
This quantitative study (type of article) is interested in the digital divide between teachers’ comfort in using technology for teaching and students’ comfort in using technology for learning (lens = teaching practice). The author, a professor of education at Long Island University in New York (author’s context), explores students’ perceptions of their teachers’ competence with technology; whether these perceptions impact students’ evaluation of their teachers’ overall competence; and under what circumstances this might occur (research purpose). The online survey responses of 101 high school students, throughout the United States and from a variety of courses and classes (context of study), were evaluated on five measures using a one to seven Likert scale (methodology). Results indicate that students, who are highly inclined toward technology, themselves, evaluated the overall competence of teachers who are not, in less favourable ways (key finding).

In demonstrating that the digital divide between teachers and students has some correlation with students’ perceptions of effective classroom teaching, this research informs my paper by substantiating the need for assessing challenges and removing barriers that compromise the ability of teachers to competently implement technology in the classroom environment and in their teaching pedagogy (link to your paper).