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### Strategies for Preparing Preservice Social Studies Teachers to Integrate Technology Effectively: Models and Practices

This article focuses on Educational Programs, preservice teachers, and modeling. It discussed a Social Studies program for preservice teachers and what is being implemented into its program. The practices that this program uses involve how they integrate technology into the program. They use video and cases presented through video to sometimes take place of an actual field experience.

Qualified teachers who can effectively utilize technology into the lesson and model for preservice teachers are not readily available. They are very busy and usually are working on helping administration with training and learning. Some of the preservice teachers are put into environments that don't use technology and thus cannot assist them with actual experiences with using technology into the classroom. It has been mentioned that by incorporating technology into the classrooms and using it to support pedagogical goals, is more effective. Most programs today only focus on pure technological skills.

This article addresses the need for more research as to whether these teachers' actually use technology once they have their own classrooms and after modeling and studying cases of real learning through technology. The authors believe that students learn better when learning is collaborative and engaging. I have learned that technology is and can be built into educational frameworks. It is up to the institution to incorporate technology into its framework as a valuable part of their program, not treat technology as something separate, and invest in its students' learning experience inside and outside the classroom. I believe that although some teachers may only feel comfortable with using technology as a presentation tool or lower scale use, the preservice teachers can motivate them if they are provided with skills and opportunity. When technology is demonstrated effectively into these programs, learning is enhanced and transferred to others. The students use what was learned as a foundation to the bigger picture of successful integration of technology and experiences. They created a portfolio that consisted of their links and artifacts they would be built upon throughout their coursework. This would enable the students to witness their progress and showcase their work. Creative work that is done should be shared and presented for other professionals to witness and possibly use. Videos are very effective and can take the place of real experiences when there is no opportunity available. I especially liked the

way the article uses particular video case activity to focus on several critical components of the teaching strategy.

Brush, T, & Saye, J.W. (2009). Strategies for preparing preservice social studies teachers to integrate technology effectively: models and practices. *Contemporary Issues in Technology and Teacher Education*, 9(1), 46-59.