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| **North American University**  **Education Department**  **M.Ed. in Educational Leadership / M.Ed. in Curriculum and Instruction**  **EDUC 5324 Integrating Technology into Education** |
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| **INTRODUCTION** |
| (a) What are principals’ perceptions of the importance of technology?  (b) Do principals’ perceptions of technology differ by years of experience and gender? |
| The purpose of this research was the examination of principals’ perspectives and orientations toward technology**.** |
| **METHODOLOGY** |
| What is the methodology for the research or approach used to understand the issue? Provide information regarding the following:  Participants:  -The participants are 126 males and 184 females. :  -A range of years of experience was present with 104 participants having 0-3 years of experience,  - 82 participants having 4-7 years,  -55 participants having 8-11 years,  -32 participants having 12-15 years,  - 31 participants having greater than 15 years of experience.  Procedures:  As part of the principal’s certification course requirements, students were trained on how to administer the instrument and required to interview a specific number of current public school principals. The survey instrument was designed specifically for this purpose and included both qualitative and quantitative questions.  Data Collection Methods/Data Source:  As previously discussed, principals’ cognitions and perceptions have been found to be valid and reliable and the use of cognitive interviewing further improves the validity of the data (Desimonte & Le Floch, 2004). For this study, only the data from the interviews was used. The interview questions were “Has technology had an impact in your school?" and "If so, in what specific ways has it made a difference?”  Data Analysis:  Analysis of the interview data began with a process of data reduction. The participants’ responses were read several times to become familiar with the data. The data was then coded into meaningful categories. Once the categories were established, another researcher independently coded a 10% sample of responses to determine the consistency of the coding. The inter-coder reliability results revealed a high level of agreement (Cohen’s kappa = .94). |
| **RESULTS** |
| Findings or Results (or main points of the article):  The results from the present study suggest that principals view technology as important for carrying out communication and instruction. They also see the importance of using technology for data sharing and management, as a resource, for administrative tasks and for student learning. This indicates that principals have a positive view of technology and are using technology themselves**.** |
| **DISCUSSIONS** |
| Conclusions/Implications (for your profession):  The present study indicates that principals’ perceptions of the major functions of technology in their schools are varied by sex and years of experience. This may influence the leadership that principals provide when implementing technology in their schools and needs to be studied further in order to better understand the implications for technology use in schools. Principal preparation programs may want to consider addressing technology leadership so that school leaders are better prepared to effectively implement technology in their schools (Hines, Edmonson, & Moore, 2008). Furthermore, schools should provide funding and opportunities for principals to attend technology training. This could increase their technology leadership and lead to better implementation of technology in entire schools. This study provides insight into principals’ perceptions of technology importance but further research is needed to fully address the issue of how these perceptions influence technology leadership. |
| **REFLECTIONS** |
| Student’s Reflections (changes to your understanding; implications for your school/work):  As a principal having 4 years experience I think that using technology in school makes positive difference in education process. Our school has its own education platform where students and parents can follow their performances, grades, all things related with school education. That’s why there were no difficulties especially in pandemic time. We continued our education process online. |