ABSTRACT

This qualitative research study examined the effects of Classrooms for the Future Technology on student motivation and achievement. The participants were twenty-eight ninth-grade students in a college preparatory American history class. During the course of the study, the students were introduced to a variety of new technologies in my classroom, including individual student laptops, an interactive whiteboard, a video camera, a digital camera, a color printer/copier/scanner and a webcam. In addition, the students were given access to a wide variety of educational programs with which to use their creativity in developing projects. To ensure validity, student responses were reprinted as they were stated by the students themselves. I did not correct grammar or punctuation. This study set out to find if using various forms of technology in the classroom fostered student motivation and led to higher achievement scores. Through analysis of the data, it was determined that student motivation was greatly increased through the use of the classroom technology. When the students were engaged, they were motivated to learn, and as a result learned more at a fundamental level. Teaching through technology, while valuable, is not sufficient – it needs to be supplemented with teacher-led instruction because the students need a foundation for the material they will be researching and presenting in their projects.