

Introduction

The potential for educational technology to revolutionize teaching and learning has been widely acknowledged. However, despite the increased availability of digital technologies, schools have not undergone the expected transformation. While access to the internet and digital technology has improved, the way these tools are used in the classroom to enhance learning outcomes remains a challenge. Instead of a digital divide solely related to access, the current issue in education is characterized by a digital use divide. This phenomenon highlights the disparities in the quality and quantity of technology integration and its impact on student achievement

Method

- The study focused on synthesizing existing research to contribute to the development of a conceptual framework for effective technology integration in education.
- The study employed a literature review method that was informed by a framework based on Critical Race Theory and Culturally Responsive Pedagogy. This theoretical framework served as the lens through which relevant literature was analyzed and synthesized to provide insights into the issues surrounding effective pedagogical uses of educational technology in schools, particularly for underrepresented and marginalized students.

Findings

- Technology has not transformed schools as expected.
- Digital divide is more than just access.
- First-order barriers deal with access issues; second-order barriers deal with teachers.
- Access to technology alone is not correlated with high student achievement.
- Redefining what good teaching is to incorporate the use of technology is necessary.
- Effective teaching requires research-based technology enactment.
- Teachers' beliefs about technology are a major obstacle to high-level usage of technology in the classroom.
- There is a relationship between teachers' beliefs and low-level technology use.
- Teacher education programs should support preservice teachers to acquire effective knowledge and skills required to use digital technologies in the classroom effectively.



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Research Questions

1. How is the digital use divide reflected in the practices of teachers when it comes to technology integration in the classroom?
2. What are the key factors that contribute to the digital use divide in schools, and how do they affect technology implementation by teachers?
3. How can schools bridge the digital use divide by developing effective strategies for promoting technology integration in the classroom?

Discussion

The findings from this literature review suggest that the digital use divide is a complex issue that goes beyond just access to technology. The equity considerations for low-income and minority students must be taken into account in addressing the digital use divide in schools. It is also important to acknowledge the significant role that teacher beliefs play in the integration of technology into the classroom. Teacher education programs and ongoing professional development opportunities should focus on addressing these beliefs to improve the effective use of technology. A shift in mindset is necessary to promote equitable and effective technology integration in education.

About the Author:

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