Gaining and Sustaining TEL in a 1:1 Laptop Initiative: Possibilities and Challenges for Teachers and Students

# Details

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## Authors

Håkansson Lindqvist M.

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## Topics

* Learning
* Literacy and skills
* Internet usage, practices and engagement

## Sample

126 classroom lessons (124 hours) observed, distributed over both theoretical and practical subjects; 95 upper secondary and compulsory school students surveyed; 10 teachers interviewed.

## Implications For Educators About

## Implications For Stakeholders About

Researchers

# Abstract

The uptake and use of digital technologies is studied in Unos Umeå, a joint one-to-one (1:1) research project between Umeå University and the municipality of Umeå in Sweden. This article presents the results of the third phase of the classroom work with laptops. Using the ecology of resources model (Luckin, 2010), these possibilities and challenges can be interpreted as the manifestation of filters in the learning environment. Alleviating technical problems, targeting low student laptop use, teacher collaboration, and teacher professional development (TPD) may help teachers and students gain and sustain technology-enhanced learning (TEL) in this 1:1 initiative.

# Outcome

"[T]he teachers in this study saw possibilities for using laptops in the classroom. They noted opportunities to enhance learning and reported willingness, ambition, and small steps taken to further develop their teaching with the laptops. The challenges were seen in technical problems, student use, and time for and access to TPD. From a student perspective, students not bringing their laptops to lessons, technical problems with the laptops, and ICT skills appeared to be challenges. The possibilities for students were found in making work easier, more fun, and more structured, as well as in students feeling more responsible.... The use of filters as an analytical concept provided awareness of the possibilities and gave insight into the challenges for teacher and students."