The MSU Study - Research on GenYES and Professional Development

Citation
Zhao, Yong, Frank, Kenneth A., Ellefson, Nancy C. "*Fostering Meaningful Teaching and Learning with Technology: Characteristics of Effective Professional Development*" in Meaningful Learning Using Technology: What Educators Need to Know and Do Edited by Elizabeth A. Ashburn and Robert E. Floden (pp. 161-179) Teachers College Press, Columbia University, 2006

Usage
These research results may be useful to teachers and technology coordinators who wish to show that the GenYES model of student support for teacher professional development is valuable and effective. Quotes in this document are all taken from this book chapter and can be used in grant applications or other proposals needing research validation of the GenYES model. Note that the study refers to the "Generation Y" model. This was the name of the current GenYES model in the time frame the study was conducted, and is the same model.

Study
Michigan State University researchers identified four large-scale efforts that were shown to be effective in affecting teachers' use of technology and studied them:

1. The Project-Based Learning Multimedia Model (PBLMM)
2. The Galileo Education Network Association (GENA)
3. Project Information Technology (PIT)
4. The Generation Y Model (previous name of the GenYES model)

"Generation Y model. In this project, a unique on-site mentorship was developed. Students attended training sessions to become technology mentors and then worked individually with teachers to help them develop technology-focus projects. The training sessions were developed into a specific curriculum that was often taught as an elective in middle and high school and as an extracurricular unit for elementary students."

The primary dependent variable in the MSU study was *Teachers' Use of Technology*. Based on data collected from hundreds of teachers, the study determined several key factors positively influenced teacher' use of computers. (p. 171)

Study Findings – What Factors Create an Effective Professional Development Experience?	Findings Related to Generation Y Model
Time to experiment and "play". "Use of computers was positively correlated (.3) with the extent to which a teacher was able to experiment with district-supported	"In the Generation Y model, teachers had multiple opportunities to explore the use of technology with their student technology guides, who in turn could support teachers

software."	in solving any problems they encountered."
Focus on student learning. "Teachers' use of computers was positively correlated (.4) with the extent to which the content of professional development was focused on student learning."	Generation Y: "…included a strong focus on linking technology directly to teachers' curricula and teaching needs." and "…addressed technology/curriculum integration by working with individual teachers one on one."
Building social connections and learning communities. "Computer use was positively correlated (.2) with the extent to which teachers accessed other teachers' expertise."	"Generation Y taps a different network, the relationships between students and parents, to accomplish the same goals."
Localizing professional development. "Computer use was positively correlated (.2 for each) with the extent to which professional development was provided locally, either in the classroom or school lab."	"Generation Y… achieved this level of localization through its use of student technology mentors who worked with teachers to create individualized projects."

Recommended Actions

"Use of students who are interested in and have expertise in technology as assistants for teachers." (p. 179)