

Stevens, C. (2008). A study of a learner-centered technology professional development series with classroom teachers (Doctoral dissertation, Towson University, 2008).

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Dissertation Abstract

Using learner-centered teaching practices can change the state of technology integration in Elementary Schools (ES). A quasi-experimental, pretest/posttest survey was used to identify changes in the use of technology by ES students, ES teachers' technology skill, the use of computer technology to meet curricular objectives, and a learner-centered learning environment during technology professional development to change ES teacher's pedagogy. In the setting of an elementary school in the Baltimore / Washington corridor, twenty-five classroom ES teachers participated in research that measured: the time that ES teachers' used technology with their ES students, ES teachers' technology skill level, direct instruction with technology, and change of pedagogical practices. Additional computer lab usage data was collected for two years. Results from both data sources indicated that a learner-centered professional development series was related to significant changes in time that ES teachers' used technology with their ES students, ES teachers' technology skill level, and direct instruction with technology. This study points to the conclusion that job-embedded, learner-centered professional development is an effective way to provide technology professional development in an elementary setting.