

1a. Title of the submission: Integrating Technology and Service Learning into Diversity Courses in Teacher Education Programs

1b. Topic area of the submission (see above list):

*Educational technology

*Other Areas of Education: Teacher Education

1c. two or three keywords that describe the submission:

Teacher Education

Diversity Education

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6. Abstract (on Issues Related to Teaching Education)

This study examined the utility of integrating technology and service learning into a diversity education course within a teacher education program. Specifically, the domains of (1) student motivation and (2) articulation between course material and local communities were examined for enhanced learning as outlined in technology, service learning, and diversity education standards and objectives. Although diversity education has been a core requirement in the teacher preparation program in California for about a decade, there is ample room for innovations in improving learning in this area. One way that use of technology (such as video editing and multimedia productions), as well as the use of service learning (such as volunteering in educational organizations in the local community), can be combined is through the production of a video that documents a particular educational or community-based program. This video can serve multiple purposes. It can provide a vehicle for group research as well as a service learning project for the diversity education course. It can also provide a resource (e.g., public relations documentary clip) for the community organization that was studied, serviced, and filmed. The outcomes suggest that student learning can be substantially enhanced by integrating technology and service learning into the diversity education curriculum.