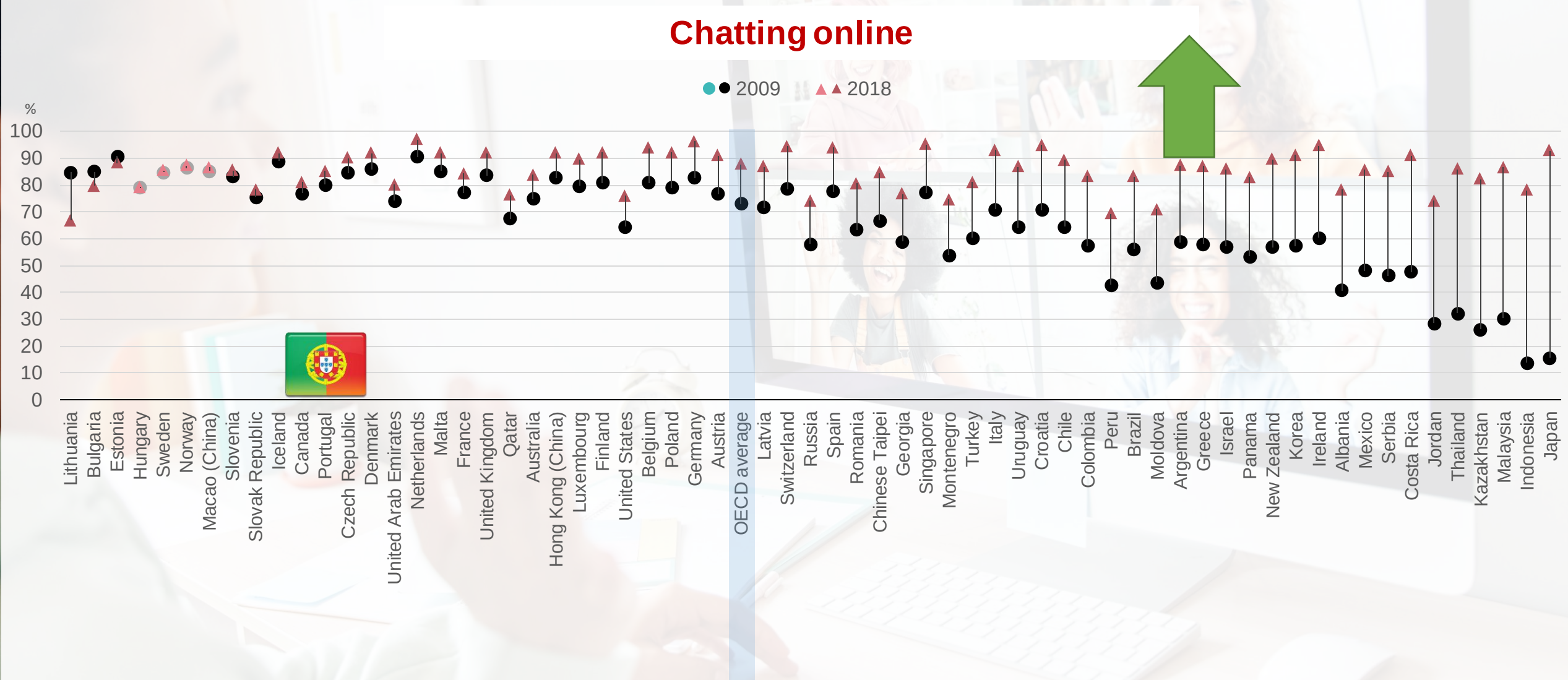


What students read: **online discussion groups or forums**

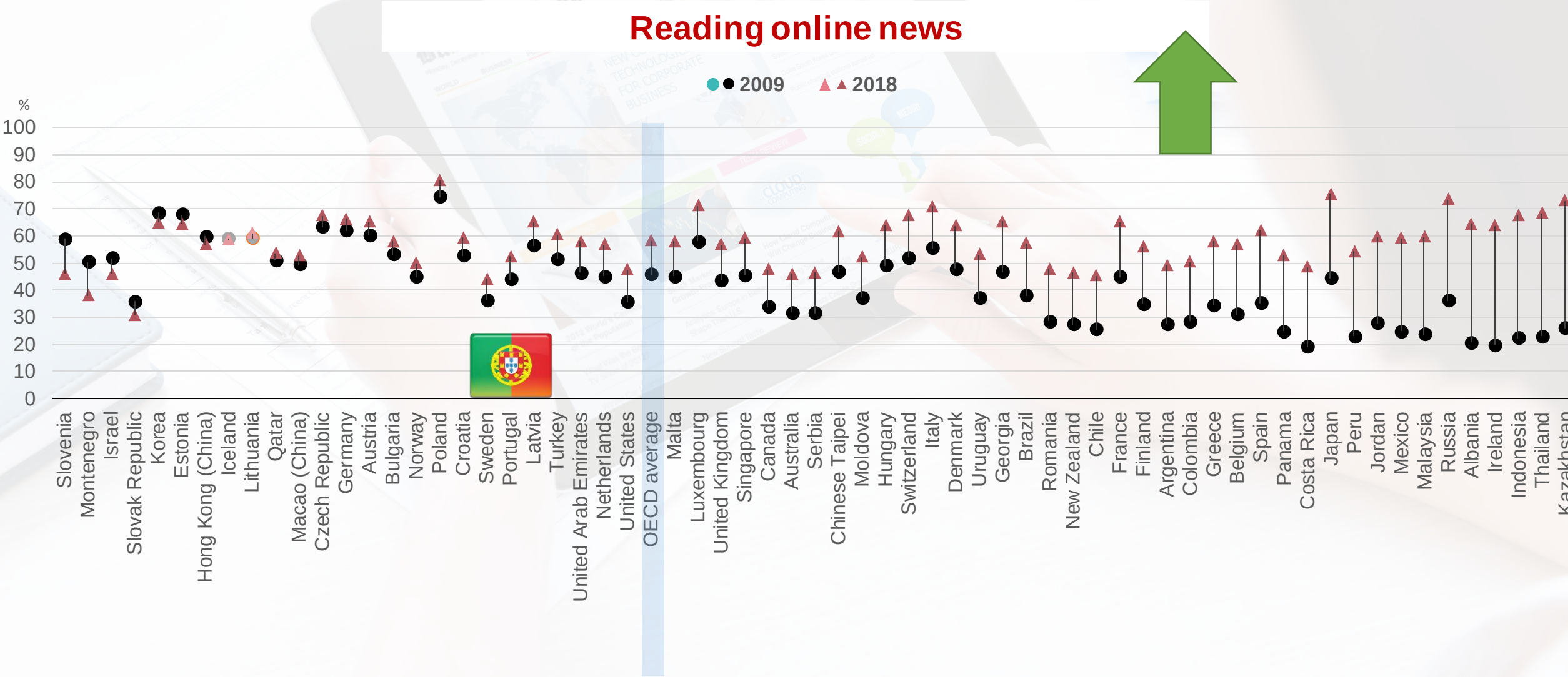
Taking part in online discussion groups or forums



What students read: **chatting online**

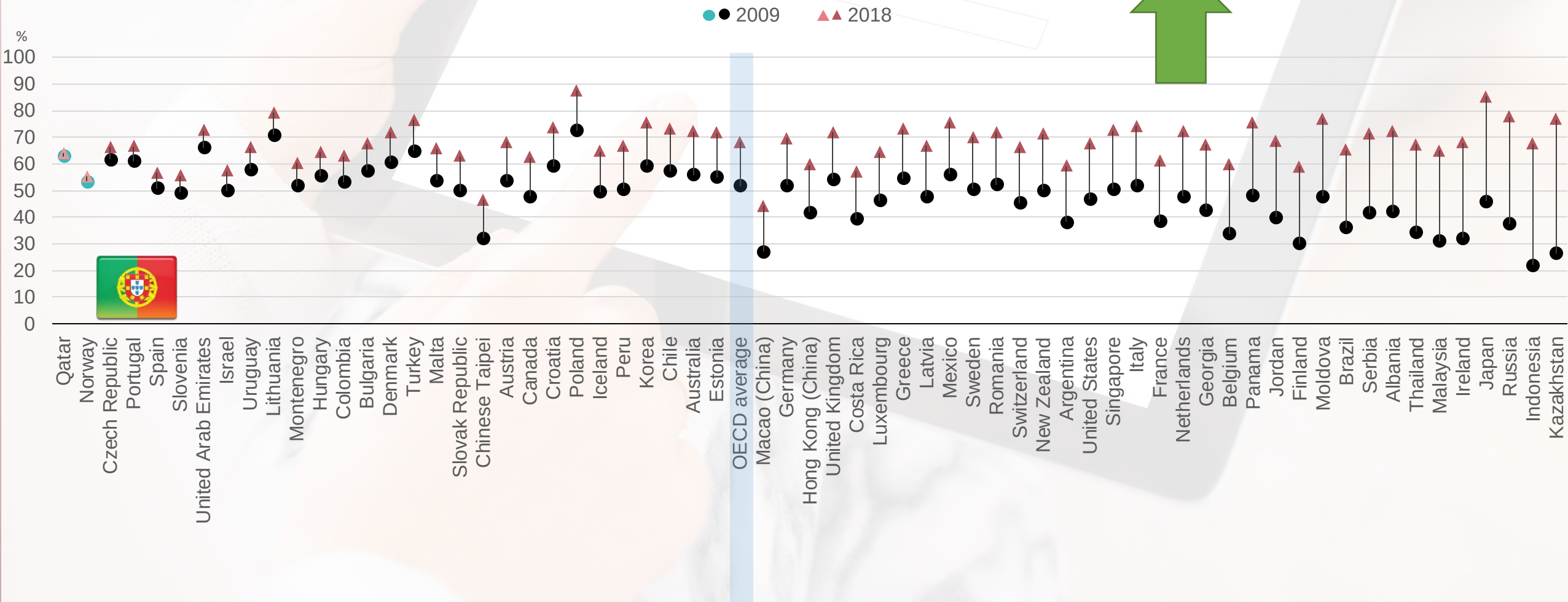


What students read: **online news**



What students read: **searching for information**

Searching for information online on a particular topic



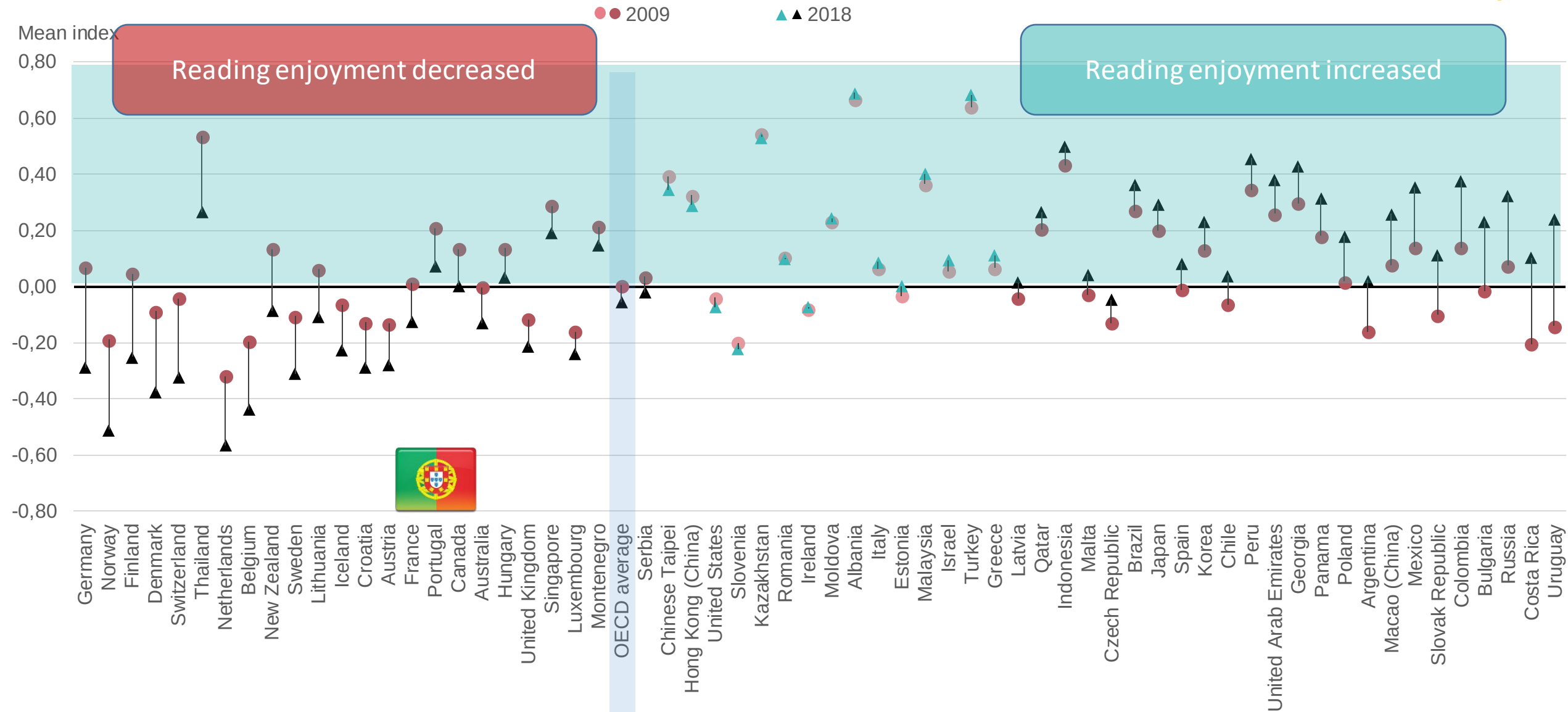


Enjoyment of reading



Change in enjoyment of reading

Fig 4.2

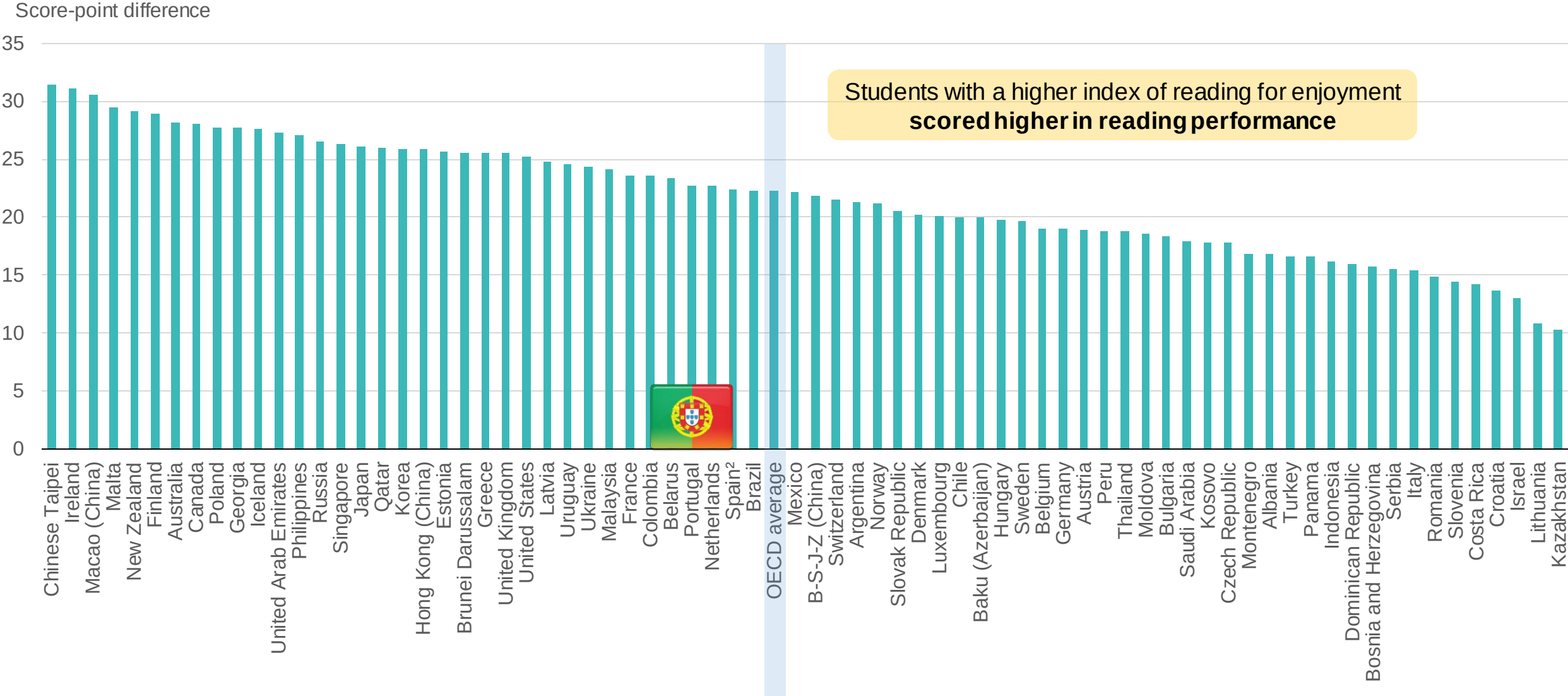




Enjoyment of reading and reading performance

Change in reading performance associated with a one-unit increase in the index of enjoyment of reading, after accounting for students' and schools' socio-economic profile and gender

Fig 4.1

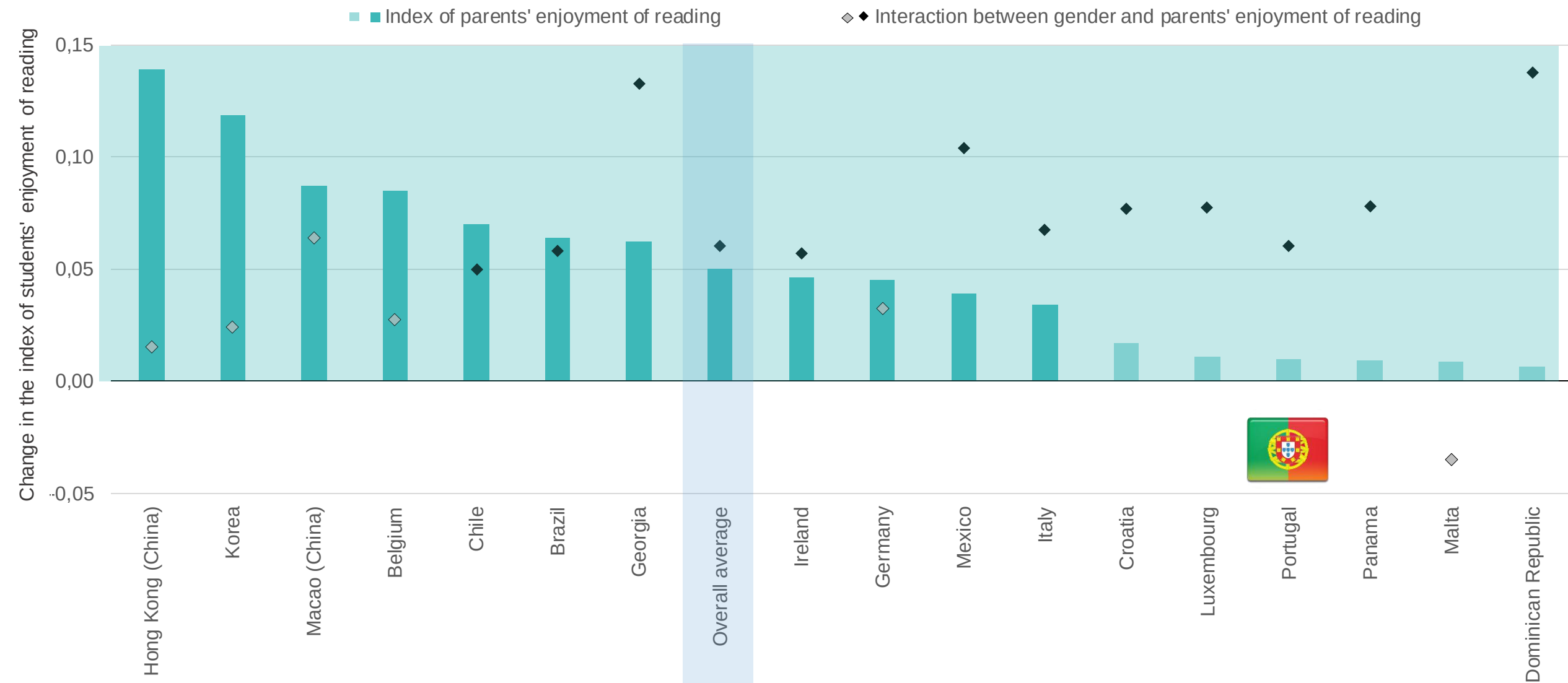


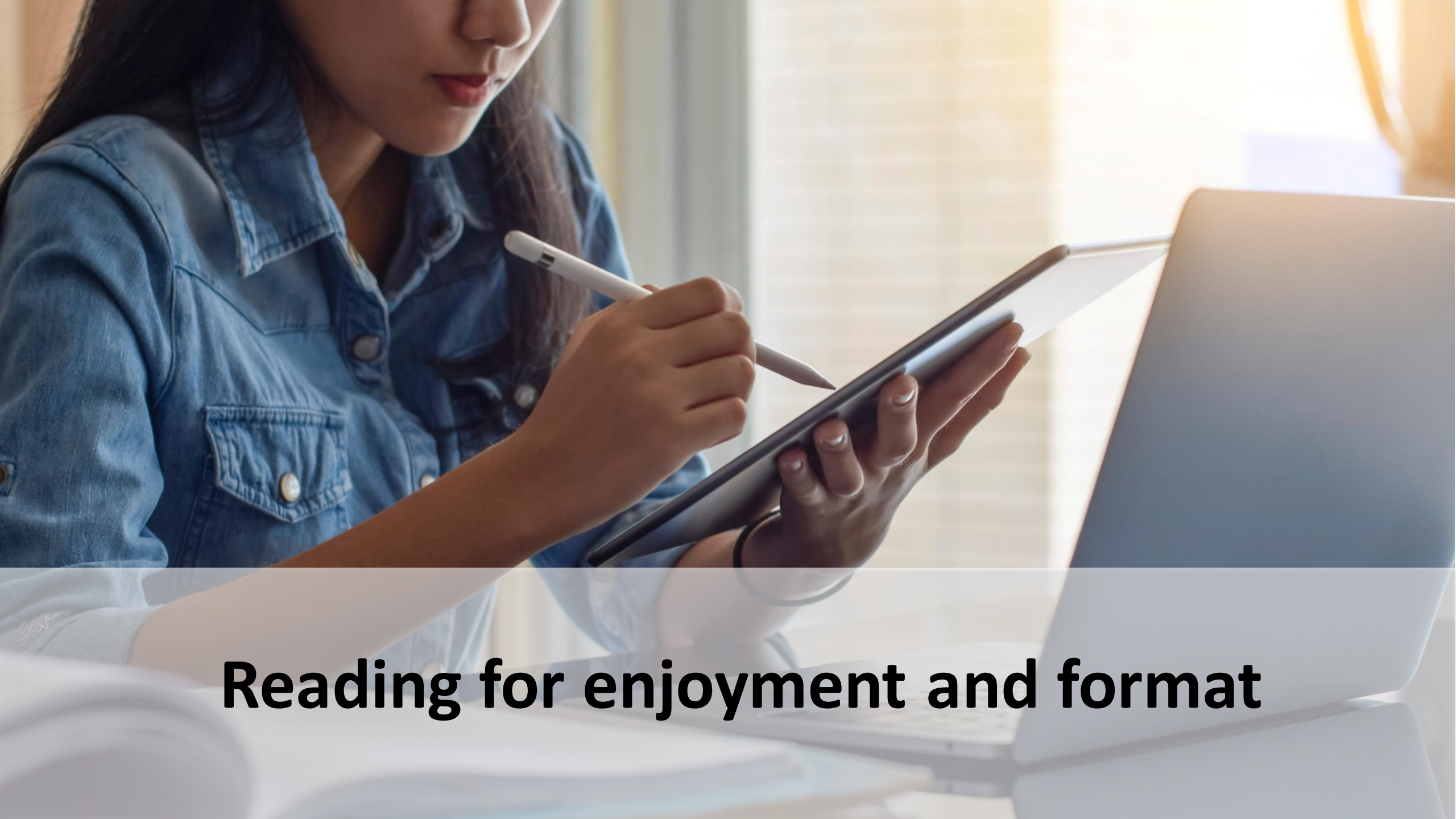


Relationship between students' and parents' enjoyment of reading, and students' characteristics

Change in the index of students' enjoyment of reading associated with one-unit increase of the following variables, based on students' and parents' reports

Fig 4.8





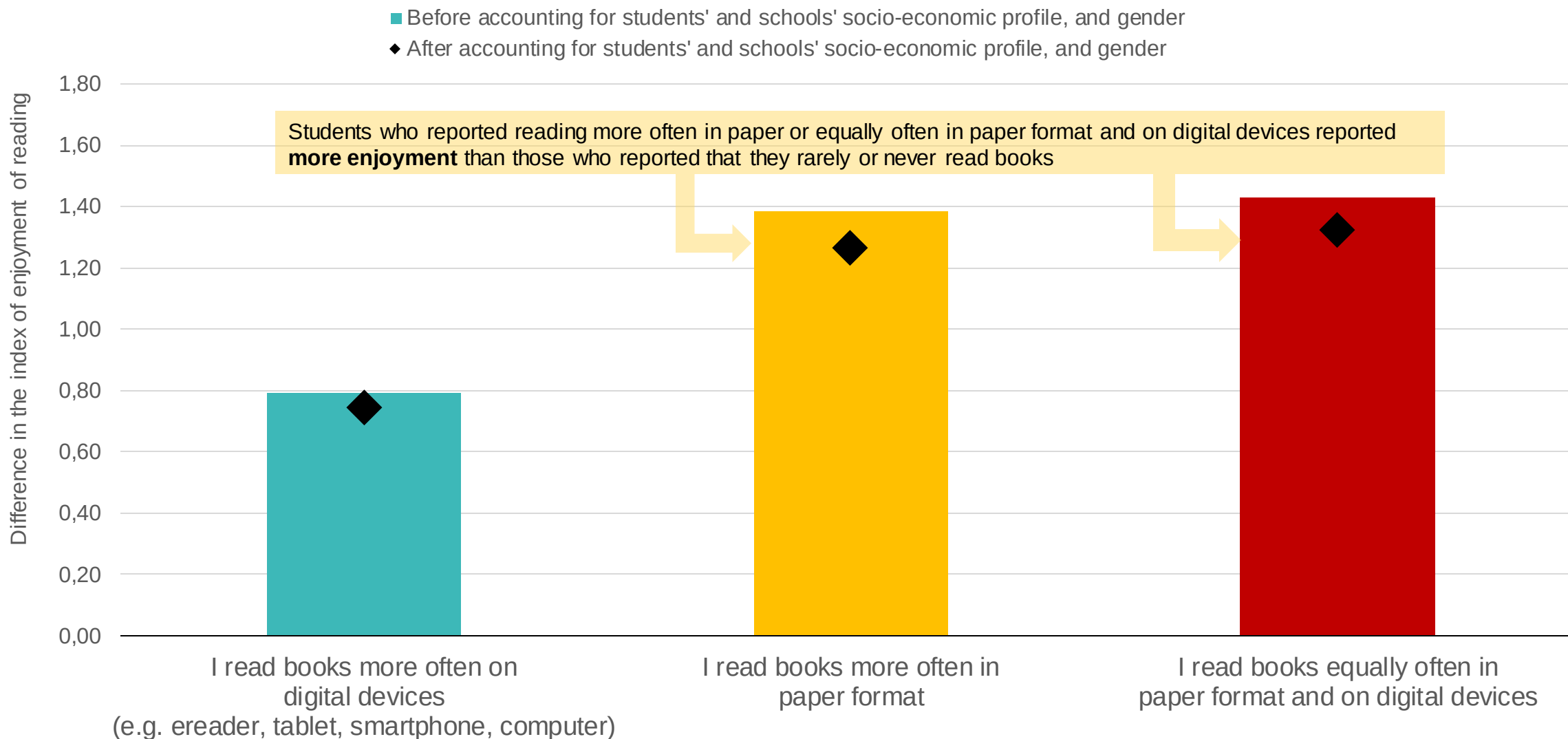
Reading for enjoyment and format



Enjoyment of reading and reading format

Difference in enjoyment of reading between students who read books in the following way and those who "rarely or never read books", OECD average

Fig 4.9

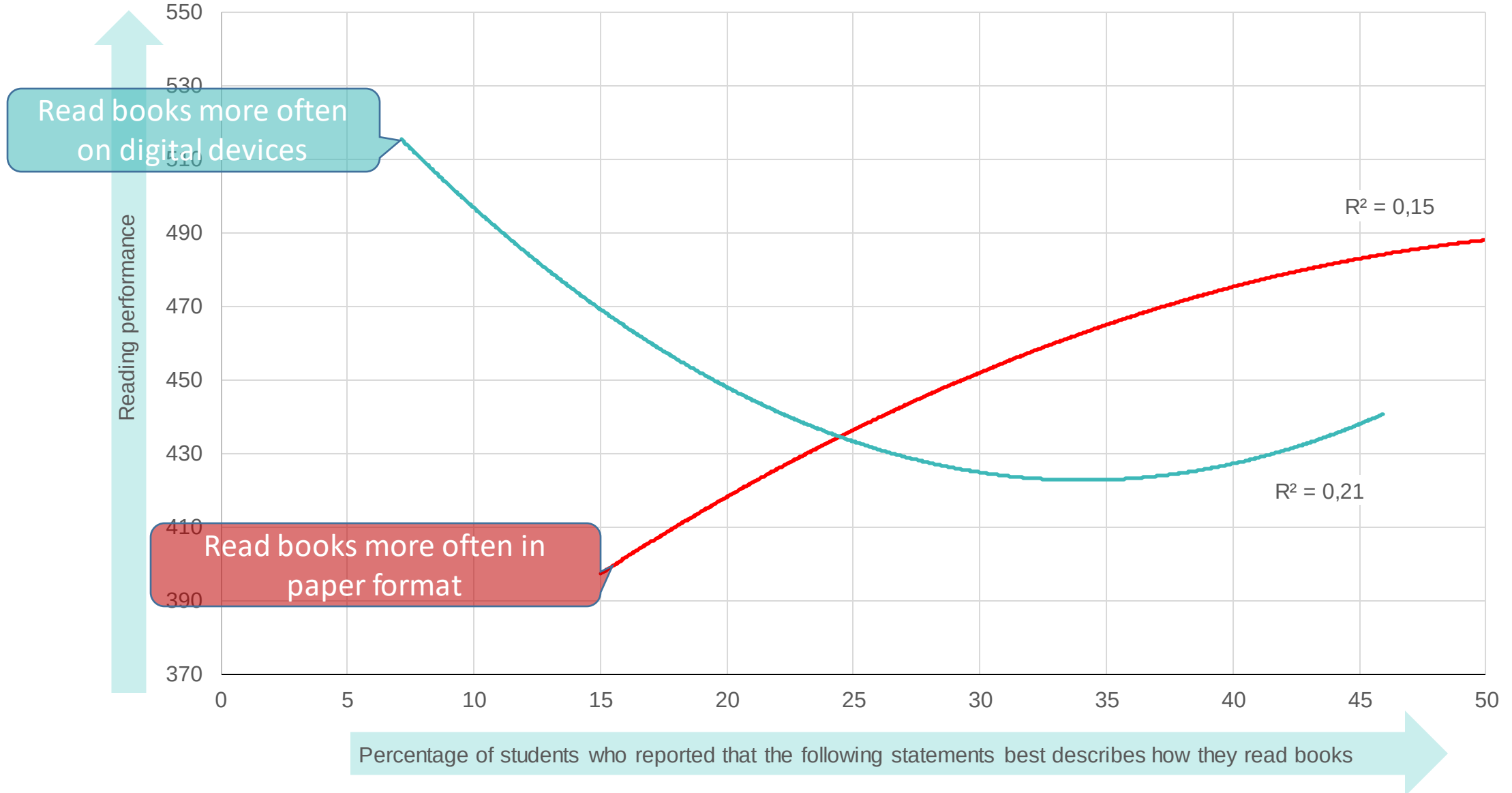




Correlations between reading performance and the format of reading books

System-level analysis (All)

Fig 4.13



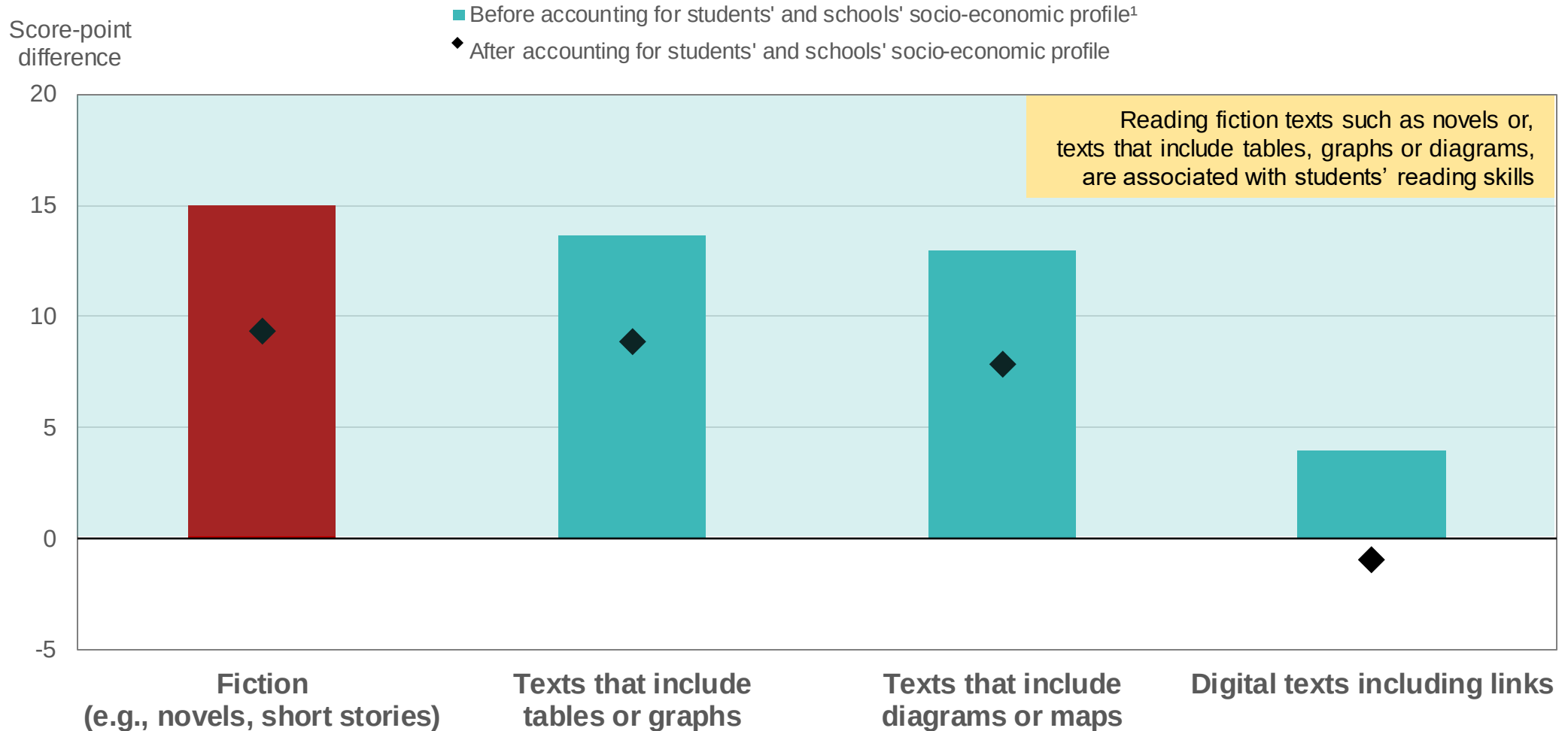


Reading at school



Reading performance, by the type of text read for school

Score-point difference between "two or more times" and "once or none" during the previous month, OECD average **Fig 6.3**

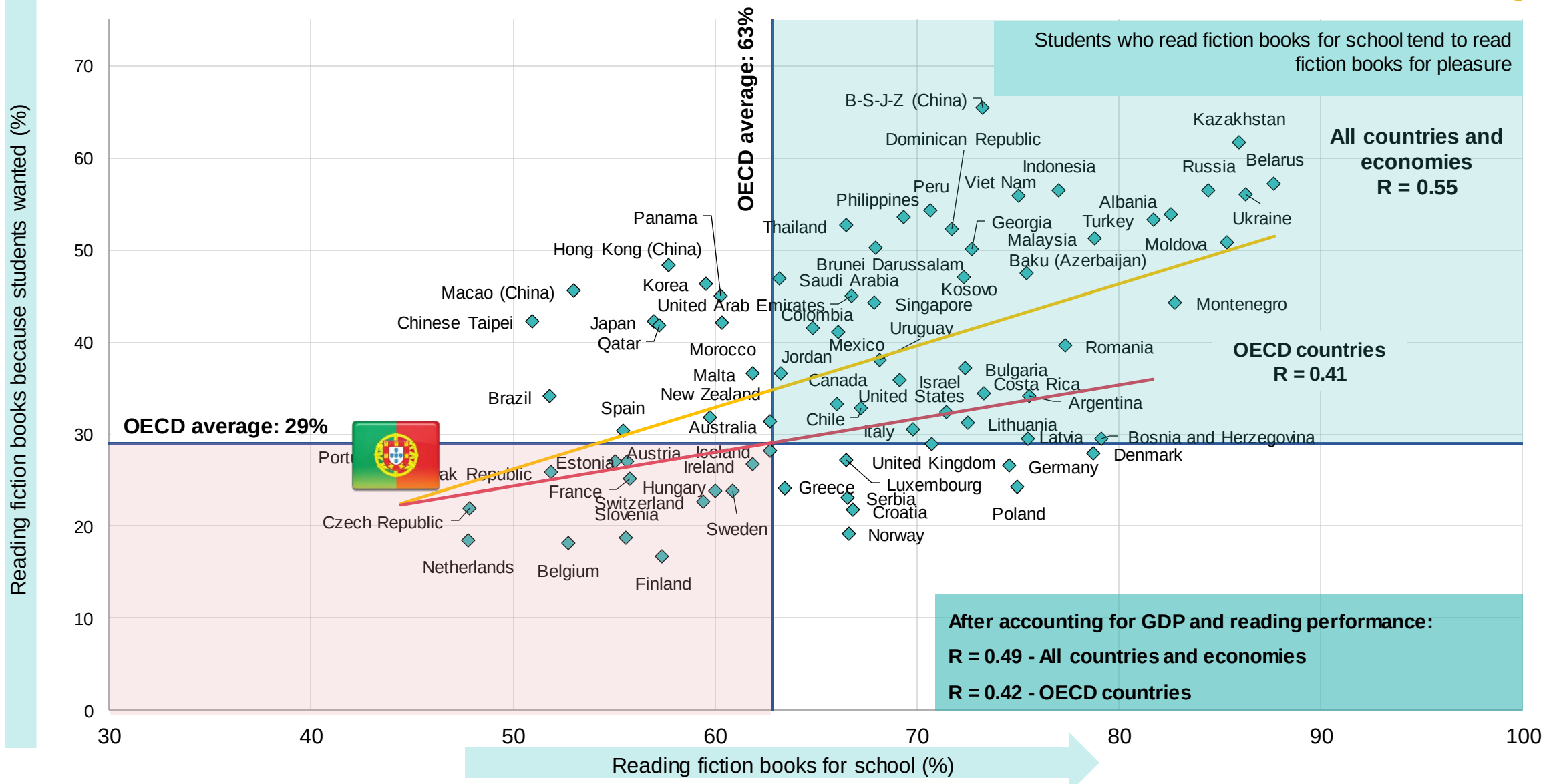




Reading **fiction** for school and reading fiction for pleasure

Percentage of students who reported reading fiction books, more than once a month

Fig 6.4

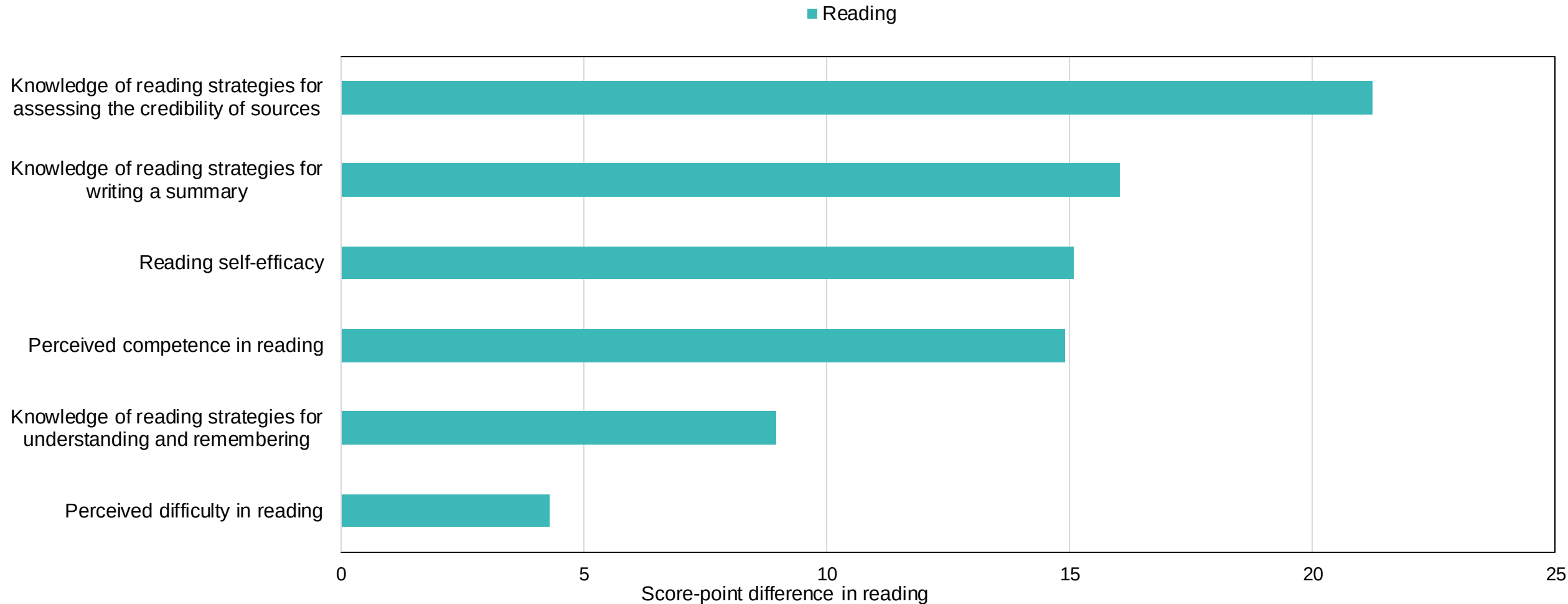




Predictors of reading performance

Change in reading performance associated with a one-unit increase in the following indices after accounting for students' and schools' socio-economic profile, gender, and the effect of the rest of the indices, OECD average

Fig 5.13



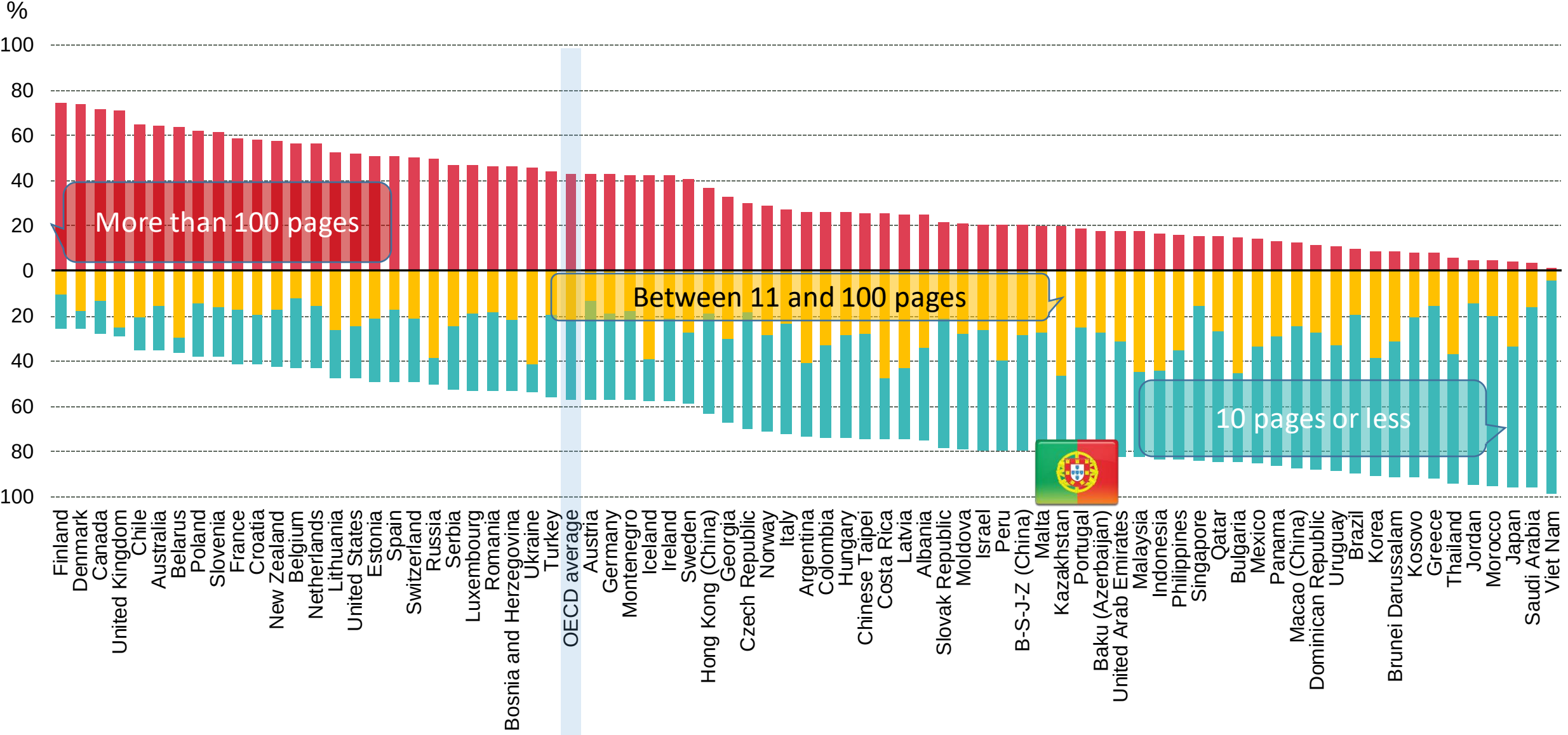


Reading long text



Length of the longest piece of text that students had to read for school

Fig 6.5



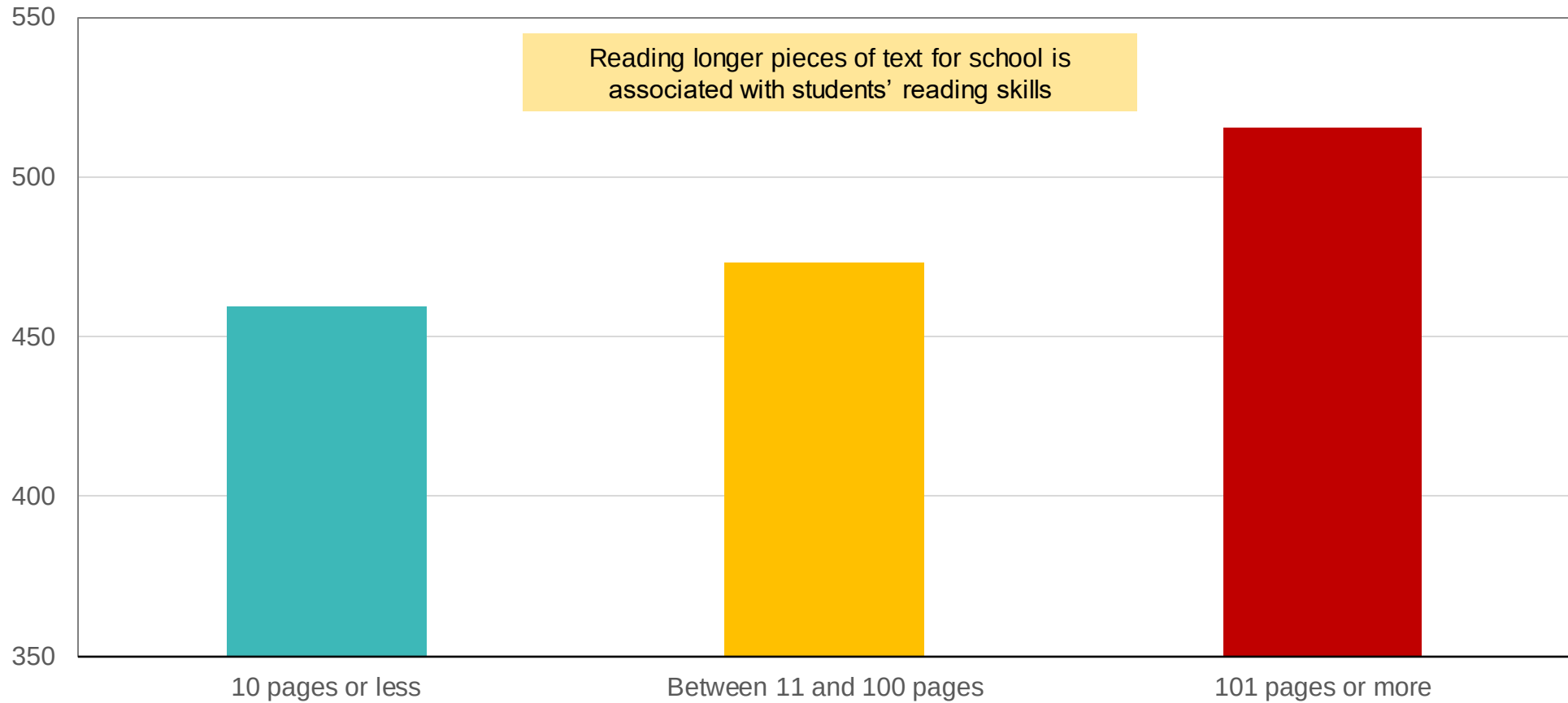


Reading performance, by the length of text read for school

OECD average

Fig 6.6

PISA reading
score





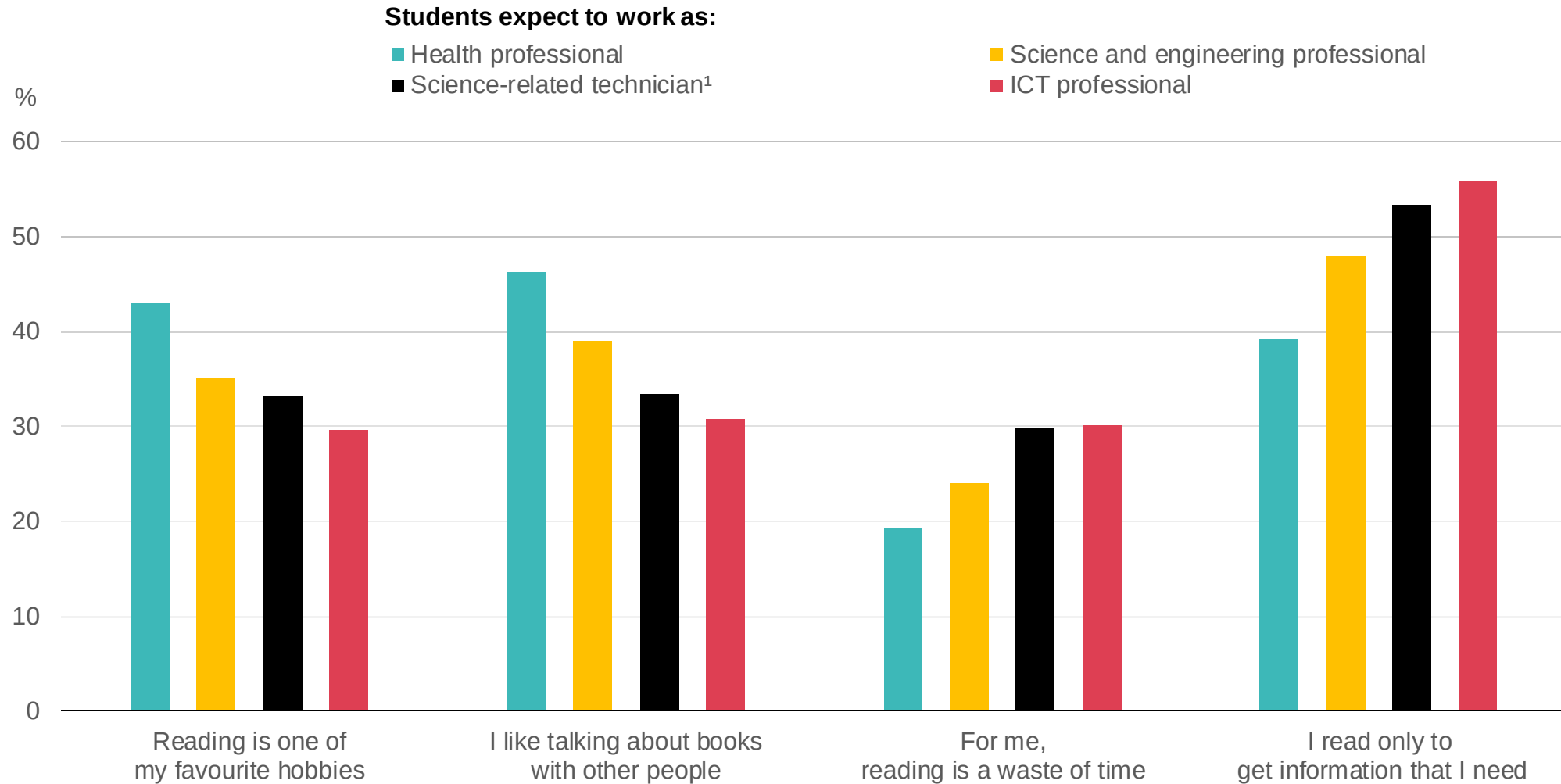
Career expectations



Reading habits, by students' career expectation

Percentage of students who expect to work in the following careers, and who agreed or strongly agreed on the following reading behaviours, OECD average

Fig 4.11



Thank you

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Twitter: **SchleicherOECD**

Wechat: **AndreasSchleicher**

and remember:

Without data, you are just another person with an opinion