

Robinson, D.. (2012). Factors affecting technology integration in internship-based teaching experiences. (Doctoral dissertation, Towson University, 2012).

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#### Dissertation Abstract

Reform efforts of the early 21st century emphasizing standardized testing have indirectly led to a movement of curriculum standardization, direct instruction, and ultimately driving teachers to teach “to the test”. Research presented in this study supports that PreK-12 students learn best in technology integrated, constructivist learning environments. College-based teacher preparation programs strive to prepare preservice teachers based on this research, yet the environments in which they conduct their internships and learn to implement what they have been taught are littered with barriers often inhibiting success. The purpose of this research study was to examine preservice teacher technology integration in internship-based teaching experiences. Using mixed methodologies, particular focus was placed on the mentor teacher/preservice teacher relationship and its impact on classroom technology integration. The data collected in this study presented contrasting results. Qualitative journal entries indicated cases of preservice teacher technology integration consistent with constructivist teaching practices, while quantitative data indicated the preservice teacher participants’ levels of technology integration were consistent with direct instruction. Recommendations are provided to elevate the overall internship-based instructional paradigm from that of direct instruction to more technology-integrated constructivist learning.