Presenter Biographies

Ron Ellis, Director of Instructional Technology Services for Graceland University, and Co-Principal Investigator of the TEGIVS project

Ron Ellis has been the Director of Instructional Technology Services department at Graceland University since 1994. He has worked with faculty over the years in synchronous and asynchronous Distance Education utilizing the Iowa Communications network and, more recently, WebCT, Moodle, and eCollege. Ron graduated from Graceland College (now University) in 1976 with a BA in Elementary Education after which he taught in several elementary school classrooms and school libraries. He received his Master's Degree in Instructional Technology with a Media Management Option from the University of Wyoming in 1987 and His Ph.D. in Instructional Technology from Iowa State University in 2005. Ron has presented papers on distance learning at local technology conferences and SITE. This is his first time at ATE.

Yasemin Demiraslan and Karly Wortmann, Graduate Research Assistants Iowa State University Center for Technology in Learning and Teaching and Investigators in the TEGIVS project

Yasemin Demiraslan is studying for a Ph.D. in Curriculum and Instructional Technology and co-majoring in Human Computer Interaction at Iowa State University. She has been working as a project coordinator in the *Teacher Education Goes Into Virtual Schooling* project. Ms. Demiraslan earned her M.S. in Computer Education and Instructional Technology from Hacettepe University in Turkiye where she worked as a research assistant from 2002-2006. Her research interests include cognitive load theory and designing online learning environments to improve student learning.

Karly Wortmann recently returned to Iowa, is studying for a Ph.D. Curriculum and Instructional Technology at Iowa State University and works for Engineering Distance Education. She has been working with the research group *Teacher Education Goes Into Virtual Schooling* funded by FIPSE. During the summers Ms. Wortmann teaches General Biology for Iowa Learning Online. She graduated with a B.A. in Biotechnology from the University of Northern Iowa. After working at Penn State University in a molecular genetics lab she continued her education at Wake Forest University. Ms. Wortmann earned her Masters in Secondary Science Education and taught high school Biology, Anatomy and Physiology and Zoology in Georgia for four years.

Instructions for TEGIVS Lab Activity

The goal of this activity is to give you a speedy overview of the TEGIVS Labs for secondary and elementary student teachers and related curriculum resources so that you may plan to use them within your teacher education program. Our goal in this activity is to help you plan to prepare future teachers to take the role of ***Virtual Schooling Site Facilitator***. See TEGIVS brochure for details of our project.

Please review TEGIVS tools and other curriculum materials to help you plan. Make notes on the Planning Sheet provided and discuss the resources with nearby participants. This is the suggested route for your review of TEGIVS resources:

1. Jump straight into a Scenario that illustrates Virtual Schooling. We recommend that you start with:

    - Max takes Math from the hospital: http://www.public.iastate.edu/%7Evschool/TEGIVS/VSLab/ElementaryVersion/Scenario5/index.html

2. Review the most relevant lab for your course:
    - TEGIVS Elementary Lab contains 2 scenarios: http://www.public.iastate.edu/%7Evschool/TEGIVS/VSLab/ElementaryVersion/index.html

    - TEGIVS Secondary Lab contains 3 scenarios: http://www.public.iastate.edu/%7Evschool/TEGIVS/VSLab/index.html

3. Browse the range of Curriculum Material provided by TEGIVS, which includes the two Labs, Demo courses, FAQ. Note: http://www.public.iastate.edu/%7Evschool/TEGIVS/curriculum.html

4. If you have time you may wish to browse other material that is accessed from the project's home page, including publications in journals etc. http://www.public.iastate.edu/%7Evschool/TEGIVS/homepage.html

Please make notes on the **Planning Sheet** provided and highlight significant items to share during the Plenary Session towards the end of the session.

Niki Davis & Yasemin Demiraslan
February 26, 2008

Planning to Integrate Virtual Schooling into Your Preservice Teacher Education Program

TEGIVS
Teacher Education Goes into Virtual Schooling
http://www.public.iastate.edu/~vschool/

The aim of this document is to support teacher educators to plan to integrate Virtual Schooling (VS), K-12 distance education, into their pre-service teacher education program, which was derived from the Teacher Education Goes into Virtual Schooling project led by Iowa State University Center for Technology in Learning and Teaching Director, Niki Davis (see website). Knowledge of US teacher preparation is assumed.

	Tasks	Who	What
Program& Department	Meet with departmental & program: -Raise awareness -Identify goals & courses -Link to standards -Report on progress	e.g. Department Chair, Director of Teacher Education	Add items on VS to meeting agendas, seek reporting back and feedback
	Tasks	**Who**	**What**
Courses	Identify courses for integration: -Introduction to instructional technology -Methods -Optional distance ed. courses	e.g. Instructors of courses: Introduction to Instructional Technology; Methods course(s).	
	Design activities stressing three aspects of VS and select/adapt curriculum: -Pedagogy including collaboration for K-12 distance learning linked to content etc. -Technologies and tools used in VS and their variety -Organizational practices including a variety of approaches linking K-12 schools with each other and with VS's		
	Adapt assessments and link them to standards where appropriate (e.g. Reflections, test, presentation to class, engagement in online discussions).		

	Seek partners to support developments: -Adapt course(s) to blend online delivery with support from distance ed. or faculty development center -Virtual Schools within and beyond the state		
	Plan to evaluate outcomes, including adaptation of course evaluations.		
	Tasks	**Who**	**What**
Field Experience	Identify appropriate opportunities for field experience: -Link to methods courses (prep for content and management) -Pre-student teaching (prep for VS interactivity) -Student teaching (participation in VS course)	E.g. Field experience leader; supervising instructor(s)	
	Negotiate with Virtual School(s) within and beyond the state to recruit: -Recruit master virtual teachers as cooperating -Negotiate organizational arrangements -Explore access to the teacher and course via technologies plus local and other professional development and curriculum resources		
	Create an online (or face-to-face) course to coordinate students' field experience including (we suggest online for practice and exposure to different management systems): -Preparation for VS -Logistical support -Reflections on action and related assignments		

	Tasks	Who	What
Scholarship & Dissemination	Analyze and report on student learning and program development for Virtual Schooling.	As above.	E.g. Report back to committees, newsletter, journal
Other			

Virtual Schooling and K-12 Online Learning Goes Into Preservice Teacher Education

ATE Feedback

Instructions: Please answer each question so that we may improve our information. Qualitative information is just as important as the quantitative; in filling out each question with as much detail as you can will provide us with the feedback we need to better our presentation and the information provided.

1. The speaker(s) provided content that was useful in Preservice Teacher Education.
   □ Strongly Agree □ Agree □ Neutral □ Disagree □ Strongly Disagree

2. If you were to give only two weeks to educate preservice teachers in Virtual Schooling, what curriculum could you see as being beneficial? (Please use the back if needed.)

3. Overall, this presentation met my expectations and provided me with useful information.
   □ Strongly Agree □ Agree □ Neutral □ Disagree □ Strongly Disagree

4. The tools created by TEGIVS to educate about site facilitators could be used in any Preservice Teacher Education curriculum.
   □ Strongly Agree □ Agree □ Neutral □ Disagree □ Strongly Disagree