Review of Related Literature

This chapter present the review of related literature of this research;

Title: Exploring Differences in Teachers’ and Students’ Perceptions of Technology Use in the Classroom: A Multilevel Analysis

Link: https://www.tandfonline.com/doi/full/10.1080/15391523.2017.1363954

Summary: This study investigates the differences between teachers' and students' perceptions of technology use in the classroom. The study involved 1,240 students and 92 teachers from 11 schools in Finland. The study found that teachers and students differed in their perceptions of technology use in the classroom, with teachers having more positive perceptions than students. The study also identified several factors that contribute to these differences, including teachers' age, gender, and experience with technology, as well as students' gender, age, and socioeconomic background. The study suggests that understanding these factors is important for developing effective technology integration strategies in the classroom.

Title: Pros and Cons of Using Educational Software in High School: Perspectives of Teachers and Students

Link: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5818403/

Summary: This study investigates the perspectives of teachers and students on the use of educational software in high schools and identifies the positive and negative aspects of such software. The study involved 208 students and 13 teachers from six high schools in Spain. The study found that both teachers and students viewed educational software positively, citing benefits such as increased student engagement, improved learning outcomes, and more efficient use of class time. However, the study also identified negative aspects of educational software, including technical issues, lack of personal interaction, and the need for teacher training. The study suggests that a balanced approach to the use of educational software is necessary, with careful consideration given to its strengths and weaknesses.

Title: Commonly Used Educational Software by Teachers and Students in a K-12 School District

Link: https://files.eric.ed.gov/fulltext/EJ1083699.pdf

Summary: This study investigates the commonly used educational software by teachers and students in a K-12 school district. The study involved surveying 156 teachers and 2,688 students from seven schools in the United States. The study found that the most commonly used educational software by teachers were Microsoft Office (including Word, Excel, and PowerPoint), Google Docs, and Adobe Acrobat, while the most commonly used educational software by students were Google Docs, YouTube, and Kahoot. The study also found that both teachers and students valued educational software that promoted collaboration and provided opportunities for differentiated instruction. The study suggests that understanding the software preferences of teachers and students is important for effective technology integration in the classroom.

<https://www.sciencedirect.com/topics/social-sciences/educational-software>

<https://elearningindustry.com/need-know-educational-software/amp>

<https://elearningindustry.com/educational-software-advantages-and-disadvantages/amp>

Background of a study

Title: Technology Integration in K-12 Classrooms: An Examination of Teachers' Perceptions of Technology-Related Challenges

Link: https://files.eric.ed.gov/fulltext/EJ1054088.pdf

Summary: This study examines teachers' perceptions of technology-related challenges in integrating technology in K-12 classrooms. The study involved surveying 266 teachers from two school districts in the United States. The study found that one of the challenges teachers faced in integrating technology was the differences in students' and teachers' knowledge and skill levels in using technology and application software. The study suggests that teachers need to be provided with adequate professional development and support to address these differences and to effectively integrate technology in the classroom.

Title: Examining the Challenges of Technology Integration for Teachers and Students

Link: https://www.researchgate.net/publication/304050159\_Examining\_the\_Challenges\_of\_Technology\_Integration\_for\_Teachers\_and\_Students

Summary: This study examines the challenges of technology integration for teachers and students in the context of a university in the United States. The study involved surveying 77 faculty members and 551 students about their experiences with technology use in the classroom. The study found that differences in technology skills and proficiency between teachers and students can pose significant challenges to effective technology integration. The study also found that students were often more skilled with technology than their teachers, and that teachers often lacked the necessary support and training to effectively integrate technology into their teaching practices. The study suggests that addressing these challenges requires a coordinated effort between schools, teachers, and students to improve technology access, training, and support.