Projections of Identity: How Technological Devices Become Us and Why It Matters in ELA Teacher Education

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Abstract

This Praxis essay explores the idea of teaching *with* technologies that are embodied and therefore, reflect our identities. To illustrate, I share insights from my teaching practice learning to use an overhead projector before moving to other internet-ready technological devices. In addition, I theorize technology use as it relates to identity development in teacher education. Then, I use examples from my research to discuss the English Language Arts Teacher Education (ELATE) Digital Learning in Teacher Education's (D-LITE) revised statement on the *Beliefs for Integrating Technology into the English Language Arts Classroom*. In so doing, I demonstrate key understandings about English language arts teacher education practice for technology integration as well as social identity development in both practicing and prospective teachers.

Keywords: English language arts technology integration, English language arts teacher identity, English language arts teacher education, rural teacher technology use, technology integration, NCTE belief statements