

Sustaining Technology Integration: Lessons Learned

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This presentation will focus on the of one School of Education's effort to sustain technology integration across the preK-12 classroom environment. Having successfully integrated technology across several teacher preparation programs, project emphasis has turned towards creating and sustaining technology rich environments for appropriate student teaching and internship placements. Current efforts will be shared and idea and suggestions will be discussed amongst participants.

Teacher education students are capable of serving as significant players in the effort to integrate instructional technology into programs. While the students though become more competent and frequent users of instructional technology, they encountered some of the implementation barriers identified by National Council for the Accreditation of Teacher Education (2000) and the Office of Technology Assessment (1995) as they move into classroom settings. One student, for example, ran afoul of the traditional classroom operation when he attempted to use instructional technology during his student teaching. This suggests that addressing one implementation barrier, teacher training, in isolation runs the risk of failure in the long run. More importantly, this does a disservice to the teacher education student. Marcinkiewicz (1996) reported that while student teachers possessed high expectations about the use of instructional technology in their future classroom, their first year of teaching dramatically lowered these expectations. The challenge facing us not only is how to better prepare our students to use the technology, but also how to work with K-12 educators on the implementation barriers unique to their setting.

This demonstration/poster seeks to identify the challenges faced in sustaining technology use across student internship as well as student teaching experiences. In cooperation with Professional Development Schools, this PT3 Project (Learning Generations) is currently developing ways to enhance preservice teacher education students use of technology during their critical teaching development experiences.

References

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