

Table 1
Technology-based Instructional Strategies and Rationale

Technology-based Instructional Strategies	Rationale	Description of Task Completion
Integrate digital video to enhance reflective supervision process, connect coursework to field placement activity, and document prospective teacher growth for portfolio.	Provides tool for connecting theory and practice; Provides vehicle for prospective teacher self-reflection; Provides opportunity to accrue examples of powerful teaching in Social Studies, Language arts and accommodating all learners.	<ul style="list-style-type: none"> □ Three digital cameras purchased and placed at the DDL partnership schools for use by interns and teachers. □ Digital video used for reflective coaching cycle (see reflective supervision portfolio examples) □ Digital video used by interns to capture their own teaching and create presentations of their social studies teaching to share with class.
Develop a website for publishing and sharing children's writing.	Provides a tool for linking writer's workshop and topics of democracy presented in the semester coursework to children's work in the field placements (links across coursework and to field placement). Also, this project provides an opportunity for prospective teachers to engage in service learning as the website matures to become a tool for UF Grads to "publish" their students' work as the move into their own classrooms.	<ul style="list-style-type: none"> □ This task has not been completed yet. However, Aisha is working on a similar project this semester with Kevin Berry at Alachua. They are developing a site for children's reviews of Accelerated Reader books.
Use of distance video for communicating with other universities engaged in integrated field experiences. Use of WebCT to encourage cross-cohort connections and within cohort community building/professional discourse.	<p>These conversations help prospective teachers at UF understand the contextual features that impact their work in school and colleges of education.</p> <p>These on-line conversations allow prospective teachers to engage in dialogue about teaching and learning across contexts and within context. This type of dialogue is described in the literature as a tool for co-reflection, co-problem-posing, and co-problem solving.</p>	<ul style="list-style-type: none"> □ Engaged in a number of video conferences around supervision of teachers and Professional Development School work with the Pennsylvania State University. □ Integrated WebCT into the preinternship as a tool for weekly journaling. Students posted and responded to each other's posting as an interactive dialogue journal. □ Studied the use of WebCT in field placements (<i>see attached powerpoint</i>)
Develop teaching tasks that integrate technology into the K-6 classroom.	By encouraging students in the DDL semester to use technology to teach within their field placement, prospective teachers can link their learning from the MST block to the DDL semester and ultimately their teaching practice.	<ul style="list-style-type: none"> □ During Spring and Fall of 2003, preinterns have used technology as a tool for creating social studies lessons in their field placements (<i>see example at http://www.coe.ufl.edu/PKYonge/50States/</i>)