

Brush/Leftwich Research Group

Preparing Teachers to Integrate Technology into K-12 Settings

Purpose of the Group

To plan and conduct research on methods for preparing preservice and inservice teachers to integrate technology into their teaching.

Functions of the Group

- Evolve a research agenda
 - Coordinate and implement research studies
 - Participate in grant writing and securing outside funding for projects
 - Provide a support network for studies (share what are doing and learning across studies)
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Membership Types

Novice researcher: Assisting junior and senior researchers and studying the relevant knowledge base. Is the entry position for a trial period.

Apprentice researcher: Apprenticing with a junior or senior researcher. Participate in a research study as an assistant to a junior researcher. Has more substantive decision-making responsibilities. Was previously a novice researcher.

Junior researcher: Conducting a study as lead researcher. Was previously an apprentice researcher in this research group.

Senior researcher: Conducting a dissertation study. Was previously a junior researcher in this research group.

Application Process

Any IST Ph.D. student may join the group as a novice researcher for a trial period of one semester. After the trial period, an IST Ph.D. student must apply to become a member. Applications are reviewed by the entire research group. However, the faculty members have the final decision regarding admission to the research group.

Requirements

- Learn about current knowledge in the area
 - Work on one or more research projects
 - Meet with the research group every week
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Project Description

This research group focuses on examining effective methods for training teachers to integrate technology in their teaching, both at the inservice and preservice level. Students who are admitted into this group will be expected to participate in one or more projects focusing on these areas. Example projects include participation in research dealing with the programs for training preservice and inservice teachers (such as the CEL and CEL-T programs) or on our national study on teacher technology use and education. The **National Study of Teacher Technology Use and Education** will examine:

- Content and methods related to technology integration covered in pre-service teacher education programs
- How these experiences align with research-based practices and technology standards
- The impact these experiences have on teaching practices in K-12 classrooms
- Gaps between the technology skills/experiences pre-service teachers acquire as part of their teacher education programs, and the technology skills/experiences that practicing teachers utilize and find meaningful in their classrooms

The national study is being conducted by the Center for Evaluation and Education Policy at Indiana University with support from the U.S. Department of Education under contract number ED-07-CO-0100 Task 0003.