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Don't ask: Don't tell: a flawed approach to technology standards in higher education.

J. Inf. Technol. Teach. Educ. 11, No. 2, 123-142 (2002).

This discussion explores challenges that college of education faculty members in the United States encountered when developing and implementing technology standards for students. The goal of this research project was to gain an understanding of faculty members' experience with technology, particularly in the context of implementing standards in response to the National Council for Accreditation of Teacher Education requirements for teacher education academic programs. Findings of this qualitative, naturalistic research project revealed a number of faculty concerns regarding technology in teaching and standards for students, including technology's impacts on communication and relationships in teaching, and anxiety around technology use. The discussion concludes with implications for practice and suggestions for further research.

Classification: R15

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