Table of Contents

Foreword ........................................................................................................................................... xxii

Preface ............................................................................................................................................... xxiv

Acknowledgment ............................................................................................................................ xxix

Section 1
Frameworks for Technology Integration

Chapter 1
Thematic Considerations in Integrating TPACK in a Graduate Program ........................................ 1
  Punya Mishra, Michigan State University, USA
  Matthew J. Koehler, Michigan State University, USA
  Andrea Zellner, Michigan State University, USA
  Kristen Kereluik, Michigan State University, USA

Chapter 2
Lessons from the ITS Program: Five Design Strategies on Which to Build Technology-Rich
Teacher Education .......................................................................................................................... 13
  Priscilla Norton, George Mason University, USA
  Dawn Hathaway, George Mason University, USA

Chapter 3
Meeting the Needs of Exceptional Students: The Importance of Technology in Teaching and
Implementing Universal Design for Learning Principles ................................................................. 28
  Timothy J. Frey, Kansas State University, USA
  E. Ann Knackendoffel, Kansas State University, USA

Chapter 4
Guiding Framework and Principles for Technology Integration: What Are the Key Questions? .... 45
  Minchi C. Kim, Purdue University, USA
Section 2
Integration of Web 2.0 Tools into Teacher Education Programs

Chapter 5
A Framework for Developing Pre-Service Teachers’ Web 2.0 Learning Design Capabilities .......... 58
Matt Bower, Macquarie University, Australia

Chapter 6
Web 2.0 Visualization Tools to Stimulate Generative Learning .................................................. 77
Jennifer Banas, Northeastern Illinois University, USA
Carol A. Brown, East Carolina University, USA

Chapter 7
Supporting Teacher Development through Social Networking ..................................................... 91
Oliver Dreon, Millersville University, USA
Nanette Marcum-Dietrich, Millersville University, USA

Chapter 8
Learning to Teach in Web 2.0 ........................................................................................................ 104
Mark Gura, Fordham University, USA

Chapter 9
Supplementing the Learning Management System: Using Web 2.0 for Collaboration,
Communication, and Productivity in the Preparation of School Technology Leaders ................. 118
Stephanie A. Jones, Georgia Southern University, USA
Lucilia Green, Georgia Southern University, USA
Charles B. Hodges, Georgia Southern University, USA
Kathryn Kennedy, Georgia Southern University, USA
Elizabeth Downs, Georgia Southern University, USA
Judi Repman, Georgia Southern University, USA
Kenneth F. Clark, Georgia Southern University, USA

Chapter 10
Grappling with Change: Web 2.0 and Teacher Educators ............................................................. 135
Janice W. Butler, University of Texas at Brownsville, USA

Section 3
Integration of Technology into Teacher Education Courses

Chapter 11
The Importance of Using Subject-Specific Technology Uses to Teach TPACK: A Case Study .... 152
Anne T. Ottenbreit-Leftwich, Indiana University, USA
Chapter 12
The Iron Grip of Productivity Software within Teacher Education

Joan E. Hughes, The University of Texas at Austin, USA
Gloria Gonzales-Dholakia, The University of Texas at Austin, USA
Yu-Chi Wen, The University of Texas at Austin, USA
Hyo-Jin Yoon, The University of Texas at Austin, USA

Chapter 13
Using Student Choice to Promote Technology Integration: The Buffet Model

Marshall G. Jones, Winthrop University, USA
Lisa Harris, Winthrop University, USA

Chapter 14
Rethinking Technology in Teacher Education Programs: Creating Content-Centric Learning Environments

Jeanne Samuel, Louisiana State University, USA
Janice Hinson, University of North Carolina at Charlotte, USA

Chapter 15
EDM310: A Case Study

John Hadley Strange, University of South Alabama, USA

Chapter 16
Modeling Online Teaching and Learning to Pre- and In-Service Teachers through the use of the Web 2.0 Social Networking Tool NING

Kelly L. Unger, Wayne State University, USA
Monica W. Tracey, Wayne State University, USA

Chapter 17
ePortfolio Integration in Teacher Education Programs: Does Context Matter from a Student Perspective?

Albert D. Ritzhaupt, University of Florida, USA
Michele A. Parker, University of North Carolina Wilmington, USA
Abdou Ndoye, Qatar University, Qatar

Section 4
Technology Integration across the Content Areas

Chapter 18
Multiliteracies: Moving from Theory to Practice in Teacher Education Courses

D. Bruce Taylor, University of North Carolina at Charlotte, USA
Chapter 19
Weebly, Wikis, and Digital Storytelling: The Potential of Web 2.0 Tools in Writing Classrooms
.
Brian Kissel, University of North Carolina at Charlotte, USA

Chapter 20
Educational Technology in Early Childhood Teacher Education: Taking the Road Less Traveled
.
Sudha Swaminathan, Eastern Connecticut State University, USA

Chapter 21
Re-Thinking Pre-Service Mathematics Teachers Preparation: Developing Technological, Pedagogical, and Content Knowledge (TPACK)
.
Margaret L. Niess, Oregon State University, USA

Chapter 22
Technology Integration in Mathematics: A Model for Integrating Technology through Content Development
.
Chandra Hawley Orrill, University of Massachusetts Dartmouth, USA
Drew Polly, University of North Carolina at Charlotte, USA

Chapter 23
A Call for the use of Technology within Mathematics and Science Preservice Teacher Methods Courses
.
Darci J. Harland, Illinois State University, USA
Ydalisse Pérez, Illinois State University, USA
Cheri Toledo, Illinois State University, USA

Chapter 24
A Practical Guide for Integrating Technology into Social Studies Instruction
.
John H. Curry, Morehead State University, USA
David L. Buckner, Brigham Young University – Hawaii, USA

Chapter 25
Pre-Service Teachers’ Perspectives on Learning to Teach Social Studies in a Technology-Rich Pedagogy Course
.
Susan Gibson, University of Alberta, Canada

Chapter 26
Knock Down the Walls, Open the Doors: How Hybrid Classrooms can Improve Education
.
Kristen G. Taggart, University of Delaware, USA

Chapter 27
Infusing Technology into a Physical Education Teacher Education Program
.
Joanne Leight, Slippery Rock University, USA
Randall Nichols, Slippery Rock University, USA
Section 5
Technology-Rich Clinical and Student Teaching Experiences

Chapter 28
Attempting to Bridge Theory to Practice: Preparing for Moving Day with Tele-Observation in Social Studies Methods

Amy J. Good, University of North Carolina at Charlotte, USA
Drew Polly, University of North Carolina at Charlotte, USA

Chapter 29
Implementing the Remote Observation of Graduate Interns: Best Practices and Lessons Learned

Teresa M. Petty, University of North Carolina at Charlotte, USA
Richard Hartshorne, University of Central Florida, USA
Tina L. Heafner, University of North Carolina at Charlotte, USA

Chapter 30
Anchoring a Social Studies Teaching and Learning Experience with Digital Video: The Impact of a Collaborative Recursive Model for Teacher Education

Ann C. Cunningham, Wake Forest University, USA
Adam M. Friedman, Wake Forest University, USA

Chapter 31
Application of Computer, Digital, and Telecommunications Technologies to the Clinical Preparation of Teachers

Adriana L. Medina, University of North Carolina at Charlotte, USA
Maryann Tatum Tobin, Nova Southeastern University, USA
Paola Pilonieta, University of North Carolina at Charlotte, USA
Lina Lopez Chiappone, Nova Southeastern University, USA
William E. Blanton, University of Miami, USA

Chapter 32
Training Teachers for a Virtual School System: A Call to Action

Michael K. Barbour, Wayne State University, USA

Section 6
Supporting Faculty in Technology-Rich Teacher Education Programs

Chapter 33
Ways to Mentor Methods’ Faculty Integration of Technologies in their Courses

Thomas Jackson, George Williams College of Aurora University, USA
Chapter 34
Lessons Learned From the Implementation of a Technology-Focused Professional Learning Community .......................................................................................................................... 535

D. Bruce Taylor, University of North Carolina at Charlotte, USA
Richard Hartshorne, University of Central Florida, USA
Sam Eneman, University of North Carolina at Charlotte, USA
Patti Wilkins, University of North Carolina at Charlotte, USA
Drew Polly, University of North Carolina at Charlotte, USA

Compilation of References .......................................................................................................................... 551

About the Contributors ........................................................................................................................................ 605

Index ............................................................................................................................................................. 619