

Teachers' Perceptions of Technology Use in the Classroom

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The Problem

Technology has become an integral part of everyday life. Therefore, the need to incorporate technology in the classroom has grown substantially. The effects of technology are often studied, however there is limited research on the perceptions of teachers. Teachers are the ones responsible for integrating technology so their opinions matter. Teacher's perceptions of technology use in the classroom can be a benefit to the future of learning.

Results

There were two major findings in this research. One being the perceived benefits of technology use. Eighty percent of participants agreed that using technology in the classroom had more benefits than negatives. Eighty-five percent went on to say that differentiation is a major benefit as it is made easier through technology. The participants who were interviewed also agreed that differentiation was a major benefit.

The second finding was the belief that technology led to better engagement. All seven interviewees believed that technology use led to better engagement. In the survey 90% also agreed that class engagement is a reason they incorporate technology.

Purpose of the Study

The purpose of this study is to generalize teachers' perceptions of technology they have begun to use daily as a result of distance learning. It is said "digital devices change the way we interact and work," (Kurvinen, Kaila, Laakso, & Salakoski, 2020, p. 51). It is imperative to learn more about this topic in order to assist future student learning. Currently, most public and private schools in California are using distance learning as the primary form of education. This topic is relevant because it gives insight into how useful technology in the form of apps and websites are in teaching. This is justified because it provides insight into the usability of these technology tools in a traditional classroom setting when schools are no longer distance learning, especially as the world is constantly changing (Milanesa, 2021).



Methodology

The method used was a mixed methods approach, consisting of a survey and interviews. Survey statement responses were counted for frequency. The most frequent responses were used to generalize the perceptions of teachers.

Twenty elementary school teachers took a survey based on technology use in the classroom. A Likert scale was utilized. The survey also included two open-ended questions. Those who took the survey could volunteer to be interviewed. Seven participants were interviewed. The interviews were semi-structured and included questions based on five themes. These themes were as follows: 1. Teacher's attitudes towards technology integration before distance learning; 2. Teacher motivation to use technology in daily instruction; 3. Teachers' perceptions of the benefits of technology use; 4. Teachers' perceived barriers and challenges to adoption of technology; 5. Teachers' perceived technology professional development needs.

Implications

Future research should focus on a larger sample size. The sample size in this study was very small and pertained to a middle to upper class suburban neighborhood. Future research should gather a more diverse population that includes various ethnicities and socio-economic statuses. Future researcher should also attempt to narrow the topic and investigate one form of technology. This would be greatly beneficial.