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**BRING YOUR OWN DEVICES CLASSROOM: ISSUES OF
DIGITAL DIVIDES IN TEACHING AND LEARNING
CONTEXTS**

**A thesis presented in partial fulfilment of the
requirements for the degree of
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Bring Your Own Devices Classroom: Issues of Digital Divides in Teaching and Learning Contexts

Abstract

Since the late 1990s, *digital divide* has gathered much attention from the research community and government organizations. The education sector has been an important area of inquiry for many researchers, as they strive to inform government initiatives on strategies to address digital divide issues prevalent here. This study reports on how existing and new digital divides have evolved with increased penetration of digital learning technologies into teaching and learning practices and the wide usage of enabling technologies by students across formal and informal learning spaces (i.e. both in- and out-of-school), within the context of a BYOD (bring your own device) classroom initiative. A five-year longitudinal investigation of a BYOD classroom initiative by a New Zealand school helped to gain insights into different nature of digital divides in the learning process. First, the BYOD classroom initiative did not end up accentuating existing gaps in access to digital devices and information, despite initial results indicating towards a potentially digitally divided classroom. Second, the study strongly indicated the presence of gaps in terms of information literacy and critical thinking ability, which was eventually bridged in the later stage, as students slowly adjusted to the classroom curricular structures in the BYOD classroom. Third, learner self-efficacy has been identified as the most influential determinant of learning outcomes among students. In earlier phases of investigation of BYOD classrooms initiative, learner self-efficacy was found to be influenced by digital capability, in combination with information literacy, critical thinking ability, and positive motivation. However subsequently, self-efficacy influences affordances in

various aspects of social cognitive abilities related to individual's learning activities affecting how learners engage and apply technology to shape their learning outcomes. The study findings will inform policy makers and education government agencies, in their ongoing quest for bringing about inclusive digital transformation and overall improvement in learning outcomes.

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Table of Contents

Abstract.....	i
Acknowledgements	iii
Table of Contents.....	v
List of Tables	xiv
Table of Figures	xvi
Chapter 1: Introduction	1
1.1 Introduction	1
1.2 Digital divide phenomenon.....	4
1.3 Bring your own devices (BYOD) classrooms	8
1.4 The meaning of equity in teaching and learning.....	10
1.5 Background to the research problem.....	14
1.6 Research questions	15
1.7 Theoretical framework.....	16
1.8 Contribution of the thesis	17
1.9 Roadmap of study	20
1.10 Thesis outline	22

Chapter 2: Literature Review	25
2.1 Introduction	25
2.2 Digital divides in the education	27
2.3 Studies on digital initiatives in education	29
2.4 Technology-mediated educational initiatives in New Zealand	31
2.5 Methodology.....	35
2.6 Analysis of digital divide literature.....	36
2.7 Relevant literature on digital divide in learning.....	38
2.7.1 Access to digital technologies.....	38
2.7.2 Digital/information literacy.....	40
2.7.3 Learner self-efficacy	43
2.7.4 Nature of the technology usage by learners.....	44
2.7.5 Motivation/belief.....	45
2.8 Contextualization of literature.....	46
2.8.1 Three level digital divide framework.....	47
2.8.2 Analysis of the three level digital divide framework.....	49
2.8.2.1 Antecedents of the three level digital divide framework	49

2.8.2.2	Propriety of the three-level digital divide framework for study of digital divide in learning	51
2.8.3	Contextualization of three level digital divide framework into the study .	53
2.8.4	Socio cultural ecological frame for mobile learning as an analytical framework	55
2.9	Conclusion.....	57
Chapter 3: Research Methodology.....		60
3.1	Introduction	60
3.2	Research questions	61
3.3	Researchers role.....	62
3.4	Research philosophy	64
3.5	Rationale for case study method.....	66
3.6	Relevance and rigour	70
3.7	Research framework used in this study.....	72
3.8	Research design.....	73
3.8.1	Unit of analysis.....	75
3.8.2	Quality of research design.....	76
3.8.2.1	Construct validity	76
3.8.2.2	Internal validity	77

3.8.2.3	External validity	78
3.8.2.4	Reliability.....	78
3.8.3	Selection of case	79
3.8.4	Triangulation.....	80
3.8.5	A priori specification of constructs	82
3.8.6	Context of the case study.....	83
3.8.7	Research design checklist.....	85
3.9	Data collection process	88
3.9.1	Ethical issues in data collection	88
3.9.2	Case study protocol	90
3.9.3	Case study database.....	91
3.9.4	Stage 1: Baseline study	92
3.9.5	Stage 2: Follow-up study.....	92
3.9.6	Stage 3: Summative study	93
3.9.7	Data collection checklist.....	94
3.10	Data analysis	96
3.10.1	Data analysis checklist	98
3.11	Case study report.....	101

3.12	Methodological model for the study	102
3.13	Conclusions	105
Chapter 4: Baseline Data Analysis		106
4.1	Introduction	106
4.2	Preliminary analysis of the case study.....	107
4.3	Collection of baseline data	110
4.4	Results and findings.....	114
4.4.1	Variations in the level of access	114
4.4.2	Variations in the level of digital skills.....	116
4.4.3	Analysis towards aspects beyond access and digital skills	118
4.4.3.1	Differences in the learning practices between classroom and everyday life	120
4.4.3.2	Traditional vs technology-mediated teaching methodology	125
4.4.3.3	Convergent digital media applications within the method of instruction	129
4.5	Conclusion.....	132
Chapter 5: Follow-up Data Analysis		134
5.1	Introduction	134
5.2	Data Collection and analysis.....	135

5.3	Evolution of digital divides issues	136
5.3.1	Digital access divide	137
5.3.2	Digital capabilities divide.....	139
5.3.2.1	Digital/Information literacy.....	140
5.3.2.2	Nature of technology usage by learners	143
5.3.3	Learning outcomes divide	145
5.3.3.1	Knowledge acquisition and skill development.....	145
5.3.3.2	Attitude and motivation of students	147
5.3.4	Summary of analysis related to digital divide issues.....	148
5.4	Evolution of BYOD classrooms.....	150
5.4.1	Qualitative coding	153
5.4.2	Structures	155
5.4.3	Agency	158
5.4.4	Cultural practices	165
5.4.5	Interaction of structures, agency and cultural practices	169
5.4.6	Summary of analysis related to BYOD classrooms.....	171
Chapter 6: Summative Data Analysis.....		173
6.1	Introduction	173

6.2	Data and analysis framework	174
6.3	Case analysis and findings	176
6.3.1	Skills development	178
6.3.2	Changes to personal, motivational and behavioral factors	182
6.3.3	Knowledge acquisition	188
6.3.4	Summarizing the analysis in the context of learning outcomes.....	192
6.4	Conclusion.....	195
Chapter 7: Closing Discussion.....		198
7.1	Introduction	198
7.2	Discussion on the research questions.....	201
7.2.1	How has the digital access divide evolved because of the BYOD classrooms? 202	
7.2.2	How have the digital capabilities divide evolved because of the BYOD classrooms?.....	205
7.2.3	How have the learning outcomes (knowledge acquisition, skills development, and progression of attitudes and motivation) evolved because of the BYOD classroom?	207
7.3	Comparison with results from other studies	210
7.4	Conclusions	212

Chapter 8: Conclusions and Future Research	216
8.1 Introduction	216
8.2 Key findings and contributions.....	217
8.2.1 Findings related to digital access divide	218
8.2.2 Findings related to digital capabilities divide.....	219
8.2.3 Findings related to digital outcomes divide.....	220
8.3 Implications of the study	221
8.3.1 Implications for theory.....	221
8.3.2 Implications for practice	223
8.4 Limitations	225
8.5 Future research	227
References	229
Appendix A : Ethics Approval Letters.....	242
Appendix B: Study Information Sheet.....	244
Appendix C: Participant Consent Form.....	245
Appendix D: Baseline Survey Questions.....	246
Appendix E: Followup Interview and Survey Questions.....	252
Appendix F: Summative Interview Questions (Teachers).....	264

Appendix G: Publications List 267

List of Tables

<i>Table 2.1: Evaluation of categories, factors and analysis of findings in the digital opportunities pilot project.....</i>	<i>34</i>
<i>Table 2.2: Criteria for the search of relevant literature</i>	<i>36</i>
<i>Table 3.1: Comparisons between Interpretivist and Positivist.....</i>	<i>65</i>
<i>Table 3.2: Selection criteria for single case designs (Yin, 2003).....</i>	<i>80</i>
<i>Table 3.3: Timeline of data collections</i>	<i>85</i>
<i>Table 3.4: Attributes used to assess research design in positivist case studies (Dubé & Paré, 2003).....</i>	<i>86</i>
<i>Table 3.5: Attributes used to assess data collection in exploratory case study (Dubé & Paré, 2003).....</i>	<i>95</i>
<i>Table 3.6: Attributes to assess data analysis in case study research (Dubé & Paré, 2003) .</i>	<i>99</i>
<i>Table 3.7: Methodological model of this research study.....</i>	<i>103</i>
<i>Table 4.1: Stages of data collection (1st stage).....</i>	<i>106</i>
<i>Table 4.2: Information about the sources of information collected for initial analysis.</i>	<i>108</i>
<i>Table 4.3: Survey responses in baseline data collection.....</i>	<i>111</i>
<i>Table 4.4: Didactic parameters for systematic analysis of learning with mobile devices (Pachler, Bachmair, & Cook, 2010)</i>	<i>119</i>
<i>Table 5.1: Stages of data collection (2nd stage)</i>	<i>134</i>
<i>Table 5.2: Numbers of respondents to each survey</i>	<i>136</i>

<i>Table 5.3: Coding of the interview, classroom observation and online surveys.....</i>	<i>137</i>
<i>Table 5.4: Constructs and themes by stakeholder role from the qualitative data analysis.....</i>	<i>153</i>
<i>Table 5.5: Themes and repeated ideas from the ‘structures’ construct</i>	<i>155</i>
<i>Table 5.6: Themes and repeated ideas from the ‘agency’ construct</i>	<i>159</i>
<i>Table 5.7: Themes and repeated ideas from the ‘cultural practices’ construct</i>	<i>166</i>
<i>Table 6.1: Stages of data collection (3rd stage).....</i>	<i>174</i>
<i>Table 6.2: Qualitative coding of teacher interview data</i>	<i>177</i>

Table of Figures

<i>Figure 1.1 three level digital divide framework (Wei et al., 2011)</i>	17
<i>Figure 1.2 Roadmap of the research study</i>	21
<i>Figure 2.1: Three level digital divide framework (Wei et al., 2011)</i>	47
<i>Figure 2.2: Three levels of the digital divide in learning (three level digital divide framework applied to the context of our study).</i>	54
<i>Figure 2.3: The sociocultural framework used in our analysis (adapted from Pachler et al, 2010)</i>	56
<i>Figure 3.1: Five components in research design. Adapted from (Yin, 2003)</i>	74
<i>Figure 4.1: Notable concerns raised by the decision of BYOD classroom</i>	109
<i>Figure 4.2: Variations in the level of access to ICTs among students</i>	115
<i>Figure 4.3: Variations in the level of digital skills among students</i>	117
<i>Figure 4.4: Students nature of digital technology usage</i>	121
<i>Figure 4.5: Variations of digital skills among teachers</i>	128
<i>Figure 5.1: Staff skill levels in digital technologies</i>	141
<i>Figure 5.2: Student skill levels in making meaningful use of digital devices in learning activities</i>	141
<i>Figure 5.3: Student's nature of technology usage in school and at home (self-reported)</i> ..	143
<i>Figure 5.4: Student support for digital devices in learning measured by self-reported percentages</i>	148

Figure 5.5: The sociocultural framework used in our analysis adapted from (Pachler, Bachmair, Cook, et al., 2010).....151

Figure 5.6: Staff skill levels in digital devices and computer technology measured by self-reported percentages 164

Figure 5.7: Student skill levels in making meaningful use of digital devices in learning (bottom) measured by self-reported percentages..... 169