



Literacy Information and Communication System (LINCS): A Literature Review of Technology Use by Underserved Students

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This literature review summarizes research findings about the conditions and practices that support positive outcomes of technology use for underserved, under-resourced, and underprepared K-12 students.

In regard to technology, the authors found that:

1. Underserved students benefit from opportunities to learn that include one-to-one access to devices.
2. High-speed Internet access is needed to prevent user issues when implementing digital learning.
3. Underserved students benefit from technology interactions designed to promote high levels of interactivity and emphasize discovery.
4. Successful digital learning environments are characterized by the right blend of teachers and technology.

With regard to the conditions and practices that support learning by underserved students, they found that:

1. Underserved students benefit from learning activities that focus on the development of higher order thinking skills.
2. Underserved students benefit from learning activities that draw on culture and community.
3. Underserved students benefit from learning activities that provide them with opportunities to drive their own learning.

Source: [LINCS Resource Collection](#)