Educational Technology in Teacher Education at Wabash College

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Educational Technology in Teacher Education at Wabash College

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Teacher Education at Wabash College

- Training young men as teachers since 1832
- Teacher Education is offered as an area of concentration in the Social Sciences Division
- 10 week student teaching program
- Sixteen different disciplines
Recent History

- Late 1990s – integrate technology across the education curriculum
- Meet ISTE and NCATE accreditation standards
Technology Throughout the Program

2003 this sequence was mandated

- Ed. 101 – Intro to Student Development
  - Word, Blackboard, and e-mail competency
- Ed. 201 – The American High School
  - Internet research and copyright
- Ed. 302 – Teaching Adolescents in High School
  - Web site and presentation creation
- Ed. 401 - Special methods
  - Internet research on web resources for your discipline
- Ed. 420 - Content Pedagogy Seminar
  - More web site, publication software, digital camera, optional web-portfolio
What is the “Technology Module”

- Component of Education 420 (Content Pedagogy)
  - a study of pedagogy by examining themes shared across content areas such as discipline models, legal and ethical issues of the profession, and examination and exploration of the professional associations.

- Culmination and practical use of technology skills

- Four Technology Sessions

- Follow-up seminar during student teaching
Know your School’s Technology

- Technology Survey
- Contact information/tech support
- Student/Teachers Internet access
- Firewall restrictions
- Computer labs/scheduling
- Know your learners
Why Use Technology in Your Teaching

- To repeat and reinforce
- To make information convenient and accessible
- To address different types of learners
- To engage students
- To model use of technology
- To motivate your learner
- To make it fun
DON'T WORRY. TECHNOLOGY WILL SAVE YOU.
Internet Instructional Resources

- Collaborative education sites
- Professional organizations
- Lesson Plans
- Exercises
- Best practices
- Tutorials
- Games
Copyright Law

- Fair Use
- Four Factor Test
- TEACH Act
- Evaluation of scenarios'
- Modeling for your students
Student Teaching and Technology Web Site

Purpose

- Presentation of classroom material
- Communication with students
- Communication with parents
- Presentation of student work
- Enhances student teachers resume
- Demonstrates technology competency
Student Teaching and Technology Web Site

- Content
  - Teachers introduction
  - Teaching philosophy
  - Email communication links
  - Basic Course Info
  - Hyperlinks to relevant content
  - Digital photos
  - Audio and Video
  - Incorporation of student work
Classroom Management

What is an educated person? There are many intelligent people, and many smart people in the world, but that does not automatically define them as educated. An educated person has been given the ability to teach themselves and can reflect on what they have learned and what they need to learn. An educated individual never ceases to learn, because he has been conditioned to learn in every situation he comes across by reflecting on it. The basis of my philosophical view of education lies in the idea of teachers coaching students to educate themselves.
U.S. Government

Over the next 11 weeks.....

- Guiding you through the introduction to Psychology course.

- Important that you are a actively involved in your education

- I will be your intellectual coach or guide

- Will be following Mr. Pelleys’ as well as the schools rules and policies

- Teaching style and methods will be somewhat different

- I expect all students to become prepared and ready to take on the daily task

- Should expect that I am also prepared and ready to teach the content in an intriguing way

- We are going to learn from each other, make mistakes, and learn from them
ePortfolio Site

- College hosted web site
- Password protected login
- Raters/Graders/Instructors access
- Meet ISTE/NCATE standards
- Conceptual framework
- Reflection of experience
**Goal One:** The beginning teacher remains knowledgeable in his field and is able to communicate his knowledge effectively.

- **1A.** Knowledge of content area in the major
- **1B.** Communication skills -- oral and written

**Goal Two:** The beginning teacher ponders the complex missions of education and acts sensitively to the diverse populations he serves.

- **2A.** Knowledge of the foundations of American school and mission of the high school as an institution undergoing reform
- **2B.** Understanding of the content of the field of education (issues and theories concerning education as a field)

**Goal Three:** The beginning teacher works creatively with students of varied motivational levels within the complex social environment of the classroom.

- **3A.** Understanding impact of adolescent student diversity on curriculum & teaching
- **3B.** Planning and instruction for adolescent learners
- **3C.** Assessment for adolescent learners

**Goal Four:** The beginning teacher brings a fresh perspective to the classroom for the sake of a productive and creative tension.

- **4A.** Willingness and ability to employ innovative teaching strategies and take instructional risks

**Goal Five:** The beginning teacher energizes students and colleagues for individual improvement and systematic educational change

- **5A.** Appreciates and shows ability to reflect, engage in professional behavior, and ongoing development
- **5B.** Willingness and ability to collaborate in and out of the classroom

**Goal Six:** The beginning teacher can be a creative problem-solver in his discipline and in his approaches to education

- **6A.** Problem solving and leadership in classroom practice
- **6B.** Problem solving and leadership in the disciplines (content area and education)
During my college career at Wabash I have had the opportunity to study about the complex missions of education and take on these missions first hand through observing and teaching high school students. In Education 201 we studied the foundations of the American school and the mission of the high school as an institution undergoing reform. My education courses that followed allowed me to evaluate the mission of the high school as we were actively involved with the nearby high schools. Incorporated in the complex mission of the high school is the ability for the teacher to act sensitively to the diverse population that they serve. Again education 201 taught me about the issues that surround teachers that teach to diverse students and throughout my education courses at Wabash I have been presented these issues first hand.

Educators today are faced with many complex issues that affect their stance on education as well as the way they teach. Issues differ among different areas of the states and different situations; however, being a social studies teacher in Indiana I feel that most significant education reforms today are the No Child Left Behind Act and the issues that involve the English as Second Language students. Both of these issues affect every teacher in the United States, some more than others; however, they have a major impact on my teaching philosophy.

Over the past decade the amount of Hispanic-speaking students has increased drastically. In the past several years, the government has passed legislature to keep illegal immigrants out of the United States; however, these legislatures are not going to correct the issues that we face in our schools today. I am going to be faced with non-English speakers in my classroom as our classrooms are more diverse than ever. The philosophy that I identify with is the bi-lingual education as well as a multi-cultural education.

I believe bi-lingual education which aims to teach academic subjects to immigrant students in their native language, while slowly and simultaneously adding English instruction is the best approach when dealing with ESL students. When students are learning difficult and important content they should learn in their native tongue. It is more important for students to learn the content so they can progress through the curriculum. If the students try to learn complex and important content in English they will often be discouraged, confused, and fail in learning the content. My final philosophy stance paper shows that I have always stood behind bi-lingual education; however, I believe more strongly in it now because of my experiences in the high school.

Along with bi-lingual education, I believe that the curriculum, school, and teachers should become centered around multicultural and intercultural education. Multicultural and intercultural education is a way to build a bridge between students and their cultures so that school does not have to be a separate part of their life. It has been pointed out that many students who speak more than one language and are of color have a difficult time connecting with their home-life and school-life. If students were given the chance to choose between school and home, many would choose home because they see these as two completely different aspects of their life. Once again I agree with my final philosophy stance when I mention multicultural education; however, I now know which multicultural theories I agree with and how to implement them into the classroom [See Final Philosophy Stance].
The first evidence I have provided is a project that I set up in my U.S. Government class. The reason I chose this evidence is because it is first an instructional sheet that explains the project to the class but it is also a rubric for the project. The sheet outlines the ways in which they should complete the assignment but it allows for the students to have choices on some parts of their projects. This was a way for the students to self assess themselves on their own projects as well as directions on how to perform the assignment. This project allowed for student to use upper level and critical thinking as the students had to evaluate the meaning of a number of primary documents. This project also incorporated a variety of learning styles, and a variety of multiple intelligences.

The second evidence is taken from a project that in the U.S. Government class. After the instructional sheet of the project the back is a classic rubric that explains what I am looking for in their papers and how they can receive all of their points on the project. This is important because students need to know what the teacher is looking for in an assignment and secondly because they need to follow directions. When including a rubric like this one there is no reason why the student would be confused about what the teacher wanted in their papers.

The last evidence is taken from my Junior Portfolio. This section outlines the different types of assessment that I used throughout the two-week teaching unit. In the report I stated why I used certain assessments at certain times and others at other times. Also, I discussed how assessments of my students changed the planning and teaching process of my two-week unit, which was very important to the content I left or removed from my lesson plans.

Evidences

1. Government Project
2. see Rubric
3. See section VI. Assessments
What Works!

- Technology as a tool
- Usable and sustainable technology
- Understand they are modeling for their students
- Use of existing resources and free programs
- Students are more engaged
- Actually using technology in their student teaching
- Pedagogy of using technology
Moving Target

- Technology barriers in the high schools
- Student teachers experience with technology
- Emerging technologies
- Lack of time
Future

- Exploring the use of Second Life
- Role playing
- Parent teacher conference
- Diversity in the classroom
- Classroom discipline

- Presentation skills revisited

- Continue teaching technology throughout the education program
You never got the hang of the new technology, did you Miss Faversham?
Thank You

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