

Trek 21

The professional development model developed at West Virginia University was found to be transferable to the community college system in Trinidad with the diversified team having qualifications in teacher education, pedagogy, technology applications, and technical skills. Extensive planning went into anticipating difference in culture and technical resources. Given sufficient planning and a multi-talented team of presenters, the model appears to have possibilities for transfer to other countries as well.

Links

Trek 21 - a three-year plan designed to bring about a deep and lasting change of the integration of instructional technologies into teaching. It was a grant-funded project through the US Department of Education in collaboration with **PT3**.

www.Trek-21.wvu.edu

www.PT3.org



Trinidad Technology Integration Educator's Series

The intent of the COSTAATT Summer IDT (Instructional Design & Technology) Professional Development Seminar was to promote change in teaching practice where instructional technologies were central, one that is durable and sustainable over time within the context of the individual's teaching environment.

John G. Wells, Project Director
P.O. Box 6122
West Virginia University
Morgantown, WV 26506-6122
Phone: (304) 293-3803, ext. 1703
jgwells@mail.wvnet.wvu



PT3 Professional Development in Trinidad



Presenters:

Frances Dolloph, Evaluator
fmdolloph@mail.wvu.edu

Sharon Teabo, Designer/Instructor
steabo@wvu.edu

Deborah Wells, Evaluator
dlwells@mail.wvnet.edu

John Wells, Project Director
jgwells@mail.wvnet.edu



**June 20 -23
New Orleans**

Transferability of the PT3 Model



Doctoral students in the Technology education program at WVU and the project director meet for one of many planning sessions. Left to right: Frances Dolloph, Sharon Teabo, John Wells (Project Director), Chifundo Lemani (Chif), Deniz Palak. (Chif is from Africa and Deniz is from Turkey.)



- ◆ Extensive planning and preparation by the WVU team.
- ◆ Strengths and varied backgrounds of team members.
- ◆ Review of the COSTAATT mission, goals, background.
- ◆ Determined needs, preparation of content, materials, hardware & software.
- ◆ Coordination with the technology department at COSTAATT.
- ◆ Participants identified by College administrator.
- ◆ Review of participants' teaching and technology experience.

Implementation



Personal assistance.



College of Science, Technology and Applied Arts of Trinidad and Tobago

- ◆ Requested lesson plans and self-evaluations.
- ◆ Administered Stages of Concern.
- ◆ Development of an awareness, understanding, practice of sound pedagogy.
- ◆ Incorporated Bloom's Taxonomy, Tomei's Taxonomy, and Judi Harris' genres.
- ◆ Presentation and practice of varied applications.
- ◆ Development and revision of lesson plans.
- ◆ Products demonstrated and explained by participants.

Changes in Practice



Seminar participants (back row) and the professional development team (front row).



- ◆ Reluctance to participate.
- ◆ Lesson plans -- text-based, teacher-centered, lecture.
- ◆ Lessons revised to include student-centered learning.
- ◆ Web used as a resource for interactions and engagement.
- ◆ Awareness of how to teach and promote learning at a higher level.
- ◆ Changes to more positive attitudes, sharing, light competition.
- ◆ Willingness to work together to solve problems.
- ◆ Realization of the importance of sound pedagogy.
- ◆ Technology was the easy part, learning the pedagogy was harder.