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integrating technology in english language arts teacher education investigates the technology practices teacher candidates in the us are being introduced to how they are using these practices in classrooms and how technology can be effectively integrated into

english teacher education programs by drawing upon findings from extensive longitudinal studies into teacher education programs in the us this timely volume addresses critical themes relating to the integration of technology in education including teaching with technology technology for collaboration technology for individualized learning and assessment by analyzing the experiences of teacher educators and candidates and offering detailed analysis of the content practices and skills being taught to pre service english teachers pasternak examines the entities that drive or inhibit the adoption of technology into the secondary english language arts ela curriculum this volume will resonate with an international audience of post graduate scholars and researchers interested in the fields of teacher education english language arts and the relationship between technology and classroom practice

winner of the 2017 aesa critic s choice book award this book provides multiple perspectives on the dual struggle that teacher educators currently face as they make sense of edtpa while preparing their pre service teachers for this high stakes teacher exam the adoption of nationalized teacher performance exams has raised concerns about the influence of corporate interests in teacher education the objectivity of nationalized teaching standards and ultimately the overarching political and economic interests shaping the process format and nature of assessment itself through an arc of scholarship from various perspectives this book explores a range of questions about the goals and interests at work in the roll out of the edtpa assessment and gives voice to those most affected by these policy changes teacher educators and teacher education students

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