

Education Update

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Websites

The World of Education <http://www.educationworld.net/> user friendly website provides links to jobs in education, world facts, education forums, a library, a web directory and a bookstore. The “world facts” link is particularly informative; it provides a database including every country on the globe. Once a country is selected, the visitor can get access to a country map and brief profiles on the geography, people, government, economy, communications, transportation, military and transnational issues for each country. The “forum link” directs the viewer to the Education American Network and Education Canada Network where various workshops on teacher-to-teacher and lessons, plans and curricula, can be found.

The [Internet Public Library Website](#) provides links to subject areas in Arts and Humanities, Business, Computers, Education, Entertainment, Health, Government, Regional, Science and Technology and Social Sciences. It also provides links to a Ready Reference database (almanacs, calendars, dictionaries) and a Reading Room (books, magazines and newspapers). The “regional link” directs the viewer to databases on history and travel and tourism by Continents/Region.

Journal Articles

Journal of Teacher Education (Volume 56: 2005 and Volume 55: 2004) has a number of interesting articles including:

Integrating Technology into Teacher Education: A Critical Framework for Implementing Reform by Valerie Otero, Dominic Peressini, Kirsten Anderson Meymaris, Pamela Ford, Tabitha Garvin, Danielle Harlow, Michelle Reidel, Bryan Waite, and Carolyn Mears [\[PDF\]](#)

The article “Integrating Technology Into Teacher Education: A Critical Framework For Implementing Reform” discusses the challenges of integrating technology into teacher education. According to the authors, teachers must be skilled in technology applications and knowledgeable about using technology in order to enhance and extend student learning. In this article, the authors present a model for technological change and also describe a critical framework to facilitate discourse among education faculty from which understandings of why, when and how to use technology emerge. Implicit in this model for technological change is a strategy for sustainability. The authors conclude that a shared vision about the role of technology in teacher education has not yet emerged in the field of education.

Teaching Under High-Stakes Testing: Dilemmas And Decisions Of A Teacher Educator by Rosemary E. Sutton

The article “Teaching Under High-Stakes Testing: Dilemmas And Decisions Of A Teacher Educator” reviews how an experienced teacher was forced to change her teaching strategies as a result of the introduction of the PRAXIS II: Principles of Learning and Teaching (PLT) tests, which are now mandated in Ohio. According to Sutton (2004), many of her students failed the PRAXIS II test when it was first introduced, because they were not good standardized test takers. She explains that as a result of the unsatisfactory pass rate on the PRAXIS II test, the Dean’s Office in the College of Education and Human Services encouraged the faculty to take the tests. Sutton (2004) notes that it was only after taking the test, that she realized that

she would have to alter her method of assessment, content and teaching strategies, in her education psychology courses to prepare students for the PRAXIS II tests. She concludes by noting that the implementation of PRAXIS II increased collaboration among faculty teaching education psychology at her University. Now instructors meet regularly to choose a common text book, share resources and discuss topics that should be incorporated into the educational psychology courses offered by the University.

Other interesting articles include

- Taking Stock in 2005: Getting Beyond the Horse Race by Marilyn Cochran-Smith [\[PDF\]](#)
- The Effect of Perceived Learner Advantages on Teachers' Beliefs About Critical-Thinking Activities by Edward Warburton and Bruce Torff [\[PDF\]](#)
- Shifting from Developmental to Postmodern Practices in Early Childhood Teacher Education by Sharon Ryan and Susan Grieshaber [\[PDF\]](#)
- Preservice Teachers Becoming Agents of Change: Pedagogical Implications for Action Research by Jeremy N. Price and Linda Valli [\[PDF\]](#)
- "Nadie Me Dijó [Nobody Told Me]": Language Policy Negotiation and Implications for Teacher Education by Manka M. Varghese and Tom Stritikus [\[PDF\]](#)
- Comparing PDS and Campus-Based Preservice Teacher Preparation: Is PDS-Based Preparation Really Better? by D. Scott Ridley, Sally Hurwitz, Mary Ruth Davis Hackett, and Kari Knutson Miller [\[PDF\]](#).

References

- Ford, P., Garvin, T., Harlow, D., Mears, C., Meymaris, K. A., Otero, V., Peressini, D., Reidel, M., Waite, B. (2005). Integrating technology into teacher education: A critical framework for implementing reform. *Journal of Teacher Education*, 56(1): 8-23.
- Sutton, R. E. (2004). Teaching under high-stakes testing: Dilemmas and decisions of a teacher educator. *Journal of Teacher Education*, 55(5): 463-475.