

Note: Individual Instructors complete the asterisked (*) components of the syllabus. ALL other components will be prescribed by University College, the Department Chair, or Course Custodian and must be included on each instructor's syllabus as provided.

NEW (CAC Approval Date):

UPDATED (Date): 11/07/05

***TERM / YEAR / CAMPUS LOCATION**

COURSE NUMBER, TITLE and CREDITS

EDUU564: Social Implications of Educational Technology., 3 credits.

***INSTRUCTOR NAME AND CONTACT INFORMATION:**

voice :

e-mail:

office hours / or out of class time contact information

CUC COURSE CUSTODIAN

Carla Piper, Ed. D. piper@chapman.edu

Course Support – Teaching with Technology: <http://www.chapman.edu/univcoll/faculty/piper>

BULLETIN COURSE DESCRIPTION

The purpose of this course is to consider the implications of technology use in the teaching-learning context. Participants will examine the sociological issues of digital equity in terms of socioeconomic status, gender, language, race, geography, physical restrictions, and cultural background. The course provides instruction and support for teachers and administrators who are involved in technology leadership, professional development, and decision-making within the educational community. Participants will examine strategies for integrating digital technologies into teaching and learning practices to ensure equitable educational opportunities and experiences for all students. Students will define media literacy, particularly in terms ethical and professional responsibilities in a global media-centered society. As technology professionals, students will evaluate policies and strategies that provide all teachers and students with the means and capacity to be fully participate in the digital age, not only as users of current and future technologies, but as designers and producers as well.

PREREQUISITES

EDUU551: Educational Applications of Computers (Or Preliminary Educational Technology SSAT OR equivalent course with approval); EDUU552: Using Technological Tools in Teaching; EDUU563: Curriculum, Leadership, & Instructional Technology.

RESTRICTIONS

Admission to the MAE with Emphasis on Instructional Technology Program

ESSENTIAL EQUIPMENT AND FACILITIES

Internet Access and Chapman ID

Classroom or lab must provide a computer for each student. Class size should not exceed 24 students or the number of networked computers available. A large whiteboard, bulletin boards, overhead projector, television, VCR, and an instructor computer with Microsoft Office and access to the Internet should be provided. Additional equipment should include an LCD presentation system, full-page color scanner, digital to analog TV converter, and digital camera. Students and instructors need to have access to email.

Online: Internet access: Chapman ID in order to access eCollege.

Students will need access to a web server account for posting electronic portfolio. (Free servers: Geocities, Tripod, etc.)

Students will be required to spend 45 hours of on-line class time within the scheduled period in order to complete requirements for 3 semester units of credit. Pre-scheduled online chat, threaded discussion, tests, and assignments will be completed through the eCollege website – <http://www.chapman-online.org>. Students should expect that an additional 90 hours of preparation beyond the 45 hours of on-line class time will be required for successful completion of course assignments.

COURSE LEARNING OBJECTIVES

Through the class experiences, readings, and assignments, candidates will:

1. Develop an understanding of the factors that contribute to digital inequities in education (socioeconomic status, gender, language, race, age, and geography, physical restrictions, and culture).
2. Conduct a review of research on gender equity and the use of technology in education.
3. Demonstrate understanding and review literature on media literacy in education.
4. Locate and use online and hard copy research resources from peer-reviewed journals and publications for determining rationale and support for technology integration.
5. Create a review journal in preparation for a literature review for further research.
6. Demonstrate the ability to recognize authenticity, reliability, and bias of the data gathered in online research.
7. Participate in online learning communities for collaboration and communication.
8. Apply knowledge of professional development models to design, plan, and facilitate technology and curriculum training for members of the education community.
9. Design a component for professional development training using online delivery tools.
10. Demonstrate knowledge and application of ethics of technology usage.
11. Demonstrate skills with database development and analysis for purposes of data-driven decision-making.
12. Articulate a consistent philosophy that integrates personal beliefs about technology use with professional and pedagogical goals and objectives.
13. Prepare a professional electronic portfolio.

PURPOSE OF THE COURSE

The course is intended to move the MAE candidate beyond the concerns of skill mastery and application of technological tools in the classroom, to a broader understanding of the social, educational, and ethical issues involved in the use of high-tech instructional tools.

The major purposes of this course are to:

- gain knowledge of research supporting the use of technology in teaching and learning.
- define media literacy and examine the role of the ethical educator.
- gain an understanding of social and cultural factors that contribute to the digital divide.
- develop an understanding of ethical and legal aspects of using technology.

MAJOR STUDY UNITS

Unit One: Social Issues of Equity

- Socioeconomic barriers and the digital divide
- Gender equity in technology, math, and science
- Equal access to technology for all students
- Impact of the Internet on global society
- Build learning communities through technology
- Review research literature on digital inequity

Unit Two: Media literacy

- Changing role of media in society
- Critical analysis of media content
- Evaluation of internet resources
- Popular modes of electronic communication
- Information literacy curriculum and standards for students and teachers
- Information overload, propaganda, marketing, spam

Unit Three: Ethical and Legal Issues

- Privacy, safety, and security
- Academic integrity in educational settings
- Copyright and fair use policies
- Children's Internet Protection Act (CIPA)
- Computer ethics

Unit Four: Psychological Issues

- Cognitive research on teaching and learning with technology
- Computers and brain research
- Student motivation and engagement
- Student achievement with technology usage
- Refocusing curriculum on standards with technology
- Literature review of current research on technology integration

Unit Five: Professional Issues

- Political factors influencing digital access
- Leadership for organizational change
- Grant funding for low socio-economic, under-performing populations
- Budget allocations and equitable access
- Data-driven decision-making
- International technology conferences and consortiums

Unit Six: Evaluation and Assessment

- Scientifically-based research requirements
- Demographic data analysis
- Statistical data tracking for student achievement
- Project program evaluation
- Qualitative vs. quantitative data
- Review of evaluations for grants designed to bridge the digital gap

Unit Seven: Designing Professional Development Workshop Trainings

- Developing needs assessments
- Training teachers, staff, and administrators
- Technology skills, knowledge, abilities, and dispositions of personnel
- Curriculum integration and meeting content standards
- Workshop planning and pre-post assessment

Unit Eight: Professional Development through Online Delivery

- Components of distance learning
- Web-based instructional options
- Customizing content for teacher/curriculum needs
- From technology training to classroom application
- Discussions, collaborations, and mentoring online
- International conversations with teachers and students
- Virtual cultural exchange

Unit Nine: Professional Electronic Portfolio

- Professional authentic assessment
- Documentation of scholarly research
- Theoretical understanding of significant issues
- Demonstration of technology skills and knowledge
- Evidence of integration strategies that improve teaching and learning
- Demonstration of leadership in the field of educational technology
- Innovation dissemination of technology successes
- Global leadership for a changing world

INSTRUCTIONAL STRATEGIES

Course will be conducted online through eCollege. Instructors will engage candidates in on-line threaded discussions, messaging, email and attachments, and chat rooms.

REQUIRED TEXT

- Solomon, G., Allen, N.J., & Resta, P. (2003). *Toward Digital Equity: Bridging the Divide in Education*. Boston: Allyn & Bacon. Boston. ISBN 0-205-36055-6.
- Facilitation and Leadership Standards: International Society for Technology (ISTE) and National Council for the Accreditation of Teachers (NCATE) - http://cnets.iste.org/ncate/n_fac-stands.html

Chapman On-Line Bookstore: <http://www.mbsdirect.net/chapman>

RECOMMENDED TEXTS

Provenzo, E.F. (2005). The Internet and Online Research for Teachers, 3/E. Allyn & Bacon. ISBN: 0-205-41255-6.

REQUIRED SOFTWARE

- Microsoft Office: Word, Excel, Powerpoint
- Web Authoring: Frontpage or Netscape
- Firefox Web Browser - <http://www.mozilla.org/products/firefox/>
- Audio Editor: Audacity from Soundforge - <http://audacity.sourceforge.net/>
- Graphics Editor: Irfanview - <http://www.irfanview.com/index.htm>
- Video Formats
 - Real Player – <http://www.real.com>
 - Quicktime - <http://www.apple.com/quicktime/>
 - Windows Media Player - <http://www.microsoft.com/windows/windowsmedia/default.aspx>

Student Software Recommendations (for home installations)

- Open Office (Free Office Suite if Microsoft Office is not available) - <http://www.openoffice.org/>
- Mozilla (Free Web Authoring Suite) - <http://www.mozilla.org/products/mozilla1.x/>

*STUDENT PERFORMANCE REQUIREMENTS

Graduate students are expected to maintain a 3.0 (B) average, however A and B grades must be earned in the course through meeting the criteria for such grades as outlined by the instructor. Students who earn a C+ or below in the course will be required to repeat the course in order to receive credit.

*METHODS OF EVALUATION FOR DETERMINING GRADES

Suggested Assignments
Weekly Threaded Discussion Topics
Research Journal – Literature Review <ol style="list-style-type: none">1. Digital Equity2. Media Literacy3. Technology Integration for Classroom Instruction4. Program Evaluations – Federal/State Digital Equity Projects
Database and Reports <ol style="list-style-type: none">1. Demographics and Digital Equity2. Student Achievement
Professional Development <ol style="list-style-type: none">1. Workshop Training (Needs Assessment, Powerpoint Introduction, Training Tasks and Activities, and Assessment Survey)2. Instructional Design for Online Delivery
Professional Electronic Portfolio

ATTENDANCE AND OTHER CLASS POLICIES

Class Attendance policies are determined by each instructor and shall be included on the course outline distributed during the first week of each class. The university recommends as a minimal policy that students who are absent 20% of the course should be failed.

On-line Attendance Policy:

Class participation will be required through online discussion. Online students will be required to attend at least three virtual chat sessions, as well as participate in threaded discussions. Chat session times, topics, and assignment deadlines will be posted at the beginning of the course. You will be expected to log in to the course regularly, complete the required reading, participate in online discussions, and complete all assignments. You will be required to take exams and quizzes. Specific times will be posted for real-time virtual chat. In addition, the course professor will be available for e-mail questions and discussion during a 3-hour period weekly. The instructor will respond to any questions within 72 hours.

Online Class Discussion:

Weekly online discussion is required for this course. You must participate in threaded discussion and e-mail as a part of each unit of study. Questions will be posted for each unit. Your responses should relate not only to the question, but also to the comments of your classmates and instructor and the topics of your assigned readings. These responses should clearly demonstrate that you have read the required articles, thoroughly examined recommended websites, and participated fully in course assignments and exercises. Your discussion should be relevant to the topic and should move the discussion forward. You should not simply agree or disagree with what has already been stated. Interact with your classmates constructively and respectfully, allowing for everyone to participate. Follow the rules of netiquette. The quality of your discussion is more important than the frequency or length of your responses.

Netiquette for Online Course:

- Be polite and respectful of one another.
- Avoid personal attacks. Keep dialogue friendly and supportive, even when you disagree or wish to present a controversial idea or response.
- Be careful with the use of humor and sarcasm. Emotion is difficult to sense through text.
- Be helpful and share your expertise. Foster community communication and collaboration.
- Contribute constructively and completely to each discussion. Avoid short repetitive “I agree” responses and don’t make everyone else do the work.
- Consider carefully what you write. Re-read all e-mail and discussion before sending or posting. Remember that e-mail is considered a permanent record that may be forwarded to others.
- Be brief and succinct. Don’t use up other people’s time or bandwidth.
- Use descriptive subject headings for each e-mail message.
- Respect privacy. Don’t forward a personal message without permission.
- Cite references. Include web addresses, authors, names of articles, etc.
- Keep responses professional and educational. Do not advertise or send chain letters.
- Do not send large attachments unless you have been requested to do so or have permission from all parties.

AMERICANS WITH DISABILITIES ACT STATEMENT

Any personal learning accommodations that may be needed by a student covered by the “Americans with Disabilities Act” must be made known to the instructor as soon as possible. **This is the student's responsibility.** Information about services, academic modifications and documentation requirements can be obtained from the director of the Center for Academic Success at the Orange Campus at 714-997-6828 or from the director of a Chapman regional campus.

GOALS OF THE EDUCATIONAL TECHNOLOGY ASSESSMENT PLAN

Chapman University College faculty, instructors, and students will participate in annual learning outcomes assessment. The educational technology program must provide evidence supporting claims of educational effectiveness. Engagement in assessment activity is expected in order to evaluate strengths and weaknesses in the educational program and make meaningful efforts at improvement. Instructors will be asked to have students participate in an online student survey. The course custodian will request analysis and evidence of student work in the areas of student writing and electronic portfolios for assessment.

1. University College Goal: Personalized Education - Students will receive personalized education by faculty in the areas of advising, teaching, mentoring, and career/graduate school preparation.

2. University College Goal: Student Writing - Students will demonstrate competence in the use of online research resources and be able to write a scholarly research review using proper APA electronic format for citations and references. EDUU451/551 students will review one research article on the use of technology in education.

3. Department Goal: Meeting Technology Standards for Teachers. Students will demonstrate understanding of and proficiency in national technology standards for teachers. Technology Standards for Teachers:
http://cnets.iste.org/teachers/t_stands.html

4. Department Goal: Electronic Portfolio Students will show evidence of meeting technology standards and Teacher Performance Expectations (TPE) or national standards for technology leadership through an electronic assessment portfolio.

CHAPMAN UNIVERSITY COLLEGE ACADEMIC WRITING STANDARDS

Specific writing standards differ from discipline to discipline, and learning to write persuasively in any genre is a complex process, both individual and social, that takes place over time with continued practice and guidance. Nonetheless, Chapman University has identified some common assumptions and practices that apply to most academic writing done at the university level. These generally understood elements are articulated here to help students see how they can best express their ideas effectively, regardless of their discipline or any particular writing assignment.

Venues for writing include the widespread use of e-mail, electronic chat spaces and interactive blackboards. Chapman University is committed to guaranteeing that students can expect all electronic communication to meet Federal and State regulations concerning harassment or other “hate” speech. Individual integrity and social decency require common courtesies and a mutual understanding that writing--in all its educational configurations--is an attempt to share information, knowledge, opinions and insights in fruitful ways.

Academic writing (as commonly understood in the university) *always* aims at correct Standard English grammar, punctuation, and spelling.

The following details are meant to give students accurate, useful, and practical assistance for writing across the curriculum of Chapman University College.

Students can assume that successful collegiate writing will generally:

- Delineate the relationships among writer, purpose and audience by means of a clear focus (thesis statements, hypotheses or instructor-posed questions are examples of such focusing methods, but are by no means the only ones) and a topic that’s managed and developed appropriately for the specific task.
- Display a familiarity with and understanding of the particular discourse styles of the discipline and/or particular assignment.
- Demonstrate the analytical skills of the writer rather than just repeating what others have said by summarizing or paraphrasing
- Substantiate abstractions, judgments, and assertions with evidence specifically applicable for the occasion whether illustrations, quotations, or relevant data.
- Draw upon contextualized research whenever necessary, properly acknowledging the explicit work or intellectual property of others.
- Require more than one carefully proofread and *documented* draft, typed or computer printed unless otherwise specified.

DOCUMENTATION

Any material not original to the student must be cited in a recognized documentation format (APA, ASA, MLA or Chicago-style) appropriate to the particular academic discipline. For quick reference to documentation standards for various fields you may refer to: www.chapman.edu/library/reference/styles. All MAE courses use APA format. Deliberate use of information or material from outside sources without proper citation is considered plagiarism and can be grounds for disciplinary action. See the explanation of Academic Integrity below.

ACADEMIC INTEGRITY

As a learning community of scholars, Chapman University emphasizes the ethical responsibility of all its members to seek knowledge honestly and in good faith. Students are responsible for doing their own work, and academic dishonesty of any kind will not be tolerated. "Violations of academic integrity include, but are not limited to, cheating, plagiarism, or misrepresentation of information in oral or written form. Such violations will be dealt with severely by the instructor, the dean/center director, and the standards committee. Plagiarism means presenting someone else's idea or writing as if it were your own. If you use someone else's idea or writing, be sure the source is clearly documented." Other guidelines for acceptable student behavior are specified in the *Chapman University College Catalog*.

ACADEMIC WRITING GUIDE

Student's Name _____ Instructor _____

Paper Assignment _____ Course Title _____

(Instructor: Read the entire paper through then reflect on its merits employing the following criteria. Our goal is to provide guidance to the student progressively in order to improve the quality of his or her writing.)

Criteria	Comments	NSW	Dev	WD
The writer demonstrates an understanding of the assignment by using a style, form and language that is appropriate for its intended audience.				
The writer has chosen a topic in accord with the assignment and limited it sufficiently to explore in depth in the space allotted.				
The paper focuses its presentation by means of a clear statement of purpose (thesis statement, hypothesis or instructor posed question) and logically organized sub-topic paragraphs or sections.				
The writer substantiates abstractions, judgments and assertions with specific illustrations, facts and evidence appropriate to the assignment and/or discipline.				
The writer has added to on-going discussions of the topic with his or her own critical analysis, rather than simply repeating what others have said through quotation-stacking, paraphrasing or summaries.				
The writer draws upon research whenever necessary to support critical analysis or assertions made and properly acknowledges the work of others by utilizing a standard documentation format acceptable for the course.				
The paper conforms to the minimal essentials of Standard American English grammar, word choice, spelling and punctuation.				

N S W = Needs Significant Work,

D = Developing

WD = Well Developed

OVERALL RATING

The writer meets the needs of the particular audience and succeeds in his or her intended purpose--honestly engaging the subject and establishing her or his authority by offering a persuasive and supportable analysis.	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Needs Significant Work</td> <td style="width: 33%; text-align: center;">Developing</td> <td style="width: 33%; text-align: center;">Well Developed</td> </tr> <tr> <td colspan="3" style="text-align: center;"> -----> </td> </tr> </table>	Needs Significant Work	Developing	Well Developed	----->		
Needs Significant Work	Developing	Well Developed					
----->							
Comments: 							

A. If this version of the paper is to receive a grade, the grade is _____. Instructor _____ Date _____

QUICK ACCESS TO THE ON-LINE CHAPMAN LIBRARY RESOURCES

<http://www.chapman.edu/library/>

BIBLIOGRAPHY

- Acceptable Use Policies Online Resources
 - Virginia Department of Education: <http://www.pen.k12.va.us/go/VDOE/Technology/AUP/home.shtml>
 - The Internet Advocate: <http://www.monroe.lib.in.us/~lchampel/netadv3.html>
- American Association of University Women: Tech-Savvy: Educating Girls in the New Computer Age (2000) - <http://www.aauw.org/research/tehexecsumm.cfm>
- American Psychological Association (APA) Online Resources
 - Electronic Reference Formats - <http://www.apastyle.org/elecmedia.html>
 - University of Wisconsin - <http://www.uwsp.edu/psych/apa4b.htm>
 - Walden University - <http://www.waldenu.edu/acad-rsrcs/writing-center/index.html>
- American Library Association Internet Use Policies - <http://www.ala.org/alaorg/oif/internetusepolicies.html>
- Apple Learning Interchange - http://ali.apple.com/ali_sites/ali/index.html
- Barrett, Helen: Electronic Portfolios - <http://electronicportfolios.com/>
- Brunner, C. (1998). Gender and technology: Defining the problem. (Working paper). Washington, D.C. AAUW Educational Foundation Technology Commission.
- Burns, P., Roe, B. & Ross, E. (1999). Technology for literacy learning: A primer. Houghton Mifflin Company, Boston, MA.
- California Online Resources:
 - California Department of Education - <http://www.cde.ca.gov/>
 - California Content Standards and Frameworks – <http://www.cde.ca.gov/ci>
 - California Content Standards - S.C.O.R.E - <http://www.score.k12.ca.us>
 - Educational Technology - <http://www.cde.ca.gov/ls/et/>
 - California Technology Assistance Project - <http://ctap.k12.ca.us/>
 - CTAP Training Guides for Level I and Level II - <http://www.fcoe.k12.ca.us/techprof/>
 - California Course Models – Searchable Standards – CTAP - <http://www.history.ctaponline.org/>
 - California Learning Resource Network – CLRN - <http://www.clrn.org>
 - CLRN Lesson Plan Builder – <http://www.lessonplanbuilder.org>
 - California STAR Test Data - <http://star.cde.ca.gov/>
 - Dataquest - <http://data1.cde.ca.gov/dataquest/>
- Center for Applied Research in Educational Technology - <http://caret.iste.org/index.cfm?fuseaction=reviews>
- Child Internet Protection Act Resources:
 - Federal Communications Commission - <http://www.fcc.gov/cgb/consumerfacts/cipa.html>
 - CIPA - American Library Association - <http://www.ala.org/cipa/>
- The Computer Ethics Institute: http://www.brook.edu/its/cei/cei_hp.htm
- Cunningham, C.A., Billingsley, M. (2003). Curriculum Webs: A Practical Guide to Weaving the Web into Teaching and Learning. Allyn & Bacon. ISBN: 0-205-33659-0
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- Digest of Educational Statistics, 2002 - <http://nces.ed.gov/pubs2003/digest02/>
- Digital Equity Websites
 - Bridges.org: Spanning the International Digital Divide - <http://www.bridges.org/digitaldivide/realaccess.html>
 - The Digital Divide Network - <http://www.digitaldividenetwork.org/>
 - Digital Equity Network - <http://digitalequity.edreform.net/>
 - Digital Equity Toolkit - http://nici-mc2.org/de_toolkit/pages/toolkit.htm
 - Digital Equity Cyber Playground - <http://www.edu-cyberpg.com/Teachers/Digitaldivideequity.html>
 - Equity Online - <http://www.edc.org/WomensEquity/>
- Education Resources Information Center (ERIC): <http://www.eric.ed.gov>
 - The Educator's Reference Desk - <http://www.eduref.org/>
 - ERIC Digests.org - <http://www.ericdigests.org/>
 - Search ERIC - <http://SearchERIC.org>
- Edutopia Online: The George Lucas Educational Foundation: Innovative Classrooms, Skillful Educators, Involved Communities – <http://www.glef.org>
- Essential Schools - <http://www.essentialschools.org/>

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- The International Technology Education Association (ITEA) - <http://www.iteawww.org/>
- The Interpersonal Computing and Technology Journal (IPCT-J) - <http://www.aect.org/Intranet/Publications/ipct-j/index.html>
- InTime – Integrating New Technologies into the World of Teaching - <http://www.intime.uni.edu/>
- Library of Congress: <http://lcweb.loc.gov>
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- Milken Family Foundation - <http://www.mff.org/edtech/>
- National Education Technology Standards (NETS)
 - NETS - <http://cnets.iste.org/teachers/>
 - NETS for Teachers - http://cnets.iste.org/teachers/t_stands.html
 - NETS for Students - http://cnets.iste.org/students/s_stands.html
- National Center for Education Statistics - <http://nces.ed.gov/>
- Online Journals
 - Ed Week - <http://www.edweek.org/>
 - Electronic Text Center - <http://etext.lib.virginia.edu/>
 - IT Journal Online - <http://etext.virginia.edu/journals/itjournal/>
 - Journal Of Computer-Mediated Communication - <http://www.ascusc.org/jcmc/>
 - Journal of Technology Education - <http://scholar.lib.vt.edu/ejournals/JTE/>
 - Kappan Articles On-line - <http://www.pdkintl.org/kappan/khome/karticle.htm>
 - Library in the Sky - <http://www.nwrel.org/sky/>
 - Technology Source - <http://horizon.unc.edu/TS/>
 - Tech-LEARNING - <http://www.techlearning.com/>
 - The Technology Teacher - <http://www.iteawww.org/F1.html>
 - T.H.E. Journal.com - <http://www.thejournal.com/>
 - Triangle Journals - <http://www.triangle.co.uk/>
- PBS Teacher Source - <http://www.pbs.org/teachersource/teachtech/research.shtm>
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- The Technology Source: Case Studies - <http://ts.mivu.org/default.asp?show=section&id=6>
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 - No Child Left Behind <http://www.nochildleftbehind.gov/>
 - The Gateway - U. S. Department of Education – <http://www.thegateway.org>
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***INSTRUCTOR'S CLASS BY CLASS ASSIGNMENT SCHEDULE**

[Attach sheets as necessary.]