ICT enabled innovation in technology rich schools?

# Details

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## Topics

## Sample

Four upper secondary schools in a municipality that has invested in new technologies through a 1:1 initiative.

## Implications For Educators About

## Implications For Policy Makers About

Other

## Other PolicyMaker Implication

ICT as a change agent; Is technology really a force causing impacts on education?

## Implications For Stakeholders About

Researchers

# Abstract

This article takes its point of departure from the main findings from research into four upper secondary schools that have implemented digital technology through one-to-one laptop initiatives. Various data sources have been used in order to identify and understand how teaching and learning are organised and the reasons why and how digital technologies are used in educational settings. This is a response to a demand for more knowledge regarding the ways in which desirable changes of education can be realised and the potential role of educational technology this process. The conclusion drawn is that fundamental transformations in education are less concerned with technology and have more to do with changing structures and discourses regarding teaching, learning and education.

# Outcome

"• ICT was frequently used by teachers and students in a way that sustained and replicated traditional practices
• There was no sign in the data that the daily use of ICT resulted in a development process towards innovative teaching and learning practices.
• The performative discourse was the main structuring force for the educational setting and this appeared to reproduce traditional ways of organizing teaching and learning in schools."
(Authors, in Concluding Remarks)