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Exploring Technology for Writing and Writing Instruction

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Exploring Technology for Writing and Writing Instruction

Part of the Advances in Educational Technologies and Instructional Design Book Series



Part of the Advances in Educational Technologies and Instructional Design (AETID) Book Series

Kristine E. Pytash (Kent State University, USA) and Richard E. Ferdig (Research Center for Educational Technology - Kent State University, USA)

As digital technologies continue to develop and evolve, an understanding of what it means to be technologically literate must also be redefined. Students regularly make use of digital technologies to construct written text both in and out of the classroom, and for modern writing instruction to be successful, educators must adapt to meet this new dichotomy.

Exploring Technology for Writing and Writing Instruction examines the use of writing technologies in early childhood, elementary, secondary, and post-secondary classrooms, as well as in professional development contexts. This book provides researchers, scholars, students, educators, and professionals around the world with access to the latest knowledge on writing technology and methods for its use in the classroom.

Topics Covered:

- Adaptive and Assistive Technologies
- Digital Assessment and Evaluation
- Online Education
- Online Writing Communities
- Professional Development
- Teacher Education
- Technology-Facilitated Feedback

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

Kristine E. Pytash is an assistant professor in Teaching, Learning and Curriculum Studies at Kent State University's College of Education, Health, and Human Services, where she co-directs the secondary Integrated Language Arts teacher preparation program. Prior to obtaining her Ph.D. in curriculum and instruction with a concentration on literacy education, she was a former high school English teacher. Her research focuses on disciplinary writing, writing instruction in juvenile detention facilities and the literacy practices of youth in alternative schools and juvenile detention facilities. Her recent work has appeared in the *Journal of Adolescent & Adult Literacy*, *English Journal*, *Voices from the Middle*, and *Middle School Journal*. She has reviewed for *Voices from the Middle* and the *British Journal of Educational Technology*.

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