

Preface for 2003 SITE Proceedings
COLLABORATIVE LEADERSHIP

Niki Davis - SITE President
Center for Technology in Learning and Teaching, Iowa State University
Institute of Education, University of London

Glen Bull – SITE Past President
Center for Technology and Teacher Education, University of Virginia

The year 2003 brings a changed context for teacher education in many parts of the world, including the USA. Two notable changes in the educational landscape occurred during the past year. A Pew *Internet & American Life Project* study reported that the majority of college students now use the Internet more than the library for research (Jones, 2002). Also, for the first time, more children said they would pick the Internet over TV if allowed only one medium or media technology (Knowledge Networks/Statistical Research Inc., 2002).

Against a backdrop of increasing societal use, the emphasis on integration of information technology in teacher education has been reduced in some instances. For example, the Teacher Training Agency in England has reduced the required breadth of information technology competencies. At the same time there is an increased maturity in the perception of responsibilities in education and society, including a political dimension locally and globally, and the importance of teacher quality is increasingly recognized.

This focus has been accompanied by calls for increased accountability and “scientifically-based” research to inform educational policy in North America and Europe. For example, the *What Works Clearinghouse* (WWC) is a national project established by the U.S. Department of Education to “provide decision makers with the information they need to make choices based on high-quality scientific research.” The goal of the WWC is to “develop standards for reviewing and synthesizing educational research.” (www.w-w-c.org/about.html)

A guest editorial by Norm Lederman, internationally recognized for expertise on scientific research and the “scientific method,” will appear in the next issue of SITE’s on-line journal, *Contemporary Issues in Technology and Teacher Education* (www.citejournal.org). Professor Lederman analyzes the current draft WWC standards for research, concluding,

Research questions should guide design and data choice. Researchers should pursue “what works,” and what works depends on the question being asked, not some idealized *scientific method* that is incorrectly purported to be the only method to produce scientific evidence. In addition, it is critically important that all researchers remain intimately aware of the assumptions embedded in their research questions, designs, and analyses and the implications these assumptions have for brute force generalizability to the rest of the world.

Overall, although the intentions of the WWC are admirable, the project is flawed for at least two critical reasons. The effort has a clear underlying (and sometimes not so subtle) belief that scientific evidence can only be provided by causal research designs (aka The Scientific Method) and that research findings from studies of teaching and learning can be generalized freely across contexts and situations if derived from studies following causal designs. (Lederman, in press)

Those who wish can read and respond to the draft standards themselves, posted on-line at the following address: www.w-w-c.org/standards.html

Collaborative Leadership

In 2000, SITE undertook a survey of participants' needs and concerns to inform committee restructuring at the SITE conference in 2001 in Orlando, Florida (Davis 2002). At the following year's conference in Nashville, Tennessee (SITE 2002), significant progress was made in the implementation of the newly adopted governance structure with the election of new vice presidents and the respective committees that they represent. This process began at the conference, and continued this year through innovative SITE *Community Forums* designed by AACE and coordinated by Roger Carlsen of Wright State University (www.aace.org/site/forum). Each SITE committee falls within one of three councils:

1. Leadership Council

The *Leadership Council* is comprised of the committees responsible for the on-going organization and direction of SITE, including the Journal & Scholarship Committee which consists of the editors of SITE's journals and publications, the SITE Conference and Proceedings Committee which is responsible for organizing the conference and subsequent proceedings, and the Past Presidents and Founders committee, an advisory group established to ensure on-going institutional memory.

2. Information Technology Council

The Information Technology Council consists of committees that have technology as a primary focus, including research and evaluation of information technology in teacher education. For example, the E-folios Committee chaired by SITE Vice President Helen Barrett addresses research and development of electronic portfolios in preservice teacher education.

3. Teacher Education Council

The Teacher Education Council includes committees that lead a specialist area within teacher education programs, such as science education, mathematics education, social studies education, art education, and elementary education.

The latter two councils were formerly termed the "generalist" and "specialist" councils. More descriptive names were adopted this year to more accurately reflect their purpose. As an added benefit, the descriptors for the councils now reflect the name of the association, the "Society for Information Technology and Teacher Education."

In early 2003, the election of the leaders of these councils took place in SITE Community Forums, thus allowing all committee leaders to cast a vote. The online council meetings will provide important leadership within SITE. At SITE 2003, the online forums will be complemented with a breakfast meeting for each Council, permitting Council representatives to meet with SITE's president and its new President-elect, Allen Glenn.

Allen Glen is *Dean Emeritus and Professor* in the School of Education at the University of Washington. We are pleased that Allen has agreed to accept the role of SITE President beginning in 2004 because of his long-time leadership in educational technology and the broader field of teacher education. In 1996, he received the *Pomeroy Award for Outstanding Contributions to Teacher Education* from the American Association of Colleges for Teacher Education (AACTE). He served as AACTE's president for 1998-1999. Allen has published extensively on the use of computers in schools, including the widely-adopted text, *Restructuring Schools with Technology* (1995).

Collaborations with Other Associations

SITE leadership has been very evident in the development of technology in teacher education worldwide. On the international front, your President and other SITE members are participating in a UNESCO task force on *Information and Communication Technologies (ICT)* in teacher education (UNESCO 2003). Alain Brilleux contributed to a task force that produced scenarios to inform policy makers worldwide. Paul Kirschner led a quick scan study of practice in ICT teacher education worldwide, sponsored by the Dutch Inspectorate of Education. Other leadership efforts include Toni Downes' work to inform developments in countries of the Pacific rim. The resulting UNESCO recommendations are being published in six languages. A special invited panel at SITE 2003 will be chaired by Marainna Patru of UNESCO Paris.

The revised SITE committee structure was designed to establish closer ties with parallel professional associations. The SITE social studies education committee is chaired by SITE Vice President Michael Berson, who also leads the National Council for the Social Studies (NCSS) *College and University Faculty Assembly*. Similarly, the science teacher education committee chaired by SITE Vice President Randy Bell leads the society's efforts in the education of science teachers, and also provides a link to societies that serve science teacher educators, most notably the *Association for Education of Teachers in Science (AETS)*. The president of the National Council of Teachers of English *Conference on English Education (CEE)*, Dawn Abt-Perkins participated in last year's SITE conference, and will attend this year's conference in Albuquerque, providing a strong point of connection with CEE. Dan Miller, who leads the SITE mathematics education committee, met with the leaders of the technology strand at the Association of Mathematics Teacher Educators (AMTE) conference, providing a link to that association.

SITE collaborated with the U.S. Department of Education and the International Society for Technology in Education (ISTE) to organize a leadership retreat for PT3 Catalyst directors last fall. The leadership retreat was so successful that SITE and ISTE are now discussing a shared planning retreat in Washington, D.C. This fall retreat would allow SITE and ISTE to jointly coordinate the SITE annual meeting in the spring with the teacher education strand of ISTE's National Education Computing Conference (NECC) the following summer. This would allow a teacher educator who presents at SITE to build on this presentation with a subsequent coordinated presentation at NECC. Location of a fall planning retreat would also facilitate interactions with federal agencies and other professional associations headquartered in the capitol. Don Knezek, ISTE's chief executive officer, will appear as a keynote speaker at this year's SITE conference, symbolizing the increasingly close collaborations between the two associations, and providing further opportunities for coordinated leadership and planning efforts.

SITE also convened a *National Technology Leadership Summit (NTLS IV)* in the fall, held in Bermuda this year. NTLS IV brought together a range educational leaders, including leaders of educational associations, editors of educational technology journals, directors of non-profit foundations, and corporate leaders. Each summit highlights an issue of importance to the educational community and engages educational leaders in sustained dialog on that topic. Recommendations and guidelines emerging from the summit are published in a range of educational journals. The goal is to accelerate meaningful impact of digital technologies in education for the twenty-first century. The full proceedings of NTLS IV are published in the CITE Journal (www.citejournal.org), and an edited version also will appear in the May 2003 issue of *Learning and Leading with Technology*.

The SITE 2003 conference offers several double-session symposia associated with significant collaborative efforts. Two of these symposia focus on topics addressed in special issues of:

- *Educational Technology Research and Development* (on the PT3 initiative)
- *Computers and Teacher Education* (on technology integration)

Symposia have been introduced to increase our focus on deeper quality of research and practice at the SITE conference. Symposia will normally be based on a significant body of research that appears in a peer-reviewed publication.

In other collaborative connections, SITE past president Ann Thompson was appointed to the technology committee of the American Association of Colleges for Teacher Education (AACTE), while SITE president Niki Davis serves in a similar capacity on the technology committee of the Association of Teacher Educators (ATE). These collaborations are important because effective leadership often requires the coordinated action of several professional associations.

SITE 2003

This year's conference features a stellar spread of keynote presenters. Mitch Resnick leads the *Lifelong Kindergarten* research group in the MIT Media Laboratory. Elliot Soloway holds joint appointments as a professor in both the School of Education and the School of Computer Science at the University of Michigan, symbolically combining the Information Technology and the Teacher Education components of SITE. Ros Sutherland, director of Bristol University's *FutureLab* in the UK, will provide a glimpse of technology's future and its potential impact on teacher education. William Majajah will broaden our perspectives through a description of technology in native American Indian education. The final keynote address is no less exciting, because we aim to consolidate our strongly developing relationship with ISTE through an invitation to its chief executive officer, Don Knezek.

Participation in the SITE conference is at an all-time high, symbolized by the breadth and range of topics found in the conference proceedings. An editorial team led by Dee Anna Willis, senior editor and a SITE founder, read and processed nearly two thousand submissions for presentation and publication in the conference proceedings. The efforts of the editorial team, including SITE's new academic coordinator, Roberta Weber, and junior editor, Caroline Crawford, deserve recognition. The editorial team continues to collaborate with SITE's executive director, Gary Marks, to streamline the process through electronic review and processing. Gary is ably supported by SITE's technical editor, Jerry Price, in this effort. This team produces the proceedings in both printed and electronic (CD and web) formats on schedule, and in time for the conference each year, providing an archival history of technology in the field of teacher education across the years. This and previously published proceedings are internationally distributed and accessible online via the new SITE/AACE Digital Library. See: www.aace.org/DL

Significant advances in production of SITE's journals have been achieved during the past year. Debra Sprague, editor of the *Journal of Technology in Teacher Education* (JTATE) is to be congratulated on a significant reduction in the time between submission and publication. Debra has also initiated a series of thematic issues, including an issue devoted to PT3 outcomes, and one that will address evaluation of technology projects and programs in teacher education. SITE's on-line journal, *Contemporary Issues in Technology and Teacher Education*, is jointly published in concert with the teacher educator associations representing the core content areas in science, mathematics, English, and social studies. This is the only joint publication initiative of its kind in teacher education of which we are aware, and symbolizes the level of collaboration that SITE has achieved with its peer associations.

This year SITE sponsored a new award for *Digital Equity in Teacher Education* (www.aace.org/site/awards.htm) to publicize and raise awareness of best practice developing around the world. The inaugural award was presented to a national project in the far south of America, Chile. The Enlaces project incorporated systemic teacher education throughout and took particular care to include the language and culture of indigenous people without a written language. This initiative serves as an important model that has been adapted to many other countries on that continent and deserves recognition worldwide.

An important SITE objective is to inform the educational debate on quality of teacher education. No single professional association can provide this leadership alone. SITE is collaborating with many other professional organizations to achieve these goals. Debra Sprague suggests that an important question that we should continue to ask is, “Are we only talking to ourselves?” SITE participation in collaborations ranging from UNESCO initiatives to partnerships with ISTE and the U.S. Department of Education ensures that we will continue to provide leadership nationally and internationally.

References

Darling Hammond L., & Youngs P. (2002) Defining “highly qualified teachers”: What does “scientifically-based research” actually tell us? *Educational Researcher*, 31, 9, 13-25.

Davis, N.E. (2002). SITE: From our society’s foundation toward shared leadership for an intercultural future. *Contemporary Issues in Technology and Teacher Education* [Online serial], 2(2). Available: <http://www.citejournal.org/vol2/iss2/editorials/article1.cfm> ISSN 1528-5804

Davis, N.E. (2002) ASTUTE paper in proceedings.

Jones, S. (2002, September 15). *The Internet goes to college: How students are living in the future with today’s technology* [Online]. Pew Internet and American Life Project. Available: <http://www.pewinternet.org/reports/toc.asp?Report=71>

How Children Use Media Technology. (2002) Knowledge Networks/Statistical Research (KN/SRI). [Online] Available: <http://www.statisticalresearch.com>

Lederman, N. (in press). Cry wolf! *Contemporary Issues in Technology and Teacher Education*. [Online]. Available: <http://www.citejournal.org> ISSN 1528-5804