Typically, participants are awarded a course release in order to make time for their participation in the seminar. However, in select cases, we will consider awarding a stipend instead of a course release if the applicant's department can't cover the course release.

Please indicate whether you will be requesting a course release or stipend if you're chosen to participate in the seminar:

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<th>Field</th>
<th>Response</th>
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<td>Has your chair sent an email to the Director of the CTL indicating his or her support of your application and willingness to find coverage for your course reduction (if you are requesting one)?</td>
<td>Yes</td>
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<td>In which semester would you prefer to participate in the seminar?</td>
<td>Fall</td>
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**Project Title**

Developing theoretical framework and a collection of resources for incorporating iPad in teacher education and k-12 classrooms

**Project Proposal (500–750 words, including a rationale, project description, a discussion of the benefit to the Stonehill community, and your "community outreach plan") -- see full requirements on the CTL website.**

**Rationale:**
The main goals of this project are to develop theoretical frameworks by surveying current research on educational technology and to develop resources for technology use in a teacher education course, EDU320: Teaching science, mathematics, and technology. I have been exposed to instructional technology and its research during my early career as I earned my master degree in Curriculum and Instructional Technology in 1999. Since then, I have been implementing various technologies in my classrooms. However, I strongly believe that systematic exploration of current development in the field will help me prepare preservice teachers for their future classroom use of technology. My participation in Teaching and Learning Strategies Seminar in the fall of 2014 will allow me time to catch up with current research in educational technology and advance my teaching.

**Project description:**
The proposed project has two major components. At first, by reading current literature, I will develop sound theoretical framework for instructional technology. Secondly, by exploring educational applications, I will develop a collection of resources. Therefore, much of my time and effort will be devoted to reading research articles including newly emerged theoretical frameworks and exploring educational iPad applications to develop wide-ranging collections.

While theoretical frameworks for use of educational technology are still being debated, educators found that a taxonomy developed based on John Dewey's four-part division, which includes inquiry, communication, construction, and expression, covers a wide range of technology use (Bruce & Levin, 2003). It is my goal to explore various theories and how they support current research and practice for educational technologies. Recently, many schools seek funds to purchase iPad to replace traditional textbooks while promoting student
motivation in learning. However, purchasing iPad for classrooms alone does not promise effective support for student learning. There are many underlying conditions that should be considered for technology to be effectively implemented into teaching and learning (Peluso, 2012). Alignment of technology to curriculum standards, teacher’s capability to use the technology to meet individual student needs, suitable selection of applications for individualized feedback for students, and consideration of financial challenges for technology related purchases are a few examples of issues to be explored (O’Malley, Jenkins, Donehower, Rabuck, & Lewis, 2013). Through readings of educational technology research, I will be ready to provide preservice teachers with opportunities to develop perspectives on use of instructional technology.

Based on the sound theoretical framework, I will develop specific plans and materials for my course, which will provide preservice teachers with experiences in learning with technology for themselves and developing instructional materials with technology for their own students.

Benefit:
My in–depth understanding and well–developed resources on iPad use in classrooms will directly affect my teaching. I will utilize iPad in my courses, so that, the preservice teachers will have the first–hand experiences of the technology applied in their own learning. I will also exclusively teach them about how to choose and use technology in their future classrooms utilizing sound theoretical frameworks of instructional technology. As results, as educated consumers, the preservice teachers will be ready to effectively use technology that is currently available. In addition, as professionals, they will participate in developing constructive discourses for future development of educational technology.

Community Outreach Plan:
The results of my research on incorporating iPad in education courses through this seminar will be shared with the Stonehill community in various ways. At first, I will be presenting and receiving feedback from the seminar group. I believe that these on–going discussions will provide a platform for adapting instructional technology in the group members’ classrooms. Secondly, I will share my understandings and resources with the colleagues in Education Department through both informal interactions and formal discussions during meetings. Finally, I will collect data during implementation of the technology and analyze them to examine effectiveness of my effort. As needs arise, I will seek IRB approval for the research. Eventually, the results of the research will be shared at annual conferences of educational associations.

References