Från datasal till en-till-en
En studie av lärares erfarenheter av digitala resurser i undervisningen

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Avdelningen för utbildningsvetenskap
Mittuniversitetet, 2014

Akademisk avhandling
För avläggande av filosofie doktorsexamen vid Fakulteten för Humanvetenskap vid Mittuniversitetet, Campus Härnösand, som offentligt kommer att försvaras i Alfhild Agrellsalen, U 401, Sambiblioteket, fredagen den 26 september 2014, kl. 13.15.

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**Abstract**

In this thesis a study upper secondary school teachers’ experiences from using digital resources is presented. The study was carried out in two upper secondary schools where the students had each recently been given their own laptop, a so-called one-to-one computer. The purpose of the study was to describe and analyse the teachers’ experiences of using digital resources in teaching. Four teachers, three men and one woman, from two upper secondary schools in a Swedish municipality, participated in the study. Empirical material was collected during autumn 2010 and spring 2012. The methods used in the collection were interviews and participatory observations, so-called go-along observations. The study’s theoretical approach has its foundation in phenomenological philosophy. In the result care, time and teachers’ lived experiences of didactic work emerge as important for the utilisation of digital resources in teaching. In the teaching, the teachers’ experiences and knowledge of their subjects, teaching, digital resources, and life experiences and knowledge seemed to interact. This interaction between experiences and knowledge is described in the study as lived experiences of didactic work. The study shows that teachers dealt with the new digital technology and designed learning environments for the students with the starting point of their lived experiences of didactic work and assumptions about the students’ interest for digital resources. The teachers’ care with relationship building and creation of trust and confidence was shown to have importance for how, and to what extent, digital resources could be used in teaching. Both similarities and differences in the teachers’ experiences of, and knowledge about, how teaching is carried out with one-to-one computers emerged in the study. Two of the teachers were more experienced users of digital resources in comparison with the two others. The teachers’ experiences of digital resources are often related to their own interest in these, but their experiences are also related to the lack of time for learning to use digital resources as pedagogical tools.

The thesis is written in Swedish with an English summary.

**Keywords:** Upper secondary schools, teaching, pedagogy, didactics, technology implementation, digital learning resources, teaching media, phenomenology, lifeworld