

The potential and prerequisites of effective tablet integration in rural Kenya.

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Abstract

This study investigates how pedagogical, cultural and institutional factors interact with technical knowledge in educational technology integration and how they relate to equitable and effective technology use in low-resource settings. In the context of a one-to-one tablet initiative in rural Kenya, we explore how these factors constrain or support access to technology, instructor capacity, student engagement and student learning, as well as their implications for reducing educational and digital divides. We employ a mixed methods, such as a quasi-experimental (prepost, nonequivalent control group) research design that draws on data from classroom observations, teacher interviews, student surveys and focus groups, and assessments of student academic performance to generate evidence on classroom practices and student learning in schools with access to tablets, while also highlighting core challenges to successful technology integration. Our findings contribute to the identification of prerequisites and supporting factors for successful educational technology integration, as well as policy levers and school-based strategies that are likely to increase equitable access to quality learning experiences in schools in low-resource contexts.

Key words: Technology Integration, Rural areas, Equal education, Primary schools, Kenya

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