

Preparing Australian students for the digital world: Results from the PISA 2009 digital reading literacy assessment

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OECD PROGRAMME FOR INTERNATIONAL STUDENT ASSESSMENT (PISA) AUSTRALIA

Preparing Australian students for the digital world : results from the PISA 2009 Digital Reading Literacy Assessment

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Abstract

In PISA 2009, the assessment of digital reading literacy was offered as an international option for the first time. The digital reading literacy assessment assessed 15-year-old students' ability to read, understand and apply digital texts. Australia and eighteen other countries or economies participated in this assessment. This report presents the results of the PISA digital reading literacy assessment for Australia. It presents the results for Australia as a whole, and where relevant makes comparisons to the other participants in the study. Results are also reported for the Australian states and territories and for different social groups within Australia. Overall, Australian students performed very well in digital reading literacy and had high levels of access to computers and the Internet at home and school. However, this report has identified two major areas for policy attention: The gender gap found in print reading literacy is also evident in digital reading literacy. On average, Australian males performed at a significantly lower level than females. At the same time, male students have stronger skills in digital navigation than female students, which will have negative repercussions in a digital age. Significant differences in digital reading literacy performance have been found in different social groups: those attending government schools; those in remote areas; Indigenous students and students from low socioeconomic backgrounds. These are generally the same groups that are disadvantaged in print reading and other literacy areas, so strategies that are applied to increase students' understanding more generally need also be applied in this area.

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this report has identified two major areas for policy attention: The gender gap found in print reading literacy is also evident in digital reading literacy. On average Download (.pdf). How the PISA 2009 reading assessments were designed, analysed and scaled. How reading proficiency levels are defined in PISA 2009. Explanation of indices. Student-level simple indices. Table IV.2.13c Relationships between the learning environment and reading performance, accounting for students' and schools' socio-economic and demographic background. Table IV.2.14a Within- and between-school variation in reading performance and variation explained jointly by student and school characteristics. Table IV.2.14b Relationships between reading performance and students' reading engagement and approaches to learning, the learning environment, resources, policies and practices. - OECD Programme for International Student Assessment (PISA). Privacy. Imprint. Accessibility. Find more topics on the central web site of the Technical University of Munich: www.tum.de. About TUM.