Facilitating Systematic Change in Teacher Education: A Model for Technology Infusion

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Teachers that are capable of preparing technology proficient students for the 21st century is notably one of the most critical needs in public schools today. This need has challenged teacher preparation programs to produce teachers that are able to infuse technology and curriculum. A recent response to this challenge is Project ImPACT (Implementing Partnerships Across the Curriculum with Technology), an implementation project recently funded by the U.S. Department of Education, as part of the Preparing Tomorrow’s Teachers to Use Technology Program. This project employs a team approach to facilitate the infusion of technology in the teacher education program at the University of Tennessee and K-8 curricula. The ultimate goal of Project ImPACT is to provide prospective teachers with the ability to use technology to enhance teaching and learning. To assist in the accomplishment of this goal, a model was developed which establishes collaborative teams of university faculty, mentor teachers, and preservice interns. This model, designed in keeping with research findings on effective technology training and implementation, is designed to facilitate the infusion of national technology standards for teachers in university classes and national technology standards for students in K-8 schools.

A panel that is representative of participants in Project ImPACT will present an overview of the project, snapshots of the training/implementation model used, curriculum restructure activities at the university level, and prospectives regarding resulting changes from university faculty, mentor teachers and preservice interns.