

Empowering Teachers with Technology in Economically Disadvantaged Regions

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Abstract. The level of socioeconomic status of the regions in which schools are located have impact on teaching and learning resources, therefore it impacts student achievement and development. One of the instructional resources affecting student achievement is that teachers' vision about educational approaches with the support of technology. Studies argue that using information and communication technologies (ICTs) prompts project based learning and collaborative approaches. Using ICT to enhance learning environment and improve educational quality is still related to teacher's role in education. There is a gap on literature about to use and support of ICT tools in disadvantaged regions and how ICT tools empower teachers in these regions. The purpose of this study is to identify how ICT empowers teachers in their daily classroom activities in schools located in disadvantaged regions. In this qualitative study, views of teachers regarding how ICT support poor achievements of students were investigated in schools located in disadvantaged regions. Data sources for this article were collected from interviews with teachers who are at elementary school in economically disadvantaged regions. The interview data was analyzed with a grounded theory approach to describe and understand ways to utilize ICT and its effect on students and teachers' pedagogy practices. Analyzing the views of teachers is very important to orientate the process successfully. The possible contribution of this study could provide examples for other teachers about how technology empowers teachers in poverty regions and how they use these technologies in their classrooms. It could give new insights to policy makers about the utilization and challenges of ICT tools and practices particularly in economically disadvantaged regions.