

- Liu, Xiufeng. 2004. *Socio-Cultural Context for Online Learning: A Case Study Viewed from Activity Theory Perspective*. Paper presented at the Association for Educational Communications and Technology Conference, Chicago, IL.
- Livingstone, Sonia. 2012. „Critical Reflections on the Benefits of ICT in Education.“ *Oxford Review of Education* 38 (1): 9–24.
- Lokšová, Irena, Josef Lokša. 1999. *Pozornost, motivace, relaxace a tvorivost dětí ve škole*. Praha: Portál.
- Marjoribanks, Kevin. 1979. *Families and Their Learning Environments: An Empirical Analysis*. London: Routledge and Kegan Paul.
- Marjoribanks, Kevin. 2002. *Family and School Capital: Towards a Context Theory of Students' School Outcomes*. Dordrecht: Kluwer Academic Publishers.
- Matějů, Petr, Michael L. Smith. 2014. „Are Boys That Bad? Gender Gaps in Measured Skills, Grades and Aspirations in Czech Elementary Schools.“ *British Journal of Sociology of Education* 36 (6): 871–895.
- Mullis, Ina V. S., Michael O. Martin, Albert E. Beaton, Eugenio J. Gonzalez, Kelvin D. Gregory, Robert A. Garden, et al. 2000. *TIMSS 1999: International Mathematics Report. Findings from IEA's Report of the Third International Mathematics and Science Study at the Eighth Grade*. Boston, MA: TIMSS International Study Center, Boston College.
- Nocar, David. 2003. „ICT ve výuce matematiky.“ *Department of Mathematics Report Series* 11.
- Noel, Sylvain, Patrice de Broucker. 2001. „Intergenerational Inequities: A Comparative Analysis of the Influence of Parents' Educational Background on Length of Schooling and Literacy Skills.“ In Walo Hutmacher, Douglas Cochrane, Norberto Bottani (eds.). In *Pursuit of Equity in Education: Using International Indicators to Compare Equity Policies*. Dordrecht: Kluwer Academic Publishers.
- OECD. 2015. *Skills for Social Progress: The Power of Social and Emotional Skills*. Paris: OECD Publishing.
- Park, Nansook. 2004. „The role of subjective well-being in positive youth development.“ *The Annals of the American Academy of Political and Social Science* 591 (1): 25–39.
- Pavelková, Isabella, Katerina Hrabal, Vladimír Hrabal. 2010. „Mezinárodní srovnání motivačních zdrojů učební činnost žáků.“ *Pedagogika* 60 (3–4): 292–302.
- 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 Socioeconomic 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.
- 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.
- Ruus, Viive-Riina, Marika Veisson, Mare Leino, Loone Ots, Linda Pallas, Ene-Silvia Sarv, Anneli Veisson. 2007. „Student's Well-being, Coping, Academic Success, and School Climate.“ *Social Behaviour and Personality* 35 (7): 919–936.