

## Abstract

The purpose of this study was to understand teachers' experience with the digital divide in the classroom. The problem addressed by this study is the persistence of the digital divide and a lack of research on how teachers experience the divide. Addressing this gap in the literature is important in order to help teachers improve the digital literacy skills of students impacted by the digital divide. This qualitative, phenomenological study collected data using interviews with teachers purposively sampled from those who teach at a Title 1 high school in a Southwest Florida community. Interview data were transcribed and underwent phenomenological data analysis in order to determine both what teachers experienced, and how teachers experienced the digital divide. Through a constructivist framework, this study described how teachers have experienced and accommodated for the digital divide within the classroom.