The purpose of this paper is to share a teacher educator’s perspective regarding teacher education with technology in order to discuss and resolve some limitations and difficulties that teacher educators might encounter. Although researchers have emphasized the significance and effectiveness of using technology in mathematics classroom (Cadiero-Kaplan, 1999; Hembree & Dessart, 1992; NCTM, 2000; Shuard, 1992; Van de Walle, 2004), there has been little discussion about how mathematics teacher educators may facilitate pre-service teachers’ use of technology in their future classroom instruction (Willis, Thompson & Sadera, 1999) and about how mathematics teacher educators could incorporate technology instruction in teaching methods courses.

First of all, attending to teacher educators’ conceptions and user ability of technology is necessary because such conceptions and use ability affect the methods courses and pre-service teachers. The paper addresses limitations and difficulties that I, as an instructor of an elementary mathematics methods course in a teacher education program and a non-expert user of technology, have faced concerning integrating technology into the methods course. My paper focuses on: (a) lack of experiences and knowledge required for selecting and using technology resources in relation to the topics or contents of an elementary mathematics methods course; (b) limited knowledge as to evaluation of technology resources, such as software, tools, websites, etc., for elementary mathematics; and (c) the preservice teachers’ concerns and negative conceptions, which vary from subtle to explicit, about using technology in elementary mathematics classroom.
References


