Oral Defense Announcement
University of Missouri – St. Louis Graduate School

An oral examination in defense of the dissertation for the degree
Doctor of Philosophy in Education with an emphasis in Educational Leadership and Policy Studies

Tracee Miller
M.Ed., Secondary Education, University of Missouri – St. Louis, 2013
B.S., Secondary Education, University of Missouri – Columbia, 2007
B.A., English, University of Missouri – Columbia, 2007

The Impact of Teacher Beliefs and Values on Classroom Technology Use:
A Case Study on the Interplay Between Teachers and Their Classroom Technology Practices With a Primarily Minority Student Population in Urban Public Schools

Date: October 23, 2020
Time: 3:00 p.m.
Place: Zoom

Abstract
Increasingly, teachers and students are digital natives, and educators are expected to integrate some level of technology into their classrooms. Both policy and research suggest that teachers should have more student-driven activities, but do not account for the fact that teachers find this difficult to enact. Educators are generally not prepared to integrate technology into the classroom in a way that is student-centered and promotes students’ learning skills, and that will support them in the copious areas of real-life technology use. The understandings from this study should help inform teacher education programs and support in schools, as well as education policy.

The purpose of this study is to assess the intersection of teachers in urban public schools’ digital beliefs and values (including technology but extending to other aspects of their value systems) with their technology practices in the classroom, especially in classrooms where most students are students of color. It examines some subtopics of the primary research question, including what beliefs tech-savvy teachers hold about how technology should be used in classrooms, whether teachers use technology to empower students and encourage creativity, whether teachers integrate students’ self-created digital identities in a classroom setting, and how school- or district-level expectations and support regarding technology integration into classroom settings impact teachers’ implementation and students’ experiences. Examining these aspects of technology in the classroom and teachers’ values and beliefs sheds light on what training may facilitate student-centered technology use, and what may currently be standing in the way of effective implementation. This is a first step in ensuring that aspects of real-life scenarios are being considered in the research that informs policy and that inspires future research topics via the case study methodology.

Defense of Dissertation Committee
Matthew Davis, Ph.D., Chairperson
Thomasina Hassler, Ph.D.
Carl Hoagland, Ph.D.
Keith Miller, Ph.D.