

TEACHING OF CELL DIVISION THROUGH INTEGRATION OF VARIOUS TECHNOLOGIES

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ABSTRACT

This study aimed to identify the type of technology used by the student teachers in the teaching of cell division as well as the type of technology they frequently used. Using descriptive method through observation and a semi-structured interview, the study involved four student teachers in biology from one public school in the Philippines. The findings of the study were analyzed using the rubric of technology integration in the implementation of the use of technology in learning and teaching developed by Britten and Cassady (2005). The identified technologies were the internet, whiteboard & marker, microscope, LCD projector, tablet, mobile phones, laptop and Smart TV. The technologies frequently used by the teachers were internet, lap top, Smart TV and LCD projector. The teaching strategies that combined with the technology used are lecture style method, small group discussion and simulation through games. Challenges in the integration of technology include difficulty to employ specific teaching strategies to match with the technology used, limited availability of technology, complicated technology delivered, and lack of knowledge and skills in using and developing technology as media and biology learning resource. The findings suggest that student teachers that will become future teachers of science need the development of the ability to integrate other innovative types of technology in their lessons through proper training and attendance to workshops.

Keywords: Rubric, semi-structured interview, student teacher, technology integration.