Transforming Learning with New Technologies, Enhanced Pearson eText - Access Card (3rd Edition)

By Robert W. Maloy, Ruth-Ellen A Verock, Sharon A. Edwards, Beverly P. Woolf

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Editorial Review

From the Back Cover

How teachers and students can put new and emerging technologies to use in the K-12 classroom to create highly interactive, inquiry-based teaching and learning experiences—and how to inspire students to learn.

This new guide is packed with strategies and ideas on how teachers and students can use desktops, laptops, smartphones, tablets, apps, interactive educational websites, learning games, blogs and wikis, assistive technologies, digital portfolios, and many other new and emerging technologies to create highly interactive, inquiry-based teaching and learning experiences in K-12 schools. The book is designed to help current and future teachers transform classrooms into technology-infused places of learning where adults and students work together as educational partners to understand and use technology to the best advantage. With its focus on the day-to-day realities of elementary and secondary schools, each chapter addresses the needs of future educators by providing thoughtful perspectives, instructional examples, descriptions of tools and apps, and technology-integrated lesson plans from across the curriculum for all grade levels, K-12. The book emphasizes the new knowledge and expanded talents teachers and students who use technology need to have in order to develop in their future careers and social life—what the Partnership for 21st Century Skills calls the 3Rs (the changing content of the academic curriculum as schools move to include problem solving and inquiry learning in subject areas) and the 4Cs (the skills of critical thinking, communication, collaboration, and creativity). It shows how teaching and learning with the 3Rs and 4Cs helps teachers using technology prepare, deliver, and assess lessons differently, while students use technology to think critically and creatively about all learning they do.

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- *Check Your Understanding of chapter content.* Exercises matched to chapter learning outcomes help readers apply the concepts and ensure that they master the learning outcomes. Exercises and suggested feedback are provided in the Pearson eText.
- *Growing and Leading with Technology Scenarios.* Classroom scenarios at the end of each chapter present short case studies taken from actual classroom situations to help strengthen students' lesson development skills while demonstrating ways to integrate technology into teaching and learning.

About the Author

Robert W. Maloy is a senior lecturer in the Department of Teacher Education and Curriculum Studies in the College of Education at the University of Massachusetts Amherst, where he coordinates the history and political science teacher education programs. He also codirects the TEAMS Tutoring Project, a community engagement/service learning initiative in which university students provide academic tutoring to culturally and linguistically diverse students in public schools throughout the Connecticut River Valley region of

western Massachusetts. His research focuses on technology and educational change, teacher education, democratic teaching, and student learning. He is coauthor of six other books: *We, The Students and Teachers: Teaching Democratically in the History and Social Studies Classroom* (State University of New York Press, 2015); *Ways of Writing with Young Kids: Teaching Creativity and Conventions Unconventionally* (Allyn & Bacon, 2002); *Kids Have All the Write Stuff: Inspiring Your Child to Put Pencil to Paper* (Penguin, 1992); *The Essential Career Guide to Becoming a Middle and High School Teacher* (Praeger, 1999); *Schools for an Information Age* (Praeger, 1996); and *Partnerships for Improving Schools* (Greenwood Press, 1988). Robert has received a University of Massachusetts Amherst Distinguished Teaching Award (2010), the University of Massachusetts President's Award for Public Service (2010), a School of Education Outstanding Teacher Award (2004), a University Distinguished Academic Outreach Award (2004) and the Chancellor's Certificate of Appreciation for Outstanding Community Service (1998 & 1993).

Ruth-Ellen Verock is a senior lecturer in the Department of Teacher Education and Curriculum Studies in the College of Education at the University of Massachusetts Amherst. She coordinates Bridges to the Future, a one-year intensive master's degree and teacher-licensing program serving school systems in western Massachusetts. Ruth has been an elementary school classroom and reading teacher in Virginia and Massachusetts. Her academic research focuses on new teacher education, technology in teaching, and community service learning in K—12 schools. She is coauthor with Robert W. Maloy and Sharon A. Edwards of *Ways of Writing with Young Kids: Teaching Creativity and Conventions Unconventionally*. She received the School of Education's Outstanding Teacher Award in 2007. She has also served as coordinator of the 2003 University of Massachusetts/WGBY National Teacher Training Institute (NTTI) and was an educational researcher for the 1999—2000 Harvard University Evidence Project.

Sharon A. Edwards is a clinical faculty member in the Department of Teacher Education and Curriculum Studies in the College of Education at the University of Massachusetts Amherst. Retired from public school teaching, she taught primary grades for 32 years at the Mark's Meadow Demonstration Laboratory School, a public laboratory school in Amherst, Massachusetts. As a clinical faculty member, she mentors undergraduate students and graduate student interns in the early childhood teacher education, constructivist teacher education, and secondary teacher education programs. Her course and workshop presentations focus on children's writing, reading, and math learning; curriculum development; instructional methods; and diversity in education. She also codirects the University's TEAMS Tutoring Project. In 1989, Sharon was the inaugural recipient of the national Good Neighbor Award for Innovation and Excellence in Education given by the State Farm Insurance Companies and the National Council of Teachers of English for her work with young children's writing. She received her doctor of education degree from the University of Massachusetts Amherst in 1996. She is coauthor with Robert W. Maloy of two other books: *Ways of Writing with Young Kids* and *Kids Have All the Write Stuff*.

Beverly Park Woolf is a research professor in the Department of Computer Science at the University of Massachusetts Amherst. She holds two doctoral degrees, one in computer science and one in education. Her research focuses on building intelligent tutoring systems to effectively train, explain, and advise users. Extended multimedia capabilities are integrated with knowledge about the user, domain, and dialogue to produce real-time performance support and on-demand advisory and tutoring systems. The tutoring systems use intelligent interfaces, inferencing mechanisms, cognitive models, and modifiable software to improve technology's communicative abilities. She is the author of *Building Intelligent Interactive Tutors: Student-Centered Strategies for Revolutionizing e-Learning*.

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