Same but different? An examination of Swedish upper secondary school teachers’ and students’ views and use of ICT in education

# Details

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## Topics

## Sample

25 teachers and 39 students in Swedish upper secondary schools known nationally for their advanced use of ICT.

## Implications For Parents About

Other

## Other Parent Implication

Educational benefits of ICT use.

## Implications For Educators About

* School innovation
* Professional development
* Other

## Implications For Stakeholders About

Researchers

# Abstract

Purpose
The purpose of this paper is to examine Swedish upper secondary school teachers’ and students’ views and use of ICT in education.
Design/methodology/approach
In total, 25 individual teachers and 39 students in small focus groups were interviewed. A qualitative content analysis was performed using NVivo11. The analysis was conducted in three steps: with each individual teacher, the student groups and the cohort of teachers and students. A comparative analysis was also conducted.
Findings
The teachers’ views and use of ICT are diverse. Teachers and students identify similar challenges when using ICT in education, e.g. time and subject, the shortcomings of a school’s learning management system (LMS) and teachers’ digital competence. Students report an extensive out-of-school use of smartphones and an extensive in-school use of laptops and LMS.
Research limitations/implication
The relatively small number of teachers and students in three schools make generalisations difficult. The examination of teachers’ and students’ views and use in the same context reveals new knowledge.
Practical implications
The study may influence teachers’ use of ICT in education, based on a better understanding of students’ use.
Social implications
The study may lead to a better understanding of teachers’ and students’ different perspectives and a more enhanced and sustainable in-school use of ICT.
Originality/value
The originality is that teachers’ and students’ views and use of ICT in education are examined at the same time. The paper contributes new knowledge about how teachers and students conceptualise and use ICT in upper secondary school practices.

# Outcome

"...the teachers and students at all the three schools are largely in agreement about how they view ICT in education and how it could be used for teaching and learning. The main difference that stands out in the analysis is the educational potential of smartphones." (Authors, 130)