

Scaffolding Graduate Student Learning Through the Use of Gen www.Y Students

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This paper explores the benefits to all stakeholders when student mentors are used within a graduate course in educational technology. Stakeholders include the university professor, thirty-four practicing K-12 teachers working toward an M.Ed. in Educational Technology, and three eighth grade students proficient in using some of the software used in the graduate course.

The purpose of the course is to develop graduate students' skills and sophistication with a variety of multimedia tools appropriate for K-12 teachers. In addition, these students produce an electronic portfolio that provides evidence of their expertise in educational technology. Students use *Inspiration*, *PowerPoint*, *HyperStudio*, *iMovie*, and a variety of graphics editing programs.

This study incorporates Dennis Harper's *Generation www.Y* model of training K-12 students to assist teachers with technology use and curricular integration. The *Gen www.Y* students developed technology skills, collaboration skills, and presentation, teaching, and leadership skills during training sessions throughout the school year. Their training included an in-depth exploration of *iMovie* as well as numerous opportunities to collaborate with peers and present their ideas and work to large audiences. During the summer, these Gen www.Y students assisted graduate students as they learned to use *iMovie*.

This paper discusses benefits to the university professor, the graduate students, and the Gen www.Y students. Data sources included observations, open-ended surveys, and focus groups. The paper also delineates the details of the partnership between the university and the K-12 school district where the Gen www.Y students attended school.