Two in-service teachers and 14 pre-service teachers in their final semester of their teacher education program provided in-depth reflections on their views for using technology in teaching home economics while taking a short summer course at the University of British Columbia, Canada, in July 2002. Students utilized all the 6 technology standards identified by the International Society for Technology Education (ISTE) in developing learning activities that support technology integration of family and consumer sciences content. To remain focused on teaching of family and consumer sciences, students included a planning component identifying the Prescribed Learning Outcomes for home economics in British Columbia, Canada.

Students were introduced to the computer applications and then asked to develop a learning activity that learners could complete using the particular application. Based on the experiences they had in conceptualizing and developing the learning activity, they were asked to write a reflection on how that particular computer tool supported the teaching of family and consumer sciences. They wrote reflections on the learning environment, the use of desktop publishing, spreadsheets, multimedia and the Internet.

On a daily basis for the 11 days, faculty involved in teaching the course also deliberated on what worked, what did not work and what needed to be done for the next lesson. Students were given an opportunity to provide feedback at the beginning of each lesson and also briefly shared their perceptions of how their learnings supported integration of technology in family and consumer sciences.

6 weeks into the fall semester, input was sought from the in-service teachers and student teachers who had assumed full time teaching positions on how they were integrating technology in their teaching. They were also asked to identify barriers in their efforts to utilize what they had learned.

Results of this action research and examples of completed student projects will be shared during the presentation.

Presentation:
Mary Leah De-Zwart, University of British Columbia, Vancouver Canada (25 mins)
Leah Keino Kagima, Zayed University (15 mins)
Discussions (10 mins)
Viewing of projects (10 mins)