Modeling Effective Technology Integration Practices for Pre-Service Teachers

A Joint Research Project of the Faculty of Education, University of Lethbridge and Alberta Education

JTC Presentation
Nov, 2007
Presentation Outline

- Introductions
- Background Literature
- Project Overview
- Participant Feedback
- Results
- Conclusions/Recommendations
- Questions
Background Literature

Our study was based upon one recurring theme in current educational ICT research:

• pre-service teachers need to have the use of technology in teaching and learning modeled to them throughout their educational experience.
# Project Overview

<table>
<thead>
<tr>
<th>Current Program</th>
<th>Education 2500</th>
<th>PS I</th>
<th>PS I Practicum</th>
<th>PS II</th>
<th>PS II Practicum</th>
<th>PS III</th>
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<tbody>
<tr>
<td></td>
<td>39 hours instruction</td>
<td>60 hours practicum</td>
<td>Curriculum &amp; Instruction</td>
<td>Ed. Psychology</td>
<td>Language in Ed Evaluation</td>
<td>Teaching Seminar</td>
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# Project Overview

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<th>Activity</th>
<th>PS I</th>
<th>Pre-Service Teachers</th>
<th>PS I Faculty</th>
<th>Teacher Associates</th>
<th>Pre-Service Teachers</th>
<th>PS II Faculty</th>
<th>Teacher Associates</th>
<th>PS III</th>
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<tbody>
<tr>
<td>On campus participation in discussions and assignments that have been mapped to the ICT Outcomes</td>
<td>Modeling of possible classroom methods for integrating technology into teaching and learning</td>
<td>PS I Faculty</td>
<td>Teacher Associates</td>
<td>Pre-Service Teachers</td>
<td>PS II Faculty</td>
<td>Teacher Associates</td>
<td>Bi-weekly PD sessions &amp; support via VC to remote locations</td>
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<td>Providing opportunities and support for the students use of technology in the classroom</td>
<td>Providing participation in discussions and assignments that have been mapped to the ICT Outcomes</td>
<td>Post-survey for each Instructors methods for addressing ICT Outcomes in their courses.</td>
<td>Post-practicum survey (to be completed with their pre-service teacher)</td>
<td>Pre-survey for each Instructors methods for addressing ICT Outcomes in their courses.</td>
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<td>Post-practicum survey and follow-up video interviews</td>
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## Evaluation Tools

- **Pre-survey**
- **Post-survey**
- **Post Practicum survey**
Student Feedback

- “I had 60 students, so access to the lab was limited because there is not enough computers.”

- “Old technology in the school affected how it was used in the classroom. Also some students in the class were not allowed to use a computer and the internet. So computer use is kept to a minimal amount. Usually once a week.”
Student Feedback

• “Every class at my school was equipped with a Smart Board. It wasn't so much that we went into a lab everyday however a minimum of one lesson per day used the Smart Board technology”

• “Every student in the class had a laptop to use for assignments, research, and other classroom related activities.”
Phase I - Conclusions

• The integration of technology across the PS I courses needs to be done with more coordination and consistency. The necessity and value of teaching and learning with technology also needs to be made clearer.

• The only part of our program that we can control is the on-campus portion. That said, effort needs to be placed on ensuring that our student teachers are placed in supportive, technology rich environments.
Phase I - Conclusions

• Support and encourage Faculty members to model the use of technology in teaching. Part of this includes time to experiment with the technology in a teaching environment.

• Respond to the field’s technology integration expectations for our students.
Recommendations

• Frameworks for technology integration in PS I and II need to be implemented that take into account existing course material and activities and helps integrate the technology into them.

• When technology is integrated, it needs to be discussed afterwards and debriefed to discuss impact and usage.

• While student modeling of technology is good, there needs to be more instructor modeling.
Recommendations

• Creation of a workshop or mini-conference on technology integration at the PS II level that helps provide a focal point.

• Continued support and collaboration with teachers in the field to help ensure that our teachers will have rich, supportive environments for their practica.
Phase II Conclusions

• Click Here to View the Phase II Conclusions - Video in “Quicktime”

• “please be patient while this rather large video file take a few moments to load”
Questions?

• If you would like to contact either of us for more information about this presentation or our research, we can be reached via email at:
  
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  • Jeff Meadows - jeff.meadows@uleth.ca

• Or check out our research site at http://www.uleth.ca/edu/research/ictrd/