By Kate Conley

Subject: Professional development, technology integration

Audience: Technology coordinators, technology integration specialists, technology facilitators, staff developers, administrators, teachers, teacher educators

Standards: NETS•T V; NETS•A I, III (http://www.iste.org/standards/)
This is the third and final article in our series on indispensable resources compiled from suggestions provided by ISTE members and affiliates; staff; and board, committee, and advocate network members. The first article (L&L, March 2004, pp. 10–13) included resources related to Educational Technology, and the second article (L&L, April 2004, pp. 22–24) focused on Leadership. In Part 3, we get down to the nitty-gritty level at which many of our members and readers work. These essential resources deal directly with the challenges of designing successful instructional activities incorporating technology to engage our students and improve learning.

**Technology Integration Tools**

**Articles & Reports**


Richard Alan Smith, PhD, lecturer in instructional technology at the School of Education, University of Houston—Clear Lake, said the report listed below from NC REL “provides an excellent background for the reader in the distinct phases and expectations of instructional technology implementation.”


In recommending the first article below by Arthur Luehrmann, Glen Bull, PhD, Ward Professor of Education in the Curry School of Education at the University of Virginia, said Luehrmann’s work:

had a profound influence on my conceptualization of the role of technology when it was published in 1980. I thought it might be instructive to query him about his views 30 years later [he presented his paper “Should the Computer Teach the Student or Vice Versa?” at a conference in 1972]. Examining how well we’ve done in predicting the future in the past is a useful exercise as we look to the future.

Luehrmann responds to this question in the second article below.


---

A tech leader’s reading material should “include technical journals and Web sites because it is difficult to make decisions about integration if you don’t have an idea of where technology is now and where it is headed.”

—Michael K. Russ, director of technology at Evansville-Vanderburgh School Corp. in Evansville, Indiana


Books


Periodicals
Michael K. Russ, director of technology at Evansville-Vanderburgh School Corp. in Evansville, Indiana, advocates that you “read, read, read.” He adds that one’s reading material should “include technical journals and Web sites because it is difficult to make decisions about integration if you don’t have an idea of where technology is now and where it is headed.”

Edutopia (from the George Lucas Educational Foundation): http://www.glef.org

From Now On: http://www.fno.org

Macworld: http://www.macworld.com

PC World: http://www.pcworld.com

T.H.E. Journal (Technological Horizons in Education): http://www.thejournal.com

Technology Review: http://www.techreview.com

Threshold: http://www.ciconline.org/AboutCIC/Publications/threshold.htm

Web Sites
Some of the Web sites listed below align their resources with particular state standards. However, many of the lesson plans, suggestions, and activities can easily be adapted to fit your requirements.

Cable in the Classroom: http://www.ciconline.org

California Learning Resource Network: http://www.clrn.org/home
Connecting Student Learning & Technology: http://www.sedl.org/pubs/tec26/flash.html

Dave Moursund’s PBL Web site: http://darkwing.uoregon.edu/%7emoursund/PBL/

Education World: http://www.education-world.com/#Technology

Educause: http://www.educause.edu

Educational Technology Clearing-house: http://etc.usf.edu/


Gateway to Educational Materials (GEM): http://www.geminfo.org

George Lucas Educational Foundation: http://www.glef.org

International Reading Association’s Reading Online: http://www.readingonline.org

Lesson Plan Builder: http://www.lessonplanbuilder.org/lessons/

Mid-Continent Research for Education and Learning (McREL): http://www.mcrel.org/lesson-plans/

MirandaNet: http://www.mirandanet.ac.uk


National Council for Accreditation of Teacher Education (NCATE) standards: http://cnets.iste.org/n cate

Regional Education Laboratories (RELS’ main Web site): http://www.relnetwork.org/

WebQuest Page: http://webquest.sdsu.edu/

White Papers on Technology Issues for Educators: http://lrs.ed.uiuc.edu/wpl/. These white papers focus on several issues affecting ways in which new information and communication technologies are changing schools.

Graduate students in the Curriculum, Technology, and Educational Reform online master’s program at the University of Illinois, Urbana-Champaign developed them in 1999.

**Conclusion**

Once again, I’m drawn to the words of Don Hall, CIO for the Kent, Washington, School District, *L&L’s For Tech Leaders* column editor, and SIGTC’s vice president, who has defined so articulately some of the problems facing many educators. He said,

> One of the things I find is that too few tech leaders read broadly enough. They tend to stay in a narrow selection of journals, which then tend to rehash the same issues or perspectives. Ultimately, this repetitive process leads to minimal professional growth.

His comments point us back to Part 1 of this article series, in which we identified a lack of time as a key culprit in why you may not be reading as extensively as you could. *And,* there is even less time to collect a broad range of resources. But Don’s comments also issue us a challenge. We hope this three-part series on essential resources will assist you in your efforts to seek out new ideas, to invigorate your leadership and technology integration activities, and to meet that challenge. Keep it handy, so that when you do find the time for professional development, you’ll know where to start.

*L&L’s* editor, Kate Conley, taught English and writing at the secondary and community college levels for eight years before pursuing a career in journalism. She holds a BA in English from the University of the Pacific and an MS in journalism from the University of Oregon.