COMMUNICATION IN TECHNOLOGY SUPPORTED EDUCATION ENVIRONMENTS:
A CLASSROOM INTERACTION ANALYSIS

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Abstract

Similar to many areas the effect of technology on learning has been discussed and researched for a long time. It appears that the positive effect of technology on learning depends on the integration of the teaching process. In this regard, it is assumed that the transition from traditional classroom environment to technology supported classroom environments will change in classroom communication and interaction. The purpose of this study is to investigate class interaction in technology supported education environments. This study was designed in the qualitative model. The sample of the study is composed of 32 primary education and secondary education classes determined with maximum diversity sampling. The observation form prepared in accordance with Flanders' Interaction Analysis Categories in the study was used as a data collection tool. In this study, it was concluded that if teachers' use of technology in class was correct and qualified, classroom communication increased and that students were more motivated to the learning process by interactive whiteboard use.

Keywords: Technology, communication, interaction, classroom interaction analysis.