Teaching and Learning in Technology Rich Schools: Traditional Practices in a New Outfit

# Details

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Education Applications Developments II

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Lisbon, Portugal

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## Sample

Four upper secondary schools situated in relatively wealthy Swedish suburbs with a predominantly middle and upper-middle class intake.

## Implications For Policy Makers About

Other

## Other PolicyMaker Implication

Digitalization and technology are not value free; Technology has not played a significant part in educational innovation or change

## Implications For Stakeholders About

Researchers

# Abstract

Twenty-five years ago an educational project was carried out in a school class in Melbourne Australia using one-to-one laptop computing for educational purposes. The project took place well before initiatives by global hard and software corporate giants to develop one-to-one computer actions as a global venture in the pursuit of profit. A discourse of technology optimism has worked as a driver in these developments, particularly at school levels. In it computer technology is claimed to solve problems and create educational change and effectiveness when it actually can’t and above all doesn’t. In the chapter we examine aspects of the discourse at work through critical ethnographic research.

# Outcome

"The main findings presented in the chapter suggest that there is a frequent use of technology in classrooms but that this use is a form of conservative modernisation in a context of educational reforms that are structured by neo-liberal and neo-conservative movements toward high stakes performativity." (Authors, 212)