Children of the 21st Century have issued this demand: Give us teachers who know how to use technology in the classroom. Are we prepared to meet the challenge?

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Objective of the Presentation:
The objective of the presentation is to inform teacher educators of the importance of preparing technology proficient teachers who are able to integrate emerging and existing technology into the pre-K through 12th grade classroom curriculum. To accomplish this task, all teacher educators must be involved. Simply taking an educational technology is not enough.

Interactive of the Audience:
Participants will have an opportunity to share their experiences and the policies of the colleges or schools of education in terms of preparing technology proficient new teachers.

Abstract:
Educational systems within our society are experiencing fundamental changes directly linked to emerging technologies and improvements in existing technologies (Matthews, 1998). According to Schank (2000) “Technology is on the verge of fundamentally reshaping the American education system” (p. 43). Colleges and schools of education have a responsibility to prepare a new generation of technologically proficient educators (Krebs, 98). This responsibility was addressed in the 1987 landmark study entitled A Nation Prepared: Teachers for the 21st Century, conducted by the Carnegie Corporation, which proposed reforming the current education system in order to provide opportunities for professional development for teachers, especially the use of technology and the promise it holds for developing new approaches to classroom instruction (Krebs, 98).

Research indicates that teachers teach the way they were taught (Goodlad, 1994). If integration of technology is to occur in education systems, the change must occur within teacher preparation programs, not on an in-service basis once teachers are out in the public schools (Dolly, 1995). The need for training teachers to integrate educational technology into the curriculum is highlighted in virtually all major reports analyzing technology-based instruction (Krebs, 98). Colleges of education must take a leadership role to guarantee that teacher education students experience a full range of the use and application of educational technology. Teacher education students should be required to apply technology to a variety of settings, not just in the context of an educational technology course. They would leave college better prepared to utilize technology in the K-12 environment if they were required to use and integrate technology in a number of
course assignments (Dolly, 1995). It is in this manner that the students will realize how the use of technology can be effective for conveying appropriate content and knowledge to students in the classroom (Knupfer and Zollman (1994).

References for the Abstract:
Dolly, John P.  “Technology and Change in Colleges of Education” on the Internet


Converge Magazine – High Marks for Funding Teacher Training by Arlene Krebs on the Internet

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Morrison, James Technology Tools for Today’s Campuses from the Internet May 1997

Roblyer, M.D. and Edwards, Jack. Integrating Educational Technology into Teaching Prentice Hall, New Jersey, 2000