



How to Ensure Ed/Tech Is Not Oversold and Underused

Arthur D. Sheekey

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Recent claims by researchers and critics suggest that the demand for increasing the number of computers and telecommunications networks to schools and classrooms is coming from the nation's political and business sectors, and not from teachers and school practitioners. This book was written in response to these claims and suggests that answers to questions about how to successfully integrate and use technology can be found in programs that are currently underway. The recommendation to educational policymakers: create the conditions that encourage and support teachers to adapt technologies and other tools in ways that respond to the unique needs of their communities, school requirements, and students' learning styles.

The contributing authors describe the condition of their school or system and each identified the following:

- Goals and objectives
- Benefits to student learning and engagement
- Favorable and/or unfavorable conditions that influence effectiveness
- How technology and telecommunications can transform the delivery of education
- The resources involved and how they are changing the way teachers, students, and their families are benefiting
- The conditions necessary

Will be of interest among a wide group of stakeholders in the field of education including state and local educational administrators and others involved in adapting and using learning technologies and telecommunications services to improve and extend the quality of K-12 education throughout the nation.

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Stephen Vancleave:

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Ronald Marinelli:

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