

Candidate Use of Technology in Teacher Preparation Programs

❖ In what ways do we ask candidates to use technology to meet professional or institutional standards?

- EDU 250
 - Develop lesson plans using technology
 - Use power point for micro-teaching peers
 - Use power point for simulated School Improvement team discussion
 - Respond to and initiate e-mails re: coursework, etc.

- EDU 336
 - Develop a unit of study using the computer
 - Develop thematic units while determining how to use technology
 - Development and application of websites, databases, spreadsheets, visual presentations, and learning centers
 - Using GDOC or Blackboard.com to access posted course materials
 - Use of digital cameras for incorporation in presentations
 - Using internet to hyperlink pages for presentations
 - Videotape clips for projects and presentations

- EDU 420
 - Post revised ECE Philosophy statement either on their website OR as part of an electronic portfolio
 - Present analysis of curriculum used at a school site via Power Point or other media
 - Access text-related materials at publishers website
 - Access ECE websites
 - Using GDOC or Blackboard.com to access posted course materials

- EDU 421
 - Using GDOC or Blackboard.com to access posted course materials
 - Participate in on-line discussion forums with related web-links
 - Text related course Use of digital cameras for incorporation in presentations
 - Using internet to hyperlink pages for presentations

- EDU 431/433
 - Using the web to seek research teaching language arts and reading
 - Required of use MSWord
 - Power Point required for work/projects/mini-lessons.

- EDU 437
 - Using overheads to share lab procedures with students before proceeding with the actual experiment
 - Using Power Point to make lesson plans from the book
- EDU439
 - Develop visual environment for demonstrating conceptualizations, algorithmic processes, and resource materials
 - Research web-based materials, literature, and lesson plans, and evaluate the potential use of them
- EDU 441
 - Incorporating technology use into unit
- EDU 470
 - Literature search and research
 - Power point presentations
 - Interactions with peers and faculty, documentation of instructional activities or student centered projects with cameras and video recorders
- EDU 493
 - Portfolio of aiding experience
- EDU 665
 - Hybrid class on-site and web based learning.
 - Assignments posted on-line
 - Required assignment ASL project using camcorders.
- EDU 713 Helen Thumann
 - Develop and present final projects via multimedia
- EDU714
 - Student review and evaluate Web Sites on communication and language options
- EDU 747
 - Students may use video to tape their interviews with teachers/administrators
- EDU757
 - Students read selected articles from Internet
- EDU 761
 - Literature search and research

- Power point presentations
 - Interactions with peers and faculty, documentation of instructional activities or student centered projects with cameras and video recorders
- EDU 762 Helen Thumann
 - Internet search of standards, curricula, and lesson plans
 - Learning center incorporating technology and/or internet
 - Videotape lesson plans
- EDU769, EDU785 & EDU 787
 - Students asked to use or consider using electronic portfolios
- EDU795
 - Course was on-line all students reading and responses and assignments were on-line
- EDU797
 - Students video tape themselves while teaching the tapes are then evaluated by university supervisor
 - Students use the Internet as a resource for development of lesson plans
 - Students use email to communicate with students and their parents
 - Professor uses email to have daily contact with students
- COU712
 - Students use the Internet for research, chat rooms and portfolio development
- COU721
 - Students use the Internet to learn more about counseling organizations
 - Students also make videotapes of simulated counseling sessions and use the tapes as review of their skills, strengths and areas needing improvement
- COU734
 - Students access web based career and DOT sites
- COU737
 - Students access local, state and federal education websites also NAD position statements on issues in Education and the Deaf
- COU740
 - Students use the Internet for research, chat rooms and portfolio development

- COU751
 - The candidates have access to a wide array of technological advances within the Department of Counseling on campus as well as through the consortium. Candidates use a variety of technologies to meet course requirements that require skills in research, presentation of information, conducting counseling groups and so on. Candidates must also access professional sites as part of their research

- COU790
 - Students use the Internet for research, chat rooms and portfolio development

❖ **What experiences with technology have we seen candidates have during clinical experiences?**

- Using internet for research
- Using Power Point for presentations
- Incorporating video technology into Power Point presentations
- Using overheads and videotapes
- Using the Smartboard during lectures and as an outline for class and course content; as the basis for a form of student note-taking, using supplemental text features
- Using E-mail to communicate
- Using the internet to examine existing lesson plans
- Use overhead projector for visual calculator
- Use Power Point medium for organizing class sessions and presentations
- Using digital cameras as an instructional tool that candidates may use to create learning materials for instructional lesson and units
- Using digital videotaping/editing to conduct translations between English and ASL, when doing problem solving, for the purpose of developing their familiarity with PVR techniques and for presenting word problems in a conceptually accurate fashion
- Power Point used to present a required lesson
- Other candidates used on-line information searches
- Development of instructional materials using pictures and signs from Internet
- Email and Word used for journals/student observations and reflection
- Implementing instructional activities with students
- Student teachers create instructional videotapes for use by parents on a one to one basis
- Student teachers videotape individual children performing specific tasks these tapes are used during IEP meetings
- Student teachers develop and use special software with their students

- Students develop communication boards for their deaf/blind or deaf special needs children
- Students construct special prosthetic equipment for use with special needs (severely physically disabled) students
- Students Videotape and review when permitted at school sites
- Students use the Internet to conduct research gathering
- Videotaping for practicum and internship supervision
- Candidates have experience in a variety of areas that require they use technology during their clinical courses these include the use of TTYs, TV/VCRs, videos, digital cameras and computers in their various experiences.
- Candidates have shown a great deal of creativity in their work with students and their use of technology
- Confidentially prevents us from using all that we could use, email and chat rooms our the two main technologies we actively engage in
- Using Internet resources for information about client disorders and problems

❖ **In what ways do we assess students' knowledge, skills, or dispositions related to technology?**

- Through observation and presentation of projects and teaching using technology
- Final portfolios and presentations of methods
- Incorporation of such technology within the Thematic Unit Plans
- Evaluation of students lesson plans, including the use of instructional media and technology
- Evaluation of student's unit plan, including the use of instructional media and technology
- Evaluation of student's unit plan, specifically the development of a mediated learning resource center component
- Evaluation of a student's unit plan, specifically attributes related to visualization of the teaching/learning environment and interactive visual displays
- Development of a class web-bibliography, a collection of evaluated websites that provide lesson plans and resources for teachers and learners
- Evaluation of student in terms of clarity of the information they are attempting to convey, quality of slides, ability to field questions from the audience
- Evaluation of student in terms of participation in GDOC on-line discussions
- Use of technology for instruction
- The extent to which the technology selected is interactive
- Quality of institutional design
- Measurability of outcomes
- Asking the students to submit samples of their work
- Review student videotapes
- The extent to which pupils can use the skills taught or learned independently
- Students use the Internet references in their position papers or cite them during class discussions
- The assessment process for group counseling with Deaf students in schools attempts to weigh a candidates knowledge skills and disposition as well as factor in to the equation the present world realities as they relate to technology
- Students must demonstrate the use of DSM software and interview techniques, email, power point and overheads are also used
- Weaknesses and strengths are identified in all areas individually as well as cumulatively, this process happens throughout the semester during classroom sessions, candidate presentations, research work, office visits, etc. When the instructors and candidates reflect on the candidates work