

Erykah Harris

Professor Buchholz

ENGL 327

21 November 2018

Technology in the Classroom

Introduction

Technology has increasingly become more relevant in today's society. There have been many technological advances in transportation, devices, everyday use, and many other areas of life. It only makes sense that technology has found its way into the education system. Technology in the education system is now used for grade recording, standardized testing, lesson teaching, assignments, collaboration, etc. Using technology in the classroom has not only become an everyday task for many but some schools even loan laptops and tablets to students to use throughout the year to assist with their at home endeavors. This research will focus on the use of technology in classrooms, focus on the use of technology in the elementary classroom, and the impact that the use of technology in the classroom has had on the student-teacher relationship. This research is intended to inform future educators of the state of technology in the world of education today and aware them of the adjustments they should prepare to encounter.

Usage

There was an investigation of research conducted in Turkey that was published in September of 2018 questioning students' attitudes towards smartboard usage in the classroom. The research included 569 fourth through eighth grade students from three

different schools with differentiating socioeconomic statuses. The investigation not only focused on students' attitudes in general, but significant differences due to gender, the number of students in their classes, and socioeconomic status. Researchers found that students' attitudes were generally positive towards smartboard usage and there was no significant difference regarding gender. However, researchers did find that there was a significant difference in regards to the number of students in classes and socioeconomic status. Research shows that students in smaller classrooms had more positive attitudes than students in larger classrooms and the students who attended the school with higher socioeconomic status had more positive attitudes than the students who attended the schools of lower socioeconomic statuses. (Gurbuzturk, 2018) This data reiterates what society already suspects. Gender does not play much of a role when analyzing attitudes toward the use of technology in the classroom but classroom size and socioeconomic status certainly do. It is most likely that the 401 students that reported they are in classrooms of 26-35 students are the same students that attend middle and lower socioeconomic status schools.

There was an investigation of research conducted in a semi-rural farming community in southern Oregon that was published in the fall of 2017. This research studied the use of iPads in classrooms by both students and teachers, including nine teachers and 850 students as participants. As a part of the research, the teachers were interviewed and asked questions regarding their iPad use in the classroom. The interview questions were more focused on the frequency of iPad use as opposed to the reason for the usage though they did take it into account. After observing classrooms for

three weeks and conducting interviews with the nine participating teachers, the results showed a lack of iPad usage. Students had an average of 36.5% usage of iPads in the classrooms and teachers averaged 28%. (Kalonde, 2017)

Early Education

There was research conducted on technology in the elementary classroom published in 2013. It discusses the extrinsic and personal barriers teachers must overcome in order to adapt to technology integration. The writer argues that most of this applies to grades K-12 but not early childhood educators. This research sought to discover the difference in technology use in early childhood education. The research included 1329 teachers of 0–4-year-olds were recruited by email to participate in the study. Many different categories and ranks were measured such as technology type, program type, SES, and teacher education. The results were solely quantitative and relied entirely on numerical data. The data shows how much more access some programs have than other. (Blackwell, Lauricella, Wartella, Schomburg, 2013)

There was some information found that was published in September of 2013 relating to technology in the elementary classroom. The article persuades readers to encourage the use because there are numerous benefits for children. It has been proven that technology improves students' learning, communication, creativity and problem-solving skills. Not only does it grab their attention more than lessons will, but it gives them the opportunity to learn in their own way allowing them to enjoy it and take in the information at the same time. "72% of iTunes top selling apps are designed for preschoolers and elementary students." (K, 2013) Though it is a new topic that is being

introduced into our worlds, maybe technology, used correctly, can be acceptable when paired with education.

Impact

There was an investigation of research conducted in New Jersey that was published in May of 2017 evaluating the impact on the student-teacher relationship in an one-to-one classroom. This research included the participation of four teachers and 207 students and they are mostly in the ninth-grade class. One-to-one implementation is when students are given a device by their school to use for educational purposes. The research focused on teachers' attitudes on student-teacher relationship before and after implementation, students' perceptions of the student-teacher relationship in the setting, and the alignment of these two attitudes. The participating teachers were interviewed and the students completed a questionnaire pertaining to the questions at hand. The research concluded that the one-to-one implementation has changed the classroom. Researchers found that whether this change be positive or negative depends on the use of this technology and participation from both parties. Researchers found that if students and teachers explore the technology to its full potential to better the classroom environment improved relationships. It was also found that a big component of success in this setting is trust. Due to this situation requiring so much responsibility from students some teachers find it hard to trust their students with having this much freedom when it comes to assignments. (Higgins, BuShell, 2018)

Interview

For the purpose of this research, two interviews were conducted using two elementary educators from different school systems who have varying accessibility circumstances. Questions regarding technology usage, success of this method, complications, and the impact on student-teacher relationships were asked. The two participants were asked the same questions to give different perspectives on the topics. One of the two educators that participated in the conducting of these interviews is Mrs. Freeman, who works in a suburban school system in Suffolk City Public Schools. Mrs. Freeman has been an educator for a couple of years now and currently works as a Pre-K teacher. The second educator who participated in the conducting of these interviews is Mrs. Royster who works in a rural school system in Franklin City Public Schools. Mrs. Royster has been an elementary educator for over ten years now and currently works as a first-grade teacher. Many of their answers coincided with each other's and sort of pitched the same idea. A few did have varying viewpoints which is what was sought for the research. The replies received were informative and detailed much needed tips for future educators.

The participants were interviewed via email. As mentioned previously, they were questioned on the matters of technology usage, success of this method, complications, and the impact on student-teacher relationships. The first question was, do you use technology frequently in your classroom? Mrs. Freeman answered, "Yes, I use it on a daily basis. My students have access to laptop computers every day. They play different learning games. I utilize my computer to play stories and interactive games for my students." Mrs. Royster's answer was, "I use technology all the time in class. I use

school approved applications and a variety of educational websites that I find to reinforce SOLs.” The second question was, what programs do you frequently use in your classroom? Do you find them beneficial? Mrs. Freeman responded, “Websites: starfall.com, PBS Kids, and abcmouse.com. I utilize starfall.com daily. It is very beneficial in helping the students learn both reading and math concepts.” Mrs. Royster said, “I find these programs very beneficial: www.ixl.com, www.solteacher.com, www.softschools.com, www.turtlediary.com, www.teacherpayteacher.com, www.internet4theclass.com. We will start smarty ants (reading program) next week.”

The third question was, do you have complications with using technology in the classroom? If so, name your complications. Mrs. Freeman answered, “No. I am very fortunate because my school is fairly new and we have very up to date technology in our building.” Mrs. Royster responded with, “The biggest complication is if a network is not working. I have had websites all of a sudden stop being publicly accessible.” The fourth question was, do you feel that students learn better with technology integration? Mrs. Freeman said, “It all depends on the individual student. Each student has his or her own learning style. But, technology plays a major role in the lives of most students today. So, I do believe that utilizing technology as much as possible is important in all classrooms.” Mrs. Royster answered, “I feel that students learn better with technology integrated because they can get instant results. The characters or animals can sing or dance or applaud them. Kids seem to associate technology with cell phones and video games. Students can use technology to compete against other students. They want to be the best or get the most points.” The final question was, do you feel that using

technology in the classroom takes away from the student-teacher relationship? Mrs. Freeman answered by saying, “It depends on how technology is being used in the classroom. If the teacher is providing lessons that promote student-teacher interactions or just giving the students activities that they work on independently.” Mrs. Royster responded with, “It doesn’t take away from the student-teacher relationship. It allows the teacher to get to know students’ interests or have a simple conversation.”

Conclusion

In conclusion, there have been quite a few subtopics linking to technology in the classroom discussed throughout this paper. These subtopics are all important aspects when analyzing this topic deeply and it was essential to discuss them more in depth. A variety of articles can be found when researching technology in the classroom but most of them related to usage, early education, and impact. These sources helped present important information needed to give readers a better understanding of this matter. Many ideas and authentic statements were provided to allow readers the chance to form an opinion and research more if they are interested. The interviews gave this research the realization it needed by receiving feedback by real-live educators who are currently participating in this subject as we speak. Their answers gave up-to-date information and a sense of where the world is with this topic at the moment. Hopefully this research will give a future educator more insight on what they will have to adjust to upon working in the school system. The main purpose of this research was so future educators can gain this information to receive a head start and conduct more research on what will work best for them and their classroom.

References

- Blackwell, C. K., Lauricella, A. R., Wartella, E., Robb, M., & Schomburg, R. (2013). Adoption and use of technology in early education: The interplay of extrinsic barriers and teacher attitudes. *Computers & Education*, 69, 310–319. <https://doi.org/10.1016/j.compedu.2013.07.024>
- Erişti, S. D., Kurt, A. A., & Dindar, M. (2012). Teachers' Views about Effective Use of Technology in Classrooms. *Turkish Online Journal of Qualitative Inquiry*, 3(2), 30–41. Retrieved from <http://proxy.lib.odu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=75148539&site=ehost-live&scope=site>
- GÜRBÜZTÜRK, O. (2018). Investigation of Elementary Education Students' Attitudes towards the Use of Smart Boards. *International Electronic Journal of Elementary Education*, 11(1), 55–61. <https://doi-org.proxy.lib.odu.edu/10.26822/iejee.2018143961>
- Higgins, K., & BuShell, S. (2018). The effects on the student-teacher relationship in a one-to-one technology classroom. *Education & Information Technologies*, 23(3), 1069–1089. <https://doi.org/10.1007/s10639-017-9648-4>
- K, S. B. (2013, September 29). Impact of Technology in Elementary Classrooms. Retrieved November 21, 2018, from <http://edtechreview.in/trends-insights/trends/658-impact-of-technology-in-elementary-classrooms>
- Kalonde, G. (2017). Technology Use in Rural Schools: A Study of a Rural High School Trying to Use iPads in the Classroom. *Rural Educator*, 38(3), 27–38. Retrieved from <http://proxy.lib.odu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=126936974&site=ehost-live&scope=site>

1. Pittman, T., & Gaines, T. (2015). Technology integration in third, fourth and fifth grade classrooms in a Florida school district. *Educational Technology Research & Development*, 63(4), 539–554.

<https://doi-org.proxy.lib.odu.edu/10.1007/s11423-015-9391-8>