

The Impact of Technology on a Graduate Mathematics Education Course

Robert A. Powers

David M. Glassmeyer

Heng-Yu Ku

University of Northern Colorado

Given the rise in distance delivered graduate programs, educators continue to seek ways to improve teaching and learning in an online environment. In particular, the need for high quality K-12 teachers requires superior teacher-education programs that model good instructional practice, especially in mathematics. In this article, the instructor of a mathematics education course describes the opportunities and difficulties he encountered in designing and implementing an online course for inservice mathematics teachers. In addition to anecdotal evidence from class observations, researchers collected survey data from participants. Results of these data are presented and used with the instructor's reflections to make specific recommendations for improving the course and to offer insight to others using distance-learning technology to teach graduate mathematics education courses.

Key Words: online professional development, mathematics teacher education, teaching geometry