

**Pre-service teachers and media:
Past experiences and present practices**

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ABSTRACT

Today's students are incessantly "plugged in" to media such as film, television, and the Internet. Despite media's starring role, youth in the U.S. are not necessarily experts in critically viewing media nor is media literacy a standard part of the curriculum. Some advocates propose extending the definition of "literacy" beyond simply reading and writing (see Eisner, 1991; Friere & Macedo, 1987; Hobbs, 1997; Messaris, 1997; Reinking, 1998). However, the current lack of U.S. recognition of "media literacy" in education opens the possibility that pre-service teachers graduate from teacher preparation programs without the competencies or disposition to integrate media into the classroom.

The purpose of this study was to describe and to understand more fully the rationale that a secondary pre-service teacher uses to plan and implement "media" during his/her student teaching experience. To better understand this, I studied how pre-service teachers define and conceptualize media, as well as the reasons that influence their teaching decisions regarding inclusion or exclusion of media in support of their teaching.

Two pre-service teachers at the same high school, in different content areas (one in English; one in social studies), from the same university teacher preparation program, were the participants. This case study drew from and contributes to the literature in three areas: (a) "media education," (b) "pre-service teachers" and (c) "secondary teacher education" literature. Data collection consisted of 6 structured interviews, 13 observations, and extensive document review. Data were then processed through constant

comparative analysis. Findings describe more fully this particular case, investigating the pre-service teachers' past experiences with media and present media utilization in the classroom.

Two threads of discussion were provided. First, the participants' definitions of media and selection of media were largely based on media preferences and usage in their personal lives. Second, media, itself, was primarily described as a means to entertain and to engage students, not necessarily as a way to effectively reach the content learning objectives or for purposes of media literacy. Media was perceived as a useful tool by the pre-service teachers as they continued to develop pedagogical content knowledge as beginning teachers. Finally, personal and professional recommendations were drawn from the findings.

“The forcible writer stands bodily behind his words with his experience –

He does not make books out of books, but he has been *there* in person.”

- Henry David Thoreau, *The Journal of Henry David Thoreau, Vol. 3* (p. 276)

“What really matters is *what* you like, not what you *are* like. Books, records, films –
these things matter. Call me shallow. It’s the f***ing truth.”

- “Rob Gordon” (John Cusack), *High Fidelity*

“The reader of these pages should not look for detailed documentation of every word.

In treating the general problems of culture one is consistently obliged to undertake predatory incursions into provinces not sufficiently explored by the raider himself.

To fill in all gaps in my knowledge beforehand was out of the question for me.

I had to write now, or not at all.

And I wanted to write.”

- Johan Huizinga,

Homo ludens: A Study of the Play Element in Culture (p. x)

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To my three muses: Meg, Madelyn & Gracie

This is more than a shout out, more than a head nod; it is with sincere thankfulness and love that I acknowledge the following influences on my life (which is ultimately where my writing – and I – come from):

I thank, first and foremost, **GOD**, who has blessed me a thousand times over and with whom I would never have begun, let alone finish, this undertaking which has changed me forever. Martin Luther King, Jr. quoted a simple prayer from an unidentified elderly woman frequently throughout his sermons, “Lord, I ain’t what I want to be. I ain’t what I ought to be. But thank God Almighty, I ain’t what I was.” This dissertation process has forever changed me and thanks to God, hopefully, for the better.

Without **Grandpa** and **Grandma “Shorty”** (**Mr. Harry Prickett, Jr.** and **Mrs. Jeannie Prickett**) and **Grandpa** and **Grandma Rundio** (**Mr. Wesley Rundio** and **Mrs. Laura Rundio**), there would not have been **David H Prickett** and **Mary Lou (Rundio) Prickett**. And without David and Mary Lou Prickett, there would not have been me. For their amorous ways, I am thankful. Yet, biology alone does not begin to cover the multitudes of reasons that I thank my family.

I was raised in a family that valued education. My extended family (by birth and now marriage) is a family of educators. My grandmothers, my mother, my father, my two aunts, my brother, countless 2nd and 3rd cousins, my wife, and my mother-in-law all have been professional educators and administrators in their lives. The rest of my family have chosen other career paths, but have taught/still teach me daily.

Most of my childhood memories revolve around Oak Hill High School in Mier, Indiana, where my father taught Industrial Technology: the smell of sawdust, locker-diving the first week of summer vacation, sneaking under the Lecture Area stage, driving the “Jung mobile”, four-square, lying in the back of the station wagon in the parking lot waiting for Dad to come out the shop door for the official start of Spring Break, being promoted from Tee-boy to Ball-boy on a Friday night, and so on. Education was not only stressed as my number one job growing up; the physical space of school was not frightening – it was a playground. At the physical beginning of this dissertation and the realization of an academic goal achieved, it is with sincere love and gratitude to my family that I offer thanks.

Besides my family’s encouragement, there are numerous teachers throughout my educational career that have given me concrete examples of educators who care, who encourage, who teach, who impress, who strive – not only as educators but as human beings. In third grade, **Mrs. Delores Hale** was my teacher. While everything that I learned that year has long been assimilated into my psyche, I still remember fondly the attention that Mrs. Hale gave – not only to me, but – to every student in her class. In seventh and eighth grade, I was fortunate to have **Mrs. Sherry Furnish** as my English teacher. She influenced me not only in the beginnings of a profession but as a person. When a piece of my school newsletter writing was threatened with censorship, Mrs. Furnish stood beside me in the principal’s office arguing for my right to write. The article was printed. This moment – blown up and out – throughout my life, has become a defining moment. I witnessed the potential power of the written word. I witnessed a teacher willing to be an advocate for her student.

In high school, I was introduced to **Mrs. Marsha [McKinley] Vermilion**. Marsha will forever be intricately linked to my memories of high school. Marsha, I am proud to say, was not only my teacher but my friend. Getting me involved with the theatre is not Marsha's only legacy. It was during Marsha's class and her productions that I once again witnessed the power of a teacher who cared about her students – not only academically – but personally. Marsha's students were real life human being with feelings, thoughts, and ideas, which were shared and counseled. **Mr. Joe Weaver**'s British Literature class my senior year was my first foray into “serious” academic English. Mr. Weaver showed that academic study could be (and should be) challenging and that this challenge was in itself rewarding, and ultimately, enjoyable. From memorizing Chaucer's opening lines to hearing feedback over the Rolling Stones, Mr. Weaver stressed the importance of articulated thought through literary analysis and composition.

Ball State University's national claim to fame lies in three “famous” personalities: NBA star Bonzi Wells, *Three's Company*'s “Janet”, Joyce Dewitt, and late-night TV host David Letterman. However, for me, its value was and is not in the recognized alumni, but rather in the English and Journalism professors that shaped my undergraduate experience and the Education professors that shaped my graduate experiences, especially, **Dr. Lauren Onkey, Dr. Patti White, Dr. Bill Liston, and Dr. Maude Jennings**. Through a trip to Stratford, Ontario, Canada's Shakespeare Festival with a Shakespearean critic to an independent study of the Harlem Renaissance with a former Harlem resident to individual conferences at coffee houses discussing graduate school possibilities, these professors were exemplars in showing that education takes place well outside the four walls of a university classroom.

I have been privileged to work with and learn from several professors and colleagues during my time at Virginia Tech. There are numerous professors, who are no longer associated with Virginia Tech, that deserve a place in these acknowledgements. **Dr. Kathleen Carico** gave me, literally, the ability to pursue this degree – through a “back-door” assistantship and acceptance into the program. **Dr. Megan Boler** – another assistantship savior – provided an excellent example of a socially-conscious, politically-minded professor. She is someone who seeks to change the world – through education – for the better, for social justice. **Dr. Susan Groenke** was a fellow doctoral student when I started at Virginia Tech. I valued frequent closed-door “state-of-the-world” conferences and priceless advice about dissertations, classes, and so on. **Tammy Wallace**, fellow doctoral student, without whom the first two years of this program would not have been nearly as enjoyable, was a ride, a partner, and a comrade-in-arms. Fellow doctoral student, cheerleader, clown, massage therapist, extraordinaire **Ann Roberts** has the amazing ability to exude caring for everyone and everything. I took three qualitative research courses with **Dr. Melanie Uttech** during her time at Virginia Tech. If she would have taught more, I would have signed up in a heartbeat. Not only was Dr. Uttech a gifted educator, able to clearly articulate and teach qualitative research and theory, but she was also another example of an educator who truly cared about her students as individuals, as colleagues, and as human beings.

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The goal of any academic pursuit, especially a dissertation, can be seen in a variety of contexts: flaming hoop jumping, vast society changing, obvious profession entering, and so on. Thanks to my dissertation committee, an amazing variety of personas, qualities, concerns, and lives, all goals and contexts have been emphasized, articulated, and modeled. First, two former committee members provided priceless encouragement and direction during this dissertation process. Always willing to offer help and a positive word, **Dr. Ann Potts** was a much needed positive force throughout my stint at Virginia Tech and this dissertation in particular. **Dr. Carol Bailey**, with insight and clarity (and seemingly always with a student's needs at heart), has been yet another example of someone for me to model a caring, concerned, student-centered professional persona.

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experience, I can honestly say that there were three University courses in my career as a student that changed me. One of these courses introduced me to **Dr. Paul Heilker**. I have become a different and better writer, continuing to strive to be a cow – ruminating. If ever there were a role model for a professional career it is **Dr. Pat Kelly**. I am forever grateful for her insight, questioning, and encouragement during preliminary and prospectus hearings.

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In the middle of this dissertation, a personal journey of three years culminated. There is nothing like flying thirteen plus hours, traveling halfway around the world, experiencing an entirely new culture, being handed the most beautiful little girl, and told that you are now a family, to put this entire dissertation process into its proper perspective. After three years of waiting, paperwork, governmental procedures, and more waiting, my wife and I were finally able to travel to China to become a family with our daughter, **Madelyn Virginia Zi Prickett**. Ultimately, she will be what I remember of this entire dissertation process.

Our first “child,” **Lady Dulcinea St. Grace** or **Gracie**, as she is known, is a seven year old black Great Dane with long drooping ears. She is quite possibly the gentlest soul

I have ever known. Through her, I have a daily role model of taking life in stride; relaxing often; and ultimately, loving unconditionally.

Finally, **Dr. Mary Margaret “Meg” Webber**, my wife, wrote one of the most beautiful acknowledgements (about me) in her dissertation. An equal or *better* response is impossible. Despite my hours of work on this particular acknowledgement, I am sure that these words will not do justice to my heart – of that I am sorry. . .

I still cannot believe that I will watch snows fall, flowers bud, suns shine, and leaves turn while holding your hand. I will never forget beginning *us* under falling stars. The ring on my left hand that I turn round and round out of habit is a constant reminder of a promise of a lifetime together. You have supported me, nourished me – financially, intellectually, spiritually, mentally, physically. To borrow from the immortal genius of The Beach Boys, truly, “God only knows what I’d be without you.”

My life has been enchanted because of you. The everyday is cherished – sitting, talking, eating, watching, reading, cleaning, etc. become astonishing events in your presence. To write a dissertation is supposed to be an extraordinary feat accomplished by only a small percentage of people. Yet, with your support and love, I am writing the final lines – the final words – as if this were a commonplace note, scribbled on a card and placed in a sack lunch. Thanks to you – a document that overwhelmed is accomplished; a life that continues is amazing. I pray that for the rest of our lives together – in this world and the next – you feel as sustained, as prized, as loved as you make me feel day after day.

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Preface

It just hit me. A breakthrough? A starting point? It is 3:03 p.m. on September 15, 2004. I am sitting in the Mill Mountain Coffee and Tea Shop in Blacksburg, Virginia, with library books, a yellow legal pad, a chipped diner coffee cup still steaming with Mill Mountain Coffee - black, and my laptop covering the marble tabletop. Plugged into my laptop listening to a downloaded MP3 version of Hawaiian singer Iz's cover of "Somewhere over the Rainbow/What a Wonderful World", I can faintly hear the world music (Caribbean-esque, I believe) being played over the coffee shop's speakers. I'm plugged in – jacked in – I realize, like a character from *Feed* or *The Matrix*.

While reading the young adult book, *Feed*, in-between classes, a professor who was familiar with the book, questioned how I was reading. At the time, I was listening to my MP3 player while reading. *This* is what media¹ has done. I did not connect the futuristic apocalyptic text detailing a life where everyone is "jacked in" through a feed in their head and my own current state of being plugged in. This is the "reality" – but whose reality? Mine? Students? Adults? Everyone?

Reflecting now, I realize that I must have something going on – WHITE NOISE – in the background whenever I can: alone in my room, reading, watching TV, cleaning the house, mowing the yard, driving in my car, and so on. I must have a media feed.

This fits in to this study, but how? What do I want to learn? Am I alone? Am I scared about this revelation? Is it a revelation? THIS IS PART OF IT! Being plugged in – the realization of being plugged in (unconsciously).

¹ Though the term "medium" is singular and the term "media" is plural, I will follow the conventional usage in the literature which addresses "media" as if it were singular throughout this work.

“The fact that the media have remained *outside* the school curriculum at the same time as they have come to dominate so many aspects of our society, and, indeed, our individual consciousness, is a tribute to their power to influence us on levels of which we are unaware” (Ontario, 1989, p. 5). But has the media remained *outside*? What about Channel One? The last classroom I taught in was equipped with a television, VCR, Internet access, computers, and a radio. Media was definitely *in* my classroom.

MP3. Cell phone. Ipod – even easier – smaller – more portable – wireless. This is the crux – 15 years after the Ontario quote.

So what?

Is this answered, at least, partially? Yet, I’m still plugged in. I don’t unplug. Why? I need to figure it out for myself. *I* must be aware, too. I must be aware, as well, on how the media influences *my study* (also, reflect on my teaching inclusion of media – *honestly*). My story intertwined with theirs – I cannot see how I can separate the two.

Two weeks later, I attack the keyboard on my laptop, editing the scrawled red ink from my dissertation journal to this more acceptable and professional format. I am trying to catch this revelation, adjust it, and add to it. I believe that these frantic scribbles in my journal introduce my connection toward and with media. I have spent hours researching the various topics and subtopics that relate to this work and in the background of this research whether at home or in Newman Library, I have had MP3 music (Ben Harper, Dave Matthews, BB King, etc.), television (*West Wing*, *Daily Show*, *TODAY show*, etc.), film (*The Matrix Trilogy*, *High Fidelity*, *Love Actually*, etc.), radio (NPR, K92, Q99), and Internet flowing and ebbing alongside every step along the path.

CHAPTER 1

INTRODUCTION

Statement of Interest: My Experiences with Media

As a teacher in the U. S. secondary school classroom, I have had many experiences with media. The following three examples are those that have had the greatest impact on my interest in the role of media in education. These experiences—in particular—represent how media can be blocked, mandated, or filtered in the classroom.

Media Blocked

The lack of U.S. recognition of media literacy in education opens the possibility that both grand-scale events and day-to-day teaching moments are not captured and interpreted in the classroom as part of media literacy. For example, on September 11, 2001, I was a high school English teacher in a small suburban city in Virginia. I, like many others, remember exactly where I was when I heard the first report of the terrorist attacks on the World Trade Center. Every classroom in our high school was equipped with a ceiling mounted television (an obvious example of the potential of media to infiltrate the classroom). I sat in my empty classroom during my planning period watching in horror as the United States of America and the world seemed to change forever before my eyes.

In addition to my responsibilities as an English teacher, I was also the school newspaper's adviser. Knowing that I would have ten newspaper students later that day eager to discuss not only the attacks but the way journalists were covering the attacks, I watched the media coverage closely. I wanted to be able to discuss the many different ways in which the media was covering the tragedy, as well as the information being given

about the tragedy. Thus, I was fascinated with the media coverage of the event as much as I was horrified by the images of death and destruction on the screen.

As the events of 9/11 unfolded, teachers in my school stopped their prepared lessons and turned on their televisions to not only witness this national tragedy, but also to prepare each student for an event that would surely change the world in which he/she lived. Leaving the isolation of a planning period, I joined a class of seniors and their teacher watching the news. Several times throughout the remainder of the class period the teacher or I would answer questions that were raised by the students, calming their fears and discussing their concerns.

Shortly after the events began to play out, each teacher was informed (via both email by the principal and in-person by an assistant principal) that we were to shut off the televisions and return to teaching our prepared lessons. We were in no way to discuss the events or give updates throughout the remainder of the school day. I was dumbfounded. How could we miss this opportunity for witness, discussion, analysis, and critique of such life-altering events and the subsequent handling of the events by the media, the policymakers, and the law enforcement? I was even more dumbfounded when the teachers received an email from the superintendent informing us of the reasoning behind the decision to ignore the events. The superintendent informed us that because there were no attacks *in Virginia* that we should not upset the students. [*Note: The Pentagon, which was also attacked on 9/11, is in fact located in Virginia*].

The next day it became even clearer what a disservice we had done to our students. My students in all of my classes raised questions concerning the potential for war and the draft, the religion of Islam, and the continuing conflict in the Middle East.

My students wanted – needed – to discuss the events and the potential aftermath of 9/11. In my classes, despite the censure the day before, my students and I spent the next day discussing potential reasons for the attacks, discussing the facts of what did happen the previous day, discussing what the media portrayed, and discussing what these events meant for the future. It was obvious how desperately the students needed to discuss the events and sort out fact from fiction, reality from myth, and information from misinformation. The school missed an opportunity – an opportunity to not only inform our students of what was happening in *their* world, but also an opportunity to discuss and analyze events, as well as the continuous coverage given to the events that did (and still do) affect our students' lives.

Media Mandated

Another example of media's lost potential occurred several years earlier in my first teaching job within the state of Virginia. I was in a rural high school teaching American literature. Having worked for the past three years as a Math/English remediation teacher in Indiana, I was excited to have the opportunity to teach American literature – the content area for which I had the most training and interest. Some of my excitement faded however upon receiving two directives from my principal regarding media in the classroom. The first memo that I received stated that every day during first period I was to turn on the television in my classroom and make my students watch Channel One. I had never before heard of Channel One. I quickly discovered that Channel One was a news program geared toward a high school audience. I also quickly discovered that Channel One had a contract with the school which stipulated that in exchange for the televisions in the classrooms the school promised that each morning Channel One would

be viewed by the entire school body in their first period class. I was uncomfortable with the arrangement – as are others (see Boler, 2003; Giroux, 1994; Hobbs, 1998a).

When the appointed time came, I (like every other teacher) turned on the television to watch the news. I was even more uncomfortable with the process when I discovered that Channel One included commercials at the beginning of and half way through the ten-minute newscast. The commercials ranged from Pepsi to acne cream to the United States Army, Navy, and Air Force. One of the most upsetting aspects, for me, of Channel One's blatant advertising was the fact that the commercials were daily played to a captive audience of high school students unable to turn off the television or even change the channel. Though in my first period class, I made an effort to discuss the advertising component of Channel One there was never a directive or support to do so from the administration or a widespread praxis of this in other classes. Again, we, as a staff, missed an opportunity to discuss and analyze the images, the text, and the circumstances in which the commercials and the news was presented, formatted, and delivered.

Media Filtered

The second memo that I received was even more displeasing because of its preemptive censoring of media for educational purposes. As a general rule, the principal banned the use of all film for instructional purposes. If a teacher felt strongly enough about using a film then he or she could petition the principal in writing. The form, created by the principal, asked for several items including the film's title, synopsis, running time, and rating, as well as a rationale for using the film and the amount of class time warranted for such a viewing. I tried to petition for viewing a ten minute scene of *Monty*

Python and the Holy Grail as an introduction to the King Arthur legend (a suggestion of the required textbook for tenth grade English) that met with disapproval. With no formal education in media or media education, my own high levels of interest with media and popular culture have always been the catalyst for inclusion (when possible and appropriate) of media in my classroom. In this particular case, *Monty Python and the Holy Grail* was suggested by the school's approved teacher's textbook as an excellent resource with high student interest to introduce the Arthurian legend. The textbook suggested that by interacting with this comedy, students would be presented with a satirical, contemporary take on the legend which would be enjoyable to watch. This, theoretically, would create a higher level of interest in the topic of study for my English students.

I am aware of three teachers who tried to petition for a film during that school year. In two cases, the reasoning behind the teachers' requests was using a segment of a film version of a text (already read in class) as a way to compare and discuss the differences in medium – print and film. The other teacher, a Spanish teacher, requested showing a film in Spanish as a way for students to hear and see Spanish used in context. In each instance, the reply from the principal was short and to the point. In red ink, the principal wrote on each formal request, "NO." I, too, received this reply for my petition. When one adventurous teacher asked for further clarification after being denied the right to use film, the principal responded that the reason that he did not allow films was simple – he didn't like them because his son in elementary school had a teacher who had shown Christmas movies before Christmas break. Thus, films were seen as peripheral to real teaching and learning. In not being open to the potential of media to enhance learning, I

believe, this administrator missed an opportunity – an opportunity to not only enlighten students’ learning of content through a varied format (i.e. film), but also an opportunity to open a dialogue with faculty regarding appropriate uses and techniques for the incorporation and utilization of media in the classroom.

Background of the Problem

In the previous shared experiences one caveat becomes clear. The administrator’s view of media, whether politically or socially motivated I do not know, changed the possibilities that I, as a teacher, had for utilizing media in the classroom. Coupled with the assumption that media was a peripheral or non-integrated component of the curriculum, blocking, mandating, or filtering specific media was a rarely challenged administrative right. In all three examples, an administrator’s view of media (as dangerous, as value-neutral, as entertainment or irrelevant) affected *my* experiences with media as a teacher and ultimately, I believe, the potential for learning by my students.

As previously introduced in the Preface, I am a child of popular culture. I grew up with film, television, and radio as an important part of my life. As a college student with the popular introduction of the World Wide Web, I added the Internet to the realm of my popular culture media influences. During my experience as a secondary teacher, I frequently incorporated media into my lessons despite, like the pre-service teachers in this study, not having any specific training in media literacy or media integration. The only preparation that I had was self-directed through readings and research.

For me, media was a way to connect with the students, to engage the students, but it was also a way for me to have them interact and dissect another medium, particularly the visual media of television and film. Whether comparing the differences between a

scene from a film version of *The Adventures of Huckleberry Finn* and a portion of the novel or having students write and act their own script from a short story, I frequently brought media into the classroom. Now, when reflecting on my first five years as a high school teacher, I wonder if I used media as effectively as I could have. Were there times when I showed a film strictly as an entertaining reward? I am sure that there were. Were there times where I did not fully incorporate media into the lesson? I am sure that there were. In retrospect, I could have made better use of media in my own classroom. However, even as a beginning teacher, I was making a concerted effort to plan for and incorporate media effectively in the secondary English classroom; now, I strive to integrate media effectively in the collegiate classroom.

Reading through the literature, my own personal experiences are retold, in spirit, by others—including students. For example, school boards and administrators are also placing firewalls on Internet access. In a June 14, 2001 article on Salon.com, a seventeen year old senior in the Tustin Unified School District in Orange County, California, Daniel Silverman, wrote about his experience when his school set up their Internet capabilities. As a member of the “Digital High School planning committee” Silverman was involved with some of the discussions and implementations of the Internet at his school. Once the Internet was running, Internet blocking software was quickly put in place by the administration with only marginal success, according to Silverman,

Because the idea of objectionable content is so ill-defined and so variable, no one on the school or district level wants to take responsibility for what is and is not blocked. (Silverman, 2001)

In protest, Silverman setup a proxy server that allowed more access to the Internet to faculty, staff, and students. When the school found out about this, it removed the proxy server, revoked Silverman's Webmaster status, and banned him from using the school's computer system (Silverman, 2001).

In a study released by the Electronic Frontier Foundation (EFF) and the Online Policy Group (OPG) in 2003, the researchers examined nearly a million web pages. The researchers explored the accessibility of information related to state-mandated curriculum topics within public schools that operate Internet blocking software. Using N2H2's Bess and SurfControl's SurfControl, recently two of the most commonly used Internet blocking software products, the researchers searched the web for “text taken directly from the state-mandated curriculums of California, Massachusetts, and North Carolina” (Electronic Frontier Foundation, 2003). The researchers found that such web pages as Multicultural Folk Dance Videos, Poetry-making and Policy-making: Magic and Image-building, Maryland Mental Health Online, Abraham Lincoln Inaugural Address, History, Science and Consequences of the Atomic Bomb, and so on, were all blocked despite having nothing traditionally defined as objectionable (such as pornography or obscenity) located within the site. Thus, an administratively mandated Internet filter can limit access to even traditionally accepted topics and tools.

In the previously shared experiences, an administrator's view of media influenced my teaching and students' learning. By censoring what media was allowed or required in my classroom, the administrator effectively reduced, even negated, one of my presumed roles as a teacher – that of decision maker. I was not allowed to facilitate the learning that I knew could come from effective teaching techniques (like utilizing film and discussion

and analysis of film) through my training as a teacher and own experience as a student. Though frustrating at the time, these experiences with administrative directives around media in the classroom collectively created a focused interest for me on the role of media in the classroom. With media so present in our lives, why weren't we utilizing media more effectively in our schools?

Statement of the Problem

Today, we live in a visual, multi-mass informational media society; our written information is no longer in print—or hard copy—alone. Info-graphics are clearly visible on almost every front page of a newspaper and such newspapers also have Internet sites. Television actors are receiving a million dollars plus per episode because of the viewing public's desire for the show to continue running (i.e. *Friends*, *Seinfeld*, and so on). Television networks are airing commercials that equate television characters as audiences' personal "friends." Millions of people – young, old, rich, poor – stand in line for hours to get tickets to the latest *Star Wars* film. It is possible to *Instant Message* around the world on the Internet using a new shortened, visual form of language: "Great joke. LOL ☺." Our students are coming to school with a variety of literacies being played out daily via film, television, Internet, popular culture, and so on. This diversity and prominence is documented in the 2005 Pew Report on *Teens and Technology* which illuminates how young people have access to and regularly use a variety of technologies in their everyday lives (Lenhart et al., 2005).

Based on these varieties of "literacies", arguments are being made for the continued expansion of the definition. Some advocates are proposing an extended definition of "literacy" beyond simply reading and writing (see Eisner, 1991; Friere &

Macedo, 1987; Hobbs, 1997; Messaris, 1997; Reinking, 1998). Media is now an integral part of our world. With this in mind, I believe that educators need to reflect upon the following question: are we preparing our students to be “literate” in the full sense of the word, if we do not plan and use media purposefully in the classroom to teach our students to consume it critically?

Power of Media in the Classroom

Now that I am once again an instructor and a student, I have an opportunity to dissect questions pertaining to “media literacy” in the secondary setting. My status as student also provides me with both the time and the opportunities to examine the role of media literacy outside of my own perspective and classroom experience. For example, during my graduate studies I participated in Dr. Megan Boler’s *Schooling and Diversity* course. Throughout the semester, Boler led discussions about the hegemony of an educational system, particularly in the United States of America. By the end of the semester, I was even more interested in the potential power in education to enlighten and expose students to the forces of power and control in a society, especially through the workings and power of the media.

Regardless of whether or not the students are fully engaged in whatever media is being used in their classroom, I realized throughout Boler’s course that if we, as educators, do not highlight the variety of decisions and strategies that are made in the creation of film, for example, we are not properly preparing our students in the multiple “literacies” that exist. This is true as well of systems of governments, of businesses, and of schools. For example, after a class discussion regarding “hegemony” as a core concept of diversity, Boler led an activity where the class offered different forms of societal

control. The whiteboard slowly filled with such groups and concepts as “government,” “schools,” and “media.”

As an instructor with experience in both the secondary education classroom and teacher training classroom, I have witnessed countless students unconsciously switch into, what I call, the “popcorn drool” stare when a film is introduced in my classroom. Such students exhibit a lack of full engagement through one or more of the following: not watching the screen, having no—or little—facial change expressions, slumped posture, absence of note taking, and/or lack of interest in commentary during or after the film. Thus, there is no clear observable evidence of the student actively being engaged with the film. In contrast, students who appeared to be more engaged with the film were watching the screen, leaning forward, taking notes, orally commenting on the action, changing facial expressions, and so on. These students in the “popcorn drool” state seem not to be critically consuming media, but instead, letting it wash over and around them. They are—to some degree—still seeing and hearing the film’s message; however, one is left wondering how likely are these “popcorn drool” students to go beyond the content of the media presented to question the producers, deliverers, and agendas inherently within media production?

In my eleventh grade American literature course, the theme that I developed was for the students to investigate their own definition of what it means to be “American.” As part of this course, each grading period the students were assigned the task of choosing, watching, and analyzing a film from the American Film Institute’s 100 Greatest American Films list. We would discuss the importance of such films on recent American literature, American television, and even the American psyche. This was done in an effort

to help the students expand their definition of what it can mean to be “American.”

Though the media, itself, was predetermined (film), the students were offered a choice as to selecting from a list of 100 films.

Offering students choices in assignments and projects is a priority in my classroom. When I was teaching the American Literature course at the secondary level, the students were always given a choice of projects to choose from for their novel assignments. One such assignment was to create a musical soundtrack for *The Scarlet Letter*. Several students created such a soundtrack, including the creation of liner notes explaining their choice of music in terms of the novel. Alternative assignment options included designing a book cover for the novel or artistically depicting one of the novel's pivotal scenes. Planning and implementing integrated media learning opportunities for my students was important to me during my secondary teaching stint, in part because of my personal interest in media. Therefore, through personal and professional experiences with media such as these, my interest in studying how other teachers (in this case, pre-service teachers) use media in the secondary classroom is founded.

Media education, however, is neither a priority nor a “hot topic” in U.S. education, K-12 or teacher training. One reason for this discrepancy may well be the political effect of media literacy’s lack of coherent definition (which will be discussed in greater length below). This lack of consensus definition by the public and by the profession causes media literacy to become in a sense invisible. This invisibility however does not relate to the role of media, itself, in the United States of America.

Media Literacy in U.S. Secondary Classroom

Media is an increasingly prominent part of growing up in the U. S. Despite this starring role with today's children and young adults, youth in the U. S. are not necessarily experts in critically viewing media nor is media literacy a standard part of the curriculum. The following section explores these presuppositions.

Increasingly Pervasive Nature of Media

Justified as part of being modern, media's images and sounds flood our senses at a rapidly increasing rate. Historian James Taylor Adams, writing in 1931 before the invention of television, VCRs, or the Internet, decried this influx of "modern" speed in his book entitled *The Tempo of Modern Life*,

Whether any more "events" are happening in the universe now than in earlier times would lead us into unfathomable bogs of metaphysics, but for our purpose it is enough to grant that more events are happening to each man of which he is conscious. In other words, a resident of New York today is getting more sensations and of a more varied sort than the Neanderthal or early man of several hundreds of thousands of years ago. Owing to this number and variety of sensations and his constantly shifting environment, modern man is also called upon to make a far greater number of adjustments to the universe than was his remote relative in the caves and forests of Germany or Java. It is the number of these sensations and adjustments in a given time that makes the tempo of life. As the number of sensations increase, the time which we have for reacting to and digesting them becomes less . . . The rhythm of our life becomes quicker,

the wave lengths to borrow a physical concept, of that kind of force which is our mental life grow shorter . . . [S]uch a life tends to become a mere search for more and more exciting sensations undermining yet more our power of concentration in thought. Relief from fatigue and ennui is sought in mere excitation of our nerves, as in speeding cars or emotional movies.

(pp. 85, 90)

Or high-speed DSL, broadband Internet. Or micro-super computers. Or MP3 players. Or HDTV. Like Tom Cruise and Anthony Edwards' characters in *Top Gun*, the media's impact on our lives seems to go by quicker and quicker: "I feel the need – the need for speed."

Media is the third largest contributor to the United States of America's economy, behind weapons and aircraft (Valenti, 1992). Sales of United States' television, movies, and videos by the mid 1990s were over \$18 billion abroad (Sandalow & Lochhead, 1993). According to Federman (1996), U.S. customers of media spent nearly \$56 billion in the mid 1990s: \$5.4 billion for movies; \$23 billion on cable TV; and \$12 billion on music (p. 23). In 1995, one out of every four U.S. consumers owned a computer in his/her home (Escobar & Swardson, 1995, p. 17); that percentage increased to 51% by August 2000 (U.S. Census Bureau, 2001). According to the United States Census Bureau, in 2005 there were 14.1 million computers "available for classroom use" in the country's elementary and secondary schools (U.S. Census Bureau, 2005). Long-term users of the Internet (having surfed for more than four years) report that they are online for more than two hours a day (Gitlin, 2001). In 2004, 87% of 12-17 year olds used the Internet; 51% of that subset of internet users went online daily (Lenhart et al., 2005).

Additionally, in 2000, \$244 billion was spent on advertising to potential customers (McEwen, 2001). YouthStream is an advertising company that places advertising in 7,200 high school locker rooms, supposedly selling to some 70% of United States of America high school students (Gitlin, 2001, p. 69).

This dominance of United States' media, not only nationally but also internationally, is one reason typically given for the international emphasis on media education that goes beyond mere simple viewing (Gitlin, 2001). Gitlin argues that the United States of America's creations of popular culture and media is in essence the creation of a global language:

American popular culture is the closest approximation today to a global lingua franca, drawing the urban and young in particular into a common cultural zone where they share some dreams of freedom, wealth, comfort, innocence, and power – and perhaps most of all, youth as a state of mind.
(p. 178)

Trying to teach international students about United States' media and culture is a way for the international community to protect their local communities and students. Over time the international pedagogy switched from protection against media to analysis of media (Masterman & Mariet, 1994). In the United States, however, media education research is still concerned with the effects of media on students, especially children, and not on the analysis of media.

Regardless of whether one argues that the effect of media on children is positive, negative, or mixed, children are loyal to the medium. Boler (2003) suggested that student loyalty to media is present at a young age. In a recent article about teacher education and

critical approaches to popular culture (i.e. mass media), Boler wrote, “By recognizing that young people engage—often more widely, frequently, and knowledgeably than adults—with popular cultural media and content, one begins by recognizing that young people are *potential experts* [italics added] in the curricular of popular culture” (2003, p. 18). Being familiar—greatly familiar—with media, Boler suggests, gives young people the background to become experts; however, exposure—by itself—does not make them “experts.” I am hesitant to use the word “expert” when discussing children’s relations to media. Despite the tremendous amount of contact with television, radio, Internet, and film, exposure alone does not equal expertise or even understanding for that matter. For example, in a 1991 survey, children ages 4-6 were asked, “Which do you like better, TV or your daddy?” Fifty-four percent of the respondents said, “TV” (Berkeley Pop Culture Project). Simply preferring television over one’s father – or having multiple experiences viewing television – does not make one an expert. The children are not schooled in the workings of television – mechanically or socially. Therefore, they are not critically consuming or experts of media. Maybe the child is becoming an expert consumer, but not a critical, knowledgeable user. As media literacy advocate Renee Hobbs (1997) wrote,

Our students are growing up in a world saturated with media messages, messages that fill the bulk of their leisure time and provide them with information about who to vote for and what consumer decisions to make. Yet students receive little to no training in the skills of analyzing or evaluating these messages, many of which make use of language, moving images, music, sound effects, special visual effects and other techniques that powerfully affect our emotional responses.

With this early loyalty to media product comes the need for a media education curriculum that starts at a young age.

Ultimately, most of the discussion of media, even within the context of education, has taken place outside of the classroom. As the literature review process will make evident (see Chapter 2), the literature is plentiful in regards to theoretical discussions about media and schooling but lacking in accounting for actual practice. For example, though writing about media, children, and schooling, Giroux (1994, 2002) and Chomsky (1988) give little evidence of actually entering into the schools. Therefore, the theories of media, culture, and school do not tell us what is going on in the physical classroom. Instead, it is as if they are looking through a curtained window. Along the same line, there are many texts discussing media's influence on children (Buckingham & Bragg, 2004; Comstock, 1991; Fisherkeller, 2002; Livingstone, 2002; Sternheimer, 2003) but without any substantial discussion of the influence of the media or popular culture on teachers (Weber & Mitchell, 1995). In fact, in one text investigating the influence of popular culture on children, the only entry in the index for "school" dealt with "School shootings" (Sternheimer, 2003, p. 268).

In general, media is a pervasive and well-funded presence in the lives of those in the U.S., beginning in one's youth and continuing throughout adulthood. Regardless of media's presence inside and outside of the classroom, the U.S. has yet failed to make the analysis of media a classroom focus. Whether by administrative interference or lack of teacher preparedness, students continue to receive little—or no—planned training from their teachers in learning how to critically evaluate and utilize media. This lack of purposefully and thoughtful inclusion of media literacy – coupled with youth's devotion

to media itself – amounts to a competency gap that is not being addressed by the educational system.

Starring Role of Media with U.S. Youth

Todd Gitlin in his book *Media Unlimited: How the Torrent of Images and Sounds Overwhelms Our Lives* (2001) discusses the current state of media saturation,

Collectively, the main ‘effect’ of media saturation is that we live – we have no other choice – in societies whose people while away countless hours watching television, listening to recorded music, playing video games, connecting to the Internet, and so on unto the next wave of technologies. (p. 9)

Though modern media has many formats, television is the dominant force. In Canada, television line-ups were 75% U.S.-produced programs (Crary, 1995). In the U.S., Americans spend more than twice the amount of time watching television than they do socializing (No excuse, 1997). Estimates indicate that the average child in the U.S. spends 100 hours more a year watching television than being in school (Boler, 2003). In a 1999 study of American households, researchers discovered that the television set was on more than seven hours a day (Gitlin, 2001). According to a Kaiser Family Foundation study, on a typical day 81% of 8-18 year-olds will watch television; 74% will listen to the radio; 68% will listen to a CD, tape, or MP3; and 54% will use a computer (Rideout et al., 2005). The Pew Report on *Teens and Technology* states that 84% of their respondents owned at least one personal media device (i.e. a desktop computer, a laptop computer, a cell phone, or a personal digital assistant) (Lenhart et al., 2005, p. 9). One study of

college and university freshmen and seniors found that 90.1% report owning a cell phone (Kvavik & Caruso, 2005, p. 13).

In a national survey of the United States of America, kids (ranging in age from 2-18) were asked about living with the media, literally. The survey discovered that an average American child lives in a household with 2.9 televisions, 1.8 VCRs, 3.1 radios, 2.6 tape players, 2.1 CD players, 1.4 video game players, and 1 computer (ctd. Gitlin, 2001, p. 17). Gitlin (2001) warns however there is a problem with this sort of survey; these statistics are at best “crude” as they only register what people reply they spend. There is no actual physical documentation of this survey. The number for all that we know could indeed be a much higher saturation. Gitlin (2001) also points out that this survey does not take into account interactions with billboards; TVs in bars, restaurants, and/or schools; muzak in shopping malls and elevators; magazines at doctors’ offices or bookstores; digital displays on gas pumps; or ads on the sides of buses or tops of cabs; and so on.

Purpose of Study

Based on my own experiences with media in the classroom and my initial research on the topic, the purpose of this research study is to describe and to more fully understand the rationale that secondary pre-service teachers use to plan and implement “media” during their student teaching experience. By investigating the pre-service teachers’ past experiences with media and present expectations of media utilization in the classroom, I collected a wide range of information regarding media in the classroom. The research study addressed the larger, overarching question: How is media perceived and utilized by pre-service teachers in the secondary classroom?

The research questions that directed this study are as follows. The first question inquired about the pre-service teacher's background with media. The second question focused on the implementation of media by the pre-service teachers in the classroom setting. My specific research questions were:

1. How do pre-service teachers define and conceptualize media that they consider appropriate for their classroom?
2. How do pre-service teachers integrate and utilize media in the classroom?

This qualitative case study of the use of media by a pre-service teacher during student teaching drew from and contributed to “media” and “media education” literature.

In order to understand the place or absence of media literacy in the secondary classroom, I think it is important to define and problematize “media literacy” as a concept and as a topic of study. Therefore, in the second chapter I will offer an investigation of the expansion of the term “literacy”, as well as the history of “media education” nationally and internationally. I will also discuss the gap in the literature regarding pre-service teachers and media. While there are numerous texts and textbooks dealing with media, this information tends to be either theoretical or practical in nature. The lack of research on pre-service teachers and media seems to offer an excellent breach for this study to enter and further the literature.

CHAPTER 2

REVIEW OF THE LITERATURE

The importance of the literature review is to highlight the most essential material rather than showcase a plethora of writings (Meloy, 2002); therefore, the literature in this chapter has been selected as that which is most relevant for this specific case (Rudestam & Newton, 1992). This review of the relevant literature will begin with a discussion of the sociocultural framework underpinning this study. Next, the literature appears in the following order. First, the needs of media literacy are explored through an examination of the state of media literacy in this country and abroad. This section includes the need (a) for an acknowledged expansion of the term “literacy”, (b) for an accepted definition of the term “literacy”, (c) for an established prioritization of media literacy, and (d) for a standardized curriculum of media literacy. Finally, examining pre-service teachers’ inquiry and utilization of media in the secondary classroom will conclude the literature review.

Sociocultural Framework

As Warschauer (1997) declared in his argument for a sociocultural approach to literacy, “a proper understanding of the emergence of literacy has to take into account broad social, cultural, and historic trends related to the significance of reading and writing for human cognition and communication.” I see the same trends and interactions (social, cultural, and historic) as a way to analyze and obtain a proper understanding of pre-service teachers employing media in the classroom.

Sociocultural theory also seems to lend itself toward qualitative methodology. At the end of his introduction to *Sociocultural Theory and Second Language Learning*,

Lantolf (2000) cites Luria's rationale for, what I believe, is one of the more important aspects of sociocultural theory,

Because sociocultural research seeks to study mediated mind in the various sites where people engage in the normal activities affiliated with living, it undertakes to maintain the richness and complexity of 'living reality' rather than distilling it 'into its elementary components' for the purpose of constructing 'abstract models that lose the properties of the phenomena themselves' (Luria, 1979, 174). On this account, explanation of human activities is about observation, description, and interpretation guided by a theory that is careful not to compromise 'the manifold richness of the subject' (Luria, 1979, 178). As Bruner, in his introduction to Luria (1987), puts it,

Explanation of any human condition is so bound to context, so complexly interpretive at so many levels, that it cannot be achieved by considering isolated segments of life invitro, and it can never be, even at its best, brought to a final conclusion beyond the shadow of human doubt (Luria, 1987, xii). (Lantolf, pp. 18-19)

It is the context of the pre-service teachers' place in the secondary field experience classroom that gives perspective to this study. By focusing on the pre-service teachers' practice of teaching during their student teaching experience, I seek to understand the relationship between their planning and implementation of media and the cultural, social, and educational settings of their lives, their schooling, and their student teaching.

Sociocultural theory draws heavily on the work of Russian psychologist Lev Semyonovich Vygotsky (1962, 1978), as well as later theorists (see, for example, Wertsch, 1991, 1998). In the sociocultural domain, the histories of human culture(s), specifically different tools' and artifacts' influences and effects on mediated human activity, are studied (Lantolf, 2000). According to Tharp and Gallimore (1988), the sociocultural perspective

has profound implications for teaching, schooling, and education. A key feature of this emergent view of human development is that higher order functions develop out of social interaction. Vygotsky argues that a child's development cannot be understood by a study of the individual. We must also examine the external social world in which that individual life has developed . . . Through participation in activities that require cognitive and communicative functions, children are drawn into the use of these functions in ways that nurture and "scaffold" them. (pp. 6-7)

These scaffolds are support mechanisms that, for instance, pre-service teachers, teachers, and parents, can provide to help students successfully perform the assigned task.

Teachers, themselves, can be scaffolds as they model, demonstrate, or guide a student through an activity.

One way that students can be supported is through the use of tools. This theory assumes that human activity, both physical and mental, is never solitary. Instead, it posits that human activity regularly, if not always, uses tools, concepts, and systems created and modified within specific social, cultural, and historical frameworks (Cole, 1996; Wells, 1999; Wertsch, 1998). Vygotsky theorized that humans do not act directly on the physical

world; instead human beings rely on tools (physical and symbolic) to mediate our relationships with the world and with each other. The act of going to school, itself, could be a technology or tool, according to Lemke (2005) in “Re-engineering Education in America,”

a technology is not just some material devices, but also a particular way of using those devices for a purpose. A device can be small like a pencil, or large like a rollercoaster or a school.

For Lemke, schooling is just another tool in which to interact with the community. These tools, according to Lantolf (2000), are “artifacts created by human culture(s) over time and are made available to succeeding generations, which can modify these artifacts before passing them on to future generations” (p. 1). One obvious example, often cited, is the progress of the computer from the slow, bulky room-filling computers of the 1950s to the fast, small, portable laptops of today; each generation modifying the tool before passing it on to the next.

Physical tools, such as computers, cars, and shovels, as well as symbolic tools, such as language and numbers, help to mediate humans’ interactions with the world. Mediation is the notion that tools or signs act as a necessary go-between for all human activity (Wertsch, 1991). What is important about these various tools, such as computers, writing, or language itself? According to Warschauer (1997), it is not the artifacts “abstract properties, but rather, how they fundamentally transform human action.” Tools are intricate to human learning; however, they are not void of the past themselves. In *Mind as Action* (1998), Wertsch discusses “one of the biggest problems” of “examining mediated action” is the notion that cultural tools are produced “in response to

the needs of the agents consuming them” (58). Presenting such examples as the evolution of the pole vault pole and of the typewriter keyboard, Wertsch illustrates that such tools are the productions of specific people at a specific historical time. The tools, themselves, have a history (Wertsch, 1998).

Tools may solve some of the problems of living, while creating others. For example, with the introduction of the Internet in my school, I would frequently have to re-direct my students’ research. Despite having reviewed Internet research problems and solutions, my students would invariably include sources from questionable websites for their research papers. Tools can inherently limit, as well as expand.

Obviously, for the purposes of this study, media is the focused tool. Computers, televisions, VCRs, CD players, and so on, can and do become tools that can mediate the students’ activity in a classroom. Whether researching a historical figure on the Internet or watching a film version of the book recently completed in class, media’s socially constructed value is present.

Ultimately, sociocultural theory is interested in human behavior and thinking in relation to the world. Activity Theory is a theoretical framework which, according to Lantolf (2000), is a unified account of Vygotsky’s original proposals which informs sociocultural research (p. 8). Activity Theory addresses “the implications of [Vygotsky’s] claim that human behavior results from the integration of socially and culturally constructed forms of mediation into human activity” (Lantolf, 2000, p. 8). This case study tries to more completely investigate the relationship between media as a socially constructed form of communication and activity. This study also tries to more fully

understand how pre-service teachers and students mediate uses of media within the classroom.

Pre-service teachers experience a variety of lessons on how to teach throughout their coursework and field experiences. Formal lessons received by means of direct instruction, modeling, and observation from former teachers, professors, and cooperating teachers ultimately mediate what and how the pre-service teacher approaches his/her classroom. As I am interested in the pre-service teacher's motivations for using or not using media in his or her classroom and as media is such a culturally and socially imbedded mechanism, examining the pre-service teacher's life experiences, as well as current classroom activity seems a wonderful subject for a sociocultural investigation. This is the crux of why I want to study how teachers use media in the classroom. Media, in all its forms, has transformed the way that we, as humans, interact. Yet very few studies have explored how media is utilized within our educational system.

Key Factors in U.S. Lack of Media Literacy Leadership

In the past and in the present, the U.S. has failed to take a leadership position in the movement for implementing media literacy programs and curriculum in secondary schools (Silverblatt, 2001). This may be in part due to several key factors: (a) the need for acceptance of the expansion of the term "literacy" to move beyond reading and writing, (b) the need for an accepted definition of what is "media literacy" and what constitutes "media literacy," (c) the need for a more coherent stance on the importance of media literacy, and (d) the need for a "standardized" curriculum of media literacy as demonstrated by other countries (e.g., Canada, United Kingdom, and Australia), which will be discussed in greater depth in the following sections.

Expanding “Literacy”

Advocating acceptance of an expanded term for literacy (beyond reading and writing) is a foundational point for media literacy proponents. According to Kathleen Tyner (1998), “literacy” is seen as antiquated by certain individuals,

To critics and change agents, literacy, as currently practiced in school settings, does not seem to take into account the glut of information available to people, or the amount of electronic information they use, or the new interactive nature of mediated experience, or converged/multiple modalities, or the confluence of digital media forms and content. The all-purpose word *literacy* seems hopelessly anachronistic, tainted with the nostalgic ghost of a fleeting Industrial Age. (p. 62)

Many scholarly journal articles and books have been written about the term “literacy” and the need to expand the term to mean more than simply reading and writing (see American Library Association, 2004; Coiro, 2003; Eisner, 1991; Friere & Macedo, 1987; Hobbs, 1997; Kellner, 2000; Messaris, 1997; New London Group, 1996; Reinking, 1998, Semali, 2001, Sutherland-Smith, 2002).

One of the most influential works advocating the expansion of the term “literacy” is Paulo Friere and Donald Macedo’s *Literacy: Reading the word and the world* (1987) in which the authors offered that schooling’s constrained discourse helps to create and perpetrate social inequality. One of the primary issues illustrated by the authors is the disconnect between school-based literacy and the everyday realities that students face outside of school: “Educators . . . fail to understand that it is through multiple discourses that students generate meaning of their everyday social contexts. Without understanding

the meaning of their immediate social reality, it is most difficult to comprehend their relations with the wider society” (Friere & Macedo, 1987, p. 154). Friere and Macedo saw more potential in the questioning analytical stance of critical literacy, which is termed “reading the world,” than the normal reading and writing literacy-based programs. The stance of “reading the world” can be seen as one of the main rationales for the need of expanding literacy to a broader definition.

Schooling, according to Lemke (1993), “relies heavily on its assumption that education is about reading textbooks.” It is easy for pre-service teachers (as well as teachers) to concentrate the majority of their time on teaching students how to read and write without thinking about the societal implications of how language works. “Critical literacy”, however, focuses on a vigorous, testing approach to reading (and writing) texts, including media. Students and teachers analyze and critique relationships between texts, language, power, social groups and social practices. Ira Shor in an article entitled “What is Critical Literacy?” (1999), writes that

Essentially, then, critical literacy is language use that questions the social construction of the self. When we are critically literate, we examine our ongoing development, to reveal the subjective positions from which we make sense of the world and act in it.

Luke and Freebody (1997) include critical literacy as the fourth – and highest – level in their model of reading. The authors argue that students need to become “text critics”, where they examine texts for social issues and injustices reading their world.

As previously cited, in this “Information Age” in which we are currently living, the arguments for an expanded definition of literacy to encompass many different

literacies (critical, technology, digital, information, visual, artistic, media and so on) have been made. Obviously, these arguments reflect the perceived need of a new definition of the term, “literacy.” As one advocate of multiple literacies wrote, “Clearly, ‘literacy’ has been stretched beyond the definition of reading and writing letters, not necessarily out of irreverence towards print but as a reaction to technological advancements in communication” (Johnson, 1977, p. 7).

By expanding the definition to go beyond reading and writing, “literacy” can become more encompassing of a variety of contexts, an umbrella term for multiple literacies. Subsequently, with an expanded definition of “literacy,” media literacy may be able to more easily segue into a recognized component of formal education. For example, with an expanded definition of “literacy” to include media literacy, a secondary English classroom could have additional accepted media through which to meet course objectives. Moreover, the class objectives, themselves, go beyond mastered English content to include mastery of media literacy, itself.

No Accepted Definition

As with everything, time is an important component in the acceptance and implementation of multiple literacies. Kathleen Tyner (1998) warned of the dangers of drawing conclusions about the strengths of multiple literacies too quickly:

In practical terms, the various multiliteracies have not been advanced long enough to have a sufficient body of evidence, research, and tradition to make sufficient predictions about the promising practices of literacy that might accompany new and emerging media in educational settings. (p. 60)

Over time it is possible that these various literacies and their champions and critics will break down into less segmented parts, encouraging and accepting the various promoted goals as a new definition of literacy beyond the written page.

Consistent Usage of Term

Not only is there disagreement on the very meaning of the words, “media literacy,” there is inconsistent usage of terms (e.g. media literacy, media education, and so on). Outside of the United States of America, media educators see “media literacy” as “a hopelessly vague term, mired in the complexities of literacy and commandeered by those outside the field of education” (Tyner, 1998, pp. 119-120). Even when “agreeing” on a definition at the aforementioned Aspen Institute conference, the Canadians were beginning to abandon the term “media literacy” in favor of the term “media education.” According to Tyner (1998),

During much of the 1980s, the British and Australians have debated the use of the terms *media studies*, *media education*, and *media literacy*. Reflecting their roots in the British and Australian versions of media education, as well as the need to center the practice of media criticism firmly in the educational sphere, the Canadians announced that for the most part, they were calling the practice of teaching about media, *media education*. (p. 119)

These debates regarding terminology reflect the disconnect between the analysis of media and the production of media. Typically, “media studies” indicates the creation of media products by students. In comparison, the term “media education” usually represents the analysis of media and its structures. “Media education” however, is also

commonly used to refer to the combination of the two approaches (analysis and production). Again, Tyner (1998) argued that using the term “media education” “indicates a nod toward educational process over product” (p. 120). Despite the growing international preference for the term “media education” in countries in the forefront of the field, U.S. educators, administrators, and advocates still frequently use “media literacy.”

Even if there were consensus on the need for expanding and accepting a more comprehensive definition of “literacy” and the need for implementing a multiple literacy program into the schools, there would still be debate regarding the many definitions and interpretations of “media literacy.” Beyond dissent in defining what components make up “media” (Does the Internet fall under this term? Do media only refer to media organizations and networks? and so on), there is an on-going dialogue between media literacy advocates on what exactly needs to be taught, who needs to be taught, when media literacy needs to be taught, and how media literacy needs to be taught to maximize success and acceptability of media literacy in both society and the schools. Within media literacy dialogues, then, there are not recognized priorities for media literacy education. The consequence of such ambiguity can be—and seems to be—the lack of recognized importance for media literacy.

International Presence of “Media Literacy”

To more fully understand the working definitions of “media literacy,” a review of media literacy’s international presence is critical. Media literacy has been researched in international educational settings since the 1960s. The result has been the development and implementation of media education curriculum. For instance, media education is

mandated in variety of forms in the curriculums of Canada, England, Australia, and New Zealand. For example, in Australia the Victorian Certificate of Education acquaints students with an exploration of media within the English classroom as well as a media program. The two-hour examination at the end of the course is divided into four parts: narrative, media production and design, social values, and media influence (Considine, 2002). In the United Kingdom in 2000,

some 18,000 students were sitting Advanced Level examinations in Media Studies, Film Studies, and Communication Studies and a further 5,000 or so were being assessed on media courses in vocational education. A further 25,000 students were assessed on intermediate courses . . . in Media Studies. (MediaEd.org, 2004)

Despite Canada's ten provinces and three territories having their own educational systems, the collaboration of the Western Canadian Protocol for Collaboration (WCP) and the Atlantic Provinces Education Foundation (APEF) have developed media education throughout the country (Media Awareness Network, 2004). One example of the inclusion of media can be found in Ontario, where, according to the Media Awareness Network's website (2004), "In 1998 Ontario introduced a new curriculum for Grades 1-12. In Grades 1-8, media components are included throughout the Language curriculum, especially within the Oral and Visual Communication strands." Currently, Quebec is in the process of also developing a new curriculum, which is "to be fully implemented in schools by 2006" (Media Awareness Network, 2004).

In addition—though their programs are not nationally mandated—Austria, Brazil, France, Germany, Mexico, and Spain offer media education courses on a regular basis

(Tyner, 1998). Next, by looking at Europe, specifically, a clearer picture of progress in standardizing the curriculum of media literacy continues. For example, English media researcher Len Masterman in *Media Education in 1990s Europe* (Masterman & Mariet, 1994), provided an overview of the last fifty years of media education in Europe.

Masterman noted that the major paradigms in media education that have affected teaching portray media as culture decline, popular arts, and representational or symbolic systems. From the early 1930s through the early 1960s, according to Masterman, media was perceived as an agent of cultural decline, threatening all, especially children. Thus, media was to be studied as a way to protect our children from its corrupting influences.

Media studied as a popular art became influential through the introduction of film theory in the late 1950s through the 1960s. Similar to literature study, the study of media as a popular art created the sense that media was worthy of study and that there was such a thing as “good” or “bad” media. Finally, media as representational or symbolic systems, which began in the 1970s, studies media as a shaper of content or a representation of reality. Masterman (1994) wrote, “the media do not present reality, they *re-present* it” (p. 33). Ultimately, Masterman summarized the history of European media education with the following eight principles for the use of media education in the classroom, which could act as a definition of “media education”:

1. The central and unifying concept of media education is that of representation;
2. A central purpose of media education is to “denaturalise” the media;
3. Media education is primarily investigative. It does not seek to impose specific cultural values;

4. Media education is organised around key concepts, which are analytical tools rather than an alternative content;
5. Media education is a lifelong process;
6. Media education aims to foster not simply critical understanding, but critical autonomy;
7. The effectiveness of media education may be evaluated by two principal criteria: (a) the ability of students to apply what they know (their critical ideas and principles) to new situations; and (b) the amount of commitment, interest and motivation displayed by students;
8. Media education is topical and opportunistic. (Masterman & Mariet, 1994, pp. 53-57)

In Canada, however, media literacy has additional nuances in its definition.

Recognized as one of the leading definitions of “media literacy,” the Ontario Ministry of Education’s *Media literacy resource guide* (1989), defined “media literacy” as being, concerned with helping students develop an informed and critical understanding of the nature of the mass media, the techniques used by them, and the impact of these techniques. More specifically, it is education that aims to increase students’ understanding and enjoyment of how media work, how they [media] produce meaning, how they are organized, and how they construct reality. Media literacy also aims to provide students with the ability to create media products. (pp. 6-7)

This definition directly influenced the 1992 gathering of media literacy advocates and leaders from the United States and Canada who were brought together by the Aspen

Institute, a non-profit “think tank.” This leadership conference is recognized as one of the first attempts to nurture the emerging field of media literacy in the United States.

After much discussion, the conference leaders defined “media literacy” as “the ability of a citizen to access, analyze, and produce information for specific purposes” (Aufderheide & Firestone, 1993, p. v). However, according to Tyner, the dissent among participants regarding this final definition of “media literacy” was reflected in the final report given to the public. The report offered two additional definitions of “media literacy:”

Media literacy, the movement to expand notions of literacy to include the powerful post-print media that dominate our informational landscape, helps people understand, produce and negotiate meanings in a culture made up of powerful images, words, and sounds. A media literate person – everyone should have the opportunity to become one – can decode, evaluate, analyze and produce both print and electronic media.

(Aufderheide & Firestone, 1993, p. 1);

as well as

Media literacy is the ability to analyze, augment and influence active reading (i.e. viewing) of media in order to be a more effective citizen.

(Aufderheide & Firestone, 1993, p. 26)

Although only slight in differences, these differences represent one of the continuing problems of media literacy – the need for a recognized common definition. With a lack of consistent definition, “media literacy” itself continues to lack an accepted definition on which a wide range of educational objectives could be based.

Media Literacy in U.S. Education

According to Tyner (1998), outside of the U.S. media education is “teacher driven, characterized by a grassroots teacher movement and rooted in the research-base of educational theory and practice” (p. 122). Internationally, groups of educators have joined forces to petition for the inclusion of media education in their curriculum. These same groups created standards, lesson plans, and assessment tools for media education that reflected their concerns and aims. For instance, at the recognition of the need for visual media education, the European Parliament on Media Education (a group made up of educators, politicians, and media), instigated a series of workshops for educators throughout Europe to formulate a plan for media education inclusion (European Schoolnet, 2001). Though there are media education and studies proponents and critics in the UK (Curtis, 2005; MacLeod, 2005; Smithers, 2005), they are still further ahead than the United States of America.

In contrast, the United States of America’s cry for media literacy has typically come from “high-profile social activists and politicians” (Tyner, 1998, p. 122). This “top-down” call for media education comes from governmental agencies, social activists, religious groups, and media industries, such as The Church of Christ, the Center for Media Education in Washington, D.C., the National Alliance of Television Access Producers, the American Psychological Association, the American Academy of Pediatrics, and the Center for Substance Abuse Prevention (Tyner, 1998).

Seven Great Debates

One example of this call for media education comes from media literacy advocate Renee Hobbs, who in 1998 wrote “The Seven Great Debates in the Media Literacy

Movement,” which summarized many of the issues surrounding the current state of media literacy in the United States of America at the time. Several years later, Hobbs (2001) revisited the debates with an updated version of the article entitled, “The Great Media Literacy Debates Circa 2001.” In these articles Hobbs highlighted seven foundational questions that continue to define the field of media literacy.

First, Hobbs (1998b) questioned “Should Media Literacy Education Aim To Protect Children And Young People From Negative Media Influences?” In 2001, there was a more recognized need by media educators. The blending of two theoretical media education camps (1) protecting children from media and (2) recognizing media as a societal element with positive, as well as negative elements for children seems to have occurred. This particular debate, it seems, has become less relevant as both camps have come together recognizing the importance of both approaches.

Second, Hobbs (1998b) asked, “Should Media Production Be An Essential Feature Of Media Literacy Education?” According to Hobbs (2001), this argument is also largely resolved with the recognition that for students to become truly media literate, they will have to spend as much time creating media as dissecting it. According to Hobbs (2001), students need to “get a lot of experience 'writing' as well as 'reading'” media.

Third, “Should Media Literacy Focus On Popular Culture Texts?” (1998b). The debate of popular culture’s place in the classroom seems to still rage. Citing teachers being reprimanded for including Tupac Shukur as poetry, Hobbs (2001) wrote about the problems still apparent in this particular debate,

While an increasing number of scholars and academics write about the need for teachers to make a connection between the school culture and

popular culture, teachers often discover that this approach has its serious personal and professional real-world risks.

The fourth debate that Hobbs (1998b) raised questioned “Should Media Literacy Have A More Explicit Political And/Or Ideological Agenda?” This debate, according to Hobbs (2001), is the debate that represents the continued polarized positions within media literacy in the United States. Hobbs (2001) argued that “If media literacy is defined as ‘the process of asking questions about what you watch, see and read,’ then respecting the diversity of how people may respond to complex social and political issues becomes increasingly important.” This diversity, whether politically or socially motivated, needs to be accepted, encouraged, and acknowledged within the education field, as well as within the media education field.

Fifth, Hobbs (1998b) offered a debate questioning “Should Media Literacy Be Focused On School-Based K-12 Educational Environments?” Hobbs (2001) cited the fact that “Nearly 40% of media literacy advocates do not work in elementary or secondary education.” This debate is focused, ultimately, on the discussion of which system is best for students, in-school media education or after-school programs and summer camps, with both sides being equally advocated (Hobbs, 2001).

The sixth debate of media literacy in the United States of America, according to Hobbs (1998b) is “Should Media Literacy Be Taught As A Specialist Subject Or Integrated Within The Context Of Existing Subjects?” Highlighting work by the National Education Association (NEA) and the Association for Supervision and Curriculum Development, Hobbs (2001) cited the inclusion of media education in history and science as productive exercises. For example, a secondary social studies educator used media

literacy as a lens to analyze images of Asians in media representations during the 20th century course (Hobbs, 2001). However, Hobbs (2001) also warned that with the inclusion of media literacy techniques and practices, there are more examples of poorly formulated media education experiences from “Teachers who have had only a scattershot exposure to media literacy.”

Finally, the seventh debate centers around the question of “Should Media Literacy Initiatives Be Supported Financially By Media Organizations?” (1998b). This debate seems to be equally contested by educators excited by media corporations seeming interest in funding media literacy initiatives and educators concerned that corporations, through funding, will seek to take over and control the analysis of their products (Hobbs, 2001). These debates, I believe, help to frame the state of media education in United States of America’s educational system which I will continue to discuss in more depth in the next sections of this literature review.

A Brief History of U.S. Media Education (1970s – 2000s)

Media education increased in popularity in the United States during the 1970s, however, by the early 1980s, media literacy was gone from the educational radar. Critical viewing was yet another cycle of educational fad that had come and gone. In the 1970s, critical viewing campaigns focused on the protection of children from the perceived evils of television. These campaigns were supported by a number of national reports stressing the protectionist need for students’ critical viewing (see Ford Foundation, 1975; Pearl et al, 1982; Surgeon General, 1972). However, these campaigns were short-lived. While no one issue caused the end of the programs, Tyner (1998) offered a few possibilities for the decline:

- focus on television instead of on a wider range of media forms common in classroom practice;
- failure to come to terms with the pleasure and attachment that people feel about the television medium as weighed against their relatively mild concerns about television content;
- failure to articulate a unified consensus of purpose for educational achievement;
- failure to include classroom teachers and students at the beginning and to ask if they wanted critical viewing curricula;
- lack of integration into daily teaching and learning practices;
- emphasis on media analysis over student media production skills;
- general *naïveté* about introducing new approaches and subject matter into the formal educational bureaucracy. (pp. 137-138)

Despite the decline of the critical viewing programs of the 1970s in the U.S., media literacy remained on the fringe of education.

There have been a few efforts by U.S. K-12 educators to approach the subject of media literacy; furthermore, such efforts appear to be increasing in number. Within the last decade, the U.S. Department of Education, the National Council of Teachers of English (NCTE), and the Speech Communication Association have each provided evidence of a growing focus on media literacy (Tyner, 1998). The Alliance for a Media Literate America (AMLA) website notes that since the year 2000, “all 50 states have incorporated some form of media literacy into their education standards.” For instance, North Carolina’s language/communication arts thread reads,

It is an important goal of education for learners to be able to critique and use the dominant media of today. Visual literacy is essential for survival as consumers and citizens in our technologically intensive world. Learners will appreciate various visual forms and compositions, compare and contrast visual and print information, formulate and clarify personal response to visual messages, evaluate the form and content of various visual communications, identify and interpret main ideas and relevant details in visual representations, apply insights and strategies to become more aware and active viewers in their leisure time, relate what is seen to past experience, convey and interpret ideas through nonprint media, recognize the persuasive power of visual representations. (Kubey & Baker, 1999)

Another example of an educational state standard may be found in California's social studies curriculum research framework. It reads,

Students evaluate, take, and defend positions on the influence of the media on American political life, in terms of: (1) the meaning and importance of a free and responsible press, (2) the role of electronic, broadcast, print media, and the Internet as means of communication in American politics, (3) how public officials use the media to communicate with the citizenry and to shape public opinion. (Kubey & Baker, 1999)

Where is the expansion of the term "literacy" headed with such initiatives as "No Child Left Behind" or state-wide standards such as Virginia's "Standards of Learning"? Is this term still expanding or because of these initiatives, and their subsequent

standardized testing formats, is the term once again reverting to simply reading and writing? In the Education Commission of the States' (ECS) (2004) Report to the Nation regarding No Child Left Behind, in the section entitled "Issues and Challenges," one of the concerns listed is "narrowing the curriculum." The commission states, "Concerns have surfaced that NCLB's focus on math and reading is prompting schools to emphasize those subjects at the expense of other subjects" (ECS, 2004). This focus on reading seems to not only begin to restrict the definition of "literacy" but also come at the expense of other subject areas.

Standards

Media education is starting to enter curriculum standards beyond the secondary education level. For example, within the field of collegiate education, the National Council for Accreditation of Teacher Education's (NCATE) includes at least one standard that can be translated into practice through interaction with media as technology for each of its accredited educational programs. NCATE, a nationally recognized accreditation body dedicated to teacher preparation, provides these standards as "rigorous standards," covering 19 different educational programs, including English Language Arts Education and Social Studies Education (see Appendix A for NCATE's standards).

NCATE reviews and modifies its standards every five years. The goal for a regular five year review, as described by NCATE, is to represent the teaching profession's most recent "consensus about the knowledge and skills a teacher needs to help P-12 students learn" (National Council, 2002, p.8). Thus, NCATE's standards represent one of the key components of evaluating teacher preparation programs. One part of NCATE's standards revision process is studying the standards developed by other

organizations and making sure that these standards align with NCATE's standards. For example, standards for beginning teacher licensing are developed by the Interstate New Teacher Assessment and Support Consortium (INTASC) (see Appendix B for INTASC standards). Another example is the subject-specific standards created by, for instance, the National Council for the Social Studies (NCSS) (see Appendix C for NCSS standards) or the National Council of Teachers of English (NCTE) (see Appendix D for NCTE standards).

NCATE's specialized program standards are derived from these various organizations' standards; however, each organization's standards are ultimately distinct from NCATE's standards. For instance, INTASC, "a consortium of state education agencies and national educational organizations," deals mainly with teacher licensing standards (Council of Chief State School Officers, 2005). For example, Standard 4 of the INTASC Standards reads, "The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills" (Interstate New, 1992). This standard can be easily met with the introduction and utilization of media. Standard 4 is delineated further into such sub-standards as

4.13: The teacher knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g. computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).

4.23: The teacher values the use of educational technology in the teaching and learning process.

4.36: The teacher uses educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and for advanced levels of learning. (Virginia Tech School of Education)

NCATE's inclusion of media within their core standards for the recommended curriculum of teacher preparation program standards demonstrates a recognition of the presence and importance of media in the classroom. However, the inclusion of media literacy is vague and varied. This ambiguity on the part of organizations such as NCATE fails to drive, and may encourage, the lack of a large-scale and clearly defined teacher-based grassroots effort for the introduction of media education in the United States.

Pre-Service Teachers and Media

The availability of resources, motivation for use, and teacher preparations vary, as explored in the next section. Moreover, the study of pre-service teachers' utilization of media literacy means and methods are also discussed. Finally, following this section, a summary of this chapter will be provided.

Resources Available

There is a growing supply of media literacy teaching aids and "how-to" books available for teachers. All one has to do is look through any educational publishing catalog to discover a wide range of practical, instructional texts for bringing media into a classroom (see Alvermann, Moon, & Hagood, 1999; Brunner & Tally, 1999; Costanzo, 1992; Golden, 2001; Gruber, 1999; Pirie, 1997; Kallick & Wilson, 2000). Resources for the individual English teacher range from videos to books describing how to bring film into the classroom or how to create student film productions. In Costanzo's (1992) Reading the Movies: Twelve Great Films on Video and How to Teach Them, each

chapter is devoted to a different popular video for educational purposes. For example, chapter seventeen focuses on Spike Lee's *Do the Right Thing*. Costanzo (1992) provided the teacher wanting to integrate film into the classroom a cast list, a synopsis of the film, a list of relevant topics for discussion, a suggested list of scenes for analysis, as well as a brief list of resources and questions. In the Foreword to Seeing and Believing: How to Teach Media Literacy in the English Classroom (2001), Krueger and Christel described the practical importance of the book, "Seeing and Believing . . . offers English teachers an extensive collection of units, lesson plans, writing assignments, and student projects" dealing with media (p. vii). Another example of this practical type of text is Teasley and Wilder's (1997), Reel Conversations: Reading Films with Young Adults which argued for and explained how films should be studied in the English classroom. These teaching resources offer the educator who wants to integrate media into his/her classroom practical advice.

Motivations for Use

Even now, however, media literacy often remains more of an extension of an individual teacher or librarian (or even administrator) who independently brings media literacy into a classroom, library setting, or after-school program rather than an integral part of the educator's preparation or curriculum. Even if media is cursory or included without trained planning, simply utilizing media can make such professionals an exception as not all educators even include media in their instruction. With a growing amount of print and Internet resources available for an educator to utilize in the classroom, the question then becomes what motivates the individual to seek out these resources? In response, Barry Duncan, et. al (1989) offered six explanations as to why an

educator would integrate media literacy's practices into the classroom. Perhaps Duncan's rationale for including media is also the rationale used by those educators who search out and use these previously highlighted media literacy resources:

1. Media dominates our political and cultural lives.
2. Almost all information beyond direct experience is "mediated."
3. Media provides powerful models for values and behaviors.
4. Media influences us without our being aware.
5. Media literacy can increase our enjoyment of the media.
6. Media literacy can make a passive relationship active.

Lack of Teacher Preparation

Ongoing discussion—such as that categorized by Hobbs (see "Seven Great Debates" above)—regarding media literacy is typically positive for media literacy advocates, educators, and scholars as it keeps media literacy in the forefront of the possible. However, there seems to be a need for increased public discussion among teachers regarding media literacy *in the secondary educational setting*. Upon entering a post-secondary institution, students can major in Media Studies at such institutions as Appalachian State University in North Carolina. However, it is rare to find a sustained secondary preparatory curriculum or program in place in the United States of America to prepare pre-service teachers specifically for such an integration of media literacy into pre-service training plan of study. Media literacy (or media education) seems to fall through the cracks of the segmented U.S. secondary curriculum.

Though not necessarily a formalized component of teacher education, there are numerous programs available for the self-directed learner in the K-12 teaching field. For

example, the Alliance for a Media Literate America's (AMLA) website offers a list of a small

handful of well-developed initiatives, such as the Media Literacy On-Line Project and the Center for Media Literacy. There have also been scattered regional and local projects, including the New Mexico Media Literacy Project, the youth outreach of San Francisco's Just Think Foundation, and most recently, The Discovery Channel's Assignment: Media Literacy Initiative in Maryland.

Gitlin (2001) argued that despite the few media critics and organizations that stress the investigation and study of media, the public at large, "in everyday life, despite these efforts, few of us devote ourselves to the study of images We dwell in them, not on them" (p. 126). As previously discussed, currently, there are several national models of media literacy/media education in other countries. For instance, as previously discussed, Canada, Australia, and the United Kingdom have already integrated media literacy into their national educational curricula. While there is no national curriculum in the United States, these international examples could serve as models for states' incorporation of media education in its curriculum goals. Despite the existence of the aforementioned resources and programs in the U.S. relating to media literacy, there is still no coherent national directive or incentive for the incorporation or offering of media literacy courses in secondary education in the United States.

Study of Pre-Service Teacher Media Use

There is scant published literature on pre-service teachers' utilization of media in the classroom. Currently, we do not know much about this group's experiences with

media. Rosenbaum and Beentjes (2001) investigating prior knowledge of students before starting media education discovered that “little research has been concerned with measuring so-called entry behavior, i.e. knowledge of the media that pupils possess before entering a media education project” (p. 468). Although the pre-service teachers are not entering into a media education project, this same view applies regarding the existing gap in the literature regarding pre-service teachers and the use of media in the classroom.

As mentioned before, most, if not all, states having some sort of media education component in their K-12 curriculum frameworks for those in the education field, though the meaningfulness or priority of said component greatly varies. If pre-service teachers view themselves as “media literate,” it seems to make sense to investigate how they became self-labeled (who taught them and how were they taught). This would add to the small amount of literature available. Gretchen Schwarz (2001) argued for the inclusion of media education in teacher methods courses, as well as psychology courses and cultural foundations courses. She argued:

Teachers who are critical thinkers and good communicators, who challenge the status quo when needed, who are both skilled and thoughtful in the uses of technology across disciplines, who understand their own cultures and others – are teachers who can help their students achieve the same goals in their own lives. (p. 118)

Despite this theoretical piece and the previously discussed “how-to” textbooks, the review of the literature reveals very little in terms of research with pre-service teachers and inclusion of media in the classroom (Considine, 2000).

In a 1998 study, Hamot, Shiveley, and Vanfossen focused on “The preparation of future social studies teachers to teach the relation between mass media and effective democratic citizenship” (p. 241). Surveying secondary social studies teacher educators in Ohio, the researchers discovered that while a majority of teacher educators identified understanding media as both a technical and a critical skill, only a minority of the teachers included it within their courses. Thus, they recognized the connections possible between media and social studies education but did not incorporate it into their classrooms. In my own study, as previously discussed and developed further in the next chapter, this research addresses a possible line of thought of the participants, analyzing the potential disconnect from understanding the potential advantages of media in the classroom to the actual implementation of media in the classroom.

At a more basic level, prior to concern or consideration for media or methods, a teacher should have a mastery of the content he or she is teaching. Research (Cross & Rigden, 2002; Mewborn, 2001; Shulman, “Those Who Understand”, 2004; Grossman, 1990; and Wise & Leibbrand, 2000) supports the concept that expert teachers must know and be able to communicate the academic subjects that they teach. Gage and Berliner (1991), focusing on a mastery of content knowledge, stress that an educator is allowed a sense of flexibility and security within the subject matter, as he or she develops as a teacher. Only once a teacher develops solid content knowledge is the teacher able to direct his or her attentions to the most effective pedagogical approach to best facilitate student learning, as well as facilitate student learning, as well as to reflectively critique such activities and subsequent classroom materials (Hasweh, 1987). Developing a level of competency with regards to a particular subject matter is important when making

appropriate content decisions for the classroom, such as which texts to use, which histories to introduce, and so on (Armstrong & Savage, 1998).

When researching pre-service teachers, one must begin to address not only the content knowledge of the pre-service teachers but how the pre-service teachers learned to be teachers. Because I am interested in the pre-service teachers' student teaching field experiences, as well as their preparation for the role of teacher, the concept of *how* and *what* the pre-service teachers learned – whether formally, informally, or non-formally – is of importance. Moreover, as beginning teachers demonstrated evidence of emerging pedagogical content knowledge can be noteworthy.

The theoretical concept of pedagogical content knowledge was first introduced by Lee Shulman in a presidential address to the American Educational Research Association (AERA) in 1985. According to Shulman (1987), pedagogical content knowledge denotes the “blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organized, represented, and adapted to the diverse interests and abilities of learners, and presented for instruction” (p. 8). In fact, it was Shulman's (2004) assertion that

there existed (and was continually being developed in the minds of teachers) a kind of knowledge unique to able teachers of particular content domains, including elementary teachers of reading, mathematics, and other subjects. (“A Union of Insufficiencies,” p. 353)

The concept of pedagogical content knowledge places the emphasis on “the dimension of subject matter knowledge *for teaching* (emphasis in original)” (Shulman, “Those Who Understand”, 2004, p. 203).

Again, the concept of pedagogical content knowledge basically asserts that individuals planning to teach learn content knowledge, such as English courses on literature; then, in learning how to teach, the same individuals learn pedagogy through education courses. It is through the overlapping and integrated nature of combining content and pedagogy in which Shulman believes that teachers develop and use a pedagogical content knowledge. For me, as a teacher of English, this means that when I plan and implement lessons in a classroom I do so based not solely on content and not solely on pedagogy; but rather, based on a combination of both.

Expanding on Shulman's concept, Pamela Grossman (1990) offers four central components to her extended definition of pedagogical content knowledge:

[1] knowledge and beliefs about the purposes for teaching a subject at different grade levels . . . [2] knowledge of students' understanding, conceptions, and misconceptions of particular topics in a subject matter . . . [3] knowledge of curricular materials available for teaching particular subject matter, as well as knowledge about both the horizontal and vertical curricula for a subject . . . [4] knowledge of instructional strategies and representations for teaching particular topics . . . (p. 8-9)

The first component reflects the general purposes and goals that a teacher has for his or her particular subject. For example, Grossman (1989) also stresses the importance of a teacher to reflect upon on his or her knowledge and beliefs about the overall reasoning for "what it means to English" (p. 26). The second component dealing with "knowledge of students' understanding, conceptions, and misconceptions" focuses on the ability of a teacher to know students' prior knowledge of a subject, as well as the parts of a particular

lesson that may be confusing to students. Third, Grossman articulates the need for a teacher to know about what resources (book, film, technological) are available for a teacher to use to teach. Grossman (1990) offers the example of an English teacher's familiarity with what texts are typically taught in the ninth grade, as well as how a ninth grade curriculum is organized (p.8). Finally, the teacher's use of metaphors, analogies, examples, activities, and so on, is the focus of the fourth component. These four components further delineate the concept of pedagogical content knowledge and its role in the development of teachers.

Citing the desire to create a more "meaningful definition of pedagogical content knowledge", Rick Marks (1990) points out three ambiguities with pedagogical content knowledge that he felt were not previously or sufficiently addressed in research (p.8). Marks, through interviews with eight fifth-grade mathematics teachers, reported that the first ambiguity is in the nature of pedagogical content knowledge. Because pedagogical content knowledge is made up of subject matter knowledge and general pedagogical knowledge, it is difficult to separate the components. Thus, the term "pedagogical content knowledge" becomes a matter of degrees shifting between subject matter knowledge and general pedagogical knowledge.

A second ambiguity, according to Marks, is that "some statements about subject matter translate directly into pedagogical terms even though they are not expressed in those terms" (p. 8). Marks offered an example of a mathematics teacher's discussion of the rationale that the general population uses percentages (for ease) as opposed to fractions (which are more difficult). Marks argued that this shows a level of knowledge of both subject matter and pedagogical content.

A final ambiguity presented refers to statements made by the mathematics teachers regarding mathematics teaching and learning that could relate to a number of other subject matters. For example, the discussion of motivation and validation of students by mathematic teachers could have meaning for teachers in other subject areas. Ultimately, Marks believes that these ambiguities “fall on the fringes” (p. 9). He writes,

Any precise demarcation of pedagogical content knowledge from subject matter knowledge and general pedagogical knowledge is somewhat arbitrary given the ambiguities cited above. (p.9)

However, Marks feels that one important finding of his research was that these ambiguities showcased the fact that three types of knowledge – subject matter, pedagogical content, and general pedagogy – are “more overlapping and integrated than discrete” (p. 10).

In Grossman’s case study of pre-service teacher education, The Making of a Teacher: Teacher Knowledge and Teacher Education (1990), numerous models of teacher knowledge are presented, each indicating the significance of subject matter knowledge and pedagogical content knowledge. Grossman compared a case study of three pre-service teachers going through a teacher preparation program with three novice teachers who did not go through a teacher education program. The pre-service teachers who had gone through the teacher preparation program had much less difficulty in translating pedagogy and methods into practice once they were in a classroom. However, importantly, I think, is that many of the “teachers’ ideas of how to teach particular topics can be traced back to their memories of how their own teachers approached these topics” (p. 10). Brucklacker (1998) extends this finding by contending that typically pre-service

teachers instruct in the same way as their cooperating teachers. Thus, finding out about pre-service teachers' past experiences with media in the classroom, especially in terms of their perceptions of previous teachers' usage could be an important area of focus for understanding their utilization of media in the classroom.

Beginning teachers do not have strong levels of understanding when it comes to pedagogical content knowledge (Rubin, 1989; Shulman, 1987). It is only over time, that a beginning teacher develops pedagogical content knowledge. As Shulman (1987) writes, "A knowledge base for teaching is not fixed and final" (p. 12). Rubin (1989) comments that a teacher's "constructive use of experience" is vital for a developing teacher's knowledge base (p. 32). Arguing for the importance of developing such "pedagogical intelligence" in the field, Rubin stresses the importance of teacher preparation programs providing "real-world experience" for their pre-service teacher candidates (p. 33). This development of pedagogical content knowledge requires time, as a pre-service teacher works through subject matter courses, general education courses, methodology courses, and so on in the academic setting and works through the "real-world" experiences of student teaching and professional development once employed.

An expert teacher understands that "technologies are not the deliverers of content, but tools that educators and students use to construct knowledge and share meaning" (Vrasidas & McIsaac, 2001, p. 129). It is this emphasis on knowing how to properly use and integrate technology that has caused Neiss (2005) to transcribe four components of pedagogical content knowledge to a technology-focused version of pedagogical content knowledge. By investigating student teachers in a "multi-dimensional science and mathematics teacher preparation program that integrated teaching and learning with

technology throughout the program” (p. 1), Neiss (2005) modified Grossman’s four components of pedagogical content knowledge to reflect the added emphasis on technology. An important consideration, from Neiss’s study, is the idea that in the development of technology pedagogical content knowledge attention must be given to the “interaction of the content of science/mathematics and the content of the specific technology” utilized (p. 12). For instance, despite the program’s focus on integrating technology with the subject matter, some pre-service teachers still did not make implementing this relationship between technology and subject matter when planning and facilitating their classes. Ultimately, it is the beginning teacher’s focus on his or her own teaching (i.e. classroom management, understanding of subject, and so on), rather than on the development of a technology pedagogical content knowledge, that seems to initially take place. Importantly, as the researcher indicates, Neiss’s study regarding pre-service teachers and their development of a technology pedagogical content knowledge is a starting point instead of a definitive conclusion.

According to Nicaise & Barnes (1996), many teacher education programs instigate some sort of technology component in their coursework. For instance, a pre-service teacher may be directed to utilize Microsoft PowerPoint during a lecture. Unfortunately, the implementation is merely as staging with no integration into the student teaching experience. As a result, the incorporation of the technology is nothing more than a bell or a whistle that does not effect change in strategy, pedagogy, or method.

The argument that seamlessly integrating technology and content as the best approach for teaching, however, can be seen throughout the literature (see, for instance,

Bolick, C., Berson, M., Coutts, C. & Heiniecke, W., 2003; Milner, J. & Milner, J., 1999; Young & Bush, 2004). For example, Mason, Berson, Diem, Hicks, Lee, and Dralle (2000) addressed this concern by offering a set of “Guidelines for Using Technology to Prepare Social Studies Teachers.” The authors address the need for social studies teacher education faculty members to frequently and successfully incorporate technology (or media) into their methods courses. With the pre-service teacher participants having just completed their coursework, there is the possibility that the participants will have had a similar experience with media instruction during their teacher preparation.

Summary

The literature reviewed began with a discussion of the sociocultural framework underpinning this study. Next, the literature was presented in the following order. First, the needs of media literacy were explored through an examination of the state of media literacy in this country and abroad. This section includes the need (a) to expand the term “literacy,” (b) to accept a definition of said term, (c) to recognize the importance of media literacy, and (d) to create a recognized curriculum of media literacy.

Finally, examining pre-service teachers’ inquiry and utilization of media in the secondary classroom concluded the literature review. By researching these different topics, I was able to establish a better basis of understanding of the study as a whole while developing a more defined and succinct idea of how the previously presented research questions will drive this study. The following chapter will outline the methodology and design of study conducted in order to answer the research questions.

CHAPTER 3

METHODOLOGY/DESIGN OF STUDY

I am interested in studying if and how media is being utilized today in secondary schools in the United States of America. For the purposes of this study, I wanted to better understand if, how, where, when, and why pre-service teachers are beginning to incorporate media into their classroom. Again, my research questions were:

1. How do pre-service teachers define and conceptualize media that they consider appropriate for their classroom?
2. How are pre-service teachers integrating and utilizing media in the classroom?

Given my research questions, I believe that qualitative research had the best methodologies for my study. As delineated below, qualitative research's rich history, its main goal of searching for meaning, and its multiple methodologies, offered me a backdrop to begin my odyssey of investigation and discovery.

The purpose of my research study was to describe and to understand more fully the rationale that a secondary pre-service teacher uses to plan and implement "media" during his/her student teaching experience. Through interviews investigating the pre-service teachers' past experiences with media and future expectations of media utilization in the classroom, as well as observations of actual classroom practice, a wide range of information was collected. Interviews focused on pre-service teachers' history with media, whether inside or outside of educational settings or whether formally, informally, or non-formally (Coombs, with Prosser & Ahmed, 1973). The research study addressed the larger, overarching question: How is media perceived and utilized by pre-service

teachers in the secondary classroom (without formal instruction in media education as part of their teacher preparation program)? Documents were also collected and reviewed.

Description of Case Study Methodology

Creswell (1998) defined qualitative research as “an inquiry process of understanding” (p.15) while Merriam (1998) defined it as an “umbrella term” (p.5) with numerous deviations. Regarding the design of a qualitative study, Creswell (1998) wrote, “In many ways, the format for the design of this [qualitative] study follows the traditional research approach of presenting a problem, asking a question, collecting data to answer the question, analyzing the data, and answering the question” (p. 18). Merriam (1998) wrote, “Qualitative researchers are *interested in understanding the meaning people have constructed*, that is, how they make sense of their world and the experiences they have in their world [emphasis in the original]” (p.6).

Since the 1960’s qualitative research has become increasingly popular in usage. This increase in popularity is particularly notable in the social sciences, with growing acceptance – even when diversely interpreted and practiced – in the fields of policy, health, education, psychology, and so on (Taylor & Bogdan, 1998). In spite of the continuing conversation of what defines qualitative research, most researchers distinguish several significant components that allow a study to be labeled “qualitative.” Patton in *Qualitative Evaluation and Research Methods* (1990) created a table presenting ten “themes” that make up a qualitative inquiry (qtd. in Best & Kahn, p. 241, see Appendix E for Themes of Qualitative Inquiry table). While obviously not all methods of qualitative research fit into these themes, most, according to Best and Kahn, do.

Case Study

I specifically used case study research methodology as this was a concentrated study of two single entities (Stake, 1998). Creswell (1998) defines case study as, “an exploration of a ‘bounded system’ or a case (or multiple cases) over time through detailed, in-depth data collection involving multiple sources of information rich in context” (p. 61). Case study methodology allows the researcher to gather strong data from multiple sources while offering the potential of seeing how these varied experiences come together and work together over a specific period of time. Case studies offer an entrance through which the reader can cross the threshold, entering into a dialogue between one’s own circumstances and knowledge and the specific parameters of the case study (Bullough Jr., 1989; Feagin, Orum, & Sjoberg, 1991).

Selection of the Case

Collecting data through interviews, observation, and documentation, I pursued two case studies of pre-service teachers’ understanding, interaction, and utilization of media in a secondary student teaching experience. One volunteer pre-service teacher came from the English education program; one volunteer pre-service teacher came from the social studies education program. Using qualitative research methodology allowed me to be responsive to the intricacies of the student teachers’ stories (Coffey & Atkinson, 1996; Delamont, 1992; Dey, 1993; Emmerson, Fretz, & Shaw, 1995; Kvale 1996; Silverman, 1993; Wolcott, 1994). Though each pre-service teacher represented an individual case, collectively, the group also acted as a single case of pre-service teachers from a Masters program in Curriculum and Instruction at a large southern United States land grant university. Thus, this was a case study (Stake, 1998). The composition of the

case study allowed for enhanced opportunities to cross-analyze each of the pre-service teachers' varied experiences and perceptions to create a fuller picture.

A crucial part of case studies involves the researcher providing the reader a context or perspective for the participants' experiences. By acknowledging "the typifications of situations and lines of actions" that create pre-service teachers' professional knowledge gathered through their own conversations and observations, the researcher is kept "honest" in presenting the pre-service teachers' experiences, viewpoints, words (Hammersley, 1980, p. 58). This "honesty" in presentation within the research allows the pre-service teachers to be read not as floating heads without a body, but rather offering a complete human being, a body for the pre-service teachers' voices.

Participant Selection

Because the purpose of this study was to describe and comprehend more fully pre-service teachers' understandings and utilizations of media during student teaching, the pre-service teachers, themselves, were the chief participants interviewed, observed, and from who documents were collected. Because I was interested in both the pre-service teachers' motivations and actual, initial practices, the pre-service teachers were the sample from which the most could be learned. Thus, using "purposeful sampling" was more important for this case study than selecting a diversity of study participants (Merriam, 1998, p.61). Nonetheless, interactions with other individuals were randomly observed as they came into contact with the pre-service teachers, for example, during observations. This included observing the participants with their cooperating teachers and with students. The pre-service teachers, however, were the only participants specifically

interviewed as they were the heart of the case (multiple pre-service teachers within a single Masters program).

Each participant was student teaching in the spring semester of 2005. I contacted each program head from English and social studies to ask for a recommendation on a possible participant for this study from each program. With a familiarity of my study in mind, the program advisors (English and social studies) identified candidates based on pre-service teachers who were articulate with a high likelihood of willingness to participate in the study. In each case, the initial recommendation was contacted by me, and said candidate readily accepted to participate in this study.

During the time period of the study, one participant was under my guidance as university supervisor during her student teaching experience in the English Education program. To avoid conflict, whether real or perceived, the English education intern who acted as a research participant did not receive his or her final grade from me, nor was media use incorporated in her evaluation. In addition, in both of my roles as researcher and supervisor, thorough documentation of this student's performance was collected. Regular contact with the English Education program advisor was maintained throughout the semester as a contingency; the roles were monitored and seemingly never in conflict.

Each pre-service teacher consented to be involved with this study according to the Institutional Review Board approved terms as explained in an interview consent form (Appendix F is the informed consent form). To facilitate participants' confidentiality, each participant was asked to choose his or her own pseudonym to be used in this research report. Moreover, any reference to an actual school or location has been given a pseudonym as well. Each pre-service teacher made himself/herself accessible for

interviews and observations. They also supplied multiple documents relevant to the study.

Participants and Their Assignments in Student Teaching

Two pre-service teachers from the land grant university's secondary licensure program were interviewed and observed for this study. One pre-service teacher from the English education program and one pre-service teacher from the social studies education program participated. Based on interview, observation, and document data, the following is a sample of each person's particular student teaching assignment at Greentown High School in the spring of 2005. Such information allows the reader to initially become better acquainted and familiarized with the participants at the core of this study.

Ann, a twenty-two year old female, grew up in "a very rural" community "on a farm surrounded by family." She attended the only high school in the county, where "Baseball was really big. Male sports were really emphasized. The arts were not emphasized at all." Upon graduating from high school, Ann chose the land grant university's undergraduate theatre arts program as a career; however, as she neared completion of her undergraduate degree, Ann started to fret about her career choice,

I was about a year away from graduation, um, I started to get really freaked out because I was not ready to pursue a career as an actor just yet. I wanted to be able to support myself. Um. When I got out of school, I wanted to be able to make my own money immediately. Um. And I knew – my roommate my first few years I was in school was in the whole dual enrollment five year getting your Masters thing and she was majoring in music, um, but she was still going to be teaching when she was done. So I

started thinking about it. I started thinking about how – because at that point I had already picked up a creative writing major – and so I started thinking about how much I enjoyed English – you know – as much as theatre and that I had worked with kids before. Um. At church and like being a counselor at camp and stuff like that. And I um thought that maybe that was something that I could do and enjoy, so I came that summer before my senior year to talk to um one of the professors here and find out about the program and got on it immediately like that fall. And taking classes and stuff.

As part of her student teaching experience, Ann taught two college-level English and one basic English course for tenth graders. The college-level classes were doing a unit on *All Quiet on the Western Front*, which Ann had planned. It should be stated at this time that Ann's entire lesson planning for the majority of her student teaching was the unit on *All Quiet on the Western Front*, which consisted of 27 daily lessons. The basic English class was working on a unit on *The Pigman*. She also taught a multi-grade theatre one course, where the students were working on planning, scripting, and organizing a play of each student's choosing.

Frank, the other participant, had a much less direct line from high school to undergraduate studies to the land grant university's MA teacher preparation program. Frank went to Greentown High School, his placement for student teaching. He received his undergraduate degree in History at University of California – Davis. Upon graduation, Frank took some time off from studies to work in the hotel industry in San Francisco. He eventually enrolled in the PhD program at Penn State to study modern European

history—in part because his mother is German—but within six months had decided to only pursue the MA in history. After earning his MA from Penn State, Frank pursued a job with the Central Intelligence Agency as an intelligence analyst,

I thought, well, I am interested in government too. So, I thought, “hmmmm, why don’t I become an intelligence analyst with the CIA?” It sounds like interesting work. You know, you have documents but you are in the real world. You know, one thing that I didn’t like about the PhD thing for me and history was that it was just kind of sitting back and analyzing things and I didn’t feel like I was dealing with people in day-to-day things and I thought if I could use my knowledge and use my skills and apply to day-to-day things that’s where I need to go.

I tried that and actually ended up taking a polygraph test three times. I don’t know what the heck was going on with me. I flunked it twice. It was like a nightmare. You go through this whole ordeal and the last time I took it, they put you up in this hotel and I swear to you the last time I was there I was in a windowless hotel room. I thought this was like torture what are they doing to me here? Um. I passed it. (laughing) So maybe it was a trick, I have no idea. I passed the darn test. The windowless room incited in me a fear, I don’t know. Um. But I didn’t get the gig. A week before they were supposed to hire me, they said there’s something, we just can’t tell. . . . it just didn’t work out.

Frank then began working for a commercial aviation start up company doing consulting work that took him to Italy numerous times over the next four years. It was during this time, however, that Frank began to think about teaching seriously,

[It was] probably a couple of years before I quit that I thought, “You know, I really miss kind of teaching. I miss doing this.” And my wife who was already here [at the land grant university] because she was getting her PhD – she was not getting her PhD, she was getting her tenure here. She almost has tenure here. She is actually probably getting tenure next month. She is just waiting for the university to finalize it. So, I thought this was a great opportunity for me to get a degree in education.

Frank’s student-teaching assignment was at the same high school as Ann’s. He was also teaching tenth graders. He was teaching four sections of World History II. Three of the courses were labeled honors and one course is labeled college level. Frank described what he saw as the difference between the honors level students and the college level students in his classes,

the college level doesn’t seem quite so hung up on the grades so they are more engaged because of that some times. They are also I find – although today I have to say they were incredibly lazy but – in general, they seem more into doing stuff like group activities to learn about things. The honors classes – it is almost like they are all Louis the 14th or something – they expect to have stuff handed to them even though they are supposedly honors level and you have to push them to get engaged and work with the material. They have the ability but I think because they have more ability

than a lot of students they are lazy to use that ability and it is frustrating sometimes.

The following section was written to help the reader identify with Ann and Frank in the setting in which they were studied. For each of them, this was a secondary classroom in the aforementioned Greentown High School. It is offered to provide an introductory sense of the participants and their student teaching assignments described in a brief observed lesson.

Ann, English Education.

There were two things that Ann noticed when she initially walked into her student-teaching classroom. The first thing was that the classroom had no windows. The second thing was the smell, “It’s like in this little cubby hole. Down this little hallway. Um. So it gets really stuffy and hot in there and smelly. No seriously, it really gets smelly.”

Ann, seemingly not noticing the smell at the moment, is leaning against one of the podiums at the front of the class greeting her students as they enter the classroom. This particular class, one of Ann’s two college-level tenth grade English courses, is made up of twenty boys and four or five girls. She smiles at me as I take a seat in the faded, stained orange teacher’s desk chair toward the back of the room.

Once the class has quieted down, Ann asks, “What is propaganda?” The students quickly begin to shout out responses until Ann asks for them to take turns.

One male student with shaggy hair declares simply “Media.”

Another student in response expands on the one word definition with, “Promoting something that a specific group or organization wants us to follow.”

A young man in the corner with a faded grey T-shirt brings up brainwashing.

The last volunteer observes that what everyone is discussing “sounds like right now we’re describing a car commercial.”

Ann continues to discuss propaganda with the students. She asks for the students’ associations with propaganda. They reply, “commercials,” “radio,” “billboards,” and so on. Ann then brings out a book of World War II propaganda posters that her cooperating teacher has given her to use. She walks around the classroom highlighting pages marked with little yellow Post-It notes. A discussion of the images brings up issues of trust and targets.

The conversation eventually works its way to commercial advertisements. One student offers the importance and impact of television commercials being in black and white as eye-catching. A student, who has been reading the assigned book and genesis for this lesson on propaganda, *All Quiet on the Western Front*, looks up and shares that the introduction to *Kill Bill, Volume One* was done in black and white for that reason and then promptly returns to reading his book. Ann, and the class, agree and return to discussing commercials.

Ann then ventures over to the computer next to the teacher’s desk moving me from my seat. As I stand, she turns off the lights and asks the students to turn their attention to the television where the Internet from Ann’s computer is being displayed. Despite the placement of the television easily visible from every corner of the classroom, the students ask if they can move closer as the TV is too small to adequately show the

website. Ann apologizes for this problem but assures the students that they only need to be able to see the pictures from the website, not the text.

The Internet connection seems to be very slow, a fact that both Ann and the students comment on; eventually www.goarmy.com appears on the television screen.

One student loudly proclaims, “Hey! This is the same set-up as ESPN.com!”

Ann then leads her students through a discussion of who goes into the Army and who is recruited by the Army. The students agree that it is typically poorer people for the money. As Ann surfs through the Army website, students point out the amount of images of minorities on the website. This sparks a discussion about who the Army is trying to recruit and why. Bringing this topic into their own lives, the various military recruiters that attend the students’ lunch hour are quickly brought into the discussion.

As the class time draws to a close Ann shares the story of her own father who joined the Marines to get the students to start thinking about the various reasons for joining the military. As the bell sounds, Ann thanks the students for their discussion today. The student who had earlier offered his observation on *Kill Bill, Volume One* packs his book away and declares, “I like the guy on *Forrest Gump*,” and walks out of class.

Frank, Social Studies Education.

I am interviewing Frank in his office at home. The room still holds the remnants of the previous tenant – the powder baby blue walls with painted landscaped green hills and yellow picket fence across the bottom of the walls. There are two desks. I sit at one while Frank takes a seat in front of the computer desk. Throughout the interview, I can hear his children (a little girl and her older brother) and wife talking and playing in the

hallway or downstairs. Half-way through the interview, a large ruler is slid under the door. We hear the sound of a young girl's giggle in the hallway. Frank trying to stifle a laugh pushes it back under the door to a reception of louder giggles in the hall.

Frank is setting up the projector when I walk into his student-teaching classroom. It is in-between class periods, the sounds of students in the hallway can be heard outside. As I take a seat, a male student walks in, notices the TV on and asks, "Are we watching a movie today?" Frank looks up and responds smiling, "Yes, about ten to fifteen minutes. It's about Germany. But for 8th period, you will probably fall asleep." Both laugh. More students file in, taking their seats. Much like Ann's class, the girls are vastly outnumbered in this class 13:2. The announcements come over the loudspeaker, advertising an upcoming pep rally and other miscellaneous school events.

Frank starts to get the students' attention as the announcements end, stressing that what they are going to study today (the League of Nations) is "important because of the SOL [Greentown's state's Standards of Learning] and understanding the 1930s and 40s" (see Appendix G for World History state standards). To begin, Frank recaps the class's discussion of the League of Nations from the previous day, highlighting the fact that he knows the students did not understand the concept of the League of Nations. He passes out a hand-out for the new unit that they are beginning. He goes over the hand-out, pointing out to the students the schedule for the unit.

Frank then asks if the students have any questions regarding the project on which they are working. When no one asks any questions, Frank gives a quick rundown of the class for today, ending with "then we are going to end the day with a video." The

students cheer loudly. One asks about watching a movie for the entire period. Frank laughs. Another student suggests *Indiana Jones*. Again, Frank laughs, responding, “I love *Indiana Jones*. But no. I think we *are* going to watch *Gandhi* in a couple of weeks.”

Frank begins his lecture on the League of Nations. While lecturing, he rests his hand frequently on the computer desktop at the front of the room obscuring the lower half of his body. Frank stays close to the computer, as his lecture uses PowerPoint slides to provide structure and visual stimulus to his students. Throughout the PowerPoint lecture, Frank has inserted political cartoons and pictures taken from the Internet as more visual representations of what he is discussing.

After the review lecture on the League of Nations, Frank introduces the BBC [British Broadcasting Corporation] video clip the class is going to watch, explaining that it will introduce Germany’s state before the Nazi Regime gains power. Frank asks a student by the door to turn off the lights. Much to my bewilderment, the student stands up, opens the door to the hallway, and leaves. A moment later the classroom goes dark with a click. The student returns from the hallway and sits down at his desk. [When questioned later, Frank informed me that originally the high school was an “open-concept” with no walls. Thus, the light switch was easily accessible. However, when the school put up walls, the classroom lost its light switch and windows. The light switch now accessible only in the hallway.]

As the video begins, Frank sits down in an empty student’s desk to watch. All of the students – in various positions – some with their heads down looking up, some leaning against the wall – stare at the television screen above their heads, their faces aglow from the television’s light. The video shows footage of German soldiers marching

in parades with a narrator's voice over describing Germany between World War I and World War II. The video, while providing actual footage of German soldiers and German rebellions, seems very dull. The potential lack of interest is a sentiment that Frank attests to when questioned about its use at the end of class, "I wasn't going to end with it. Actually, I was going to start with it. A colleague of mine recommended it but I wouldn't use it again. The video was supposedly oriented to students but it was too dry." As the video progresses, more and more students' heads start to rest on their desks in the classic left arm straight, head on arm, right arm stretched underneath position.

After ten minutes, the school bell rings. The students, in some cases awakened as if by an alarm clock, start to stretch and move. As the students start to pick up their textbooks, backpacks, and hand-outs and head toward the door, Frank yells above the noise a final note about Germany during this time period.

The Context and Setting

The context, which is vital to every case, provides the background into the specific conditions surrounding this case study. In this section, information will be provided that further illustrates the local case study environment. With descriptions of the local town, university, and high school, the context for this case study is described.

Local Environment

This research study was conducted primarily during the spring semester of 2005. Because both participants were conducting their student teaching at the same high school, the location for this study included the pre-service teachers' assigned student teaching placement within the university's community.

This case study took place in one particular part of the United States of America that, for the purposes of this study, we will call “Greentown.” Greentown is also the home of a large southern United States land grant university. Greentown, with approximately 39,700 citizens, is the largest town in its state.

Land Grant University.

The large southern United States land grant university in this study offers a graduate licensure program in secondary education in English, science, math, or social studies through their Teacher Education in the Sciences and Humanities program.

According to this program’s website,

The licensure programs include coursework and experiences in social and psychological foundations of education, methods of teaching in the content areas, special education, instructional technology, reading in the content areas, and cognate disciplines. Students are required to complete an early field experience during the fall semester and a student teaching internship during the spring semester.

For the purposes of this study, two of the teacher education programs were reviewed: the MAED Licensure Program in Middle and Secondary English Language Arts and the MAED Licensure Program in Secondary History and Social Sciences. As my education and experience is primarily in the humanities, I specifically chose these two programs. The MAED Licensure Program in Middle and Secondary English Language Arts, specifically, is a graduate licensure program in which pre-service teachers “earn a Master of Arts in Curriculum and Instruction with a postgraduate professional license for teaching English language arts grades 6-12”. Students who pursue the graduate program

typically complete an undergraduate degree in English, although degrees in theatre and journalism can be accepted. The pre-service teachers are required to complete 30 hours of graduate coursework (such as courses entitled Teaching Exceptional Learners, Adolescent Literature, Schooling in American Society, Teacher as Researcher, and Teaching English in the Middle and Secondary Schools I and II, as well as graduate English courses) and 12 hours of fieldwork (a 3 hour early field internship in the fall and a 9 hour student teaching internship in the spring). The program normally takes 15 months to complete (see Appendix H for Secondary English Language Arts Program Checklist).

The secondary history and social science (social studies) teacher licensure program at this same university offers students the opportunity to earn a Master of Arts in Curriculum and Instruction, as well as licensure. Students in this program should have received “an undergraduate major in one or more of the following: history, social science, political science, geography and/or economics, as well as course work across the disciplines listed”. The secondary history and social science program follows a similar program format ostensibly in terms of coursework, credit hours, and scheduling as the other programs (see Appendix J for Secondary History and Social Science Education Licensure Program).

Greentown High School.

Both case study participants conducted their student teaching internship at Greentown (a pseudonym) High School. With approximately 1200 students, Greentown High School, a part of the “Elizabeth” County Public School system, is the only high school in the town of Greentown. It offers a comprehensive academic and vocational

education for students. Ann, the English pre-service teacher, was surprised by the physical size of Greentown High School,

It's a large school. There are probably a little less than 1200 kids there.

Um. It's a pretty big school. The way that it is set out I think they have it – actually, I haven't even been around the entire school which is probably [laughing] against – I probably should have done that in the beginning.

The school's lay-out has all departments clustered together. Thus, for example, all English classrooms are located in similar proximity with a departmental office located in the center of the assigned area. Besides the physical size and lay-out of the school, Ann was also amazed by the diversity of the student population of GHS, in comparison to the other county high schools,

[It is a] Pretty diverse school. I mean the majority of them are white. Um. And probably the majority of them are middle to upper-class but there is a lot of diversity in comparison to a lot of other schools in [Elizabeth] County. Um. A lot of students that have come from other countries. Um. Most of them – a good deal of them are liberal in their beliefs. Um. In their thinking.

Frank, the social studies pre-service intern, agreed with Ann's perception of the diversity of the high school, however, his focus was the diversity in student ability and interest,

Um, demographically it is kind of an interesting mix because um because we live in [Greentown] you have the professors' children who tend to be in the higher level classes, who tend to um kind of fit that model student that you study when you are in a teacher education program, you know?

... you don't have to boil things down too much to explain it to them. You can kind of explain certain complexities – you still have to make it engaging but um they are easier to teach. And then you have – you have students from the county, or actually from the town of [Greentown], who have parents who perhaps um some of them perhaps may not have even had a high school education or they stop with a high school education. Um. More of a rural background and those children – not always – but more of them tend to be in general education classes and um need things slowed down I guess a bit, explained more. Again not all of them. And then you also have kinds – you have some transient people whose home lives are not what we consider to be the classic American home life and in my experience, some of these kids go away for a while – they come back – they are difficult to get engaged because they have got so much going on in their lives the last thing they want to be doing is learning about what the cause of World War I was.

In this case study, Ann's and Frank's experiences at Greentown High School and the large southern United States land grant university were the heart of the study.

Data Collection

For my case study, the research questions that I asked required that I gathered multiple sources of information. Based on these questions, I used interviews, observations, and documents to collect information. After a review of the most relevant literature, formal data collection began. However, I agree with Stake, "There is no particular moment when data gathering begins. It begins before there is commitment to

do the study” (1998, p. 49). Information needed to write the preliminary exam (a written exam meant to deliver needed background information to my committee), to write an Independent Studies course in English (on film in the composition classroom), and to write a dissertation proposal (a written exam meant to deliver a concise proposal of the dissertation study) began to be collected several years ago. I began collecting information years before actually tackling this specific research study. This information has shaped my views and my writing again and again.

From January 2005 through May 2005 I conducted interviews with and observations of the pre-service teachers. During this period I also established a file of documents provided by the participants. Data were collected at the participants’ student teaching placement during school hours, before school hours, and after school hours. In addition, meetings were held (for interviews or document collection) both at one participant’s home and at the university campus. Access to the participants’ student teaching placements was negotiated through my connection with my university’s Teaching and Learning Department, via interactions with the faculty of the department, as well as approval from the participants’ cooperating teachers who were informed that I was studying the pre-service teachers for the purposes of educational research.

Combinations of hard and soft copies of all collected data were organized along with the literature from the literature review into research notebooks and files. In addition, a separate field journal of field notes was maintained. As the researcher, these field notes included both additional opportunities for data collection (observations during the interviews, for example, of a participant’s non-verbal responses) and a place to record reflections I had as the researcher before, during, and after data collection.

Interviews

Interviews were the chief source of data collection for this research. As Kvale (1996) states, “The goal for the interview researcher is to return from the stages of his or her qualitative inquiry with a tale that does justice to the subjects’ stories of their lived world and that conveys new and valid knowledge and insights to the listeners and to the readers of the tale” (p. 80). Thus, to maximize the potential for the participants to tell their stories, the case participants were interviewed formally three times following the model of Dolbeare and Shuman’s three interview series (Schuman, 1982). Interviews lasted between 60-90 minutes. Interview guides were drafted prior to each interview (see Appendix K for interview guides). Though the interview guides were utilized, questions sometimes were modified during the interview itself to follow the natural progression of the interview. For example, while answering a question from the interview guide, a participant would raise additional issues that benefited the research and were subsequently explored. Moreover, each interview built on the previous interview.

According to Seidman (1998), the first interview should set up the participant’s “focused life history” (p. 11). The first interview should establish a participant’s case history through focusing on his/her life history. During the initial interview, participants were specifically questioned about his/her past educational and media experiences and perspectives.

The purpose of a second interview is to “concentrate on the concrete details of the participant’s present experience in the topic area of the study” (Seidman, 1998, p. 12). Thus, the second interview focused on the details of the participants’ daily occurrences as a student teacher in public high school and as a graduate student in a university education

program, specifically focusing on media in the classroom. Participants answered questions about their high school and their university, a typical day as student and student teacher, classrooms, students, teaching philosophy, and interaction with media.

The third and final formal interview, according to Seidman (1998), encouraged the participant to reflect on the meaning of his/her life and his/her experiences within the context of the research focus, as well as focusing on the future implications of these reflections. In this third interview, the pre-service teachers were asked the most philosophical and pointed questions about current teaching practices, the reasoning behind said practices, and the anticipated usage of media in the public school teaching sector.

In addition to the three structured interviews, there were pre and post observation interviews conducted. For instance, participants were de-briefed after each observation made. Typically, there was also a short, introductory interview at the beginning of each observation. There was also the need for quick response interviewing as I began to write. This interview type was asking for a clarification or simplification of a previously discussed topic.

The participants were made aware that interviews were recorded for the purpose of this study (Appendix F). Each interview was recorded on audiotape using a standard tape recorder. Audio taped versions of the interviews will remain intact until the final report of the interview is written at which point all audiotapes will be destroyed.

Furthermore, each interview was transcribed verbatim except for identifying names that could put the participants' confidentiality in jeopardy. For example, the name of the participants' high school and hometown were subsequently blacked out on all hard

copy transcripts. As completed, transcribed interviews were placed into my research notebook for easy referral. Rewritable CDs on which the transcripts were saved will remain at the home of the researcher at all times. These disks will also be destroyed after the final report is written.

Observations

In addition to the three interviews, I observed the pre-service teachers teaching in their high school class on multiple occasions. The length of time afforded for each observation period varied from two full days to one week of school. Therefore, during the spring semester of 2005, each of the participants was observed between six and seven separate days over a six week period. With one major concern of the interplay between researcher and participant being the researcher's inadvertent manipulation of participant's prioritization of media usage in the classroom, observation scheduling was unplanned in the sense that it was not based on lesson plans relating to media. This allowed for observation of a more typical day and a less staged performance. For the purposes of this study, a day observed in which media is neither used nor referenced, was as meaningful to the study purpose as a day in which media is prevalent. The absence of media, existence of media, and use of media were each of relevance.

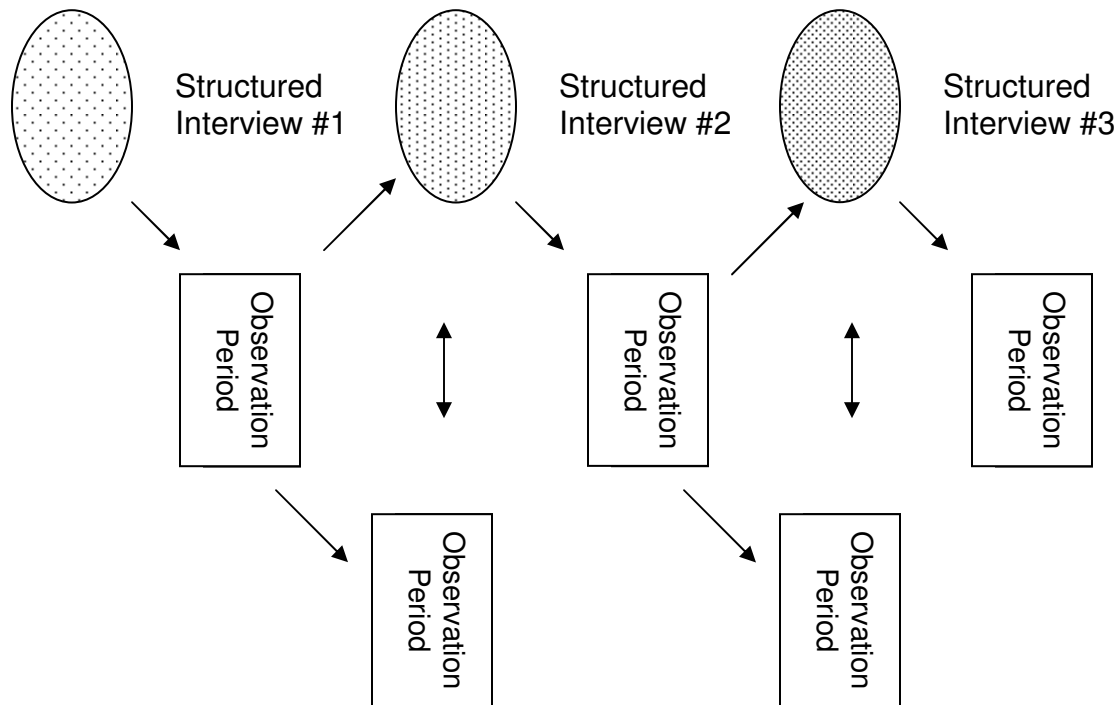
For each of the participants, an interview and observation schedule was created. Interview dates were negotiated between interviewer and interviewee (see Appendix L for an interview calendar). Observation dates were designated as one of several, with a more open expectation on the part of the observed (see Appendix M for an observation calendar). Each observation offered a chance to broaden my understanding of the participants' context. Merriam (1998) writes that one "reason to conduct observations is

to provide some knowledge of the context or to provide specific incidents, behaviors, and so on that can be used as reference points for subsequent interviews” (p. 96).

During each observation, I took field observation notes (see Appendix N for observational field notes sample). These notes were written in my field journal. My field journal was included in the larger collection of documents – my research notebook. As quickly as possible after the observation ends, I reviewed the observation and wrote a summary of the event. I also reflected on the experience as a researcher, looking for questions that were raised or answered and recorded these reflections as well. Observations often helped in creating a question for the next interview. As a visual learner, I found myself drawing a visual representation of the interplay of interviews and observations. I included the aforementioned interview and observation figure as a helpful conceptualized visual representation of the research study (Figure 1).

Figure 1

Visual Representation of Interview and Observation Interplay



The structured, designated three interview series was set up with the participants' schedule at a regular interval (represented by the ovals: Interview #1, Interview #2, and Interview #3). Between the scheduled interviews, there was a block of observation times. Additional observations were scheduled to provide clarification or richer details. Most importantly, however, these observations assisted me in creating a richer understanding and description of the participants' life in context of the study during the period of data collection. A calendar of data collection can be found in Appendix P.

During the observation, I looked for references made by the pre-service teacher (or his/her class) mentioning media, as well as the actual utilization of media by the teacher in teaching his/her lesson. I was also interested in the physical make-up of the classroom, recognizing that as a pre-service teacher he/she had little input in the set-up of

a classroom. For instance, was a television and VCR always located in the room? Or did he/she have to physically bring media into the class?

Documents

Finally, documents were obtained throughout the course of this study. The most obvious documents collected during the student teaching experience came in the form of lesson plans and teaching handouts. These documents were obtained and reviewed.

Handouts included examples of media listings, or of media, themselves.

Besides the documents provided by the pre-service teachers to their classes (and subsequently to me), I also had the participants keep a media journal (see Appendixes Q and R for a sample of Ann and Frank's media journals) for a week (Saturday, 4/2/05 – Saturday, 4/9/05). The purpose of this media journal was to get a better understanding of the participants' daily or weekly interaction with media. The participants were encouraged to not only chronicle their daily interaction with media, but also to free write and reflect on their interactions with media. The journals were collected, analyzed, and reviewed as another document for data.

Another excellent source of data collection was in the form of the documents that the pre-service teacher had at his/her disposal as a teacher. Thus, I also collected information regarding the physical documents that the pre-service teachers used to create and implement their lesson plans. For example, the collection of Virginia's Standards of Learning state educational standards, English and social studies textbooks, etc. provided more information of expectations, implementations, and support for the pre-service teacher as he/she planned her students' lessons and day.

With the abundance and everyday usage of email, communications between the pre-service participants and me occurred. Despite the nature of emails, whether mundane or relevant for the study, all communications via email were saved until the conclusion of the study. As in the case of observations, the documents obtained provided additional context regarding the pre-service teachers' role as public educator. Like transcribed interviews, emails will also be destroyed at the conclusion of this study.

In addition, participants as part of their programs of study are asked to complete electronic portfolios. These electronic portfolios provide evidence of the pre-service teachers' recognition and understanding of subject standards. Soft copies of the participants' electronic portfolios were obtained and reviewed.

Data Analysis

In February/March 2005, I began to thematically analyze the data. As Merriam (1998) wrote, “[data analysis] can be limited to determining how best to arrange the material into a narrative account of the findings” (p. 192). Therefore, to help in arranging all material—relevant literature, interview data, observation data, and document data—I began the process of analysis. According to Coffey and Atkinson (1996),

We should never collect data without substantial analysis going on simultaneously . . . the process of analysis should not be seen as a distinct stage of research; rather, it is a reflexive activity that should inform data collection, writing, further data collection, and so forth. (pp. 2-6)

So, as I began researching, in essence, I began to analyze the data.

First, I re-read the literature already collected and filed in my research notebook. While re-reading the literature, I circled with pencil any mention of a reason for using

media in the classroom. From the circled words and phrases, I compiled a preliminary list of identified factors of media usage in the pre-service teachers' classrooms from the literature.

At this point, to help reduce the data into a manageable and meaningful structure, I began to utilize constant comparative research methods (Glaser & Strauss, 1967). Constant comparative analysis is a type of qualitative data analysis, which compares datum to datum, looking for similarities and differences during the formation of categories. Using the preliminary list of factors, I eliminated repeated terminologies while looking for factors not initially identified (based on the literature review but emerging from the data) and adding them to the list. Then, I grouped like factors into themes. At this point, each of the themes was designated a corresponding color to help ease the process of coding. For example, “television in the classroom” could have been designated the color red.

Next, collected data—interviews, observations, and documents—were coded according to the established themes and factors. When both the literature and data were coded and categorized, writing a focused narrative report became a more manageable task. Ultimately, however, it was important for me, as researcher, to continue to think about the data, encouraging meaning and analysis (Coffey & Atkinson, 1996; Delamont, 1992; Wolcott, 1994).

Writing the Report

Taped to the inside of my laptop are two quotes. Colored with a bright yellow highlighter pen, the first slip of paper reads: “drop your standards & WRITE”. This mantra was introduced to me during a graduate seminar on the American Essay taught by

Dr. Paul Heilker. On the bottom of the laptop, where I rest my left hand as I type, written in my wife's hand is an aged note card from her own experience of dissertation research. It reads, "Remember: 'There are two types of dissertations – the great ones and those that are completed.' pg.10 Rudestam & Newton (1992) Surviving your Dissertation . . ." For me, this dissertation process was a mammoth undertaking whose sheer size and gravity could freeze my willingness to act, to begin. These quotes helped minimize my fears and stabilize my thoughts and actions. With these two inspirational quotes, I began the process of writing this research study. When I wrote, however, it was not as the last phase in the research process; just as analysis and reflection continue throughout the process of study, so does writing, rewriting, revising, and editing.

Researcher's Role

The researcher is the main mechanism for gathering and examining data in qualitative research. Accordingly, I responded, adapted, considered, clarified, summarized, and explored the information. Because of my belief in the importance of the role and instrument of researcher, I attempted to act responsibly in this dual role. Like Grace Paley's (2000) poem *Responsibility*, I believe that there is the need for the researcher to move between the ivory towers and the two-room apartments, to speak truth to power, to learn the truth from the powerless, to listen, and to pass it on in the way storytellers decant life. This is qualitative research to me. Based on illuminating my research questions and this idea of responsibility, I had to do qualitative research. According to Merriam (1998), there are many strategies that can be utilized by a researcher to strengthen qualitative credibility (findings that correspond with reality) and thus, increase trustworthiness (research findings that can be trusted). I believed that using

several of these strategies (triangulation, rich descriptions, and clear identification of researcher biases) to enhance the research's trustworthiness was necessary.

In methodological triangulation, the researcher uses “multiple sources of data . . . to confirm the emerging findings” (Merriam, 1998, p.204). In this study, interviews, observations, and documents were employed to gain a more reliable picture of the participants. For example, during an interview, a participant might share his/her view on the importance of utilizing media in his/her classroom. However, the same participant might be observed to never actually utilize media in his/her lesson plans for the semester. A follow-up interview may address this seeming discrepancy. In addition, utilizing the three-interview structure triangulated interviews themselves (Seidman, 1998, p. 17). Transferability (potential for findings of this case to bring meaning to another case) was heightened by the provision of rich descriptions provided in the final report (Seidman, 1998, p. 17).

Finally, a self-mapping exercise (see Appendix S for a self-mapping (field journal) sample) was used to identify and correct for researcher bias throughout the study. To combat my own biases and desires from creeping into my interpretation, or for any qualitative researcher wishing to keep his or her subjectivity monitored, Glesne and Peshkin (1992) suggested taking extensive notes mapping one's subjectivity during the research process. Therefore, I completed self-mapping exercises in my field journal (Appendix S), as well as a week-long media journal (similar to the one that I asked the participants to complete). Mapping my personal biases and desires in my field journal throughout my research helped me to make sure that I did not improperly influence the collection or analysis of data.

I struggle. I wrestle. I argue. I search. I investigate. I test. I rummage. Dare, I say? Dare! Dare! I *ruminate*. All in the attempt, to figure out who I am and what I believe – in terms of media, in terms of my bias. Maybe that is where I need to go – what do I believe?

I believe that students are people. I believe that students have limited power – although I do not believe that they necessarily always see what power they do have. I believe that there are structures in place that keep the status quo in society. I believe that education is one of those structures. After all, education is almost always a politically power driven machinery attempting to keep society paradoxically “moving forward” and yet retaining the status quo.

Teachers are constantly moving/leading/forcing their students to move somewhere, someway. One of my wife’s professors at Ball State University, Dr. James H. McElhinney, provided her class with two questions that teachers need to ask themselves: “(1) Are the people I teach different in important ways because I teach them? and (2) Where do I get the right to make people different than they would otherwise be?” I struggle with the answer to these questions with the recognitions that I have already discussed above.

I believe that media is another structure, like education, that can be used paradoxically. I believe that writing is one of those structures. I believe that it is one aspect of the teacher’s responsibility to attempt to expose these structures, allowing for the greatest acceptance and tolerance and debate.

One reason that this research topic was attractive for me to pursue is my own professional history. For example, as I previously shared, my experiences on September

11, 2001, as a high school English teacher and newspaper adviser in Virginia; my experiences with Channel One; and my experiences with attempting to integrate media into my classroom despite the objections of the administration all begin to shape my interest in media in the classroom. It is the negative experiences that stand out in my mind. The clear disservice we had done (and are doing) to our students seems to me evident. Media, in these circumstances, were relegated to add-ons only.

With a heightened awareness of popular culture as previously described, I also am aware that my personal life bleeds with my professional. For me, there is no way to distinguish either – personal or professional. For instance, whenever I teach, my personal life comes into the classroom. Whether discussing my forthcoming adoption or the latest news story I heard on the way to class or the latest film that I have seen, each piece of information makes up my identity as a person, as a teacher.

As previously discussed, to combat my own biases and desires from creeping into my interpretation of the participant's understandings and actions, I continually identified, reflected, and incorporated these experiences and factors—such as the one previously described regarding 9/11—which I believe, not only contribute to my interest in media and education but also my interest in media as a part of teacher preparation programs. This exercise—and referring to the resulting document while collecting and analyzing data—helped me to identify my experiences and interests as mine and not of the participants.

Limitations of the Study Design

There were several limitations to this research study. First, the primary data were gathered for this study case through three formal interviews and the collection of

documents, such as all lesson plans for the student teaching experience, handouts given to students throughout the student teaching experience, and the participants' week-long media journals. A potential limit to this research was the fact that I did not spend extensive time in the field. Furthermore, observations were not video taped for further and repeated reference; instead, observation notes were the sole record to review and reference. Another limitation of the study was the focus on student perceptions of the program and their student teaching experiences. This focus limited my research parameters, excluding such relevant investigations as interviews of the participants' methodology professors and cooperating teachers. Another shortcoming of the study was the size of the case study population. A larger sample of participants from a larger pool could provide richer descriptions in other areas of interest. A larger participant pool could also cover more content areas in the secondary field (English, social studies, science, math, music, health and P.E., and so on). Finally, the potential power that I, as an English Education doctoral assistant, could assert, especially over the pre-service English teacher, was a limitation. Although I do not believe that this limitation negatively affected the relationship for either participant, I was connected to the teacher education program in a level of authority, marginal as it was.

CHAPTER 4

FINDINGS

The participants', two pre-service teachers, voices are offered through an overview of the participants' perceptions of a successful student teaching experience. In response to the first research question, "How do pre-service teachers define and conceptualize media that they consider appropriate for their classrooms?" the participants' definitions of "media" drawn from personal and academic experiences are supplied. The participants' definitions of "media" are further enhanced with a discussion of coursework specific to the full-MaEd teacher preparation program in which both participants were involved. A review of the pre-service teacher's student teaching field experience is presented. Next, to answer the second research question, "How are pre-service teachers integrating and utilizing media in their classrooms?" the pre-service teacher participants discuss their hopes and goals for being a successful teacher and their decision-making process for inclusion of activities to meet their goals and objectives. Finally, an overview of the various media used throughout the participants' student teaching experience is given.

Before presenting the findings of this case study, it is important to restate several presuppositions that have provided a partial foundation that have influenced this case study. First of all, it is understood that learning to be a teacher is a complex process in which the pre-service teacher's past and present experiences are at times, in tension. Second, as explored in chapter 2, media is culturally and socially pervasive in the United States of America but not as a field of inquiry or as a tool of service in education. Finally, pre-service secondary teachers are limited when it comes to media instruction, utilization,

and accessibility. In order to better understand the research questions, the findings of this case study of Ann and Frank are presented on the following pages. Findings are organized by participant with Ann alphabetically preceding Frank.

Ann's Media Remembrances (prior to student teaching)

For Ann, her first experience with school is told through a memory of media,

Oh, I actually remember the first day of school. Um. Maybe it is because we have it on video, me getting on the bus and stuff like that. . . [excited] Really funny story, um – I mean [Ann's parents] taped me from like the moment they woke me up until I got on the bus but I think my father handed my mother the camera or vice versa as I was getting on the bus and you know how you can have the camera on but not have it recording? Well whoever handed it to the other one had stopped recording but you could still see through it. So they actually missed me getting on the bus but they taped everything else.

Thus, Ann's first memory of school is intrinsically tied to media.

Throughout Ann's life, she has had access to media – television, radio/cassettes/cds, movies, and Internet. "I watched a lot – a lot – of TV – a lot, a lot. Probably like more than I should have," Ann laughingly remembers.

I mean, like everyday when I got home from school I watched cartoons probably until five or six o'clock in the afternoon and then you know I was watching typically TV shows at nighttime. Um. But my bed time was like 9 o'clock, so I guess I was watching cartoons and things in the afternoon, had dinner, did homework, got ready for bed, would watch

whatever with my parents *Cheers*, you know, *M*A*S*H*, or whatever like that um. I really – as I probably got into like around I don't know – I always liked movies but got really into it around 10-11-12. Became like a really big movie fanatic and we had satellite TV, too. So we had lots and lots of channels. Um. Always watched Saturday morning cartoons um yeah, overall just watched a whole lot of TV.

Besides the daily viewing of television and films, Ann also experienced a major life event through one media, in particular, the Internet. Ann tells the story of coming out to her parents,

Ann: Well, we had a computer before then but we got America Online about the time that I was 8th or 9th grade and I spent a lot of time online too after we got that. Talking to people and like when I first came out there were no other gay people in [Ann's hometown]. I mean there were but none that were like out. So that was around the time that I was 15-16-17 when I was still living at home. That's the way that I found other gay people, like other girls to just – that was like an outlet, I guess. My dad got all freaked out and had to have several talks with me about talking to strangers [laughing]. It is kind of funny in retrospect but not really then.
[laughing]

Robert: That's good. He was caring about you.

Ann: No, he was. He really was. He was very caring. He just had to have several talks to me about not – you know – he would like read these – he must have just been reading lots of scary stuff about children getting

abducted and like meeting up with people and things like . . . I mean I would never had done anything like that – come on, now – I mean I was just talking to these . . . so, he got really concerned about that. Whatever. Internet was a big issue about the time that I came out because I think that’s how my parents found out I was gay because that’s how I met my first girlfriend. So, it just kind of like [laughing] blew up. Yeah. Fun times at home. [laughing]

Besides these significant personal experiences outside of school, Ann had several opportunities to experience media used in a classroom environment. Throughout Ann’s formal education, media was used in a variety of educational settings. As detailed in the following paragraphs, Ann recalled a particular incident in high school and a couple of incidents in her undergraduate studies, where various types of media were used in the classroom memorably, if not meaningfully.

For example, one of Ann’s most vivid memories about her ninth grade English class was the day that the teacher played Alanis Morissette’s *Ironic* as part of a grammar lesson on irony. The lyrics were dissected and discussed. Ann analyzed the impact of this use of media in our discussion saying, “That’s probably like the most fun thing we ever did in that class because it was a really bad class.”

In her undergraduate coursework as a theatre major, Ann also experienced the use of media in the classroom. In one of her theatre courses, after reading a play the class would watch a video version of a production analyzing how the production was adapted. Ann remembered,

I feel like in Script Analysis, when I took Script Analysis as a Theatre

major we watched a good amount of plays that we read. Um. And maybe the same thing for Intro to Drama we watched a couple of video versions of a couple of plays that we read in there.

These academic experiences with media were remembered positively by Ann, adding a layer of memory and influence regarding media's potential use in the classroom.

University's MaEd Teacher Education Program Coursework

In training to be a secondary teacher, Ann participated in the land grant university's MaEd teacher education program. This program is an intensive graduate teacher preparation program. Focusing specifically on some of the coursework that the pre-service teachers selected as relevant for this program presents the most recent and most directed influence on Ann's conceptualization and utilization of media in her student teaching experience (see Appendix K for Interview Guides with question prompt for program coursework).

Educational Applications of Microcomputer Uses

As part of the university's educational program, Ann was required to take a technology course entitled "Educational Applications of Microcomputer Uses." This required course offered an introduction to using technology in the classroom. Ann described the basic format of the class,

Well, I mean, when I took my technology class, a lot of the stuff was like we would learn Excel or PowerPoint and we would have to do like a response or a reflection "How would you incorporate this in your class? What specific ways could you incorporate these things?" Um.

While this class--based on data collected for this case study--does not appear to have

directed Ann toward full integration and use of media, her introduction to thinking about how to incorporate technology is an important reflective moment.

Teaching English in the Middle and Secondary School

In Ann's English methods course, "Teaching English in the Middle and Secondary School," media usage was modeled frequently by her instructor. When media was utilized, the methods instructor modeled a more integrated approach to using media than what Ann described in her Technology Course. For instance, in Ann's English methods course, the instructor would play background music during every free-writing session. According to Ann, the methods instructor "used [media] a lot." Besides using background music for free-writing sessions, the instructor "played a couple of different clips for us whether it was like *60 Minutes*-news type shows or clips from a TV show or clips from a movie – um – Dr. [Camden] was pretty good about that."

The professor also used video clips frequently "to introduce a lesson or tie something in or wrap things up." One of the most memorable uses of media in the methods classes was at the beginning of the semester for Ann,

Yeah. He showed us – well, in the very beginning of the semester, he showed us this clip from *Northern Exposure* and it was all about curiosity and what curiosity is and what it can do and how it can make you think. So, he showed us the clip and the town had gotten this package which was addressed to someone who didn't – I don't know – anyways – the whole town wanted to open this package but pretty much it was illegal to open it. He waited until the end of the course to show us [the end of] that clip. So, like the whole idea of curiosity . . .

The professor also used video interviews as well to punctuate some of the required course readings. Ann particularly remembers a *60 Minutes* interview with Mike Rose that the professor showed, “He showed us – um – the guy – Mike Rose wrote the *Lives on the Boundary*, right? . . . He showed us an interview that they did with him on *60 Minutes* - I think it was *60 Minutes* - as we were discussing that book.”

Ann, as part of her methods course, taught a series of three lessons (called micro-teaching) that she planned on using in student teaching her unit on *All Quiet on the Western Front*. One of the three lessons involved comparing and analyzing lyrics from a song with a letter written by Ann’s grandmother to her uncle upon his entering boot camp during the Vietnam War. The lesson as described by Ann focused on the opposing views of war and peace,

I did a lesson where I used um an Ani DiFranco song called “Roll with It”. It was kind of a comparison/contrasting activity. I used a letter that my grandmother wrote to my uncle while he was overseas – No – while he was at boot camp and the lesson was supposed to tie into my unit on *All Quiet on the Western Front*, the theme of war, and things like that. Um. The song presents a very . . . a view opposed to war and things like that. Then the letter shows this great support. Shows this mother who has this great support for her son in the service. The point is to – you know – juxtapose these two pieces and do a comparison/reflection chart where they answer a series of questions um questions like “What is the speaker feeling?” “How does this piece make you feel?” And it is to kind of you know address this issue of this person being kind of at home while this

person that they love is at war and um to kind of get various opinions out there, people talking about things, and talking about war and different perspectives of war. Yeah, using those two pieces.

Ann viewed the micro-teaching experience as an incredibly valuable part of her methods course. The emphasis of practicing a lesson before “teaching in the schools for real” appealed to Ann,

It was kind of like test driving our lesson a little bit and they are videotaped and we are required to go back and watch them and write critiques for ourselves and this semester we also took one week where we didn't write a critique for ourselves but got a partner and wrote a critique for our partner and they wrote a critique for us. Um. And we are evaluated by our peers and our teacher and our mentor.

Ann particularly chose the lesson with the song lyrics to teach because of her concerns with implementing this lesson in the public schools,

I was really – I am still nervous about using it within the schools. I thought that was like the most necessary one – the one that I most needed to test drive, if you will. Um. Because I really wanted everyone's feedback. I wanted to make sure that – with me being as liberal as I am – that I was not being too bold with the lesson. Um. And if there were any suggestions um of ways to more delicately handle it – I was very open to that and to just because – even in our [Methods] class we have an interesting mixture of viewpoints in respect to war, so I was interested to see how that would play out in that small setting with my peers where we are on a level that

we can have that kind of discussion and get that feedback and take it you know when I teach it at the school.

Early Field Experience

Ann's fall semester prior to student teaching was spent observing an 8th grade English teacher with whom she ultimately identified greatly. This early field experience is the MaEd program's initial entrance into the field prior to the student teaching experience. Ann viewed her as authentic, offering,

We were really similar. We have really alike personalities in the way that I never saw her get high strung about anything. She is a very calm, cool, collected person. And that's how I like to be. But she still had a presence in front of the class. She was very respectful to her students um and they modeled that. They saw that and they gave that respect back to her. She was not a different person in front of her students like who she was with everyone else she was not any different in front of her students and I thought that was really great. Um. She took time to, you know, she took extra time on things. She had a really good feel for her kids. She took extra time on things when she knew they needed extra time on things. And then when there were other kids – because you know those groups were so heterogeneous because it was an eighth grade class and it was a middle school – so when she knew that kids were struggling and they needed to move on, she had me work with the kids who were struggling and when kids were kind of beyond that she had them working on other things so she really was into that whole differentiated learning-type stuff. Um. And we

would sit – unless we had IEP meetings to go to or parent meetings to go to – pretty much every day we would have a conversation that lasted anywhere from 15 to 30 minutes. . . . But last semester it was like we really sat down and had a conversation that lasted anywhere from 15 to 30 minutes where she truly heard me and I truly heard her and that meant so much to have that reflective time at the end of the day. Um. To hear her feedback, you know, because I was observing so much a lot of the time I would tell her what I observed and she would tell me like her perspective on it and things that would work for her and what she needed to do and these students that she needed to work with. Just overall just better communication I guess. We just clicked a lot better.

Ann's early field experience teacher used very little media while Ann was observing the classroom. Although there were multiple computers in the classroom, the computers were mainly used as word processors, "Microsoft Word was the main thing." As entertainment at the end of the day, the fall semester early field experience teacher would allow students waiting for the bus to "get on I-tunes and stuff like that."

Recent Personal Interest in Media

When reflecting on her personal life, Ann is still frequently involved with media, "Media is like everywhere. I use it all of the time. I don't realize how much sometimes." Ann even compares her incessant checking of email to an addiction,

Yeah. And the surfing – the computer time – there is fun computer time and then there is working computer time. Like I will sit down to do lessons and I will sit down to work on my Electronic Portfolio and then I

will also procrastinate on IM and go down my buddy list and check everybody's away message and then go to LiveJournal and stalk people on LiveJournal and you know, go check my email fifty times a day. You know that's like smoking cigarettes or something for me. Checking my email. It's like something that I do just out of habit when I am bored. I mean, seriously, I will just go and automatically check it, knowing that there probably won't be anything there but I just do it anyway. Just out of habit.

During her student teaching experience, Ann kept a media journal as part of this case study (see sample in Appendix N). In one of her reflections, Ann became aware of the creation of a routine during student teaching and her environment that supported her recent use of media,

I notice that my days follow the same kinds of routines – especially during the week when I'm on my teacher schedule. Normally I get up, sign onto IM [Instant Messenger], check my email, then go to school. When I'm at school, I use the computers there to check email, type lesson addendums, check roll, and enter grades. Back at home, I surf LiveJournal, check away messages, or type up work. When I'm at my girlfriend's house we're always listening to iTunes. When I'm there I work on my EP [Electronic Portfolio] – often we play around with her digital camera. Her room is like a plethora of media – cameras, 2 computers, speakers all over, stacks of CDs, TV, VCR, DVD, Scanner – it's sometimes overwhelming. But she is a graphic design major.

Ann's most recent personal experiences with media continue to add to, and evolve, her perceptions of media.

Definition and Conceptualization of Media

When asked to define media, Ann answered after a long pause, "I guess it would be – you know – computers, television, newspapers, magazines, um, I guess, printed or visual or auditory material that carries some kind of message." Ann delved deeper into her meaning of media as she talked explaining the importance of the message. When asked what kind of message was carried, Ann responded, "I think that depends. Um. I think that the message is always intentional. It just depends upon who is delivering it." She offered an example of what she was describing,

If you get – you know – a book full of – you know – like a target magazine, something or another around Valentine's Day. They are obviously going to try to um – you know – they are trying to get at people who want, who need to come in and buy Valentine's gifts for their partners. Um. So, you know, in that case, it would be like that corporation has – they are trying to sell their products so that is what they are trying to do by distributing that media. I guess a lot of times it is to sell things. Yeah. Whether the selling is blatant or not. Whether it is "Come buy this product!" or the idea of selling sex or the idea of selling image or you know things like that which may not be as blatant.

Throughout her interviews, Ann also made multiple references regarding the role of marketing and advertising in the United States of America. Tying it closely to critical literacy, Ann saw instruction regarding marketing and advertising as a core teaching

responsibility beyond the content of English studies,

Yeah, that whole idea of critical literacy, I think, is really important. A lot of kids are so privileged and they don't realize it because they are not forced to look through a different lens. So, I think it is really important to make, you know, just from day to day for kids to look at advertisements or billboards or commercials and realize that there is an angle. Realize who is being targeted by these things. Um. You know, who do we see – what kinds of people do we see in advertisements and commercials and what those things are saying and what those things are trying to get us to do and that whole idea of making the normal seem abnormal and kind of looking at things in a different way. Um. Because I think that is a really hard thing for some people, especially if you are part of that mainstream and looking through that lens your whole life. I think that is a hard thing but I think it is important for them to have that skill. Make them all around smarter and better people.

For Ann, ultimately, media is equated with any tool through which advertisers could and do market products or services. Technology is seen as the equipment, the software and hardware, through which the media is presented.

Definition through Classroom Inventory

Ann presented an integrated view of “media” and “technology”. The first example of media in her classroom was the computer. The computer was initially offered by Ann as a technological media tool for doing a teacher’s administrative duties of checking roll, recording grades, creating handouts, and checking correspondence (via email). When

questioned regarding the available media in her student teaching experience, Ann's first example of media was to describe the computer in the classroom, "Well, we had to take roll in the computer. We had Internet access in the computers."

Besides the computer, a list of media (should I write "media technology"?) availability was produced by Ann. Ann describes the media available in her classroom and the library,

Uh. We had a television and a VCR in the room. Um. We had like an overhead projector in the room. We used that Duquesne machine – that filmstrip machine. Uh. Computers in the library – we used those in my class a couple of times.

This inventory of media availability provides concrete, physical examples of Ann's definition of media. Now that Ann's definition of media has been shared through her memories of her personal life and her academic schooling, let us next examine Ann's utilization of media.

Ann's Hopes and Goals for being a Successful Teacher

Before looking specifically at how Ann used – or did not use – media during her student teaching experience, it is important to get a sense of Ann's hopes and goals for her student teaching experience and her students. She established her success—in varying degrees—as measured by student responses and relationships. Earning positive feedback, for Ann, was dependent on teaching methods selected and implemented. It is these hopes and goals for student learning that possibly dictate the techniques or strategies used in her classroom.

Success and Students

For Ann, favorable student response was an important measurement of a successful student teaching experience. Ann cited that “what they [the students] think counts a lot” toward her feelings of success in the classroom. Ultimately, Ann felt that her student teaching experience had been successful, in part, because students offered positive feedback to her verbally. The students’ comments were what validated Ann’s sense of success,

A lot of them told me – I actually have had several of them tell me that I am going to make a really good teacher. That they have enjoyed having me. That they wish that I didn’t have to go. Um. So, that’s really rewarding to hear things like that from them when you know that they are being genuine.

In addition to the students’ oral praise, Ann felt that the close relationships that she had with several students was another indicator of the success of her student teaching. In fact, on her self-evaluated final evaluation for her student teaching experience, Ann listed her “rapport with students” as her first strength. One student even offered her a place to sleep at a future summer concert event,

Um. I have developed some really close bonds with some of them. I mean one girl, she wrote me a note yesterday, we were talking about FloydFest during our party yesterday and she wrote me a note that said I could come – that she has space in her tent and I could come stay with her during FloydFest [laughing] if I come to FloydFest. And just things like that. Funny. [laughing]

What did Ann perceive to be the factor for student rated success of her teaching? For Ann, the desire was to contrast traditional, “boring” methods with newer methodologies which fostered student engagement. In the following sections, traditional and boring techniques are contrasted with new and engaging ones.

Traditional and Boring

Numerous times throughout each of the interviews, Ann discussed the importance of fighting the stigma of her subject area being “boring.” Ann wanted to “get rid of that stigma that English is boring” or “that English sucks pretty much.” Throughout her interviews, Ann repeatedly used the word “boring” to negatively describe a number of teachers, professors, lessons, classes, and so on.

Ann also definitely equated perceived “traditional” teaching techniques as having very little engagement value. For instance, Ann felt that her cooperating teacher would not offer a lot of support in trying new and engaging techniques. When questioned about her cooperating teaching after a couple of weeks of student teaching, Ann’s hesitant response showed her concern,

The [student teaching] experience I guess is good but still a little rocky for me when I started out just because my [cooperating] teacher is pretty conservative, pretty traditional in a lot of her teaching techniques. So, that took a little bit of getting used to. I had to make some compromises as far as designing my unit for *All Quiet on the Western Front*.

When pressed for a further definition of “traditional”, Ann provided a definition of what she sees as “traditional” teaching,

[My cooperating teacher] doesn’t um implement a lot of newer, you know,

learning strategies. I haven't seen her offer a good deal of alternative assessments and things. You know, I was in there pretty much observing when she was teaching *Julius Caesar* and she called it "readers' theatre" but it was pretty much the same kids reading every day out loud. She would stop every page or half a page to paraphrase what was going on. Um. You know she does a lot of lecture type things. She dominates the discussion. She does ask them questions. She does want them to contribute. But she pretty much dominates class discussion. I have never once seen her do group work since I have been there. Um. The only assessments that they have had is multiple choice, fill in the blank, and short answer and like discussion questions on tests and quizzes and things like that. Very dated study guides that she uses when they are reading stuff.

Ann definitely saw her cooperating teacher not as an older, wiser, experienced advisor but more as an older, insecure, set-in-her ways competitor. Ann described her as, a little older. Um. Traditional in a lot of the things that she does. She has notebooks where she has kept lecture notes, quizzes, tests, dated – she probably has used the same test for twenty years. I am not exaggerating. She has – we have – I have gotten better about asking her for feedback. I was hesitant in the beginning just because she is pretty flighty. I feel like a lot of the things that I say to her go in one ear and out the other. Um. I guess the most difficult thing is that a lot of the time I feel like she is in some kind of competition with me. I feel like if I come up or if I suggested

an idea or an activity or share something with her, she always counters with something that she has done in the past. Um. A suggestion of her own. Um. So, that's probably the most difficult part of it.

Ann continued, "She doesn't um implement a lot of newer, you know, learning strategies. I haven't seen her offer a good deal of alternative assignments and things." Ann, however, did recognize that a positive aspect of her cooperating teacher was that she was not distracted by using techniques for the sake of newness,

She has a good grasp on the very practical stuff in the book [*All Quiet on the Western Front*] and I can probably get carried away with the newness of my strategies and you know mixing it up for them, you know, I don't want to overlook them understanding things. It is helpful in that respect.

Interestingly, Ann's cooperating teacher seems to see herself as the instructor/owner of expertise and knowledge. She did not appear to want to or see any opportunity to learn from Ann, which distressed Ann.

When asked about what should be taught in English, as well as how it should be taught, Ann reflected on her own negative experience as a student,

Ann: Yeah, I mean, when I look back on my high school experience and a lot of my middle school and high school experiences, it is obvious to me how English should not be taught in a lot of ways.

Robert: Such as?

Ann: Um. Boring grammar activities. You know, reading Shakespeare out loud in class with the teacher-dominated discussions. And um not enough critical thinking incorporated and things like that. And so, I don't know,

really traditional type stuff and so, it is kind of like you have this idea of how you are not going to do it.

According to Ann there are definite techniques that a teacher should eliminate or limit in his or her classroom. For instance, when remembering the individual she claimed was her worst high school teacher, Ann immediately physically tensed thinking about her high school history teacher,

Ann: I didn't – I'm not – I'm more inclined toward English and, um, the arts and theatre and stuff. So, I mean, and this might be really awful for me to say but history is kind of boring to me. History classes. The way that the class was run it was just made even more boring.

Robert: How was it boring?

Ann: I think she technically just lectured. Um. And we took notes. We – there was not a lot of alternative assessments. Very standardized. Um. Tests and quizzes and um never really did any type of group work. Um. You know . . . I am trying to think if we did a lot of reading at home. I feel like we probably had to do reading at home and answering chapter questions at home and things like that and just your typical, read this many pages and we are going to come in a discuss it and answer the questions as a class and like I said, we were on a 4 X 4 block, so that was like an hour and a half of that every single day for a semester. And the worst memory I have of that class was that we had to take SOLs [standardized state assessment] and, um, I failed mine by one point. And you know. . . I can't really blame her but um you know it was sort of her responsibility, so

yeah, that was like the worst memory of that class.

Whether citing lecturing for extended periods or using the same hand-outs they did “twenty years ago”, Ann frequently offered critiques of the “boring” teachers’ techniques. For instance, Ann’s critique of teachers’ techniques also included not allowing time for group work, not referencing popular culture for student engagement, and not valuing contributions by all students. Finally, Ann critiqued the technique of a teacher being inflexible regarding the scheduling of class time and where a discussion might direct the class (topic and/or time wise).

New and Engaging

For Ann, there are numerous ways in which a teacher can engage students in a classroom from creating one-on-one relationships to clearly defining behavior and performance expectations. Ann offered a list of the techniques that she felt her teaching utilized to attack the stereotype of a “boring” or “traditional” high school English class,

Ann: I think that um emphasizing your expectations from the beginning. Making it clear to them. I told them before I started my unit that respect was the most important thing to me. That they needed to be respectful of me and each other. Um. Developing good and positive rapport with the students um so that I think they are more willing to do work and pay attention and put forth effort in class. Um. You know developing those one-on-one relationships where you do know how to implement, you know, differentiate learning strategies and things. Um. Keeping tabs on whose paying attention in class, who is sleeping in class, who is reading every day, who is contributing, who looks like they are just blanked out

um. Being honest with them and fair. Making your expectations clear. I think I already mentioned that. But not just in terms of respect but in terms of classwork. Um. Providing students with some kind of syllabus or schedule. Like if you don't give them a syllabus for the entire year, at least a schedule for the six weeks so that they know. I mean because you can't expect to effectively evaluate them if they don't know what is expected of them, if that is not clear. Um. Mixing it up and making things interesting because it is an English class and the majority of them don't want to be there and have this mindset that it is going to be boring. So, trying to make it not boring and trying to break that stereotype.

Robert: How do you do that?

Ann: By, you know, using alternative assessments. By having them work in groups. By allowing them to make reference, you know, pop culture references and accepting that. Um. Valuing everyone's contributions. Um. [long pause] Not um not making the emphasis on that SOL-ish like "We have to get these things done and we are going to be doing it this way everyday." Being spontaneous and flexible and if a kid wants to talk about something that everyone else gets excited about even if its not in your plan to go ahead and talk about that, you know, if it relates to the lesson. Yeah.

For Ann, the value of a teacher is heavily associated with how engaged a student is in the class and subject matter.

In choosing various activities and lessons, Ann highlighted what her larger goal is for the students in her class. Ann is motivated by more than having students memorize,

for example, authors, texts, or quotes. She expressed her focus as a mastery of English grammar and literature in order to have her students learn to read and think critically, to recognize worldviews beyond their own as valuable, and to become effective communicators and consumers of information. She sees the meaning of being an English teacher and her personal goals as,

I think of grammar and proper grammar and things like that and being able to write and speak you know like Standard American English as a tool.

Um. So, that [my students] can succeed in the real world. And also, helping them realize that it's a tool. That people do talk different ways and learn in different ways and write in different ways and that's all right because it would be really boring if everyone talked the same way. Um.

And I think it means teaching kids critical thinking skills. Um. Critical literacy skills. Um. You know making the normal seem abnormal, looking at things through a different lens or perspective. Like really, I don't know, really challenging them to step out of themselves and how they would normally see the world or how they would normally think about things.

Um. I think that it means encouraging community in the classroom. Um. Respect for other students and appropriate communication with other students.

Beyond what was observed, Ann's lesson plans indicate that repeated attempts were made to foster this sense of critical thinking. For instance, one reading strategy that Ann taught to her students was called "Story Recycling." This strategy encouraged the "text reformulation" from a novel to a poem, newspaper article, or letter. While this

approach was certainly not evident in every lesson, by just looking at the almost thirty lesson plans for the *All Quiet on the Western Front* unit, there is clear evidence of intent in a minimum of one quarter of Ann's lessons for students to participate in critical thinking activities. These activities, according to Ann's definition, attempt to make the "normal seem abnormal, looking at things through a different lens or perspective."

Although not all lessons were observed, what was observed may indicate that an even greater number of critical thinking moments occurred than what appeared from the lesson plan documentation.

Often when Ann referenced an attempt to be student-centered her method involved media. Possibly Ann's most integrated example of utilizing media in the classroom occurred during an observed lesson on propaganda. Of the four daily class sessions Ann taught during her student teaching experience, two of them focused primarily on her *All Quiet on the Western Front* unit. Using World War I era propaganda posters and the United States' Army website, Ann's lesson tied into *All Quiet on the Western Front* as a discussion of the role of propaganda through the analysis of the school teacher in the novel. Described as "one of the better lessons" she taught, Ann discussed one of the larger goals of the lesson – to get students to look critically at information,

Just going to some different . . . like goarmy.com – different websites and things like that. Really looking at how you know who the army targets and why. And kind of just looking at that in depth and bringing that into the lesson that I was teaching on propaganda and kind of looking at the then and the now on how they tried to recruit – of how they tried to recruit

people and things like that. Um. [pause]

Ann described as well the connections made between the novel and the media presented in class,

Their [students in *All Quiet on the Western Front*] school teacher is the one, he is from the older generation. He kind of strongly encourages all of them to enlist because it is their patriotic duty and um you know, in the um, in the filmstrip of the history of World War I, they talk about how war fever swept the nation, well, in America anyway. So, you know it is probably pretty much like everywhere and I showed them some of them older posters so to get kind of like an idea of the angle that they took then and the angle that they are taking now. Um. And you know the pressure that those characters probably felt and there is one guy of their group of friends who was not going to enlist but he felt pressured into it and was afraid that he would be thought a coward and he was like the first one to die and died a horrible death and so, we tied it in that way.

Ann's desire to be new and engaging is a theme in her student teaching experience. With this as one of her goals for her student teaching, she created and implemented lesson plans that utilized media to teach content in what she hoped would be new and engaging ways.

Classroom Activities

Ann demonstrated a variety of class activities, mixing up her lessons to not only engage students in the subject matter but also attempting to provide a variety of different educational opportunities. For instance, when asked about how she would be teaching her

unit on *All Quiet on the Western Front*, Ann began with a variety of different exercises activities: “out of class reading,” “journaling,” “class discussion,” “group work,” “a drama activity,” “a letter writing activity,” “projects,” as well as “quizzes” and “a big test.” Ann illuminated how she initially decided on the various activities, including the inclusion of media, that she used for teaching her unit,

And I, I guess, like brainstorming before a unit and making flow charts and things trying to just figure out, “Okay, let me just figure out all of the different types of works and medias that I can use for this. Songs, movies, you know, TV stuff, websites, and then just laying it out there and then looking at it more realistically and saying ‘Okay, what do I have time to do?’” Um. You know, so, some kind of browsing all of my options and then, I guess, the whole student teaching experience and the classes I have taken have helped me to be realistic about it. “Okay, I am not going to be able to use – you know – ten out of these fifteen things, so what do I have time for?”

It was not only the classroom instruction and modeling that influenced Ann’s decisions to use or not use media in the classroom. For a semester, daily interaction with her cooperating teacher and students affected Ann’s perception of the power of media in the classroom. By observing her cooperating teacher’s use or lack of use, another layer of instruction was presented.

Ann’s cooperating teacher used very little media in the weeks that Ann was present. The only media Ann observed her cooperating teacher use in correlation with a lesson was a film version of *Julius Caesar*. Ann’s cooperating teacher showed the

entirety of a film version of *Julius Caesar* over two or three days before the students took the final test. When asked about how the film was used, Ann responded that it was just to watch,

Robert: And did she – how did – what did she do with [the *Julius Caesar* video]?

Ann: Um. She showed it when they were all done with everything. It was like the final thing they did – uh, before they took the test they watched that video.

Robert: And did she preface it in anyway? Did she do anything with it, other than watching it?

Ann: They might have – No, I think they just watched it. I don't even think they had like any kind of written thing to go along with it or anything like that. I mean she would like stop and talk about things here and there that were going on in the video. That's about it.

Thus, in a sense Ann's cooperating teacher seemed to use media, particularly film, as a "babysitter" to afford her and her students a day off before the big test. Given the benefit of the doubt, Ann's cooperating teacher uses film, in this case, as a review of the entire Shakespearean play.

Definition through Media Usage

Ann used media in a variety of ways during her student teaching field experience. She discussed the rationale, the pitfalls, and the benefits of using media in her lessons. In the following sections, the various media Ann used is discussed.

Filmstrip, Overheads, and PowerPoint

According to Ann, she introduced her *All Quiet on the Western Front* unit with the assistance of media. At her cooperating teacher's insistence, Ann used "an old school Duquesne machine filmstrip. Filmstrip style with audio tape. Um." Ann explains what the filmstrip was about and how she tried to meet her cooperating teacher's objectives with her own sense of newer, more engaging, technology,

Well, if it would have been up to me, I would have just used the PowerPoint but she wanted them to be able to see all of the pictures that were used in the filmstrip and since I could not figure out how to take the pictures from the filmstrip and like incorporate them into the PowerPoint um we first just went through the film strip with the tape playing with it – I mean old school like every time it goes "beep" you would flip the slide, you know? So, they kind of just watched that to absorb that. And then we did the PowerPoint and went over the study guide like orally. And there was actually not enough time in the class to do all of that so I had to skip over a bunch of slides that didn't have the answers that they needed on them.

Thus, to satisfy her cooperating teacher's directions and her own desire to use "interesting" techniques, Ann showed both the filmstrip history of World War I and her PowerPoint dictation of the filmstrip text. According to Ann's lesson plans, these activities were done on the same day back-to-back at beginning of the unit – to give "a really solid background before we started reading the book." Her lesson plans indicate three cognitive learning objectives for this introductory lesson:

SWBAT:

[Cog]

2.2) Explore their concept of war through guided/modeled activities and informational materials.

4.1) Formulate an understanding of the importance of cross-curricular knowledge.

4.2) Explore mainstream and non-mainstream society's perceptions of war.

Ann felt that, overall, the introduction worked well,

And I think that worked well just because it gave them a really solid background before we started reading the book. They saw the film strip and then we went back through the PowerPoint so that they could fill out their study guide. Um. With the PowerPoint.

Ann explained her rationale for incorporating PowerPoint,

The PowerPoint was just a way to put a new spin on older informational material. Students today are typically more inclined toward computerized media, as opposed to media like Duquesne machines and film strips. It was my thought that implementing this use of modern media and technology would peak student interest.

Radio and Music

Ann also used music in two different ways throughout her student teaching. Once, she used it, as previously described in her Methods Course micro-teaching lesson, as a way to analyze lyrics and look at opposing views. Ann did teach the lesson with the Ani

DiFranco song and her grandmother's letter approximately half way through her student teaching unit receiving a good response from her students. Ann described her students' reactions to the lesson,

A lot of people participated in class that day. Um. I mean a lot of people – I mean no one had heard of her [Ani DiFranco] before. So, it was like they were being introduced to a new artist. A lot of them probably had not heard that type of music before. And you know that some of the response was like “This woman is a hippy.” Or “This woman can't sing.” You know. But I think a lot of them identified with her like the liberal, how liberal she is and the lyrics that she had in there. So, it just kind of stirred things up.

Another time, Ann was observed playing background music while students were free-writing in her class. Initially, after announcing to her students that she would be playing background music as they did a free writing exercise, the music would not play through the computer. Ann quickly searched for the malfunction, discovering that the speakers to the computer were not hooked up to the power. Ann connected the power cord and Sara McLaughlin's “Angel” began loudly in mid-verse. Ann ran around the corner of the teacher's desk, apologizing to the class as that was not the song Ann had wanted to play. The burned CD of MP3s was a mix of music. Ann found the right song and let it play. Classical music was heard coming forth through the computer's speakers.

This second technique was modeled frequently by her English methods instructor. Ann felt that the incorporation of music with “no lyrics or anything” during free writing time was highly effective, citing her students excited reaction of “Hey! Can

we keep listening to music?” and her belief that the students had never experienced a free write with background music before.

Film (Popular)

Ann also planned on showing a film version of *All Quiet on the Western Front* to her class after they had completed reading the novel. When asked to explain the timing of the video, Ann offered this response,

Um. I thought it would be a nice kind of like final thing for them. Um.

After they had done everything. After they had read the book, after they had taken the test, just a way to kind of wrap things up for them. Um.

They read this whole book and now it is like they get to see that director or filmographer’s version or interpretation of the novel. Um. I just thought it would kind of be a nice punctuation if you will to put there at the end. . .

They are going to start Friday and it will take them about three days because it is a really long movie. Two and a half hours or something.

In her lesson plans, Ann writes for the introduction to the film version of *All Quiet on the Western Front*,

I will begin class by telling students that we will begin watching the film version of *All Quiet on the Western Front*. While students should watch the film for enjoyment, they should also take notes of how closely the film follows the novel.

Although there is no evidence of a specific assignment dealing with a comparison of the film version and the novel, in the conclusion to the viewing of the film, Ann wrote about the planned free write,

When the movie is completed, I will ask students to complete a brief free write in response to the following prompt: What have you learned, or have has your perspective of war/the military changed after reading the novel? Free writes should be collected before students leave.

Ann, in her electronic portfolio, provided a copy of her final *Technology Reflection* – an assignment for her methods course. In the *Technology Reflection*, Ann contemplated student enjoyment and media while wishing that she had added more film into the *All Quiet on the Western Front* unit,

Students are naturally inclined toward technology use; it is a habit of their generation. Computers, video clips, and music is all very appealing to students, so I've come to find out. As much as I would've liked to integrate more film clips into my *All Quiet* unit, there just wasn't any time, despite the fact that I know students would've enjoyed that.

At the beginning of her last interview, Ann was questioned about the amount of media she observed or used the previous day. When questioned about the amount of television she had watched the previous day, Ann sighed, "Maybe an hour. And that is only because we watched a video in my eighth period class [Basic English]." When pressed further about what video was shown and why, Ann responded that they had watched an hour of "a six and a half hour long mini-series that came on USA [television network]" called *The Tenth Kingdom* "because it was our party day and we had started to watch that last Friday in class just to give them the day off." Ann knew of no plans for the students to watch all six and a half hours.

Final Projects

According to Ann, her most effective use of incorporated media was at the end of the unit when students did final projects “because they really liked going to the library and using the computers for things. . . a lot of them chose the WebQuest and a lot of them actually chose the character homepage to do. So, I mean, that says to me that they are pretty technologically inclined in things like that.” During one observed class period, Ann’s tenth grade basic English course was observed working on their final projects for their unit on *The Pigman*. Two of Ann’s students went to the library to work on the computers typing up their screenplays; while another student worked on the classroom’s computer finishing up her WebQuest. Throughout the period, Ann would circulate in the classroom asking if anyone needed help.

Referencing Gardner’s multiple intelligences theory, Ann offered her students different projects to pursue, “They are going to have the option of four projects and those are going to be done in groups and I tried to address different – the multiple intelligences kind of things”. For instance, one of the projects, a WebQuest, had students,

take on the role of being soldiers who were on a covert mission and they had to – They were given thirteen questions . . . just different things like you know in pretending that they had to bring this information back to Kaiser Wilhelm. So, they had to – and they had these two websites with pretty much all of the answers could be found on these two websites right. So it was stuff like research these weapons or you know, um, find out about the geographical, you know, stuff about this area um and what not. I think I can tell you [rustling papers] . . .Um. Stuff like - What kinds of

gas are used when they use gas during warfare? What is life like in the trenches for the German soldiers? Find a recipe of some kind of food that they would have eaten. Who is the Red Baron and why is he famous and when did he die? And then some more about specific people, like explain how the Archduke's assassination is the catalyst for the war, find Helen Berry's 1917 journal and summarize the information that you find, stuff like that.

Ann was pleased with the amount of response given to this WebQuest. In her opinion, somewhere between "65 to 75% of [the students in her classes]" chose this activity. When asked why the popularity, Ann laughed,

I think they thought it would be – well – I think they thought it would be the easiest thing to do. Um. And probably easy for them to split up – because they were group projects. So, probably easy to split up the questions four ways or whatever. And if they needed to do them at home, they all pretty much had Internet access at home. And they probably felt that it would be the least amount of work. In my opinion, WebQuests are some time some of the hardest things to do. You know, as opposed to some of the other stuff.

The other project offered that appealed to "computer savvy kids" was the creation of a character's homepage. Ann described the requirements for the character homepage,

We did a character chart. We did physical description, background information, character traits, and misc. for about eleven different characters in the book. And they just had to pick one character and put that

information on a website. And I wanted them to – kind of – I was hoping that they would do it from first person view and they had to incorporate graphics and be creative and organize it however they wanted to organize it. Um. You know make it look sharp. You know part of the rubric was overall presentation – how it looks, the background and the font. Um. How it all looks together and it was the second most popular thing actually because I think we have some pretty computer savvy kids in there.

Lesson plan documentation from Ann's implementation of the final project revealed that she increased the options to six instead of the four she referenced in the above interview and that when Ann set the agenda for her students with project options, the majority of the options included media. Specifically, the six included a character homepage, flowchart, short movie scene or television sketch, reader support kit, newspaper, and a WebQuest. Of these six options for the final project that corresponded with her unit on *All Quiet on the Western Front*, Ann offered her students a selection that dealt with some form of incorporated media component.

While Ann's handouts for the final projects reveal no specific objectives, her lesson plans for the introduction and subsequent in-class working time do. Ann's major emphasis of her learning objectives reflected the unit's focus on the reading of *All Quiet on the Western Front*. For instance, the lesson plan's Specific Learning Objectives include:

SWBAT

[perf]

1.1) Reflect upon personal experiences via writing and class discussion.

2.3) Formulate inferences based on reading and/or instructional activities.

[aff]

6.2) Participate in class discussion and activities.

7.5) Demonstrate an understanding of the text through oral response.

[perf]

9.1) Originate ideas/opinions in response to assigned readings.

[state standards]

10.3) Identify main and supporting ideas.

Make predictions, draw inferences, and connect prior
knowledge to support reading comprehension.

Frank's Media Remembrances (prior to student teaching)

In the same high school down the hallway from Ann in a different department, Frank began his social studies student teaching experience. Like Ann, before specifically presenting his student teaching experience, Frank's personal and academic experiences with media will be portrayed. The following sections present the findings of the case as they pertain to Frank.

Frank, a self-confessed "TV addict," became clearly animated when discussing his interest in and time spent with media growing up. When asked about watching television as a child, Frank laughingly and spiritedly began to describe his love of television and films past and present,

Frank: [laughing] Oh yeah, I was a total TV addict. I mean my parents – there were no rules in my house. During the summer especially, I would

watch a ton of TV and I remember – this is kind of pathetic – please don't reveal my name [laughing]

Robert: [laughing]

Frank: I would literally as the dog days of August were approaching with school, with school coming up, I would be like, "No more Letterman!"

And just like, literally, it made me sad to think that I would be able to only watch it one day a week now instead of [laughing]...

Robert: Sure, Friday nights.

Frank: [laughing] Oh! Carson! I can't watch him five days a week. Um.

So, I watched a lot of television. I was – in terms of just crud television like *Brady Bunch* reruns. You name it – sitcoms, *The Cosby Show*, you

know, *Give Me a Break*, Oh God! [laughing] So, all sorts of stuff and loved it. I always get in arguments with my wife, did it damage me?

Actually she might argue that it did. I argue that there was no damage done. So, we are always in a debate about how much is too much for these guys [pointing to his son playing computer video games on the floor next to the couch in the study lounge where we are conducting the interview].

And, of course, you always think now that it is crud now.

But anyway, I also always had an interest – and I think that it is largely because of my father – he got a Bachelor's degree in history from Yale and then he went on to get a Masters in Public Administration but he always had a love of history and politics. And so not only did I watch television just catered to basically candy – that was mind candy sort of

speaking – but we watched a lot of political shows together, *McLaughlin Group*, and um so probably from about 7th grade on I was kind of into all of that. I remember being engaged and understanding politics and uh, watching it with keen interest.

And then driving to school he would – before I got my license – he would listen to NPR [National Public Radio] that was what we listened to in the car and I got to enjoying that. Um. And so it seemed very natural to – in my adult life – continue to engage in those habits. The TV, if I could, I would watch a lot more – I just don't have the time and I have to say and I probably sound like an old man and I am sure that every generation says this but it is just not as [laughing] good as it was when we . . . I mean how can you get quality like *Mr. Ed*? There is no current equivalent for that. So, [laughing] um. So, other media? Primarily television driven. I watch – I love movies, you know, *Star Wars* all of those things that I grew up with. He's [pointing to son again] getting into that now. My favorite show was *Star Trek*. I still have all of these *Star Trek* movies on DVD now and the first season on DVD now. I don't know how atypical that is – probably pretty typical 80s kid [laughing].

However, Frank had very few lasting memories of media being used in his elementary or secondary schooling. In elementary school, Frank had a vague sense of “watching a lot of two reel movies in third/fourth grade.” He did remember watching *School House Rock* but was confused as to its purpose, “I didn't really understand that, why we watched that in school.” Ultimately, Frank struggled to recollect any outstanding

media experience, “something that really stands out for me? I would have to say absolutely not. I don’t remember much media watching in school.”

University’s MaEd Teacher Education Program Coursework

Like Ann, Frank’s training to be a secondary teacher was part of the land grant university’s MaEd teacher education program. This program, as previously described, is a graduate teacher preparation program. Looking at Frank’s coursework in this program provides the most immediate and most direct influence on media utilization in the classroom prior to his student teaching experience (see Appendix K for Interview Guides with question prompt for program coursework).

Educational Applications of Microcomputer Uses

Frank, like Ann, also had to take the required technology course. However, Frank felt that the course was a little too basic for him,

We had to take a class EDCI 5314, I think it was, which was Microcomputers in Education. So we were exposed to the importance of being literate in using technology and the idea that some day – and believe me at that point it did seem like “some day” [laughing]. I was half timing it and I had no idea when I was going to finish. So, it might have been thirty years down the road. – But it was this idea that you should get yourself comfortable with these technologies and we did engage with various exercises that showed how we might incorporate technologies to help us grade but it wasn’t – I don’t know – it taught the basics about web design . . . But overall, it was very basic. It was stuff that I had been exposed to like using Excel spreadsheets and Oh! turning Microsoft Word

into HTMLs. I mean those are useful for someone who has never been exposed to technology but for someone who has I am not sure that it added so much that I walked out of there going, “Boy, I am ready to get a web design job and drop this whole education thing.”

Teaching in Middle and Secondary School: SS

The social studies methods course was described by Frank as “probably one of the hardest courses that I have ever had to take in my college career.” Equating the toughness of the methods course with the perceived toughness of his first year teaching, Frank felt that the methods course was the proper level of training,

The first year of teaching from everything that I have heard is going to be a challenge because you are new, you have all of these things, and I think um it was really good in that after we do this, I don’t think there is any way that you can simulate the first year of teaching but if you can get close it will help you to say, “Okay, I knew this was going to be rough but God last year was pretty rough too.” I think it is necessary and I have heard that other programs don’t push us quite as hard as Dr. [England] does and um I think while I was cursing him at times, I think we will be better teachers for it so I am glad that I went through it.

Frank felt that his social studies methods professor – while tough – modeled best practices frequently and effectively in his classroom. For example, Frank’s methods instructor would set up the class to address a student concern or question,

He would kind of set up a question – much like I try to run my own class. Um. He was modeling a lot. By teaching us, he was modeling how he

envisioned being an effective teacher in today's climate. That modeling usually consisted of setting up a question for us to be thinking about.

His professor's modeling throughout the methods course is what stood out the most for Frank. Frank described the effectiveness of such an approach on him despite personal concerns about the continued emphasis on technology,

His classes primarily focused on modeling the teaching techniques but he – um [long pause] – I was trying to think did he talk to us about any of the pitfalls of I would have to say that he modeled it used successfully. I don't think we really talked about – I guess maybe that was one of my concerns early on is that you have this emphasis on technology but I think there is also a tendency to place too much emphasis on technology and forget about the teaching in the process. It's just like you see PowerPoints used over and over again [laughing] and all they are doing is just – its words on the screen and you are thinking [laughing harder] is this all there is? So, I did have concerns about it but mostly he modeled it successfully. And I think that maybe his idea was that we would see it modeled successfully and be able to incorporate that.

In comparison to other required courses in the education program, Frank observed that his methods course focused the most on the integration and utilization of media or technology in the classroom,

So other than [EDCI 4124 – EdPsych], the majority of classes spent no time talking about technology. That all changed this year with the methods course in the fall where Dr. [England] is – you know, he has written many

articles on the use and potential of technology in the social studies classroom. And so we – he wanted to get us comfortable using it and when we were constructing our micro- or mini-lessons that we had to do for the class. He encouraged us to use technology. He *always* used technology in that class. All of his lesson plans were PowerPoints. Um.

You know, I remember the first day of class he incorporated video clips of a Jerry Seinfeld bit on education teaching and so just the whole – the emphasis was obviously on teaching but there was this emphasis on how can we use technology to enhance the status of social studies among students which is so low. How can we use that . . . that natural interest they have as a way to get them to look at it – at doing social studies in a more excited way. So this year has been markedly different but I would say that the majority of my time [in the university teacher prep program], there has been very little focus on technology.

Like Ann, Frank, too, taught a micro-teaching lesson for his methods course and like Ann, he, too, discussed his desire to include media in this lesson. For Frank fitting all of his desired activities into his 40 minute micro-teaching lesson on Nazi Germany was a challenge,

It was more of a PowerPoint-type thing. It was not just direct instruction. My challenge was to try not to lecture for forty-five minutes. You have to get through content you know so that is not always possible. So, what I did was mixed it. I had them working on some case studies of people who had resisted the Nazis to let them know that a lot of the time you see guys

marching in uniform and everything looks orderly and it seems like all of Germany was supporting Hitler unless you were Jewish or a minority but in reality there were segments of the population that resisted. I wanted them to in group to read about that and to put together a kind of poster, it was also a summary. I wanted them to emphasize some writing. They were to summarize what they read and the writing should stand on its own but they also needed to present the poster and then I would collect that – the summary – the idea was to collect it and look at it and put it together in sort of a booklet that they could look together at as a class. And then, but I would also lecture part of the period on sort of the numbers as to who resisted, how the Nazis co-opted people to vote for them.

Although Frank felt rushed, in the end, he felt that his incorporation of a variety of methods that his professor had modeled made the overall lesson “fairly effective.”

Early Field Experience

Frank’s early field experience in the fall provided little opportunity in terms of utilization of media in the classroom (a sixth grade social studies classroom). Frank described the media used in the sixth grade setting, as well as his sixth grade early field experience teacher,

Very old school. Um. Didn’t even use handouts – ah! I take it back – used a lot of photocopied things from various resources, so that was media. But in terms of technology, [whistles] very little. And she actually had two-three computers in the room. Two that were for use by students. I can not recall a time during class when anybody was on the computers.

Occasionally, after school they had to look something up and get on there but it was very little. I was really surprised.

Frank's love of media has become more focused on a desire to be informed. Frank's father's need to be informed by watching and listening to political discussions has influenced his son as an adult. Frank sees his need to be informed and up-to-date as having a subsequent direct correlation to his chosen profession,

I guess I listen to an awful lot of media. I pride myself on being informed. . . . I wake up to NPR. I listen to NPR not just because it is background noise but because I am interested in world events. But I think it is also important to know those things because you are always looking as a teacher, especially in history, to try to find things and go "AH! [slapping hands] I can tie that to their lives today! I can bring in this whole um"

What did we talk about yesterday? We talked about this whole – we were talking about mandates, we talked about the artificial creation of Iraq and the problems that you know civil war might bring but that, I tried to bring in something – they just agreed on something – I am always looking for ways to make it relevant to their lives today or at least make it known that it is still living. . . .I start off listening to that. I also listen to *Imus in the Morning*, trying to get little tidbits out because I think it is funny. They also have an amazing amount of guests on there that – I am constantly looking at op-eds online because – things that I had not really thought about before – that I do monitor on a constant basis.

Frank's personal experiences with media add a layer of influence on his

perceptions of media and its role in society. Growing up with media readily available and interacting significantly with media has provided opportunities of influence for Frank. Frank's on-going interest and enjoyment of media have effected his perceptions of the possibilities of utilizing media in the classroom.

Definition and Conceptualization of Media

Frank's definition of media echoed Ann's view that media related to the message, as well as the medium through which it was carried,

Um. I suppose, any sort of – gosh! – any type of, I guess, publication that I can use whether it be web-based, whether it be book-based, whether it be a newspaper, whether it be a postcard, anything that is sort of created and has information on it, I suppose, I would classify as media. Am I right?

[laughing] Is that right? [more laughing]

Definition through Classroom Inventory

The first example of media that Frank offered was the computer. Like Ann's description, the computer was initially a technological media tool for doing a teacher's administrative duties, specifically, checking roll. Frank concurred with Ann's initial response describing the media available in his classroom, "There is a computer in there that does have Internet access but it is set up in such a way that is – it is basically for the teacher to use for roll. And I guess if for some reason you come across a crazy word you could *Google* it while you are teaching."

When describing the media availability, Frank commented on not only the availability but the ease of setting up and using the media. Also, interestingly, Frank's definition of "anything that is sort of created and has information on it" is further

enforced through examples of media offered, such as “various things on the wall”,

A limited amount of media, I suppose. Um. There is a television in there with a VCR/DVD player. Um. . . . I did bring in an LCD projector that I checked out from the library. I started to do that after – actually at the beginning of April. Um. And I pretty much secured that whenever I could because I wanted to enhance the way that pretty much all of the instruction went in there. I was able to – initially I got a really nice laptop with that and I thought that was great and then the second time I rented it I got a machine that was running Windows 98 and it wouldn't read my little um – what is it? – memory card. You know, I gerry-rigged it to work with the computer. I just plugged the monitor into it and got it – um, plugged the projector into the PC and got it ready to present PowerPoint that way. So, I did a work around.

It's not – in terms of – yeah – for me to use media effectively I could have brought videos in and occasionally I did. During the last week, we watched a segment of the movie *Pearl Harbor* – the battle scenes. Uh, just so they could see a more contemporary take on it. You know, you could use the DVD player and the VCR but – unless you were willing to rent a PowerPoint projector – the computer use was totally limited.

Other types of media, though, there were atlases in the room. Um. Textbooks if we needed to have the students using textbooks. Um. You know, various things on the wall – uh, you know, what life is like in other countries inside people's homes. I guess that could be construed as media.

Um. You know some things about important inventors. But that's about it.

Frank also wrote a reflection in his media journal critiquing the availability of media from his department (see sample in Appendix P),

I love the social studies department at [the high school] but I find the departmental media (eg. videos) limited in student appeal. Most of the videos are so dry that students instantly fall asleep upon contact. In preparing to talk about the rise of the Nazis, I ended up splicing images together myself from *Triumph of the Will* (a Nazi propaganda movie). All other footage was dubbed over and analyzed to death so that no more of the primary source remained.

This wide-ranging inventory of the media available given by Frank provides some concrete examples of Frank's definition of media. Frank's definition of media has been reported through his memories of his personal life and his academic schooling. Next, we shall look at Frank's utilization of media in the secondary social studies classroom.

Frank's Hopes and Goals for being a Successful Teacher

Like Ann, Frank had pre-defined objectives for his student teaching experience. His student teaching success was measured in part by his students' responses to his teaching. In this section Frank's discussion of being a successful teacher is presented with descriptions of some of his teaching methods and techniques.

Success and Students

Throughout--and at the end--of his student teaching experience, Frank consistently stated that the experience was a success; this success was largely based on student rapport. For example, after finishing his student teaching, Frank was asked to

describe his student teaching experience and responded, “Overall, it was a wonderful experience.” When questioned how his experience was going during the semester, Frank’s eyes brightened and he shared,

It’s going really well. Um. I have um – I think – I have developed a good rapport with the students. I can tell that most of the time that uh, I guess, they enjoy having me as a teacher as much as humanly possible for people that are required to learn social studies.

After a mid-term evaluation for his students, Frank felt even more empowered by his students’ responses. Much like Ann, the students’ responses held a significant amount of weight for Frank,

Of course, I suppose they could be lying but most of them said that they really enjoyed my style. They said that they still did not enjoy history and some of them did like history they, you know, I think a lot of these kids have been forced to memorize things and they are not as enthusiastic as they could be.

Traditional and Boring

Frank, the social studies pre-service teacher, felt that a direct impediment to student engagement was his cooperating teacher’s traditional teaching techniques. Frank expressed his frustration openly, describing what he sees as a problem with older teachers,

I think this is a frustrating thing when you are dealing with teachers who have been teaching for a long time and they are – and they have had success with strategies that have worked for them for the last five or ten

years but they are having trouble with these new students and they are quick to prescribe it to “Well, it’s this media culture we live in.” And that might be part of it, I don’t mean to – they have a lot more experience than I do so I am coming at this with some idealism but I will say that – just like I had said earlier – these students live and breathe technology. I mean I am almost living and breathing technology. I mean everyday I use my cell phone fifty times a day. I *love* technology. And now that I have incorporated in my class, this was one of the hardest things that I had to do when I was all finished. I watched a couple of days. I watched one period and then I would go back to my grading last week. And I have to tell you – I had no more patience – this is really going to sound like I am full of myself but I have no more patience for the types of presentations that my cooperating teacher was doing because I was thinking the whole time, “This is not speaking to the way that these kids absorb information anymore.”

Frank also described, specifically, what techniques his cooperating teacher used frequently in her teaching. Frank definitely saw the lack of incorporation of technology (tool selection and personal comfort) and media as a downfall to his cooperating teacher’s attempts to engage students,

Well she does a lot of – she does primarily direct instruction. She uses a lot of, I guess, overheads. She puts notes on the overhead a lot for them to write down while she is talking. Um. Uses a lot of overheads. Uses a lot of worksheets that are generated from the book. Um. She does bring in some

History Alive activities but of course they [the cooperating teacher and the students] are under an amazing amount of strain. You know, they have to get through an amazing amount of content. So she is trying to speed through that. She is trying to keep it pretty interesting. But she is not very comfortable with technology, I suppose, and using different stuff. And I think the students are so – this is not a critique of her really but – the students just uh... The first time that I used PowerPoint they were like [yelling] “This is great!” Maybe they will get bored with it now, I don’t know. They were pretty excited about it. I don’t know if I am doing her justice by talking about that.

But it was not only Frank’s cooperating teacher, with whom Frank had concerns. In his electronic portfolio, Frank provided a final exam question where he discussed his perceptions of media usage, access, and mastery during his student teaching experience,

Sadly, this [utilizing the students’ prior knowledge in terms of technology] was not being done at [the] High School. Most classrooms are lucky if they have more than a VCR and overhead in the room. Obtaining an LCD projector can be tedious as there are only 4 units in the entire school and you must be diligent in signing up. Since teachers sometimes plan at the last minute obtaining a unit can be tricky. Additionally, since many of the teachers at [the] High School don’t have these tools in their rooms they frequently dismiss them as being too complicated and plan as though computers and technology did not exist. Overheads and chalkboards are the rule of thumb. As a result students, who live and breathe technology,

are bored out of their minds in the social studies classroom.

Unlike Ann, who felt that direct instruction and lecturing should be kept at a minimum, Frank felt that due to the time constraints of covering the vast amount of material required by state standards that direct instruction perhaps could be the most effective,

I still think at this level and given the realities that high school teachers face, if we are talking about the real world quote unquote, I think the best way to educate these kids, I guess, or to get them to get something out of the class – that is hopefully learning what they are trying to get – is [deep sigh] is direct instruction mixed with the uh the discussion mixed in with primary resources, whether it be video, whether it be images, whether it be things like that um, so you are not lecturing for the entire 45 minutes. You are giving them a chance to discuss what they have talked about, um, and then you are also mixing that in with ways they aren't just always having to jot down and write but that they are able to change gears and look at things and um you know see that these things are real and they did exist. . . I think organized direct instruction um that does take these pauses that I was talking about, is a really effective way to get them to [pause] to not only cover the content but learn it and hopefully develop more of an appreciation for it. And uh, that's how I – ultimately, if I teach, um, if I taught at high school, um, that's how I would see myself teaching.

Although describing the “challenge” of “try[ing] not to lecture for 45 minutes”, Frank was observed three different times lecturing for the majority of the time during his class

period (see Appendix M for Observation Calendar). According to his lesson plans, Frank planned to use direct instruction or lecture/discussion approximately half of his planned lessons throughout his student teaching experience. When discussing the best techniques for teaching social studies, Frank's first thought was direct instruction. In fact, alternative activities utilized in his class, for instance, a game show format to discuss economics and the Great Depression, were viewed as a break from lecturing for him and his students,

So I am trying to think about ways to make this [the game show] run more smoothly tomorrow and get them to be more engaged with it while we are doing it. So that will kind of be the "day off" for mostly direct instruction so but it is primarily still direct instruction and I think the reason that I had to adhere to that – and I like direct instruction, too. I am feeling more comfortable in front of the class because I feel like I have gotten feedback from them. I know them. I guess, I know what makes a few of them tick or laugh or – it's kind of a challenge for me to make some of this stuff amusing but also, we have an amazing amount of content to cover to get them up to where they need to be before the SOLs. Now, I fortunately, will not have to deal with what happens after I leave here [laughing] but I also feel a responsibility to keep the ball rolling so to do role play five days a week or to have them engaging in cooperative group work we would never be able to get – we had to shoot through the Russian Revolution in a week – it was really less than a week, it was six days. Um. And that is just a lot at a quick clip to fly through and so that was primarily. I mean I did the role play and that took two days. We are flying

with direct instruction.

Thus, although seen as typically non-engaging, Frank supported direct instruction as the most appropriate and effective teaching technique if supplemented by PowerPoint, amusing anecdotes, and “day[s] off” with group activities, media, and alternative assignments.

New and Engaging

Like Ann, Frank believed he offered his students a variety of new opportunities designed to encourage student engagement. According to his lesson plans, Frank used such activities as the History Alive projects, group activities and presentations and mini drama presentations to engage his students. When asked how he was going to measure the success of his student teaching experience, Frank responded,

I think knowing that uh I have tried to engage students through a variety of different methods, I guess, and tried to make what we are studying speak to them. So, that maybe that spark will go off and they will say, “Ohh, I can look at it this way!” And not just being someone who is driven to just get content across but someone who tries to use a variety of techniques to get that content across but to also make it more interesting to them and make it more useable, I guess. . . . And I guess what I want to get out of it is that I want to be a good teacher who uses – and what I think I have gotten out of it is a good teacher that recognizes that you can bring so much into teaching outside of just the textbook and make it more interesting to reach students in that way. And recognize that they all learn at different levels and use that to make yourself a better teacher and to

bring in different ways to teach them.

Later, the discussion turned to how Frank assesses his students' work. His line of reasoning confirmed the importance of student engagement in his classroom to him and in his overall reflection teaching schema,

Obviously, I have to assess but in terms of initial measurement, I measure it [student assessments] by how engaged I see them being, you know. You know how anxious they are to take a guess or to take a shot. Um. Talk about something. It's hard. When they do group work, I measure it by how engaged they are with the group work, processing, and staying on topic, talking about what they should be talking about.

For Frank, the first step in combating the boring classroom was to be passionate about the subject area,

I had developed a love of history because my father was a real history buff and that was what he got his Bachelor's degree in um BA in and he got his Masters degree actually in Public Administration but he always had that fascination with history so we always had a lot of history books and books about history in our house.

Frank also agreed with Ann's assessment for the need to "mix up" the teaching techniques offered to his students. The most effective method for Frank was "hooking" his students early in the class period,

For me, the first few minutes of the class, I think the most effective thing initially is to try to hook them. You have to try to hook them into thinking. You know they are just coming in from lunch or dealing with their

boyfriend or girlfriend or whatever, you have got to try to get them engaged and that's hard to do. I try to use something – usually but not always – something to get them to think in terms that they can relate to.

Frank offered a lesson plan hook that he had done with his class that day,

Today . . . we were talking about WWI as an example and I thought I am going to bring in a baseball fight into this to just kind of get them thinking about a brawl. Everybody going nuts. So it was something that they could – I heard them chuckling some of them reading this – at least they were listening. You got to have a hook and from there, you have to tie this hook into what you are going to be teaching about. You got to say, “Hey! Baseball – let's look at how it broke down into all of this feuding.” I tried to break it down into that. But that's not always enough but at least that gets them initially sparked.

Bringing in outside materials to deepen the understanding of social studies or a particular connection to the topic was another technique that Frank used to engage his students. Frank explained the importance of making students see the larger connections through artifacts and outside materials,

You have to bring in material to uh – well, actually you have a couple of choices. You can bring in materials. Today I brought in documents from the time period so that they realize that this is not just a textbook that is written and I have got to memorize these facts. That there are actually documents that were written at that time that the textbook came from and I brought in some documents talking about how WWI, documents that

started the war – different documents and I had them look at that and the text and how the text kind of analyzed it, so they could see that this is where it came from and fix it in their minds. Um. I don't know again how totally effective it was – some kids would rather be doing other things. But I wanted them to see was that history was alive, that it didn't end.

Frank also argued that using questioning techniques to begin interactions and to break up lectures gets the class involved for Frank. Using questions, for Frank, means bringing students into the conversation of his topic or lecture, “trying to get them thinking about things again and to keep them thinking and try to bring it back to them. So that when I am lecturing, it is not just me talking. But there are breaks. Hopefully, they are talking.”

Frank wanted a successful student teaching experience. For him, this success was largely evaluated based on his students' feedback. The perception was that to earn positive reviews from students it would be important to combat the boring stereotypes of his subject by offering new methods to engage students. Frank felt that the introduction of technology played an important part in breaking the stereotype of the boring social studies classroom.

The week before Spring Break, Frank was asked by a student in his class, “Why the heck are we doing this [studying history]? This is pointless.” Frank was still incredulous weeks later while describing the event. Frank said, “She actually said this to me. This was right before the week of Spring Break. I was like, ‘Oh my gosh!’”

For Frank, the reasons for studying history are numerous and varied. His goals for his social studies students range from basic knowledge to active citizenship to being

better students. While reflecting on his goals for his students, Frank visibly and audibly became more excited,

I think um, I mean they say it is to give the students civic responsibility, to understand how to be better citizens and I suppose that's part of it. I mean that is the idealized version that we are supposed to make students better people. And I think that understanding history does make you more informed and can lead to someone who is quote unquote engaging in civic efficacy where they understand how government works but I, again, I think that's part of it, but I think that students need to understand history.

I guess it's the age-old battle uh you know, it's that saying, "Those that don't know history are condemned to repeat it." Um. And repeat the mistakes. Now, those that do understand history do the same thing [laughing] but if you don't understand history then there is no question in mind that you are going to make the same mistakes over again. Not only that, you don't have an understanding of why we are where we are. Um.

And I think students they are so compartmentalized, they have their video games, and they got this and they go on to the next thing and um for me, personally, having an understanding of history has helped me to understand how the world works, I guess, in a better, more effective way and to understand why things are happening and the way that they are happening. And I hope – my goal is to get them to understand that these things did not just end years ago but they have applicability in their lives. . . . And hopefully to be better thinkers.

Ultimately, like Ann, Frank hopes that his students will get more out of his class than just the transference of knowledge. Beyond the content of social studies, Frank wants to instill in his students a questioning nature, “But I – my goal is to – I want kids to ask questions and I am willing to take questions of all types if they are trying to understand something.” Also, like Ann, he wants his students to see his chosen subject of study as interesting,

I want them to understand that learning is actually fun and is actually beneficial to be informed and to learn. And that it – I guess – this gets back to the history, I suppose – again, that it is interesting, not just dead. But I also want them um again to by teaching them to write and by teaching them to think about things, I want them to be thinkers. I don’t just want them to be bored by something that they don’t understand but to actually try and understand it. Not just dismiss it out of hand, “Oh this is just some boring thing that some adult is talking about.” Um.

Interestingly, Frank wants his students to also see the value of teaching as a profession,

I also want them to develop an appreciation for teaching, I suppose, or learning. So, that they develop an appreciation for teachers and that it is not just all “bara bara bara” [Charlie Brown’s teacher’s voice]. But teachers do actually care about their lives and you know that they work hard not just to make it dry but to bring life to it, you know. I hope that I give them the impression that I am enjoying what I am doing because I do enjoy what I am doing up there and um, maybe some day they may be inspired to teach because they have seen that it looks like an enjoyable

thing despite all of the headaches involved with sometimes. So, I don't know – those are the things that I want them to get out of it.

With all of these personal and professional goals for his students, Frank began his student teaching experience in tenth grade social studies.

Classroom Activities

Frank's constant concern with putting together interesting and effective lessons was presented repeatedly in our discussions. He would offer various teaching techniques that he utilized throughout the semester, particularly media, as examples. When questioned, Frank expressed his intent to engage his students,

So my goal is now to at least once a week have them doing something different where they are more engaged. Now, that can sometimes be a disaster. . . . At the same time, I think they appreciated the idea of not always having to sit and be attentive.

Frank was amazed at how much time he spent outside of school thinking about his lessons and classes. Throughout our discussions about Frank's lesson-planning, he would initially start off by talking about how he would be "constantly thinking about the lessons" for his classes,

It's one of the most challenging things that I have ever done because I am constantly thinking about the lessons and I have to be because I have to think about what we did today and how I can change what I thought we would do tomorrow.

Frank told of walking across campus or watching a television program and being struck by the potential for a teaching moment to make social studies come alive,

You are constantly thinking – just when you are out walking across the drill field, “God, how could I use that to sort of speak to my students? Is there an experience that they might have had here that I can tie into history and make it more relevant to them?” I guess my constant on-time is this search for finding ways to make history more relevant for students. And again that comes from my witnessing how dry and boring they think the subject is and I think that is a real shame because it isn’t but they have not given it a chance and part of that is because it’s been presented to them as “This is what you have to know. This is what you have to memorize.” And many times, you know I don’t want to make a sweeping judgment, I think a lot of this gets lost in high school too. I think in middle school there is a lot more cooperative group work and there are efforts made to – to – to – to sort of tie it into their lives. But I think high school comes around and it is more of a “This is what you have to know. This is what you have to memorize.” And that’s lost. And um I am constantly just when I see things, “God, could I tie that into the lesson?” you know. I saw something on TV. Can I bring it up? You know. So there is no downtime really in terms of being a teacher because you are constantly, you are constantly thinking about your lessons and your students and how to make it better.

Frank’s student teaching experience occurred during the spring semester. Through discussions with and observations of Frank’s cooperating teacher, Frank began to further formulate his own ideas and techniques for teaching. Daily interaction with his cooperating teacher and her students provided another level of influence on Frank’s

perceptions and decisions to use or not use media in the classroom.

Frank's experience with his cooperating teacher mirrors in many ways Ann's views of her cooperating teacher's lack of integration of newer teaching practices, particularly in terms of media. As previously discussed, Frank saw his cooperating teacher as "not very comfortable with technology, I suppose, and using different stuff." Seeing this as a major gap between his cooperating teacher and her students, Frank described his cooperating teacher as

what you would describe in today's world, I guess, as an old world type teacher. Um. She relied heavily on the use of overheads that had been generated by the textbook publishing company. Um. She also relied very heavily on – this isn't really media, it is her own creation – she wrote stuff on overheads and put it up. I suppose she created a form of media in doing that. Um. That was about it. Occasionally she would bring it – she brought in some recordings of 19th century compositions for students to um listen to while they were working on inventions of the 19th century that was playing in the background. But of all my observations, there was very little – I take it back – She would also hand out worksheets that she had copied from the textbook. You know the textbook has a resource of quizzes and handouts, worksheets, skill builders, that she was able to use. And so, um, she also did that. But in terms of – not much video was used. Computers were rarely used. And she never used PowerPoint for presentations to present information.

The final week of Frank's student teaching, his cooperating teacher approached

him with an idea on how to transfer the classroom back to her leadership. Frank had previously decided to show *Gandhi* to his class as a means to fill in the gap between the units that he was teaching. Frank's cooperating teacher saw this as an opportunity for Frank and the class to have a chance to transition from his control back to her control. Frank described the conversation,

My cooperating teacher said, "The fifth sixth weeks was coming to an end. You have an awful lot of things to grade. You have gotten all of your hours in. You are still technically being a teacher because you are grading. I am not doing you any favors except that we are going to watch" – I had already decided that we were going to watch *Gandhi* because we were just going to take up a unit on um you know, what was going on in the interwar years and during WWII in areas outside of Europe.

And so I thought *Gandhi* and they are next going to be getting into these independent movements after they sort of start the Cold War and it was a good way for them to see what was going on in India and the formation of this man and to get them sort of in the right frame of mind to move away from this, I guess, Eurocentric um unit plan that we had just been on which primarily focused on – I mean it did focus on Japan and militarism there but of course, you know, when you are focusing on WWII inevitably the focus comes back to Nazi Germany because out of the two I think they were the greater threat and I just think that it is something people associate with WWII.

So, the *Gandhi* seemed like a good way to – they had – you know

from being a teacher, they are always begging for videos [laughing] and it seemed like it is a very good movie. It is historically accurate but it is also a compelling movie and it is a good movie and it allows people to see the inequality and the injustices that Europeans sort of inflicted on the colonies and how people were not of people status if they were not Europeans and so I thought it was a good way and we had discussed that.

As we got closer, she said, “Look, your teaching hours are done. We might as well do the transition here and then we will have a party for you at the end of the week. You can kind of come back. You can give them all of their work.” So, it actually worked out really nicely. I got everything done. I was really able to focus on getting those grades done and getting as comprehensive as I could about my feedback.

As previously discussed, Frank’s frustration with his cooperating teachers came from his revelation that students “live and breathe technology” and the acknowledgement that his cooperating teachers used little media or technology to engage their students. Thus, throughout Frank’s school experience, media was a frequent occurrence in his classrooms.

Definition through Media Usage

Ultimately, Frank did use a variety of media during his student teaching experience. Whether using PowerPoint to supplement a lecture or showing the film *Gandhi*, Frank employed various technologies and media throughout his student teaching field experience. In the following section, Frank discusses the reasoning, the risks, and the rewards for using media in his lesson planning.

Filmstrip, Overheads, and PowerPoint

Frank's desire to engage his students became an even more important factor in his student teaching experience around Spring Break. Frank told the story of being tired of the lack of classroom management after the initial transfer of teaching responsibilities from his cooperating teacher to himself,

Since Spring Break, I think I have gotten better because I have decided that um right before Spring Break, I said, "Okay, when we get back . . ." First of all, I wasn't satisfied with classroom management in terms of what I was doing in there. I was kind of letting things. . . My cooperating teacher doesn't have a problem with people deliberately sleeping in the class and deliberately, you know, saying, "Okay, I am going to put my head down." And boom! [mimics slamming his head down asleep] And that was really bothering me. But I didn't really feel comfortable enough to do anything about it because I thought, "Oh well, it is her show. It's driving me nuts but I just need to put up with it."

There is also a lot – and I mean A LOT – of chit-chat going on during the lecture. And she would kind of just let that happen and it didn't bother her as much because of her years of teaching experience she is able to zone it out. Then there were people doing other work in the class and that was driving me absolutely crazy and so, finally, I talked with my supervisor and said, "This is driving me nuts!" And she said, "Well, this is your class", you know?

So right before Spring Break, I told them, I said, "Here are a

couple of rules that I am going to insist upon in here because I am teaching you guys now until the end of April.” And I talked with those three things in particular and I said, “The first one is rude. And when you get back, I am going to have a list of things that I want you to sign and acknowledge that you have read this and there are going to be . . .” I hate to use the term consequences but . . . “consequences for that kind of behavior in here. Because it is not only distracting to others but it is also [raising voice] driving me crazy! Quite frankly.” And, actually, that has made the classrooms all of them pretty much run a lot better. Now you can not eliminate everything but I feel much more comfortable, for instance, now if someone is chit-chatting to say, “Hey! Cut it out!” and usually they are pretty good, you know, because I have made it clear that I will move them ultimately or something. So, that has – the classroom management, for me, has gotten better which has allowed me to be more comfortable which has allowed me to focus more on what I am doing instead of what Jimmy is doing over in the corner talking or what are they working on and why aren’t they listening to me? Um.

Besides addressing classroom discipline and behavior, Frank also actively sought out ways to engage his students more effectively. The first realization that Frank came to was influenced by his students’ behaviors, “I have realized again, they [Frank’s students] just – they are just so in to computers and everything and given the content that we are doing they need to see stuff in a more high tech way.” Thus, Frank began to supplement his almost daily lectures by “introducing the PowerPoint and more pictures, more

multimedia, really more pictures actually from the era.” Frank felt that this introduction of PowerPoint “has helped them, at least, remember things better.”

Frank desired that his students be engaged, interested, and learning. One method that Frank utilized almost daily was his introduction of PowerPoint into his lecture format. Frank explained his rationale for using PowerPoint so frequently in his class,

I got to the point where I started to use PowerPoints as I sensed a real, *a real*, boredom in the students after my first, I guess it must have been four weeks. No, maybe five weeks of teaching on my own. I just couldn't take it any more and I thought, “How am I going to jazz this up?”

And so, I decided – I got tired – prior to that I was using the overhead but what I was doing was that I would find a picture on the Internet and I went, “Oh! Let me print this out.” And then I went to print it to an overhead which is just insane. And it was just such a “Blah!” way . . . if you want to reach students today, you have to realize that they are not the same students that are in the classroom five to ten years ago because they have such increased access to technology to obtain their own media and to look at things that you have to try to convey content to them that speaks to them or you are never going to have “the hook”.

And um so I decided that I am going to switch to PowerPoints here. I am going to try to roll the dice and try to get that darn [LCD] projector because I had heard horror stories about how difficult it was because I just felt like that I was not reaching them. When I used PowerPoints, I tried to incorporate, in terms of media, a lot of – uh –

images – uh – pictures of the people that I was talking about. If there was a copy of the . . . in one lesson, I used a copy of the actual Covenant of the League of Nations you know to try to illustrate to them that this was a document that this came from. This wasn't just some guy who wrote a book saying this all happened. Um. But primarily pictures, photos, just to kind of bring the history alive to them.

Historical pictures and maps were not the only pictures that Frank would incorporate into his PowerPoint lectures. During one observed lecture on Stalin, Frank used a picture of Christopher Reeves as Superman to help students remember that Stalin translated into “man of steel.” Frank laughed as the picture appeared, telling the students, “This picture wasn't around at that time. I just like Superman.”

Frank did express one downside to downloading pictures off of the Internet for educational use. During one PowerPoint lecture observed, Frank had to inform his students of a mistake he had made regarding a photo of Hitler. The photo of Hitler wearing a swastika arm band had been altered, transforming the swastika to an enclosed square with a cross inside. Frank apologized to his class for the oversight on his part.

Radio and Music

Besides using film and documentaries, Frank also augmented his lectures by occasionally offering or referencing other forms of media to engage his students. For instance, once during a test covering the Russian Revolution, Frank asked the students if it would disrupt their thinking if he played music. When no one balked, Frank played Chykovsky during the test. Another time, Frank, as previously mentioned an avid, daily NPR listener, referenced a segment that he had heard driving into school that day that tied

into his lecture.

Film (Popular)

Several times, Frank was observed showing film clips during his classes. For example, during one observed class, Frank showed a five minute video clip to introduce the starting of World War I. Black and white footage of parades of soldiers marching to cheering crowds was shown with overdubbed eye-witnessed accounts.

A couple of minutes into the video a student said, “We want to know more.”

Frank laughingly responded, “I know. That’s what I am going to provide.”

At the end of the video clip, Frank asked the students to respond to the video, “This is a good PBS video series. I know you are always going to Blockbuster to rent WWI videos. What did you see in the video?”

Several students responded to Frank’s question simultaneously, “People.” “Rallying.” “Parade.” Frank proceeded to direct them to a hand-out over the lecture that he begins.

During another observed lesson, Frank used video as the end of the lesson. Because the video was used at the end of the class period, the television was still on as Frank rewound the video tape when the last period of the day entered the classroom. One student, observing the glowing blue television screen, asked Frank, “Are we watching a movie today?”

Frank responded, “About ten to fifteen minutes. It’s about Germany. But for 8th period, you’ll probably fall asleep.”

The rest of the class filed into the classroom and took their seats. After announcements over the public address system, as well as Frank’s class announcements,

class began. Frank presented a PowerPoint lecture over the League of Nations throughout most of the class period. As he ended his presentation, Frank informed the class, “We are going to end the day with a video.”

The class erupted with students yelling, “Yeah!” One student questioned Frank, “Indiana Jones?”

As Frank turned on the video, he responded, “I love Indiana Jones, but no. I think we’re going to watch *Gandhi* in a couple of weeks.” The video was a BBC production setting up Germany’s state before the Nazi’s gained power. As the video progresses more and more students’ heads started to rest on students’ desks in the “classic” left arm straight, head on arm, right hand curled under grasping left inner elbow. At one point, eight students in the class were counted with their heads down in a variation of this position.

When questioned about his choice of video segments, Frank offered the following rationale for using film in the classroom,

Well, in terms of the video, I mean in terms of that it was a question of time but it was also I felt like I had been lecturing quite a bit and I felt like they needed some sort of different media presentation just so they wouldn’t be so uh I guess – what’s the word that I am looking for? – just to break it up a little bit. And I thought the video might be able because it presents some live footage or not live footage but historical footage, it might just be a better way to get them engaged.

So, when I bring in things like that I am looking for ways to um to kind of go further than I might be able to go than just lecturing. To bring

the images to life, I suppose. And I try to do that obviously by showing them pictures with the PowerPoint and bringing in some of these pictures. But it doesn't – a lot of them aren't moving and I think when you see people moving and I was hoping, when you see people standing in soup lines, lines for soup and things, it can get you more involved with what you are studying and so that is my . . .

While Frank used documentaries frequently, he would also introduce popular films into his classroom. Furthermore, Frank felt that the inclusion of the popular film *Pearl Harbor* was the best video clip that he used. In his lesson plan for this day, Frank listed the following learning objectives for his students:

Students will be able to:

1. Explain the motives behind Japanese aggression in the Pacific theatre of war.
2. Describe the success of the Japanese in acquiring conquered territories
3. Analyze the ultimate failure and loss suffered by the Japanese in World War II.

In the middle of a PowerPoint lecture on the Japanese and World War II, Frank stopped lecturing to show the video clip of the attack on Pearl Harbor. Frank described his planned lesson of discussing the attacks on Pearl Harbor, as well as the situation that caused him to adjust his lesson to include the film,

Frank: I'll tell you – the one – the best video clip, I think, came near the end. Um. Where we were discussing Pearl Harbor and I started the lesson off with an anticipatory set . . . and I said, "I want you to examine this bit

of video footage.” What I had done was that I had pulled the video called *9/11* which was about the September 11th attacks. Those two French – I don’t know if you are familiar with it –

Robert: Oh yeah! They showed it on TV.

Frank: Yes! Exactly! Yeah, they did. And they had it in the library um. I couldn’t find it at Blockbuster. I was hoping to get the DVD but they did have it in the school library on video. So, I cued it to a perfect thing where they have a guy coming on that says, “If you are just joining us” – it was like a news report. It was a recording, you know. – “This is a horrible, horrible . . .”

And I could just see the impact of getting people to think about where they were and then, you know, saying, “Today we are going to discuss Pearl Harbor and the reason that I selected this video is because all of us, myself included, don’t have an experience in terms of attack from another country or a group of people that could make us feel the same way as Pearl Harbor except for this particular event which was such a shock to most of us.” So, I was proud of that.

And then later on in that lecture, I did want to also incorporate scenes from the film *Pearl Harbor* with Ben Affleck but the scenes that showed the ships getting bombed because I think sometimes students get tired of saying, “Okay, let’s look at this black and white clip of this old guy narrating.” And I thought that the battle scenes in *Pearl Harbor*, at least that part, and maybe they were exaggerated a little bit, but it was

clearly a horrible day. And they all have seen that movie so they had this image. So, I thought that this was a good way to kind of bring home the reality – this just wasn't a movie, this really happened and we are going to talk about why. So, so occasionally I did use the video when I had the opportunities most of the time it was effective. . . .

Here's the funny thing. And this is actually interesting. My – and this kind of shows you and you know this from being a teacher yourself – my second period class unfortunately they are the first – they are like the experimental class [laughing]. So, I work off of – and I had actually used clips from *Why We Fight* and showing Pearl Harbor and after it ended people said, “[Frank], why couldn't we have watched *Pearl Harbor*?” And I thought, “Damn! I wish I had thought of that first!”

And so I went to the library after that, I thought, “This is going . . .” [laughing] and sure enough, of course, the energy is – that second period class is tough. There is a lot of talkers in there and the energy – there is a high energy level in that room but it is all spread out all over and it is really hard to get it front and center. So, I am not sure that if I would have had *Pearl Harbor* it would have succeeded much better but I thought it can't hurt to try it and the scenes are still accurate. So, sure enough, even when I brought up that we were going to discuss it, I did not tell people that was what I was going to use later on. Second period did not know because they saw the clips from *Why We Fight*. But people asked me, “[Frank], can we see scenes from *Pearl Harbor*?” And of course, I was

saying, “Ohhhh, this is a beauty!” So, it worked out really well.

Frank’s final inclusion of film was the previously discussed film *Gandhi* which he and his cooperating teacher decided to use as a transitional device from Frank’s role as lead back to the cooperating teacher’s role as lead.

Film (Documentary)

Frank continued this line of thought by offering a successful teaching example of a film clip from the documentary *The Never-Ending War* that he used in his class,

We had just finished WWI and what I wanted to illustrate to them. I had just talked about, I had just kind of finished up by saying, “Some people say, you know, WWI never ended because it left so many things, you know, untied. Now we are going to look at this video and we are going to see some of the things that were, you know, left up in the air.”

And what it did very effectively, it had much more, I guess, evocative images of the time. The video footage interspersed with the voiceover. The voice was much more dramatic. You also had a couple of historians talking about the period. And then of course, you had the no-lose, in my opinion, the “no-lose video option” which is throw in Hitler, by God, and you throw him in with vibrant images and you can get a reaction almost out of a dead man.

And then – so what it did then, in the end, it had this dramatic recreation of a hospital room and it talked about, you know, Hitler sort of changing his whole idea of not becoming an artist and going into politics and then it talked – it quoted him – and then it showed images, you know,

of these war weary soldiers. And I thought that was a really powerful way to end WWI because ultimately you know it kind of – I think – brought home the point that this war really wasn't over and the repercussions of that ...

The introduction and inclusion of this video clip into his classroom was, for Frank, a confessed “hit or miss” educational opportunity regarding whether or not the included video was worth viewing.

Frank described extensively an example of a failed attempt of bringing in a video. Originally planned as an introduction to a new unit, the video quickly failed to meet Frank's desired objectives. Frank described his thinking as well as what went wrong during our interviews,

So, I thought, how am I going to – I really wanted to start the inter-war years, what's the best way? . . . And I thought I really don't have time, I'll just throw in that video. And I had a colleague – this was a video that we looked at – and this was basically, looking at the conditions in Germany in the early twenties all of the way up until 1928 really. . . .

And I thought this will kind of be a good way for them to get context of where we are going and it will refresh their memory on um what happened – what was going on in Germany because Germany is so important in the inter-war years um to understand – you know? What happens in the rise of fascism and um a colleague of mine said, “Oh! This video is great! It really boils it down.”

And I took the video home that night – I did watch it – but I

thought, “Oh God! It seems kind of dry but I am really tired! [burst of laughter] This colleague has a lot more experience than me, so I will use the video and I will run that – that should take about fifteen minutes and then we will come back to it the next day.”

And I just realized as that video was running, I don’t think that video was actually very well produced. I think I disagree with this individual. I don’t – I think the dialogue was very dry. I thought the video footage was actually kind of questionable after seeing for the umpteenth time. I just thought some of the scenes that they chose to use weren’t that exciting. . . .

As it is, I think a lot of them dozed through it and so, I ended up having to almost do the same thing today except I was able to talk about it and bring in some more things to think about it and look at it more pictures. So, I just don’t think it worked very well.

I actually started off class today, asking them – at no penalty to their grade, what they thought of the video? – And there were some people who liked it [laughing], they thought it was good. There were more people who thought, “Well, it was kind of dry. What was it about?” So, I just, I guess the lesson that I drew from that is that um it’s not – I thought the video might be a nice break for them – the video, the quality of the video. I maybe should have used a, I don’t know, something a BBC video or something better because I don’t think it really did much. . . Bottom line: I am just such a wonderful speaker. I could have done better than that

video! [laughing] But seriously, I just, it could have been just as effective and maybe more so, if I had just nixed the video and gone on with what we needed to talk about. . . .

I would never use that video again. And I might never decide to use a video in that situation again. In some ways, I was trying to use it as filler because I realized that there wasn't enough time. I did think it might be effective because they had been lectured to for so long but it just didn't work.

This video's perceived failing, however was the exception for Frank; most of Frank's experience with incorporating video seemed to be positive for both Frank and his students, according to Frank.

Frank also cited his frequent use of the propaganda series *Why We Fight* as a positive example of video usage showing "the American viewpoint of what was going on." Beyond the historical content information presented in the videos, Frank wanted his students to see the larger context of history,

And of course, just them seeing those images I think is critical in getting them to understand this is not just something we are trying to get you to memorize that is just from a book that was written for you to memorize. It actually happened. So, I tried where I could – of course, again, you are always up against time. There is always that question, "Do I have enough time to incorporate a video clip?"

In Frank's lesson plans, he listed viewing such clips as a "Just Do It" introductory activity. Frank used such video clips to introduce a lesson or a concept. For instance,

Frank described a “Just Do It” for viewing video clips of *Triumph of the Will* in one of his lesson plans:

Activity: JUST DO IT

Time Allotment: 5 Minutes

Directions:

1. The teacher asks students to watch the excerpts from *Triumph of the Will* keeping the following questions in mind: Examine the video clips. Write down all the things you see. What do you know about Nazism? Keep in mind some of the things we’ve discussed this semester. What are your impressions of Nazism and Fascism?

Frank used such documentaries to introduce a concept or lesson plan throughout his student teaching experience.

Projects

For each unit of study, Frank’s students had to complete a project. Typically, this project would be a written paper covering a topic relevant to the unit. Once, however, Frank desired to “mix it up a little” for his students as he felt that writing the papers “gets incredibly dry for them if I have them do [the written projects] every time.” Offering his students a variety of choices, including the creation of “a skit, a PowerPoint, a dramatic representation, or something,” Frank attempted to engage his students with media-based options. Within his lesson plans, Frank described each of the projects for the unit,

- Video Presentations or Skits** must include an imaginative depiction and/or report of an event. (Example: Reporter on the scene etc.)
- Power Point Presentations** must include a minimum of five slides, each

one incorporating images and color.

- **Posters** must include a minimum of eight images.

The students, working in a group, presented the chosen unit topic in one of the previously described projects, as well as writing a short paper. The students were also given the choice of working individually. If this option were chosen, the student was only able to write a paper.

Summary

This chapter presented a description of the findings of this case study. The participants, Ann, a secondary English pre-service teacher, and Frank, a secondary social studies pre-service teacher, provided examples and discussions of their perceptions and use of media in their respective secondary student teaching classrooms. An overview of the participants' perceptions of a successful student teaching experience offered more insight into the case context.

In response to the first research question, the participants' definitions of "media" were supplied. The participants' definitions drew from personal and academic experiences. The participants' definitions of "media" were further enhanced with a discussion of coursework specific to the MaEd teacher preparation program in which each participant was involved. Finally, a review of the pre-service teacher's student teaching field experience was presented.

Next, to answer the second research question, the pre-service teacher participants discussed their goals and objectives for student learning and their decision-making process for inclusion of activities to meet their goals and objectives. Finally, an overview of the various media used throughout the participants' student teaching experience was

given.

The following chapter, Chapter 5, concentrates on conclusions, discussion, implications and recommendations for practice, and recommendations for research. Findings and conclusions are written about in discourse with the literature review presented in Chapter 2. Finally recommendations for practice and research complete the chapter.

CHAPTER 5: DISCUSSION and RECOMMENDATIONS

In general, media is a dominant presence in the lives of those in the United States of America, beginning in one's youth and continuing throughout adulthood. Despite media's increasing prominence during childhood and adolescence in the U.S.A., students continue to receive little—or no—planned training from their teachers in learning how to critically evaluate and utilize media. Moreover, media education is neither a priority nor a “hot topic” in U.S. education, K-12 or teacher training.

The purpose of this research study was to describe and to understand more fully the rationale that a secondary pre-service teacher uses to plan and implement “media” during his/her student teaching experience. The participants, a secondary English pre-service teacher and a secondary social studies pre-service teacher, were both assigned student teaching duties at the same site, Greentown High School. A case study ingrained in qualitative research was conducted. Data collection consisted of interviews, observations, and documents.

The background of the case study was presented through a summary of the national, international, and local setting. Then, the participants, Ann, a secondary English pre-service teacher, and Frank, a secondary social studies pre-service teacher, were introduced. An overview of the participants' perceptions of a successful student teaching experience completed the case context. In response to the first research question, “How do pre-service teachers define and conceptualize media that they consider appropriate for their classrooms?” the participants' definitions of “media” were supplied through a description of their personal and professional experiences with media. Next, to answer

the second research question, “How are pre-service teachers integrating and utilizing media in their classrooms?” participants were asked a series of questions, with full lesson plans collected and reviewed, and classes observed. What followed was a report of the pre-service teacher participants’ descriptions of their hopes and goals for being a successful teacher, as well as a description of how media was integrated—or not—and utilized—or not—in their classrooms.

Ultimately, this dissertation study was conducted to explore the perceptions of pre-service teachers use or lack of use with regards to media in the classroom. Its aim was to gain a sense of how pre-service teachers defined “media” for themselves and their classes. This study attempted to report on the pre-service teachers’ past and present meaningful—and memorable—experiences with media, both socially and academically, as well as their utilization of media in the English and social studies classrooms during their initial transition into the role of teacher. Likewise, it is important to note that the purpose of this case study was not to announce broad truths or provide a generalized statement for all pre-service teachers. As previously presented in Chapter 3, this research study included a limited number of field observations. Though document collection was extensive and interview data was collected following Dolbeare and Shuman’s (Schuman, 1982) three interview series, field observations –in retrospect– were relatively limited. However, despite such potential limitations, the contribution of this particular case study is to provide a glimpse of media perception by two pre-service and media usage in the classroom by two pre-service teachers who have not had substantial formal training in either classroom media utilization or in the creation of curriculum with seamlessly integrated media.

This study's origins are based on my own experiences with media in and out of the classroom. While neither participant's experiences matched my particular dealings with administrators and media that served as an impetus for my academic interest in this research, there were other similarities among us. For example, both the participants and I shared a recognition of the potential power of media in the classroom.

This research study holds consequences, in particular, for my own professional research agenda as well as my own professional teaching practice. When one selects a dissertation topic, one is, in essence, starting on a line of inquiry that can lead toward and dictate potential future research endeavors. For me, this study has started me on such a path. My purpose in this chapter is to identify and concentrate on the discussions and implications for my future practice and for my future research as a person interested in media, as a teacher interested in media, and as a teacher educator interested in my pre-service teachers' knowledge and use of media.

Discussion

This study has two major items of discussion, both of which I will address in this report. First, the participants' definitions of media and selection of media for classroom usage were largely driven by media preferences and usage in their personal lives. Second, media, itself, was primarily described as an avenue through which to entertain or to engage students, not necessarily as a means through which to most effectively reach the content learning objectives or integrate for media literacy. Media in the classroom was, in this context, seen as a useful tool for the pre-service teachers as they began a planned teaching career. Both discussions about media definitions and utilization in the classroom by pre-service teachers were derived from the findings.

Definitions and Selection of Media

The participants' definitions of media and selection of media for classroom usage were largely driven by media preferences and usage in their personal lives, both in medium and in content. Gudmundsdottir's (1990) analysis of four expert high school teachers stressed the importance of a teacher's values, which ultimately influence the teacher's development of pedagogical content knowledge, influencing such choices as classroom content and teaching strategies. Though Gudmundsdottir uses the word "values," the same concept could be identified as or influenced by personal experiences. For example, when asked to define media—beyond the classroom inventory that both provided of technology—Ann referenced, among other things, the television that she watched as a child, the email frequency that she compares to an addiction, and advertisements in popular magazines, and Frank referenced listening to NPR on the car radio with his dad before he, himself, could even drive.

Likewise, when selecting media—medium and content—for classroom use, both Ann and Frank pulled from personal experiences and interests. For instance, Ann's enjoyment and knowledge of the artist Ani DiFranco prompted her to integrate an anti-war song into her lesson comparing the artist's anti-war sentiment and her grandmother's letter of support for her uncle and his participation in wartime basic training. Likewise, Frank's familial interest and scholarship in German history influenced the resources that he had at his disposal. Thus, from a personal collection, Frank furthered the media offerings by bringing in his own video copy of *Triumph of the Will*. Moreover, both Ann and Frank's personal experiences with media changed the scope of what media was made accessible to their students. Though potentially limited by the media available in the

classroom or the high school library, both Ann and Frank brought in their own personal media to supplement their teaching and broaden the media provided by the school.

Furthermore, there are elements of Ann and Frank's perceptions of media that appear to be constant whether related to the personal or the professional; the personal experience not only defines media, but may ultimately influence media selection, use, and purpose. Therefore, Ann's love of television—coupled with her belief that it is nonproductive, nurtures a sense of guilt over use. Ann sees television and films as fun which may carryover into other forms of media. Therefore, the overflow from her personal life into her teaching appears to be this: media [tools] are fun, but without clearly identified purpose or clearly recognized productivity to enhance learning beyond increasing student enjoyment and engagement. The tool, itself, is entertainment and entertainment is not productive learning; thus, Ann more frequently than not modeled a non-integrated plan for media in her classroom. Interestingly, however, Ann integrated media the most when she was passionate about the subject. For example, when teaching about literature with a peace versus war theme, Ann utilized multiple media components (music, Internet, letter) to engage the students, encourage critical reflection and group discussion, and make the content memorable.

While Frank, too, is a self-proclaimed "TV addict", the impression is that he sees media as not only entertainment but as informational. This is one possible difference between Ann and Frank, which may be indicative of the different media they choose to use personally and for what purpose. For Frank, the dominant theme is that media can be both fun and informative, and Frank believes being informed is very important.

Therefore, Frank attempts to incorporate media frequently through regular use of PowerPoint and some use of video introductions in an attempt to further inform.

Ann and Frank, according to Dan Lortie (2002), completed an “apprenticeship of observation” (p. 61). This “apprenticeship of observation” refers to the many years that both pre-service teachers have spent within the educational system,

Those who teach have normally had sixteen continuous years of contact with teachers and professors. American young people, in fact, see teachers at work much more than they see any other occupational group; we can estimate that the average student has spent 13,000 hours in direct contact with classroom teachers by the time he graduates from high school.

(Lortie, 2002, p. 61)

Through this “apprenticeship”, Ann and Frank observed different educators teach multiple subjects with or without media.

Beyond what was modeled by their teachers or included in technology and/or methods classes in their teacher preparation program, how did Ann and Frank learn to use media in the classroom? One answer may be that throughout both participants’ lives, they learned informally about media and its use in education. In fact, Ann and Frank’s frequent usage of media outside of the classroom highlights the fact that not everything used *in* the classroom is learned in the same formal setting. Not only have Ann and Frank learned much of what they know about media outside of an educational setting, Ann and Frank may have learned a great deal about their content subjects outside of an educational setting. For example, Frank’s listening to National Public Radio (NPR) on the radio with

his dad may have been an important contributor to his knowledge of social studies components.

Roy Rosenzweig, history professor and founder and director of The Center for History and New Media at George Mason University, frequently writes about the prevalence of history being more effectively learned and retained when taught beyond the traditional lecture classroom. In *The Presence of the Past: How Americans Use and Understand the Past* (1998), Rosenzweig and David Thelen document and analyze a phone survey of over 1,400 U.S. residents questioning what Americans know and relate to U.S.A. history. The authors discovered that respondents did not feel connected to the history typically presented in the classroom,

Many respondents found fault with a school-based history organized around the memorization of facts and locked into a prescribed textbook curriculum. Their comments implicitly rejected the recommendations of conservative commentators on history in the schools. For these conservatives, the reasons students don't know enough "history" (as defined by standardized tests and textbooks) is the rise of multiculturalism and the decline of a traditional curriculum based on the patriotic story of the American nation--the very curriculum our respondents described as insulting to their ability as critical thinkers. (Rosenzweig & Thelen, 1998)

Citing social studies teachers who have provided students with opportunities to make history personal through oral histories, participation in historical reenactments, and so on, Rosenzweig and Thelen (1998) stress the importance of recognizing that the learning of history is continually taking place outside of the classroom setting. Therefore, Ann and

Frank certainly learned about both media usage and their content subjects beyond the classroom walls, which impacts how they behave as beginning teachers.

In his argument for “Re-engineering Education in America,” Lemke (2005) argues that, much like Rosenzweig and Thelen, education frequently takes place outside of the classroom. Lemke (2005) maintains that we, as a society, must

get rid of [the] monopoly on education, or what is strangely called ‘formal education’, leaving every other setting and way in which people learn to be somehow considered marginal and trivial. Students, and people generally, learn in museums, zoos, aquariums, supermarkets, department stores, banks, and bootcamps, too. . . . Of all the things I’ve learned in my life that I value, very few were learned in school, and most of those were learned outside the standard curriculum.

It is also important to note that Ann and Frank’s definitions of media appear to be flexible, developing over time and in context as they move from one experience to another experience. For the last several years, the participants have progressed through a variety of roles relating to formal education. In the semester during which data was collected for this study, the participants were in transition; they were simultaneously graduate students and pre-service teacher candidates, student teachers and beginning teachers.

Engaging and Entertaining Students

Second, media in the classroom appeared to be viewed chiefly as a means through which to engage or entertain students, not necessarily as a means through which to enhance the learning of content or for purposes of creating media literate students.

Though there is merit in engaging one's students if the definition of engagement is operationalized to mean bringing students into full participation in the learning environment, media usage in the classroom has greater potential. Overall, the terms "engagement" and "entertainment" were used almost synonymously by both participants.

As reviewed in Chapter 2, Duncan, et. al. (1989) offered six possible explanations of why an educator might include media literacy practices in the classroom. Because neither Ann nor Frank referenced media literacy by name, instead of asking the follow-up question, "Why might an educator include media literacy practices in the classroom?" one additional question for this study's participants might be "Why would an educator integrate media into the classroom setting?" Based on their answers to other questions, documents, and observations, I believe that both Ann and Frank would answer such a question with some reference to engaging students and making their subjects more valued by their students. Moreover, Ann and Frank used media to engage and entertain students as a means to fight the negative stigma they believed accompany their subjects, to distance themselves from teachers in their experiences or their student teaching location that they perceived to be ineffective, and to earn favorable student success ratings.

For Ann and Frank, the burden of fighting the stereotype of teaching "boring" subjects, English and social studies respectively, was a constant struggle; using student appealing media was one way that Ann and Frank attempted to combat this stigma. In particular, the participants were concerned that many students perceived English and social studies as "boring," often as a result of the "traditional" teaching techniques utilized by teachers in these subject areas. John Goodlad (1994b), in his critique and

analysis of teacher education programs, labels what Ann and Frank call “traditional” teaching strategies as, instead, “frontal teaching”:

Teacher education will continue to be a dangerously neglected enterprise, no matter what the resolve and commitment of the faculty, if it continues to be framed by conventional visions of frontal teaching (the lecturing, telling and questioning of a class) and seat-based learning. (p. 61)

Goodlad’s (1994a) critique of teacher education programs’ emphasis on frontal teaching is especially relevant for this case study in his references to the student teaching experience,

The part of teacher education believed to have the most impact is student teaching, wherein almost always, the future teacher is assigned to an experienced teacher and inducted into practice. In effect, the student (teacher) learns the established ways of schooling even though many of these ways are under severe attack and lack a knowledge base. (p. 15)

In addition, both Ann and Frank communicated a sense of distancing themselves from their student teaching cooperating teachers, whom they viewed as using these “traditional” techniques and technologies. Frank, for example, cited his student teaching cooperating teacher’s use of overheads as one example of the teacher creating a “boring” “traditional” classroom experience, which he viewed as detrimental to students’ learning. Ironically, however, though Ann and Frank incorporated newer technologies, they seemed to follow similar teaching techniques as their cooperating teachers. Ann, for example, after observing her cooperating teacher showing *Julius Caesar* for multiple days as a reward for reading the play had the class—during Ann’s leadership—watch the

film version of *All Quiet on the Western Front* after they finished reading the novel. Thus, Ann repeated the traditional sequence of showing a film immediately after studying a text in the English classroom just as her cooperating teacher did. Likewise, despite repeatedly distancing himself from his cooperating teacher's techniques during interviews, Frank's use of PowerPoint was—in many ways—just a newer version of the overhead. Both PowerPoint and overheads are still teacher-centered and support direct instruction, which are traditional, or “frontal teaching” methods.

As reported in Chapter 2, little published research has been reported on pre-service teachers' utilization of media in the classroom. Nonetheless, some of what has been reported relates to this case. For example, Hamot, Shively, and Vanfossen's (1998) survey of secondary social studies teachers in Ohio discovered that despite a majority of the teachers identifying media as both a technical and critical skill only a small portion included media frequently within their courses. While Ann, specifically, mentioned the desire to stress critical literacy, as well as her definition of media presented with a critical lens, the disconnect presented in the Hamot, Shively, and Vanfossen seems to be present here as well. Despite the desire to be critical of media, Ann's primary tendency was to present media as entertainment or relaxation devoid of any critical analysis.

The tendency to practice traditional teaching methods with newer technologies is also evident in Ann's use of PowerPoint. Following her cooperating teacher's instructions to show a filmstrip history of World War I, Ann, who felt that the filmstrip was not new enough to engage her students, created a PowerPoint presentation. Ann literally took the words from the filmstrip history and typed them into a PowerPoint presentation. Even Ann's placement of the PowerPoint presentation in the lesson plan immediately

following the viewing of the filmstrip, emphasizes (or de-emphasizes) the interchangeable nature of the technology.

Some of Ann and Frank's media choices may be more engaging and entertaining than that of their cooperating teachers', but there is little evidence of whether or not they were more effective. Importantly, Ann and Frank –unlike their cooperating teachers—are at the beginning of a planned career in teaching and were studied as they had their first opportunities to lead a classroom for any considerable length of time. The choices that Ann and Frank repeatedly made for tools and strategies are important to both this study and their effectiveness as teachers, but must be noted as the first opportunities they had to make such choices. Teaching is a difficult activity and the choice of instructional tool, as well as the purpose for using such a tool, including media, is a complex decision. This decision process not only needs to be well thought out but should be carefully linked in with larger understandings and goals. The problem, as this research indicates, is that for the participants media was a flexible concept (and at times, an ill-defined one). As discussed, at this stage of their teaching, Ann and Frank viewed media first as a tool to engage and entertain. However, there were times – for instance, Ann's propaganda lesson and both participants' use of final projects – where Ann and Frank used media as scaffolding, as emphasis, or as explanation.

The call for the integration of content and technology (or media, in this case) is seen throughout the literature. Nicaise & Barnes (1996) found that many teacher education programs instigate some sort of technology component in their coursework; however, this instigation is typically viewed as staging with no integration into the student teaching experience. While Ann and Frank both were required to take a

technology course, both referenced how little effect the course had on their teaching as it related to implementing media in the classroom. In Ann and Frank's experiences, their primary instruction of such incorporation seems to have come from the modeling of methods instructors, student teacher cooperating teachers, and/or previous teachers throughout their schooling instead of from a core component within their teacher preparation program relating to the integration of media or media literacy. One result of this appears to be that, in Ann's case, the media used during her student teaching experience, with the possible exception of the investigation of propaganda on the goarmy.com website, could be removed from her lesson plans without the lesson plan being significantly affected. Likewise with Frank's frequent use of PowerPoint his lesson plans would be affected with its removal but, as previously discussed, only in terms of technology as he could easily transfer the information presented on the PowerPoint slides to an overhead transparency or a paper handout. There seems to be a need for the emphasized and seamlessly integrated technology instruction called for by Mason, et al. (2000).

Initially, media was used by both the participants as part of what McNeil (1988a) labeled "defensive teaching strategies" (p. 334). These "defensive teaching strategies" allow teachers to control the knowledge presentation and information in the classroom and thus, control the students. McNeil (1998b) explained that teaching "defensively" is in itself "an identifiable set of strategies," such as the fragmented teaching of lists and the mystification or omission of information (p. 434-436). Contrary to "positive, affirmative, knowledgeable teaching" (McNeil, 1998b, p. 434), the use of "defensive teaching strategies" places the teacher and his or her authority at the center of the classroom.

For pre-service teachers Ann and Frank, media as entertainment became a tool of classroom management as McNeil describes. One of the key issues for beginning teachers such as these two pre-service teachers is the issue of controlling the classroom environment. As previously discussed, Ann and Frank definitely viewed media as a way to engage and entertain their students. This entertainment was a way to manage classroom behaviors. With the students' behaviors mimicking the popcorn-drool that I witnessed in my students as referenced in the first chapter of this study, Ann and Frank could keep control of a class through pacification with the introduction of media. The students were, in essence, being controlled by their uncritical consumption of the media presented. For instance, Ann's showing of *All Quiet on the Western Front* in its entirety over two and a half class periods and Frank's transitional use of *Gandhi* served little purpose in terms of learning but did control the classroom environment successfully for extended periods of time.

In the end, Ann and Frank's choices for the inclusion of media seemed less to do with students' learning and more to do with student control. The almost constant struggle of controlling the classroom environment for a beginning teacher seems to be offset, at least minimally, through the pre-service teachers' use of media in their secondary classroom. Sarason's (1990) concern with the power struggles in schools focuses on the idea of control in the classroom. For instance, Sarason (1990) discusses the importance of power, in particular, for beginning teachers,

From the standpoint of the teacher, especially at the beginning of the school year and especially in the case of the beginning teacher, the name

of the game is power: quickly and effectively to establish who is boss of the turf . . . (p. 78-79)

This issue of power and control may be one explanation for Ann and Frank's use of media. Primarily presented as a form of entertainment, both Ann and Frank's media's use in the classroom may have simultaneously acted as a tool of controlling students during class. For that period of time when a film or music was being viewed or listened to, the class was, most likely, subdued. Therefore, the almost constant struggle of controlling the classroom environment for a beginning teacher may have been offset, at least minimally, for Ann and Frank when they used media in their classroom to engage or entertain.

Though looking at how a pre-service teacher learns to be a teacher is a much broader topic than what was investigated in this study, it is an important piece to be considered in this discussion. Previously cited, the Grossman (1990) and Brucklaker (1998) studies examine this broader topic of the process through which a person learns to be a teacher through examining the importance of teacher education programs and the pre-service teachers' own experiences. Both Ann and Frank support these studies in demonstrating that their use and definition of media as pre-service teachers stems from some of these same components. Indeed, through modeling, observation, and experience, Ann and Frank defined and used media in their secondary student teaching experience.

It would be inappropriate to utilize the simple dichotomy of calling the participants' teaching of or with media bad or labeling the participants' knowledge of media integration or media literacy naïve because, in part, it is recognized that pedagogical content knowledge develops slowly and over time and these case study participants were at the beginning of their planned career as teachers. Also, the

participants were busy trying to adjust to a variety of contexts, moving from being graduate students to being student teachers to being beginning teachers. McLaughlin and Talbert (1990) discuss the impact of a variety of contexts on a teacher and his or her teaching,

Effective teaching depends significantly on the contexts within which teachers work – department and school organization and culture, professional associations and networks, community educational values and norms, secondary and higher educational policies. (p. 2)

Another adjustment for the pre-service teachers is the adjustment to “students as context” (McLaughlin & Talbert, 1993, p.7). The result of all of these contexts can be the rise of pressures on a beginning teacher. When the pre-service teacher enters the classroom what they say and hope for can be different from what actually happens.

When looking at educational change, there is the potential for educators, researchers, and the public to expect change swiftly, if not suddenly. With these expectations, a pre-service teacher at the end of a teacher preparation program may unfairly be expected to be a “finished product,” instead of a work still in progress. Whether discussing school reform or pre-service teachers’ development, people tend to want immediate results forgetting that such development takes time.

In addition, despite all of the rhetoric, people forget about the realities of schooling with regard to organizational, political, historical, and social contexts of teaching. These realities are what Tyack and Cuban (1995) call “the grammar of school,” or what Sarason (1990) sees as the power systems inherent in a school’s political organization that can limit teacher choice. In a summary of one-hundred years of school

reform in the United States of America, Tyack and Cuban discuss in one chapter “Why the Grammar of Schooling Persists” (p. 85). Basically, the “grammar of schooling” has been stable for years,

Little has changed in the ways that schools divide time and space, classify students, and allocate them to classrooms, splinter knowledge into “subjects”, and award grades and “credits” as evidence of learning. (p. 85)

Once firmly established, this “grammar of schooling” allowed for a reasonable and predictable outcome for the public, administrators, teachers, and students. Ultimately, Tyack and Cuban believe that the “grammar of schooling offered a standardized way to process large numbers of people. The grammar was easily replicable . . . a cookie-cutter sameness” (p. 107). In this “cookie-cutter” environment, it is understandable that pre-service teachers may tend to replicate the teaching methods that they have experienced and observed.

Both Ann and Frank recognized in some way that media was a part of their students’ personal lives outside, as well as inside, school and that using media within the classroom provided a connection for students to otherwise foreign material (such as *All Quiet on the Western Front* or the World War I to World War II inter-war years). Thus, media was used to engage students with the content through student appreciated media, as well as to establish the rapport with students that both Ann and Frank prioritized as critical to their overall success in the student teaching role. This recognition of their students’ comfort and interest in media was validated by the positive response that the students showed when media was incorporated. For example, though there was no evaluation offered by, or solicited from, Ann regarding whether or not the quality of the

free write was raised, Ann expressed satisfaction over the excitement of her students as she discussed using music as background for a free-writing exercise as successful.

Knowing that both pre-service teachers judged success, in part, at least, with student feedback, and that they received favorable student feedback regarding their media usage, it is conceivable that media usage as used in their student teaching experience will be replicated in the future. For example, the positive student feedback of Ann's use of music during her student teaching will more than likely encourage her to use media in a similar vein. The same is true with Frank's use of media in his PowerPoint lectures.

Another issue that faces beginning teachers is the formation of a false dichotomy linking student engagement and enjoyment with student learning. For Ann and Frank their desire to be "new and engaging" (i.e. not boring) is one of their major criteria for a successful student teaching experience. If the students liked the way that Ann and Frank facilitated a class, then Ann and Frank are likely to consider themselves to be successful teachers. In essence, Ann and Frank were eager performers at the front of the classroom playing to an audience. This is a very teacher-centered approach despite Ann and Frank's continual distancing of themselves from the perceived teacher-centered approaches used by their cooperating teachers. Without studying Ann and Frank as they develop in their roles as teachers, it is impossible to know if this approach is indicative of who they are as teachers or a mere reflection of their beginning teacher status.

Recommendations for Practice

The insights taken from the discussion section, among others, have implications for my own personal practice and research. As a teacher educator designing and

implementing teacher preparation programs, this research has affected my future practice as well as my future research. This section, then, provides such recommendations.

Three distinct, yet related, recommendations for my future practice as a teacher educator are provided in this section. First, both direct and modeled instruction of media usage needs to be understood by pre-service teachers as integrated, not merely as an add-on or staged event. Second, the importance of modeling sound media education and media utilization strategies is vital. Third, there must be an acknowledged discussion and analysis about the rationale for incorporating media in the secondary classroom.

An implication for my future practice as a teacher educator in a teacher preparation program that can be drawn from the discussion is the need for my courses, particularly methodology courses, to include integrated instruction of media usage for pre-service teachers. This instruction, whether direct and/or modeled, should be viewed by the participants of my course as neither a simple add-on nor a perceived staging. Such instruction allows pre-service teacher to more fully understand the potential for seamlessly integrated media technology in his or her content area. For instance, in selecting textbooks for use in an English Education methodology course, it is important for me to analyze such texts regarding their integration of media and technology. One such textbook, *Bridging English*, devotes an entire chapter, "Making Media Matter," to the analysis and teaching of media integration within the secondary English classroom (1999). Another textbook with which I have become familiar is a general methods textbook by Kellough and Carjuzaa (2006) *Teaching in the Middle and Secondary Schools*, 8th edition. The text includes a module dealing specifically with media resources and aids covering such issues as developing a philosophy of technology integration,

developing an understanding of copyright issues, and developing a familiarity with the potential resources available (Kellough & Carjuzaa, 2006, p. 233).

Beyond methodology textbooks that give credence to the integration of media, it is important that the pre-service teachers in my education courses see integrated media usage modeled effectively in my classroom. While the student teaching experience is made up of both observation and teaching, it has become more clear to me throughout this study that modeling best practices for the integration of media into the secondary classroom is important. The pre-service teachers in this case study frequently referred to – and replicated – what they had seen used in a classroom setting, whether in the collegiate classroom or the secondary classroom. It is with wide and open eyes that these pre-service teachers watch what is presented to them as “teaching.”

This modeling of media utilization and integration can be seen in almost every aspect of Ann and Frank’s own use of media in the classroom. The most noteworthy examples include Ann’s playing background music during free writing exercises like her English methods professor did and Frank’s use of PowerPoint during his lectures, much like his methods professor used. Ann also used film much in the same way that was modeled by her cooperating teacher. As referenced earlier in Chapter 5, she planned on showing the entire *All Quiet on the Western Front* film version as a recap/reward/review at the end of the novel as opposed to showing clips throughout. In essence, she mimicked her cooperating teacher’s use of the film version of *Julius Caesar* first witnessed earlier in the student teaching experience. Even though Ann expressed the wish that she could have incorporated more media throughout her unit, she showed a film in its entirety at the end of the unit.

The decisions that we, as “experienced” educators, take for granted must be presented while modeling techniques so that the pre-service teachers know not only “how to” but “why do” a teaching strategy. This modeled instruction must not only reflect the seamless integration of media called for by Mason et al. (2000), but also be based on solid instruction with media. One way that this educational goal can be accomplished is by utilizing such resources as Steven Nathanson’s (1992) guidelines for using videos in the classroom. Though published in the *English Journal*, Nathanson’s guidelines are not specific to an English classroom. Nathanson’s list of guidelines offers such directives as introducing the video through lively discussion, showing the video through excerpts – not in its entirety, and presenting clear expectations of viewing, analyzing, and behavior for one’s students (1992). Not only is the modeling and direct instruction of media utilization and incorporation in settings such as methods courses important, but the discussion of using such media in the classroom must be included.

In my opinion, this analysis and discussion of media is vital within a teacher preparation program. The introduction of media literacy (or media education) components and strategies seems to me to be the obvious progression to present critical and analytical thinking. For instance, in Milner and Milner’s (1999) chapter on media, “Making Media Matter,” the authors provide a conceptual framework for analyzing and utilizing media. Milner and Milner write of four potential classroom applications for media: mimic (student productions), entertain (professional creations), examine (interrogate artifacts), and expose (evaluate impact) (pp. 237-238). Milner and Milner show how each of these concepts can further secondary English teaching. For instance, in the discussion on examining media, Milner and Milner stress the importance of

examining media like anthropologists, “digging carefully through the cultural phenomena [of media]” (p. 251). With numerous examples, the authors showcase the potential in analyzing and discussing the use and benefits of media. This rationale dialogue is also important for the pre-service teacher who is beginning to put together his or her teaching pedagogy and methodology. I believe that just as the pre-service teacher is instructed on how to create lesson plans, he or she should be instructed on how (and why) to integrate media within them.

Recommendations for Research

As this report concludes, I realize that I cannot personally complete all studies that could be associated with this line of research. There are, however, five major recommendations for research that stem from this dissertation study and bring to a close this chapter. First, now that I have been able to pilot this approach for my dissertation study, there may be merit to conducting a replicated study with multiple cases in diverse settings. Second, investigating Ann and Frank’s teacher education program, such as the objectives of the whole program as well as individual courses and professor’s intentions, would provide additional clarification on the nature of Ann and Frank’s teacher preparation program, itself, as it relates to the implementation and utilization of media in the classroom. Third, it would be of interest to follow-up with Ann and Frank in a decade to see—if they were still teachers—how their definitions and selection of media in the classroom had changed or stayed the same. Fourth, there is a need to take this research out of the setting of the teacher preparation program. For example, a study of veteran teachers’ utilization and definitions of media in the classroom, as well as student usage in the classroom setting, would also broaden and deepen the research base. Possibly the

most important research avenue would be to create a case study of a teacher who integrates media effectively in his or her classroom. This type of research would offer the teacher as a model of someone who seamlessly integrates media for other teachers to emulate. Fifth, a comparative study using pre-service teachers in a teacher preparation program with an established and specific media literacy component or emphasis is needed to further investigate the perceived benefit of such a mandated component.

Although I am pleased with this case study, I believe, as always, that there are areas for improvement within the study's structure, execution, and presentation. The first recommendation for further research is to replicate this study with a larger sample of participants in a diversity of settings; a multi-case study. Although I do not subscribe to the theory that more is always better, I do believe, in this instance, that a larger selection of participants from a larger pool could provide richer descriptions in other areas. This larger group could also cover more content areas in the secondary field. For example, having participants selected from each of the content areas offered in a particular secondary teacher preparation program—English, social studies, science, math, music, health and physical education—would provide cross-disciplinary descriptions. Selecting participants across regions in a variety of socioeconomic schools would also explore the role of the digital divide regarding student engagement with various technologies. Regardless of variations, a replication of this dissertation study would most likely provide additional, richer descriptions if not patterns and trends.

This concluded study seems to allude to two other potential studies: (1) to research the definition and use of media by Ann and Frank's teacher education program, and (2) to research the use and subsequent transformation of media by students in the

secondary classroom. First, the actual study of the program through interviews, observations, and documents of the facilitators in a teacher education program could provide a link between what the program presents and instructs and what the pre-service teachers take away from such a program. For instance, by using such data as the university's teacher preparation program's syllabi from the required technology courses and the methods course mentioned in this case study by Ann and Frank, one could begin to investigate the learning objectives of such courses. What information and how is it presented to the students by the professors (and the program) present regarding the definition and implementation of media in the secondary teacher preparation program? What does best practice in terms of media utilization in the classroom look like? What are good models of practice at the teacher education level? This study would focus on what the perceived goals and objectives concerning media are for the program, which would ultimately provide an interesting foil to Ann and Frank's perceptions of the program and its role.

It would also be of interest to do a follow-up case study with Ann and Frank in ten years, using the same research questions as in this study. The purpose would be to compare their definitions and usage of media after a decade of experience and, perhaps, further training in pedagogy. Would Frank, for example, still be using his PowerPoint slides or would he have embraced a newer technology, if not additional methods and philosophies?

With the volume of media criticism and evaluation regarding children and media, in general, I believe that there is further research in what is actually happening in the classroom, specifically worthy of pursuit. Multiple avenues of research seem to present

themselves in this line of research. For example, a study of the use of media by secondary students in a secondary classroom would further the research base. Another study could be an investigation of how media is being utilized to support teaching and learning in secondary English and social studies classrooms in this age of standardized testing and accountability. Still another study could be of veteran, experienced classroom teachers' utilization and definitions of media. In these instances, the emphasis of actual classroom practices by teachers and students offers a unique glimpse into media's integration and infiltration into classroom pedagogy. What do good models of practice for the incorporation of media look like in the K-12 setting?

Finally, another avenue of research would be the development of a comparative study using Ann and Frank's experiences in a pre-service teacher preparation program without any specifically mandated media education component and compare the findings with pre-service teachers in a teacher preparation program with such a specified media literacy component. In this comparative study, the investigation would be into whether or not media was utilized more frequently and to what level of effectiveness within the pre-service teachers' field experience, depending on the emphasis of such in the teacher preparation programs. Therefore, such a study more directly approaches the question: does a mandated program component truly effect the definitions and utilization of media in the classroom? If it does affect it, does it do so in a meaningful way?

After the Defense . . .

During dissertation defense, my committee urged me to end this document looking forward – asking the questions, problematizing the definitions, and developing a direction. At the beginning of this research study I was interested in how pre-service teachers defined the term “media.” I purposefully stayed away from presenting a definition. Maybe somewhat cowardly, I stayed away from defining the key term of this study.

With an undergraduate degree in journalism, in the beginning of this research study I tended to think in terms of the corporate media – television, newspaper, film, and so on. As this study progressed, however, with the pre-service teachers offering their definitions through words and actions, I realized that the term “media” is now more troublesome for me. What does the term mean? What weight does it carry? Or has it outgrown any sense of definition – meaning everything and nothing at the same time? To borrow from Shakespeare’s *Macbeth*, is the term “media” now “a tale/Told by an idiot, full of sound and fury, /Signifying nothing” (1974, p.154)?

So, what is “media?” What definition was created through this study? Even at this stage in the dissertation process, I find myself hesitant – my fingers hovering above the keyboard. Do I find myself really believing that this is an unanswerable question, like “Can God make a boulder big enough that S/He could not lift it?” or “Which came first the chicken or the egg?”? Do I dare present my own definition of “media” with the hopes that this definition somehow answers itself? Is “media” the mechanical technology – the PowerPoint? the television? the film recorder? the Internet? *Or* is “media” the message that the mechanical technology presents – the PowerPoint slides? the television show? the

film? the web pages? *Or* is “media” the combination of the two – both the technology and the product of that technology? *Or* is there another option – is “media” none of these? At what point does this strain of thinking become so high and precariously architected that it can no longer stand?

If “media” is the mechanical technology, then one is removing media’s definitive purpose – the presentation of information of some sort. This, in essence, becomes a study of engineering. *If* “media” is the message – the presentation of information of some sort – then one is removing the creation of the message through the process of mechanical technology and thus, “media” is “immaculately conceived” without the choices, decisions, and background that comes with its creation. *If* “media” is a combination of the mechanical technology and the message, then, perhaps, one is creating a definition too broad. By including both mechanical technology and the message within the definition of the term “media,” one discovers a term that lacks clarity, making the term unwieldy. *If* “media” is none of these, then what is there to fill the void of the definition?

So, ultimately, to where does this line of thinking lead? What types of questions are needed to move this line of research forward? What about re-inventing the term “media” to be truly representative of a recognizable and measurable entity? What about the seeming interchangeability of the terms (at least as presented by the pre-service teachers in this study) of “media” and “technology”? What about the language of “literacy”? Is “media literacy” too broad? Should it be broken into “Internet literacy”, “film literacy”, “television literacy”, and so on? During my defense, Dr. Paul Heilker discussed the fact that even “film literacy” and “video literacy” were two different mediums. Does this line of inquiry progress the discussion forward? Or in a truly radical

maneuver do we – as researchers, as teacher educators, as persons interested in the use of media in the classroom – need to abandon the term “media” completely as utterly meaningless?

What ultimately is important in teacher education with regard to whatever “media” means? Is it the definition? Is it the action? Is it the implementation? Is it the awareness? Do we need to begin to research, for instance, as was suggested by Dr. David Hicks, the difference in teacher usage of overheads and PowerPoint slides? Is there a difference? According to Dr. Hicks, he recently questioned one of his classes and discovered that his students definitely felt that there was a difference. But, as I discussed in this dissertation, is there a meaningful difference in what Frank presented on PowerPoint and what his cooperating teacher presented on overheads? What is the value of developing an awareness of instructional design? What is the value of developing an awareness of choice for teacher educators and for pre-service teachers? These are the questions that we, as teacher educators, I believe, need to start addressing. This, then, is the line of questioning that provides a bridge from my dissertation to what lies beyond.

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APPENDIX A

NCATE Standards

**PROFESSIONAL
STANDARDS**

for the
ACCREDITATION of SCHOOLS,
COLLEGES, and
DEPARTMENTS of EDUCATION

2002 EDITION

NCATE

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

The Standard of Excellence in Teacher Preparation

APPENDIX B

INTASC Standards

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards**Standard 1, Subject Matter.**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

1.10 Knowledge

1.11

The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

1.12

The teacher understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.

1.13

The teacher can relate his/her disciplinary knowledge to other subject areas.

1.20 Dispositions

1.21

The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field.

1.22

The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower.

1.23

The teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.

1.24

The teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.

1.30 Performances

1.31

The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.

1.32

The teacher can represent and use differing viewpoints, theories, "ways of knowing" and methods of inquiry in his/her teaching of subject matter concepts.

1.33

The teacher can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.

1.34

The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.

1.35

The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.

1.36

The teacher can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.

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Standard 2, Student Learning.

The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

2.10 Knowledge

2.11

The teacher understands how learning occurs--how students construct knowledge, acquire skills, and develop habits of mind--and knows how to use instructional strategies that promote student learning.

2.12

The teacher understands that student's physical, social, emotional, moral and cognitive development influence learning and knows how to address these factors when making instructional decisions.

2.13

The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral, and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.

2.20 Dispositions

2.21

The teacher appreciates individual variation within each area of developments, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.

2.22

The teacher is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.

2.30 Performances

2.31

The teacher assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.

2.32

The teacher stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing

opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.

2.33

The teacher accesses student's thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

-

Standard 3, Diverse Learners.

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

3.10 Knowledge

3.11

The teacher understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use student's strengths as the basis for growth.

3.12

The teacher knows about areas of exceptionality in learning--including learning disabilities, visual and perceptual difficulties, special physical or mental challenges and gifted and talented.

3.13

The teacher knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.

3.14

The teacher understands how student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.

3.15

The teacher has a well--grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate student's experiences, cultures, and community resources into instruction.

3.20 Dispositions

3.21

The teacher believes that all children can learn at high levels and persists in helping all children achieve success.

3.22

The teacher appreciates and values human diversity, shows respect for student's varied talents and perspectives, and is committed to the pursuit of "individually configured excellence."

3.23

The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interest.

3.24

The teacher is sensitive to community and cultural norms.

3.25

The teacher makes students feel valued for the potential as people, and helps them learn to value each other.

3.30 Performance Indicators

3.31

The teacher identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.

3.32

The teacher uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.

3.33

The teacher makes appropriate provision (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs.

3.34

The teacher can identify when and how to access appropriate services or resources to meet exceptional learning needs.

3.35

The teacher seeks to understand students' families, cultures, and communities, and uses

this information as a basis for connecting instruction to students' experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures.

3.36

The teacher brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.

3.37

The teacher creates a learning community in which individual differences are respected.

-

Standard 4, Instructional Strategies.

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

4.10 Knowledge

4.11

The teacher understand the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how these processes can be stimulated.

4.12

The teacher understands the principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction).

4.13

The teacher knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g. computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).

4.20 Dispositions

4.21

The teacher values the development of students' critical thinking, independent problem solving, and performance capabilities.

4.22

The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas and needs.

4.23

The teacher values the use of educational technology in the teaching and learning process.

4.30 Performances

4.31

The teacher carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g. developmental stages, prior knowledge, learning styles, and interests).

4.32

The teacher uses multiples teaching and learning strategies to engage students in active

learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities that help students assume responsibility for identifying and using learning resources.

4.33

The teacher constantly monitors and adjusts strategies in response to learner feedback.

4.34

The teacher varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.

4.35

The teacher develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspective to encourage critical thinking.

4.36

The teacher uses educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and for advanced levels of learning.

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Standard 5, Learning Environment.

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

5.10 Knowledge

5.11

The teacher can use knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.

5.12

The teacher understands how social groups function and influence people, and how people influence groups.

5.13

The teacher knows how to help people work productively and cooperatively with each other in complex social settings.

5.14

The teacher understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.

5.15

The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation, and knows how to help students become self-motivated.

5.20 Dispositions

5.21

The teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole.

5.22

The teacher understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.

5.23

The teacher values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

5.24

The teacher recognizes the values of intrinsic motivation to students' life-long growth and learning.

5.25

The teacher is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.

5.30 Performances

5.31

The teacher creates a smoothly functioning learning community in which students

assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.

5.32

The teacher engages students in individual and group learning activities that help them develop the motivation to achieve, by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.

5.33

The teacher organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.

5.34

The teacher maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.

5.35

The teacher helps the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.

5.36

The teacher analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.

5.37

The teacher organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.

-

Standard 6, Communication.

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

6.10 Knowledge

6.11

The teacher understands communication theory, language development, and the role of language in learning.

6.12

The teacher understands how cultural and gender differences can affect communication in the classroom.

6.13

The teacher recognizes the importance of nonverbal as well as verbal communication.

6.14

The teacher knows about and can use effective verbal, nonverbal, and media communication techniques.

6.20 Dispositions

6.21

The teacher recognizes the power of language for fostering self-expression, identity development, and learning.

6.22

The teacher values many ways in which people seek to communicate and encourages many modes of communication in the classroom.

6.23

The teacher is a thoughtful and responsive listener.

6.24

The teacher appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class.

6.30 Performance

6.31

The teacher models effective communications strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received).

6.32

The teacher supports and expands learner expression in speaking, writing, and other media.

6.33

The teacher knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping stimulate students to question.

6.34

The teacher communicates in ways that demonstrate a sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).

6.35

The teacher knows how to use a variety of media communication tools, including audio-visual aids and computers, including educational technology, to enrich learning opportunities.

-

Standard 7, Planning Instruction.

The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

7.10 Knowledge

7.11

The teacher understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.

7.12

The teacher knows how to take contextual considerations (instructional materials, individual student interests, needs, and aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curriculum goals and students' experiences.

7.13

The teacher knows when and how to adjust plans based on student responses and other contingencies.

7.20 Dispositions

7.21

The teacher values both long term and short term planning.

7.22

The teacher believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.

7.23

The teacher values planning as a collegial activity.

7.30 Performance

7.31

As an individual and a member of a team, the teacher selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired).

7.32

The teacher plans for learning opportunities that recognize and address variation in learning styles and performance modes.

7.33

The teacher creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.

7.34

The teacher creates short-range and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation.

7.35

The teacher responds to unanticipated sources of input, evaluates plans in relation to short- and long-range goals, and systematically adjusts plans to meet student needs and enhance learning.

-

Standard 8, Assessment.

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

8.10 Knowledge

8.11

The teacher understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g. criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences and technology will support their further growth and development.

8.12

The teacher knows how to select, construct, and use assessment strategies, technology and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.

8.13

The teacher understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring concerns.

8.20 Dispositions

8.21

The teacher values ongoing assessment as essential to the instructional process and

recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.

8.22

The teacher is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.

8.30 Performance

8.31

The teacher appropriately uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate student's progress and performances, and modify teaching and learning strategies.

8.32

The teacher solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.

8.33

The teacher uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.

8.34

The teacher evaluates the effect of class activities on both individuals and the class as a

whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.

8.35

The teacher monitors her/his own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.

8.36

The teacher maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents/guardians, and other colleagues.

-

Standard 9, Reflection and Professional Development.

The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

9.10 Knowledge

9.11

The teacher understands the historical and philosophical foundations of education.

9.12

The teacher understands methods of inquiry that provide him/her with a variety of self-assessment and problem solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions between them.

9.13

The teacher is aware of major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, professional development activities).

9.20 Dispositions

9.21

The teacher values critical thinking and self-directed learning as habits of mind.

9.22

The teacher is committed to reflection, assessment, and learning as an ongoing process.

9.23

The teacher is willing to give and receive help.

9.24

The teacher is committed to seeking out, developing, and continually refining practices that address the individual needs of students.

9.25

The teacher recognizes her/his professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.

9.30 Performance

9.31

The teacher uses classroom observation, information about students, and research as

sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.

9.32

The teacher seeks out professional literature, colleagues, and other resources to support her/his own development as a learner and a teacher.

9.33

The teacher draws upon professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

-

Standard 10, Collaboration, Ethics, and Relationships.

The teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support students' learning and well-being.

10.10 Knowledge

10.11

The teacher understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within s/he works.

10.12

The teacher understands how factors in the students' environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence students' life and learning.

10.13

The teacher understands and implements laws related to student's rights and teacher responsibilities (e.g. for equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse).

10.20 Dispositions

10.21

The teacher values and appreciates the importance of all aspects of a child's experience.

10.22

The teacher is concerned about all aspects of child's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties.

10.23

The teacher respects the privacy of students and confidentiality of information.

10.24

The teacher is willing to consult with other adults regarding the education and well-being of her/his students.

10.25

The teacher is willing to work with other professionals to improve the overall learning environment for students.

10.30 Performances

10.31

The teacher participates in collegial activities designed to make the entire school a productive learning environment.

10.32

The teacher makes links with the learners' other environments on behalf of students, by consulting with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies.

10.33

The teacher can identify and use community resources to foster student learning.

10.34

The teacher establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well being.

10.35

The teacher talks with and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.

10.36

The teacher acts as an advocate for students.

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Dept. of Education: Faculty Resources, INTASC Standards

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APPENDIX C

NCSS Standards

Standards for Social Studies

National Council for the Social Studies

1. Culture

Social studies programs should include experiences that provide for the study of culture and cultural diversity.

Human beings create, learn, and adapt culture. Culture helps us to understand ourselves as both individuals and members of various groups. Human cultures exhibit both similarities and differences. We all, for example, have systems of beliefs, knowledge, values, and traditions. Each system also is unique. In a democratic and multicultural society, students need to understand multiple perspectives that derive from different cultural vantage points. This understanding will allow them to relate to people in our nation and throughout the world.

Cultures are dynamic and ever-changing. The study of culture prepares students to ask and answer questions such as: What are the common characteristics of different cultures? How do belief systems, such as religion or political ideals of the culture, influence the other parts of the culture? How does the culture change to accommodate different ideas and beliefs? What does language tell us about the culture? In schools, this theme typically appears in units and courses dealing with geography, history, and anthropology, as well as multicultural topics across the curriculum.

During the early years of school, the exploration of the concepts of likenesses and differences in school subjects such as language arts, mathematics, science, music, and art makes the study of culture appropriate. Socially, the young learner is beginning to interact with other students, some of whom are like the student and some different; naturally, he or she wants to know more about others. In the middle grades, students begin to explore and ask questions about the nature of culture and specific aspects of culture, such as language and beliefs, and the influence of those aspects on human behavior. As students progress through high school, they can understand and use complex cultural concepts such as adaptation, assimilation, acculturation, diffusion, and dissonance drawn from anthropology, sociology, and other disciplines to explain how culture and cultural systems function.

2. Time, Continuity, and Change

Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.

Human beings seek to understand their historical roots and to locate themselves in time. Such understanding involves knowing what things were like in the past and how things change and develop. Knowing how to read and reconstruct the past allows one to develop a historical perspective and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past? How has the world changed and how might it change in the future? Why does our personal sense of relatedness to the past change? How can the perspective we have about our own life

experiences be viewed as part of the larger human story across time? How do our personal stories reflect varying points of view and inform contemporary ideas and actions?

This theme typically appears in courses that: 1) include perspectives from various aspects of history; 2) draw upon historical knowledge during the examination of social issues; and 3) develop the habits of mind that historians and scholars in the humanities and social sciences employ to study the past and its relationship to the present in the United States and other societies.

Learners in early grades gain experience with sequencing to establish a sense of order and time. They enjoy hearing stories of the recent past as well as of long ago. In addition, they begin to recognize that individuals may hold different views about the past and to understand the linkages between human decisions and consequences. Thus, the foundation is laid for the development of historical knowledge, skills, and values. In the middle grades, students, through a more formal study of history, continue to expand their understanding of the past and of historical concepts and inquiry. They begin to understand and appreciate differences in historical perspectives, recognizing that interpretations are influenced by individual experiences, societal values, and cultural traditions. High school students engage in more sophisticated analysis and reconstruction of the past, examining its relationship to the present and extrapolating into the future. They integrate individual stories about people, events, and situations to form a more holistic conception, in which continuity and change are linked in time and across cultures. Students also learn to draw on their knowledge of history to make informed choices and decisions in the present.

3. People, Places, and Environments

Social studies programs should include experiences that provide for the study of people, places, and environments.

Technological advances connect students at all levels to the world beyond their personal locations. The study of people, places, and human-environment interactions assists learners as they create their spatial views and geographic perspectives of the world. Today's social, cultural, economic, and civic demands on individuals mean that students will need the knowledge, skills, and understanding to ask and answer questions such as: Where are things located? Why are they located where they are? What patterns are reflected in the groupings of things? What do we mean by region? How do landforms change? What implications do these changes have for people? This area of study helps learners make informed and critical decisions about the relationship between human beings and their environment. In schools, this theme typically appears in units and courses dealing with area studies and geography.

In the early grades, young learners draw upon immediate personal experiences as a basis for exploring geographic concepts and skills. They also express interest in things distant and unfamiliar and have concern for the use and abuse of the physical environment. During the middle school years, students relate their personal experiences to happenings in other environmental contexts. Appropriate experiences will encourage increasingly abstract thought as students use data and apply skills in analyzing human behavior in relation to its physical and cultural environment. Students in high school are able to apply geographic understanding across a broad range of fields, including the fine

arts, sciences, and humanities. Geographic concepts become central to learners' comprehension of global connections as they expand their knowledge of diverse cultures, both historical and contemporary. The importance of core geographic themes to public policy is recognized and should be explored as students address issues of domestic and international significance.

4. Individual Development and Identity

Social studies programs should include experiences that provide for the study of individual development and identity.

Personal identity is shaped by one's culture, by groups, and by institutional influences. How do people learn? Why do people behave as they do? What influences how people learn, perceive, and grow? How do people meet their basic needs in a variety of contexts? Questions such as these are central to the study of how individuals develop from youth to adulthood. Examination of various forms of human behavior enhances understanding of the relationships among social norms and emerging personal identities, the social processes that influence identity formation, and the ethical principles underlying individual action. In schools, this theme typically appears in units and courses dealing with psychology and anthropology.

Given the nature of individual development and our own cultural context, students need to be aware of the processes of learning, growth, and development at every level of their school experience. In the early grades, for example, observing brothers, sisters, and older adults, looking at family photo albums, remembering past achievements and

projecting oneself into the future, and comparing the patterns of behavior evident in people of different age groups are appropriate activities because young learners develop their personal identities in the context of families, peers, schools, and communities. Central to this development are the exploration, identification, and analysis of how individuals relate to others. In the middle grades, issues of personal identity are refocused as the individual begins to explain self in relation to others in the society and culture. At the high school level, students need to encounter multiple opportunities to examine contemporary patterns of human behavior, using methods from the behavioral sciences to apply core concepts drawn from psychology, social psychology, sociology, and anthropology as they apply to individuals, societies, and cultures.

5. Individuals, Groups, and Institutions

Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

Institutions such as schools, churches, families, government agencies, and the courts all play an integral role in our lives. These and other institutions exert enormous influence over us, yet institutions are no more than organizational embodiments to further the core social values of those who comprise them. Thus, it is important that students know how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed. The study of individuals, groups, and institutions, drawing upon sociology, anthropology, and other disciplines, prepares students to ask and answer questions such as: What is the

role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change? In schools, this theme typically appears in units and courses dealing with sociology, anthropology, psychology, political science, and history.

Young children should be given opportunities to examine various institutions that affect their lives and influence their thinking. They should be assisted in recognizing the tensions that occur when the goals, values, and principles of two or more institutions or groups conflict—for example, when the school board prohibits candy machines in schools vs. a class project to install a candy machine to help raise money for the local hospital. They should also have opportunities to explore ways in which institutions such as churches or health care networks are created to respond to changing individual and group needs. Middle school learners will benefit from varied experiences through which they examine the ways in which institutions change over time, promote social conformity, and influence culture. They should be encouraged to use this understanding to suggest ways to work through institutional change for the common good. High school students must understand the paradigms and traditions that undergird social and political institutions. They should be provided opportunities to examine, use, and add to the body of knowledge related to the behavioral sciences and social theory as it relates to the ways people and groups organize themselves around common needs, beliefs, and interests.

6. Power, Authority, and Governance

Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.

Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society, as well as in other parts of the world, is essential for developing civic competence. In exploring this theme, students confront questions such as: What is power? What forms does it take? Who holds it? How is it gained, used, and justified? What is legitimate authority? How are governments created, structured, maintained, and changed? How can we keep government responsive to its citizens' needs and interests? How can individual rights be protected within the context of majority rule? By examining the purposes and characteristics of various governance systems, learners develop an understanding of how groups and nations attempt to resolve conflicts and seek to establish order and security. Through study of the dynamic relationships among individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life. They do so by applying concepts and methods of political science and law. In schools, this theme typically appears in units and courses dealing with government, politics, political science, history, law, and other social sciences.

Learners in the early grades explore their natural and developing sense of fairness and order as they experience relationships with others. They develop an increasingly comprehensive awareness of rights and responsibilities in specific contexts. During the middle school years, these rights and responsibilities are applied in more complex contexts with emphasis on new applications. High school students develop their abilities

in the use of abstract principles. They study the various systems that have been developed over the centuries to allocate and employ power and authority in the governing process. At every level, learners should have opportunities to apply their knowledge and skills to and participate in the workings of the various levels of power, authority, and governance.

7. Production, Distribution, and Consumption

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

People have wants that often exceed the limited resources available to them. As a result, a variety of ways have been invented to decide upon answers to four fundamental questions: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors of production (land, labor, capital, and management)? Unequal distribution of resources necessitates systems of exchange, including trade, to improve the well-being of the economy, while the role of government in economic policymaking varies over time and from place to place. Increasingly these decisions are global in scope and require systematic study of an interdependent world economy and the role of technology in economic decision-making. In schools, this theme typically appears in units and courses dealing with concepts, principles, and issues drawn from the discipline of economics.

Young learners begin by differentiating between wants and needs. They explore economic decisions as they compare their own economic experiences with those of others and consider the wider consequences of those decisions on groups, communities, the

nation, and beyond. In the middle grades, learners expand their knowledge of economic concepts and principles, and use economic reasoning processes in addressing issues related to the four fundamental economic questions. High school students develop economic perspectives and deeper understanding of key economic concepts and processes through systematic study of a range of economic and sociopolitical systems, with particular emphasis on the examination of domestic and global economic policy options related to matters such as health care, resource use, unemployment, and trade.

8. Science, Technology, and Society

Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.

Technology is as old as the first crude tool invented by prehistoric humans, but today's technology forms the basis for some of our most difficult social choices. Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions: Is new technology always better than that which it will replace? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with the ever-increasing pace of change, perhaps even with the feeling that technology has gotten out of control? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values and beliefs in a world that is rapidly becoming one technology-linked village? This theme appears in units or courses dealing with history, geography, economics, and civics and government.

It draws upon several scholarly fields from the natural and physical sciences, social sciences, and the humanities for specific examples of issues and the knowledge base for considering responses to the societal issues related to science and technology.

Young children can learn how technologies form systems and how their daily lives are intertwined with a host of technologies. They can study how basic technologies such as ships, automobiles, and airplanes have evolved and how we have employed technology such as air conditioning, dams, and irrigation to modify our physical environment. From history (their own and others'), they can construct examples of how technologies such as the wheel, the stirrup, and the transistor radio altered the course of history. By the middle grades, students can begin to explore the complex relationships among technology, human values, and behavior. They will find that science and technology bring changes that surprise us and even challenge our beliefs, as in the case of discoveries and their applications related to our universe, the genetic basis of life, atomic physics, and others. As they move from the middle grades to high school, students will need to think more deeply about how we can manage technology so that we control it rather than the other way around. There should be opportunities to confront such issues as the consequences of using robots to produce goods, the protection of privacy in the age of computers and electronic surveillance, and the opportunities and challenges of genetic engineering, test-tube life, and medical technology with all their implications for longevity and quality of life and religious beliefs.

9. Global Connections

Social studies programs should include experiences that provide for the study of global connections and interdependence.

The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies. Analysis of tensions between national interests and global priorities contributes to the development of possible solutions to persistent and emerging global issues in many fields: health care, economic development, environmental quality, universal human rights, and others. Analyzing patterns and relationships within and among world cultures, such as economic competition and interdependence, age-old ethnic enmities, political and military alliances, and others, helps learners carefully examine policy alternatives that have both national and global implications. This theme typically appears in units or courses dealing with geography, culture, and economics, but again can draw upon the natural and physical sciences and the humanities, including literature, the arts, and language.

Through exposure to various media and first-hand experiences, young learners become aware of and are affected by events on a global scale. Within this context, students in early grades examine and explore global connections and basic issues and concerns, suggesting and initiating responsive action plans. In the middle years, learners can initiate analysis of the interactions among states and nations and their cultural complexities as they respond to global events and changes. At the high school level, students are able to think systematically about personal, national, and global decisions,

interactions, and consequences, including addressing critical issues such as peace, human rights, trade, and global ecology.

10. Civic Ideals and Practices

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. All people have a stake in examining civic ideals and practices across time and in diverse societies as well as at home, and in determining how to close the gap between present practices and the ideals upon which our democratic republic is based. Learners confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between rights and responsibilities? What is the role of the citizen in the community and the nation, and as a member of the world community? How can I make a positive difference? In schools, this theme typically appears in units or courses dealing with history, political science, cultural anthropology, and fields such as global studies and law-related education, while also drawing upon content from the humanities.

In the early grades, students are introduced to civic ideals and practices through activities such as helping to set classroom expectations, examining experiences in relation to ideals, and determining how to balance the needs of individuals and the group. During these years, children also experience views of citizenship in other times and places

through stories and drama. By the middle grades, students expand their ability to analyze and evaluate the relationships between ideals and practice. They are able to see themselves taking civic roles in their communities. High school students increasingly recognize the rights and responsibilities of citizens in identifying societal needs, setting directions for public policies, and working to support both individual dignity and the common good. They learn by experience how to participate in community service and political activities and how to use democratic process to influence public policy.

From www.socialstudies.org

8.31.2005

APPENDIX D

NCTE Standards

*Standards for the English Language Arts***Sponsored by NCTE and IRA**

The vision guiding these standards is that all students must have the opportunities and resources to develop the language skills they need to pursue life's goals and to participate fully as informed, productive members of society. These standards assume that literacy growth begins before children enter school as they experience and experiment with literacy activities—reading and writing, and associating spoken words with their graphic representations. Recognizing this fact, these standards encourage the development of curriculum and instruction that make productive use of the emerging literacy abilities that children bring to school. Furthermore, the standards provide ample room for the innovation and creativity essential to teaching and learning. They are not prescriptions for particular curriculum or instruction. Although we present these standards as a list, we want to emphasize that they are not distinct and separable; they are, in fact, interrelated and should be considered as a whole.



1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

<http://www.ncte.org/about/over/standards/110846.htm>

NCTE : The Standards - 8.31.2005

APPENDIX E

Themes of Qualitative Inquiry

Themes of Qualitative Inquiry

- 1) Naturalistic inquiry Studying real-world situations as they unfold naturally; nonmanipulative, unobstrusive, and noncontrolling; openness to whatever emerges – lack of predetermined constraints on outcomes

- 2) Inductive analysis Immersion in the details and specifics of the data to discover important categories, dimensions, and interrelationships; begin by exploring genuinely open questions rather than testing theoretically derived (deductive) hypotheses

- 3) Holistic perspective The *whole* phenomenon under study is understood as a complex system that is more than the sum of its parts; focus on complex interdependencies not meaningfully reduced to a few discrete variables and linear, cause-effect relationships

- 4) Qualitative data Detailed, thick description; inquiry in depth; direct quotations capturing people’s personal perspectives and experiences

- 5) Personal contact and insight The researcher has direct contact with and gets close to the people, situation, and phenomenon under study; researcher's personal experiences and insights are an important part of the inquiry and critical to understanding the phenomenon

- 6) Dynamic systems Attention to process; assumes change is constant and ongoing whether the focus is on an individual or an entire culture

- 7) Unique case orientation Assumes each case is special and unique; the first level of inquiry is being true to, respecting, and capturing the details of the individual cases being studied; cross-case analysis follows from and depends on the quality of individual case studies

- 8) Context sensitivity Places findings in a social, historical, and temporal context; dubious of the possibility or meaningfulness of generalizations across time and space

- 9) Empathic neutrality Complete objectivity is impossible; pure

subjectivity undermines credibility; the researcher's passion is understanding the world in all its complexity – not proving something, not advocating, not advancing personal agendas, but understanding; the researcher includes personal experience and empathic insight as part of the relevant data, while taking a neutral nonjudgmental stance toward whatever content may emerge

10) Design flexibility

Open to adapting inquiry as understanding deepens and/or situations change; avoids getting locked into rigid designs that eliminate responsiveness; pursues new paths of discovery as they emerge

APPENDIX F

Informed Consent

Project Title: Pre-service teachers and media: Past experiences, present practices, & future plans

Principal Investigator: Robert G. Prickett, Doctoral Student, Curriculum and Instruction

1. I hereby agree to participate in interviews in connection with the project known as *Pre-service teachers and media: Past experiences, present practices, and future plans*. I understand my participation is voluntary, and I will be asked about my experiences related to the purpose of this study.
2. I understand that I will be asked to participate in at least 3 interviews, which will take no longer than 90 minutes each.
3. I understand that I will be observed at least three days while student teaching, with the potential for more observations as needed.
4. I understand that I will be asked to also keep a media journal during a specific allotted amount of time during my student teaching, approximately one week.
5. I understand that I can withdraw from the project and that interview at any time without penalty of any kind. In the event that I withdraw from the interview or the project, any tape made of the interview will be either given to me or destroyed, and no transcripts will be made of the interview.
6. I understand that I will receive no compensation for my participation in this project, though I will be given a copy of the transcripts for my own records.
7. I understand that there are no risks to participating in this project, though it may be difficult at times to discuss painful experiences I wish to share. I also

- understand that the benefits of this project are great, as my experiences may help inform pre-service teachers, teachers, and university teaching programs of possible educational and media issues.
8. I understand that interviews will be audio-taped. In the interview, I will be identified by a pseudonym so that I may retain a level of confidentiality in any transcript, tape, and/or reference to any information contained in the interview.
 9. This project has been approved, as required, by the Institutional Review Board for Research Involving Human Subjects at Virginia Polytechnic Institute and State University, by the Department of Educational Leadership and Policy Studies.
 10. If I feel I have not been treated according to the descriptions in this form, or that my rights as a participant in the research have been violated during the course of this project, I know I can contact Dr. David Moore, Chair, IRB, Research Division, Virginia Tech; Dr. David Hicks, Dissertation Committee Co-Chair, Department of Teaching and Learning, Virginia Tech; or Dr. Paul Heilker, Dissertation Committee Co-Chair, Department of English, Virginia Tech, at the phone numbers listed below.
 11. I voluntarily agree to participate in this study and agree to be interviewed according to the terms outlined above. I have read and understand the Informed Consent and conditions of this project. I have had all questions answered. I hereby acknowledge the above and give my voluntary consent for participation in this project.

Signature

Printed Name

Date

Should I have any further questions about the research project or procedures, I may contact:

Robert G. Prickett	Dr. David Moore	Dr. David Hicks	Dr. Paul Heilker
Principal Investigator	Chair, IRB	Committee Co-Chair	Committee Co-Chair
540-890-0425	540-231-4991	540-231-8332	540-231-8444

PARTICIPANTS WILL BE GIVEN A COPY OR DUPLICATE ORIGINAL OF THIS CONTENT FORM.

APPENDIX G

World History State Standards

History and Social Science Standards of Learning

World History and Geography: 1500 A.D. to the Present

These standards enable students to cover history and geography from 1500 A.D. to the present, with emphasis on Western Europe. Geographic influences on history continue to be explored, but increasing attention is given to political boundaries that developed with the evolution of nations. Significant attention will be given to the ways in which scientific and technological revolutions created new economic conditions that in turn produced social and political changes. Noteworthy people and events of the nineteenth and twentieth centuries will be emphasized for their strong connections to contemporary issues.

The study of history rests on knowledge of dates, names, places, events and ideas. Historical understanding, however, requires students to engage in historical thinking, to raise questions and to marshal evidence in support of their answers. Students engaged in historical thinking draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision-making. These skills are developed through the study of significant historical substance from the era or society that is being studied.

- WHII.1 The student will improve skills in historical research and geographical analysis by
- identifying, analyzing, and interpreting primary and secondary sources to make generalizations about events and life in world history since 1500 A.D.;
 - using maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past since 1500 A.D.;
 - identifying geographic features important to the study of world history since 1500 A.D.;
 - identifying and comparing political boundaries with the location of civilizations, empires, and kingdoms from 1500 A.D. to the present;
 - analyzing trends in human migration and cultural interaction from 1500 A.D. to the present.
- WHII.2 The student will demonstrate an understanding of the political, cultural, and economic conditions in the world about 1500 A.D. by
- locating major states and empires;
 - describing artistic, literary, and intellectual ideas of the Renaissance;
 - describing the distribution of major religions;
 - analyzing major trade patterns;
 - citing major technological and scientific exchanges in the Eastern Hemisphere.

Era V: Emergence of a Global Age, 1500 to 1650 A.D.

- WHII.3 The student will demonstrate knowledge of the Reformation in terms of its impact on Western civilization by
- explaining the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, and Henry VIII;
 - describing the impact of religious conflicts, including the Inquisition, on society and government actions;
 - describing changing cultural values, traditions, and philosophies, and assessing the role of the printing press.

APPENDIX H

Secondary English Language Arts Program Checklist

Secondary English Language Arts Education Program Checklist**MASTER OF ARTS IN EDUCATION (MAED): Curriculum and Instruction**Licensure Course Checklist:

- B.A. in English or state-required equivalent (36 hours beyond freshman English). 3.0 GPA on last 60 hours also required.
- Praxis I *OR* Approved SAT or ACT Substitute Score** [Note: Passing score required for admission as of Spring 2005.]
- Recommended: Tutoring, mentoring, or service-learning experience. Consider obtaining a CPR/first aid certificate.
- Two different language courses (grammar, syntax, history of the English language, sociolinguistics) *
- Course in women writers *
- Course in minority writers *
- EDCI 3144 Teaching Exceptional Learners * *OR* EDCI 5554 Educating Exceptional Learners
- EDCI 4414 Teaching Composition *
- EDCI 4424 Adolescent Literature *
- EDCI 4124 Psychological Foundations of Education for Pre-service Teachers
- EDCI 5104 Schooling in American Society
- Praxis II: English Language and Literature Content [Note: Students must pass this exam prior to student teaching internship.]***
- EDCI 5724 Teaching English in the Middle & Secondary School I (Course is taken during the fall of the graduate year. Students must receive recommendation from the university supervisor and cooperating teacher in order to continue in the program.) [Fall semester of graduate year]
- EDCI 5694 Early Field Study in Secondary English (3 hours) [Fall semester of graduate year]
- EDCI 4404 Teaching Reading and Writing in the Content Area* *OR* EDCI 5264 Comprehending Processes & Reading in the Content Areas
- Graduate English courses (6-12 hours)
- EDCI 5314 Educational Applications of Microcomputer Uses *OR* Approved Substitute
- EDCI 5784 Teacher as Researcher
- EDCI 5744 Teaching English in the Middle and Secondary Schools II [Spring semester of graduate year]
- EDCI 5754 Internship in Education (Student Teaching) (9 hours) [Spring semester of graduate year]
- TESH Electronic Portfolio: MAED Comprehensive Exam, including completed Program Technology Checklist

Total MA hours must equal at least 30 hours without the early field experience and student teaching internship.

* These courses may be taken at the undergraduate or graduate level. You are strongly encouraged to take these at the undergraduate level. A maximum of three 4000-level courses may be taken for graduate credit hours once admitted to program.

**VDOE approved min. SAT score of 1000 (450 verbal, 510 math) prior to 4-1-95, min. SAT score 1100 (530 verbal, 530 math) after 4-1-95. VDOE approved min. ACT composite score of 21 (21 min. math, 37 min. English Plus Reading) prior to 4-1-95, min. ACT composite score of 24 (22 min. math, 46 min. English Plus Reading) after 4-1-95.

***Notice: A passing Praxis II score will become an admission requirement effective Spring 2006.

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APPENDIX J

Secondary History and Social Science Education Licensure Program

Secondary History and Social Science Education Licensure Program**MASTER OF ARTS IN CURRICULUM AND INSTRUCTION:**

The MAED degree program is designed to prepare History and Social Science teachers at the secondary level (grades 6-12). Students will complete a Virginia approved teacher licensure program in conjunction with the MAED degree. The number of graduate hours required for the licensure program is a minimum of 39 semester credits. (30 academic hours and a 9 hour internship) All graduate students must submit a plan of study that is approved by the Program Advisor.

I. FOUNDATIONS: (6 hours)

EDCI 4124	Psych Foundations of Educ. for Pre-service Teachers	(3 SH)
EDCI 5104	Schooling in American Society	(3 SH)

II. RESEARCH: (3 hours)

EDCI 5784	Graduate Seminar in Education: Teacher as Inquirer OR Approved Substitute (fall)	(3 SH)
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III. CONCENTRATION: (24 hours)

EDCI 5724	Tchg in Middle & Secondary School I: SS- (fall)	(3 SH)
EDCI 5964	Field Studies in Education (fall semester)	(3 SH)
EDCI 5744	Tchg in Middle & Secondary School II: SS (spring)	(3 SH)
EDCI 5754	Internship in Education (spring semester)	(9 SH)
EDCI 5554	Educ. Exceptional Learners Across the Lifespan	(3 SH)
EDCI 5314	Educational Applications of Microcomputer Uses OR Approved Substitute	(3 SH)

IV. COGNATE (6 hours) (example)

EDCI 5784	Constructivism in Education	(3 SH)
EDCI 5264	Comp. Processes and Reading in the Content Areas	(3 SH)

Other cognate courses may be required in the content fields to complete licensure or endorsement requirements. Please note- MAED is dependent upon completing licensure requirements.

APPENDIX K

Interview Guides

1. Past experiences
 - a. Tell me about your earliest memory of school.
 - b. Where did you go to high school?
 - c. Describe a typical day in high school for you when you were a student.
 - d. Who was your favorite high school teacher?
 - i. Why?
 - ii. How did he/she influence you?
 - e. Tell me about your least favorite high school teacher.
 - i. Why?
 - ii. How did she/he influence you?
 - f. Describe your current position.
 - i. How did you end up training to be in the education profession?
 - ii. What do you hope to be teaching next year?
 - iii. Where do you hope to be teaching next year (grade level, location, etc.)?
 - g. Describe your courses in the teacher preparation program.
 - i. Describe your methods courses, specifically.
 1. What have you learned?
 2. What has been emphasized?
 3. Describe your methods instructor's classroom method.
 - ii. Describe your methods' course readings.

- iii. Describe your methods' course materials.
 - iv. Describe your methods' course activities.
 - h. What factors do you feel have impacted how successful you are/will be in your student teaching experience?
 - i. What skills are required to become a successful teacher?
 - ii. What knowledge is required to become a successful teacher?
 - iii. What disposition is required to become a successful teacher?
 - iv. How do you measure your successes?
 - v. Who else determines whether you are successful?
 - i. What incidents/events/readings/research have provided you with the most memorable aspects regarding the purpose and practices of your chosen subject matter in the classroom?
2. Current practices
- a. Describe your student teaching experience to date.
 - i. Where are you student teaching?
 - ii. What grade level(s)?
 - iii. What subject(s) are you teaching?
 - b. Describe your cooperating teacher.
 - i. How does he/she teach?
 - ii. What does she/he emphasize in the classroom?
 - c. Describe your classroom.
 - d. How do you teach (subject area) in your student teaching experience?
 - e. What factors influence how and what you teach in the classroom?

- f. What is the purpose of studying (subject area) in high school?
- g. What do you feel should be learned in the (subject area) classroom?
 - i. What should your students know and be able to do upon completion of your class?
 - ii. Is there anything beyond the written curriculum that should be taught? If so, what?
- h. Does your student teaching experience differ from your pre-conceived notions after your university coursework? If so, how?
- i. What do you consider to be some wise practice(s) in the classroom?
- j. To what extent, if any, do you feel you were prepared for your student teaching experience, considering all aspects of teaching?
 - i. Describe your understanding of teaching (subject area).
 - ii. Describe your understanding of preparing activities to teach (subject area).
 - iii. Describe your inclusion or exclusion of outside materials for teaching (subject area).

3. Future plans

- a. What does the word “media” mean to you? How would you define it?
- b. Think of yesterday, to the closest half hour, how much time did you spend
...
 - i. Watching television?
 - ii. Seeing a movie?
 - iii. Listening to the radio?

- iv. Surfing the Internet?
- c. Describe the media available in your student teaching classroom.
- d. Describe the media – that you were aware of as available – in your student teaching school.
- e. Did your cooperating teacher use media? If so, how?
- f. Did you ever incorporate media into your student teaching lesson plans?
 - i. If so, how did you accomplish this?
 - ii. If not, why not?
- g. As part of your teacher preparation program, have you been trained regarding the role of media in your state and national curriculum standards for your subject area?
 - i. If so, how?
 - ii. What role do media play in those standards?
- h. To what extent does your student teaching experiences and ideas of media within the (subject area) classroom influence your decision to include media into your lesson planning for your future classroom?
- i. How does media influence or impact how you believe (subject area) should be taught?
 - i. If not, why not?
 - ii. If so, how much of an influence is media?
- j. During the past year as college student in a teacher preparation program, which professor used media frequently in the classroom?
 - i. What subject area?

- ii. Provide some examples of how media was used.
 - iii. What do you remember most about the instruction with the media used?
- k. What three (3) experiences and/or research have impacted your understanding of what it means to be a (subject area) teacher?
 - i. Has media had any influence?
 - ii. If so, what?
 - iii. If not, why not?
- l. Do you plan on using media in your classroom as a teacher?
 - i. If so, how? Please provide at least one example.
 - ii. If not, please provide your rationale for not using media.
- m. May I contact you again (over the summer) if a question arises or a clarification is needed?
 - i. What is the best way to contact you?
 - ii. Please provide your contact information.

APPENDIX L

Interview Calendar

March 2005

3.14.05	4:15 p.m. – 5:15 p.m.	Structured interview #1 (Ann)
3.16.05	4:00 p.m. – 5:15 p.m.	Structured interview #1 (Frank)

April 2005

4.6.05	5:30 p.m. – 6:30 p.m.	Structured interview #2 (Ann)
4.7.05	5:30 p.m. – 6:50 p.m.	Structured interview #2 (Frank)

May 2005

5.4.05	1:00 p.m. – 2:00 p.m.	Structured interview #3 (Ann)
5.6.05	5:00 p.m. – 6:15 p.m.	Structured interview #3 (Frank)

APPENDIX M

Observation Calendar

March 2005

3.9.05	9:00 a.m. – 10:00 a.m.	Observation (Ann)
3.15.05	10:00 a.m. – 11:00 a.m.	Observation (Ann)
3.15.05	12:00 p.m. – 1:00 p.m.	Observation (Frank)

April 2005

4.1.05	9:30 a.m. – 10:15 a.m.	Observation (Ann)
4.1.05	10:20 a.m. – 11:05 a.m.	Observation (Frank)
4.6.05	1:45 p.m. – 2:30 p.m.	Observation (Frank)
4.7.05	1:40 p.m. – 2:25 p.m.	Observation (Ann)
4.14.05	9:30 a.m. – 10:15 a.m.	Observation (Ann)
4.14.05	12:00 p.m. – 12:45 p.m.	Observation (Frank)
4.22.05	8:35 a.m. – 9:30 a.m.	Observation (Ann)
4.26.05	12:00 p.m. – 12:55 p.m.	Observation (Frank)
4.27.05	1:40 p.m. – 2:25 p.m.	Observation (Ann)

APPENDIX P

Data Collection Calendar

Pre-service teachers operate on high school schedule; not university schedule.

January 2005

Week of 1/3 Email contact began

Week of 1/17 University spring semester began

 Pre-service teachers begin attending schools (1/wk)

February 2005

Week of 2/7 Observations began

 Field notes began

 Document collection began

Week of 2/21 Pre-service teachers began student teaching (5/wk)

March 2005

Week of 3/14 Structured interview #1

April 2005

Week of 4/4 Participant journal – media interaction kept

 Structured interview #2

Week of 4/25 Student teaching ends

 Observations end

 Field notes end

 Document collection ends

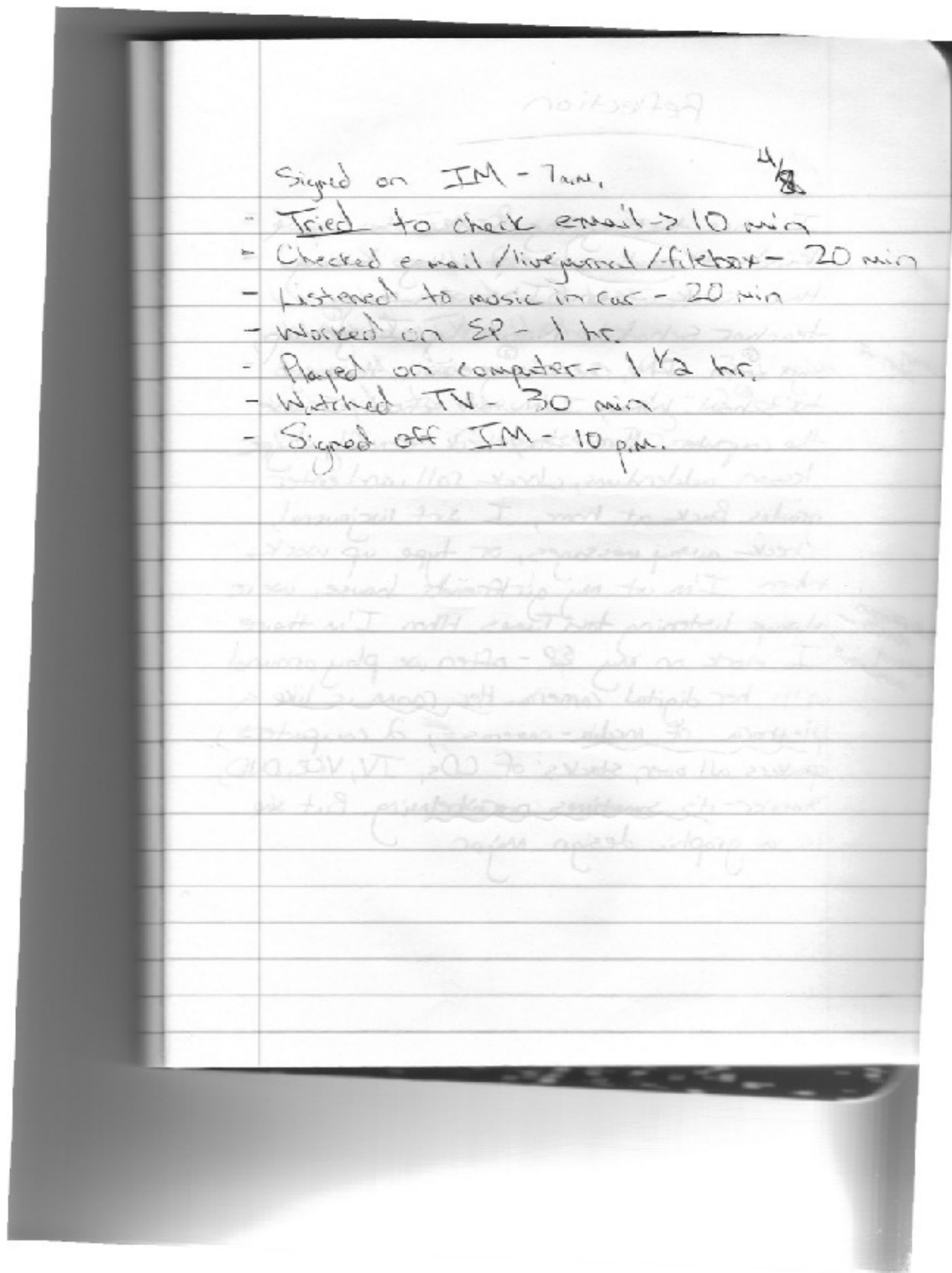
May 2005

Week of 5/2 Structured interview #3

Week of 5/9 University spring semester ends

APPENDIX Q

Ann's Media Journal - Sample



APPENDIX R

Frank's Media Journal – Sample

4/7/05

Media → google → Images → 1 hour
 Media → washingtonpost.com → 30 min.
 Media → Morning Edition → 30 min.
 Media → Inus In the Morning → 10 min.
 Media → All Things Considered → 1 hour

I love the social studies department at [redacted] but I find the departmental media (eg. videos) limited in student appeal. Most of the videos are so dry that students instantly fall asleep upon contact. In preparing to talk about the rise of the Nazis, I ended up splicing images together myself from Triumph of the Will (a Nazi Propaganda movie). All other footage was dubbed over + analyzed to death so that no more of the primary source remained. As a history teacher that intent is the biggest

APPENDIX S

Self-mapping (Field Journal) - Sample

Role of researcher > journaling 11/15/04
 ex: define media (personally)
 ↳ my personal bias as it stands now

Media? What is media?

I'm lying on the floor of my living room trying for inspiration about my definition of media. It doesn't seem to be coming - I have instructions (?) laid down in front of the TV. It is too quiet for me to work - I turn on the TV, open the cabinet holding a VCR, a DVD player, an Xbox game system, approximately 50 DVDs, approximately 30 VCR tapes, & 6 Xbox games; turn on the VCR & hit play starting a taped copy of "West Wing" from last week that I missed because I was teaching. I listen to music when I am writing or reading. This is the bias that I have - I love media - I love popular culture. I enjoy watching it; reading it; playing with it; interacting with it. I know that it's not...

CURRICULUM VITA

ROBERT G. PRICKETT, Ph.D.

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EDUCATION

- 2005 Virginia Polytechnic Institute and State University, Blacksburg, VA
 Degree: **Ph.D., Education, Curriculum and Instruction**
 Major: English Education
 Advisors: Dr. David Hicks & Dr. Paul Heilker
 Committee Members: Dr. Patricia P. Kelly & Dr. Carl A. Young
Dissertation: Pre-service teachers and media: Past experiences & present practices
 GPA: 3.9/4.0
- 2004 Virginia Polytechnic Institute and State University, Blacksburg, VA
 Degree: **M.A., English**
 Advisor: Dr. Paul Heilker
 GPA: 3.85/4.0
- 1998 Ball State University, Muncie, IN
 Degree: **M.A., Secondary Education**
 Major: English
 GPA: 3.8/4.0
- 1996 Ball State University, Muncie, IN
 Degree: **B.S., English & B.S., Journalism, News-Editorial**
 Minor: Theatre
 GPA: 3.77/4.0

PROFESSIONAL EXPERIENCE

- 2005-present **Assistant Professor, Department of Education**
 Centenary College of Louisiana, Shreveport, LA
- Planned and taught EDUC 511 - Advanced Methods of Language Arts and Social Studies (for graduate M.A.T. and/or Alternative Certification students)
 - Planned and taught EDUC 529 - Enhanced Secondary Methods (for graduate M.A.T. and/or Alternative Certification students)
 - NCATE (National Council for Accreditation of Teacher Education) initial accreditation process - Researched, collected, prepared, wrote, and revised documentation of NCATE Standards and organized and implemented NCATE committee meetings and on-campus visits of faculty, staff, students, community, and NCATE personnel
 - Secondary Professional Development Schools (PDS) Coordinator

- Teacher Education Advisory Council, faculty member
 - System Administrator, PASS-PORT
- 2004-2005 **English Education Doctoral Teaching Assistant**
Virginia Polytechnic Institute and State University, Blacksburg, VA
- Outreach and networking English Education program to local school systems
 - Supervising and evaluating of student teacher interns in the field
 - Facilitating electronic portfolio workshops
 - Planned and taught one section of EDCI 4414 – Teaching Composition (for upper-level undergraduate and graduate degree students)
- 2003 – 2004 **Diversity Resource Database Doctoral Assistant**
Virginia Polytechnic Institute and State University, Blacksburg, VA
- Outreach and networking at Virginia Polytechnic Institute and State University, national, and international venues
 - Presenting at national and international conferences
 - Systematically creating and editing documented procedure for evaluation of resources
 - Researching, analyzing, and evaluating resources for inclusion into Resource Center
 - Facilitating communication among national and on-campus Advisory Boards and Resource Center
- 2002 – 2003 **Preparing Tomorrow’s Teachers to Use Technology Grant Doctoral Assistant**
Virginia Polytechnic Institute and State University, Blacksburg, VA
- Plan, organize, and implement electronic portfolio workshops
 - Coordinate support for pre-service teachers during the creation of electronic portfolios
- 2000 – 2002 **English and Journalism Teacher**
Salem High School, Salem, VA
- Planned and taught the following courses:
 American Literature
 SAT Vocabulary
 - Developed and implemented an Introduction to Journalism course
 - Advised student-run school newspaper, *The Oracle*
- 1999 – 2000 **English Teacher**
Staunton River High School, Moneta, VA
- Planned and taught the following courses:
 American Literature (regular and advanced)
 Tenth grade English (World Literature and grammar/composition)
 - Sponsored the following classes and clubs:
 Junior class
 Guitar Club

1998 - 1999

English Teacher

Oak Hill High School, Converse, IN

- Planned and taught the following courses:
Ninth grade English (literature, grammar, vocabulary, and writing)
- Developed and implemented Academic Resource Lab for Soph., Jr., and Sr. students with remedial needs
- Sponsored the Freshmen Class
- Coached the Oak Hill High School Varsity and Junior Varsity Golf team

PROFESSIONAL TEACHING CERTIFICATIONS

Commonwealth of Virginia Postgraduate Professional License
English
Journalism
Theatre Arts (PreK-12)

Southwest Virginia Writing Project, July 2001
Teacher Consultant

Indiana State Teaching License

UNIVERSITY TEACHING EXPERIENCES

<i>Semester</i>	<i>Course</i>
Fall 2005	EDUC 529 – Enhanced Secondary Methods (Centenary College) EDUC 511 – Advanced Methods of Language Arts and Social Studies (Centenary College)
Spring 2005	EDCI 4414 – Teaching Composition (Virginia Polytechnic & State University)
Fall 2004	EDCI 4414 – Teaching Composition (Virginia Polytechnic & State University)

PRESENTATIONS

Dunlap, D., Groenke, S., Prickett, R., & Burrell-Graves, C. (2005 April). Literacy at the improv: Facilitating critical cyber-discussions. American Educational Research Association, Montreal.

Young, C., Firdyiwek, Y., Davis, W., & Prickett, R. (2005 March). Teacher-centered technology: Working towards more authentic and effective technology integration. [Panel] *What pre-service teachers can teach us about effective technology preparation and integration*. Society for Information Technology and Teacher Education International Conference, Phoenix, AZ.

Prickett, R., Groenke, S., & Dunlap, D. (2004 November). Using “new literacies” to “read” and represent the signs of adolescence. National Council of Teachers of English Annual Conference, Indianapolis, IN.

Potts, A., Hicks, D., Doolittle, P. E., Boler, M., Cachaper, C., Prickett, R., & Ariew, S. (2004 June). Qualitative meta-analysis for social justice: The creation of an on-line database. The Fourth International Conference on Diversity in Organizations, Communities and Nations, University of California, Los Angeles, CA.

Prickett, R., Potts, A., Doolittle, P. E., Hicks, D., Boler, M., Cachaper, C., & Ariew, S. (2004 March). The creation of an on-line diversity resources database. Mid-Atlantic Conference on the Scholarship of Diversity, Virginia Tech, VA.

Prickett R., Potts, A., Doolittle, P. E., Hicks, D., Boler, M., & Cachaper, C. (2004 March). Qualitative meta-analysis for social justice: The creation of an on-line database. Society for Information Technology and Teacher Education International Conference, Atlanta, GA.
Awarded: Best Paper, Equity & Social Justice

Cachaper, C., Potts, A., Boler, M., Hicks, D., Doolittle, P. E., Prickett, R., & Ariew, S. (2004). Diversity and Educational Technology: The creation of an on-line diversity resource database. The Ninth Annual Southeastern Association of Educational Studies. University of Georgia, Athens, GA.

Doolittle, P. E., Hicks, D., Boler, M., Potts, A., Prickett, R., Cachaper, C., & Tabor, L. (2003 March). The Diversity Resource Database: Utilizing technology to create social equality. Society for Information Technology and Teacher Education International Conference, Albuquerque, NM.

Hicks, D., Prickett, R., Carico, K., & Sianez, D. (2003 March). Beyond the 'farts and flashes': Responding to student and instructor concerns in the design, development, and presentation of electronic portfolios (Five years on). Society for Information Technology and Teacher Education International Conference, Albuquerque, NM.

Prickett, R. (2001 October). Dracula sucks: Writing exciting and responsible reviews. Workshop presented at the Virginia High School League Fall Publications Workshop, Richmond, VA.

Prickett, R. (2001 October). Motley crew: Featuring diversity in your school newspaper. Workshop presented at the Virginia High School League Fall Publications Workshop, Richmond, VA.

Prickett, R. (1996 March). *Their Eyes Were Watching God*: An African-American female bildungsroman. Popular Culture Association/American Culture Association Conference, Las Vegas, NV.

Prickett, R. (1995 March). *Their Eyes Were Watching God*: An African-American female bildungsroman. Practical Criticism Midwest Conference, Muncie, IN.

ACADEMIC PUBLICATIONS

Prickett, R. & Webber, M. (Manuscript in preparation). Whether American, Swedish, or Chinese: Pippi Longstocking as role model.

Hicks, D., Prickett, R., Carico, K., & Sianez, D. (Manuscript in preparation). Beyond the 'flashes': Responding to student and instructor concerns in the design, development, and presentation of electronic portfolios (Five years on).

Prickett, R. (2002). On the edge: Stories at the brink [Review of the book On the Edge: Stories at the Brink]. SecondaryEnglish.com.

Prickett, R. (1996). Their eyes were watching god: An African-American female bildungsroman. LIT, 23, 1, 45-51.

CREATIVE PUBLICATIONS

Prickett, R. (Manuscript in preparation). The night seems darker now.

Prickett, R. (Manuscript in preparation). Chasing the white rabbit.

Prickett, R. (2001). Shared touch. In From the Inkwell 2001. Virginia Tech: Published for the Southwest Virginia Writing Project.

Prickett, R. (2001). The happiest dog in the world. In From the Inkwell 2001. Virginia Tech: Published for the Southwest Virginia Writing Project.

PROFESSIONAL SERVICE

Reviewer, English section of *Contemporary Issues in Technology and Teacher Education* (CITE Journal), September 2004 - present

CONFERENCES AND WORKSHOPS ATTENDED

78th Annual Scholastic Convention, Columbia Scholastic Press Association
Columbia University, New York, NY, March 2002

2002 Southern Interscholastic Press Association Annual Convention
University of South Carolina, Columbia, SC, March 2002

91st Annual Convention, National Council of Teachers of English
Baltimore, MD, November 2001

Virginia High School League Fall Publications Workshop 2001
Richmond, VA, October 2001

Carolina Journalism Institute
University of South Carolina, Columbia, SC, June 2001

77th Annual Scholastic Convention, Columbia Scholastic Press Association
Columbia University, New York, NY, March 2001

2001 Southern Interscholastic Press Association Annual Convention
University of South Carolina, Columbia, SC, March 2001

RESEARCH INTERESTS

English education
Media literacy
Teacher preparation
Teacher retention
Diversity & Social Justice

PROFESSIONAL ORGANIZATIONS

IRA (International Reading Association), member since 2005
AERA (American Educational Research Association), member since 2005
ALAN (Assembly on Literature for Adolescents), member since 2005
AACE (Association for the Advancement of Computing in Education), member since 2005
NCTE (National Council of Teachers of English), member since 1999
Kappa Delta Pi (Education Honor Society), inducted 1997
Lambda Iota Tau (Literary Honor Society), inducted 1997
Kappa Tau Alpha (Journalism Honor Society), inducted 1995
Golden Key National Honor Society, inducted 1994
Alpha Lambda Delta (Freshmen Honor Society), inducted 1993
NEA (National Teachers Association), member 1998-2002
VEA (Virginia Educators Association), member 1999-2002
JEA (Journalism Educators Association), member 2000-2002
VAJTA (Virginia Association of Journalism Teachers and Advisers), member 2000-2002
ISTA (Indiana State Teachers Association), member 1998-1999

AWARDS AND HONORS

Fellow, Southwest Virginia Writing Project, 2001
Academic Award, Ball State University Journalism Dept., 1996
President's Scholarship: 1992, 1993, 1994, 1995
Ball State University Dean's List: 1992, 1993, 1994, 1995, 1996
Sigma Phi Epsilon Scholarship recipient: 1992

REFERENCES

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