

Abstract

The purpose of this qualitative phenomenological study was to document the perceptions that faculty hold regarding changes made to their curricular, pedagogical, and personal practices in an introduction to education course during the implementation of a one-to-one laptop initiative at a medium-sized Midwestern university teacher's college.

Technology transforms the work of faculty in higher education. Faculty face changes that are revolutionizing their personal and professional teaching lives because of choices that universities have to make in order to meet the demands of the current student body as well as state and national standards. Institutional support including faculty driven, content-specific professional development, on-demand help, hands-on practice time, and individualized attention are paramount for faculty learning and continuing to engage in technology integration to meet the learning needs of today's technology-savvy students.