

Figure 1. Student Performance in CBA Collaborative Problem Solving in PISA 2015

CBA Collaborative Problem Solving		
Country/Economies	Mean	S.E.
Singapore	561	(1.2)
Japan	552	(2.7)
Hong Kong-China	541	(2.9)
Korea	538	(2.5)
Canada	535	(2.3)
Estonia	535	(2.5)
Finland	534	(2.6)
Macao-China	534	(1.2)
New Zealand	533	(2.4)
Australia	531	(1.9)
Chinese Taipei	527	(2.5)
Germany	525	(2.8)
United States	520	(3.6)
Denmark	520	(2.5)
United Kingdom	519	(2.7)
Netherlands	518	(2.4)
Sweden	510	(3.4)
Austria	509	(2.6)
Norway	502	(2.5)
Slovenia	502	(1.8)
Belgium	501	(2.4)
Iceland	499	(2.3)
Czech Republic	499	(2.2)
Portugal	498	(2.6)
Spain	496	(2.1)
China (B-S-J-G)	496	(4.0)
France	494	(2.4)
Luxembourg	491	(1.5)
Latvia	485	(2.3)
Italy	478	(2.5)
Russian Federation	473	(3.4)
Croatia	473	(2.5)
Hungary	472	(2.4)
Israel	469	(3.6)
Lithuania	467	(2.5)
Slovak Republic	463	(2.4)
Greece	459	(3.6)
Chile	457	(2.7)
Cyprus	444	(1.7)
Bulgaria	444	(3.9)
Uruguay	443	(2.3)
Costa Rica	441	(2.4)
Malaysia	440	(3.3)
Thailand	436	(3.5)
United Arab Emirates	435	(2.4)
Mexico	433	(2.5)
Colombia	429	(2.3)
Turkey	422	(3.4)
Peru	418	(2.5)
Montenegro	416	(1.3)
Brazil	412	(2.3)
Tunisia	382	(1.9)
<i>OECD average</i>	500	(0.5)

Note: Shaded area indicates scores significantly different from that of Hong Kong. The four participating regions of Mainland China are Beijing, Shanghai, Jiangsu, and Guangdong.

Figure 2. Distribution of Students at Each Proficiency Level of the CBA Collaborative Problem Solving Scale (Hong Kong versus OECD Average)

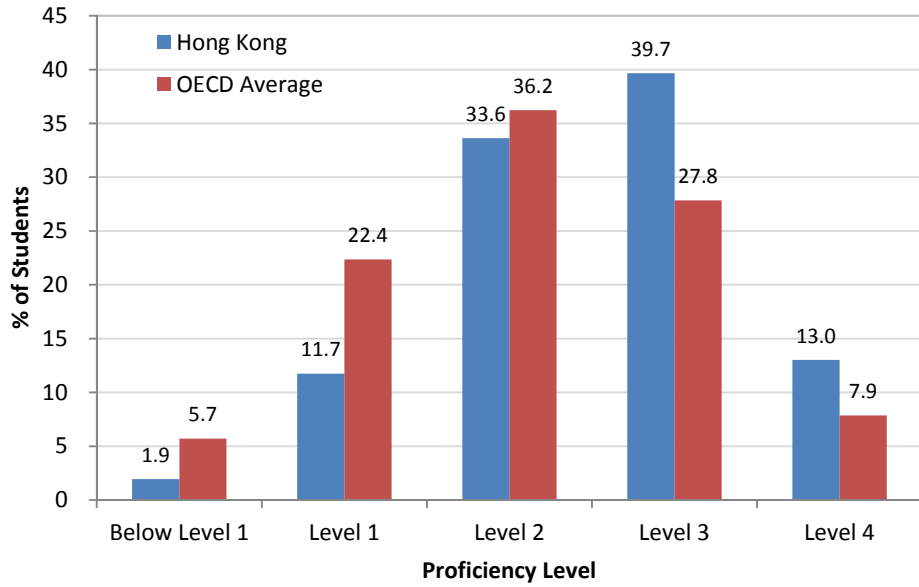


Figure 3. Percentage of Students Attaining Level 4 in CBA Collaborative Problem Solving in Top Ten Countries/Economies

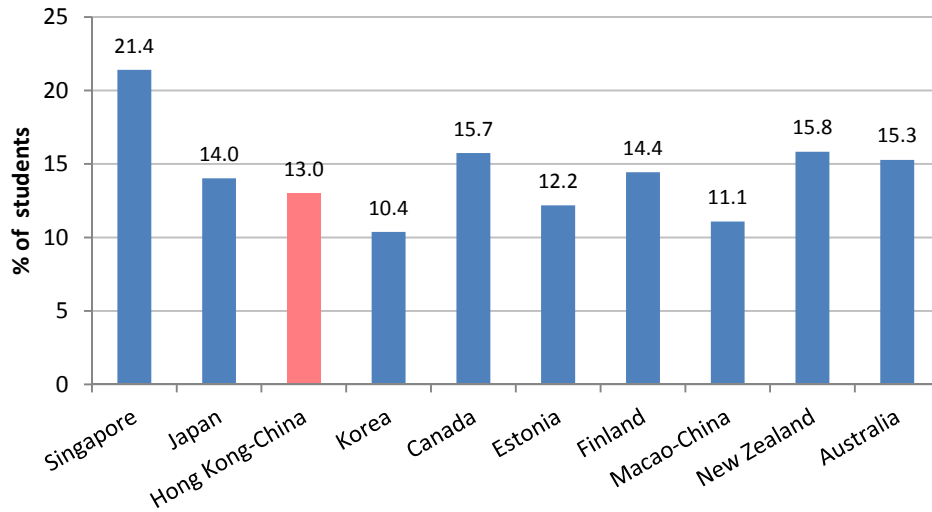


Figure 4. Percentage of Students Attaining Level 1 and below in CBA Collaborative Problem Solving in Top Ten Countries/Economies

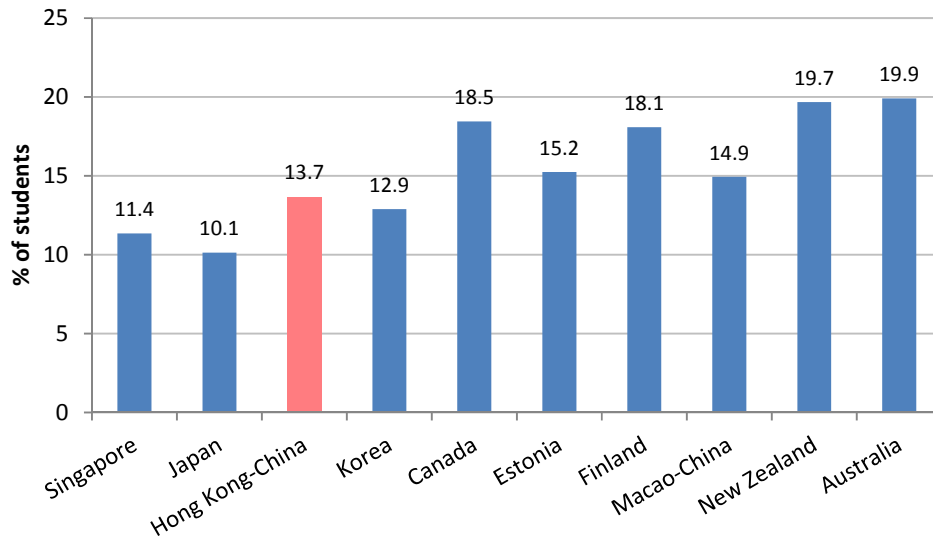
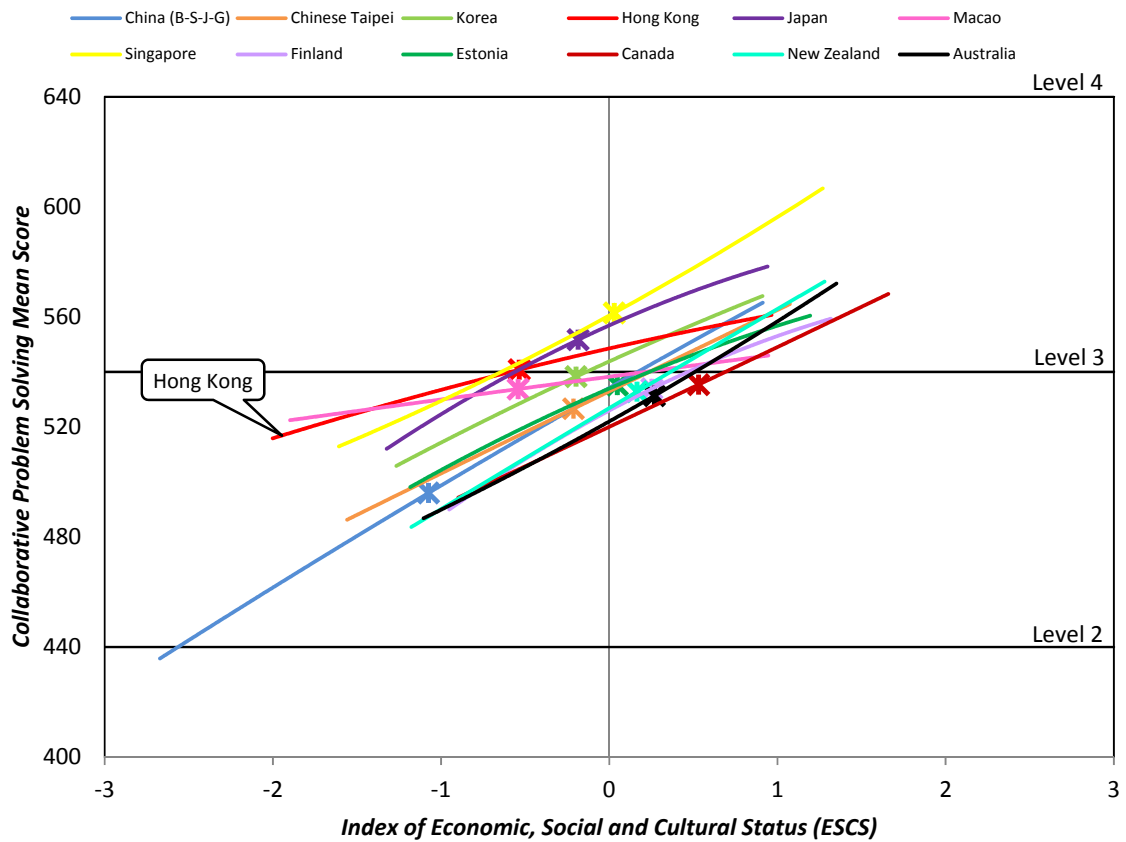
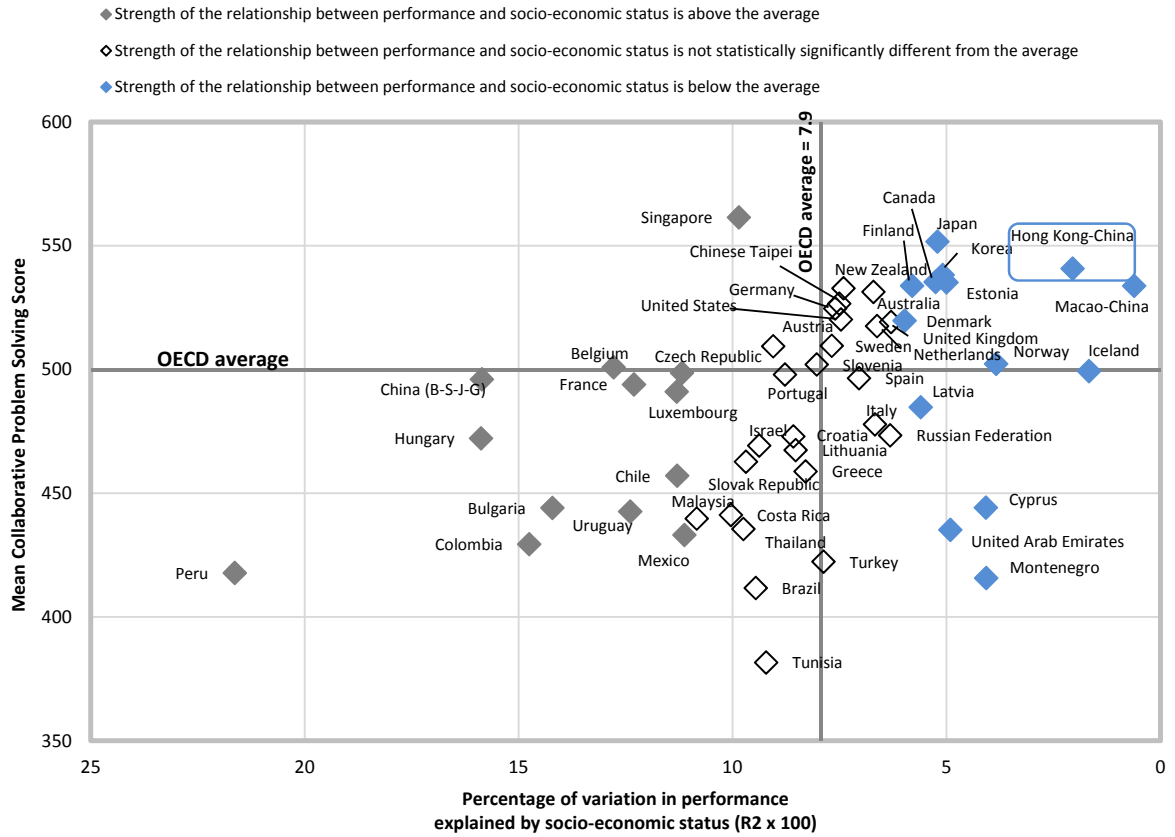


Figure 5. Relationship between Student Performance in CBA Collaborative Problem Solving and ESCS in Twelve Countries/Economies



Note: The four participating regions of Mainland China are Beijing, Shanghai, Jiangsu, and Guangdong.

Figure 6. Performance in CBA Collaborative Problem Solving and the Impact of Socio-economic Background



Note: The four participating regions of Mainland China are Beijing, Shanghai, Jiangsu, and Guangdong.

Figure 7. Attitudes towards Collaborative Problem Solving: Valuing Relationships and Valuing Teamwork (Percentages of Agree or Strongly Agree)

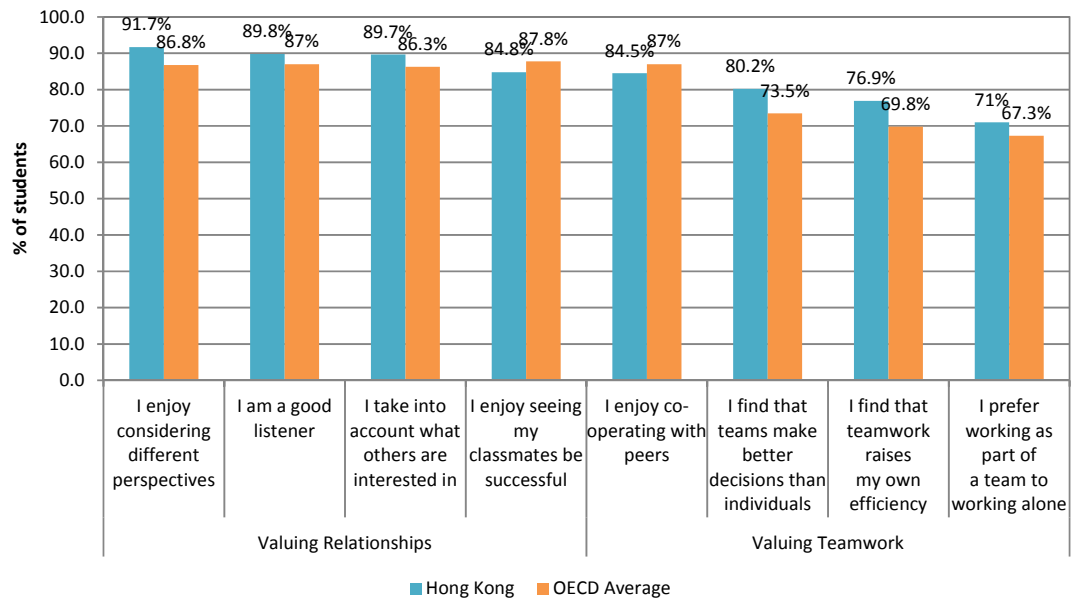
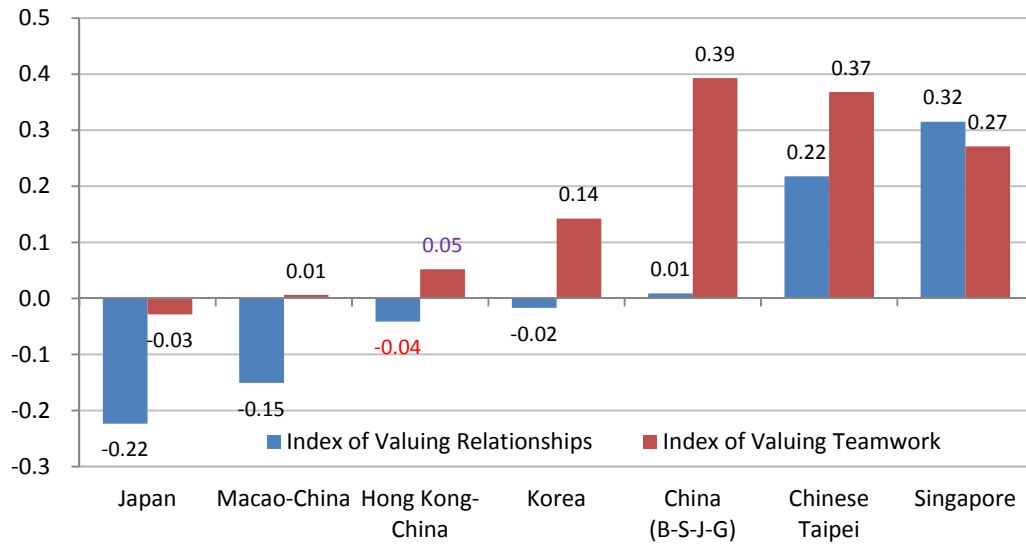


Figure 8. Indices of Valuing Relationships and Valuing Teamwork towards Collaborative Problem Solving of Students in East Asian Societies



- Note: 1. The OECD average is 0.00
 2. Valuing Relationships refers to the altruistic attitude held when engaging in collaborative activities not for his or her own benefit.
 3. Valuing Teamwork refers to the emphasis put on what teamwork, as opposed to working alone, can produce.

Figure 9. Relationship between Valuing Relationships and Valuing Teamwork and Collaborative Problem Solving Performance of Hong Kong Students

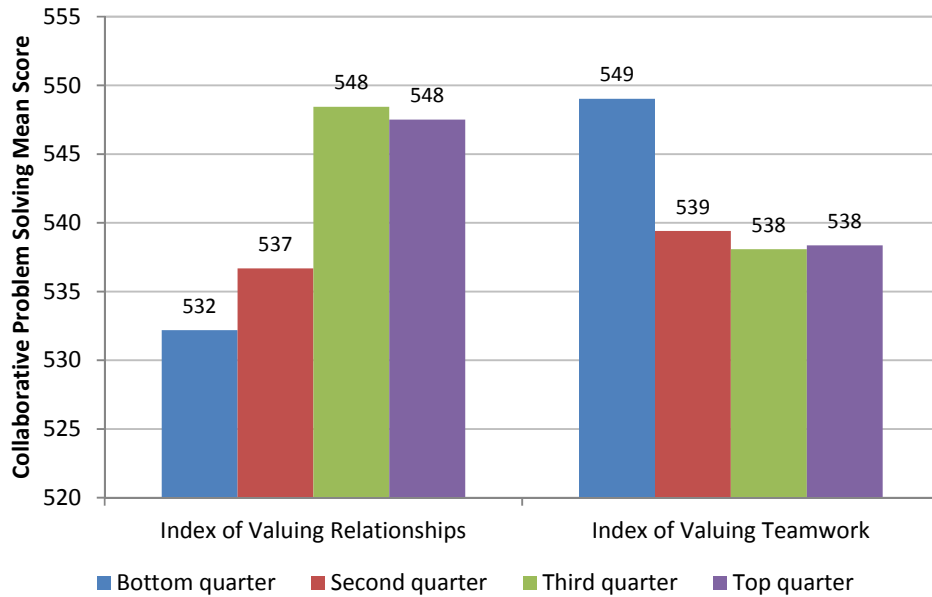


Figure 10. Relationship between Online Activities in and outside School and CBA Collaborative Problem Solving Performance of Hong Kong Students

