COVER SHEET

1. **Title of project**: Technology Integration Concerns: A Dialogue Between Pre-Service Teachers and Exemplary In-Service Teachers

2. **Name and department/school of each investigator**:
   - Krista Glazewski (Associate Professor) - Instructional Systems Technology, School of Education
   - Anne T Ottenbreit-Leftwich (Assistant Professor) - Instructional Systems Technology, School of Education
   - Sinem Aslan (Graduate Student) - Instructional Systems Technology, School of Education
   - Bryan Hoey (Graduate Student) - Instructional Systems Technology, School of Education
   - Aaron Zachmeier (Graduate Student) - Instructional Systems Technology, School of Education

3. **Email address for contact purposes**: Krista Glazewski (Associate Professor), glaze@indiana.edu

4. **Funding level requested**: Phase I ($2000)

5. **Duration of funding period**: One-Time (One Year)
DESCRIPTION OF PROJECT

Introduction

There are three major contributions of this study:

1. **Contribution to current knowledge.** The goal of this research study is to initiate a dialogue about technology integration between pre-service teachers and experienced K-12 teachers who have been recognized for their exemplary use of technology in the classroom, and to explore the results of that dialogue. Other research has explored pre-service teachers’ concerns and beliefs about technology integration, but the authors believe that no study to date has explored such a dialogue.

2. **Contribution to pre-service teachers’ learning in a technology integration course.** The pre-service teachers who will participate in this study are undergraduate students who are enrolled in a technology integration course. Students in this course learn strategies for using technology in the classroom to support teaching and learning. In this study, students will engage in a dialogue with experienced teachers, and will thereby be exposed to an authentic and relevant perspective about technology integration. This study will provide data for formative assessment of student learning and allow course coordinators to improve curriculum for future semesters.

3. **Contribution to the field of teacher education.** The participants in this study are pre-service teachers enrolled in a technology integration course and experienced K-12 teachers who have been recognized for their exemplary use of technology in the classroom. In the proposed dialogue between the two, the experienced teachers will address the concerns of the pre-service teachers related to technology integration. We will explore the results of the dialogue and evaluate the dialogue as an approach to addressing pre-service teachers’ concerns. This study will improve understanding of pre-service teachers’ concerns and strategies for addressing the concerns. The results of the study may be applicable in technology integration courses in teacher education programs.

Background

According to Teo et al. (2008), there are three main factors that affect pre-service teachers’ attitudes toward the use of technology in the classroom: 1. perceived usefulness (the belief that job performance will be enhanced by using a particular technology); 2. perceived ease of use (the belief that using a particular technology will be free of effort); and 3. subjective norm (an individual’s perception that others expect him or her to engage in a behavior). These factors, based on the Technology Acceptance Model (TAM) (Davis, 1989), provide a lens through which one can explore attitudes toward technology use on a case-by-case basis. Teo et al. (2008) found that perceived usefulness and perceived ease of use were significantly related to attitudes toward technology use, and that subjective norm had a strong relationship to perceived usefulness of technology. These relationships suggest that a mentor who expresses a positive attitude toward the use of technology may positively affect a pre-service teachers’ toward the use of technology.

Connected to these ideas of perceived usefulness, ease of use, and subjective norm is the concept of self-efficacy, or what an individual believes he or she is capable of doing (Bandura, 1997). Research has shown that self-efficacy is an important factor in whether or not a teacher uses technology in the classroom, as it bridges skill and action (Ertmer et al., 2002). This
suggests that if a pre-service teacher has low self-efficacy for technology use, he or she will be less likely to integrate technology into his or her teaching, even if he or she has the necessary skills. Ertmer et al. (2002) argued for the importance of modeling as a method for improving self-efficacy for technology use: “Not only can models provide information about how to enact meaningful technology use but they can increase observers’ confidence for generating the same behaviors” (p. 5).

Previous research has identified various concerns and negative attitudes that pre-service teachers have about technology integration (Cullen & Greene, 2011). Exemplary teachers, having experience in situations similar to those pre-service teachers enter when they begin their careers, may be able to address and allay these concerns. In this study, the researchers propose to initiate a dialogue between pre-service teachers and experience teachers. We have conceptualized the dialogue as a developmental interaction. In a developmental interaction or relationship a developer (an experienced teacher in this case) provides career or psychosocial support to a developee (a pre-service teacher) (Douglas & McCauley, 1999). There are many kinds of support, including role-modeling, counseling, and reinforcement (D’Abate, Eddy, & Tannenbaum, 2003).

Methods

Purpose & Research Questions

The purpose of this study is to investigate the concerns of pre-service teachers about technology integration and to explore how pre-service teachers react to the modeling of exemplary technology use by experienced teachers. There are three major research questions:

1. What are pre-service teachers’ concerns about technology integration in their own future classrooms?
2. How do exemplary in-service teachers address these concerns?
3. To what extent do exemplary in-service teachers’ expertise and modeling allay the concerns of pre-service teachers about technology integration?

Research Context & Design

We will use a single case study design, as suggested by Yin (1994). Undergraduate students enrolled in a technology integration course in a teacher education program at a large Midwestern university and experienced K-12 teachers will be the participants of this study. The selection of teachers will be based on purposeful (judgemental) sampling. Five practicing teachers who received Jacobs Educator Awards for exemplary technology use in the classroom have been selected. Data will be collected through a survey and interviews.

Data Collection & Analysis

This research study will use a three-stage data collection procedure. Each stage will inform the next. These stages also constitute the proposed dialogue between pre-service teachers and exemplary teachers. Figure 1 below demonstrates these stages.
Stage 1: Survey. An electronic survey will be created using an online survey tool. The Web address of the survey will be sent to participants’ (pre-service teachers) e-mail addresses. The survey will include demographic information including subject area and grade level focus, and a question about concerns related to technology integration. After the researchers collect the survey data, they will identify common concerns, which will inform the next stage.

Stage 2: Teacher Presentation. The experienced teachers’ presentation will be based on the most common concerns identified in the survey data. Questions regarding the concerns will be given to the experienced teachers before the presentation so that they will have time to prepare their responses. The experienced teachers will present their responses in a face-to-face session. The pre-service teachers will be invited to attend the session by email.

Stage 3: Follow-up Interviews. The researchers’ aim at this stage is to investigate the extent to which exemplary teachers’ expertise and modeling allays the concerns of pre-service teachers about technology integration. The interviews will focus on that question. Pre-service teachers will be asked whether they believe that their concerns were adequately addressed and whether their attitudes have changed.

Data sources for each stage are represented in Table 1 below. Creswell’s qualitative data analysis framework (2009) and thematic analysis will be used to analyze data from the surveys, the experienced teachers’ presentation, and follow-up interviews with pre-service teachers.
Table 1

Data Sources of the Study

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Data Sources</th>
</tr>
</thead>
</table>
| Research Question 1 | Pre-service Teachers’ Survey  
(Questions from Pre-Service Teachers will be collected) |
| Research Question 2 | In-service Teachers’ Presentation  
(Selected top 10 questions will be addressed and discussed) |
| Research Question 3 | Interviews with Pre-service Teachers  
(Pre-service teachers who posted one of the selected top 10 concerns/questions) |

BUDGET NARRATIVE

Conference Presentation: The proposal of this research study will be submitted to the AECT (Association for Educational Communication and Technology) Conference, 2012 in Louisville, Kentucky. The funding will be used for researchers working on this project to support their conference related expenses including conference registration, travel and lodging. Total expected expenses are shown in the table below.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Estimated Cost</th>
</tr>
</thead>
</table>
| Conference Registration | $195 - Graduate Student Registration  
$350 - Regular Member Registration  
(195*3) + (350*2) = $1285 |
| Travel (Round Trip) | 210 miles roundtrip at $0.555 per mile (federal mileage reimbursement rate)  
2 carloads (210*$0.555) = $233.10 |
| Lodging           | 97 per person per night (GSA per diem rate)  
($97*3 days)*5 People=$1455 |
| Meals             | $61 per person per day (GSA per diem rate)  
($61*4 days) * 5 People = $1220 |
| Estimated Total   | $4193.10      |
## RESEARCH PLAN AND TIMELINE

<table>
<thead>
<tr>
<th>Activity</th>
<th>Anticipated Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of Survey Instrument</td>
<td>By 24th February, 2012</td>
</tr>
<tr>
<td>Pilot Testing of Survey</td>
<td>By 27th February, 2012</td>
</tr>
<tr>
<td>Data Collection (Survey)</td>
<td>From 5th to 9th of March, 2012</td>
</tr>
<tr>
<td>Data Analysis (Survey)</td>
<td>By 12th March, 2012</td>
</tr>
<tr>
<td>Teacher Presentation</td>
<td>23rd of March</td>
</tr>
<tr>
<td>Data Collection (Follow-up Interviews)</td>
<td>From 26th to 30th March, 2012</td>
</tr>
<tr>
<td>Data Analysis (Follow-up Interviews)</td>
<td>From 31st March to 21st April, 2012</td>
</tr>
<tr>
<td>Reporting</td>
<td>By 31st May, 2012</td>
</tr>
<tr>
<td>Presentation of the Findings (Pending acceptance of submission)</td>
<td>From 30th October to 3rd November, 2012</td>
</tr>
</tbody>
</table>
EDUCATION

Ph.D. 2003
Dissertation: The Impact of Scaffolding and Student Ability in a Hypermedia, Problem-Based Learning Unit
Learning and Instructional Technology
Arizona State University, Phoenix, Arizona
Advisor: James Klein

M.A. 1998
Secondary Education
University of New Mexico, Albuquerque, New Mexico

B.A. 1995
Education, Magna Cum Laude
Endorsement in Teaching English as a Second Language
University of New Mexico, Albuquerque, New Mexico

CERTIFICATIONS AND AWARDS

2009 Rising Star Award
Office of the Vice Provost for Research, New Mexico State University

2008 Dean’s Award for Excellence in Teaching Award
College of Education, New Mexico State University

2007 Leadership Award

2006 Curriculum & Instruction Excellence in Teaching Award Nominee
Purdue University

2005 Service Learning Fellowship
Purdue University

2004 National Science Foundation Junior Faculty Fellow
International Conference of the Learning Sciences

2004 Instructional Technology Young Researcher Award
American Educational Research Association, SIG-Instructional Technology
2003-04  **Award for Research Excellence** (in recognition of dissertation research)  
Arizona State University, Division of Psychology in Education, College of Education

2002-03  **P.E.O. National Scholar Award: Arizona State Nominee**

2002-03  **Preparing Future Faculty Fellow, Arizona State University**

1996-99  **New Mexico State Teaching Certification (inactive)**  
Teaching English as a Second Language, Language Arts, and Social Studies

**ACADEMIC APPOINTMENTS**

**Associate Professor of Instructional Systems Technology**  
*Indiana University, Department of Instructional Systems Technology*  
Fall 2011 – present

Courses:
- EDUC R521: Intro to Instructional Design and Development
- EDUC R541: Instructional Development and Production I

**Associate Professor of Learning Technologies**  
*New Mexico State University, Department of Curriculum and Instruction*  
Fall 2009 – Spring 2011

Courses:
- EDLT 368: Integrating Technology with Teaching
- EDUC 518: Technology and Pedagogy
- EDLT 573: Technology and Critical Thinking
- EDLT 607: Current Research in Learning Technologies
- EDLT 615: Program and Instructional Evaluation
- EDUC 694: Dissertation Seminar in Qualitative Research

**Assistant Professor of Learning Technologies**  
*New Mexico State University, Department of Curriculum and Instruction*  
Fall 2006 – Spring 2009

**Assistant Professor of Educational Technology**  
*Purdue University, Department of Curriculum and Instruction*  
Fall 2003 – Spring 2006

Courses:
- EDCI 270L: Introduction to Educational Technology (Lab Section)
- EDCI 271: Classroom Applications of Educational Technology (Teach Sections and Coordinate 3 Teaching Assistants)
- EDCI 564: Integration and Management of Technology in Education
- EDCI 571: Production of Instructional Materials
- EDCI 572: Learning Systems Design (formerly Introduction to Instructional Design and Communication)
- EDCI 591T: Learning Theories for Instructional Design
- EDCI 660: Seminar – Problem-Based Learning Applications and Research (Co-Taught with Peg Ertmer)
- EDCI 660: Seminar – Thriving in the PhD: Get What You Came For (Co-Taught with Jennifer Richardson)
- EDCI 672: Advanced Instructional Design (Co-Taught with Peg Ertmer)

**REFEREED PUBLICATIONS**


Belland, B., Glazewski, K. D., & Richardson, J. (2008). A scaffolding framework to support the construction of evidence-based arguments among middle school students. *Educational Technology Research and Development, 56*, 401-422. (NOTE: the first author was awarded the 2007 *Educational Technology Research & Development Young Scholar Award* for this article).


✝Note: Former name is K. Simons.


**BOOKS**


**BOOK CHAPTERS**


**EXTERNAL GRANTS, FUNDED**


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*Note: Former name is K. Simons.*
Anne Todd Ottenbreit-Leftwich

Education

Ph.D. 2007
Educational Technology, emphasis in Teacher Education
Department of Curriculum and Instruction
Purdue University, West Lafayette, Indiana

Dissertation: Exemplary Technology-Using Teachers: Visions, Strategies, and Developmental Processes

M.A. 2003
Major: Educational Technology in Technology Coordination
Minor: Technology Applications
Department of Educational Studies
Western Michigan University, Kalamazoo, Michigan

Thesis: Effects of Computer Troubleshooting on Elementary Students' Problem Solving Skills

B.S. 2002
Major: Elementary Education, Suma Cum Laude
Minors: Science, Math, Early Childhood Education, Integrated Creative Arts
Western Michigan University, Kalamazoo, Michigan

Michigan State Teaching Certification (inactive):
Elementary Education (K-5), Science (6-8), Math (6-8), Early Education Certification

Academic Appointments

Indiana University, Instructional Systems Technology Department
Assistant Professor
Spring 2007 to current
Publications

Peer Reviewed Articles


**Books, Book Chapters, & Other Publications**


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**Funded Grants**


### Awards and Certifications

- School of Education Faculty Teaching Award, Indiana University, 2011
- Nominated for School of Education Mentor Award, Indiana University, 2011
- Service Learning Faculty Fellow, Indiana University, 2010-2011
- Nominated for School of Education Teaching Award, Indiana University, 2010
- ECT Young Research Award, 2008
- AERA Public Communication for Early-Career Education Researchers-Learning the Ropes, 2008
- Faculty Laptop Technology Program, Indiana University, 2008

### Courses Taught

**Indiana University**

**Graduate Courses**

F500 - Technology for Teaching  
R503 – Instructional Media (online)  
R511 – Instructional Systems Technology Foundations (online)  
R541 - Introduction to Production and Development II (online)  
Research group seminar

**Undergraduate Courses**

W200 – Computers and Education (Supervise 400 students per semester)  
W210 – Survey of Computers in Education  
W220 – Computer Hardware in Education  
W301 – Integrating Technology into Teaching  
W310 – Integrating Technology Into K-12 Classrooms  
F401 – Topical Exploration in Education
Sinem Aslan
1004 Sugar Maple Circle
Bloomington, IN 47403
Phone: (812) 391-6443
Email: sinekara@indiana.edu

EDUCATION

Doctor of Philosophy (Ph.D), 2008 – Present
• Major: Instructional Systems Technology (IST)
• Minor: Educational Inquiry
  Indiana University (IU), Bloomington, Indiana, United States
  Projected Graduation Date: December, 2012

Master of Science in Education, 2008 – 2010
• Major: Instructional Systems Technology
  Indiana University (IU), Bloomington, Indiana, United States

Bachelor of Science, 2003 – 2008
• Major: Computer Education and Instructional Technology
  Middle East Technical University (METU), Ankara, Turkey

Bachelor of Science, 2005 – 2008
• Minor: Computer Engineering (Information Systems)
  Middle East Technical University (METU), Ankara, Turkey

TEACHING EXPERIENCE

• Lead Associate Instructor (AI), W200 Using Computers in Education, Indiana University
  Spring 2011, Fall 2011 & Spring 2012
• Teaching Assistant (TA), R511: Instructional Technology Foundations I (Online), Fall 2010
• Teaching Assistant (TA), R621: Needs Analysis and Assessment (Online), Fall 2010
• Associate Instructor (AI), W200 Using Computers in Education, Indiana University
  Fall 2009, Spring 2010, & Fall 2010
• Student-Teacher Intern, Namik Kemal Primary School, 2007 - 2008
• Student-Teacher Intern, Namik Kemal Primary School, Spring 2005
PROFESSIONAL EXPERIENCE

• Communications Officer, Graduate Student Assembly, AECT, 2011
• Graduate Student Council (GSC) Campus Liaison, AERA, 2011
• AECT Early Career Symposium, AECT Conference, October 26-27, 2010
• AECT Mentor Program, AECT Conference, October 28, 2010
• Coordinator, W200 Undergraduate Lab Assistants (ULAs), 2009 - Present
• Teaching Technology Lab (TTL) Manager, Fall 2008
• Design and Development Team, Diffusion Simulation Game, 2008 - 2009
• Project Coordinator, TUBITAK Science Camp Project, METU, 2007 – 2008
• Instructional Designer, Turkish Radio and Television Foundation (TRT), 2006 – 2007
• Student Manager Intern, Data Processing, City Hall Law Department, 2002 – 2003

SERVICE EXPERIENCE

• Proposal Reviewer, Division of Distance Learning, AECT Conference 2011
• Proposal Reviewer, Teacher Education Division, AECT Conference 2011
• IU Graduate Professional and Student Organization (GPSO) Awards Committee Member
• Coordinator of Volunteer Services, IST Conference 2010
• Proposal Reviewer, IST Conference 2010
• Executive Committee Member, Turkish Student Association, 2009 – 2010
• Registration Services Volunteer, IST Conference 2009

PUBLICATIONS


**CONFERENCE PRESENTATIONS**


Aslan, S. (2011, November). *Personalized Integrated Educational System (PIES): Why is PIES different than other educational technology systems?* Paper will be presented at the annual conference of the Association for Educational Communications & Technology, Jacksonville, FL.


Aslan, S., Reigeluth, C. M. (2010, October). *What are the factors that contribute to ineffective and limited use of Learning Management Systems in the Schools?* Paper presented at the annual conference of the Association for Educational Communications & Technology, Anaheim, CA.


**COMPUTER SKILLS**

- Microsoft Office Applications (Word, Excel, Power Point, Access, Visio) Advanced
- Operating Systems (Windows, MAC OS X, Unix) Advanced
- Programming Languages I (HTML, C++) Intermediate
- Adobe Applications (Dreamweaver, Flash, Photoshop, Authorware, Flex, Front Page, Connect) Intermediate
- Video Editing Applications (Ulead Media Studio, iMovie, Movie Maker) Intermediate
- Software Engineering (UML) Intermediate
- Statistical Analysis Packages (SPSS, SAS) Intermediate
- Web 2.0 & 3.0 Technologies Advanced

**AWARDS, HONORS, GRANTS**

**Graduate and Professional Student Organization (GPSO) Travel Award, Indiana University, 2011**
- Awarded by Graduate and Professional Student Organization (GPSO), Indiana University
- Amount: $500

**Office of International Services Fee Remission Grant, Indiana University, 2011**
- Awarded by Office of International Services Indiana University
- Amount: $400

**Early Career Symposium Grant Sponsored by National Science Foundation (NSF), 2010**
- Awarded by AECT’s Research and Theory Division, AECT Conference, Anaheim, California, 2010
- Amount: $1500

**Profitt Fellowship, Spring 2009**
- Awarded by Indiana University, Bloomington, IN, United States
- Amount: $15000

**Profitt Fellowship, Fall 2008**
- Awarded by Indiana University, Bloomington, IN, United States
- Amount: $15000

**Opportunity Grants Award, 2008**
- Awarded by Education USA, Ankara, Turkey
- Amount: $2500

**High Honor Rolls, Semesters 1-8, 2005-2008**
- Awarded by METU, Ankara, Turkey
Curricula Vitae

Bryan Robert Hoey
brhoey@indiana.edu

Education

2011 – Present  Indiana University, Bloomington Campus
               Instructional Systems Technology
               Doctoral Student

2010 – 2011  State University of New York, College at Potsdam
             MSEd., Educational Technology
             Advisor: Dr. Edward Schneider

2008 – 2009  State University of New York, College at Potsdam
             MST., Secondary Social Studies Education
             Advisor: Dr. Robert Vadas

2002 – 2008  State University of New York, College at Potsdam
             BA, History
             Advisor: Dr. Sheila McIntyre

Honors and Awards

2002 – Adirondack Navigator Scholarship

2011 – Outstanding Education Graduate Student Award

Presentations

Technology Digital Library. Project presented at Association for Educational Communication and
Technology (AECT) Conference, Jacksonville, FL.

Research Experience

2010  State University of New York, College at Potsdam
      Computer Science, Organizational Leadership, and Technology (CSOLT) Dept.
      Study: Factors affecting Engagement in Video Games
      Role: Graduate Student Researcher
      Lead Researcher: Dr. Anthony Betrus
Teaching Experience

2011 – 2012 Indiana University, Bloomington
Instructional Systems Technology Department
Role: Associate Instructor
Course: W200 – Technology Integration for Teachers
Responsibilities: Taught 3 hour class per section each week on technology integration for pre-service teachers. Taught a total of 3 sections.

2009 – 2011 Potsdam Central School District
Potsdam, NY
Role: Substitute Teacher for K-12 classrooms

2009 - 2010 Potsdam Central School District
Potsdam, NY
Role: Teacher’s Aide in a Kindergarten classroom
Responsibilities: Assisted student with special needs in an integrated classroom, kept student on-task during activities, implemented behavioral plan as created by the IEP committee.

2009 J.W. Leary Junior High School
Massena Central School District, Massena, NY
Role: Student Teacher
Responsibilities: Taught 7th grade students U.S. history, created assessment and assisted in the development of interdisciplinary curriculum.

2009 Salmon River Central School District High School
Fort Covington, NY
Role: Student Teacher

Professional Organization Memberships

2010 – Present Association for Educational Communication and Technology

2008 - 2010 National Council of Social Studies (NCSS)
AARON ZACHMEIER  
3341 E. Covenanter Dr., Apt. 1, Bloomington, IN 47401  
Email: azachmei@indiana.edu  
Mobile: 831-334-3848

EDUCATION
- Indiana University, Ph.D., Instructional Systems Technology, in progress.
- University of California at Santa Cruz, B.A., Linguistics, 1995.

EMPLOYMENT
Independent editorial and instructional consultant, 2005–present
- Provide editorial, graphic design, audio recording, and web development services, and technology consultation and instruction.
- Key projects: Design and development of virtual language laboratory for California high school; development of instructional aids for national chain of after-school tutoring centers; voice acting and audio production for smartphone language-learning game; development of teacher's manuals for English-language teaching textbooks.

Faculty instructional technologist
Empire State College, State University of New York, New York, N.Y., 2010–2011
- Provided instructional technology consultation, training, and support to faculty and staff.
- Designed and developed workshops, instructional videos, webinars, and job aids.
- Participated in the development, maintenance, documentation, and promotion of technology systems.

Technology coach
- Provided technology instruction and support to faculty and staff.
- Maintained hardware and software.
- Implemented email and Internet security protocols and ADA web standards.

Project manager
- Managed web-based course on instructional design and blended learning.
- Created and maintained course website and materials.
- Delivered synchronous online lessons.

Project editor/designer
- Managed revision of English-language teaching series for Pearson Longman ELT.
- Designed artwork and layout, developed exercises and scripts, and directed voice actors.

Assistant editor/designer
Richmond Publishing, Mexico City, Mexico, 2003–2005
- Wrote articles and exercises, and designed artwork and layout for textbooks and teacher’s guides.
- Edited English-language teaching materials.
Reporter/news editor
The Natchez Democrat, Natchez, Miss., 2002–2003
▪ Covered all and sundry in Concordia Parish, La., and Adams County, Miss.
▪ Composed, proofread, and selected newswire copy for news and feature pages.
▪ Developed and maintained relationships with community leaders.
▪ Won the Mississippi Press Association’s “Best General News Story” award.

Reporter
Slidell Sentry-News, Slidell, La., 2001–2002
▪ Covered education, city government, courts, and crime in St. Tammany Parish, La.
▪ Introduced revenue-generating obituaries for deceased pets.

Proofreader
▪ Proofread web and print advertisements.
▪ Created and enforced agency style manual.

Editor
Macroeconomic Policy Institute, Santa Cruz, Calif., 1997–2000

Senior Instructor
Urals State Technical University, Yekaterinburg, Russia, 1995
▪ Taught English as a foreign language to undergraduate engineering majors.
▪ Designed and developed language-learning materials.

INTERNSHIPS AND GRADUATE ASSISTANTSHIPS
Associate instructor
School of Education, Indiana University, Bloomington, Ind., 2011 to present
▪ Teach classroom technology strategies to undergraduate pre-service teachers.

Performance support designer
▪ Gathered data for and designed prototype of electronic performance support system for instructional designers and performance technologists.
▪ Co-authored analysis of findings for peer-reviewed journal.

Instructional designer
Satyam Technology Services, Hyderabad, India, 2008
▪ Developed job aids and procedures for blended course delivery.
▪ Designed certification process for course coordinators.
▪ Mapped course offerings to executive competency framework.

Instructional designer
Fair Isaac Corporation, San Diego, Calif., 2008
▪ Devised framework for implementing blended instruction.
▪ Designed and developed online instructional materials.

PUBLICATIONS


PRESENTATIONS

- Zachmeier, A., & Leaker, C. (2011, March). When everything goes wrong but still goes right: Surviving SNAFU thru active ePortfolio-ing. The Association for Authentic, Experiential and Evidence-Based Learning (AAE_BL) Northeast Regional Conference, Providence, R.I.
- Zachmeier, A., & Wunsch, J. (2010, October). Podcasting American history. SUNY Empire State College All Area of Study meeting, Saratoga Springs, N.Y.
- Leaker, C., Evans, M., & Zachmeier, A. (2010, July). What we ask them to do is who we ask them to be: Fostering student agency and authority through ePortfolios. AAEEBL Annual World Conference, Boston, Mass.

AWARDS

- Louisiana-Mississippi Associated Press Managing Editors, 2002: 1st place, Continuing Coverage, “Tort reform” (staff); 3rd place, Interpretive Story or Series, “Fields of change.”
- Mississippi Press Association Better Newspaper Contest, 2002: 1st place, Best General News Story, “Harvard found guilty”; 2nd place, Best In-Depth/Investigative Coverage, “Tort reform” (staff); 2nd place, Best Planned Series of Stories, “September 11” (staff); 1st place, Best Design (staff).

TECHNOLOGY SKILLS

- Adobe Connect, Elluminate, Adobe Captivate, Articulate E-Learning Studio.
- Blackboard, ANGEL, Moodle, Sakai.
- Adobe Creative Suite, QuarkXPress.
- Pro Tools, Logic, Audacity.
- Web 2.0 applications.
- Windows and Macintosh platforms.
February 16, 2012

To the SoTL Review Committee:

I am writing in support of the grant proposed by professors Glazewski and Leftwich with several graduate students, entitled: Technology Integration Concerns: A Dialogue Between Pre-Service Teachers and Exemplary In-Service Teachers. First, I provide some background information. Then I will discuss the significance of this proposed research.

The primary mission of undergraduate programs at the IUB School of Education is to prepare students to become K-12 teachers. Historically our teacher education program has been the largest provider of teachers in the state. IU students normally enter the teacher education program in their junior year. One of the prerequisite courses is W200, Computers in Education. Typically, we offer between 12 and 14 sections of W200 each semester, with approximately 600-700 preservice teachers enrolled each academic year.

As you may be aware, the profession of teaching has been under increasing pressure to improve K-12 student achievement, stimulated in part by the No Child Left Behind act which became federal law 2002. One of the continuing challenges in K-12 (as well as higher education) is the problem of technology integration. School superintendents and principals want their teachers to integrate technology into their classrooms in ways that will help improve student motivation and learning achievement. We now have marvelous information technologies available that appear to have great potential, given the advent of the Web in the 1990s and increasingly inexpensive portable computers and tablets such as the iPad. Other technologies include video projectors, SmartBoards, scientific sensors that connect to computers, etc. W200 is the one course that preservice teachers take which immerses them with possibilities for technology integration in K-12 classrooms.

The proposed study by Glazewski and Leftwich is attempting to address this problem by bringing in exemplary teachers to show preservice teachers possibilities for technology integration that have worked well with K-12 students. As part of this project, the investigators will be formatively assessing preservice teacher learning with respect to technology integration and their attitudes—the immediate goal of which is to improve future versions of W200.

However, I would like to point out that what is learned in this proposed study could also benefit faculty at IU. The problem of technology integration is not limited to K-12. As noted in a recent issue of the Chronicle of Higher Education, Harvard Seeks to Jolt University Teaching (http://chronicle.com/article/Harvard-Seeks-to-
traditional lectures as the primary mode of university instruction are coming under increasing scrutiny with respect to their pedagogical effectiveness. We’ve known this for some time at IU, and SoTL has been an important vehicle for research on and sharing ways of improving pedagogy in higher education. I would simply note here that technology integration is part of this picture at IU because information technology makes possible student learning activities that could not be done without it. For example, interactive computer simulations can be a powerful learning resource for students to solve problems by applying what they have learned. What is learned in the Glazewski and Leftwich study has the potential to be very useful also for IU faculty.

For these reasons, I strongly support their SoTL grant proposal.

Sincerely,

Theodore W. Frick
Ph.D.
Professor and Chair
Department of Instructional Systems Technology
Indiana University Bloomington