The stretchiness of learning the digital mystery of learning in one-to-one environments in schools

# Details

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## Topics

* Learning
* Internet usage, practices and engagement
* Digital and socio-cultural environment

## Sample

18 preschool and 56 primary school teachers in 5 schools in 5 municipalities in Sweden.

## Implications For Educators About

* School innovation
* Professional development
* Other

## Implications For Stakeholders About

Researchers

# Abstract

The aim of the study is to generate knowledge of how teachers change their teaching and how pupils change their learning as a consequence of working in One-to-One environments in schools. The result shows that teachers and students are changing their relation to teaching and learning when school is digitized. The most important dimension of this change is that content related knowledge of the digitized learning in a one-to-one school, is a prerequisite for improved quality and better results in schools where digital artefacts are used. The results also show in what ways teachers must understand that knowledge is stretched between analogue and digital teaching and learning in the classroom.

# Outcome

"At an overarching level the study confirms what has been shown in previous international and national studies of One-to-One projects, which state that the schoolwork becomes more motivating, the enthusiasm increases, the classroom work becomes calmer and more concentrated, but that initially there is great uncertainty and worry about the teachers’ role, how the computers should be used in the best possible way, whether the pupils really learn what is stated in the objectives, digital bullying and surfing on web pages containing violence, political propaganda, games and pornography.... The result shows that teachers and students are changing their relation to teaching and learning when school is digitized. The most important dimension of this change is that content related knowledge of the digitized learning in a one-to-one school, is a prerequisite for improved quality and better results in schools where digital artefacts are used. The results also show in what ways teachers must understand that knowledge is stretched between analogue and digital teaching and learning in the classroom." (Author, 42, 35)