The educational computing course takes many shapes and forms in the different colleges and universities around the United States and the world, but its basic purpose is universal - prepare the teacher to effectively use and integrate technology in the classroom. This purpose now has more of a structure being imposed upon it with the introduction of the National Educational Technology Standards (NETS) (http://cnets.iste.org) that encourage learning opportunities that will produce technology-capable students. In order for this to happen, the teachers must be prepared. In the National Educational Technology Standards for Teachers (NETS-T) the teacher is called the key individual and teacher preparation is called critical. This document goes on to say, “Being prepared to use technology and knowing how that technology can support student learning must become integral skills in every teacher’s professional repertoire. Schools and classrooms, both real and virtual, must have teachers who are equipped with technology resources and skills and who can effectively teach the necessary subject matter content while incorporating technology concepts and skills.” All of this preparation does not occur in the educational computing course alone, but it is an important piece of the total process.

The last strategy for preparing the teacher was apparent in many of the papers. This was the need to make a concerted effort to align the objectives of the classes to the national standards and to integrate technology in all the teacher preparation classes. Nonis discusses her college’s efforts to change the learning experienced by their pre-service teachers. She says that teacher education students have a better chance to achieve the NETS if effective uses of technology are implemented and expected to be demonstrated throughout all phases of a teacher education program. Espinoza highlights the experiences of three faculty members as they integrate the standards and the technology-rich activities into the teacher preparation sequence.

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