1. | | |
|---|---|
| Record Nr. | UNINA9910349351503321 |
| Autore | Fraillon Julian |
| Titolo | IEA International Computer and Information Literacy Study 2018 Assessment Framework / / by Julian Fraillon, John Ainley, Wolfram Schulz, Daniel Duckworth, Tim Friedman |
| Pubbl/distr/stampa | 2019
Cham : , : Springer International Publishing : , : Imprint : Springer, , 2019 |
| ISBN | 9783030193898
3030193896 |
| Edizione | [1st ed. 2019.] |
| Descrizione fisica | 1 online resource (VII, 74 p.) |
| Classificazione | EDU011000EDU039000EDU043000 |
| Disciplina | 371.26 |
| Soggetti | Educational tests and measurements
Education - Data processing
International education
Comparative education
Assessment and Testing
Computers and Education
International and Comparative Education |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Nota di contenuto | Foreword -- 1. Introduction -- 2. Computer and information literacy framework -- 3. Computational thinking framework -- 4. Contextual framework -- 5. ICILS instruments -- 6. References -- Appendix. |
| Sommario/riassunto | This open-access book presents the assessment framework for IEA's International Computer an Information Literacy Study (ICILS) 2018, which is designed to assess how well students are prepared for study, work and life in a digital world. The study measures international differences in students' computer and information literacy (CIL): their ability to use computers to investigate, create, participate and communicate at home, at school, in the workplace and in the community. Participating countries also have an option for their students to complete an assessment of computational thinking (CT). The ICILS assessment framework articulates the basic structure of the |

study, providing a description of the eld and the constructs to be measured. This book outlines the design and content of the measurement instruments, sets down the rationale for those designs, and describes how measures generated by those instruments relate to the constructs. Hypothesized relations between constructs provide the foundation for some of the analyses that follow. Above all, the framework links ICILS to other similar research, enabling the contents of this assessment framework to combine theory and practice in an explication of both the 'what' and the 'how' of ICILS.