

## **Findings Abstract**

### **Educators and the Paradigmatic Struggle in Teaching and Learning in a Digital Technology Reality: An Interpretive Study**

Diane Ross, Ph.D., The College of Wooster

The following themes emerged from the data: (1) power, (2) collaboration, (3) pedagogy, and (4) professional development. (1) Power: Built into the use of technology is a power dynamic that includes the tension between acceptance and denial of how to use technology and who will use technology. Typically, adults are in the position of power within schools and are deemed educators; whereas, youth are subjugated as learners. How learners and educators deal with the use of technology and how this technology is introduced into various learning environments constructs a tension between those who know and those who do not know how to use technology. (2) Collaboration: We found that the teacher is guide on the side-with preservice teachers collaborating with students. The teacher needs to stop being the guide on the side and become a part of the game and work with students and model good learning. (3) Pedagogy: During our year of research, participants struggled to gain an understanding of how method, content, student engagement, and teacher response is affected by the role of technology. (4) Professional Development: Research data confirmed the effectiveness of creating a community of inquiry among staff members.