Relationships between teachers` pedagogical beliefs, subject cultures, and mediation practices of students' use of digital technology

# Details

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## Topics

## Sample

The sample consists of 26 participants, of which 10 subject teachers come from five different schools around Estonia and 16 subject teachers from a middle-sized school (about 500 students) in a regional town in Latvia.

## Implications For Educators About

## Implications For Policy Makers About

Other

## Other PolicyMaker Implication

Improved media literacy skills of teachers

# Abstract

Drawing on the data from 26 interviews with different subject teachers in two countries, Estonia and Latvia, this study aimed to reveal how pedagogical beliefs and subject cultures shape the ways primary and secondary school teachers mediate students` use of digital technology. Teachers are acknowledged to be important socializing agents, affecting young people`s experiences with digital technology, but it is still unclear how the mediation practices of teachers are related to such intrinsic factors as teachers` beliefs about the nature of learning, nature of technology, self-efficacy beliefs, and subject cultures. Our study indicates that teachers mainly act as guides or coaches to help students make sense of the various opportunities that digital technology provide. Teachers also use a variety of restrictions related to technology use according to their dominant pedagogical beliefs and subject domains. These two roles are not mutually exclusive, combining according to what teachers believe will best support learning. A small group of teachers in our sample also strive to broaden students` understanding and adopt new skills for using technology in innovative ways. Implications for teacher training and peer-to-peer learning are discussed based on our findings.

# Outcome

"Our findings suggest that compared to science teachers, teachers of humanities showed the biggest variety in their attitudes towards technology, their teaching approaches, and their perceived technology competence." (Karaseva, Siibak Pruulmann-Vengerfeldt, 2015, p. 11). "Our results suggest that science teachers felt more confident with technology than teachers of humanities." (Karaseva, Siibak Pruulmann-Vengerfeldt, 2015, p. 11). "Our analysis indicates that teachers are the most powerful mediators of digital technology use in the school setting." (Karaseva, Siibak Pruulmann-Vengerfeldt, 2015, p. 11). "Their choices of learning approaches and tools can enhance or limit students' understanding about the use of ICTs." (Karaseva, Siibak Pruulmann-Vengerfeldt, 2015, p. 11).