

## **From the Outgoing President: We've come a long way!**

As I step down from two very enjoyable years as president of SITE, I am once again reminded of the privilege involved in leading an organization that is growing and developing at an amazing rate. The number, breadth and depth of the articles in these Proceedings provides one more indication of the rapid and exciting development of this organization and the field of technology in teacher education.

The 2001 Society for Information Technology and Teacher Education Annual Proceedings marks the 12<sup>th</sup> set of SITE annual conference proceedings. Most readers probably know the story of the first SITE meeting in 1989. Under the leadership of Jerry and Dee Anna Willis, a small group of visionary educators interested in technology in teacher education gathered in Greenville, North Carolina and papers from that meeting were included in the first SITE Proceedings. In 1989, technology in teacher education as a field of study was a new idea to most educators and few individuals or programs identified this as their major field of study and development. Right from the beginning of SITE, there was a vision for the potential of technology to expand and enhance teacher education programs. In addition, the founders of SITE visioned a truly international organization where teacher educators from around the world could share their work and knowledge.

Since that 1989 meeting, both SITE and the Proceedings have continued to grow at an almost unbelievable rate. Technology in teacher education has moved into the national and international spotlight as an area of major emphasis. Colleges and universities around the country are seeking scholars in technology in teacher education and an increasing number of Ph.D. programs are working to prepare these scholars.

The research and development work reported in the 2001 Proceedings reflects the progress of our field and the increased emphasis on technology in teacher education. Our field has moved to a place where most of the scholarship involves using technology in meaningful ways to improve both learning and teaching in teacher education programs. Current work reflects the centrality of technology in teacher education programs and movement away from regarding technology as a separate subject of study.

The positive impact of the Department of Education PT3 initiative is clearly reflected in this annual. The first PT3 projects were funded in 1999, with more projects funded in 2000 and a third set in 2001. The annual serves as an important vehicle for dissemination of results from this important work.

As technology in teacher education continues to develop as a scholarly focus area, the international emphasis in SITE becomes even more important. As scholars around the world use technology to strengthen teacher education it is important that we have the opportunity to share what we are learning. A quick review of authors of papers in the Proceedings indicates that this sharing is in fact happening and that the initial international vision of the founders of SITE is a reality.

I am honored to have had the opportunity to lead SITE for 2 years, and I look forward to continuing involvement in my favorite national organization.

Ann