TEC-e: Using a Mentorship Model for Faculty Technology Enrichment

Jozenia T. Colorado, Department of Teaching and Leadership, University of Kansas
Carin Welch, Department of Teaching and Leadership, University of Kansas
Dr. Steven B. Smith, Department of Teaching and Leadership, University of Kansas

Abstract
TEC-e, or the Technology Enrichment Cohort, is a program that takes full advantage of resources in the School of Education at the University of Kansas. The program is designed to help faculty and staff increase the following: 1) awareness of technology, 2) presence of technology in the classroom, 3) personal technology usage, 3) instances of technology modeling by faculty for students and 4) opportunities to collaborate with students and share technology skills. The program partners undergraduate and graduate students enrolled in the school of education with faculty members who desire assistance with learning technology skills. This program not only allows faculty, staff and students to increase their technology skills, but it also allows students to gain experience and confidence in instructional environments.

This poster session will describe the mentorship model established in the Technology Enrichment Cohort, a Learning Generation PT3 initiative. Development of the program, process for assigning faculty members to student cohort members, as well as results of the first semester of the program will be discussed.

Overview:
In order to prepare preservice teachers to use technology in the classroom, it is important to integrate technology into teacher education programs. Teacher education programs, however, cannot rely solely on required instructional technology courses to prepare preservice teachers. Faculty members should also model appropriate technology integration throughout all teacher preparation courses. In order for this modeling to occur, faculty must participate in technology training.

When offering professional development workshops, faculty members are often limited in their time and are unable to make schedule workshops. In addition, workshops are usually limited to one session and lack follow-up support or more advanced sessions. The TEC-e program is designed to allow faculty clients full flexibility of what they want to learn, when they want to learn, and where they want to learn.

This program will study the effect of the mentorship model on faculty technology enrichment as well as the effect of student collaboration with faculty members.

Methodology: After participating in the TEC-e program, students and faculty will submit reports that describe the experience. Both reports are in the form of a self-report survey.

Students:

Students are asked to report on their experience. This report includes some basic information such as what technology skills were taught as well as how much time was taken to prepare for teaching. Students are then asked to describe how the one-on-one training progressed. This description includes problems encountered and a general description of the interaction between the student and client. Students are also asked to describe from their viewpoint, how the instructor progressed as well as what the student learned from the experience.

Faculty and Staff:
Faculty and staff are also asked to report on the experience in terms of the general interaction with the student as well as how the experience benefited them. Since TEC-e is a new program, faculty and staff as asked how they liked the experience, whether or not they preferred it to group workshops, and if they believed the program should continue.

Conclusion:
The Technology Enrichment Cohort (TEC-e) allows faculty and staff members the flexibility of one-on-one workshops customized to their technology needs. This new program will not only help increase faculty technology skills and allow faculty members to model the integration of technology in their classrooms, but it will also help student mentors to increase their technology skills as well as their confidence in teaching. In addition, using students to help address the technology needs of faculty will help alleviate some of the burden on information technology staff.

The results of studying the first semester of the program will be used to confirm the success of the mentorship model. In addition, it is the researchers' hope that the results will help administrators decide whether or not to fund this initiative as an ongoing faculty professional development program.