United Nations
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UNESCO Institute
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in Education

Benchmarks for Quality Technology Enhanced Learning: Measuring Student Mobility in Higher Education

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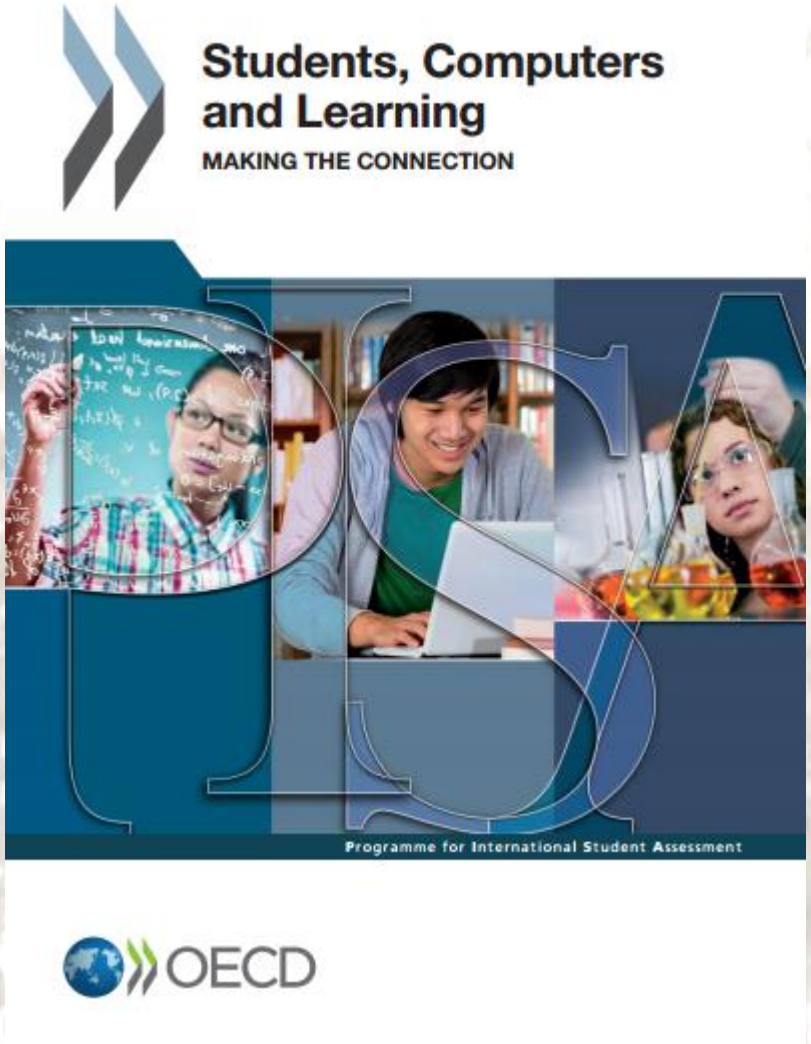

Recent OECD study published October 2015

http://www.oecd.org/publications/students-computers-and-learning-9789264239555-en.htm

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Students' access to ICT at home

Access to a home computer

Home Internet access

Students' experience using computers

Students' use of computers and the Internet outside of school

How much time students spend online

Students' ICT-related activities outside of school

How students' use of the Internet outside of school is related to their social well-being and engagement with school

Students' use of computers at school

Internet use at school

Computer use during mathematics instruction

Use of home computers for schoolwork

Drivers and barriers to integrating ICT into teaching and learning

The school ICT infrastructure

How school infrastructure trends are related to the use of ICT

Curricula and the use of ICT at school for instruction

How ICT use is related to pedagogical practices in mathematics

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Similarities and differences between paper-based and computer-based assessments

Differences between digital and print reading Differences between computer-based and paper-based mathematics

Differences in test design and operational characteristics of computer- and paper-based assessments

Student performance in digital reading

Average performance in digital reading

Trends in average digital reading performance

Students at the different levels of proficiency in digital reading

Trends at the top and bottom of the performance distribution in digital reading

Differences in performance between print and digital reading

Top performers in digital and print reading

Low performers in digital and print reading

Student performance in the computer-based assessment of mathematics

Average performance in the computer-based assessment of mathematics

Differences in performance related to the use of ICT tools for solving mathematics problems

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Successful and unsuccessful navigation

How navigation is related to success in digital reading tasks

The navigation behaviour of students in the PISA assessment of digital reading

Student-level indices used to describe navigation behaviour

The typical navigation behaviour of students across countries/economies

The relationship between performance in digital reading and students' navigation behaviour.

And many other issues:

Access and experience gaps related to socio-economic status / Socio-economic differences in access to computers and the Internet / Socio-economic and gender differences in early exposure to computers / Differences in computer use related to socio-economic status

Rural/urban gaps in Internet access

Computer use at school. Use of computers at home for leisure and digital reading performance

How performance on computer-based tests is related to socio-economic status and computer literacy

Trends in the relationship between digital reading performance and socio-economic status

Technology investments and trade-offs

How learning outcomes are related to countries'/economies' investments in school ICT resources

How performance is associated with students' use of ICT for school

Research evidence on the impact of computer use on student performance

How students allocate effort and time to tasks? How do students navigate a simple website?

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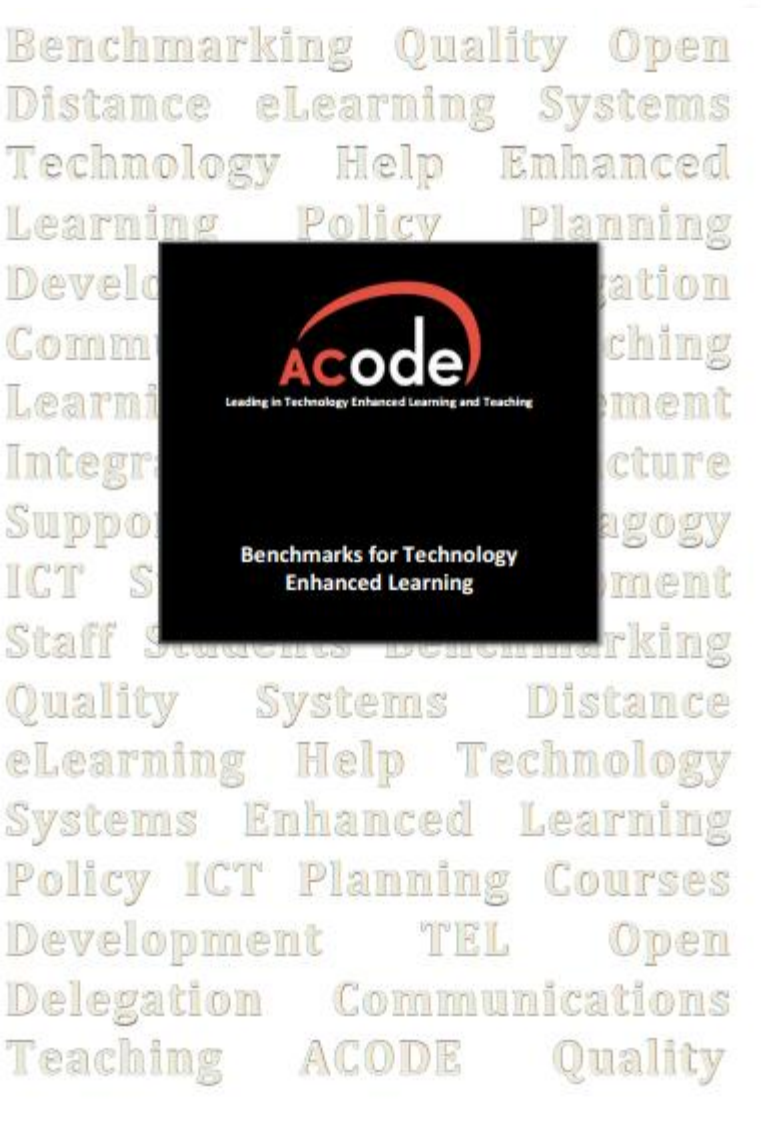

2014

The Australasian Council on Open, Distance and e-learning

http://www.acode.edu.au/pluginfile.php/579/mod_resource/content/3/TEL_Benchmarks.pdf

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Benchmark 1: Institution-wide policy and governance for technology enhanced learning

Benchmark 2: Planning for institution-wide quality improvement of technology enhanced learning

Benchmark 3: Information technology systems, services and support for technology enhanced learning

Benchmark 4: The application of technology enhanced learning services

Benchmark 5: Staff professional development for the effective use of technology enhanced learning

Benchmark 6: Staff support for the use of technology enhanced learning

Benchmark 7: Student training for the effective use of technology enhanced learning

Benchmark 8: Student support for the use of technology enhanced learning

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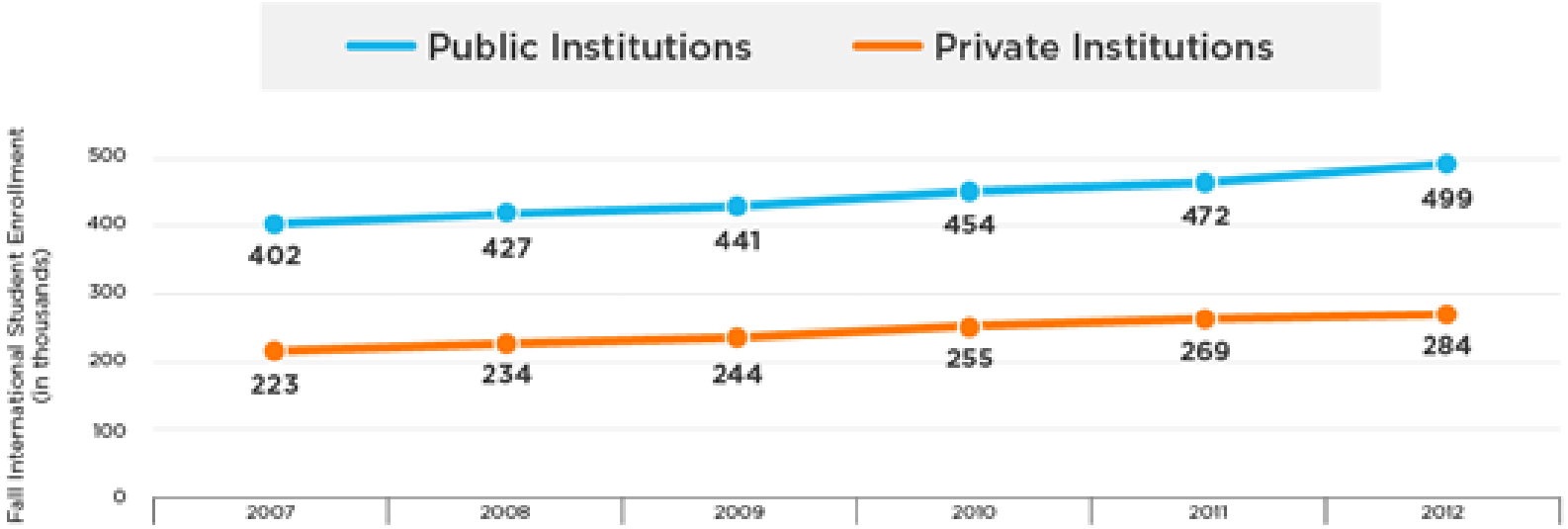
Nonresident Alien Enrollments by Type of Institution, 2007-2012



Source: NCES (2013), "Total Fall Enrollment in Degree-Granting Postsecondary Institutions, By Level And Control Of Institution And Race/Ethnicity Of Student: Selected Years, 1976 Through 2012".

World Education Services, 2015
International Student Mobility Trends 2015: An Economic Perspective. wes.org/RAS

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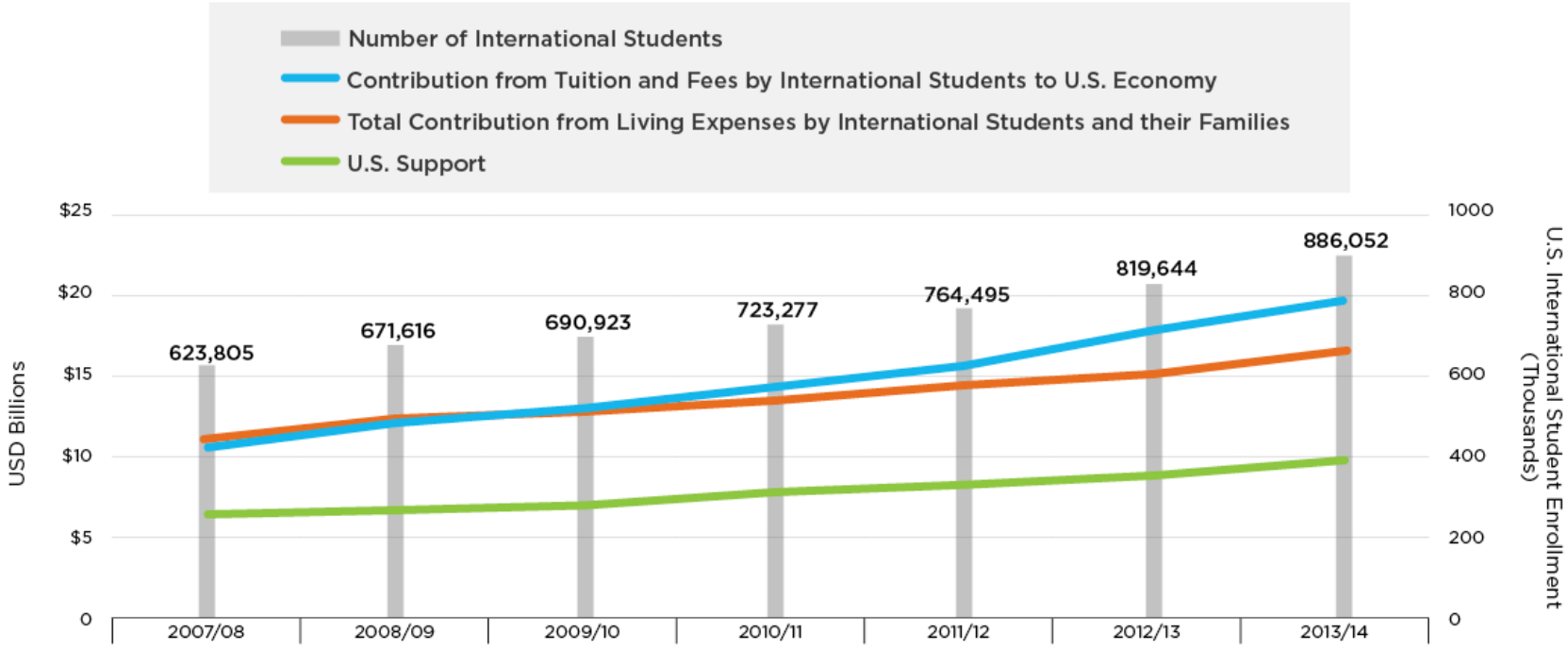
Contributions to U.S. Economy by Source, 2008-2014



Source: NAFSA report on the Economic Benefits of International Students to the U.S. (2014).

World Education Services, 2015
International Student Mobility Trends 2015: An Economic Perspective. wes.org/RAS

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International Enrollment and Net Contribution by International Students by Selected States and Institutions

	INTERNATIONAL STUDENTS			NET CONTRIBUTIONS		
	2007/08	2013/14	% CHANGE	2007/08	2013/14	% CHANGE
California	85,009	121,647	43%	$2,452,266,000	$4,076,031,000	66%
New York	69,940	98,906	41%	$1,952,694,000	$3,295,094,000	69%
Texas	51,823	64,277	24%	$1,055,421,000	$1,459,523,000	38%
University of California, Los Angeles	5,557	9,579	72%	$179,060,600	$387,043,600	116%
SUNY Stony Brook University	2,626	4,737	80%	$46,230,500	$113,772,800	146%
University of North Texas, Denton	2,241	3,081	37%	$40,369,400	$59,272,400	47%

Source: Based on data from the NAFSA International Student Economic Value Tool

Thank you for your attention!

Svetlana Knyazeva

UNESCO Institute for Information Technologies in Education

sknyazeva@unescoorg