The Society for Information Technology and Teacher Education (SITE)

- The Society for Information Technology and Teacher Education **(SITE)** is an international, academic association of teacher educators, researchers, practitioners and collaborating organizations across multiple disciplines.
- SITE creates and disseminates knowledge, enhancing teacher education through the use of technology across a global context.
- SITE promotes research, scholarship, and innovation across its membership.
- It is the only organization solely focused on integrating technology into teacher education.
- SITE promotes the development and dissemination of theoretical knowledge, conceptual research, and professional practice knowledge through the SITE conference, books, collaborative projects with other organizations, and the Journal of Technology and Teacher Education.
- SITE (founded in 1990) is an international association of individual teacher educators, and affiliated organizations of teacher educators in all disciplines, who are interested in the creation and dissemination of knowledge about the use of information technology in teacher education and faculty/staff development.
- The Society seeks to promote research, scholarship, collaboration, exchange, and support among its membership, and to actively foster the development of new national organizations where a need emerges.
- SITE is the only organization that has as its sole focus the integration of instructional technologies into teacher education programs.

Teacher Educator Technology Competencies (TETCs)

- The Teacher Educator Technology Competencies (TETCs) were developed to support the redesign of teaching in teacher education programs so that ALL teacher educators are prepared to model and integrate technology in their teaching.
- Teacher candidates who receive consistent and appropriate experiences with technology throughout their teacher education programs will be more prepared to integrate technology into their own classrooms.

The TETCs are given below.

1. Teacher educators will design instruction that utilizes content-specific technologies to enhance teaching and learning.
2. Teacher educators will incorporate pedagogical approaches that prepare teacher candidates to effectively use technology.
3. Teacher educators will support the development of the knowledge, skills, and attitudes of teacher candidates as related to teaching with technology in their content area.
4. Teacher educators will use online tools to enhance teaching and learning.
5. Teacher educators will use technology to differentiate instruction to meet diverse learning needs.

6. Teacher educators will use appropriate technology tools for assessment.
7. Teacher educators will use effective strategies for teaching online and/or blended/hybrid learning environments.
8. Teacher educators will use technology to connect globally with a variety of regions and cultures.
9. Teacher educators will address the legal, ethical, and socially-responsible use of technology in education.
10. Teacher educators will engage in ongoing professional development and networking activities to improve the integration of technology in teaching.
11. Teacher educators will engage in leadership and advocacy for using technology.
12. Teacher educators will apply basic troubleshooting skills to resolve technology issues.

The International Society for Technology in Education (ISTE)

- **ISTE** is a not-for-profit organization dedicated to supporting the use of information technology to aid in learning and teaching of K-12 students.
- According to ISTE and the specific indicators identified for students by ISTE as ISTE for Students (ISTE-S), learners need digital age skills which will enable them to analyse, explore, learn, live and function effectively and efficiently in an increasingly demanding digital world.
- The parameters envisaged by ISTE can be applied to school learners in India since India is gradually and steadily making forays in embedding ICT in the system of teaching and learning.

The ISTE Performance Indicators are as follows:

- **Creativity and Innovation:** Using creative thinking and innovative technology students demonstrate and develop models and simulations to explore and identify complex systems and forecast possibilities as well as use existing knowledge to generate new ideas and creative thoughts.
- **Communication and Collaboration:** Students use digital media and environments to collaborate, communicate and interact with other students, teachers and professionals. They also engage in cultural and global awareness and contribute to project teams to produce original works or solve problems.
- **Research and Information Fluency:** Students apply digital tools to plan, organize and gather information, in order to be able to inquire, analyse, organize and evaluate information.
- **Critical Thinking, Problem Solving and Decision Making:** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
- **Digital Citizenship:** Students demonstrate personal development to be lifelong learners because they are aware of the human, cultural and social issues related to technology and they practice ethical and legal digital behaviour.

- **Technology Operations and Concepts:** Students demonstrate a sound understanding of technology concepts, systems, and operations so they are able to select, transfer, understand and troubleshoot various systems and applications productively and effectively.
- The ISTE - T published by the International Society for Technology in Education for teachers states that teachers should be able to engage their students, improve learning environments and their own professional practice as well as provide a positive model for their school community.
- Though the performance indicators are designed for K-12 teachers, its applicability in India undoubtedly stands valid and reliable.

The performance indicators given by them are as follows:

- Facilitate and Inspire Student Learning and Creativity
- Design and Develop Digital-Age Learning Experiences and Assessment
- Model Digital-Age Work and Learning
- Promote and Model Digital Citizenship and Responsibility
- Engage in Professional Growth and Leadership

The Association for Educational Communications and Technology (AECT)

- AECT is a professional association of thousands of educators and others whose activities are directed toward improving instruction through technology.
- AECT members may be found in colleges and universities; in the Armed Forces and industry; in museums, libraries, and hospitals; in the many places where educational change is underway.
- AECT members carry out a wide range of responsibilities in the study, planning, application, and production of communications media for instruction.

Functions of AECT:

- Provides an international forum for the exchange and dissemination of ideas for its members and for target audiences.
- Provides support for those actively involved in the designing of instruction and a systematic approach to learning.
- AECT produces two bimonthly journals, Educational Technology Research and Development and TechTrends

Indicators:

- **Creating** - demonstrate the ability to create instructional materials and learning environments using a variety of systems approaches.
- **Using** - demonstrate the ability to select and use technological resources and processes to support student learning and to enhance their pedagogy.

- **Assessing/Evaluating** - demonstrate the ability to assess and evaluate the effective integration of appropriate technologies and instructional materials.
- **Diversity of Learners** - foster a learning community that empowers learners with diverse backgrounds, characteristics, and abilities.
- **Collaborative Practice** - collaborate with their peers and subject matter experts to analyze learners, develop and design instruction, and evaluate its impact on learners.
- **Leadership** - lead their peers in designing and implementing technology-supported learning.
- **Reflection on Practice** - analyze and interpret data and artifacts and reflect on the effectiveness of the design, development and implementation of technology-supported instruction and learning to enhance their professional growth.