

The primary goal of this grant project is to educate teacher education majors about the changing role of K-12 classroom teachers in the use and integration of technology information and communication in today's K-12 classrooms. In the past few years, schools have spent fortunes wiring classrooms and providing technology opportunities in the hope that such investments would transform learning and produce gains in student achievement. Through this grant project it is my goal to provide pre-service teachers with information and opportunities to learn about and put new technologies into use with best practice strategies that will indeed impact student learning.

In Sept.2003 each Generic Methods 275 student participated in a hands-on technology training at the Instructional Media Services with the support and collaboration of the media specialist, Judith Howard. The students attended one of three possible sessions for the purpose of introducing them to some of the technologies available to them to use in their Practicum experience, or for use in making presentations to a small group of their peers. Students toured four technology stations, receiving instruction and hands on experience in such areas as digital cameras and image editing, scanning and printing, video editing, and a brief tour of the library homepage and the resources available there for Education students. Judith also identified articles pertaining to the appropriate use of technology in the classroom, and placed them on the library's e-reserves site for student access. I facilitated class discussions around the issues, questions, etc. the articles proposed and evaluated student written reflections on the articles.

I also demonstrated and discussed technology integration projects during class sessions to emphasize appropriate use of technology in the classroom and its role in learning. Each student was required to complete an instructional media project and demonstrate its use to their peers in the classroom. I used a technology integration rubric to evaluate their projects. 45/48 students successfully completed their projects. This first semester projects demonstrated a great deal of learning about best practice strategies when integrating technology into the curriculum and classroom.

4. In what ways have we enhanced assessment of student learning? How can we apply that to the curriculum?

The purpose of this project was for pre-service teachers to research the integration of technology instructional strategies into K-12 curriculum and classrooms and then design a technology integration project for their practicum classroom experience or as an outcome from an assignment in Generic Methods. This process evaluated the pre-service teacher's knowledge and skills in integrating technology and its impact on K-12 student learning. It allowed them as pre-service students to analyze and reflect on the impact of integrating technology in authentic and meaningful ways. Each pre-service teacher created a technology integration project for their subject area and grade level. These projects were presented to their peers and evaluated with a rubric especially designed for this endeavor.

Thank you to the Bush Faculty Development Committee for the opportunity to create worthwhile learning experiences for pre-service teachers.

Sincerely,
Julie Ashworth