Is the Tablet a Teacher or a Student Tool? Emergent Practices in Tablet-Based Classrooms

# Details

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## Editors

Cerratto Pargman T.;Jahnke I.

## Authors

Mårell-Olsson E.;Bergström P.;Jahnke I.

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Emergent Practices and Material Conditions in Learning and Teaching with Technologies

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## Sample

26 classroom observations along with interviews with 17 female and 9 male teachers in Sweden. Five teachers worked in grades 1–3, eight teachers in grades 4–6, eight teachers in grades 7–9, and four teachers in grades 10–12.

## Implications For Educators About

## Implications For Policy Makers About

Other

## Other PolicyMaker Implication

Digitalization of education

## Implications For Stakeholders About

Researchers

# Abstract

The aim of the study was to understand how digitalization of K–12 education has been carried out in Sweden. The focus lied on investigating 26 teacher's teaching designs in tablet-based one-to-one computing initiatives in Sweden. Further, the aim was to explore teachers' motives and practical implementation for teaching and learning in the one-to-one computing classroom. Data were collected through semi-structured interviews with 26 teachers along with 26 classroom observations in grades 2 to 12 (e.g. students from 8 to 18 years old). Activity theory was used for analyzing the participated teachers' motives, goals, actions, and operations involved in the integration of the tablets in the classroom. This study was part of a broader research project with classroom observations and student group interviews that was conducted during 2011–2015. The findings illuminate emergent practices based on teachers' strategies for constructing a teaching design that attempts to fulfill each student's individual needs. The findings also make clear that teachers are struggling for providing a customized education for all. In addition, the findings contribute to knowledge about how principals' strategic leadership (i.e. leadership and organization of the work in the school) has an impact on teachers' design practices.

# Outcome

"The findings illuminate emergent practices based on teachers’ strategies for constructing a teaching design that attempts to fulfill each student’s individual needs. The findings also make clear that teachers are struggling for providing a customized education for all." (Authors, in Abstract)