April 2015

1:1 Technology Programs Impact on Iowa Schools

Kong Chen  
*University of Northern Iowa*

Palmer Scott  
*University of Northern Iowa*

*See next page for additional authors*

Copyright © 2015 Kong Chen, Palmer Scott, Noor Albayat, Ghader Albayat, and Danielle Stubbs  
Follow this and additional works at: [https://scholarworks.uni.edu/agss](https://scholarworks.uni.edu/agss)  
Part of the *Special Education and Teaching Commons*

*Let us know how access to this document benefits you*

Chen, Kong; Scott, Palmer; Albayat, Noor; Albayat, Ghader; and Stubbs, Danielle, "1:1 Technology Programs Impact on Iowa Schools" (2015). Annual Graduate Student Symposium. 6.  
[https://scholarworks.uni.edu/agss/2015/all/6](https://scholarworks.uni.edu/agss/2015/all/6)

This Open Access Poster Presentation is brought to you for free and open access by the Graduate College at UNI ScholarWorks. It has been accepted for inclusion in Annual Graduate Student Symposium by an authorized administrator of UNI ScholarWorks. For more information, please contact scholarworks@uni.edu.
1:1 TECHNOLOGY PROGRAMS IMPACT ON IOWA SCHOOLS
Kong Christina Curran, Dr. Amy Petersen, & Danielle Stubbs

INTRODUCTION
1:1 technology programs have demonstrated improvement in students’ learning, academic performance, and engagement. However, the impacts of 1:1 programs for students with disabilities and the consideration of instructional and technological accommodation for all students were little studied. From this point of view, the purpose of this research is to examine the nature of 1:1 technology in the schools, how the 1:1 technology shapes the teachers’ skills to meet the needs of all students, and students’ outcomes as a result of 1:1 technology.

PROFESSIONAL DEVELOPMENT
- Back loading vs. Front loading
  - “Some training after you’re into it for 2-3 weeks would really be helpful.”
  - “…the technology and the elements were kind of beyond our typical PD.
  - “I don’t know if computers should have been put in our hands until we actually front loaded a time.”
- Differentiation
  - “I think that differentiating our PD would be nice.”
  - “So how to use the technology in our rooms, we haven’t been necessarily trained on when is it effective and when is it not effective.”
  - “We’re trying to use Read and Write It’s still got some bumps. It’s not always working.”

UDL, AIM/AEM, & AT
- Variable perceptions/practices for IEP eligible students
  - “It hasn’t changed their life a great deal”
  - “I feel like I’m able to modify stuff a little bit more for specific students who have specific needs.”
  - “One of our biggest concerns is how do we get them access to gen. ed. curriculum that comes with that gen. ed. textbook or article or whatever.”
  - “There’s no issue of looking different if you’re using assistive technology.”
  - “It (1:1) changed how kids can get accommodations.”
  - “We really look at and work with the teachers, the special ed. teachers, within their IEPs, to match the device.”

PURPOSES, IMPLEMENTATION, & OUTCOMES
- Purposes
  - “…technology should not be driving your instruction... It should be “Here’s my goals. Here’s an easy way to facilitate that using technology.”
  - “We’re not looking for the device to make huge changes in our student achievement or anything like that. It’s not even our goal. Our goal is to try to level the playing field for all the kids in our school so they all have the same access and same device.”
- Varied implementation (teachers)
  - “I changed my whole curriculum due to this (1:1).”
  - “But for me, a lot of the things are pretty similar so it (instruction) hasn’t been a big drastic change.”
- Outcomes
  - “I think it (1:1) gives them (students) a confidence boost to some of those kids that are more disorganized.”
  - “[1:1] has put a pretty good workload on us (teachers).”
  - “[Teachers] are able to check it (assessment) immediately, they (students) get the feedback.”

RECOMMENDATIONS
- Increase teachers’ and parents’ involvement in planning.
- Increase uploading professional development on both 1:1 devices and instructional tools introduced with 1:1.
- Increase differentiated professional development for teachers based on their content areas.
- Imperative to include students in both planning and implementation.
- Implement device monitoring system to limit student distraction from using 1:1 device.
- Provide opportunities for students to socially interact without a 1:1 device presence.
- Utilize available AT resources to best serve student needs.
- Evaluation of 1:1 effectiveness in terms of student outcomes and teacher instruction.