



Figure 2 " " "

responses are one of the lowest. Her explanation supports her Venn diagrams both indicating that she is more comfortable with technology and sees her pedagogy and content knowledge as evolving

Teacher C (bottom panel, Figure 1), a middle-aged very experienced teacher, credentialed to teach young children as well as K-12 children with special needs, is more traditional with her Venn diagram which supports her confidence in her content and pedagogy knowledge and her ability to integrate all three aspects in her teaching practice. Her Venn diagram, survey responses, and explanation support each other. As a seasoned teacher she is also concerned with the student's understanding of what they are learning.

Ideal practice

Next, we focus on the Ideal Venn diagrams constructed by three sample teachers (Figure 2). We asked the focus group participants to select circles with size representing their view of the relative importance of content, pedagogy, and technology to ideal practice and then to depict the view of ideal integration of the three areas.

Teacher D (top panel, Figure 2), a young, beginning teacher, expressed through her survey scores confidence in her ability and skills in integrating content, pedagogy, and technology. Ideally, she sets the three areas of equal importance and a very large, balanced overlap of the three areas. However, her explanation, she is concerned about integrating technology to replace all other strategies and does not explain her Venn diagram

Teacher E (center panel, Figure 2), an experienced teacher having experience in most areas of early childhood education including teaching young children with special needs, her survey responses indicate her ideal practice which is equally evolving in all areas of integration.

embarking on a future study, we would want to explore additional avenues to gain useful information to guide the development of professional learning involving technology.

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