

A student's learning never stops:

# BRIDGING THE GAP BETWEEN HOME AND THE CLASSROOM



Studies dating as far back as 1906<sup>1</sup> show that students lose important information when they're away from the classroom at night or on extended breaks.

Over summer break, students can lose up to a month's worth of school-year learning, and they can lose even more in math.<sup>2</sup> Modern technology solutions, like 1:1 computing programs in schools where students can take home laptops and devices, increase active learning time, help combat this loss and help solve additional problems as well.

## SUMMER

Learning doesn't stop over the summer.

Students can work/read/draw/research from anywhere, keeping minds active and increasing knowledge retention.



## FALL

Providing access to learning materials increases the amount of homework turned in, improves test scores, and teacher satisfaction. If students turn in homework ahead of time, teachers get a head start on grading.



I'm having trouble with #7? What did you all get?

Ask Jamie. Do you have the Social Studies homework? I forgot to write it down.

See page 122 for review on #7.



Video conferencing allows for inclusivity in a traditional classroom setting.

## WINTER

Technology allows for "cyber days" instead of snow days.

When students work continuously throughout the year, grades improve, and failure rates from passive learning decrease by 45%.<sup>3</sup>



## SPRING

1:1 devices teach students how to be smart digital citizens, protecting schools from cyberattacks and keeping data safe.

Ms. Jones? Did you send me an email just now?



Introducing technology outside the classroom continues students' active learning and can increase letter grades by half a letter.<sup>4</sup>

Giving students the tools they need to succeed beyond the classroom includes bridging the gap between school and everywhere else students want to go.

Get started at [lenovo.com/education](https://lenovo.com/education)

<sup>1</sup> <https://journals.sagepub.com/doi/10.3102/00346543066003227>  
<sup>2</sup> <https://www.pnas.org/content/111/23/8410.abstract>