Editor’s Note: The final chapter, “Integrating Technology Into the Curriculum,” offers a look at how classroom teachers utilize the competencies, content ideas, and practical examples offered in the previous chapters to design, develop, and implement their own, teacher-made technology-based instructional materials.

Whenever a teacher is introduced to the “latest and greatest,” supposedly state-of-the-art tool for the classroom, they are often overwhelmed by the technical aspects of the technology, its cost in terms of time and money, and its lack of accessibility in their school. In other words, why learn a new technology if there is no one available to help me implement the tool in my
curriculum, if my school cannot afford to purchase the package, or if we do not support that package or version in our computer lab? All are good questions.

In this chapter, the contributor offers three tools for creating technology-based instructional materials. Microsoft Word is the word processor of choice for creating text-based materials. Microsoft’s Power Point is recommended for visual-based classroom presentations. And, Netscape Composer provides an environment for creating Web-based materials.

Chapter 11 offers a primer for creating technology-based instructional materials. Certainly, there is no attempt to provide a level of detail necessary to produce materials that would compete with commercial packages. Rather, consider the technology tools introduced in Chapter 2, combine them with the academic content offered in Chapters 3 through 9, take into account the implications of special needs students addressed in Chapter 10, and create individualized instructional materials using the skills offered.

If additional features are desired, readers are encouraged to locate a copy of *Teaching Digitally: A Guide for Integrating Technology into the Classroom*, by Lawrence A. Tomei, published by Christopher Gordon Publishers, Inc.

**Text-Based Materials**

**Introduction**

Teachers often find that concrete, hard-copy resources make effective learning tools for the classroom. Student handouts serve as assessment instruments, remedial content material, and enrichment activities. Study guides offer targeted instruction in the form of guiding questions for discovery learning and additional reading material for test preparation. No matter how many high-technology resources are available to the classroom instructor, sometimes, text-based material is still the best way to teach a lesson objective.

Microsoft *Office* includes a robust suite of office productivity tools including the word-processing package *Word*; the graphics presentation system *Power Point*; spreadsheet application *Excel*; database application *Access*; and, desktop publishing capability *Publisher*. Microsoft *Office* runs equally as well on both the Macintosh and Windows platforms with minimal
A Study on Project-Based Learning in a Boat Design and Building University Course
Wei-Yuan Dzan, Chih-Chao Chung, Shi-Jer Lou and Huei-Yin Tsai (2013).
*International Journal of Online Pedagogy and Course Design* (pp. 43-61).
www.igi-global.com/article/a-study-on-project-based-learning-in-a-boat-design-and-building-university-course/78910?camid=4v1a