

Integrating Technology Experience into Student Teaching: A Model for Preservice Teachers' Technology Education

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Abstract: Effective integration of technology into curriculum and instruction has received much attention in education, and teacher education programs are expected to equip the preservice teachers with both technology literacy and teaching methods with technology. In most of the teacher training programs, the common practice is to insert technology-related courses as required courses into teacher education curricula. But it is not a practicable solution to the problem, which is the lack of effective use of technology by new teachers in school settings (Bruder, 1991).

In this study, a new model of integration of technology into preservice teacher technology education is explored. The study is conducted in an elementary class setting through a webpage building project. The participants are student teacher, classroom teacher, college technology staff, and students. Before the study, both student teacher and classroom teacher are new to the webpage design. An interview with the student teacher is conducted regarding his technology literacy, proficiency, and attitude toward technology use in teaching. During the process, the student teacher acts both as trainee

and trainer. As the project proceeds, the role of the student teacher focused more, until totally, on a trainer. The webpage of the class is well designed and uploaded as a result of the cooperation of the student teacher, classroom teacher, college technology staff, and the students. An after-project interview is also conducted with the student teacher. Results show that such an on-site technology experience contributes significantly to preservice teacher's technology competence and increasing his attitude positively toward using technology in their future teaching.

Keywords: preservice teacher, teacher education, technology