

# Teachers' Experiences and Perspectives on the Integration of Technology

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# Abstract

This interpretive qualitative case study explores secondary teachers' experiences with technology integration in their classrooms. Research questions examined technological experiences, learning processes, and teacher perspectives. Interviews, observations, and document analysis revealed themes across participants and the data. The conclusions discuss the frustrations, successes, and experiences of the group across a school year. Recommendations are broadly applicable to organizations integrating technologies. Several themes emerged from the data: peripherals; guidance of instruction; software; barriers to integration.

## **Methodology**

The study's research methods included: setting and participant selection, theoretical perspective, methodology, sampling strategies, methods of data collection, methods of data analysis, and any foreseeable ethical issues. The theoretical perspective and methodology were major portions of the proposal because both created the foundation of the study, and both were used as guides throughout the entire process.

## **Research Questions**

1. What experiences do teachers have with the use of new technology introduced into their classrooms?
2. How do teachers describe the process of learning to use the new technology in the classroom?
3. What are teachers' perspectives about the integration of technology into classroom instruction?

# Data Collection

1. Interviews
2. Observations
3. Document Analysis

## Findings (Themes)

1. Peripherals
2. Guidance of Instruction
3. Software
4. Barriers to Integration

## **Conclusions**

- **Participants requested more opportunities for learning about available technologies in their school system**
- **Participants desired more guidance during the learning process**
- **Additional professional development would reinforce learning**
- **Barriers to integration included lack of time and equipment malfunction**

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