



WHAT DO PRIMARY PRE-SERVICE TEACHERS THINK ABOUT TECHNOLOGY USE IN CLASSROOMS: A CASE STUDY OF TWO PRIMARY EDUCATION PRE-SERVICE TEACHERS

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Abstract

This study was designed to examine what primary pre-service teachers think about technology use in classrooms. Participants included one science education and one mathematics education pre-service teachers who are senior students at Boğaziçi University. Participants were interviewed in depth about their opinions on technology use in classrooms. Interview transcripts were analyzed, and the results revealed seven main themes: general teaching pedagogy, general technology perception, technology education, expectations from undergraduate education for professional development in technology, expectations from technology in classroom, values of technology use in classroom, cost of technology use in classroom. The findings are discussed in relation to recommendations for helping pre-service teachers develop appropriate skills to use technology in their classrooms.

Key Words: Technology use, primary pre-service teachers, case study.