



Book Series

Instructional Technology Guidebooks for Educators and Parents

Series Editors

Thomas M. Brinthaupt, *Middle Tennessee State University*; Richard P. Lipka, *St. Bonaventure University*

Our idea for this series of instructional technology guidebooks is to provide educators and parents with concise, accurate, balanced, and up-to-date information on the major questions they are likely to face. We will review the latest research that studies the positive and negative effects of technology use in the schools and at home, and we will review what the research suggests regarding ways to positively integrate instructional technologies in school and at home. We will pay particular attention to the educational, cognitive, psychological, social, and environmental costs and benefits related to the use of instructional technologies and online learning.

The educator books will be written in simple, straightforward, non-academic language that will provide a blueprint/checklist on how to bring technology workplace designers, teachers, and students together. The parent book will be written in a similar manner, with special emphasis on how parents can monitor, understand, and advocate for the use of instructional technologies in their children's classrooms and at home. Stylistically, we intend to create a series that avoids inflammatory rhetoric and is primarily pro-teacher and pro-parent.

New book "coming soon": The Middle-Level Teacher Technology Guidebook: 20 Questions and 260 Answers

Books in this series:

- The High School Teacher Technology Guidebook
- The Elementary School Teacher Technology Guidebook
- The Middle-Level Teacher Technology Guidebook

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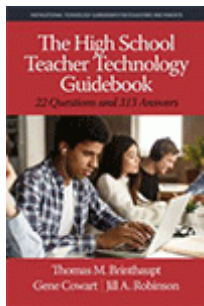
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The High School Teacher Technology Guidebook 22 Questions and 313 Answers

Thomas M. Brinthaupt, Middle Tennessee State University; Gene Cowart, Central Magnet High School, Murfreesboro, TN; Jill A. Robinson, Wellsville, NY, School District

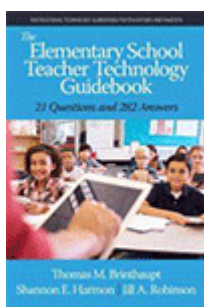
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This guidebook is designed to be the high school teacher's friend in addressing a wide variety of questions regarding the use of educational and instructional technologies. It can serve as a companion and guide through the myriad challenges and opportunities related to the effective use of technology in one's classroom and school.

A sample of U.S. high school teachers provided us with detailed answers about their experiences with using technology in their teaching. Specifically, they shared their challenges, barriers, ideas, and suggestions for working successfully with administrators, technology specialists, students, fellow teachers, and parents when teaching with technology. We have organized the teachers' experiences and recommendations according to each stakeholder group.

Rather than recommending or reviewing specific educational technology companies, applications, or tools, we provide a large number of strategies that are "built to last" and should be applicable regardless of the specific tool under consideration. We assume that it doesn't ultimately matter what the tool or technology is that you're using—it's how and why you're using it for teaching and learning that will determine whether it is successful or not. The "how" and "why" aspects encompass the built-to-last strategies included in this guidebook.

CONTENTS: PREFACE: Introduction to the Guidebook. **PART I: TECHNOLOGY QUESTIONS AND ISSUES WHEN WORKING WITH SCHOOL/DISTRICT ADMINISTRATION** CHAPTER 1: What can I do if I'm not permitted to download an app or use a program or resource? CHAPTER 2: What can I do to get a tool or technology approved for use? CHAPTER 3: What can I do to ensure that my students can access blocked sites or materials? CHAPTER 4: What can I do to ensure that I have a voice in my district's or building's technology decisions? CHAPTER 5: Are there good strategies for my school or district to use to introduce new technologies? **PART II: TECHNOLOGY QUESTIONS AND ISSUES WHEN WORKING WITH TECHNOLOGY SPECIALISTS** CHAPTER 6: What should I do if I don't have a tech person (or my tech person cannot help me)? CHAPTER 7: How can I work best with my tech specialist? CHAPTER 8: How can I get my system or school to hire qualified tech specialists who can work well with my colleagues and me? **PART III: TECHNOLOGY QUESTIONS AND ISSUES WHEN WORKING WITH STUDENTS** CHAPTER 9: How can I work with my students to help me solve a classroom technology issue? CHAPTER 10: How can I manage my students' use of their personal devices while in class? CHAPTER 11: How can I utilize my students' personal devices and other technology to drive instruction? CHAPTER 12: How can I effectively monitor or control what my students will access with their devices while in class? **PART IV: TECHNOLOGY QUESTIONS AND ISSUES WHEN WORKING WITH FELLOW TEACHERS** CHAPTER 13: How can I benefit from the technology experiences and expertise of my fellow teachers? CHAPTER 14: How can I best share my technology experiences and expertise with my fellow teachers? CHAPTER 15: How can I get my school or district to harness the technology experiences and expertise of my fellow teachers? **PART V: TECHNOLOGY QUESTIONS AND ISSUES WHEN WORKING WITH PARENTS** CHAPTER 16: What can I do about my students not having home Internet or computer access? CHAPTER 17: What can I do to inform parents about how I am teaching with technology? CHAPTER 18: How can I work with parents to enhance my teaching with technology? CHAPTER 19: What can I do when my students' parents have questions or concerns about my teaching with technology? **PART VI: SOLVING TECHNOLOGY QUESTIONS AND ISSUES ON YOUR OWN** CHAPTER 20: How can I decide to use a specific technology? CHAPTER 21: How can I get more proficient with different educational technologies? CHAPTER 22: How can I use my limited time to learn more about teaching with technology? **PART VII: SUPPLEMENTAL RESOURCES. ABOUT THE AUTHORS.**



The Elementary School Teacher Technology Guidebook 21 Questions and 282 Answers

Thomas M. Brinthaupt, Middle Tennessee State University; Shannon E. Harmon, Middle Tennessee State University; Jill A. Robinson, Wellsville, NY, School District

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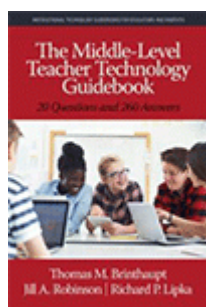
This guidebook is designed to be the elementary school teacher's friend in addressing a wide variety of questions

regarding the use of educational and instructional technologies. It can serve as a companion and guide through the myriad challenges and opportunities related to the effective use of technology in one's classroom and school.

A sample of U.S. elementary school teachers provided us with detailed answers about their experiences with using technology in their teaching. Specifically, they shared their challenges, barriers, ideas, and suggestions for working successfully with administrators, technology specialists, students, fellow teachers, and parents when teaching with technology. We have organized the teachers' experiences and recommendations according to each stakeholder group.

Rather than recommending or reviewing specific educational technology companies, applications, or tools, we provide a large number of strategies that are "built to last" and should be applicable regardless of the specific tool under consideration. We assume that it doesn't ultimately matter what the tool or technology is that you're using—it's how and why you're using it for teaching and learning that will determine whether it is successful or not. The "how" and "why" aspects encompass the built-to-last strategies included in this guidebook.

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The Middle-Level Teacher Technology Guidebook 20 Questions and 260 Answers

Thomas M. Brinthaupt, Middle Tennessee State University; Jill A. Robinson, Wellsville, NY, School District; Richard P. Lipka, St. Bonaventure University

2019. Paperback 978-1-64113-713-3 \$45.99. Hardcover 978-1-64113-714-0 \$85.99. eBook 978-1-64113-715-7 \$65.

This guidebook is designed to be the middle-level teacher's friend in addressing a wide variety of questions regarding the use of educational and instructional technologies. It can serve as a companion and guide through the myriad challenges and opportunities related to the effective use of technology in one's classroom and school.

A sample of middle level U.S. teachers provided us with detailed answers about their experiences with using technology in their teaching. Specifically, they shared their challenges, barriers, ideas, and suggestions for working successfully with administrators, technology specialists, students, fellow teachers, and parents when teaching with technology. We have organized the teachers' experiences and recommendations according to each stakeholder.

Rather than recommending or reviewing specific educational technology companies, applications, or tools, we provide a large number of strategies that are "built to last" and should be applicable regardless of the specific tool under consideration. We assume that it doesn't ultimately matter what the tool or technology is that you're using—it's how and why you're using it for teaching and learning that will determine whether it is successful or not. The "how" and "why"

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