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Original article

A Case Study: Digital Immigrant Classroom Teachers Opinions on Educational Technology

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Abstract

A digital immigrant is a person who was born in the year 1980 and before, and later became involved in the digital world. The use of rapidly developing technology in all areas of life, as well as in the field of education, has become inevitable. Today, all classroom teachers are responsible for the education of digital native students born in the age of technology. In this context, it is expected that teachers will also have the skills of using educational technologies. It is extremely important for teachers to have the skills to use technology so that they can provide the needs of their digital native students. This study examines the views of digital immigrant classroom teachers on the use of educational technologies. This study aims to make an assessment in accordance with the views of digital immigrant classroom teachers on the use of educational technologies. In the study conducted in a qualitative pattern, a semi-structured interview form was used as a data collection tool. The study group of the study consists of 34 digital immigrant classroom teachers working in 29 primary schools affiliated to the National Education Directorates of the central district of Çanakkale province. According to the findings obtained, digital immigrant classroom teachers are trying to cathing the difference between when they started their job and the technology used today, but they are having difficulty in this, the material and content for their lessons preparing the teacher's reasons for engaging and convenience using the internet, computer, mobile phone and internet use as they see they see the source of the often harmful and textbooks suffice results have been achieved.

Keywords: Digital Migrant, Digital Native, Educational Technologies, Education, Elementary Education.

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INTRODUCTION

Science, in principle, proceeds accumulatively. Technology, which started with the invention of fire and the wheel, has been constantly changing and developing with the transferring information between generations. According to Rıza (2003), technology is an indispensable element in all aspects of our lives.

Computers are educational and technological tool which is processing elektronik data an electronic data processing tool that processes it with certain commands given to it. As of today, desktop computers, laptop computers, tablets, smartphones, navigation devices, smart white goods, wired and wireless networks, unlimited internet access make our lives easier (Mercan, Filiz et al., 2009). Access to information has become easier than ever in history. The increase in the ease of access to information has made technology the largest contributor to the life of today's society. However, the use of technology, and in this context, the age of computer and Internet use has decreased until early childhood. more than 70% of 4-year-old children use computers (Fisch & McLeod, 2007). Lenhart, Madden, Macgill, and Smith (2007) stated that the rate of internet use among American youth between the ages of 12-17 is 87%, and the rate of those with personal sharing pages is 50%. In Turkey, the percentage of computer and internet usage in individuals aged 16-74 was 75.3% in 2019. The ratio of households with internet access is 87.9%. The rate of regular internet users, consisting of those who use the internet every week or every day, was determined as 94%. In 2019, the rate of one out of two people using e-government service and shopping online was determined as 34.1% (tuik.gov.tr). In other words, computers and the internet have become an indispensable part of our lives both in the world and in our country. Individuals can use technology and internet better than adults from a young age.

Individuals who were born in the technology era and adults who were later included in the lives of technology are classified as digital natives and digital immigrants. Individuals born after 1980 are considered digital natives (Prensky, 2001a). Because they have grown up with digital technologies and spend their time on the internet by exploring with technological devices. Princeky (2001a) has a detailed definition of media consumption habits for individuals he defines as digital natives: Today, university graduates generally spend a small part of their time reading, but more than 10,000 hours with computer games. Instant messaging programs, mobile phones, computers, online computer games are indispensable parts of their electronic life. The age in which individuals grow up determines their consumption and life perceptions and behaviors. Therefore, the consumption and life understanding of the generation, which we define as digital natives, has been shaped by the conditions in which digital devices are inevitably used, unlike the generations before them. Digital natives, a generation born with a smart phone and looking at the world through a digital window, learn to play games with smart phones before starting to read, and begin to be a part of this digital society in the virtual world and social media platforms (Kaban Kadıoğlu, 2013).

In 2003, a study was conducted by Millward Brown Research Company with a team of 500 people under the leadership of M. Lindstorm, under the name BrandChild, on the relationships of brands on the behavior of children and youth. According to this study, nearly half of the urban youth population has an internet connection. The rate of those who have their own mobile phone is 20%. The rate of children and youth using the internet regularly is 45.7%. USA ranks first with 72.8%. Japan ranks second with 56%, while Germany ranks third with 52.5%. The lowest rate was China with 23%. 13% of these young people prefer to communicate via instant message programs and e-mail. 45.2% of them participate in simultaneous chats in chat rooms. 45.1% of young people using mobile phones regularly use instant messaging programs (Lindstorm, 2003). In this context, it is not a realistic attitude for our age to assume that digital native individuals have started their education life with "Tabula Rasa", that is, with an empty mind. In this case, the efforts of schools and educators to fill the supposedly empty minds will fail to raise the human type expected from this century. In this century, the type of people that education is expected to produce has changed. Change and development are inevitable in the field of education, as in every field. It is necessary to make contemporary and contemporary changes (Demir, 2006). Undoubtedly, effective use of technology in education is at the forefront of the changes that need to be made. Although the integration of technology into education is an important development, experts warn that the use of technology alone cannot be a solution to educational problems (Hassanien, 2006). In this context, it can be said that students need teachers' guidance in the use of technology. Teaching profession in the 21st century requires guiding technology literacy and technology use.

The WebQuest (Web Adventure) method is a teaching technique that guides the student in obtaining information over the internet, helps them reach the right information, pushes the student to question, and is suitable for the constructivist approach. It is also a suitable method for the implementation of social constructivism in education (Simina, 2005). It can be applied both in the classroom and in homework. It is a technique that can be applied at all levels from pre-school education to higher education. According to Lim and Hernandez (2007), this technique, which prompts students to question, enables students to distinguish information in a meaningful way, develop individual problem-solving methods, and use internet resources interactively. This teaching technique includes activities that require students to work both individually and collaboratively on the internet.

The aim of this study is to make an evaluation on the use of instructional technologies, specifically in line with the opinions of digital immigrant classroom teachers. This situation was also discussed through the opinions of the participating teachers on the use of educational technologies and their use of the WebQuest (Web Adventure) technique as an example. In this direction, the following questions will be tried to be answered.

Digital immigrant classroom teachers;

1. Do they have adaptation problems to educational technologies?

2. Do they prepare homework for their students using the internet? Are they developing material?
3. Do they give their students homework that requires them to do over the internet?
4. Do they use internet search engines as a source of information?
5. Do they know the WebQuest technique? If they know, do they use it? If so, what are their views on the advantages and disadvantages?

In these days of the Covid-19 epidemic, life all over the world has come to a standstill, all social activities have been stopped, people have withdrawn to their homes, schools have been closed, and education and training activities are tried to be continued at home within the technological possibilities of the countries. These days have once again demonstrated the importance of technology, the internet and technological literacy. It is obvious that states need teachers who are well-versed in educational technologies in order not to interrupt educational activities.

This study aims;

- To examine the views of digital immigrant classroom teachers on the use of educational technologies,
- Aiming to try to make suggestions for digital immigrant teachers to close the gap between them and digital native students.
- It is important because not many studies have been done on digital immigrant classroom teachers.

MATERIALS and METHODS

This study is a descriptive study carried out in order to determine the views of digital immigrant classroom teachers on the use of educational technologies and to develop suggestions in this direction.

The method of the research is the interview technique, which is one of the most widely used qualitative research methods. In general, in qualitative research; Three types of information are collected: environmental information, process information, and perceptions. Information on perceptions reveals the views of the working group on the process (LeCompte & Goetz, 1984, cited in Yıldırım, 1999). According to Storey (2007), qualitative research aims to reveal individuals' individual perspectives on events. He argues that qualitative research is therefore superior to quantitative research. Qualitative research provides the researcher with the opportunity to investigate events in their natural environment and make realistic observations. These studies aim to present a descriptive and realistic image about the relevant subjects, so qualitative data should be deep and detailed (Yıldırım & Şimşek, 2005).

Study Group

The study group of this research; It includes classroom teachers who were born in 1980 and before, working in 29 primary schools in 6 districts of Çanakkale, which were determined by considering ease of application and easy accessibility. The main criterion in the selection of the study group is that the teachers are in the category of digital immigrants. There are 135 primary schools, including 129 official institutions and 6 private institutions, affiliated to the National Education Directorates in the districts of Çanakkale province (mebbis.meb.gov.tr). 34 teachers working in 29 primary schools participated in the study. It was stated to the participating teachers that no names would be given before the interview and that they would be coded as K1, P2, K3. The personal characteristics of the participants are shown in the table.

Table 1. Data on teachers participating in the research

Participants	Gender	Year of Birth	Working Year	Class taught
K1	FEMALE	1976	22	3
K2	FEMALE	1979	16	3
K3	MALE	1973	20	4
K4	FEMALE	1978	17	2
K5	FEMALE	1980	9	3
K6	MALE	1968	25	3
K7	FEMALE	1971	14	4
K8	MALE	1976	12	2
K9	FEMALE	1978	13	1
K10	MALE	1975	15	4
K11	FEMALE	1979	13	4
K12	FEMALE	1977	15	3
K13	FEMALE	1980	11	2
K14	MALE	1971	13	2
K15	MALE	1969	17	4
K16	FEMALE	1976	17	1
K17	MALE	1979	14	2
K18	FEMALE	1972	16	2
K19	FEMALE	1969	20	3
K20	MALE	1978	12	3
K21	MALE	1968	29	3
K22	FEMALE	1980	14	4
K23	MALE	1978	12	4
K24	FEMALE	1972	10	4
K25	FEMALE	1974	16	3
K26	FEMALE	1980	11	3
K27	MALE	1979	13	3

K28	FEMALE	1976	14	2
K29	MALE	1975	17	2
K30	FEMALE	1979	13	1
K31	FEMALE	1973	15	4
K32	FEMALE	1977	11	3
K33	MALE	1975	14	4
K34	MALE	1969	16	2

Data Collection

The data collection tool of this research is a semi-structured interview form. In qualitative studies, meanings are more important than products or outputs. Because qualitative research is more concerned with the process than the output. (Merriam, 1988: cited by Yılmaz and Altınkurt, 2011).

Semi-structured interview is frequently preferred by researchers because it has both a certain standard and a flexible structure. semi-structured interviews: It removes the limitations in questionnaires and tests based on writing and filling and helps to gain in-depth information about the research topic (Yıldırım & Şimşek, 2003). According to Bogdan and Biklen (1992), interview technique is a powerful method in revealing people's perspectives, perception styles, feelings and perspectives.

In this study, semi-structured interview technique was preferred as it is not as rigid as fully structured interviews and not as flexible as unstructured interviews. The interviews were transcribed verbatim without making any changes to the audio recordings. Then the answers were analyzed and tabulated, and the results were obtained.

Analysis of Data

In this research, as a qualitative research tool, taking the semi-structured interview records and examining the documents obtained from these records were used. According to Miles and Huberman (2016), there are three steps in analyzing qualitative data, respectively. The first of these is data reduction. This stage; It refers to the operations of summarizing, selecting, simplifying and transforming the obtained data. At this stage, the researcher filters the data obtained from observation, interview questions and document analysis and decides which data to use and which ones to exclude from the research (Çiftçi, 2018). The second stage of qualitative data analysis is the representation of the data. This stage assumes that the human mind perceives visual data more easily. It aims to present the research results with the condensed and organized form of the collected data. Miles and Huberman (1984) stated that they think that better representations are one of the basic conditions for ensuring the validity of qualitative analysis. Meaningless data is filtered in order to make it more understandable and visualized, and the summarized data is visualized with a table. The third stage of qualitative data analysis is the stage of revealing and validating the results. It is tried to explain what the obtained data means. Meaning,

on the other hand, is the name given to the relationship between the reader, the author, and the context (Çakır, 2004). The scattered data obtained as a result of data collection were organized and visualized through documents and tables, analyzed in line with the research goal, and the conclusion part was reached. Content analysis technique was used to analyze the data obtained from the research. Content analysis is an approach that makes it possible to systematically analyze written, oral and other data (Tavşancıl & Aslan, 2001). This technique is based on bringing together similar data and arranging them in a way that the reader can understand (Şimşek, Yıldırım 2016).

Results

In order to seek answers to the 5 sub-problems of the study, 7 open-ended questions were asked to the teachers in the selected sample, and the findings were presented according to the obtained data. Open-ended questions were examined by 2 separate academicians, and the findings of each were presented one by one.

Findings and Interpretation on the First Sub-Problem of the Study

The first sub-problem of the study is "Do digital immigrant classroom teachers have adaptation problems to educational technologies?" is in the form. Under this title, digital immigrant classroom teachers were told, "Technology is developing at a dizzying pace. What do you think about the development in educational technology since you started the teaching profession?" The questions were asked, and the answers given were gathered in 4 different categories according to their frequency. These categories and the statements of the participants regarding this question are given in Table 2.

Table 2. Findings Regarding Their Views on Developments in Educational Technology

CODE	**f**
Convenience	**11**
Engaging the Student	**10**
Addiction	**6**
Process Acceleration	**4**

As seen in Table 2, the participants mostly have positive opinions about educational technologies. The positive aspects of the developments in educational technology such as providing convenience in providing visual and auditory materials, being beneficial in terms of motivating students and attracting their interest in the lesson, teachers' material preparation, preparation for the lesson, and the acceleration of the end-of-term student evaluation process of the Ministry of National Education's school information system have been frequently emphasized. K14 said the following about this situation: "In the past, we used to fill out report cards for each student by hand, now everything is done quickly from the computer." K3, on the other hand, emphasized the convenience of providing materials and said, "There

are good documentaries on almost every subject on the Internet. I use these in my lessons. It also attracts students. It is more productive than oral expression or a book." He used his expressions. On the other hand, addiction to the developments in educational technology comes to the forefront as a negative view. K22 on this subject: "They sit at the computer and play games all the time because I'm studying. I don't find it right for primary school students to use the internet, I don't let my students use it. I think the books are enough." used expressions.

Findings and Interpretation on the Second Sub-Problem of the Study

The second sub-problem of the research is "Do they prepare homework/materials for their students using the internet?" is in the form. Regarding this problem, the participant teachers were asked "Internet, social media, smart phone, tablet etc. Do you use the tools to develop educational material?" question was posed. The data obtained were divided into two main categories as "Yes" and "No" according to their positive and negative status. The answers given within these categories are given in Table 3 according to their frequency.

Table 3. Internet, social media, smartphone, Tablet Etc. Findings Related to Using Tools for Developing Educational Materials or as Materials

Category	Code	f
Yes, I do	Visual Material	**24**
	Attractive	**23**
	Convenience	**13**
No, I Don't	**Lack of Equipment at School**	**9**
	Preferring Books	**8**
	No Need to Use	**7**

As seen in Table 3, it can be said that digital immigrant teachers in the "Yes" category prefer to use digital technology specially to design visual materials or to use existing ones, since they are predominantly interesting. Technology is used to develop material or to use existing material in the lesson, as it facilitates the lecture, and the use of visual and audio media helps learning. K6 on this subject: "My students learn faster what they watch in the video, I use this most of the time. It can also be useful to project the pages of the book on the board." used expressions. The participant coded K4 stated that he was a member of groups related to classroom teachers on social media sites and benefited from the posts made there. In addition to these, participants coded K17 and K32 stated that they found the use of visual and audio media to be interesting and motivating to the lesson. K19: "We don't even have a projector in our school, so we don't have a chance to use digital materials in the lesson." He stated that there was no equipment in the school with his statements. K15 and K10, on the other hand, stated that they did not need much because they found the textbooks sufficient.

Conclusions and Comments on the Third Subproblem of the Research

For the third sub-problem of this study, the situation of teachers giving homework to their students that requires them to do it over the internet, participants were asked “Do you give homework to your students over the internet? What kind of assignments do you give if you are giving?" questions have been posed. The answers given were divided into two main categories, Yes and No, and they were again sub-categorized in themselves and shown in Table 4.

Table 4. Findings Related to the Situation of Giving Homework to Students via the Internet

Category	**Code**	**f**
Yes, I Do	Student Motivation	**6**
	Finding it Useful in Science Class	**5**
No, I Don’t	**Age of students**	**14**
	Inequality of opportunities and opportunities of students	**11**
	The harmfulness of the Internet	**9**
	Sufficient use of books	**7**
	No need to use	**5**

As can be seen from Table 4, digital immigrant classroom teachers do not approach giving homework to elementary school students positively over the Internet. He said that K2 and K34 students who are not suitable for their age, which is the highest frequency code, are not old enough to do homework from the Internet. The second most common response was that the opportunities and opportunities provided to the students were not equal. K19: "Not all students in my class have internet facilities at home. For this reason, I prefer to give assignments that everyone can do. K27, on the other hand, using similar expressions, stated that most of its students do not have a computer at home or that they cannot give homework over the Internet for this reason. K13 expressed his thoughts on this issue, “I think that elementary school students should not use the Internet. The Internet is a dangerous place, and everything they need to learn is in their books."It has been stated as follows.

Conclusions and Comments on the Fourth Subproblem of the Research

The fourth sub-problem of the study Dec aimed at the situation of students using internet search engines as a source of information, told the participants, “Your students are still at primary school age. But they use technological devices as well as adults. What are your thoughts on using the Internet and search engines as Dec source of information?" The question is posed. The answers are described in Table 5.

Table 5. Findings on Students' Thoughts About Using the Internet and Search Engines as Dec Source of Information

Code	**f**
Addiction	11
Generation gap	9
The harmfulness of internet	8
Sufficient use of books	7
An effort to keep up with the era	4
Students learn faster than us	4

According to Table 5, according to the answers given by the participants; the generation difference, the need to keep up with the age, the harmful use of the Internet, the sufficient use of books, the addiction of technology and the rapid learning of students were collected under 6 codes. Among these categories, the most expressed has been the Decadence of technology. Regarding this situation, K12 stated: “Students use the internet mostly for playing games. They play games for hours. Copy and paste assignments are also brought in when they are used in relation to their assignments. This is of no use to anyone." And K1: "We constantly receive complaints from our parents that their parents play games with their phones for hours on end. They are not old Dec to use it as a source of information, but our parents contribute to homework using search engines. As it is, assignments can be the same as each other. The accuracy of the information is not questioned." K22: "We can't take phones away from students. We already have students coming to school by mobile phone. Families give it for communication purposes, but they even use social media sites.” In this regard, K23 and K24 stated that they have students who use mobile phones and social media, and that they also affect other students who do not have a mobile phone or social media account, and that the Internet causes addiction and distraction. K21 is about the second most expressed generational difference code: "The student profile when I started my profession, and the current student profile are very different. Everything has changed. Now they all use computers, tablets. They learn everything from videos. We can't keep up with their speed,” he said.

Findings and Comments on the Fifth Subproblem of the Research

The fifth and last sub-problem of the study is related to the teachers' knowledge and thoughts about the WebQuest (Web Adventure) technique. In this direction, teachers are asked “What is WebQuest (Web Adventure)? Do you use?”, “In which courses do you find WebQuest (Web Adventure) more useful?” and “Are there any advantages or disadvantages that you notice about using WebQuest

(Web Adventure)? Would you share it with us if you have it?" questions have been posed. Participants who did not know the WebQuest technique were told about the technique during the interview and informed by showing a WebQuest (Web Adventure) example (October 2). The answers to these questions are tabulated separately for each question. It is indicated in Table 6, Table 7 and Table 8.

Table 6. "What is WebQuest? Do you use?" Findings Related to the Question

Category	**f**
I don't know and don't use.	25
I know and use.	6
I know but I don't use.	3

"What is WebQuest? the most common answer to the question "I don't know" has been "I don't know". In total, 9 participants are familiar with the WebQuest (Web Macer) technique. Of these participants, the ISE stated that they used only 6. An example of a WebQuest (Web Server) is shown to participants who do not have knowledge of the technical right technical right information is provided. I answer to 9 participants "Are there any advantages or disadvantages that you have noticed about the use of WebQuest (Web Macer) for ise technique advantages? If so, would you please share it with us" the question has been posed. The burns given are divided into two main categories as Yes and No, and these categories are divided into subcategories within themselves and tabulated below (Table 7).

Table 7. Findings on the Situations of Finding WebQuest (Web Adventure) Advantageous

Category	**Code**	**f**
Yes, I Do	Useful for some class	**6**
	It is fun	**2**
No, I Don't	Due to students age	**1**
	Lack of internet connection	**1**
	No need to use	**1**

The participants who found the WebQuest (Web Adventure) technique advantageous suggested the reasons why it is fun and useful in some lessons. At the same time, the participants stated that the assignments given on the internet motivate the students in a positive way and that they learn the information they find by researching themselves more easily. K21: "There are no encyclopedias for conducting research anymore. There is an Internet. They're already searching the internet. By following these steps step by step, the information they access is both permanent, fun, and we direct them to the right sources," he said. Participants who did not find it advantageous were grouped into 3 categories as

the age group was not suitable, there was no internet access in their classrooms, and they did not need to use it. In which courses do you find WebQuest more useful to the 9 participants who have knowledge about the WebQuest (Web Adventure) technique regarding which courses they find more useful "In which courses do you find WebQuest (Web Adventure) more useful?" the question is posed. The responses given were collected on two courses, as indicated in Table 8. It is seen that it is most useful in science course. They stated that the students were more willing to do their homework by giving tasks in the style of Web Adventure.

Table 8. Findings about which courses They Find WebQuest Useful in

Category	**f**
Science Class	4
Social Science Class	2

RESULTS and DISCUSSION

As in all periods of history, societies are now in a race to become stronger. In information age societies, this race is progressing through technology. The level of development of countries is determined according to the technologies they own, use, and produce. Nowadays, individuals, especially digital immigrants, are having difficulty keeping up with the speed of technology and following new developments. Digital technologies, which are an indispensable part of all areas of daily life, have also become mandatory for accessing information. As a result, it has become an inevitable need for educators to improve their skills in using technologies such as computers and the Internet as a professional tool. The contribution of educational technologies to the educational process cannot be ignored, but teachers have the Dec responsibility for their effective use in the educational process. According to Hacıfazlıoğlu et al. (2010) stated that teachers should have some skills for the use of technology and use them in education-related applications

Digital immigrant teachers that constitute the sample of the study, the use of technology in education, factors that affect their opinions and views on the use of technology, compared to other research results, overall, they seem to have negative views. According to Algan (2006), it is seen that even in private schools in Turkey, teachers still have hesitations about the use of technology in the classroom environment. In the findings of the first sub-problem of the study, it was seen that digital immigrant teachers had generally positive thoughts about educational technologies. It has been stated that computers and the Internet facilitate and accelerate the educational process. In a study conducted by Tuti (2005), students stated that the use of technology in the classroom environment and in lessons attracts their interest and increases their desire to work. In the study, it was seen that the participants used digital technologies when preparing content, materials and assignments for their students. It is

observed that there is a lot of use, especially at the point of finding visual materials. It has been stated that they find it useful to find different contents and interesting visual materials from textbooks. Animation and simulation-based information content needs less cognitive load, i.e., less memory, compared to text-based sources (Katirci, 2010).

On the other hand, there are also participants who express that they do not need it and prefer books. Tonta (2009) noted that digital immigrants, unlike digital natives, prefer classical methods when conducting research, preferring libraries instead of conducting web-based research. However, it is seen that the use of digital resources as a professional tool has been learned. In the social sciences, especially education, the main thing from the educational process is the person. No generalization has been reached about the use of web-based resources by digital immigrants in producing materials. It has been observed that digital immigrant classroom teachers do not prefer their students to use web-based resources in their homework and projects. The inequality of opportunities and opportunities of its students and the lack of Decency of age groups are among the reasons put forward. According to Arabacı and Polat (2013), it is seen that there are more classrooms in public schools in Turkey, students have low technological literacy, and teachers have moderate levels. In addition, a sufficient level of family support cannot be provided for technology-supported classes. Another prominent justification is the idea that the Internet is harmful, and books are enough. The general characteristic of digital immigrants is that they prefer primarily printed materials to obtain information (Prensky, 2004).

Digital natives, on the other hand, can use the language of technology as their mother tongue. They easily obtain the information they want to Dec with the help of search engines and socialize using social networks effectively (Oblinger and Oblinger, 2005). According to another finding obtained in the study, digital immigrant teachers Dec it objectionable to use internet search engines as a source of information for their students. It has been stated that the use of technology causes addiction and textbooks will be sufficient. All of the senior teachers working today, i.e., digital immigrant teachers, are responsible for the education of digital native students. Education should also prepare students for the future. It is obvious that teachers are needed to guide the use of technology. It will be useful for teachers to think about using the Internet as a source of information.

The last sub-problem of the research related to the use of WebQuest (Web Adventure) was used as an example to see the use of technology. Web adventure is a teaching tool that provides lasting learning by directing students to the right channels while using the internet search engines that students already prefer instead of books Dec Information resources in Internet search engines are not always accurate and Dec. It is not possible to distinguish which information is correct about the subject it is researching by the student. In this case, the guidance of the teacher is needed. According to the findings of the study, it can be concluded that web adventure is unknown and not used by teachers.

According to the Kranzberg Law on Technology, technology is neither good, bad, nor neutral (Kranzberg, 1995). Nowadays, the use of technology is inevitable, and the power of states is closely related to the production and use of technology. The internet, which is used all over the world and makes the world a small village, also shapes our lives. The Internet, which is a very wide resource, is not just a platform with the right information, and for proper learning, students need a guide. In this context, it can be said that it is wrong for digital natives, who are the children of the digital age, to be educated in the old methods.

Conclusion

As a result of this research conducted with digital immigrant classroom teachers;

1- It has been concluded that digital immigrant classroom teachers are trying to Decipher the difference between when they started their job and the technology that is being used today, but they are having difficulty in this regard.

2- It has been concluded that teachers use the internet to prepare materials and content for their lessons since it is interesting and provides convenience to the teacher.

3- Digital immigrant classroom teachers find the use of computers, mobile phones and the Internet harmful for their students at the elementary school level. It does not need to be used for educational purposes and considers books sufficient.

4- It has been concluded that digital immigrant classroom teachers do not consider the age group of elementary school students suitable for internet use.

5- 5 - the Ministry of education in state schools as a result of the study, within the framework of opportunity and inequality of opportunity in schools and the lack of adequate equipment due to the lack of equal opportunities for every student in the class, it is concluded that the use of technology is kept at a low level.

6- In this study, which was carried out in schools with different socio-economic structure in different districts of the city, it was concluded that the use of technology for educational purposes is at a low level since not every school has equal technological opportunities.

7- It has been concluded that digital native students are able to use technology better than their teachers.

8- It has been concluded that the WebQuest (Web Adventure) technique is largely unknown and not used by the participants.

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