THE USE OF LAPTOP TO STUDENT’S LEARNING

by:

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(Peneul, 2006) mentioned that K-12 schools are requiring or strongly recommending that students have laptop computers to use in class and around campus.

The use of laptops supports students’ learning, affects the work and lives of students, affects the culture of the classroom, the process and quality of students’ work and the social interactions of students.

Beyond the convenience and flexibility of working anytime, anywhere (Ni, & Branch, 2004), very little is known about how laptops might affect students’ lives in a university setting. Other researchers have found that using laptops into the classroom can interfere with learning. As what (Hembrooke & Gay, 2003) stated that learners who were given the opportunity to work on laptops during lecture performed less well on traditional tests of memory for the material than students who were prevented from using their laptops.

The use of laptops will create greater opportunities for peer help and collaboration, whereby students can create learning environments anywhere. However, portability could also result in greater student isolation, narrower social networks, and less face-to-face contact because it enables students to choose work environments that are more private or selective. Students with laptops spent more time on assignments, worked for longer durations, and more of them tended to work after midnight compared to when they did not have laptops.
Students limit their exploration and development of ideas and work to the computer, rather than use other tools that were more efficient and appropriate. For example, students testified spending long periods of time searching the web for pictures rather than sketching and then scanning what they needed. This tendency not only increased their time on task, but according to students, it was also contributing to the weakening of their drawing skills. With laptops significantly more students reported doing most of their work at home or in the studio and no students reported doing most of their work in other locations, either on or off campus.

In sum, with access to laptops, students increased their tendency to work in their rooms, an environment that was more physically comfortable but less conducive to learning or working (more distractions, and less feedback and help), and worked less in a communal setting (cluster or studio), that was more conducive for learning and working (feedback, help, community-building, "inspiring" as one student put it), but less physically comfortable. Even though students recognized these advantages and disadvantages, they opted to work in environments that offered physical comfort over better work/learning environment.

References:


Effects with and of Ubiquitous Computing under Natural Conditions.