

- OECD. 2005. *School Factors Related to Quality and Equity. Results from PISA 2000*. Paris: OECD, 2005.
- OECD. 2007. *No More Failures. Ten Steps to Equity in Education*. Paris: OECD, 2007.
- OECD. 2014. *PISA 2012 Technical Report*. Paris: OECD Publishing.
- OECD. 2017a. *PISA 2015 Assessment and Analytical Framework: Science, Reading, Mathematics, Financial Literacy and Collaborative Problem Solving*. Paris: OECD Publishing.
- OECD. 2017b. *PISA 2015 Technical Report*. Paris: OECD Publishing.
- Ofsted. 2004. *ICT in Schools – the Impact of Government Initiatives Five Years on*. London: Ofsted.
- Pallas, Aaron M., Doris R. Entwistle, Karl L. Alexander, M. Francis Stluka. 1994. „Ability-Group Effects: Instructional, Social or Institutional?“ *Sociology of Education* 67 (1): 27–46.
- Papáček, Miroslav. 2010. „Badatelsky orientované přírodovědné vyučování – cesta pro biologické vzdělávání generací Y, Z a alfa?“ *Scientia in educatione* 1 (1): 33–49.
- Pelletier, Luc G., Louise Legault, Chantal Séguin-Lévesque. 2002. „Pressure From Above and Pressure From Below as Determinants of Teachers’ Motivation and Teaching Behaviors.“ *Journal of Educational Psychology* 94 (1): 186–196.
- Perry, Laura, Andrew McConney. 2010. „Does the SES of the School Matter? An Examination of Socio-economic Status and Student Achievement Using PISA 2003.“ *Teachers College Record Volume* 112 (4): 1137–1162.
- Průcha, Jan. 2002. „Sociální klima ve třídách českých škol: porovnání nálezů z empirických šetření.“ *Sborník prací Filozofické fakulty brněnské univerzity U7*. Brno: Masarykova univerzita Filozofická fakulta.
- Průcha, Jan. 2012. *Alternativní školy a inovace ve vzdělávání. 3. aktualizované vydání*. Praha: Portál.
- Reynolds, David, Dave Treharne, Helen Tripp. 2003. „ICT – the Hopes and Reality.“ *British Journal of Educational Technology* 34 (2): 151–167.
- Robová, Jarmila. 2012. „Výzkumy vlivu některých typů technologií na vědomosti a dovednosti žáků v matematice.“ *Scientia in educatione* 3 (2): 79–106.
- Roth, Guy, Avi Assor, Yaniv Kanat-Maymon, Haya Kaplan. 2007. „Autonomous Motivation for Teaching: How Self-Determined Teaching May Lead to Self-Determined Learning.“ *Journal of Educational Psychology* 99 (4): 761–774.
- Ryan, Richard M., Edward L. Deci. 2000. „Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being.“ *American Psychologist* 55 (1): 68–78.
- Rýdl, Karel. 1999. *Pedagogické alternativy ve výuce po stránce obsahové a organizační*. Praha: Raabe.
- Rutkowski, Leslie, Eugenio Gonzales, Marc Joncas, Matthias von Davier. 2010. „International Large-Scale Assessment Data: Issues in Secondary Analysis and Reporting.“ *Educational Researcher* 39 (2): 142–151.
- Sheard, Mary, Jebar Ahmed. 2007. *Engaging the ,Xbox gGeneration of Learners‘ in Higher Education*. Huddersfield: University of Huddersfield, School of Education and Professional Development.
- Schwerdt, Guido, Amelie C. Wuppermann. 2011. „Is Traditional Teaching Really All That Bad? A Within-Student Between-Subject Approach.“ *Economics of Education Review* 30 (2): 365–379.
- Sirin, Selcuk R. 2005. „Socioeconomic Status and Academic Achievement: A Meta-Analytic Review of Research.“ *Review of Educational Research* 75 (3): 417–453.