



ICILS Progress Report

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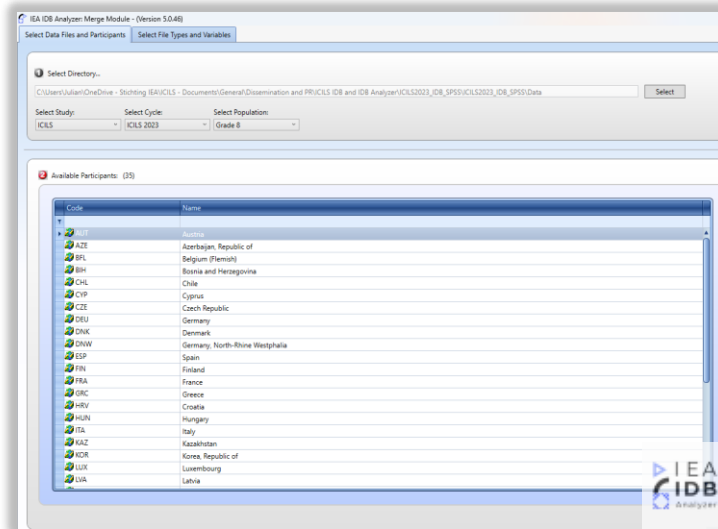
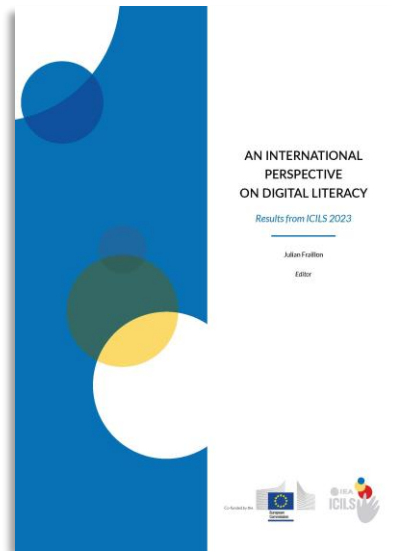


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Dissemination of ICILS 2023 Results – International

- 12 November 2024: ICILS 2023 International Report release
- 24 February 2025: ICILS 2023 IDB and User Guide release
- 3 to 5 March 2025: IDB training workshop (Hamburg)
- 27 May 2025: ICILS 2023 Technical Report release



Dissemination of ICILS 2023 Results – Selected Publications

ICILS Insights reports

- Teaching with and about technology – in production (early 2026)
- School leadership for technology – in production (mid 2026)
- Teacher professional learning and ICT (2026)
- Equity/digital divide (2027)

ICILS Compass Briefs

- Digital natives (in draft)
- AI and ICILS 2023 (in draft)

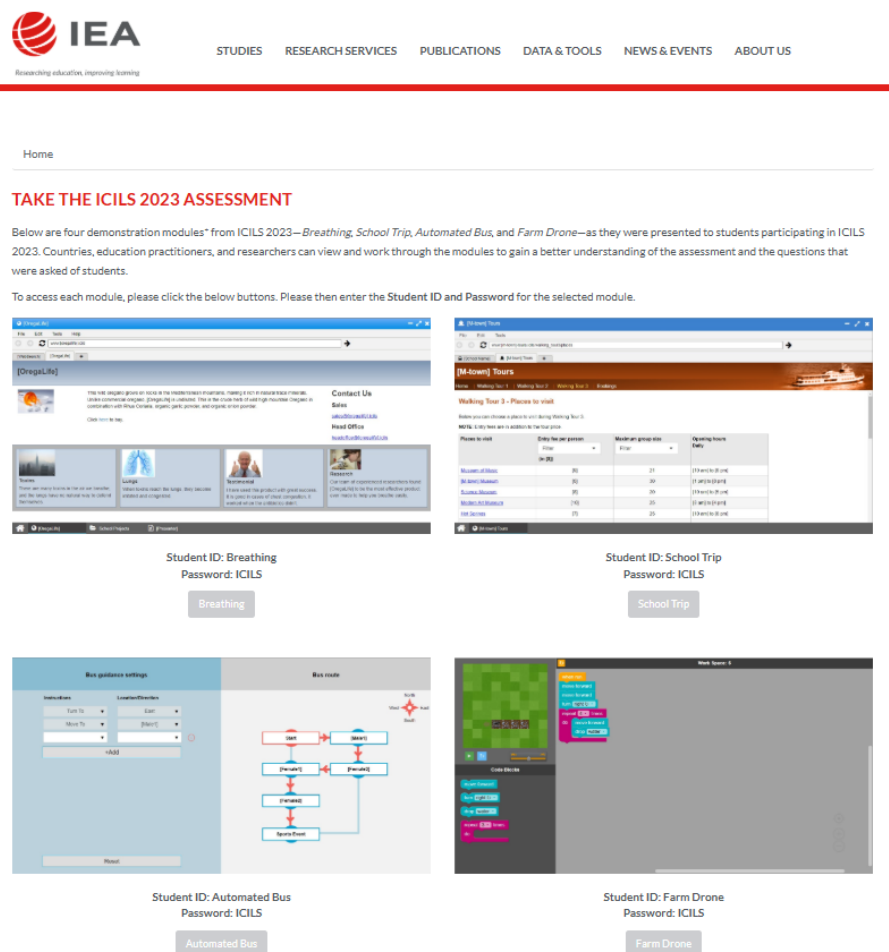
IEA Research for Education Series: Understanding the Evolution of Digital Literacy through ICILS Data

- Proposals currently under review

Dissemination of ICILS 2023 Results – Release Materials

International Release Materials (English)

<https://www.iea.nl/icils2023-assessment>



National Release Materials (Language of testing)

Available on request for ICILS 2023 countries

icils@iea.nl



Dissemination of ICILS 2023 Results – Interactive Online Tables

- Currently under development, will be included in refreshed IEA website

Table 5.1: Country averages and distribution for CIL

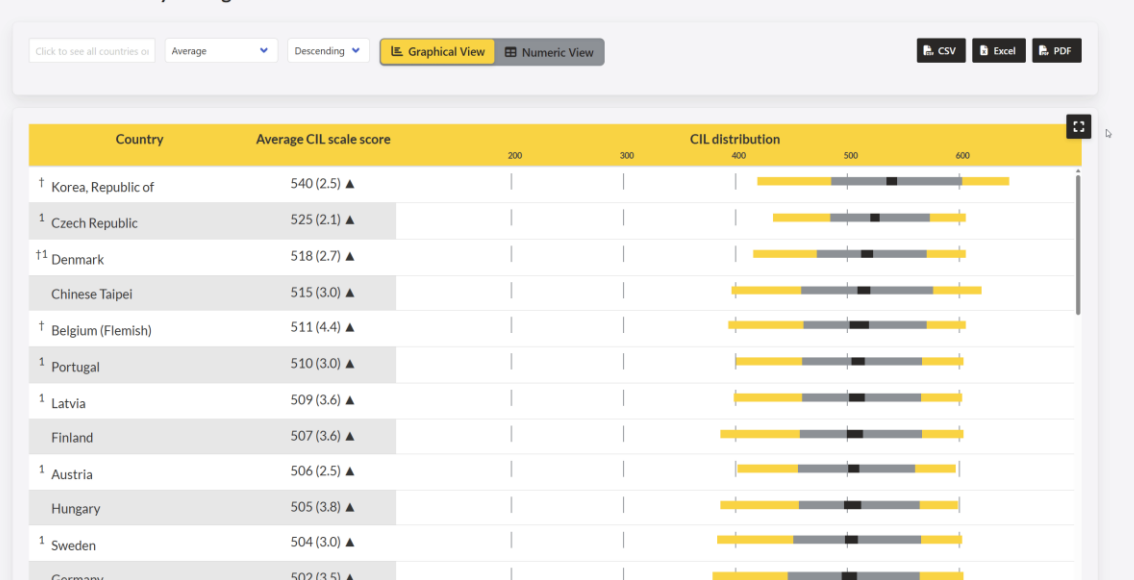


Table 2.3: Emphases in national curricula of teaching aspects related to CIL and ICT use
Extent that the curriculum emphasizes aspects of CIL and ICT use

Click to see all countries or Country Ascending CSV XLSX PDF

Country	Searching for information using ICT	Evaluating the reliability of information sources accessed using the Internet	Presenting information for a given audience or purpose using ICT	Organizing information obtained from Internet sources	Issues relating to intellectual property such as copyright and attribution sources	Responsible and respectful publication of information
Austria	Filter	Filter	Filter	Filter	Filter	Filter
Azerbaijan	•	•	•	•	•	•
Belgium (Flemish)	•	•	•	•	•	•
Bosnia and Herzegovina	•	•	•	•	•	•
Chile	•	•	•	•	•	•
Chinese Taipei	•	•	•	•	•	•
Croatia	•	•	•	•	•	•
Cyprus	•	•	•	•	•	•
Czech Republic	•	•	•	•	•	•
Denmark	•	•	•	•	•	•
Finland	•	•	•	•	•	•
France	•	•	•	•	•	•
Germany	•	•	•	•	•	•

ICILS 2028

ICILS 2028 Update

- Appointment of deputy study director – Lydia Malley
- Country recruitment
 - 19 signed participation agreements
 - 18 countries confirmed interest or expressing strong interest
 - Currently expecting approximately 35 countries to participate (very similar to ICILS 2023)
- European Commission supporting participation as for ICILS 2023
- Not too late to join – please speak to us for further information

ICILS 2028 Meetings (2025/2026)

1. First NRC meeting (5 to 7 March, Hamburg Germany)
2. Virtual check-in meeting (3 July)
3. Virtual check-in meeting (17 September)
4. **Second NRC meeting (24-28 November, Ljubljana Slovenia)**
5. Third NRC meeting (25-29 May 2026, Corfu Greece)
- ... Virtual check-in meetings and virtual training meeting dates in 2026 TBC
- ... Field operations training (field trial) w/b 9 November 2026 (Hamburg, Germany)

ICILS 2028 Progress - 1

*To be presented at
NRC Meeting 2*

- Test development
 - 3 new CIL modules
 - Storyboards under development
 - 4 new CT modules
 - Storyboards and implementation specifications complete
 - Modules being implemented in IEA Study Expert
- Assessment framework development
 - Proposal for framework revision (including proposals for AI literacy integration and digital well-being)
- Questionnaire development
 - Proposals for new questions (AI literacy and digital well-being)
 - Ideas for revisions/updates to existing questionnaire items

ICILS 2028 Progress - 2

- IEA Study Expert
 - 3 trend modules already implemented
 - New test content in progress
- Field operations planning
 - SOP manual refresh (streamlining, layering of detail, better web integration – more information to come)
 - Configuration of **Online Survey Expert (OSE)** system for within school sampling (completely online system)

Integrating AI Literacy into ICILS 2028

How AI literacy integrates with CIL

AI literacy alignment with CIL competencies

AI literacy content	CIL aspect
Knowledge of AI technologies <i>Process inputs, identify patterns, and generate outputs</i>	Aspect 1.1: Foundations of computer use
Practical AI-related skills <i>Use conversational user interfaces, prompt AI agents, and understand the software conventions</i>	Aspect 1.2: Computer use conventions
Critical evaluation of AI-generated outputs <i>Evaluate the credibility, relevance, accuracy, and cultural bias of AI-generated content</i>	Aspect 2.1: Accessing and evaluating information
Ethical considerations in AI use <i>Understand the broader implications of AI use, such as data privacy, algorithmic bias, and the societal impact of the use of AI technologies</i>	Aspect 4.2: Using information responsibly and safely

How AI literacy integrates with CIL – an example

⌕ [Chatbot] x

https://chatbot.icils/c/68d0d565-c400-8329-bd6b-d730977819e9

Chatbot 5 v

Does [Security Labs] sell users' online activity data?

Yes, [Security Labs] does collect user data and shares certain information in some cases.
NCESC +1

Data Collection and Usage

According to the [Security Labs] Privacy Policy, the service collects various types of data, include:

- **Personal Information:** IP addresses, names, email addresses, and billing information.

+ ⬆

Chatbot can make mistakes.

🏠 🌐 [Web Browser]

You need to confirm whether [Security Labs] sell users' online activity data. The website on the left shows a response from an AI chatbot. The website on the right shows results from a search engine.

⌕ [Web Search] x

https://www.[websearch].icils/search?q=does+[security]+[labs]+trac...

Does [Security Labs] sell users' online activity data?

All Videos News Images Shopping Forums

[Security Labs]
https://support.[securitylabs].com › en-au › product › ...

[Security Labs] Online Security & Privacy - FAQs
... can prevent third parties from tracking your online behavior and selling your personal data. This means that you will see fewer targeted ads (for example ...

Discussions and forums

[Security Labs] collected and sold your data from 2014 to 2020. Maybe now you can ...

Reddit · r/privacy · 60+ comments · 7 months ago

Avast claimed its software would protect user privacy by blocking third-party tracking, but sold the their information without people's consent. [More >](#)

[Security Labs] antivirus app noted me in my computer a tracking cookie was found. ...

Time Remaining
24 mins

10 - 15 mins

⌕

➡

Advantage 1:

Advantage 2:

ICILS 2028

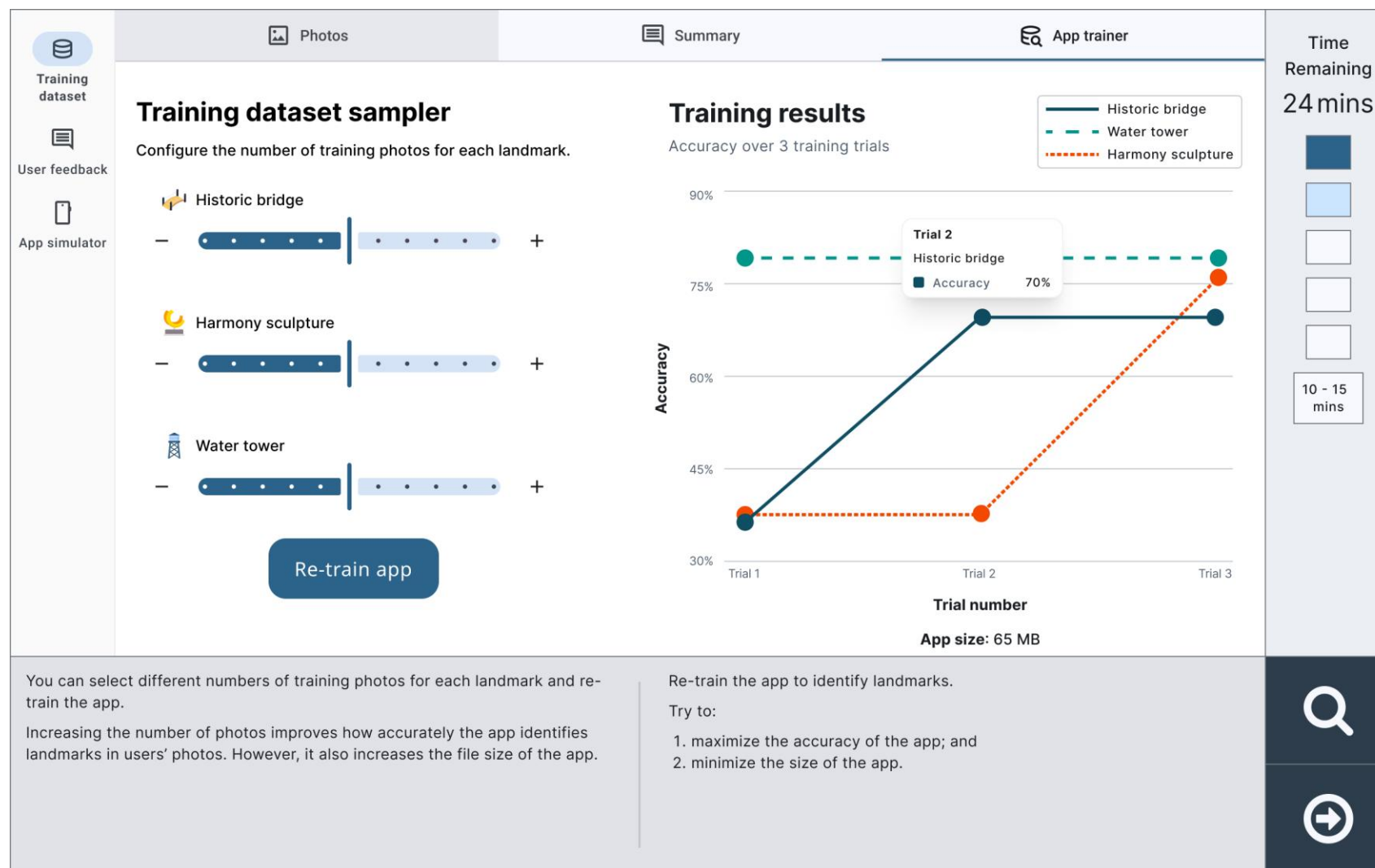
IEA

How AI literacy integrates with CT

AI literacy alignment with CT competencies

AI literacy content	CT aspect
Understanding AI <i>Process inputs, generate outputs, and interact with users in applications</i>	Aspect 1.1: Knowing about and understanding digital systems
Application of AI <i>Accomplish tasks, solve problems, and facilitate computational work processes</i>	Aspect 1.2: Formulating and analyzing problems Aspect 2.2: Developing algorithms, programs, and interfaces
Critical evaluation of AI inputs and outputs <i>Analyzing, selecting, and evaluating data and information provided to and by AI systems</i>	Aspect 1.3: Collecting and representing relevant data Aspect 2.1: Planning and evaluating solutions

How AI literacy integrates with CT – an example



AI in ICILS contextual questionnaires



Key areas of AI-related contextual research

- **Students' use of AI**
 - Frequency and purpose of AI tool usage in and outside of school
- **Teachers' use of AI**
 - AI-powered tools for lesson planning, assessment, and professional development
- **Attitudes toward AI**
 - Confidence, beliefs, and ethical concerns (students, teachers, ICT coordinators, principals)
- **Infrastructure resources and support for AI us in schools**
 - Availability of AI-supportive technologies in schools, professional learning support, school-level policies and recommendations
- **Plans and policies on AI**
 - Institutional and national strategies for AI integration
- **AI in curriculum design**
 - The extent of AI integration in educational programs



Digital Well-being in ICILS 2028

Why include digital well-being in ICILS 2028?

- Digital technology use increasingly shaping our daily lives, including education, work and social interactions
- Digital technology brings important advantages but also challenges for individuals and society
- Debates exist about the relative benefits and risks associated with digital device use by young people, including in education – many of the risks under discussion are associated with *digital well-being*
- Notions of *digital well-being* are of increasing research and policy interest within and across countries (for example, the European Commission offers initiatives to support digital well-being in education)
- It was raised as a topic of interest and concern by NRCs

What is the focus of digital well-being in ICILS?

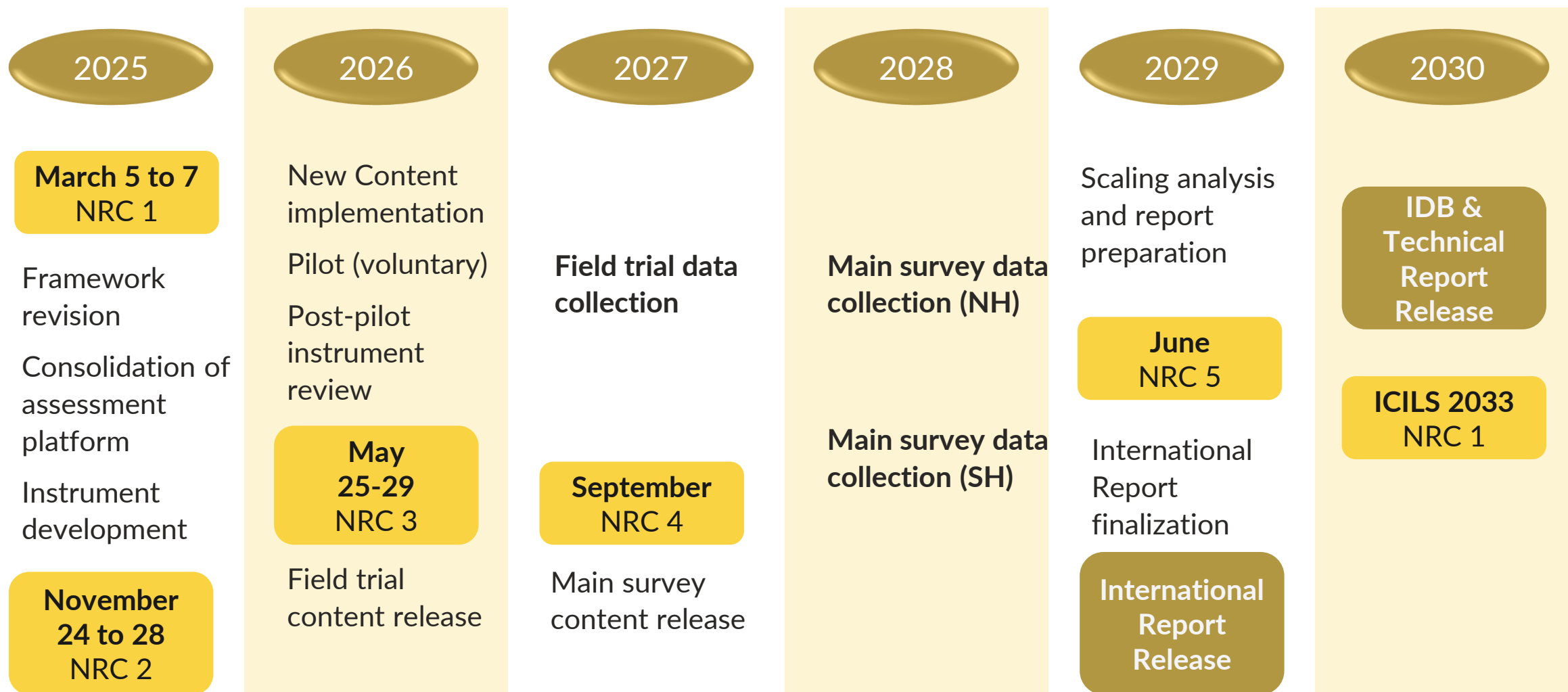
- Finding balance between digital device use for maximal positive impact and minimal negative impact
 - Definition to be proposed, discussed, refined and confirmed with NRCs and experts
- Relevant content already included in previous ICILS cycles
 - Themes in CIL test content (e.g., computer use and health)
 - Student questionnaire included:
 - Frequency of ICT use
 - Academic-media multitasking
 - ICT self-efficacy
 - Screen time limits
 - Perceptions of benefits and risks of ICT in society and learning

Potential digital well-being question themes

- Digital self-regulation
- Digital connectedness
 - Acceptance of others
 - Belonging
- Emotional resilience
- Physical maintenance
- Digital communicative efficacy
- Cyberbullying (e.g.)
 - Experiences of cyberbullying
 - Confidence to address issues associated with cyberbullying
- Will also consider relevant topics for teachers, ICT coordinators and principals (e.g., workload, expectations of connectedness, staff support regarding digital well-being)

Timeline Overview

ICILS 2028 Timeline Overview



Thank you!

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