BACKGROUND

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DEVELOPMENT PROFESSIONAL IN K-12 AND UNIVERSITY CONTENT KNOWLEDGE INTO PEDAGOGICAL TECHNOLOGY INTEGRATING TECHNOLOGY

CHAPTER 26
Portions of this content are quotations from the works of James M. McTigue, "Knowledge and Power in the Classroom," and Carol Tompkins, "Technology and Learning: A New Perspective on Education."
Participans and Setting

The study was also focused on the study and trained through University of Research and Development where the topics were selected and immediately used by the students. The topics were part of their own research professional development.

The study was conducted in the first semester of the 2004 academic year. The intervention included a series of professional development workshops, professional development seminars, and professional development conferences. The participants were selected and trained through the University of Research and Development.

METHODS

Children brought them home.

Professional Learning Communities

Professional Learning Communities (Varco, Boss & Adams, 2002) are groups of educators that share a common purpose of improving their practice and the practice of individuals within the community. These communities are formed to share ideas, resources, and strategies to improve teaching and learning. Professional learning communities are essential for improving teacher effectiveness and student achievement.

Historical background of the trend project

In the 1970s, the use of technology in education began to gain momentum. Educators and researchers of the time were exploring the potential of technology to support teaching and learning. The use of computers in education began to increase, and many educators started to incorporate technology into their classrooms. However, the integration of technology into education was not always successful, and many educators struggled to find effective ways to use technology in their teaching.

Integrating Technology into Content Knowledge = 495
Integrating Technology into Content Knowledge

Teachers

Participated in the study’s initial data collection. Teachers were interviewed during Year Two using the same questions to determine if

Administrators

for and teacher groups are all knowledgeable.

Data Collection

participated when others left the school.
In this table, "professional development" refers to activities that are part of the school's professional growth plan. These activities are designed to improve teaching and learning practices. The table highlights various aspects of professional development, including the impact on student learning and teacher satisfaction.

In the second entry, "technological integration" is mentioned as a key component of professional development. It is suggested that integrating technology into the curriculum can enhance student engagement and achievement.

The third entry discusses the importance of "collaborative teaching models." This refers to the practice of teachers working together to plan lessons and share responsibilities, which can lead to improved student outcomes.

The fourth entry talks about the role of professional development in improving teacher retention. It is noted that ongoing professional development can help retain teachers by providing them with opportunities for growth and advancement.

The fifth entry focuses on the "impact of professional development on student achievement." It is stated that well-designed professional development programs can significantly improve student achievement.

The final entry mentions the importance of "teacher leadership." It is suggested that teachers who take on leadership roles can have a positive impact on the school culture and student outcomes.

The table concludes by emphasizing the importance of ongoing professional development for educators. It highlights the need for schools to invest in professional development programs to support teacher growth and student success.
they operate.

not only their potential but also the potential of the environment in which
they operate.

when describing technology into content knowledge • "(Kumar & Fink, 2009).

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The table of contents for the following section is provided overleaf.

Table 2.1: Quotes from Teacher Focus Groups about Professional Development

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In the end of year three, the teachers felt the idea had transformed the

Professional Development Year Three

• The idea of free time after school was introduced to teachers in the classroom.

• Teachers noted that the idea was helpful for improving their teaching skills.

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modeling with the communities with the teachers' views or those faculty who wanted their students to work on improving teachers and content knowledge. 553
Professional Development Implications

...understanding of professional development is necessary. A model for professional development is presented below, which includes:

- **Teaching Practice**: Examples of Best Practices by Setting (continued)

<table>
<thead>
<tr>
<th>Table 26.2</th>
<th>Examples of Best Practices by Setting</th>
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<tbody>
<tr>
<td><strong>K-2 Teachers</strong></td>
<td>Higher Education Faculty</td>
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<tr>
<td><strong>Best Practice</strong></td>
<td><strong>Examples</strong></td>
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...the importance of creating meaningful and engaging experiences for students. The goal of professional development is to improve the quality of teaching and learning by providing educators with the necessary tools and resources to meet the needs of diverse learners. This includes opportunities for collaboration, reflection, and ongoing support.

The table below presents examples of best practices by setting, focusing on the importance of integrating technology into common knowledge practices and professional development activities.
CONCLUSION

If teachers think that their instruction is not reaching all students or that students are not engaged, they may need to re-evaluate their instructional strategies. By examining the impact of technology on student engagement, it becomes clear that technology can be a powerful tool for educators. However, it is crucial to consider how technology can be integrated effectively into the classroom to support student learning.

Technology can be a valuable asset in the classroom when used strategically. Teachers should consider the following tips:

1. **Collaborative Learning:** Encourage students to work in groups or pairs to solve problems or complete projects. This helps promote interaction and collaboration among students.
2. **Differentiated Instruction:** Use technology to provide personalized learning experiences for students. This allows students to work at their own pace and level.
3. **Interactive Learning:** Utilize interactive tools and resources to engage students and make learning more enjoyable. Interactive tools can help students stay focused and motivated.
4. **Assessment and Feedback:** Use technology to provide immediate feedback to students. This helps them understand their progress and identify areas for improvement.
5. **Professional Development:** Teachers should continuously seek opportunities to improve their technology skills and knowledge. Professional development sessions can help educators stay current with new tools and strategies.

In conclusion, technology should be embraced as a tool to enhance teaching and learning. By integrating technology in a thoughtful and strategic manner, educators can create more engaging and effective learning environments.

REFERENCES

INTRODUCTION

North Dakota State University
Elizabeth Ann Romrell
North Dakota State University
Jeral R. Kimwor

Online Instructor Dispositions and Personae

DEVELOPING A REPERTOIRE

CHAPTER 27