Faculty Development with Technology Integration: A qualitative analysis of faculty mentoring.

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Abstract

The Modeling Instruction With Modern Information and Communications Technologies (MIMIC) Project was funded through a U.S. Department of Education Preparing Tomorrow’s Teachers to Use Technology (PT3) Implementation Grant. The MIMIC Project focused on faculty development in the integration of technology in pre-service teacher education. A classroom teacher as mentor / faculty member as mentee approach served as the model for faculty development. Data was collected from both technology mentors and faculty participants. This data included qualitative components including; implementation plans, monthly log data, and journals. Project evaluation activities were conducted to address both formative and summative evaluation questions that examined the validity and impact of the project. The evaluation was designed to provide performance feedback throughout the grant period, allowing the project staff to monitor progress towards the desired outcomes.

A comprehensive sequence of qualitative evaluation activities were implemented to insure that the goals proposed by the Mimic Project were addressed satisfactorily. A monthly review form tracked project activities and verified if planned activities occurred as scheduled. Progress notes were recorded and used to modify planned activities. Mentors together with each faculty member prepared an implementation plan and maintained notes on support provided. This qualitative data was used to modify mentoring plans. Logs of technology activities implemented by participating faculty and supervising teacher provided qualitative data documenting technology use by the participants.

This paper examines the results of qualitative analysis of participant journals, implementation plans and monthly logs. Content analysis and data management analysis was implemented using NUDIST. Patterns indicated in the data analysis pointed to critical factors for increasing the level of faculty modeling of technology in pre-service teacher education.