Article Review Two

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Article title and source (include all identifying information):

Page, M. S. (2002). Technology-enriched classrooms: Effects on students of low socioeconomic

status. Journal of Research on Technology in Education, 34 (4), 389-409.

Web Access Link to Article: (Article obtained from ProQuest in USD Online Research Library)

http://proquest.umi.com.ezproxy.usd.edu/pqdweb?index=0&did=281227061&SrchMode=2&sid
=1&Fmt=4&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1223237323&client
Id=44616

Background or introduction:

This research compared students in technology-enriched classrooms to those in

traditional classrooms who came from a low socioeconomic background. The purpose was to

see if the use of technology had an impact on students in the areas of achievement, self-esteem,

and classroom interaction. Experimental groups were compared to control groups and then the

results were analyzed to see if the information revealed any impact on the student's

socioeconomic status through the use of technology. The experimental groups were the

classrooms that had technology and the constant were those that were in a traditional setting.

Research question:

Does the use of technology have an impact on students in the areas of achievement, self-

esteem, and classroom interaction?

Literature review:

 The researcher first went through each area being researched and discussed the data that

has been collected in previous studies, conducted by other researchers, and explained what their

conclusions were. He then went on to explain his own research, and concluded by comparing his

results with those discovered by other researchers in the past. Because this research is supported by the research of others, I feel that the conclusions reached are valid and reliable. Throughout the article, the researcher does a great job of explaining the processes taken during the research and explains/defines technical terminology. Due to the large amount of research that coincides with the findings of this researcher's study, and all of the data charts and tables, this research article makes a strong case for the use of technology in the classroom as an enrichment tool in the areas of achievement, self-esteem, and classroom interaction.

Method:

Participants in this study were 211 students from 10 classrooms (five technology-enriched environments and five without technology). Most students came from lower-income families and were all classified as being of low socioeconomic status. Students in each class were typical of other students in third- and fifth-grade classes at their particular schools and were reported by their respective principals to have been randomly assigned to either technology-enriched (experimental) or traditional (control) classrooms at the appropriate grade levels at each school, (Page, 2002, p. 396). Throughout the school year, experimental group teachers integrated a variety of technology tools and teaching strategies into the curriculum. Teachers in the experimental classrooms integrated technology into every lesson, regardless of whether the learning opportunity appeared to be technology based. In addition, teachers in these classrooms followed the same curriculum that their control group counterparts followed throughout the school year, although different approaches were used in that process (technology based and traditional), (Page, 2002, p. 396).

Control group teachers conducted their classroom instruction in the traditional manner. Little or no technology access was provided for control group classrooms, although most contained a computer for teacher use, (Page, 2002, p. 397).

Findings:

Participants in the technology-enriched classrooms appeared to score significantly higher in mathematics achievement than their peers in the nontechnology-enriched classrooms. (Please see Article Conclusion)

Article conclusion:

Regarding the measures of self-esteem and their results, it can be concluded that technology-enhanced classrooms aid in raising the self-esteem levels of low-socioeconomic elementary students. Also, after aiding to the knowledge gain of participants involved, technology-use encourages lifelong learning habits and an increase in commitment for further learning, or learning to learn. Technology-enriched classrooms were far more likely to consist of a student-initiated environment where students participated not only in teacher-led instruction but also student instruction in the form of computer workgroups.

Good points of article:

The article is well written and follows a format that is easy to follow and comprehend. The processes and results expressed in this article are easy for the reader to understand due to the thorough explanations provided by the researcher. Throughout the article, the researcher does a great job of explaining the processes taken during the research and explains/defines technical terminology. Each main section of the article is clearly labeled and well organized in order to provide easy access to desired information (much appreciated in an article over twenty pages long). I also feel that the support expressed through findings in similar research articles,

combined with the visuals provided (charts and graphs), the reader will feel more confident in the results reached in the current study provided in the article.

Poor points of article:

One of the main variables influencing this study was that each student included in the study was not necessarily from a low-socioeconomic background as far as self-esteem and classroom interaction. These students could not be singled out during the study in order to remain ethical. In my opinion this may cause some readers to question the results of the study because the direct impact on students from a low socioeconomic background were not identified therefore it is impossible to track their individual progress.