Professional development workshop: "infusing technology into the language arts curriculum" – gateway to the 21st century

Joy D. Carey, Rowan University

Date Approved
5-31-2001

Embargo Period
6-1-2016

Document Type
Thesis

Degree Name
M.A. in School Administration

Department
Educational Services and Leadership

College
College of Education

First Advisor
Sernak, Kathleen S.

Subject(s)
Education, Elementary; Language arts (Elementary)

Disciplines
Elementary and Middle and Secondary Education Administration

Abstract
This technology action research project provided teachers with the opportunity to learn how to navigate the Internet and to enhance the Language Arts curriculum. This project was conducted in a Camden, NJ elementary, urban, Abbott school setting. This sample population was chosen from responses to a cross-sectional self-report pre-workshop interest questionnaire. Thirty-six staff members agreed to participate in the training sessions. The intern scored the results of the Likert surveys using Microsoft Excel and PowerPoint computer software. Seventy percent of the respondents to the pre-workshop interest questionnaire indicated they had inadequate knowledge of the Internet. The post-workshop Likert questionnaire results indicated sixty-one percent of the participants felt they had an "average to above average" knowledge of the Internet. Forty-nine percent agreed or strongly agreed to the utilization of ideas learned from the workshop. The two-month post-instruction survey resulted in sixty-percent of the respondents "occasionally to always" utilizing these Language Arts website activities. The most prevalent need, wire all classrooms in order to facilitate the infusion of technology into the daily curriculum, was noted by half of the respondents. The data suggests that further instruction is needed to foster greater proficiency in technology utilization.

Recommended Citation
Weaving technology into the curriculum and assessment is paramount to improving pedagogy. Students and teachers alike must be fluent in the language of modernity and wield the tools of the digital age with ease. “The important issue for the evolution of school curriculum is not the availability and affordability of sophisticated computers and telecommunications, but the ways these devices enable powerful learning situations that aid students in extracting meaning out of complexity” (Dede, 2000, p. 16). Television was long ago considered to be the next technological buzz sweeping the nation prior to the 21st century. As a result of the television, technology that was used at home slowly begin to be adapted for educational purposes and applied to educational settings.