

**INTERNATIONAL STUDIES IN
EDUCATIONAL ACHIEVEMENT
VOLUME 2**

**THE IEA STUDY OF COMPUTERS IN
EDUCATION: IMPLEMENTATION OF AN
INNOVATION IN 21 EDUCATION SYSTEMS**

**WILLEM J. PELGRUM
TJEERD PLOMP**

Iea Study Of Computers In Education

Jan Skopek



Iea Study Of Computers In Education:

The IEA Study of Computers in Education International Association for the Evaluation of Educational Achievement, 1993 Hardbound This volume presents results from a cross national study about the use of computers in 21 education systems Using national representative samples of schools and teachers in elementary and secondary education data were collected about issues such as hardware and software availability the way computers are used by students and teachers attitudes towards computers staff development administration and policy and gender equity This book provides descriptive information about the situation with regard to the introduction of computers and also shows how different factors in this innovation are related to each other *Preparing for Life in a Digital Age* Julian Fraillon, John Ainley, Wolfram Schulz, Tim Friedman, Eveline Gebhardt, 2014-12-13 Ability to use information and communication technologies ICT is an imperative for effective participation in today's digital age Schools worldwide are responding to the need to provide young people with that ability But how effective are they in this regard The IEA International Computer and Information Literacy Study ICILS responded to this question by studying the extent to which young people have developed computer and information literacy CIL which is defined as the ability to use computers to investigate create and communicate with others at home school the workplace and in society The study was conducted under the auspices of the International Association for the Evaluation of Educational Achievement IEA and builds on a series of earlier IEA studies focusing on ICT in education Data were gathered from almost 60 000 Grade 8 students in more than 3 300 schools from 21 education systems This information was augmented by data from almost 35 000 teachers in those schools and by contextual data collected from school ICT coordinators school principals and the ICILS national research centers The IEA ICILS team systematically investigated differences among the participating countries in students CIL outcomes how participating countries were providing CIL related education and how confident teachers were in using ICT in their pedagogical practice The team also explored differences within and across countries with respect to relationships between CIL education outcomes and student characteristics and school contexts In general the study findings presented in this international report challenge the notion of young people as digital natives with a self developed capacity to use digital technology The large variations in CIL proficiency within and across the ICILS countries suggest it is naive to expect young people to develop CIL in the absence of coherent learning programs Findings also indicate that system and school level planning needs to focus on increasing teacher expertise in using ICT for pedagogical purposes if such programs are to have the desired effect The report furthermore presents an empirically derived scale and description of CIL learning that educational stakeholders can reference when deliberating about CIL education and use to monitor change in CIL over time **The IEA Study of Computers in Education II** Willem J. Pelgrum, 1995 **Cross National Policies and Practices on Computers in Education** Tjeerd Plomp, R.E. Anderson, Georgia Kontogiannopoulou-Polydorides, 2007-08-19 This book presents some of the results from the

second stage of IEA's study of Computers in Education CompEd IEA the International Association for the Evaluation of Educational Achievement conducts international comparative studies focussing on educational achievement practices and policies in various countries and education systems around the world It has a Secretariat located in Amsterdam the Netherlands IEA studies have reported on a wide range of topics each contributing to a deeper understanding of educational processes The CompEd study is a project that sheds light on the way computers have been introduced in education and on how they are being used across the world today The study proceeded in two stages with data collected for stage 1 in 1989 and for stage 2 in 1992 Results from both stages have been published in a variety of publications This book reports about a special part of the study Student achievement and school processes come into being in the context of the structure and the policies of national or regional education systems The variety found in the CompEd results led us to ask how much might be explained by differences in these national or regional contexts That is the reason the CompEd study took the initiative to invite the countries participating in the study as well as some other countries that have had interesting developments in the domain of educational computers to write a chapter describing their policies and practices regarding computers in education

International Encyclopedia of Education, 2009-04-17 The field of education has experienced extraordinary technological societal and institutional change in recent years making it one of the most fascinating yet complex fields of study in social science Unequaled in its combination of authoritative scholarship and comprehensive coverage International Encyclopedia of Education Third Edition succeeds two highly successful previous editions 1985 1994 in aiming to encapsulate research in this vibrant field for the twenty first century reader Under development for five years this work encompasses over 1 000 articles across 24 individual areas of coverage and is expected to become the dominant resource in the field Education is a multidisciplinary and international field drawing on a wide range of social sciences and humanities disciplines and this new edition comprehensively matches this diversity The diverse background and multidisciplinary subject coverage of the Editorial Board ensure a balanced and objective academic framework with 1 500 contributors representing over 100 countries capturing a complete portrait of this evolving field A totally new work revamped with a wholly new editorial board structure and brand new list of meta sections and articles Developed by an international panel of editors and authors drawn from senior academia Web enhanced with supplementary multimedia audio and video files hotlinked to relevant references and sources for further study Incorporates ca 1 350 articles with timely coverage of such topics as technology and learning demography and social change globalization and adult learning to name a few Offers two content delivery options print and online the latter of which provides anytime anywhere access for multiple users and superior search functionality via ScienceDirect as well as multimedia content including audio and video files

Children and Computers in School Betty A. Collis, Gerald A. Knezek, Kwok-Wing Lai, Keiko T. Miyashita, Willem J. Pelgrum, 2013-11-26 This volume integrates research findings from three multinational studies conducted to examine the impact of children's use of computers in school

Conclusions are drawn from in depth analyses of trends in more than 20 nations Its seven authors from four nations were key researchers on these projects Both a study and a product of the information age this work is of prime importance to teachers teacher educators and school administrators This work is unique in three important ways it presents data gathered in many regions of the world many of the authors are well known and respected for their previous work in educational studies and the chapters are designed in such a way that the majority of the book is easily accessible to professionals such as classroom teachers who are interested primarily in findings results and outcomes rather than the methodology of the research

The Use of Computers in Education Worldwide Willem J. Pelgrum,Tj Plomp,1991 Progress in Reading Literacy in National and International Context. The Impact of PIRLS 2006 in 12 Countries Knut Schwippert,Jenny Lenkeit,2012 Since 2001 the International Association for the Evaluation of Educational Achievement IEA has been conducting in cycles of five years the Progress in International Reading Literacy Study PIRLS The PIRLS program encompasses trend studies designed to monitor progress in reading achievement in an internationally comparative context PIRLS 2001 and PIRLS 2006 both assessed primary school students in their fourth year of schooling Grade 4 in the majority of countries Progress in Reading Literacy in National and International Context is the second book to explore the influence of findings from the PIRLS surveys on different education systems It presents a compilation of insights from 12 of the 35 countries that participated in PIRLS 2006 These insights relate to the impact of PIRLS on the systemic governmental administrative and school level aspects of the education systems featured and exemplify how PIRLS has influenced research initiatives policy development and national capacity building The primary aim of this book and its predecessor Progress in Reading Literacy The Impact of PIRLS 2001 in 13 Countries edited by Knut Schwippert and published in 2007 has been to explore the opportunities that PIRLS findings hold for the development of education systems Five of the 12 countries participating in the current impact of PIRLS project contributed to the 2001 project For these countries the current book provided opportunity to view from a longitudinal perspective the transformative processes initiated in response to the findings of both surveys The book thus provides in depth information on the various aspects of the national education systems represented herein that have originated been restructured or otherwise been modified as a direct or an indirect consequence of the results of the 2001 and 2006 PIRLS surveys The book also gives a brief overview of the design implementation and main international findings of PIRLS 2001 and 2006 These introductory chapters are followed by country chapters each of which is written by authors with unique insider perspectives gained from their work in their home institutions within their national contexts Findings from these chapters are assembled in a comparative summary

Education Indicators ,1996 **Academic Achievement Assessment** Huisheng Tian,Zhichang Sun,2018-06-07 This book consists of introduction to academic achievement assessment international comparison of academic achievement assessment and reference as well as theoretical system and practice strategy of academic achievement assessment The study indicates that the development trends of foreign academic

achievement assessment are establishing a complete education quality monitoring system paying more attention to the function and value of independent education quality monitoring institution and intermediary organization the orientation based on the integrated development of students growing more apparent marching from evaluation of study to evaluation for study and placing educational equity in a prominent position This book is easy to understand and readable for professionals like teachers educational researchers and particularly those engaged in academic achievement Cyberghetto or Cybertopia? Bosah Ebo,1998-07-28 Computer mediated communication and cyberculture are dramatically changing the nature of social relationships Whether cyberspace will simply retain vestiges of traditional communities with hierarchical social links and class structured relationships or create new egalitarian social networks remains an open question The chapters in this volume examine the issue of social justice on the Internet by using a variety of methodological and theoretical perspectives Political scientists sociologists and communications and information systems scholars address issues of race class and gender on the Internet in chapters that do not assume any specialized training in computer technology

Third International Handbook of Globalisation, Education and Policy Research Joseph Zajda,2021-09-17 This handbook presents a global overview of current research in education and education policy reforms during the last decade It provides an accessible practical and comparative source of current research that examines the intersecting and diverse discourses of this important issue It first examines globalisation education and policy research and reforms in higher education including coverage of main trends in education and policy reforms globally as well as specific policy issues such as gender equity minorities and human rights Next the handbook offers a comparative perspective that evaluates the ambivalent and problematic relationship between globalisation the state and education reforms globally It features coverage on curricula issues and education reforms in schools around the world the curriculum in the global culture as well as globalisation and education futures with respect to social justice and human rights The handbook contributes to a better and a more holistic understanding of the education reforms and research nexus offering possible strategies for the effective and pragmatic policy planning and implementation at the local regional and national levels It will serve as a vital sourcebook of ideas for researchers practitioners and policy makers in education *Research Handbook on Digital Sociology* Jan

Skopek,2023-03-02 Exploring the social implications of digital transformation as well as demonstrating how we might use digital transformation to further sociological knowledge this incisive Handbook provides an extensive overview of cutting edge research on the digital turn of modern society This title contains one or more Open Access chapters **Handbook of Research in Education Finance and Policy** Helen F. Ladd,Edward B. Fiske,2012-08-21 Sponsored by the Association for Education Finance and Policy AEFPP this groundbreaking new handbook assembles in one place the existing research based knowledge in education finance and policy thereby helping to define this evolving field of research and practice It provides a readily available resource for anyone seriously involved in education finance and policy in the United States and around the

world The Handbook traces the evolution of the field from its initial focus on school inputs and the revenue sources used to finance these inputs to a focus on educational outcomes and the larger policies used to achieve them It shows how the current decision making context in school finance inevitably interacts with those of governance accountability equity privatization and other areas of education policy Because a full understanding of the important contemporary issues requires input from a variety of perspectives the Handbook draws on contributors from a variety of disciplines While many of the chapters cover complex state of the art empirical research the authors explain key concepts in language that non specialists can understand *Education Indicators* Laura Hersch Salganik, Nancy Matheson, Richard P. Phelps, 1997-04 International education indicators provide the opportunity to compare America s performance with that of other countries to identify similarities and differences between our systems and others and to suggest new approaches to the challenge of providing a world class education Comparisons are among Canada France Germany Italy Japan the U K and the U S Students in the U S perform well in comparison with their peers in other countries in reading and less well in geography and science their weakest area is math Public financial investment in education in the U S is among the highest Computational Thinking Education Siu-Cheung Kong, Harold Abelson, 2019-07-04 This This book is open access under a CC BY 4 0 license This book offers a comprehensive guide covering every important aspect of computational thinking education It provides an in depth discussion of computational thinking including the notion of perceiving computational thinking practices as ways of mapping models from the abstraction of data and process structures to natural phenomena Further it explores how computational thinking education is implemented in different regions and how computational thinking is being integrated into subject learning in K 12 education In closing it discusses computational thinking from the perspective of STEM education the use of video games to teach computational thinking and how computational thinking is helping to transform the quality of the workforce in the textile and apparel industry **Information Technology Usage in Metro Manila Public and Private Schools** Maria Rodrigo, 2003-04-14 Both public and private schools in the Philippines are using information technology IT as a tool to improve teaching and learning While both government and private sector initiatives indicate national commitment to IT in education there is little up to date information on how extensively the Philippines are using computers and for what purposes The researcher s goals were to determine the extent to which Metro Manila public and private schools used IT and to determine how these results compared with analogous data on schools in other developing and developed countries The researcher gathered data with mail in questionnaires adapted from the International Association for the Evaluation of Educational Achievement IEA onsite visits and follow up telephone interviews The researcher also compared her results with those from IEA surveyed countries The researcher determined that actual uses of IT did not meet schools curricular goals Although school officials wanted IT to individualize instruction promote active learning and improve student achievement in actual practice schools used computers to teach computer literacy productivity tools and programming In terms of

infrastructure the researcher found that schools in Metro Manila had the poorest student to computer ratio in comparison to schools in IEA surveyed countries Metro Manila students access to peripherals was also poor Software selections were limited to productivity tools Students in Metro Manila primary schools like their counterparts in IEA surveyed countries had limited Internet access A comparison of results from public and private schools revealed that public and private schools shared many educational goals regarding the use of IT However the realization of these goals was uneven Private schools had been using computers for a greater number of years than public schools Private schools had lower student to computer and student to printer ratios They also had greater Internet access Furthermore private schools tended to expose their students to computers at practically all educational levels The study provided baseline data that was not previously available The researcher identifies the need for similar studies with greater geographic scope or of a longitudinal nature deeper investigations of curricular gaps or policy issues and the development of instructional software for Filipino specific subject areas

Second International Handbook on Globalisation, Education and Policy Research Joseph Zajda, 2015-01-06 This handbook presents a global overview of developments in education and policy change during the last decade It provides an accessible practical and comparative source of current research that examines the intersecting and diverse discourses of this important issue Divided into two parts the handbook first examines globalisation and education policy reforms including coverage of main trends as well as specific policy issues such as gender equity minorities and human rights Next the handbook offers a comparative perspective that evaluates the ambivalent and problematic relationship between globalisation the state and education reforms globally It features coverage on curricula issues and education reforms in schools around the world as well as the curriculum in the global culture Now more than ever there is a need to understand and analyse both the intended and the unintended effects of globalisation on economic competitiveness educational systems the state and relevant policy changes all as they affect individuals the higher education sector schools policy makers and powerful corporate organisations across the globe By examining some of the major education policy issues particularly in the light of recent shifts in education and policy research this handbook offers readers a comprehensive picture of the impact of globalisation on education policy and reforms It will serve as a vital sourcebook of ideas for researchers practitioners and policy makers in education

What's Worth Aiming for in Educational Innovation and Change? Geraldine Mooney Simmie, Manfred Lang, 2012 Results from international achievement test scores such as PISA ROSE TIMSS indicate national deficits in literacy and numeracy among OECD countries In addition research findings indicate the inadequacy of inherited transmission models of teaching in generating critical thinking among pupils in lower secondary education This book presents case studies from six European countries Austria Denmark Czech Republic Germany Ireland and Spain based on capacity building with teachers to develop educational innovation and change in the science and mathematics classroom and school The teacher educators developed a theoretical framing that was responsive to both culture and context Educational innovation and

change was positioned as a pedagogical and political text a deliberative discursive inquiry that crossed borders between teachers teacher educators and others including policymakers Findings show that while it is clearly necessary for teachers to form collaborative networks this is not sufficient to generate the level of creative and critical inquiry required for educational innovation and change in the classroom New roles are required for all education actors to bring teachers at all stages of their professional lifespan beyond their classrooms and schools into sustainable public spaces incubation spaces in a deliberative discourse with teacher educators and others including policymakers The study has implications for the way the education policy process is currently enacted and the roles played by various actors including teachers teacher educators school administrators and policymakers alike

Handbook of International Large-Scale Assessment Leslie Rutkowski, Matthias von Davier, David Rutkowski, 2013-11-12 Technological and statistical advances along with a strong interest in gathering more information about the state of our educational systems have made it possible to assess more students in more countries more often and in more subject domains The Handbook of International Large Scale Assessment Background Technical Issues and Methods of Data Analysis brings together recognized scholars in the field of ILSA behavioral statistics and policy to develop a detailed guide that goes beyond database user manuals After highlighting the importance of ILSA data to policy and research the book reviews methodological aspects and features of the studies based on operational considerations analytics and reporting The book then describes methods of interest to advanced graduate students researchers and policy analysts who have a good grounding in quantitative methods but who are not necessarily quantitative methodologists In addition it provides a detailed exposition of the technical details behind these assessments including the test design the sampling framework and estimation methods with a focus on how these issues impact analysis choices

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