THE USE OF LAPTOP TO STUDENT’S LEARNING

by:
Sarah A. de Padua
Master Teacher I, Mariveles National High School - Cabcaben

Despite the growing popularity of laptop programs, there are only a few systematic or behavioral studies examining how students use laptops to enable them to support and cope with their learning or how the multiple uses of laptops affect the work and lives of scholars. During this study we use multiple methods to systematically investigate how the supply of laptops affects the culture of the classroom, the method and quality of students’ work, student engagement in their work, and the way laptops affect the social interactions of scholars.

Beyond the convenience and adaptability of working anytime, anywhere (Ni, & Branch, 2004), little or no is understood about how laptops might affect students’ lives during a university setting. Others have found that by introducing laptops into the classroom it can help them interfere with learning. In one study, students who got the chance to figure on laptops during lecture performed less well on traditional tests of memory for the fabric than students who were prevented from using their laptops (Hembrooke & Gay, 2003). They noticed that students with laptops often engaged in both off and on-task web-surfing, and both of which were related to poorer performance on recall tasks.

Students can build new learning environments anywhere, with a wider and greater diverse group of scholars than they could otherwise interact with. However, portability could also end in greater student isolation, narrower social networks, and fewer face-to-face contact because it enables students to settle on work environments that are more private or selective. This might inadvertently reduce the broader value that a university experience can afford students.
Students with laptops spent longer on assignments, worked for extended durations, and more of them attended work after midnight compared to once they did not have laptops.

Another factor which will have contributed to the rise time was the tendency for college kids to limit their exploration and development of ideas and work to the pc, instead of use other tools that were more efficient and appropriate. For instance, students reported spending long periods of your time searching the online for pictures instead of sketching then scanning what they needed. This tendency not only increased their time on task, but consistent with students, it had been also contributing to the weakening of their drawing skills. Instructors had to sometimes tell students to use paper instead of their computers to record ideas, to offer themselves’ a bigger surface to record and consider them.

With laptops significantly more students reported doing most of their work on home or within the studio and no students reported doing most of them add other locations, either on or off campus.

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

References:

Effects with and of Ubiquitous Computing under Natural Conditions. 
Association for Educational Communications and Technology 27th, Chicago, IL, 
Oct 19-23.

Hembrooke, H., & Gay, G. (2003). The laptop and the lecture:

The effects of multitasking 