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Tablet technology evaluated against traditional teaching and learning methods in two accounting classrooms at a secondary school: a mixed methods design

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ABSTRACT AND KEYWORDS

This study reports on the evaluation of tablet technology against traditional teaching methods in the accounting education of a set of grade 11 learners in one school. The use of tablet technology is increasing in Gauteng classrooms, as government initiatives to provide schools with tablet technology has already begun. This study was prompted by the need to determine whether it is possible for learners to learn better with tablet technology as opposed to traditional teaching methods; because of the presupposed positive expectations that many educational stakeholders (learners, parents, teachers and government) frequently have regarding technological integration as a whole and tablet technology in particular.

This study used a mixed methods research design, with both a quantitative dimension (quasi experiment) and qualitative dimension (interviews). It was conducted at a secondary school in Lenasia, an area south of Johannesburg.
The study revealed that tablet technology has led to increased learner performance in grade 11, for the accounting subject at this particular school.

This study, presents its findings at a time when technology integration, is seen as part of the future of education in South Africa and the world at large. While this study provides results based on one particular school, we hope that its findings can help provide insight to others who wish to research the topic further or those eager to learn about tablet technology and its integration in classrooms.

Key words: tablet technology; traditional teaching methods; Gauteng; accounting; grade 11.