Cross-Departmental Collaboration in an Educational Technology Course
Brief paper proposal SITE 2009
(Institution name replaced with ****)

Abstract
The proposed paper will describe an educational technology course for secondary teacher candidates from **** University's undergraduate Program in Education and Master of Arts in Teaching program. Faculty from the Program in Education and from ****'s Center for Instructional Technology collaboratively developed and co-taught this course. In addition to describing the content of the course, the authors will also describe the benefits of this cross-departmental collaboration. Note that as of this proposal submission, the course is being taught for the first time. The authors expect to significantly modify this paper for the proceedings when the current academic term (Fall 08) concludes.

Introduction
**** University's Program in Education includes a secondary teacher preparation program that leads to licensure in English, Math, Social Studies and Science; undergraduate students who earn licensure can also earn an education minor. In addition to the Program in Education, the **** University Graduate School offers a Masters of Arts in Teaching degree that also leads to secondary teaching licensure. Previously, technology standards for teacher candidates in both these programs were met in discipline specific courses that were not focused primarily on educational uses of technology.

For several years, ****'s Center for Instructional Technology (CIT) and Graduate School have offered a course in which graduate students planning on a faculty (or teaching) career develop electronic teaching portfolios. A number of MAT students took the course, which generated interest among the secondary licensure faculty. This led to discussion of how we might collaborate in the design and delivery of a course for all secondary teacher candidates.

Course design
We designed the course, EDU 214 Schools, Society and Technology, to meet the North Carolina Department of Public Instruction technology requirements for teaching licensure. The curriculum was built directly around the 2008 International Society for Technology in Education (ISTE) National Educational Technology Standards for Teachers (NETS-T)(retrieved October 17 from http://www.iste.org/AM/Template.cfm?Section=NETS).

The major projects in the course include each student building an electronic teaching portfolio and completing a digital storytelling project. Other projects include instructional use of Flip cameras, ongoing use of web 2.0 resources, examination of visualization tools and exploration of ethical issues around technology in schools.
Additional benefits
As part of the preparation to teach EDU 214, we (the faculty teaching the course), attended the Workshop for Educators offered by the Center for Digital Storytelling in Berkeley, CA. This training in digital storytelling will not only benefit those taking EDU 214, but also other cohorts at **** and secondary teachers in the local community.

Recently, the **** University Office of Service Learning moved under the aegis of the Program in Education. Digital storytelling offers an engaging way for undergraduates to document service learning experiences and outcomes, in service learning courses both in and out of the Program in Education. After having worked together to develop digital storytelling guidance for our course, we will be able to share this with the office of Service Learning as well.

Additionally, we are teaching EDU 214 in a brand new technology-enhanced classroom facility at ****. Teaching the course here benefits CIT, as one of the instructors of the course is also staff in CIT. Teaching in this location this provides a first hand experience with the LINK, which translates to being better able to consult with other faculty about this new space. The other instructor in the course is a fellow in a semester-long CIT faculty fellowship program that provides support for faculty interested in developing and evaluating innovative teaching approaches that take advantage of flexible teaching and learning spaces.

Finally, the process of collaborating and bringing our respective strengths in technology and secondary teacher preparation to the planning, teaching and evaluation of the course has contributed to professional growth for both of us.

Conclusion
Collaboration between the ****'s Program in Education and the Center for Instructional Technology has been fruitful for all involved. We have developed and are teaching a completely new course that will prepare students to make effective use of technology in their classrooms. We have also found additional benefits for both our “native” departments as well as for ourselves.

Again, please note that the course is currently in the process of being taught for the first time. We expect to significantly modify this paper for the proceedings and when the current academic term (Fall 08) is over.