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Preparing Tomorrow's Teachers to Use Technology

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College of Education

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<http://lpsl.coe.uga.edu/eteach/>



Learning & Performance Support Laboratory

The University of Georgia

PT3 E-TEACH

Evidence-based Technology Enhanced Alternative Curriculum in Higher Education (E-TEACH) is a U.S. Department of Education grant to the Learning & Performance Support Laboratory (LPSL) at The University of Georgia (UGA). Key collaborators include:

- Board of Regents of the University System of Georgia
- Georgia Professional Standards Commission UGA
- College of Education at UGA
- Franklin College of Arts and Sciences at UGA

E-TEACH involves the systematic and purposeful use of performance data in differentiated decision-making, such as using LoTi profile progress of teacher educators to determine professional development, integration, and support needs, using pre-to-post indicators of the same profiles as evidence of the effectiveness of the support provided, and using state or local tests to establish evidence of learning needs and the effects of programmatic interventions to improve student learning.

The following four thrusts are framed within E-TEACH. They are independent with each other and converge on student learning, defining a focal point of impact reflected in the project goals, activities, and evaluation plan.

Curriculum Refinement

Faculty will revise core, content, and pedagogical courses while students and faculty use technology for teaching, learning, and improving practice. Adapting curricula with technology-based tools can enhance student performance when used with our knowledge about learning.

Faculty Development

Faculty and preservice teachers will learn, then model, technology practices that engage students in learning, especially those typically challenging to students.

Technology Integration

Course activities will engage preservice teachers in the use of student performance data to make informed decisions related to the integration of technology.

Ongoing Support

Faculty will utilize a continuous support system keyed to content, methods, and clinical experiences; preservice teachers will use this system throughout initial preparation and continue to access during field experiences and beyond.



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