1-2 Strategy for Diffusing Educational Technology

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Educational reforms and the development of innovations into education have been a goal of the U.S. federal government for more than a century ago. Policy makers believe that the effective integration of educational technology into teaching and learning can stimulate educational reform. Further, many educators have showed positive significant outcomes of educational technology use in language learning. For example, Drexler (2010) found that technology use could transform the traditional classroom environment where the teacher is the knowledge provider and the students are the recipients to a differentiated classroom where students collaboratively work with the teacher to achieve individual, pair, and group learning objectives. Also, technology use may lead to learners' autonomous learning (Terrell, 2011).

However, the probability that technology will be adopted and used efficiently and effectively by teachers is low; this is the case even though many education institutions continue to spend large amounts of money on updating hardware and software. According to the literature, this low probability often stems from the lack of professional development forts and admins about how to use educational technologies. In particular, the lack of teacher familiarity, knowledge, and practice with technology has been pointed out as problems.

This paper constitutes a portion of my dissertation study that involves understanding the process behind diffusing educational technology. The aim is to find ways to assist low-tech areas. Therefore, this strategy fills a gap in the literature by building on Rogers' Diffusion of Innovations Theory (DIT) and synthesizing it with the teacher education with technology literature to suggest guidelines that guarantees the sustainability in technology professional development. It offers a strategy that consists of two stages to be considered when implementing technology professional development with teachers in general and language teachers in particular. Each stage in the strategy was designed to address key issues acknowledged in DIT, yet was effectively renovated by me, the developer of this strategy. In the first stage, persuasion "why", knowledge "what" and practice "how" are the key issues that were addressed. The second stage sustains teachers' development with the use of technology through creating an enabling environment for teachers to grow with the use of technology. Both stages constitute the essence on which the 1-2 strategy for diffusing educational technology is based. Implementing the idea of this strategy effectively would contribute in bridging the technology gap between high and low-tech areas.