

1-to-1 Pedagogy – An Overview and Introduction

We need to reexamine what we know about how our students (and we) learn...and develop accompanying effective foundations, pedagogy and practices.

Dr. Michael Fullan
[Stratosphere](#)

To what are we referring when we talk about 1-to-1 pedagogy? There is a broad and undefined understanding about pedagogy by educators across regions, countries, and the world. The traditional definitions or descriptions tend to be broad and, until clearly defined, challenging for teams of educators to address (ex: the theory and practice of education).

A teachers 1-to-1 pedagogy is the foundation by which they operate...it is the driver of all practices. Simply stated, when a teacher goes to their classroom, closes the door and goes to work, their pedagogy guides their actions and those of their students. Consequently, it is absolutely vital that all teachers and educators recognize what 1-to-1 pedagogy is and how it affects their practices. Developing an effective 1-to-1 pedagogy and accompanying practices requires intentional and strategic professional development, collaboration, and reflection on the part of all educators. It begins with teachers and leaders working collaboratively over a period of time to ask and seek answers to questions like the following, in part addressed by [Esme Capp](#) and her teachers at [Princess Hill Primary School](#) in Victoria, Australia:

- *How do students learn?*
- *What do we believe about how students learn?*
- *How can 1-to-1 support student learning?*
- *What will happen if my students use their laptop to_____.*

At the same time, the ideas of traditional pedagogies are being challenged, in part, due to the influences of technology in society. Educational researchers are working to help us better understand this evolution and how to address it in the classroom. For example, Dr. Michael Fullan, in his book *[Stratosphere, Integrating Technology, Pedagogy and Change Knowledge](#)* describes a ‘new pedagogy.’ Although there is not a set definition for this new pedagogy (At this time he and a group of partners are ‘helping map out this task.’), they have provided a *basic notion of students and teachers as learning partners* ([Learning Landscapes](#)). He also references the work of [Dr. John Hattie’s](#) meta-analysis of over 1000 research studies which finds that when teachers act as activators (.60 effect size) the effect on the classroom is to move the students into a more active role with teachers evolving from the ‘sage on the stage’ to a more influential role.

We do know that the emerging contemporary pedagogy is also developing at the frontline —the classroom. Supported by the work of researchers and universities, it is in response to the needs of students and teachers, both of whom have been highly influenced by available powerful technology and resources. 1-to-1 teaching and learning has potential to transform teaching and learning because laptops and tablets were initially designed as thinking, learning, doing tool, and, when used properly, they continue to be the same today (see the AALF article titled, *1-to-1: Lead with Vision*). This new pedagogy will not only impact teacher practices, it will change the learning spaces in which our students are

educated, the curriculum they study, and their partnership in learning with teachers.

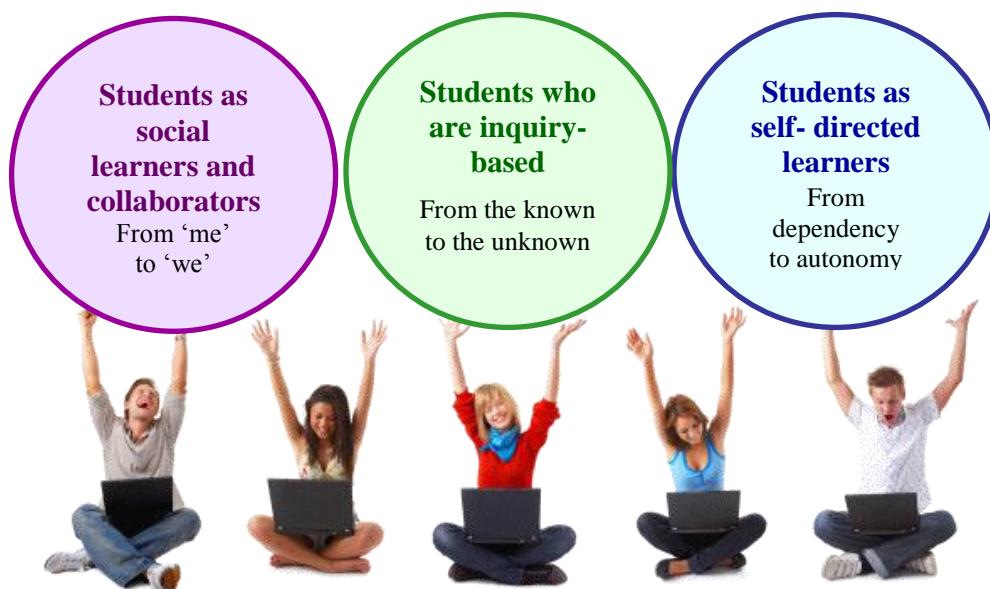
We must consider these evolving changes while also applying what we know today. Begin by considering the following definition of 1-to-1 pedagogy:

1-to-1 Pedagogy

An educator's belief, knowledge and skill concerning how students learn, what they should or must learn, the depth and pace of their learning, and the tools students need to be effective in 21st century classrooms where technology is used as ubiquitous 1-to-1 learning tools and resources.

Our students influence our pedagogy, and so we must consider their reality as we evolve and develop our deeper understandings. The following graphic is based on the work by leaders at ideasLAB, in Australia. Consider how the student realities, depicted in this graphic, helps you begin to understand or further develop your 1-to-1 pedagogy (you can find more information about this work in Layer 1, Pedagogy and Classroom Practices).

21st Century Learners



1-to-1 Pedagogy Statements

It is crucial that teachers, leaders, and technology or instructional coaches identify their current 1-to-1 pedagogy, based on the definition above. Too many times, teachers move directly from initial 1-to-1 implementation (*My students and I have laptops or devices to use as learning tools.*) to selecting digital resources, like apps while overlooking the important questions:

How will this help my students learn?

Will this resource or app help all my students learn?

Does this resource expand the curriculum and possibilities for my students, or simply compliment current expectations and realities?

It is vital that as we identify digital resource we must also be able to address how these compliment the way students learn and that the resource supports and potentially expands what students are learning, and that it helps each student at whatever pace is best for them. [Dr. Seymour Papert](#) provides us with a foundation for both our pedagogy and the instructional practices we employ in the following quote:

***If we design them to be used as such...laptops (and appropriate devices)
are prime instruments of our day for exciting intellectual work.***

Dr. Seymour Pappert

Your next step is to design your 1-to-1 Pedagogy Statement, based on your current beliefs, knowledge and skills, and understandings. We highly recommend that you review this statement on a regular basis (several times per school year) as your 1-to-1 pedagogy will evolve as you become experienced and more adept at this work.

First... **PEDAGOGY** *then technology*