Modeling Effective Technology Integration Practices for Pre-Service Teachers

University of
Lethbridge

FIAT LUX

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

JTC Presentation
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Presentation Outline

- Introductions
- Background Literature
- Project Overview
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- 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

Current Program	Education 2500	PS I	PS I Practicum	PS II	PS II Practicum	PS III
	39 hours instruction 60 hours practicum	Curriculum & Instruction Ed. Psychology Language in Ed Evaluation Teaching Seminar ICT in Education	5 weeks 30% load	Curriculum & Instruction for Majors Ed. Psychology Social Context Evaluation	6 weeks 50% load	15 weeks 50% load

Project Overview

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

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 1 - Conclusions

- The integration of technology across the PS 1 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 1 - 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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- Or check out our research site at http://www.uleth.ca/edu/research/ictrd/