

Exhibit 3.4: Students Use Computers or Tablets for Finding and Presenting Information

Exhibit 3.4 presents the results for three questions students were asked about how they used computers and tablets more than 30 minutes a day. The first question pertained to using these devices to prepare reports and presentations. About one-third (34%) of the students reported that they spent more than 30 minutes a day using computers and tablets to prepare reports and presentations, and they had higher ePIRLS achievement than their counterparts (549 vs. 535). The next question was about using the devices for schoolwork to find information and read information, and only 19 percent reported that they did so. These 19 percent had somewhat lower achievement than their counterparts (534 v. 541), which is consistent with some research showing schools encourage more frequent tablet use for lower achieving students. Finally, the third question asked simply about reading information on the Internet each day. Here, 39 percent of the students responded affirmatively, but they also had somewhat lower ePIRLS achievement (536 vs. 543). It could be the case that students are reading on the Internet about many different types of information.

Exhibit 3.4: Students Use Computers or Tablets for Finding and Presenting Information

Students' Reports

Note: Results based on students who participated in both PIRLS and ePIRLS.

Country	Using a Computer or Tablet for Schoolwork on a Normal School Day to Prepare Reports and Presentations			Using a Computer or Tablet for Schoolwork on a Normal School Day to Find and Read Information			Finding and Reading Information on the Internet Each Day		
	Percent of Students Who Spend More Than 30 Minutes	Average ePIRLS Achievement for Students Who Spend More Than 30 Minutes	Average ePIRLS Achievement for Students Who Spend 30 Minutes or Less	Percent of Students Who Spend More Than 30 Minutes	Average ePIRLS Achievement for Students Who Spend More Than 30 Minutes	Average ePIRLS Achievement for Students Who Spend 30 Minutes or Less	Percent of Students Who Spend More Than 30 Minutes	Average ePIRLS Achievement for Students Who Spend More Than 30 Minutes	Average ePIRLS Achievement for Students Who Spend 30 Minutes or Less
Canada	39 (1.6)	554 (3.1)	537 (4.6)	22 (0.8)	540 (3.2)	544 (3.9)	36 (1.4)	538 (2.7)	548 (4.2)
Chinese Taipei	13 (0.6)	554 (3.9)	545 (2.1)	13 (0.7)	538 (3.9)	547 (2.1)	32 (1.0)	544 (2.7)	547 (2.1)
Denmark	34 (1.5)	566 (3.3)	555 (2.5)	15 (1.1)	548 (4.3)	561 (2.4)	27 (1.0)	552 (3.5)	561 (2.4)
Georgia	44 (1.5)	489 (3.1)	472 (3.6)	35 (1.4)	481 (3.7)	477 (3.5)	54 (1.2)	478 (3.3)	479 (4.2)
Ireland	24 (1.4)	577 (3.6)	566 (2.7)	11 (0.8)	554 (6.0)	569 (2.4)	34 (0.9)	562 (3.1)	570 (3.0)
Israel	55 (1.1)	551 (2.8)	521 (3.3)	30 (0.9)	534 (2.9)	538 (2.8)	48 (1.1)	531 (2.9)	544 (2.7)
Italy	20 (1.2)	530 (3.2)	534 (2.2)	11 (0.8)	521 (4.8)	535 (2.1)	40 (1.1)	530 (2.9)	536 (2.1)
Norway (5)	40 (2.0)	577 (2.8)	563 (2.5)	11 (0.7)	563 (4.2)	569 (2.2)	20 (0.8)	566 (3.4)	569 (2.2)
Portugal	33 (1.1)	527 (2.2)	521 (2.6)	16 (0.8)	519 (4.1)	523 (2.5)	44 (0.9)	521 (2.3)	525 (2.7)
Singapore	42 (0.8)	606 (2.9)	576 (3.4)	25 (0.6)	584 (3.7)	590 (3.0)	47 (0.8)	582 (3.2)	595 (3.2)
Slovenia	36 (1.7)	527 (2.8)	525 (2.4)	14 (0.7)	516 (4.4)	527 (1.9)	38 (1.5)	520 (2.6)	529 (2.0)
Sweden	21 (1.7)	567 (3.3)	560 (2.4)	16 (1.8)	555 (5.5)	561 (2.2)	24 (1.2)	558 (4.2)	562 (2.1)
United Arab Emirates	38 (0.7)	492 (2.3)	460 (2.7)	25 (0.5)	479 (2.7)	468 (2.4)	60 (0.5)	468 (2.7)	479 (2.3)
United States	35 (1.3)	570 (3.4)	554 (2.7)	21 (0.8)	542 (3.9)	561 (2.5)	38 (1.2)	550 (3.4)	563 (2.6)
International Avg.	34 (0.4)	549 (0.8)	535 (0.8)	19 (0.3)	534 (1.1)	541 (0.7)	39 (0.3)	536 (0.8)	543 (0.8)
Benchmarking Participants									
Abu Dhabi, UAE	37 (1.3)	458 (4.8)	424 (4.6)	25 (1.0)	441 (5.7)	433 (4.1)	60 (1.0)	429 (4.4)	447 (4.3)
Dubai, UAE	43 (0.7)	548 (2.0)	517 (1.9)	27 (0.6)	537 (2.4)	526 (1.6)	57 (0.8)	528 (1.8)	532 (2.1)

SOURCE: IEA's Progress in International Reading Literacy Study – PIRLS 2016

() Standard errors appear in parentheses. Because of rounding some results may appear inconsistent.