

Eastern Illinois University
Department of Early Childhood, Elementary, and Middle Level Education
EDU 2022: Teaching and Learning with Technology in Classrooms

Instructor: Judith Barford
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Class Meetings: Section 3: MW 1 – 2:15, Section 4: TR 1 – 2:15

UNIT Theme: Educator as creator of effective educational environments, integrating diverse students, strategies, societies, subjects, and technologies.

Course Description: (2-1-2) This course, based on the national and state educational technology standards is designed to prepare teachers to integrate technology into the curriculum. This course will focus on the effective use of technology in teaching and learning.

Prerequisite: Passing score on the CEPS technology proficiency.

Course Purpose: EDU 2022 is structured to offer teacher candidates opportunities to:

1. Practice and expand personal use of various kinds of hardware and software.
2. Use technology in the design of curriculum for constructivist teaching and learning.
3. Apply learning theory to evaluate quality technology experiences.
4. Make informed judgments about social and ethical issues involving technology.
5. Develop strategies and commitment to explore new and emerging educational technologies.

Textbooks:

Shelly, G., Cashman, T., Gunter, R., & Gunter, G. (2008). *Teachers discovering computers: Integrating technology and digital media in the classroom* (5th ed.). Boston, MA, Thompson Learning.

Fewell, P. & Gibbs, W. (2006). *Microsoft office for teachers* (2nd ed.). Columbus, OH: Merrill Prentice Hall.

Supplemental Materials:

Flash drive

Teaching Models:

The Information-Processing Models

- Information-processing models emphasize ways of enhancing the human being's innate drive to make sense of the world by acquiring and organizing data, sensing problems and generating solutions to them, and developing concepts and language for conveying them.

Joyce, B., Weil, M., & Calhoun, E. (2009). *Models of teaching*. (8th ed.). Boston: Pearson.

Dispositions: Candidates in the Department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, sensitivity to diversity, the abilities to provide varied teaching practices evidenced in a supportive and encouraging environment.

Standards:

Course requirements and demonstrated competencies are aligned with the following standards:

- Illinois Professional Teaching Standards (IPTS) <http://www.isbe.state.il.us/profprep/PDFs/ipts.pdf>
- Language Arts Standards for all Illinois Teachers (ICLAS) http://www.isbe.net/profprep/CASCDvr/pdfs/24110_corelangarts_std.pdf
- Technology Standards for all Illinois Teachers (ICTS) http://www.isbe.net/profprep/CASCDvr/pdfs/24120_coretechnology.pdf

- Nets Standards for Teachers: ISTE National Technology Project:
http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_for_Teachers_2008.htm
- NETS Standards for Students: ISTE National Technology Project:
http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm

SPA Standards Alignment (Special Professional Association Standards) based on _____

- ACEI (Association for Childhood Education International) program standards for elementary teacher preparation
<http://www.acei.org/Synopsis.htm> and <http://www.acei.org/ncateindex.html>
- NAEYC (National Association for the Education of Young Children) NAEYC
http://www.naeyc.org/accreditation/next_era.asp

Course Outcomes

Students will be able to

1. Review research studies of the effects and impact of technology on learning.
2. Evaluate ethical, legal and social equity issues pertaining to the impact of technology
3. Apply terminology of the field, including Web 2.0
4. Use, explore, and apply telecommunications opportunities: html editors as appropriate for teaching professionals, course management systems, videoconferencing, webcasts
5. Use and apply word processing, database, presentation and spreadsheet programs relating to teacher administration and the curriculum of elementary and middle schools.
6. Create multimedia learning options, especially interactive whiteboard (SmartBoard) tools and applications
7. Review and apply criteria to evaluate and select blogs, wikis, Web sites, educational software.
8. Design and produce appropriate technology supported instruction.
9. Appreciate the development of computer technology over time and implications of this history for instruction.
10. Practice strategies for continuous updating of computer literacy for teachers and students.
11. Practice ergonomics and proper care of computers and peripherals.
12. Design and maintain your own professionally appropriate website.

COURSE REQUIREMENTS	NETS Standards for Students	DEMONSTRATED COMPETENCIES	ALIGNED STANDARDS
PRODUCTIVITY	NETS 6	Performance includes: Creation, editing, evaluation of appropriate professional documents in text and multimedia. Application of spreadsheet, database, presentation, and communications programs to classroom tasks. Focus is on demonstration of computer literacy, integration literacy and fluency, information literacy and fluency..	IPTS 1, 5, 6, 8p TSIT 1, 2, 5, 8 LASIT 1 Dispositions: PEP, PTSL
WEB PRESENCE AND WEB 2.0	NETS 2,3, 4,5	Performance includes: Review and evaluation of active, teacher maintained, classroom Web pages. Creation and use of a personal professional Web site, posted to individual student's account on the EIU pen server. Creation and use of selected personal accounts with such programs and participatory services as a blog, wiki, WebCT discussion board, del.icious, flickr, digg, twitter, google docs., etc. Focus is on participation in and creation of cyber environments for education.	ACEI 3e, 5d, NAEYC 2 IPTS 5, 6, 7, 9 TSIT 6 LASIT 2 Dispositions: PEP, EC
CURRICULUM INTEGRATION	NETS 1, 2, 3a.b.c.d. 4a.b.c.d., 5	Performance includes: Creation of a themed curriculum sequence based on a student selected essential question appropriate for the classroom. The themed curriculum project may include: Introduction and rationale based on Internet research, site evaluations, podcast, Inspiration concept map, Excel graph, webquest evaluated or created, video evaluated or created, Turning Point (student response system) , handheld activities, SmartBoard activities. (Instructors may select stand-	ACEI 2, 3, 4, NAEYC 1, 4 IPTS 1, 2e, 4e,f,g,h, 6 TSIT 3 LASIT 2

		alone curriculum applications outside of the themed sequence.) Focus is on integrating and implementing several classroom technologies to investigate and present a single area of inquiry for diverse learners. Elements will be posted to the student's EIU (pen) website using file transfer protocol.	Dispositions: PTSL, SDE
DIGITAL CULTURE, CONTEXT AND IMPACT	NETS 1d, 4c, 5, 6	Performance includes: Analysis of turning points and trajectories in computer history, present trends, terminology, review of research, understanding and committing to strategies for keeping abreast of developments in educational technology. Focus is on critical understanding of the role of technology in today's global society and attention to outside influences on classrooms.	ACEI 1, IPTS 4q, 6 Dispositions: SDE
DIGITAL CITIZENSHIP	NETS 4, 5a.b.c.d.	Performance includes research and commitment to the welfare of society and of all children and youth.. Student may investigate the following technology-based issues: Assistive technology, copyright (RIAA & MPAA) and creative commons, net safety, privacy and security, AUP/CIPA and appropriate use, digital divides (economics, gender, race), job loss, Internet addiction, cyber bullying, social networking, gaming, real versus virtual libraries, virtual classrooms and online coursework, artificial intelligence, corporate controls, technology and health, technology and environment. Focus is on teachers as leaders by modeling best practice in educational technology.	ACEI 3, NAEYC 2 IPTS 2b, 3, 5f, 5k, 6, 9 TSIT 4, 7 LASIT 3 Dispositions: PEP, SDE
PARTICIPATION	NETS 2, 5	Performance includes display of professional dispositions, thoughtfulness, communication, and attention to course projects, assignments, and inquiries, prompt submissions, perfect attendance. Focus is on evident desire for excellence in teaching and learning with technology in classrooms.	ACEI 5, NAEYC 5 IPTS 9, 10, 11 TSIT 2 Dispositions: PEP, EC
Evaluations	NETS 5,6	The students will demonstrate their content knowledge of effective integration of technology in the classroom by completing assessment tools.	IPTS 1,3,4,6,8 ICTS 1,2,3,4,5,7,9 ICLAS 1A, 1B, 1G, 3F NAEYC 4b ACEI 3.1,3.2,3.3,3.4,3.5 Disposition: EC

CORE ASSIGNMENTS	BRIEF DESCRIPTION (FOR FULL DESCRIPTION SEE PROJECTS PAGE AND COURSE CALENDAR BELOW)	POINTS/DUE DATE as per calendar below	WEIGHTS
PRODUCTIVITY	Instructor will select classroom related projects created with word processing, publishing, spreadsheet, database, presentation, graphics, and communications programs.		10%
WEB PRESENCE AND WEB 2.0	Instructor will select classroom related projects: Review of active, teacher maintained, classroom Web pages. Creation and use of a personal professional Web site, posted to individual student's account on the EIU pen server using a file transfer protocol. Creation and use of selected personal accounts with such programs and		15%

	participatory services as a blog, wiki, WebCT discussion board, del.icious, flickr, digg, twitter, google docs., etc.		
CURRICULUM INTEGRATION	Students will develop a themed curriculum sequence based on a student selected essential question appropriate for the classroom. Instructors will select elements of the themed curriculum project. Included may be: Introduction and rationale based on Internet research, site evaluations, podcast, Inspiration concept map, Excel graph, webquest evaluated or created, video evaluated or created, PPT with Turning Point (student response system) , handheld activities, SmartBoard activities, computer generated books. Instructors may select stand-alone curriculum applications outside of a themed sequence.		15%
DIGITAL CULTURE, CONTEXT AND IMPACT	Reviews of research and related literature in technology education.		5%
DIGITAL CITIZENSHIP	Research and discussion projects in ethical issues in technology education.. Topics include: assistive technology, copyright (RIAA & MPAA) and creative commons, net safety, privacy and security, AUP/CIPA and appropriate use, digital divides (economics, gender, race), job loss, Internet addiction, cyber bullying, social networking, gaming, real versus virtual libraries, virtual classrooms and online coursework, artificial intelligence, corporate controls, technology and health, technology and environment, technology and global community. Elements of course projects must adhere to copyright law and use with permission. Research and discussion may take place on WebCT, a class blog, a class wiki, etc.		5%
PARTICIPATION	Performance includes display of professional dispositions, thoughtfulness, communication, and attention to course projects, assignments, and inquiries, prompt submissions, perfect attendance. Focus is on evident desire for excellence in teaching and learning with technology in classrooms.		10%
EVALUATIONS	Instructor will select appropriate midterm and final exam formats.		10%
Optional Assignments	Students will complete optional assignments as determined by the instructor. For Fall'09/Barford, these shall be initial projects with student response systems (clickers). The purpose for the class data projects will to immerse students in NETS for Teachers 2008, #1, #2, and #3. See link above		30%

Optional assignments from which your instructor may choose:

Handhelds, WebCT Discussion board, podcasting, PowerPoint Producer, digital storytelling, emerging technologies, Student Response Systems, digital photography, Paint, resumes, newsletters, and cover letters, etc.

Assignments and Point Values, Fall 09, Barford

Participation, timely contributions in class, timely submissions, attendance (Six points deducted per non-contribution event)		30
Compilation of daily notes and handouts		***
Lucas video notes	due Aug. 28	10
Reading reports (2) and online S/C quizzes (4 of 8 S/C chapters required):	see calendar for due dates	30
Two reading reportss consist of reviews of Dr. Grissom's blog entries, 2008 and 2009		
Midterm	week of Oct. 19	30

PPT/Turning Point creation and interactive class presentation on Computer Ethics topic	due Sept. 4	15
Projects posted to personal Web page		+
Project 1 Index (mainpage) created	due Sept. 11	15
Project 2 Resume in the "Joy Maril" Career Services format & PDF	due Sept. 25	15
Project 3 Delicious resources page (min.24 significant entries w. captions and tags, min. 5 categories)	due Sept. 25	15
Project 4 Technology in Schools , paragraph w. links to selected classroom	due Oct. 8	15
Project 5 Create an " About Me " page using digital images w. Photostory or MovieMaker	due Oct. 16	15
Project 6 Essential Question and Rationale for curriculum theme + key site evaluation	due Oct. 30	20
Project 7 Inspiration concept map for theme, link to Project 6	due Nov. 6	15
Project 8 Excel graph , data pertaining to theme, link to Project 6	due Nov. 13	15
Project 9 SmartBoard activity supporting theme, linked to Project 6	due Nov. 20	15
Project 10 WebQuest search & evaluation, link to Project 6	due Dec. 4	15
Project 11 Podcast introducing curriculum theme, linked to Project 6	due Dec. 11	15
Projects page redesign/	begun Oct. 2	15
Final Exam , section 3, Dec. 15, 12:30; section 4, December 17, 12:30		12
Course Total Points		312

GRADING SCALE: 92- 100% = A (287 points and above), 84 - 91% = B (286-262 points), 72- 83% = C (261-227 points), 62- 71% = D (226-193 points) F = below 62% (192-)

**Extra credit: Review, use, and reflect on two entries from Dr. Grissom's blog: <http://techtalk4teachers.blogspot.com>, 5 points each, up to 10 points. Attend technology sessions at the ROE#11 Fall Classic Institute, Charleston High School, October 9, 2009. Review your session. 10 pts. 20 extra credit points are possible for Fall, 2009, EDU2022, Barford.

**This syllabus and assignments may change due to unforeseen constraints or opportunities.

** Expertise OPTION -- if you are a person with considerable technology experience and advanced computer skills, please inform the instructor immediately so that challenging projects can be substituted for class requirements.

** All assignments must be submitted in order to obtain the course grade. That is, students are not free to opt for a B by selecting out certain assignments. All EDU2022 competencies in educational technology as stated in this syllabus must be demonstrated.

**Students with disabilities are encouraged to contact the Eastern Illinois University Office of Disability Services for assistance. 217-581-6583

Web site for assistance with APA questions:
<http://owl.english.purdue.edu/owl/resource/560/01/>

Please scroll down for the Fall 2009 daily schedule of topics and assignment due dates.

Textbook topics contained in the calendar which follows are:

- I. Integrating Technology into the Curriculum
 - A. Information literacy and terminology
 - B. Identifying today's digital kids
 - C. ISTE standards
 - D. Technology throughout the school and community
- II. Networks, communications, Internet and World Wide Web
 - A. Components of communications systems
 - B. Browsers and search engines
 - C. Web 2.0, social networking and K-8 teaching and learning
 - D. Web impact on teaching and learning
- III. Productivity tools
 - A. Looking at operating systems and how they differ
 - B. Teacher authoring and student authoring of documents and presentations
 - 1. Different programs for different purposes
 - 2. Expense, availability, and ease of use
 - C. Video authoring and editing in K-8 schools.
- IV. Hardware for Educators
 - A. System units, ASCII, bits, bytes, input, output, storage
 - B. ASCII, bits, bytes, MBs, GBs, binary code
- V. Digital Media for the subject areas
 - A. Use and creation of digital media
 - B. Inquiry curriculum, learning cycle, project based models
 - C. Examining models of best practice
- VI. Assistive Technology
 - A. Curriculum adaptations and accommodations
 - B. State services
 - C. classroom devices to meet special needs
- VII. Evaluation
 - A. Evaluation of information sources
 - B. Evaluation of student learning
- VIII. Ethical considerations throughout educational technology

Calendar: EDU2022 Teaching and Learning with Technology in Classrooms/ Barford

Course Calendar, fall, 2009

JUDY BARFORD, BB2205, 581-7885

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[guidelines](#)

roster, section 3

roster, section 4

*Student Web work will be in progress throughout the semester..

[EDU2022 project page template](#) -- use for linking of projects, descriptions, and explanations.



Section 003, MW, 1:00-2:15, Buzzard Hall, Rm. 1430
Section 004, TR, 1:00 - 2:15, Buzzard Hall, Rm. 1430

Great Resources for use throughout EDU2022

***Dr. Tom Grissom's blog -- something new for technology in education each week.

<http://techtalk4teachers.blogspot.com>

***[On-line Tutorials](#) for many programs you will use plus many other carefully assembled links for teachers and parents from T.Hongrell, technology director, & teachers at Pocantico Hills School. Scroll to the lower right for the tutorials link

***[SmartBoard Tutorials](#) from Dr. Grissom, CEPS Technology Director, also [SmartBoard links](#) on Dr. Grissom's Delicious

***[SmartBoard and podcasting sites](#) from Pocantico Hills School..

***[On-Line Tools for Classroom Use](#) from Kathy Shrock.-- calendars, puzzlemakers, certificates, rubrics, maps, etc.

See also [Kathy Shrock's complete guide](#) for educators. Regular updates.

***Endless [On-Line Tutorials](#) from Internet4Classrooms. Step by step help for every program used in this course, however, not each is updated for the latest versions of the software.

Note: This calendar may be changed by the instructor in consultation with the class.

Date by Week	Topics and Activities -- also see projects template	Resources	Due Friday of the calendar week
Aug. 24	Introductions: Our education world: Did You Know , YouTube Course overview, lab policies , tech survey, Course syllabus and calendar eiu logins and passwords Who are our digital kids? Lucas video and notes. Important terminology. Your EIU pen server account. Introduction to computer ethics via PPT and Turning Point. purchase: flash drive for coursework	Shelly/ Cashman Chapter 1 video -- Jim Diekman's class, Chula Vista California, from the George Lucas Educational Foundation	working password flash drive Lucas notes due Print out course syllabus and calendar
Aug. 31	Teams create and present a computer ethics topic with Turning Point.	Shelly/ Cashman Chapters 3, 5, 8.	PPT/TP Comp.ethics file
Sept. 8	Introduction to Seamonkey Composer/ review of model EDU2022 projects. Finding and saving free graphics. flickr Building your index page.	Shelly Cashman Chapter 1	S/C Qz#1 due
Sept. 14	Polishing your EIU index page, posting to your pen account, using WinSCP . Work on resume. Using pdf format, and its advantages Daily definitions	resume model for educators from EIU Career Services	upload your EIU index page S/C Qz#2 due
Sept. 21	How schools are using the Web Links to schools Giving credit to your graphics sources. Resources for creating your page from Pocantico Hills School. The Extreme importance of folders and file names Internal and external links in your webpage. Absolute links. Introduction to delicious Hotlist options: PortaPortal, Filamentality, delicious, just plain ol' resources page	Shelly Cashman Chapter 2, 2.46-.48, 2.50-2.58*-2.66 Composer Tutorials Making Changes tutorial	resume.pdf due, posted personal delicious site begun, linked TechTalk4 Teachers review due

<p>Sept. 28</p>	<p>Pervasive ethics in technology education: Intellectual property, copyright laws, the meaning of "free," Creative Commons. Uploading the course projects page. Customizing the projects page.</p> <p>Making changes. Using <u>refresh</u> in FTP, <u>reload</u> in your browser</p> <p>Daily definitions -- to continue throughout the term. Appropriate curriculum topics -- looking ahead</p>	<p>Shelly Cashman Chapter 3 tutorials as above, plus Seamonkey Composer Hints&Advice</p>	<p>projects page posted, redesign begun</p> <p>S/C Qz#3 due</p>
<p>Oct. 5</p>	<p>Explore school sites. Find children's work posted on the Web in the subject area and at the grade level of your choice. Reflect on the uses you see for technology using examples from your findings.. Recall S/C chapter 1. Write a short essay on how technology is supporting learning, as you see in the children's work online. See further guidelines in the projects page.</p> <p>For fall 08, search and include the following links: a classroom podcast or vodcast, a classroom blog. These links do not need to be related to the teacher page which you review.</p> <p>Look ahead to the Curriculum Theme assignment . Select a theme and begin searching. Smart Research from NoodleTools.</p>	<p>Shelly Cashman Chapter 4</p> <p>Illinois Computing Educators Join today! look for the state winter conference, Feb. 09</p> <p>See Education World's Featured Teachers</p> <p>Henking School, a Blue Ribbon School http://www.glenview34.org/he/</p> <p>McKenzie, J. (1998) Grazing the net: Raising a generation of free range chickens. <i>Phi Delta Kappan</i>. [online] http://www.fno.org/text/grazing.html</p> <p>essential questions handout</p>	<p>Research, design, and post the Technology in Schools page,</p> <p>S/C Qz#4 due</p>
<p>Oct. 12</p>	<p>In addition to your professional resume online, enjoy designing an About Me page.. Include photos, and a theme sequence assembled with sound using Photostory or Moviemaker.. Compare to Power Point Use picnick to edit your photos.</p> <p>Click here for copyright law for music in the public domain Midterm exam discussion topics and review.</p>	<p>Shelly Cashman Chapter 5</p> <p>History of technology and computing handouts S/C Chapter 1</p> <p>Technology throughout History Broadband explanation</p>	<p>Post About Me page</p> <p>Study for midterm,</p>
<p>Oct. 19</p>	<p>Lab time to update all projects up to and including Project 5. Exam Choosing the Curriculum Theme, overview of all phases of the project: essential question, rationale, site evaluation, concept map, Excel graph, podcast, Webquest link and evaluation, SmartBoard activity. Review of model curriculum theme projects</p>	<p>Shelly/Cashman Chapter 6 Roblyer, pp.21-24 & 33-38 in packet</p>	<p>Midterm Exam</p> <p>TechTalk 4Teachers review due</p>
<p>Oct. 26</p>	<p>Why essential questions -- relevance in curriculum, critical judgement and evaluation, rubrics and checklists. Work on Curriculum Theme page and site evaluation to support your Essential Question research. Follow guidelines on the EDU2022 projects page. See Project 6 models in the student pages linked below this calendar.</p>	<p>S/C Chapters 6 and 7 EQ handout</p> <p>Kathy Schrock's Guide for Educators Under "Teacher Helpers" click Critical Evaluation Tools. Scroll to ABC's of Web site evaluation.</p>	<p>Post the rationale for the selected theme followed by the site eval. for Project 6 (curriculum theme)</p>

	Research and carefully build a rationale to justify the study of your theme. Select a site for review which will be strong in the five evaluation criteria for Web site evaluation. Know the Kathy Schrock categories and the ALA categories	See also S/C pp. 409-414.	
Nov. 2	Fun with Microsoft Word, PPT, Publisher Page design w. images, tables, and columns. Newsletters, labels, book plates, business cards. more easy projects from Tammy Wooster. Create a concept map for your curriculum theme with Inspiration software File-export your conceptmap to your disk as a .gif file. Import the map as an image to your Project 7 Composer page. a sample concept map	Tammy Worster's Technology Tips -- endless easy technology ideas the classroom S/C Chapters 7 Fewell/Gibbs, Ch. 3	Post the concept map and link to it from the Curriculum Theme page and from the Projects page (7)
Nov. 9	Assistive Technology, Shelly/Cashman South Carolina Developmentally appropriate curriculum and assistive technology. SmartBoard activities and strategies Design your own SmartBoard activity to complement your curriculum theme. Link the activity to Project 6 and to the Projects page, Project 9. Use the Smart Notebook and Smart tools to design a SmartBoard activity of your own.	S/C Chapter 8 multimedia The impact of Smart Technologies in today's classrooms	Post the link to your SmartBoard activity relevant to your Curriculum Theme as Project 9 and on the Curr.Theme page. Demonstrate to the class your own Smart activity
Nov. 16	Search for compelling data to illustrate your curriculum inquiry. Use Excel and the Graphing Wizard for a mathematical analysis. Example . 2008 data from the State of the World's Children -- use most recent data from UNICEF ***** from Mrs. Renz's class http://www2.redmond.k12.or.us/mccall/renz/pastyears/2005-2006/excelgraphs.htm	Fewell/Gibbs, Chapter 5 www.eiu.edu/vce S/C Ch. 8	Post the Excel graph . Link it to Project 8 and to the Curr.Theme page.
Nov. 30	WebQuest, Web Inquiry Project evaluation. Use the rubric in your packet and linked here. Apply each category of the rubric to your selection of an exemplary WebQuest or WIP.	WebQuest links and samples	Link the WQ to Project 10 and to the curriculum theme page Submit paper WQ evaluation.
	Podcasting with Audacity software Writing, recording, exporting and and posting your	Audacity tutorial handout/ packet	post your podcast and link

Dec. 7	podcast. Review and return to The wide field of Ethics in Technology Education as applied throughout the course.	Final exam study guide, S/C Ch. 8	to Project 11 and Project 6
Dec. 14	Finals week presentations and exam		Presentations & exam

Final exam: section 3: Tuesday, December 15, 12:30 p.m. ITC Lab, Rm. 1430.
section 4: Thursday, December 17, 12:30 p.m. ITC Lab, Rm. 1430.

Model student EDU2022 Web pages from previous semesters:

Chrystal D. Holmes <http://pen.eiu.edu/~cdholmes>
Melissa Cunningham <http://www.pen.eiu.edu/~mjcunningham3>,
Emily A..Boyd <http://www.pen.eiu.edu/~eaboyd>
Lisa Lippe <http://www.pen.eiu.edu/~lmlippe>
Lacey Hinkle <http://www.pen.eiu.edu/~lrhinkle>
Kristin Meyer <http://www.pen.eiu.edu/~kmmeyer2/>
Julie Zientek <http://www.pen.eiu.edu/~jkzientek>
Kalee Reinoehl <http://www.pen.eiu.edu/~kareinoehl>,
Dennis Zeke Johnson <http://www.pen.eiu.edu/~dzjohnsen>,
Ginger Bowling <http://www.pen.eiu.edu/~gebowling>
Sarah Deters <http://pen.eiu.edu/~sjdeters/>
Old but good: <http://www.pen.eiu.edu/~jcmikeworth/>
See John's curriculum work on disappearing farmland



EDU 2022 References

Bissell, J., Manring, A., & Rowland, V. (2001). *Cybereducator: The internet and world wide web for K-12 and teacher education* (2nd ed.). New York: McGraw-Hill.

Bloom, B. S. (1956). *Taxonomy of educational objectives. Handbook I: The cognitive domain*. New York: David McKay, Co.

Brewer, T. (2003). *Technology integration in the 21st century classroom*. Eugene, OR: Visions Technology in Education.

Dice, M. L., & Goldenhersh, B. L. (2002). *How to create a professional electronic portfolio*. Dubuque, IA: Kendall Hunt.

Howell, J. H., & Dunnivant, S. W. (2000). *Technology for teachers: Mastering new media and portfolio development*. New York: McGraw-Hill.

McKenzie, J. (1999). *How teachers learn technology best*. Bellingham, WA: FNO Press.

McKenzie, W. (2002). *Multiple intelligences and instructional technology: A manual for every mind*. Eugene, OR: International Society for Technology in Education.

Provenzo, E. F. (1999). *The internet and the world wide web for preservice teachers*. Needham Heights, MA: Allyn & Bacon.

Richardson, W. (2006). *Blogs, wikis, podcasts, and other powerful web tools for classrooms*. Thousand Oaks, CA: Corwin Press

Roblyer, M. D. (2006). *Integrating educational technology into teaching* (4th ed.). Upper Saddle River, NJ: Prentice-Hall, Inc.

Sharp, V. (2002). *Computer education for teachers: Integrating technology into classroom teaching* (4th ed.). New York: McGraw-Hill.

Standley, M. & Ormiston, M. (2003). *Digital storytelling with PowerPoint*. Eugene, OR: Visions Technology in Education.

Tapscott, D. (1999). *Growing up digital: The rise of the net generation*, New York, : McGraw-Hill.

Tiene, D., & Ingram, A. (2001). *Exploring current issues in educational technology*. New York, NY: McGraw-Hill.

Worchester, T. (2003). *50 quick & easy computer activities*. Eugene, OR: Visions Technology in Education.

Willard, N.E. (2002). *Computer ethics, etiquette, and safety for the 21st century student*. Eugene, OR: International Society for Technology in Education

Helpful Websites:

The Horizon Report (2007 edition) http://www.nmc.org/pdf/2007_Horizon_Report.pdf
EDUCAUSE <http://www.educause.edu>
ISTE <http://www.iste.org>
Thinkfinity <http://www.thinkfinity.com>
Kathy Schrock's Guide for Educators <http://school.discovereducation.com/schrockguide/>
WebQuests <http://webquest.org>
Edutopia <http://www.edutopia.org>



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