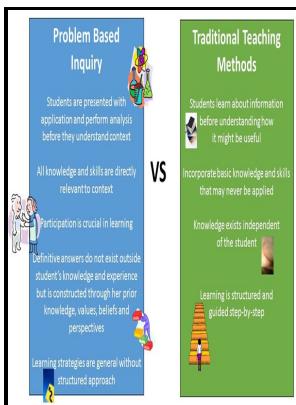


Teachers and technology - understanding the teachers perspective of technology

International Scholars Publications - Teachers and Technology : Understanding the Teacher's Perspective of Technology by Susan Louise Peterson (1999, Trade Paperback) for sale online



Description: -

- Teachers -- Attitudes

Educational technology -- Psychological aspects
Teachers and technology - understanding the teachers perspective of technology

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Teachers and Technology: Present Practice and Future Directions

We are sort of at the bottom of the curve, so to speak. In Canada, there continues to be a shortfall of students entering science, technology, engineering, and mathematics STEM degree programs. Use a variety of technologies 3.

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For students, a significant decision-making period about possible careers occur in middle school, so much so that by the time a student enters Grade 9, their career destination is already firmly established in favor of or opposed to STEM fields Sadler et al. Seventeen teachers nine males and eight females volunteered to participate in semistructured interviews deMarrais, 2004 exploring STEM teaching, understandings, and beliefs, as well as specifics related to their teaching practice, including pedagogy, curriculum, outreach programs, and the integration of technology into their practice. Journal of Technology Education, 24 1 , 18-33.

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Three participants 17% mentioned online classroom interactions, and two 11% mentioned learning new software, apps Figure 3. Research design: Qualitative, quantitative and mixed methods approaches 4th ed.

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From the analysis of these data, the authors identified four categories of behavior that were considered emblematic of good teaching with technology: deliberate instructional design, enhanced engagement, adaptive instruction, and a respectful learning environment. Journal of Career Assessment, 21 4 , 599-613.

Technology teachers' perspectives on the Technology curriculum.

The course gives pre-service teachers the opportunity to utilize different technologies for their own learning, reflect on that experience from the perspective of a teacher and consider how the tool might be used in their future classroom. The OProg was primarily targeted to students in an effort to develop their awareness and positively impact their attitudes toward STEM. Three technologies were each reported by 24% of respondents: virtual field trips, Prodigy, and other administration tasks.

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This impact on beliefs is essential, considering the constant production and evolution of technology that some teachers find overwhelming. Based on these findings, it is recommended that the Department of Education DoE keeps Technology teachers up-to-date about curriculum matters and supports teachers during implementation and ensures that the sharing of resource on wheels be implemented so all schools have access to some resources. They sought to understand how middle school teachers use and perceive technology in practice and the factors influencing their pedagogical decisions to incorporate technology into their practice.

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