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Perceived helpfulness and amount of use of technology in science and mathematics classes at different grade levels.

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Summary: Use of technology in science and mathematics classes has been increasing, but there are differences in the amount of use of and students' perceptions of its helpfulness across grade levels and subject areas. Technology was reported as used only occasionally. Technology was used most often to understand or explore in more depth concepts taught in class. The second most frequent use was as a tool of investigation or assessment. The lowest reported use of technology was as tool of communication. Students in middle school classes perceived technology as less helpful than did students in elementary or high school classes. Students in mathematics classes perceived technology as more helpful than did students in science classes. Girls perceived technology as more helpful than did boys. Additionally, teacher and student perceptions of amount of use varied with teachers reporting more use than students. (Contains 4 tables.) (ERIC)

Classification: U72 U73 D42 D43 D32 D33 C62 C63

Keywords: middle school students; student attitudes; elementary school students; high school students; females; males; science instruction; mathematics instruction; educational technology; technology uses in education; technology integration

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