



Professional Education Unit

Department of Middle Grades and Secondary Education

Educational Methods and Technology

EDSE 312-301

Spring 2012

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Office Hours: Spring 2012: M 8:30-11:30; Th 11:30-2:30

Course Description: Introduction to classroom teaching skills and methods. The instructional process is covered with emphasis on lesson preparation and presentation, including mediation of instruction; long - term and short -term instructional planning; human interaction skills. (Clinical experiences are an integral part of this course.)

Required Field Experience Hours: 14 hours field experience at Level III. The field experience involves attendance to one or more classrooms, with the same mentor, on a consistent basis. One must make time in one's class schedule to be in a classroom at least twice per week *in the same time slot*. Three times a week is terrific, but twice is acceptable. One may not enter or leave a classroom during the public school's scheduled class time. Specific guidelines for the field experience are located on Blackboard Assignments, Module 5.

Field experience is an integral part of this course. Field experience in this course includes 14 hours of field experience in either a secondary or P-12 school setting, 30 minutes of Whiteboard (Promethean) training. See the section on Folio 180 for more information on the database.

Community Engagement: A Light to and From the Mountains The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by the best national and international scholarship, research, literature, and experiences specific to Appalachia-preparing professionals to improve schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides our activities.

To What We Aspire: The College of Education at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by the best national and international scholarship, plus the research, literature, and experiences specific to Appalachia - training professionals who improve the schools, quality of life, and communities in which they live and serve. This statement is not only the

strategic mission statement for the College, but it also incorporates the conceptual framework which guides all our activities. Out of this vision flow the following critical outcomes: Informed Decision Making, Holistic Education, Collaboration/Coalition Building, and Empowerment. In the College of Education it is our dream that, as we pursue our hopeful vision together, the good we do will ripple through our students and their students and clients and the communities they serve so that a generation from now the darkest elements of our history will be mere history and America will see, not night coming to the Cumberlands, but a light shining out from them - a reflection of the best and brightest Appalachia and America have to offer. Students in this course will be introduced to a variety of theories of human development, including cognitive developmental theory. This follows the philosophical and theoretical premises of constructivism. Students will apply many of these theories to data collected from their observations of elementary school students, and students in an alternative school setting. Discussion during class and student reflection on schooling experiences will enhance understanding of the various concepts and theories, as well as recognition of their use in school curriculum and practices. Diversity will be explored as it relates to human development and education.

Conceptual Framework Outcomes (CFO's): The Unit and the faculty within individual programs assess the degree to which its graduates: 1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings, 2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning, 3) Demonstrate professional dispositions, 4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students, 5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond

Student Learning Outcomes (SLO's): By the end of this course, the candidate will be able to

- articulate** major trends and current issues affecting educators nationally and internationally;
- identify** and **explain** the impact of student diversity (i.e., SES, ethnicity, ability, sexual orientation, etc.) on the teaching of specific discipline areas;
- employ** numerous instructional technology *teaching strategies* which accommodate learners of all ability and interest levels;
- ascertain** technologically and *developmentally appropriate teaching strategies* for a diverse group of students;
- evaluate** and **reflect** upon the effectiveness of assessment procedures on student learning;
- integrate** technology (i.e., Smartboards, Powerpoint, United Streaming, etc.) for effective instruction and student learning;
- integrate** best – practice literacy strategies for effective instruction and student learning;
- align** unit and daily lesson plans to local, state, national, and international standards in order to close the achievement gap in specific discipline areas;
- demonstrate** conceptual understanding of instructional technology skills and knowledge;
- demonstrate** resourcefulness in the acquisition of instructional technology for informed and competent teaching.

Required Textbook: Roblyer, M.D. & Doering, A. (2010). *Educational Technology into Teaching*, 5th ed., Boston: Allyn & Bacon. ISBN: 0-13-610137-2.

Recommended, but not required, MyEdLab for the 5th edition. You may share the online access if needed. If you buy used, please be sure the MyEdLab function is enabled.

All students in this course are required to purchase a Folio 180 account. To purchase Folio180 online or through the MSU Bookstore:

1. Purchase Folio180 at the MSU Bookstore and follow the instructions included with that purchase.
2. To purchase online, go to www.folio180.com/msuky/coe <<http://www.folio180.com/msuky/coe>>
3. Complete registration and payment information. Your login information will be emailed to you.
4. Note: if you have a Tk20 account, you will NOT need to purchase Folio180--we will provide your Folio180 account information to you via email. Announcements and instructions will also be made on the CoE Facebook page.
5. You will be able to continue using your Folio180 account through any graduate programs you might enroll in through MSU.
6. NOTE: students must have purchased or activated their Folio180 account by midterm or they will receive an "E" at midterm per TEP policy.

Required Software: I cannot read .wps files. These files will be given a 0 on the gradebook. Please use Word or rtf on docs; google docs with page open for my viewing.

Required Storage Device: USB drive.

SOFTWARE NOTES: Specifically if you make a PowerPoint on a PC, do not expect that it will play as you've written it on a Mac and vice-versa. Sometimes, there are operating system (Mac language versus PC language) problems with these two programs. Please be aware of presentation needs before making a PPT show. ***Macs work well with PC's when you use PC formatted discs. We do use Macs in this class (GH 213) as well as PC virtual drives on the Macs. Public schools often use both PC and Mac OS. Expect to be bilingual. Always use PC formatted discs and remember the golden rule: Some Mac OS does not use filename extensions (.doc). For saving on a Mac to use on a PC, always type in the filename extensions-- .doc for word, .ppt for powerpoint, and .xls for excel. If you check the "save as" filename, you'll see the extension type selected.

Course evaluation: The course grade will be determined by adherence to the rubrics for course assignments. Grades are available on BB gradebook. There are 540 points available in the course. An A= 486 points, B= 432 points, C= 378 points, D= 324 points, and E 323 or fewer points. There will be at least one opportunity for four points extra credit.

Each assignment is due on the specified date and class time. Each day late thereafter loses 10% from the given score. You may provide university approved excuses PRIOR to an assignment to obtain permission for late work. Please see or call the instructor in case of emergency. Your assignments are expected no later than the date specified in the syllabus. Labs are available across MSU campus and at all off-campus centers. Hours of operation vary. If all else fails, one may deliver materials on USB drive to Dr. Lennex in her office, 601Ginger Hall, by 4:30 pm the day before an assignment is due or prior to class time. **Please do not send Portfolios or min.E.tpa via email.** This is a critical performance due ONLY to Folio 180. Failure to place the min.E.tpa on Folio 180 will result in loss of 50% of points for the assignment.

ALL assignments must be word processed, free of spelling errors, and grammatically sound. One point is deducted for the first two-spelling/grammar errors, and then one point for each occurrence thereafter is deducted. Module 5 is an exception to this as the reflections and lessons could be in draft form. All assignments have rubrics. Read carefully the rubric before delivering the assignment. Please be aware in delivering digital assignments, that I must have the operating system, program, or viewer for the program or system, in order to read your assignment. It is your responsibility to check with Dr. Lennex to ensure that a proper viewing environment exists before bringing any materials to class for use with classes or for digital assignments. In the public school classroom, documentation and permission from the building technology coordinator for plural site licenses must be presented to Dr. Lennex if software is being used in the classroom on more than one machine. Any software used from a personal license must be removed immediately after use. If assignments are given to Dr. Lennex via USB or disc due to calamitous circumstances with using BB assignments drop area, USB items should be properly titled and the format

listed on the label (example: EDSE 312-01, Your last name, first initial, assignment name). I will not accept incorrectly labeled drives. You will be delivering materials via Blackboard. I cannot read a .wps, or Microsoft Works, file.

Course Objectives: The student shall learn and/or master: 1. The principles of classroom communication. 2. The principles of reflection. 3. Planning and writing classroom lessons with technology. 4. Basic principles of technology evaluation. 5. Instructional methods for education technology and interdisciplinary subjects. 6. The principles of education technology curriculum theory and practice. 7. The use of identified education technology and materials. 8. Recognition of diversity represented by cultural norms within populations. 9. Skills to deliver content with instructional technology within marginalized populations. The complete set of Teacher Standards can be found on the [EPSB web site](#). The [KERA initiatives](#) for this course relate more to the instructional technology requirements for all students and teachers. These actually parallel ISTE and NCATE standards for technology literacy. The International Society for Technology Education (ISTE) National Education Technology Standards (NETS) publishes teacher, student, and administrator standards for technology use at: <http://www.iste.org/standards.aspx>. This course recognizes these standards as goals for all curriculum and assessment of K-12 students and teacher education candidates. The Kentucky Department of Education's technology management page is an excellent reading: <http://www.education.ky.gov/kde/administrative+resources/technology/>. This page outlines expectations of students as delivered from teachers. Look carefully to the assessment and curriculum plans.

NCATE/ EPSB Accreditation Alignment of SLO's and CFO's:

Aligned with Assessment (point values)	Kentucky Teacher Standards (KYS)	Kentucky Core Academic Standards (KCAS)	Education Professional Standards Board (EPSB)	National Educational Technology Standards (NETS*T)
	SPA standards: Click here to go to your standard	Click here for KCAS Click here for Core Content 4.1		
Modules 1 (10) CFO: 2 SLO: 1, 9	VI, VIII, IX		Diversity, assessment, literacy, achievement gap, technology	I-V
Module 2 (20) CFO: 1-4 SLO: 4, 6, 8	II, V, VI		Diversity, assessment, literacy, achievement gap, technology	I-V
Module 3 (40) CFO: 1-4 SLO: 1-10	I-VI, IX		Diversity, assessment, literacy, achievement gap, technology	I-V
Module 4 (100) CFO: 1-2, 4 SLO: 2-6, 9-10	VI, IX, X		Diversity, assessment, literacy, achievement gap, technology	I-V
Module 5 (100) CFO: 1-5 SLO: 1-10	I-X		Diversity, assessment, literacy, achievement	I-V

			gap, technology	
Module 6 (100) CFO: 1-5 SLO: 1-10	I-X		Diversity, assessment, literacy, achievement gap, technology	I-V
Module 7 (10) CFO: 1 SLO: 1, 2, 7	VI, IX		Diversity, assessment, literacy, achievement gap, technology	I-V
Module 8 (10) CFO: 1 SLO: 2-4, 6, 8-10	I, VI, IX, X		Diversity, assessment, literacy, achievement gap, technology	I-V
Module 9 (100) CFO: 1-5 SLO: 1-10	I-X		Diversity, assessment, technology	I-V
Discussion Board (10) CFO 4, 5 SLO: 1-10	I-VIII		Diversity, technology	I-V
Required Virtual Classroom Chats (40) CFO 4,5 SLO: 1-10	I-X		Technology, assessment, achievement gap	I-V

Assignment Descriptions:

Program: Secondary Education (8-12) Educational Methods & Technology (EDSE 312)	
Assessment (point value)	Description
Module 1 (10)	Introduction to educational technology. *See complete details on Blackboard.
Module 2 (20)	Webquests in secondary education. Using proven models for instruction and assessment, Web resources prove an excellent support of national curriculum goals. *See complete details on Blackboard.
Module 3 (40)	Unit planning and all its intricacies. Approached from the KTIP model, the planning of good teaching is facilitated by formative and summative assessments, explicit procedural directions, and effective assessment. As part of this unit, candidates will have one hour of Whiteboard training in the school setting. The field hours must be completed prior to module 6. A set of questions on BB regarding this experience must be completed and delivered to Dr. Lennex. A required attendance on campus for SMARTboard training is listed on the course schedule. Using a Whiteboard varies with company to company. It is essential to see the differences firsthand. *See

	complete details on Blackboard.
Module 4 (100)	Web page construction. Web authoring is an essential support for teaching. This activity provides an opportunity to research, design, and implement a professional Web presence for field and clinical experiences. The use of Web pages is dependant on many factors including their cultural orientation to using the Internet for parental and class communications. *See complete details on Blackboard.
Module 5 (100)	Field experience is an essential part of this course. It is a LEVEL III teaching experience requiring joint planning and delivery of an instructional unit. This is a minimum of three days teaching in a unit. The minimum requirements of 14 contact hours must be completed according to scheduling from Dr. Lennex. Candidates are assigned within their discipline area and expected to collaboratively produce, deliver, and evaluate a unit of study. Candidates are expected to use appropriate instructional technology to support student learning and achievement. Candidates must abide by all school and MSU rules when in field experience. Failure to do so will result in an "E" for the course. *See complete details on Blackboard.
Module 6 (100)	Teaching with Webquests. This activity supports lesson planning, delivery through multimedia, assessment of students, and reflection of teaching. *See complete details on Blackboard.
Module 7 (10)	Projection devices, digital cameras, and videography. An exploration of the visual media and its corresponding editing used in classrooms and field experience for this course. Information presented about SMARTboard and Promethean Board. *See complete details on Blackboard.
Module 8 (10)	Handhelds, blogs, Wikis, Opensource software, and iPods. These teaching tools (Moodle in particular) are becoming more used in secondary settings. *See complete details on Blackboard.
Module 9 (100)	The Min.E.TPA is a miniaturized teacher productivity assessment. It is the critical performance of the course. It is required delivered and assessed to TK20. The focus is the implementation and assessment of instructional technology as support for teaching and learning. ALL candidates are required to successfully complete this activity. *See complete details on Blackboard.
Discussion Boards (10)	There are five discussion board and in the course. You will receive two points for both giving a response to the prompt and thoughtfully responding to one other person on the discussion board. The response must contain at least five complete sentences, your name, and an appropriate response to the prompt.
Required Chats (40)	As part of the course, some required discussion is necessary to build understanding of concepts, specific equipment, and teaching pedagogy. There are four required chats. You must attend either chats or a make-up session in order to receive chat points. You may provide

	<p>a university-approved excuse at least 24 hours PRIOR to listed chat or make-up date. If your excuse covers all make-up dates, the required chat points will not be factored into your grade. This will affect the total number of points that you have and will not align with the course evaluation section in this syllabus. If no excuse is provided, the absence will not be excused. A make-up for any required chat is available as announced from 8:30-9:30 Thursday, GH 213.</p>
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Attendance Policy: Professional behavior for teachers! In all our communications, please be sure to clearly outline the issues to which you seek response. Allow at least 24 hours for response for weekdays and 48 for weekends. Please use professional language in your communications. I encourage you to call me at 606-783-2879 if you'd rather talk in person. This is an office phone and will have the date and time noted. If I am not available, leave a voicemail of when and where to get back to you. If it is urgent, email me. I check email several times a day. If your work is due, and you have an *unexcused* absence, then the work is officially late. You are responsible for contacting the instructor and providing an excused absence the day you return to class. An excused absence consists of university-related activities, medical, unavoidable personal, and/or acts of nature. All require proper documentation. These may be retained by the instructor. If you know of an absence ahead of time, please notify the instructor via either email or university notice. Oral communication of an absence is not accepted. Please be aware that emergencies arise for the instructor also. If we are scheduled to meet for a classroom observation, or face-to-face, and it must be cancelled, an email will come to you through MSU mail. For classes, a note will be taped to the classroom door.

Links to Websites for NCATE/EPSTB Alignment:

<http://www.kyepsb.net/teacherprep/standards.asp>. This site contains the revised KYS.

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+Curriculum+Documents/default.htm>. This site contains the KERA Combined Curriculum Documents 4.1 (Academic Expectations, Program of Studies, and Core Content for Assessment with DOK Levels).

<http://www.education.ky.gov/kde/instructional%20resources/technology>. Links to technology resources, curriculum, and planning for the P-12 classroom.

EPSTB Themes-Diversity: The practices of this course allow one to deliver discipline area specific curriculum to all students P-12. Student needs for modification, review, enhancement, or further study should be taken into consideration when making lesson and unit plans. **Assessment:** Instruction is about learning. This course is designed to teach one methods in instructional technology. The assessment of course materials comes from technology requirements in ISTE, NCATE, and Kentucky Teacher Standards. **Literacy:** After having completed the course, one may expect to identify and use instructional technology sources for research in the classroom and applications to P-12. This course uses many and varied resources to convey the most current technology theories. **Closing the Achievement Gap:** This course requires candidates to teach a unit supported by instructional technology. As part of that unit, the critical performance, min.E.tpa, requires an analysis of achievement. This analysis concludes with recommendations for future teaching which would close an achievement gap.

Academic Honesty: Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. The policy is located at

<http://www2.moreheadstate.edu/advising/index.aspx?id=8311>. For example: copying information from the internet is plagiarism when appropriate credit is not given.

Americans with Disabilities Act (ADA) News: In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to "reasonable accommodations." It is the student's responsibility to inform the instructor of any special needs before the end of the first week of class. Special needs include visual, auditory, or testing requirements. You must have appropriate documentation from student services. *Policy for Accommodating Students with Disabilities:* Professional staff from the MSU Academic Services Center (ASC) coordinates efforts to address accessibility needs and class accommodations with instructors of students who have learning or physical disabilities. Faculty will cooperate with the ASC staff to accommodate the needs of students enrolled in departmental classes. Further it is the responsibility of the student to seek missed work in this class and deliver that missed work within a reasonable amount of time after an illness, etc. You must call or email the instructor as soon as possible to detail the nature of the illness, etc., in order for late work to be accepted.

Campus Safety Statement: In the event of an emergency, it is very important that we understand evacuation routes, safety protocols, and appropriate behaviors. If you will need assistance with compliance to these measures, please notify Dr. Lennex by the end of the first class period. Failure to follow the designated emergency measures could result in personal or group injury. Emergency response information will be discussed in class. *Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. *You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. *Students should familiarize themselves with emergency response protocols at www.moreheadstate.edu/emergency.

EDSE 312-301 Tentative Schedule Spring 2012 (Online Course) : Subject to change with notice

Please note that specific chapters and readings for each module or activity are listed on the Blackboard materials, not on the schedule. You must consult BB Assignments in order to appropriately complete each assignment.

Date	Topic	Readings	Assignments Due
Tues. 1/17	Class Begins!	Syllabus, Blackboard site, Text	
Thurs. 1/19	Virtual Classroom Chat Blackboard: Procedures for the class- 2:30-3:30pm EST. Attendance is not required. <i>Please read the available archives if you cannot attend</i>	Virtual Classroom Chat button	
Thurs. 1/26	Virtual Classroom Chat Module 1: 2-2:45pm EST. <i>Attendance is not required.</i>	Virtual Classroom Chat button	

Sat. 1/28	Educational technology and its influences	Syllabus, Blackboard, Text	Summative: Module 1 due
Thurs. 2/2	Virtual Classroom Chat Module 2: 2:30-3:30pm EST. <i>Attendance is not required.</i>	Virtual Classroom Chat button	
Sat. 2/4	Powerpoint	Blackboard materials, Assignment button	Summative: Module 2 due
Sat. 2/4- Tues. 2/7	Discussion Board 1: Unit design	Discussion Board button, left-hand pane main page	Summative 2/7: DB 11pm EST
Tues. 2/7- Fri. 2/10	Discussion Board 2: 3D technologies in P-16 schools	Discussion Board button, left-hand pane main page	Summative 2/10: DB 11pm EST
Sat. 2/11	Unit Design	Blackboard materials, Assignment button	Summative: Module 3 due
Sat. 2/11-Tues. 2/14	Discussion Board 3: Teacher Web pages	Discussion Board button, left-hand pane main page	Summative 2/14: DB 11pm EST
Thurs. 2/16	Virtual Classroom Chat Module 4: 2:30-3:30pm EST. <i>Attendance is required.</i>	Virtual Classroom Chat button	
Sat. 2/18	Web pages	Blackboard materials, Assignment button	Summative: Module 4 due
Sat. 2/18-Tues. 2/21	Discussion Board 4: Field Experience	Discussion Board button, left-hand pane main page	Summative 2/21: DB 11pm EST
Thurs. 2/23	Virtual Classroom Chat Module 5: 2:30-3:30pm EST. <i>Attendance is required.</i>	Virtual Classroom Chat button	
Sat. 2/25	Module 5 assignment 1	Blackboard Assignments, Module 5, Dr. Lennex procedures field experience	Formative: pre-meeting notes Module 5

Sat. 3/3	Module 5, assignment 2	Blackboard Assignments, Module 5, Dr. Lennex procedures field experience	Formative: Week 1 notes Module 5
Sat. 3/10	Module 5, assignment 3	Blackboard Assignments, Module 5, Dr. Lennex procedures field experience	Formative: Week 2 notes Module 5
Sat. 3/17	Module 5, assignment 4	Blackboard Assignments, Module 5, Dr. Lennex procedures field experience	Formative: Week 3 notes Module 5
Mon. 3/26-Fri 3/30	Module 5 videos assignment 5	Videos may be sent to GH 601-H for viewing	Summative: Module 5 teaching videos (if needed)
Sat. 3/31	Module 5, assignment 6	Blackboard Assignments, Module 5, Dr. Lennex procedures field experience	Formative: post-meeting notes Module 5
Thurs. 4/5	Virtual Classroom Chat Module 6: 2:30-3:30pm EST. Attendance is required.	Virtual Classroom Chat button	
Sat. 4/14	Technology lesson planning with Webquests, Module 6	Blackboard materials, Assignment button	Summative: Module 6 due
Thurs. 4/19	Virtual Classroom Chat Module 9: 2:30-3:30pm EST. Attendance is required.	Virtual Classroom Chat button	
Sat. 4/21	Projection devices and videography; SMARTboard and Promethean board	Blackboard materials, Assignment button	Summative: Module 7 due
Sat. 4/28	Handhelds, Blogs, Opensource software, and WIKIS (and other	Blackboard materials, Assignment button	Summative: Module 8 due

	communication devices)		
Sat. 4/28-Tues. 5/1	Discussion Board 5: min.e.tpa construction	Discussion Board button, left-hand pane main page	Summative 5/1: DB 11pm EST
Wed. 5/2	Module 9, Min.E.tpa	Blackboard materials, Module 5 reflections, field experience unit plans, and pre-post-meetings	Summative: Module 9 due
Mon. 5/7-Fri 5/11	Finals Week	There is no final in this course. The critical performance min.E.tpa is the final product.	
Sat. 5/12	Commencement		

Resources:

Adobe home page. Change your attitude. <http://www.adobe.com/>

Adobe Acrobat Classroom in a book ISBN # 1-56830-365-3

Adobe Photoshop 5.0 Classroom in a book ISBN #1568304668

Bent, D. (1998). A neophyte constructs a web site: lessons learned, *The Internet and Higher Education*, 1 (1), 21-30.

DreamWeaver. Try it on. <http://www.andrewwooldridge.com/dreamweaver/Education World>

Flynn, H. & Lennex, L. (2009). Wisely Using Cyberspace, AACE Proceedings.

Forest Technologies Educational Software (1-800-544-3356)

Hagner, P. and C. Schneebeck (2001) Engaging the faculty, chapter in *Technology enhanced teaching and learning: leading and supporting the transformation on your campus*, (2001) Barone, C. and P. Hagner, eds., Jossey-Bass: San Francisco.

Hawisher, G. and C. Selfe, eds. (1999). *Passions, pedagogies, and 21st century technologies*. Logan, UT: Utah State University Press.

Johnson-Eilola, J. (2002). *Designing effective web sites: a concise guide*, Houghton-Mifflin Company: New York.

Kent, G. (1996). *Internet publishing with acrobat*, Adobe Press: San Jose, California.

Klecker, B., **Lennex L.**, and K. Lackner (2004). Evaluating the integration of technology in a teacher preparation program. ERIC ED 481 667.

Krug, S. (2006). Don't make me think! A common sense approach to web usability, 2nd ed., New Riders (Pearson Education): Berkeley, California.

Lazear, D. (1991). *Seven ways of knowing*. Palatine, Illinois: Skylight Publishing, pp. xi - xv.

Lennex, L., & Nettleton, K. (2010). The golden apple: iPods and iLRN theory, in *Technology Implementation and Teacher Education: Reflective Models*, Hershey, PA: IGI Global.

Lennex, L. (2008). Digital natives and the use of video iPods: a Lewis and Clark expedition. In C. Crawford et. al. (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2008* (pp. 4913-4915). Chesapeake, VA: AACE.

Lennex, L. & Reynolds, A. (2008). Whose web page is this? Why faculty create web pages. In C. Crawford et. al. (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2008* (pp. 3840-3842). Chesapeake, VA: AACE.

Lennex, L. (2007). The faculty Web page: contrivance or continuation?, *Tech Trends*. 51(5), pp. 32-37.

Lennex, L. (2006). Is This On The Test? Technology Integration Perception in Teacher Education Classes. In C. Crawford et al. (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2006* (pp. 1695-1700). Chesapeake, VA: AACE.

MacWorld. See what it's really about. <http://www.macworld.com/>

Mager, R. and P. Pipe (1984). *Analyzing Performance Problems*, 2nd ed., Lake Publishing Company: Belmont, CA.

NetLingo-- Ignore the popups and the flashing "you have won stuff"
http://www.allstocks.com/edu/html/internet_lingo.html

Nettleton, K., & Lennex, L. (2010). Technodiversity in a biohazard world. [unpublished raw data] Morehead State University.

Power in the [Palm](#) of Your Hand!

What's Podcasting? [read here](#)

PowerPoint '97 for dummies ISBN # 0764500511

Reynolds, A. & Lennex, L. (2009). Can you read this? ADA compliance in Kentucky schools, *Tech Trends*, May/June 2009.

Scheffield, C. J. (1998). A trend analysis of computer literacy skills of preservice teachers during six academic years, *Journal of Technology and Teacher Education*, 6 (2/3), 105-114.

[SmartBoard Spotlight](#)

TIDY online checker

Wong, H. & R. T. Wong (1991). *The first days of school: how to be an effective teacher*. ISBN# 0962936006.

XML for today: <http://www.xml.org/> ↯ † [Back to Dr Lennex's Home Page](#) [Morehead State University Home Page](#) [Secondary Education Home Page](#) [E-Mail Dr. Lennex](#)

Resources specific to studies of technodiversity:

Chen, W., & Wellman, B. (2004). The global digital divide within and between countries, *IT & Society*, 1(7), 39-45.

Cyberghetto or Cybertopia?: Race, Class, and Gender on the Internet (1998). Ebo, B., ed. Westport: Greenwood Publishing Group.

Kruger, L., & Gilroy, A. (2007). Broadband Internet access and the digital divide: federal assistance programs, in *Broadband Internet: Access, Regulation, and Policy*, Cohen, E., ed. Nova Science Publishers, Inc.

Lennex, L., & Flynn, H. (2011). "Wisely using cyberspace: needs analysis of P-12 teacher Web pages," *Tech Trends*, 55(1), 47-54.

Lennex, L. (2003). Technology Field Experience in Appalachian K-12 schools. In C. Crawford et al. (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2003* (pp. 3649-3652). Chesapeake, VA: AACE.

Lennex, L. (2002). Online Challenge: Teaching Teachers to Share the New Hi-tech Wealth in the Classroom. In C. Crawford et al. (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2002* (pp. 2315-2316). Chesapeake, VA: AACE. Also appears as ERIC, ED 472 249.

Nakamura, L. (2001). Race in/for cyberspace: identity tourism and racial passing on the Internet, in *Reading Digital Culture*, Trend, D., ed. Oxford: Blackwell Publishing Ltd.

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