(1992): word processing, spreadsheet, database management, and utility programs for teachers. When students have completed all of these activities, they will have accomplished another goal of the program, which was for them to show an increase in the usage of computers for completing assignments. They will also have realized the remaining two objectives of the practicum: to demonstrate their skills on the computer by using a variety of software and to prepare two written assignments on the computer.

Throughout the practicum implementation, the writer will serve as a strong role model for the students. She will be involved in computer activities with them and will be enthusiastically supportive of their efforts. When situations get tense and students are discouraged or upset, she will take a suggestion from Bilderback (1992) and interject some humor; this will keep them from taking themselves too seriously and will help them enjoy the experience.

Calendar Plan

Month 1, Week 1. The writer will meet with the division chairperson regarding plans for the practicum. The division chairperson will give her approval and support for the practicum, including permission to reserve the technology lab for two hours per week during the practicum implementation. The writer will then make arrangements for lab times and lab assistants with the director of the
technology lab.

**Week 2.** The writer will check with the registrar of the college to determine how many students are enrolled for her two classes, General Curriculum for Early Childhood and General Methods for Early Childhood. She will determine the date and time for the administration of the questionnaire (see Appendix C) and will contact students. Also during this week the writer will review the college’s videotapes and computer software to determine exactly what she will use during the implementation of the practicum.

**Week 3.** This is the first week for the students. During the first class sessions, the students will complete the questionnaire and will be informed about the writer’s plans for the practicum implementation. They will be given copies of the forms they will be responsible for keeping during the practicum. The writer will take the questionnaires and compile information which will enable her to meet the needs of the students. During the latter part of the week, she will prepare a notebook containing a page for each student. This notebook will be used to keep her memos concerning the students’ actions during the practicum implementation.

**Week 4.** During this week, students will be taken to the technology lab. The writer will prepare handouts showing the basic components of the computer and will distribute these to the students. One of the lab
assistants or the director will explain what the various types of equipment are and how they can be used. They will also explain the lab rules. When this is completed, the writer will have students refer to their handout as she points out each part of the computer. At this point, the students will practice turning the machine on and off and will practice reading the menu.

Month 2, Week 1. This week the students will spend the entire 2-hour time allotment in the lab at the computers. During this week, students will learn how to perform basic operating skills such as booting programs, using the mouse, utilizing the menu, and retrieving and saving files. By the end of this week, all students should be able to name the parts of the computer and should be able to demonstrate the basic operating skills; the writer will utilize the checklist for evaluation. When this is accomplished, the students will have met one of the goals and one of the objectives for the practicum.

Week 2. During this week, the students will become more familiar with the computer by using it in a nonthreatening, nonevaluative way. The writer will allow them to choose a partner and they will play adult games that are on the hard drive of the computers. Each student will also utilize at least one piece of software designed for children in grades P-5; these are available at the school. Students will place a brief description and evaluation of
the software in their portfolios.

**Week 3.** Students will utilize at least one additional piece of software designed for children in grades P-5. They will place the required information in their portfolios. The teacher or one of the lab assistants will introduce the students to classroom management software. The remaining time will be spent practicing the use of this software. Students will use this software and complete at least two written applications; they will place these in their portfolios.

**Week 4.** Students will utilize at least one additional piece of software designed for children in grades P-5. They will place the required information in their portfolios. The teacher or one of the lab assistants will introduce the students to the word processing applications. The students will establish their own file and will practice utilizing the word processing software.

**Month 3, Week 1.** Students will utilize at least one additional piece of software designed for children in grades P-5. They will place the required information in their portfolios. The teacher or one of the lab assistants will monitor them as they continue to utilize word processing skills. By the end of this week, they should have completed most of the five documents that are required; these will be placed in the portfolios.

**Week 2.** Students will utilize at least one additional
piece of software designed for children in grades P-5. They will place the required information in their portfolios. By the end of the week, all five documents using word processing should be placed in the portfolios. When this is finished, another practicum objective will have been met.

**Week 3.** Students will utilize at least one additional piece of software designed for children in grades P-5. They will place the required information in their portfolios. The rest of the time will be spent preparing two written assignments on the computer. One of these assignments will be a narrative comparing their current levels of comfort and confidence using computers with the levels they felt at the beginning of the practicum experience. The other assignment can be one of their choosing. These will be placed in their portfolios and will meet two more goals and objectives of the practicum.

**Week 4.** The teacher will invite a local media specialist to come speak to the classes on the importance of using computers in the classroom and to demonstrate some of the newest ways that technology is being used in education. The teacher will spend this week looking at students' portfolios and collecting data to see (a) how much time the students spent using the computers, (b) how many mastered the basic knowledge and skills component, (c) how many pieces and what kind of software they evaluated, (d) what kind and how many classroom management tasks were completed,
(e) what kind and how many word processing tasks were completed, and (f) the comparisons of levels of confidence and comfort felt by the students before and after the practicum implementation.