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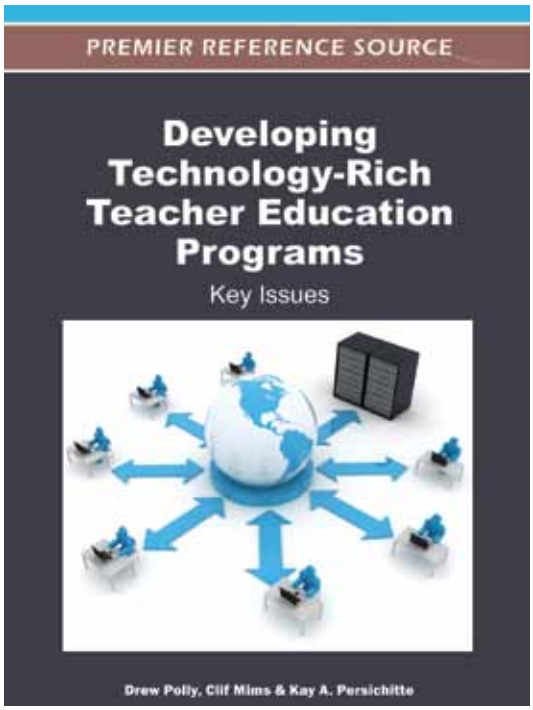
Developing Technology-Rich Teacher Education Programs: Key Issues



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Though technology is expanding at a rate that is alarming to many skilled laborers concerned about the welfare of their industry and jobs, teachers should feel safe in their position. However, teachers who refuse to adapt to technology will be left behind.

Developing Technology-Rich Teacher Education Programs: Key Issues offers professional teacher educators a rare opportunity to harvest the thinking of pioneering colleagues spanning across dozens of universities, and to benefit from the creativity, scholarship, hard work, and reflection that led them to the models they describe. Contributors from 32 universities from around the world came together as authors of case studies, methodologies, research, and modeling to produce the work that went into this reference work. The target audience for this book includes faculty, leaders, teacher educators, and administrators within higher institution of every level of education.

Topics Covered:

- Blackboard
- Content Area and Methods Knowledge and Technology
- Content Specific Experiences
- E-Learning
- Foundational Knowledge and Technology
- Higher Order Thinking Skills
- Moodle
- Social Networking
- Technology Acceptance Model
- Web 2.0 for Collaboration

Market: This premier publication is essential for all academic and research library reference collections. It is a crucial tool for academicians, researchers, and practitioners and is ideal for classroom use.

Drew Polly is an Assistant Professor in the Department of Reading and Elementary Education at the University of North Carolina at Charlotte. His research agenda focuses on examining how to support the implementation of technology and standards-based pedagogies. More information can be found at: .

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