



Digital Curation and Mobile Technology in Teacher Education

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Abstract

Technological Pedagogical Content Knowledge (TPACK) is presented by Mishra and Koehler [1] as a form of complex, situated knowledge that is a prerequisite to seamless and successful technology integration into educational spaces. This form of knowledge is believed necessary for technology use to transform classrooms into vibrant, collaborative spaces that build 21st century skills – a transformation that has been elusive in K - 16 spaces. Preservice education programs are poised to develop this type of knowledge in future teachers to contribute to the development of educators that can act as change agents. This study evaluated course experiences on preservice educators' level of TPACK. These experiences included digital curation and generation of original content using Web 2.0 tools and mobile technology. Results indicated nuanced considerations related to planning, aligning technology with learning objectives, creation of a digital space to extend the community of practice, shifting power dynamics in higher education spaces, and unexpected situational dilemmas associated with digital citizenship. Qualitative results highlight specific strategies, benefits, challenges, and perceived impact of using Web 2.0 platforms to actively construct and represent knowledge.

References

[1] Mishra, Punya, and Matthew Koehler. 2006. "Technological pedagogical content knowledge: A new framework for teacher knowledge." *Teachers College Record* 8(6):1017-1054.