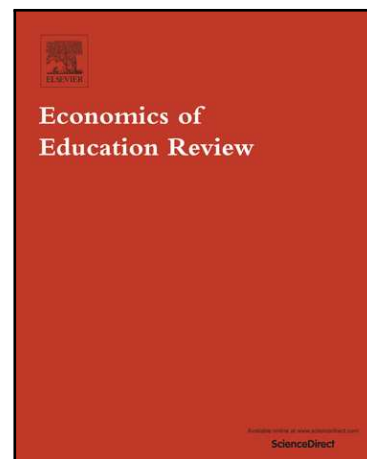


Accepted Manuscript

Books or Laptops? The Effect of Shifting from Printed to Digital Delivery of Educational Content on Learning

Rosangela Bando , Francisco Gallego , Paul Gertler ,
Dario Romero Fonseca

PII: S0272-7757(16)30724-5
DOI: [10.1016/j.econedurev.2017.07.005](https://doi.org/10.1016/j.econedurev.2017.07.005)
Reference: ECOEDU 1723



To appear in: *Economics of Education Review*

Received date: 31 December 2016
Revised date: 13 July 2017
Accepted date: 13 July 2017

Please cite this article as: Rosangela Bando , Francisco Gallego , Paul Gertler , Dario Romero Fonseca , Books or Laptops? The Effect of Shifting from Printed to Digital Delivery of Educational Content on Learning, *Economics of Education Review* (2017), doi: [10.1016/j.econedurev.2017.07.005](https://doi.org/10.1016/j.econedurev.2017.07.005)

This is a PDF file of an unedited manuscript that has been accepted for publication. As a service to our customers we are providing this early version of the manuscript. The manuscript will undergo copyediting, typesetting, and review of the resulting proof before it is published in its final form. Please note that during the production process errors may be discovered which could affect the content, and all legal disclaimers that apply to the journal pertain.

Highlights

- Accessing and producing reading resources are increasingly shifting from print to digital options that can be viewed on electronic devices, such as computers. In education in particular, research studies have shown that providing digital content on computers has lower marginal costs but higher fixed costs in comparison to textbooks for schools.
- Information and communication technologies (ICTs), such as computers and laptops, provide users with computational tools, information storage and communication opportunities. However, these devices may also pose as distractors that tamper with the learning process.
- Using a randomized controlled trial in elementary schools in Honduras, we show that at the end of one school year, we fail to reject the hypothesis that the substitution of laptops for textbooks did not make a significant difference in student learning for mathematics and Spanish and in non-academic outcomes related to coding and verbal fluency.

Download English Version:

<https://daneshyari.com/en/article/6840832>

Download Persian Version:

<https://daneshyari.com/article/6840832>

[Daneshyari.com](https://daneshyari.com)