Exploring the Relationship between Sanctioned and Unsanctioned Laptop use in a 1:1 Classroom

# Details

## Year

2015

## Issued

2014

## Language

English

## Volume

18

## Issue

1

## Start Page

## End Page

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## Type

Journal article

## Journal

Journal of Educational Technology Society

## Topics

* Learning
* Internet usage, practices and engagement
* Other

## Sample

Two Swedish secondary schools implementig a 1:1 laptop project. Data from 500 students and 60 teachers was collected through an annual web-based questionnaire (2007 – 2010),
supplemented by interviews with teachers, students and representatives of the steering group, and by regular observations in the classrooms (60 hours). To make it possible to distinguish changes over time, the selected data used in this article originate from the same group of students over the three years, starting in 7th grade (year one) and ending in 9th grade (year three).

## Implications For Educators About

## Implications For Policy Makers About

Other

## Other PolicyMaker Implication

Use of personal laptops in secondary schools

# Abstract

The research reported in this article explores and discusses students’ use of laptops in a 1:1 setting. A problem experienced by teachers is that the laptops are possible distractors and tempt students to engage in use that is not in line with the teacher’s idea of what would be suitable in relation to the current assignment. Three annual surveys in combination with interviews and classroom observations were carried out in two Swedish secondary schools during a phase of the implementation of 1:1-laptops. The results show how that there is not a reciprocal correlation between sanctioned laptop use and unsanctioned laptop use. The findings also show that the students’ unsanctioned use of laptops was relatively high, but stable throughout the duration of the three years. Furthermore, results show that the number of students who do not game or chat at all has increased every year. The findings have implications for the discussions concerning the use of personal laptops in secondary schools.

# Outcome

"The results show how that there is not a reciprocal correlation between sanctioned laptop use and unsanctioned laptop use. The findings also show that the students’ unsanctioned use of laptops was relatively high, but stable throughout the duration of the three years. Furthermore, results show that the number of students who do not game or chat at all has increased every year." (Authors, in Abstract)