Is computer availability at home causally related to reading achievement in grade 4? A longitudinal difference in differences approach to IEA data from 1991 to 2006

# Details

## Year

2006

## Scope

Multinational

## Countries

* Greece
* Hungary
* Iceland
* Italy
* Slovenia
* Sweden
* Other
* France
* Germany
* Israel
* Netherlands
* Norway
* Slovakia

## Type

Systematic review / Meta-analysis

## Methodologies

Secondary analysis

## Researched Groups

Children

## Informed Consent

No consent needed

## URL

https://link.springer.com/content/pdf/10.1186/s40536-016-0020-8.pdf

## Data Set Availability

Not mentioned

# Goals

"Is the level of home computer use causally related to reading achievement? This question is addressed in this paper theoretically, methodologically, and empirically through secondary analyses of data from reading literacy studies conducted by the IEA in 1991, 2001, and 2006. Based on previous analyses of aggregated country-level data (Rosén and Gustafsson 2014), our hypothesis is that increased computer use at home has a negative effect on reading achievement and that this can be explained by displacement theories." (Authors, in Background)