

1. Title of the submission:

Technology Integration in Education in Mississippi: A Three-Year Project funded by the U. S. Department of Education

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6. Abstract:

Technology Integration in Education in Mississippi: A Three-Year Project funded by the U. S. Department of Education

“Preparing Teachers to Deliver Technology-Rich, Problem-Based Learning Experiences” (<http://pt3.msstate.edu>) is a collaboration between the Mississippi Research Consortium (MRC) members (Jackson State University, Mississippi State University, the University of Mississippi and The University of Southern Mississippi), partner community colleges, and school districts. The main goal of the project was to infuse technology and hands-on science practices in the Mississippi Educational System.

MRC partners provided training to Elementary Education Candidates, Teachers, and Faculty. Future teachers were exposed to the use of technologies and the various hands-on teaching practices through required courses. Supplemental science components like GLOBE (Global Learning and Observations to Benefit the Environment), Project Learning Tree, Project Wet, and Project Wild were also provided to pre-service and in-service teachers as a means to augment interest in science as well as technology awareness and use. Additionally, assistive technology was incorporated to increase the awareness of available resources for all individuals. Faculty members were trained on various types of innovative technologies ranging from WebCt and Powerpoint, to GPS (Global Positioning System) and assistive technology in an effort to model technology use in instruction for future educators.

Success has been a pronounced product of the Mississippi State University’s Preparing Tomorrow’s Teachers to Use Technology (PT3) Project since the beginning of its funding in 1999 (U. S. Department of Education PT3 catalyst grant Award # P342A990241). Working with the four universities has contributed to improvement in education in Mississippi by working with faculty, teachers, and education candidates. Teachers who participated in training are now more proficient in technology and hands on science. Because of faculty training, more elementary education candidates are being taught by professors that have incorporated technology into their classes. Elementary education candidates use technology regularly in their instructional planning and implementation and 91% of the candidates reported that they believed their class experiences would increase their use of classroom technology when they became classroom teachers.

Comments such as the following emphasize the positive outcomes of the project: *“GLOBE is a wonderful program. My seventh graders love going to the nearby creek once a week to test the weather. We always discover something new in nature, which leads to questions of future lessons.”* *“[Used a website] as a way to communicate with parents and share with them what we did in class today. I also list any projects, tests, homework, etc.”* *“I have required students to find resources for teaching on the web, to use Magnolia to locate articles about teaching to share in their methods class or to use in a research paper. I require students to learn word processing and use it in making their portfolios and in writing essays...”*

Overall, we believe our efforts have been beneficial for both present and future education professionals. This project was funded in the amount of \$1,927,881.00 from the U.S. Department of Education, which is 49% of the total cost of the project. The remaining 51% (\$1,978,110.00) of the total cost of the project was funded by colleges and departments within the Mississippi State University system. The Web pages of the project do not necessarily represent the policy of the U. S. Department of Education or imply endorsement by the Federal Government.