Technology Disruptions and Related Problem Solving Experiences of Mid-career Elementary Teachers

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Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Arts
in the Educational Technology and Learning Design Program Faculty of Education

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SIMON FRASER UNIVERSITY
Summer 2016
Abstract

Elementary teachers have increasing access to classroom digital technologies but barriers to classroom technology use continue to be reported. In this case study of one urban British Columbia school district, the researcher uses multi-case analysis to explore the experiences of 7 mid-career elementary school teachers who are implementing digital technology in their classrooms. Findings indicate that disruptions continue to necessitate the use of problem solving strategies and supports by teachers. Further, teachers’ choice of problem solving techniques does not always ensure continued use of the technology they incorporate into their plans. The discussion examines some of the more common disruptions reported by teachers and how context shapes the success with which they address disruptions.

Keywords: technology implementation; elementary teachers’ technology use; teacher problem solving; technology problem solving; technology disruptions; teachers support