Triadic collaboration: A three-sided approach to technology integration

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Abstract

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Societal expectations for the use of technology in schools continue to increase, reinforced by expectations of federal agencies (Department of Education), educational organizations, as well as national and state agencies. Institutions of higher education have developed a variety of approaches to respond to these pressures, primarily with the inclusion of a separate educational technology course in the pre-service curriculum (Thompson, Schmidt & Hadjiyiani, 1995; Thomas, 1996; Zachariaides & Roberts, 1996). However, pre-service teachers are graduating feeling inadequately prepared to effectively integrate technology into the curriculum (Byrum & Cashman, 1993; David, 1994; Drazdowski, Holodick and Scappaticci, 1998). In addition, in-service teachers indicate their greatest obstacle to the integration of technology is the understanding of how to use it in instruction (Stuhlmann, 1998; Vannatta, 2000).

To respond to these situations, this study investigated a three-sided approach to modeling the integration of technology in daily teaching. University faculty, pre-service, and in-service educators were given information and demonstrations for modeling appropriate technology use in the classroom. Each of these three groups was given a needs assessment which consisted of surveys to find out what they already had knowledge of and were able to do in the classroom. Each group was also asked informally what they thought they needed to know more about to be able to successfully integrate technology into the classroom. Faculty development workshops that targeted technology implementation strategies were designed based on the needs of each group. These workshops were delivered throughout two semesters to each group separately so their needs could be met.

When workshops were completed, surveys were administered again to each group to perceive the impact of the workshops on the group and the use of technology in the teaching day. Observations of classrooms were made where appropriate to help monitor the types of technology integration that were applied before and after the intervention.

References


