Addressing Barriers of Information Technology from a Multi-National View: A New Message for Teacher Education

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Abstract: In the 1990s, representatives from government, business, and industry believed that students entering the workforce and beyond were not prepared adequately to deal with the technological demands the future requires. According to Soloman (1995): “With the opening of trade to a global economy, competition will be fierce. As always, those who have the best tools and know how to use them will get the job done best. Tomorrow’s (and even today’s) tools are technological”(p. 66). Over ten years later, businesses and industry are incorporating technology into current and long range planning at an unprecedented rate. The questions are: "Has much changed in the past ten years? And how are Teacher Education programs around the world providing the foundation for these changes?"

Preparing future workers, regardless of region, nationality, and ethnicity with the knowledge and skills and dispositions essential for employment in this era of technology is difficult for a variety of reasons, including:(a)
the pace at which technological innovations are being introduced; (b) the high cost of purchasing and updating equipment for education and training; (c) the inconsistency of current faculty professional development in the area of information technology; and (d) the moderate rate at which preservice teacher education programs and graduate programs are integrating information technology into their curricula.

This panel will examine the integration of information technology in teacher education programs from four nations including: the United States, Ireland, England, and Finland. Panel members will focus on the identification of barriers to the integration of technology that are both external and internal to individuals and the organizations of higher learning with implications for presenting a new message for curriculum developers and policy makers. Each member of the panel will provide a paper for their area of presentation of the barriers as well as their message for teacher education including cultural, physical and psychological, economical, political, geographical, policy based, instructional, distance learning related, faculty development, and historical.

References


