Issues of Educational Technology Integration in Teacher Education Program

New technology is being used to facilitate communication in daily life. With the use of advanced technology and web 2.0, K-12 students are increasingly engaged with technology to learn and communicate in our society and the world. How do universities take advantage of advanced technology to prepare prospective teachers? Technology integration in K-12 teaching is more likely to occur when prospective teachers are exposed to a wide variety of new technology and technology integration in their courses. How can we expect teachers to integrate technology into their teaching if we in teacher education programs do not provide them with a variety of experiences in technology integration. Thus, if universities have a responsibility in providing pre-service teachers relevant exposure to technology integration knowledge and appropriate classroom use. Also university faculty in higher education need to model the use of technology as a teaching and learning tool.

To prepare pre-service teachers for this new environment, it is important for educator preparation programs to better integrate technology in their curriculum. Through this integration of technology, colleges of education will increase necessary skills for future teachers. Therefore, it is crucial for university faculty to model technology integration in their educator preparation programs. It is not enough to simply provide computers to students. Teacher candidates need actual hands-on experience with technology as a tool to facilitate learning and teaching.

In order to understand this issue of technology integration, data were drawn from the Educational Technology in Teacher Education Programs for Initial Licensure Survey sponsored by the National Center for Education Statistics. This survey data provides an excellent resource for examining issues related to technology integration in educator preparation programs. This data was drawn from 1200 institutions of higher education in the United States. The survey was administered to the most knowledgeable individuals about educator preparation programs at their institution, with a focus on the role of educational technology.

This presentation will focus on a discussion of the issues that emerged as critical factors in technology integration in Higher Education, and their impact on teachers’ use of technology in K-12 classrooms.

Teacher education program with respect to technology use is a prominent issue. As a result of the data, teachers are expected to leave preparation programs with an understanding of technology and an ability to integrate it with technology to content. Thus, the role of school of education faculty members in modeling technology usage is important for teacher preparation program. It is necessary to develop teacher preparation methods that equip our beginning teachers to confidently embed educational technology into their teaching practices, and to develop research that provides an understanding of the effectiveness of teacher education program designs. This study may contribute to the knowledge on teacher preparation programs and can be applied to the development of successful program.