



ORGANISATION FOR ECONOMIC
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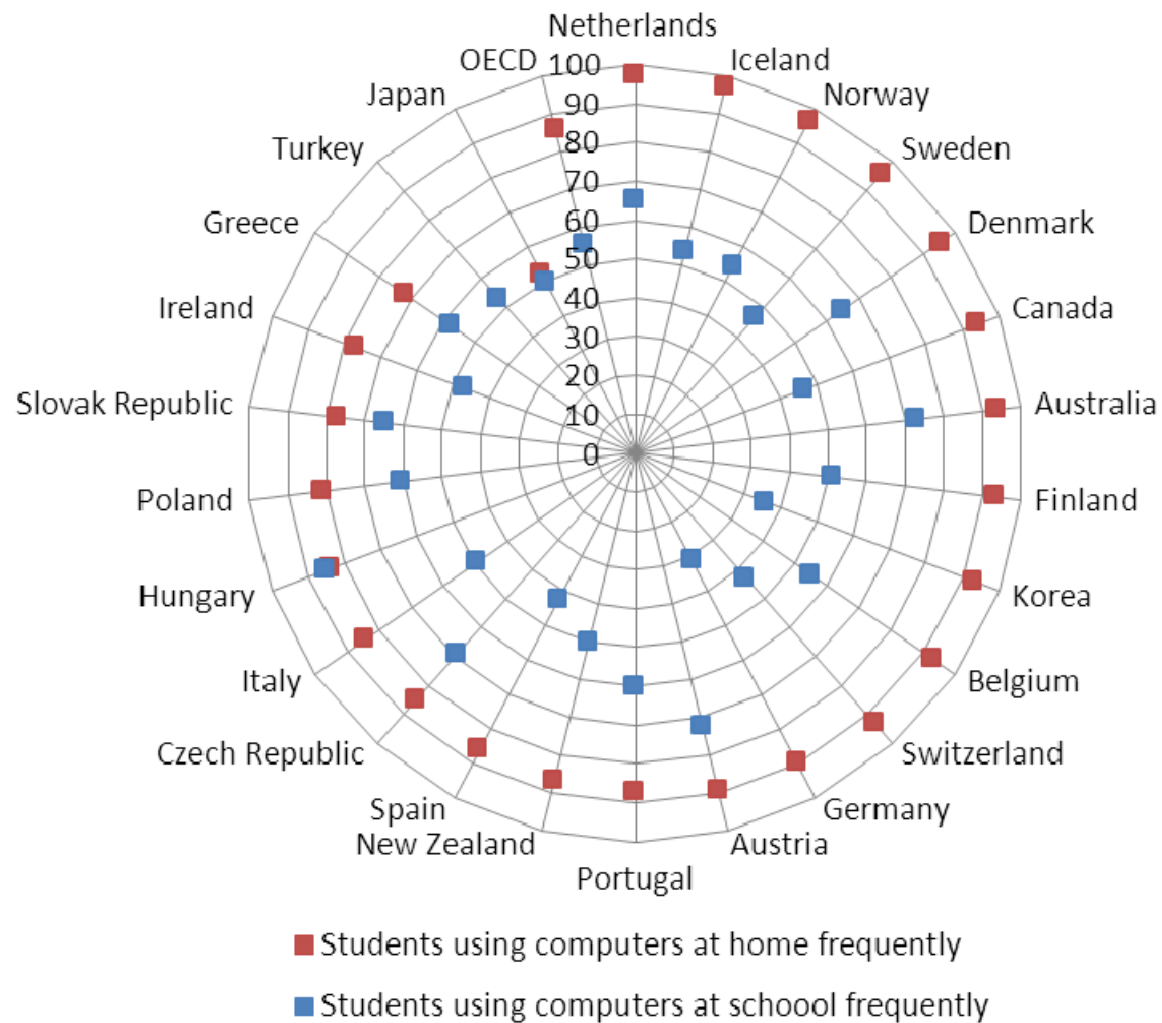


Technology and educational performance

Francesc Pedró



15 year-olds are attached to technology

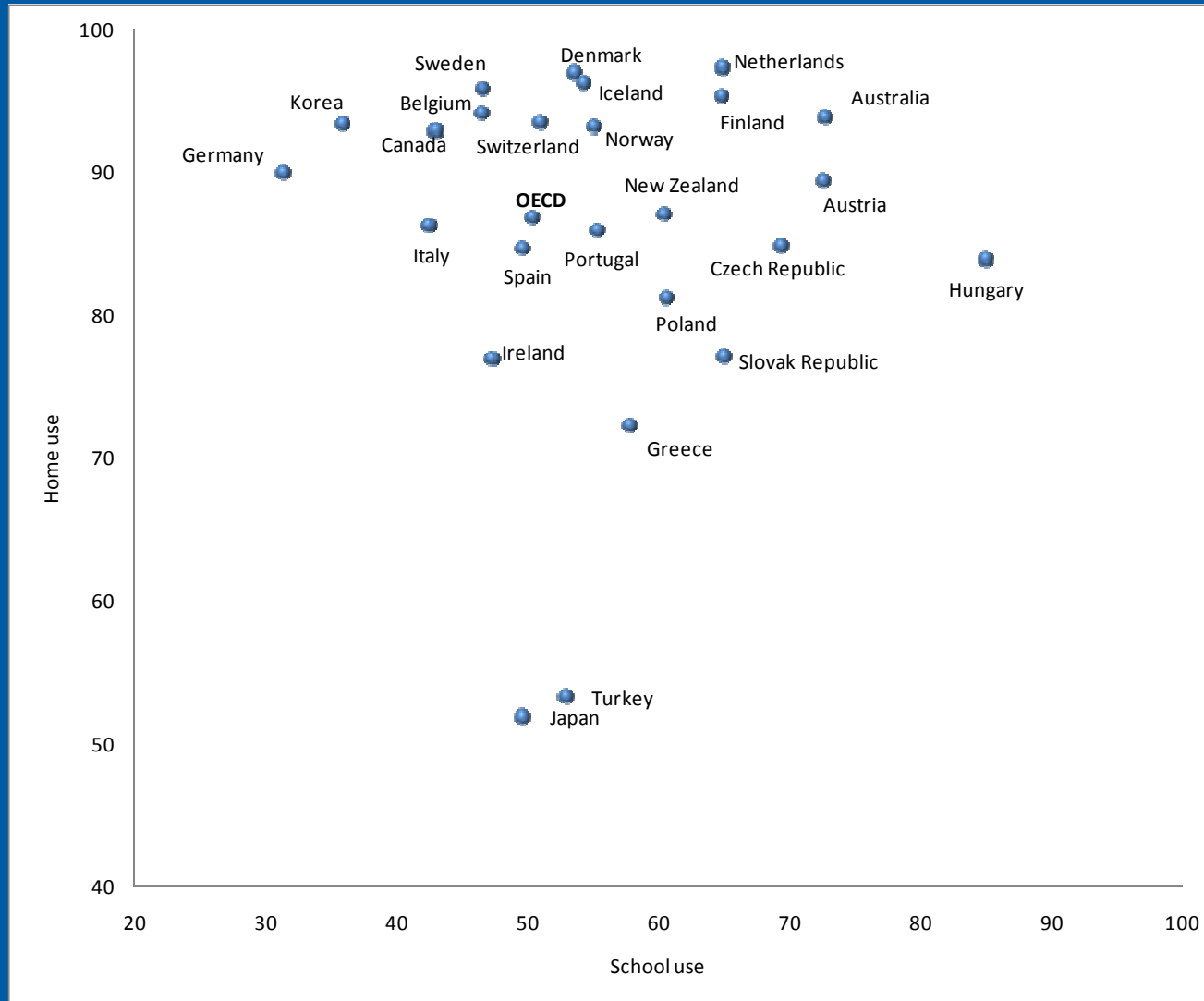




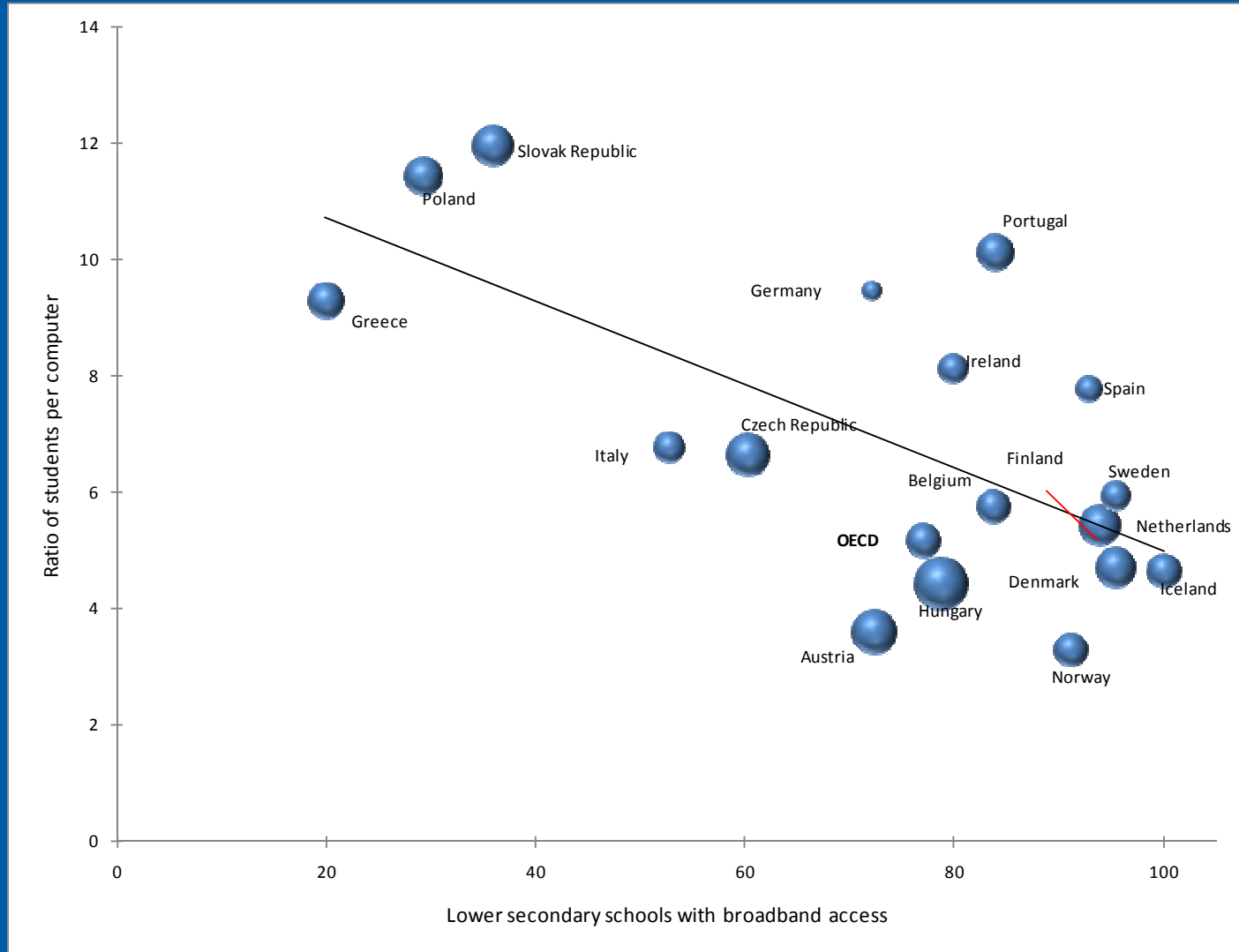
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Schools do not follow homes

Country percentage of 15 year-olds declaring to use frequently a computer at home and at school.



Source: PISA 2006 database. Data presented only for those OECD countries which took the ICT Familiarity Questionnaire in PISA 2006.



Source: PISA 2006 database. The size of the bubbles represents the percentage of 15 year-olds declaring a frequent use of computers in their school.

Cognitive skills development

- Visual-spatial skills
- Non verbal intelligence
- Collecting evidence in other areas

Social values and lifestyles

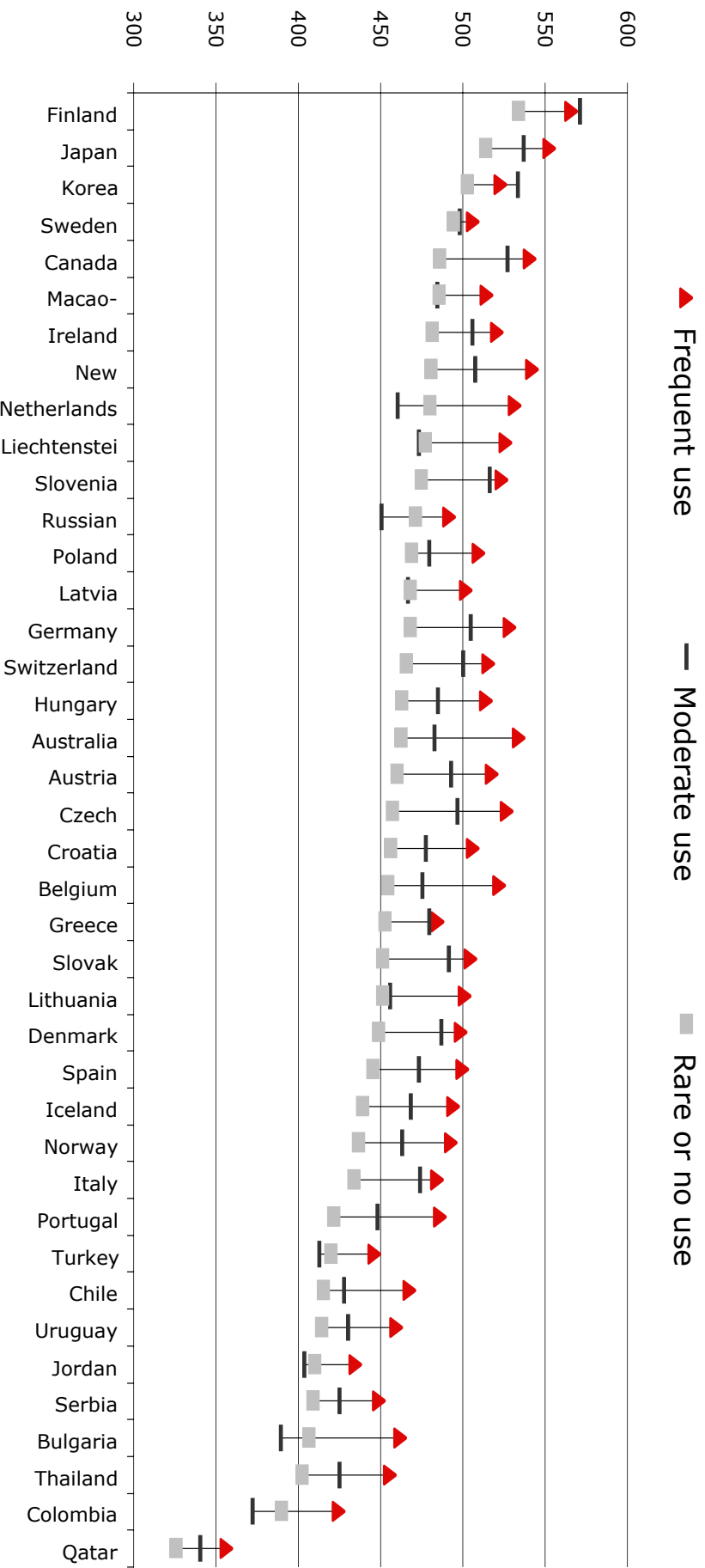
- Media competition
- Effects of video-games
- Socialisation in the third space:
 - Growing importance of informal learning

Educational achievement

- Unexpected new evidence
- The threshold phenomenon

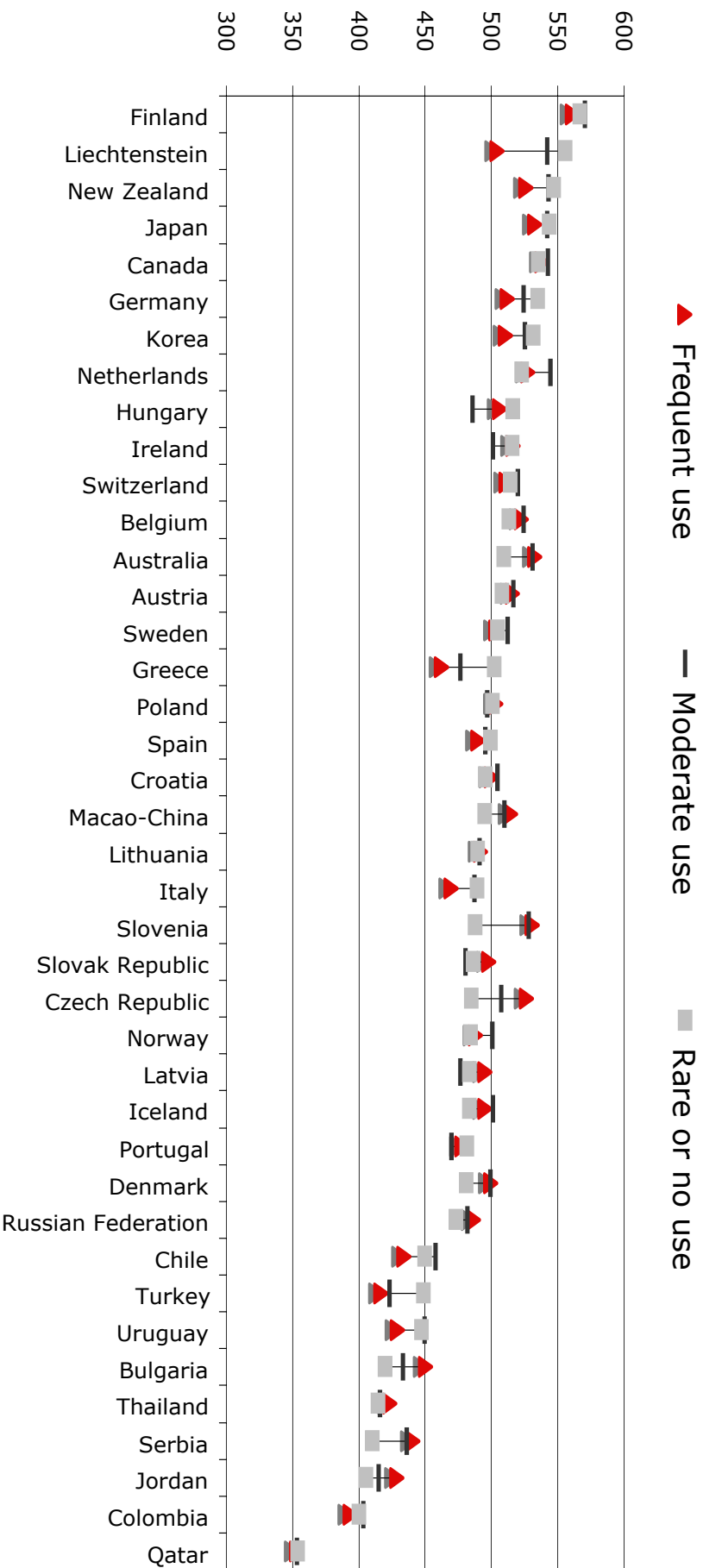
Technology use is connected to a significant increase in performance

Frequency of use of computers at home and student performance on PISA science scale

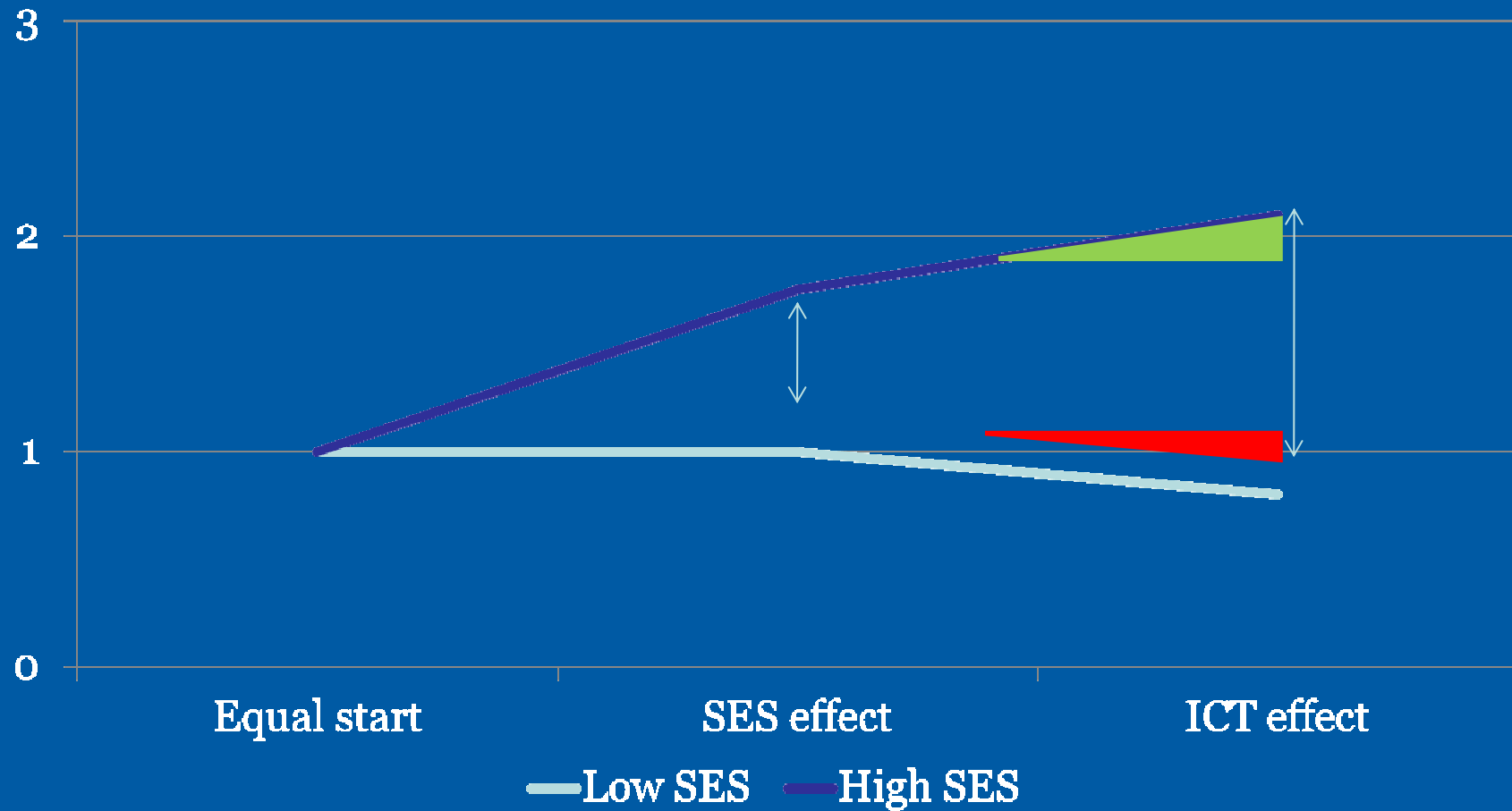


However, no matching evidence regarding school use

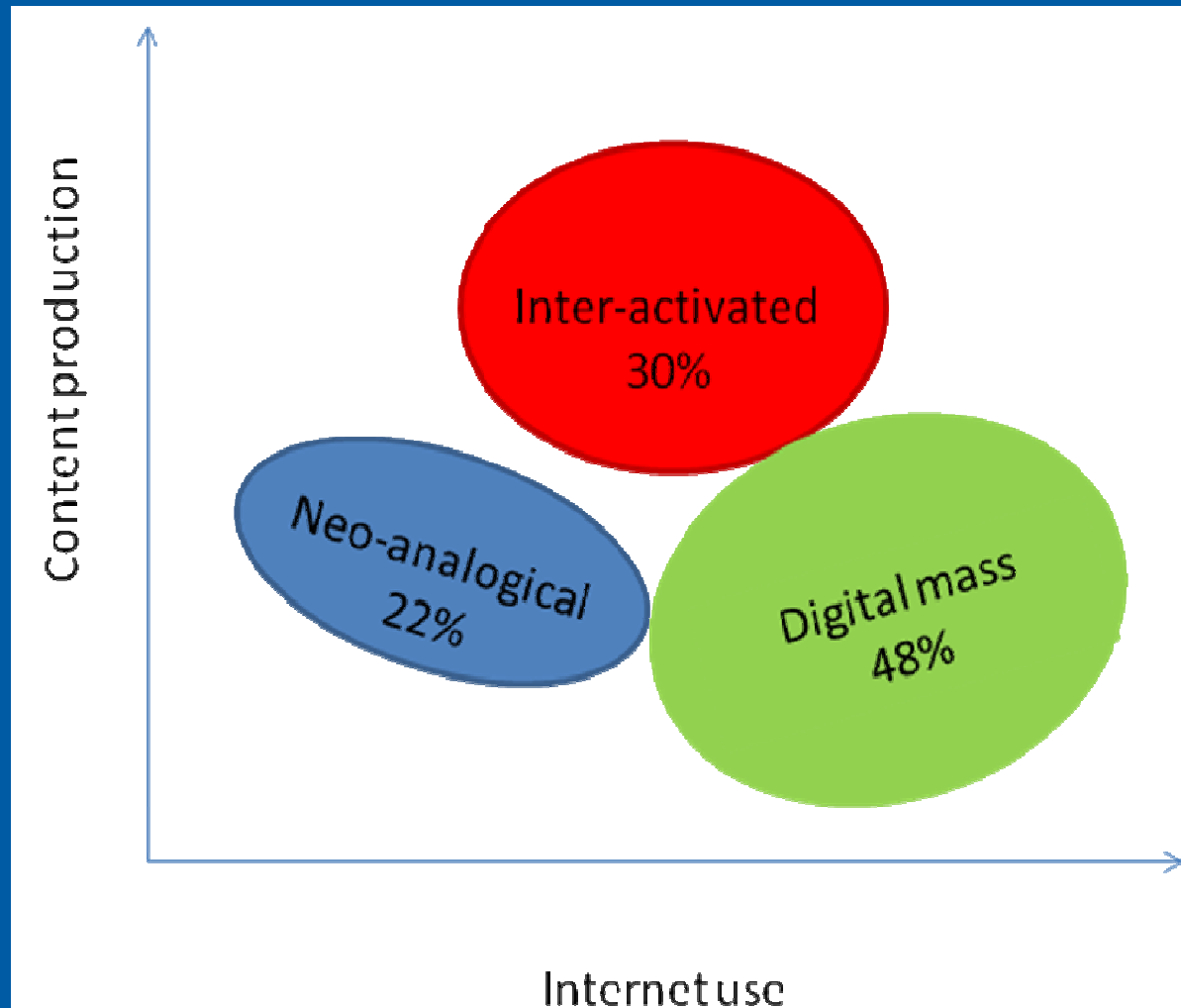
Frequency of use of computers at school and student performance on PISA science scale



A second digital divide emerges



As well as different student profiles



Policy implications

- There is a second digital divide
 - Requiring a policy response
- Students are technology savvy,
 - but need education on 21st century competencies





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Thanks a lot!

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www.oecd.org/edu/nml