I. Title: Maximizing Technology Integration in Teacher Education: Graduate Distance Education on the Cutting Edge.

II. Overview: This session will introduce established distance education courses that are on the "cutting edge" in terms of methods and materials for delivery of instruction. The courses will serve as the context for illustrating how a variety of methods and materials fosters knowledge construction and communication, as well as facilitates application of student learning in graduate-level teacher education.

III. Objectives:
   A. The presenters will describe graduate level distance education courses that utilize technology in innovative ways.
   B. The presenters will guide session attendees through an exploration of various activities and assignments that are appropriate for distance education courses.
   C. The presenters will facilitate a discussion where session attendees identify distance education needs and brainstorm possible technology-enhanced learning solutions.
   D. Session attendees will have the opportunity to examine additional sample assignments and products from the identified distance education courses.

IV. Content:
   A. The presentation will begin with an overview of four graduate-level distance education courses in which technology is an integral component for teaching and learning.
   B. Next, the presenters will describe how a variety of instructional activities maximize the potential of technology to enhance student experiences in the courses. The instructional activities can be categorized as facilitating the following three domains:
      1. Communication - In the communication domain students participate in activities that foster interaction around the course objectives. Examples include asynchronous discussion boards, small group synchronous book discussions, discussions of PowerPoint presentation via a virtual classroom, instant messaging, posting of resources on a digital bulletin board, and cross-course discussions.
      2. Knowledge Construction - In the knowledge construction domain students are involved in technology-driven activities in which they use a variety of media to derive personal understanding of course content that adds to their knowledge base. One example includes online modules in which students are guided to explore and review Internet resources and document findings. A second example is a WebQuest that leads students on a thorough exploration of a professional organization's web site. An online form used as an alternative for responding to readings, Internet information, and graphic information is a third example. A final example is summarizing knowledge by using words and images on a single PowerPoint slide or an Inspiration graphic.
3. **Application** - In the application domain students demonstrate learning through completion of technology-based projects that they share with others. One example is the creation of a web resource page for parents. A second example is the creation of a teacher inservice that is delivered through PowerPoint. A web-based lesson for children is a third example. An information packet for a teacher inservice is another example. A fifth example is the comparison of case studies in the form of a spreadsheet. Students post these projects on the discussion board to invite feedback from peers prior to formal evaluation by the instructor.

C. **Discussion** - Presenters will lead a discussion of perceived needs of session participants as they develop distance education courses. The group will brainstorm possible ways to meet these needs through technology-based learning experiences.

D. **Exploration** - Participants will have the opportunity to explore and review additional examples of technology-based assignments and activities.

E. **Software demonstrated** - In this presentation the following software will be used to illustrate the technologies and assignments used in distance education course delivery: PowerPoint, Inspiration, inQsit (http://www.bsu.edu/inqsit), Blackboard (http://my.bsu.edu), Word, Excel, Netscape Composer, FrontPage and Yahoo Instant Messenger.

F. **Qualifications of Presenters.**
   1. Karen Ford is an associate professor of elementary education. She has used technology to enhance instruction in her classes for the last ten years. Her courses have been used as models for instructing other faculty members in technology integration. She teaches undergraduate and graduate literacy methods courses, as well as two distance education courses. She has published articles and made numerous presentations on technology integration.

   2. Susan Tancock is a professor of elementary education where she serves as the technology liaison for her department. She provides technology training for all faculty members in her department and assists them as they integrate technology into their courses. She has been instrumental in the implementation of digital portfolios for preservice teachers in the college. She teaches undergraduate and graduate literacy methods courses, as well as two distance education courses. She has published several articles and routinely presents sessions that describe technology-based projects she has conducted in elementary and university classrooms.