1. ABOUT THE DATASET

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Title: One-to-One Chromebook Technology and Student Engagement in the Independent Secondary School Classroom: A Case Study

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Description: This data was collected from an independent, co-educational secondary school in the United Kingdom, for children aged 11 to 18 years old. The aim was to understand student and teacher perceptions of one-to-one Chromebook use, not in the initial stages of a Chromebook initiative, but when the Chromebooks had been used in this case study school for over four years. Data was collected in two stages. The first stage involved the collection of survey data. Students and teachers were invited by the Head teacher to complete the survey and 168 students, and 43 teachers completed this in full. The survey was shared and completed online using Google Forms. The survey collected demographic data about students and teachers as well as asking questions connected to the construct of engagement with Chromebook technology, which revealed the perceptions of both students and teachers. The data generated is both qualitative and quantitative in nature. The initial analysis of the survey data informed stage two of the research which involved four focus group meetings with students from Year 9 of the school, involving two groups of three and two groups of two students (n=10) and four semi-structured interviews with teachers from the same school (n=4). The focus groups and interviews probed for more detail on the key issues that had been raised by the survey data. The focus groups and interviews were audio-recorded and then transcribed before being analysed using Nvivo12. The data in its whole reveals an insight into the perceptions of both students and teachers for comparison, to understand if both groups view student engagement in the same way.

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2. TERMS OF USE

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3. PROJECT INFORMATION

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Title: One-to-One Chromebook Technology and Student Engagement in the Independent Secondary School Classroom

Dates: January 2019 -January 2023

4. CONTENTS

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File listing:

1. README\_Falshaw\_2023.docx
2. Student\_Survey\_Questions.docx. Student Survey Questions including Assent – provided information to students about the survey and informed each student that by ticking the box they provided their assent and that they understood the reasons why they had been chosen and why they were completing the survey. The survey questions are then below this information.
3. Teacher\_Survey\_Questions.docx. Teacher Survey Questions including Consent – provided information to teachers about the survey and informed each teacher that by ticking the box they provided their consent and that they understood the reasons why they had been chosen and why they were completing the survey. The survey questions are then below this information.
4. Student\_Survey\_Responses.xlsx. Student Survey Responses – contains the responses of all students (n=168)
5. Teacher\_Survey\_Responses.xlsx. Teacher Survey Responses– contains the responses of all teachers (n=43)
6. Focus\_Group\_and\_Interview\_Schedule.docx. Focus Group and Interview Schedule – shows the planning for the focus groups and interviews and the broad topic areas to be covered
7. Focus\_Group\_1\_Transcript.docx. Focus Group 1 Transcript – two participants
8. Focus\_Group\_2\_Transcript.docx. Focus Group 2 Transcript – three participants
9. Focus\_Group\_3\_Transcript.docx. Focus Group 3 Transcript – two participants
10. Focus\_Group\_4\_Transcript.docx.Focus Group 4 Transcript – three participants
11. Teacher\_Interview\_1\_Transcript.docx. Teacher Interview 1 Transcript
12. Teacher\_Interview\_2\_Transcript.docx. Teacher Interview 2 Transcript
13. Teacher\_Interview\_3\_Transcript.docx. Teacher Interview 3 Transcript
14. Teacher\_Interview\_4\_Transcript.docx. Teacher Interview 4 Transcript

5. METHODS

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Data was collected in a two-stage sequential mixed methods study. The first stage involved an online survey of students and teachers (different surveys) across part of the school, Years 7 to 11 for students, and all teaching staff, to explore views on engagement and the use of one-to-one Chromebook technology. They were invited by the Head to participate. The online survey for each group was open for completion for two weeks, with an email reminder at the end of week one, and a final reminder one day prior to closing. A link to the survey was sent with the invitation to participate along with the relevant information sheet – for students, parents were informed prior to the survey to withdraw consent if they wished. The results were analysed, and key themes/ issues identified. Following this, the themes/ issues were explored in stage two, using semi-structured interviews for Y9 teachers and focus groups with Y9 students. Y9 have been selected as they are the middle group in the junior and middle part of the school and contain a mixture of experienced 1:1 users and those who have only been using 1:1 since they joined the school. These took place in a school meeting room, to try and ensure neutrality, given the position of the researcher (i.e not the Deputy Head’s Office). Interviews and focus groups were audio recorded and transcribed. Comparisons of teachers’ and students’ views were explored to understand the perceptions of both groups as to how one-to-one technology impacts student engagement.

The stage one online questionnaire and stage two interviews/ focus groups asked for both student and teacher participation on a voluntary basis (by the Head teacher), via their school email accounts. In stage one, students in Y7 to Y11 were asked to participate via their school email. In stage two, the purposeful convenience sample of Y9 students to be interviewed as part of a focus group were taken from volunteers from this year group. The number of focus groups was determined by the number of volunteers. For teachers, the stage 1 questionnaire was done voluntarily and the interviews in stage 2, a purposeful convenience sample involved volunteers who teach a Y9 class(es). Interviews were carried out with individual teachers. Both interviews and focus groups were conducted in a neutral setting in the school and were audio recorded and transcribed.

Quantitative data was analysed using SPSS Version27. Qualitative data was explored using Nvivo12.