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Borders of Change: A Holistic Exploration of Teaching in One-to-One Computing Programs

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Highlights

- We study the impact of one-to-one computing programs on teaching in its entirety;
- Impact is explored before, during, and after classroom instruction;
- Learner-centered teaching is bounded by existing classroom practices;
- Learner-centered teaching is appreciated but requires one-to-one lessons.

Abstract

This qualitative study takes a holistic approach to the effects of one-to-one computing initiatives on teachers in elementary and middle schools. Participants (N=14) were asked about the entirety of their teaching (before, during, and after lessons). There are two major findings. First, a shift to learner-centered teaching is evident in one-to-one lessons, but the practice is bounded by existing classroom practices. Second, the realization of the benefits of learner-centered approach did not lead teachers to adopt it in other lessons. The findings suggest that a technology-driven approach to teaching does not result in meaningful change.

Keywords: one-to-one computing program, learner-centered teaching, entirety of teaching, classroom practices