

The Evaluation of the Technology Implementation Plan of Polk County, Florida
Assignment 4: An Annotated Bibliography of Relevant Literature

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Educational Technology

Hofer, M., Chamberlin, B. and Scot, T. (2004). "Fulfilling the Need for a Technology Integration Specialist," T.H.E. Journal, 10/1/2004, <http://www.thejournal.com/articles/16981>

Hoffer explains that "Increased access to technology in schools has clearly not yet transformed teaching and learning." The author offers a plausible explanation as to why this is occurring as well as solutions to solve the problem. The need for technology integration specialist is emphasized in this article.

McKenzie, J. (2003, May). The technology presumption: could technology sometimes be wrong-minded? *The Educational Technology Journal*, 9. Retrieved March 9, 2009 from <http://www.fromnowon.org/may03/wrongminded.html>

This article voices the fear that accompany integrating new systems into the educational environment—is technology interrupting a good education? The author discusses the importance of instructional design and relevancy in the use of educational technology.

Pflaum, W.D. (2004). The technology fix: the promise and reality of computer in our schools. PLACE Association for Supervision and Curriculum Development.

The author describes his observations as a professional educator of the intelligent use of technology in the classroom. This study is important in that Pflaum clinically writes of the misuse of technology that he observed.

Prytula, M.P. (2004). Ctrl-alt-change: educators' perceptions of technology in schools. Unpublished master's thesis, University of Saskatchewan, Saskatoon, Saskatchewan, Canada.

Prytula's catchy title was meant to describe the nature of education. The author's main objective was to investigate educator perceptions about technology implementation. The study noted a variance in technology usage in the classroom and perceptions about its usage. The literature reviewed by the author indicated a general resistance by educators to change; however, this was not the findings of the study. The educators interviewed in this study viewed technology implementation favorably. This study also draws the conclusion that special teams of integration specialist are needed.

State and Federal Goals and Law

Culp, K., Honey, M., and Mandinach, E. (2003). A retrospective on twenty years of education technology policy. US Dept of Education. [Online]. Accessed March 8, 2009 from www.NationalEdTechPlan.org.

Culp, Honey and Mandinach analyze twenty years of federal educational policy reports on integrating educational technology and summarize the recommendations made in the reports. This study was mandated by NCLB to help develop the new National Education Technology Plan. The study noted the close correlation between practitioners' needs and the challenges faced in implementation as guiding forces for future plan development, Also, noted were the influences of constant educational change and technological advancements.

International Society for Technology in Education. (2006). *ISTE's 2006 U.S. Public Policy Principles and Federal Objectives* [Online]. Accessed March 8, 2009 from http://www.iste.org/Content/NavigationMenu/Advocacy/2006_U_S_Public_Policy_Principles_and_Federal_Objectives.htm

This document on ISTE's website informs the public as to its public policies and policy objectives for the future of technology in education. ISTE believes that technology meets a critical need and will have critical impact on the future's of our children.

Mann, D. 1999. "Documenting the Effects of Instructional Technology: A Fly-Over of Policy Questions." The Secretary's Conference on Educational Technology – 1999. Online: <http://www.ed.gov/rschstat/eval/tech/techconf99/whitepapers/paper6.html>.

This somewhat dated, yet nevertheless, informative document outlines the questions that public policy makers should be considering when seeking to fund educational technology. The most important questions are presented and still the same questions we are asking a decade later.

Means, B., Roschelle, R., Penuel, W., Sabelli, N., & Haertel, G. (2004). Technology's contribution to teaching and policy: Efficiency, standardization, or transformation? In R. E. Floden (Ed.), *Review of Research in Education* (Vol. 27). Washington, DC: American Educational Research Association.

The authors continue to ask the questions that are relevant to public policy makers about technology implementation—Is it helping and how is it affecting education.

Technology Planning

Fitzgerald, B. & Morote, E. (2007). The Relationship between Technology Budget and Teachers' Knowledge of Technology and Awareness of Their School District Technology Plan. In C. Crawford et al. (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2007* (pp. 782-787). Chesapeake, VA: AACE.

The author's write a proposal to investigate how teacher knowledge of computers and a school district's budget are related. National Educational Technology Standards for Teachers will be used to measure teacher knowledge.

Riel, M. & Schwarz, J. (2002). *School Change with Technology: Crossing the Digital Divide*. Information Technology in Childhood Education Annual. 2002 (1), pp. 147-179. AACE.

Riel and Schwarz document the outcomes of a program conducted in the Anaheim City School District where by two schools created a “Technology Learning Community.” The program focused on increasing technology skills of teachers and students collaboratively and involving the community. A increase in student test scores was noted.

Ritzhaupt, A. D., Hohlfeld, T. N., Barron, A. E., & Kemker, K. (2008). Trends in Technology Planning and Funding in Florida K–12 Public Schools. *International Journal of Educatioun Poicy and Leadership* 3(8). Retrieved April 3, 2009 from <http://www.ijepl.org>.

The authors conducted a three year study of funding and planning for the implementation of technology. While the study notes a general increase in involvement, a decrease in funding for hardware and software was also noted as well. In addition, the study found that schools with lower numbers of disadvantaged students received more funding for technology.

Technology Implementation

Bauer, J. & Kenton, J. Benton (2005). Toward technology integration in the schools: Why it isn't happening. *Journal of Technology and Teacher Education*, 13(4):519-546.

The authors conducted a study of thirty technology proficient educators who used computers in instruction. How and how much computers were used and the issues and obstacles to overcome in implementation were also documented. The study found that integration did not occur consistently. The study identified some concerns including lack of student computer time, need for increased teacher planning, and technical issues.

Cradler, J., Freeman, M., Cradler, R., McNabb, M. (2002). Research implications for preparing teachers to use technology. *Learning & Leading with Technology*, 30, 50-53.

Apart of a series of articles discussing the questions asked about the effective use of technology, this article focuses on professional development for teachers to successfully integrate technology.

Earle R.S. (2002). The Integration of Instructional Technology into Public Education: Promises and Challenges. Accessed March 8, 2009 at <http://bookstoread.com/etp/earle.pdf>

Earle argues that “interactive technologies deserve the opportunity to deliver on their promises and meet their potential” (p.13). Technology is not a means unto itself, but another tool in the arsenal to promote learning in the classroom.

Shattuck, G. (2007). The historical development of instructional technology integration in k-12 education. Accessed March 15, 2009 at http://www.nowhereroad.com/technology_integration/readings/shattuck.pdf.

Shattuck reviews the history of technology integration in public schools and finds that technology, policy, nor teacher skill are preventing implementation, but teacher attitudes and belief in the technologies are the attributing factors to implementation.

Staples, A., Pugach, M. C., & Himes, D. (2005). Rethinking the technology integration challenge: Cases from three urban elementary schools. *Journal of Research on Technology in Education*, 37 (3), 285311.

Staples, Pugach, and Himes conduct a case study of three elementary schools to document the integration of technology. The researchers were most interested to conclude what impact the existing culture would have on technology integration and what factors would guide decision making. The studies findings concluded that teacher and principal buy in were the most important determiners as to whether technology was successfully implemented into the classroom.

Evaluation of Technology Plans

Kpangbai, M. (January 1, 2002). "The evaluation of information technology plan implementation in Rhode Island public schools." *Dissertation Collection for Johnson & Wales University*. Paper AAI3042726. <http://scholarsarchive.jwu.edu/dissertations/AAI3042726>

Kpangbai's thesis is a study of the IT program evaluation conducted in the Rhode Island Public Schools. This qualitative study employed surveys, interviews, and examination of implementation documents to demonstrate the importance of plan evaluation.

Ringstaff, C., & Kelley, L. (2002). *The learning return on our educational technology investment: A review of findings from research*. San Francisco: WestEd.

The guiding question of this study is "Under what conditions does technology have the most benefits?" The authors focus on addressing policy issues that make make technology more effective.

Sanders, J. (Ed.). (1994). *The program evaluation standards*. Thousand Oaks, CA: Sage Publications.

A book of standards originally developed by a joint committee representing several national education organizations which emphasizes policy analysis, it provides a systematic approach to evaluation concepts.

Scrogan, L. (1995). Tools for change: restructuring technology in our schools. Boulder, Colorado: Institute for Effective Educational Communications and Technology.

Scrogan provides information to evaluate technology implementation programs including means to measure effectiveness, priorities, and meet instructional needs with future funding.