PT3: Attitudes and Concerns of Preservice Teachers

Margaret Johnson, Southern Illinois University, Department of Curriculum and Instruction, US
Jennifer Earls, Southern Illinois University, Department of Curriculum and Instruction, US

Training future teachers to be tech users has become a priority for education departments in universities and colleges throughout the US. Graduates must be savvy in classroom climates where technology integration is the key. Introducing technology to novice instructors can cause anxiety. This paper explores the attitudes and concerns of pre-service teachers participating in classroom technology integration as part of the Southern Illinois University PT3 grant – Project LIFT-Off. Seventy-five teacher preparation undergraduate students enrolled in their first semester of the Teacher Education Program (TEP) completed pre- and post- surveys measuring concerns about technology and computer attitudes. The students participated in hands on training as well as workshops and in-class discussions of technology throughout the semester. The results showed that ….(The results are pending -December 2001- and will be reported in this paper). The concerns survey data was complemented by pre- and post- focus groups. These focus groups explored student concerns about using technology in instruction. Computer skills were also measured and used to help students choose professional development opportunities that helped to fill a gap in their skills.