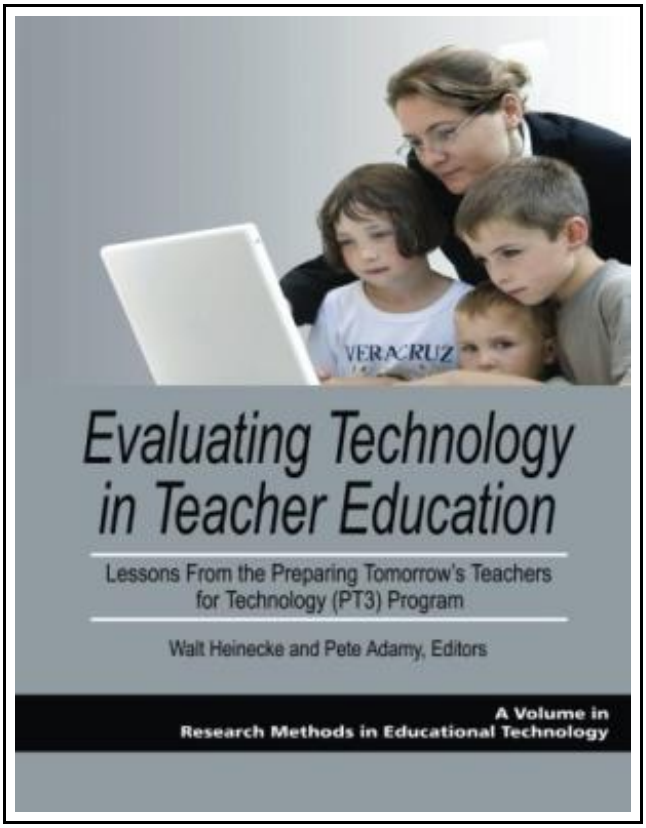
# Evaluating Technology in Teacher Education: Lessons from the Preparing Tomorrow s Teachers for Technology (Pt3) Program (PB)




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### *Reviews*

*Comprehensive guide! Its this type of very good read through. It is actually writter in simple words and phrases rather than difficult to understand. It is extremely difficult to leave it before concluding, once you begin to read the book.*

***(Bernie Mante PhD)***

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Information Age Publishing, United States, 2010. Paperback. Book Condition: New. 231 x 155 mm. Language: English . Brand New Book ***** Print on Demand *****.A volume in Research Methods in Educational Technology Series Editor Walter F. Heinecke, University of Virginia Overall we come away from this project with a renewed sense of the complexity of evaluating the implementation and impact of technology in teacher education. In the post-PT3 period the federal government turned to large-scale experimental and quasi-experimental evaluations of educational technology but these have produced little in the way of understanding what types of technology work in various content areas under various conditions. PT3 and its approach to evaluation can be viewed as the pioneering period of educational technology evaluation in teacher education. It was a time when evaluators were just beginning to develop appropriate standards that could be used as evaluation criteria. It was a time when the accumulated wisdom of the evaluation field with regards to the primacy of mixedmethods and multiple indicators of outcomes was just beginning to take hold. PT3 evaluators understood the importance of treading the line between summative and formative evaluation, and the relationship of evaluation to the improvement of educational practice. In a world where the policymakers now clamor for simple quantitative evaluations linking teacher preparation to pupil achievement scores, we are reminded that the causal chain from teacher preparation to inservice performance and student achievement is fraught with externalities, complexities and a less than equal playing field. Collectively we still have not figured out how technology may be adding value to education beyond any potential impact on superficial standardized test scores. We have as a nation, ignored the call of cognitive psychologists who in 2000 called for a new frame of reference for learner-centered, community-centered, assessment- centered and content-centered educational processes....

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