Talking about digital textbooks. The teacher perspective

# Details

## Year

2019

## DOI

10.1108/ijilt-11-2018-0132

## Issued

2019

## Language

English

## Volume

36

## Issue

3

## Start Page

## End Page

## Authors

Håkansson Lindqvist M.

## Type

Journal article

## Journal

The International Journal of Information and Learning Technology

## Publisher

Emerald

## Topics

Learning

## Sample

Two teachers of Swedish and English at 1 independent upper secondary vocational school in Sweden.

## Implications For Educators About

# Abstract

Purpose
An increasing amount of students’ and teachers’ work in the classroom involves digital technologies such as tablets and laptop computers. The purpose of this paper is to gain insight into the possibilities and challenges related to teachers’ use of digital textbooks and, through this work, the conditions for technology-enhanced learning (TEL).

Design/methodology/approach
This study was based on interviews with two teachers. In the analysis, The Ecology of Resources Model (Luckin, 2010) was used.

Findings
The findings of this study show that teachers see challenges in finding time to review digital textbooks and support the work with the textbooks in the classroom. However, the teachers in this study prioritize this work, seeing it as providing structure and improved accessibility for students.

Practical implications
The findings of this study point toward the need to support teachers in their work with reviewing and using digital textbooks, as well as other digitalized resources. How schools as organizations can support teachers’ activities, both individually and collaboratively, will be important. If this work is supported it may, in turn, have impact on TEL and promoting students’ use of digital textbooks and improving student outcomes.

Originality/value
This small study provides interesting insights into how teachers prioritize their work with digital textbooks to, despite challenges related to time, individualize and support students’ work with digital textbooks and other digital resources. Research on teachers’ use of digital textbooks in practice is limited.

# Outcome

"[T]eachers see challenges in finding time to review digital textbooks and support the work with the textbooks in the classroom. However, the teachers in this study prioritize this work, seeing it as providing structure and improved accessibility for students." (Author, in Abstract)