TECHNO-POETRY: ENHANCING POETRY WRITING IN METHODS COURSES THROUGH TECHNOLOGY

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This paper describes the outcome of an innovative mentoring program at Iowa State University that paired technology faculty with methods faculty to form partnerships that modeled technology integration for K-6 preservice teachers. As a result of the partnership within a reading/language arts course, both faculty members concluded that even topics in seemingly juxtaposition such as poetry and technology could provide successful models of integration. While many have made worthy technological applications within poetry instruction, most of these applications are related to incorporating visual presentations with poetry such as laserdisk technology and multimedia projects or they use electronic postings, teleconferencing, and distance education to revise and edit poetry. These applications treat technology as an addition rather than a true partner that reaches into the actual writing of poetry. Conversely, this paper describes the creation of some useful applications for enhancing poetry writing through technology for elementary students.