

in-depth lesson plans for five models of teaching (Direct Instruction, Direct Instruction using Cooperative Groups in Centers or Concept Mapping, Project-Based Learning, Problem-Based Learning in Collaborative Groups, and Demonstrate-Guided-Independent or DGI) are presented so teachers new to teaching will see exactly how to write up a tech-enhanced lesson. As well, there are a dozen other lesson designs suggested to demonstrate how to sequence activities within these models of teaching.

In addition, the book is about choices! Computer technology is a very personal choice. Some may prefer to use MACs; others PCs. One person will use *MS Word* as their word processing tool of choice; others will use *Word Perfect*. Teachers new to teaching with technology need to be exposed to a variety of tools and resources in order to make informed choices about lesson design. Knowledge about a variety of tools leads to teacher success when teaching with technology—not the skill level of the teacher. However, we find that teachers new to technology often say, “We haven’t learned a thing!” if a workshop or presentation focuses on TPACK and not skill mastery. Teaching with technology is not about skills with the computer or mastering a specific tool, so this book focuses on activity types and the lesson designs that bring those powerful activities to the learning environment by presenting a variety of tools that support this way of learning how to integrate technology into classroom practice.








Of course, we did not forget about skills! Resources for developing those skills needed to use the activity types and implement lessons are included. Just keep in mind that recent research (Figg & Jaipal, 2009) indicates that teacher skill with technology was not the significant factor in successful teaching with technology. Yes, even skilled tech teachers can have a lesson flop!! This book highlights the steps to planning and preparation for implementation that help prevent the flop ☺!

Also, this book is about basics. We do not present an in-depth discussion of content area topics such as how to teach reading skills or provide complete treatments of problem-based learning or project-based learning. Rather, we present the basics of teaching reading skills, the essential essence of problem-based learning, and a summary of project-based learning in a context that is useful across curricular content. This book is geared for those who teach in interdisciplinary settings where integration of two or more content areas is common (e.g., combining content from language and science or math combined with social studies.)

And, finally, this book is about making learning fun! As a team, we have been guiding teachers in the use of technology for teaching during the last eleven years (and we decline to date ourselves by telling you how many years we were teaching with technology before we met!!) The information in this book shares the best practices, best tools for the job, and most appropriate teaching methods we have discovered during that journey. We believe that when technology is seamlessly integrated into instruction, learning is fun! So enjoy!

CONVENTIONS USED IN THIS BOOK

Throughout this book you will find a number of icons displayed in the sidebars. Scan the sidebars when you need a ‘quick reference’ to sections dealing with specific types of teacher knowledge related to technology. These include:

<p>The Professor:</p> <p>The Professor appears when there are tips, comments, or cautions to be observed! Look for these!</p>	
<p>TPK:</p> <p>Technological Pedagogical Knowledge—that knowledge a teacher possesses about how to design and implement tech-enhanced lessons in order to teach with technology</p>	
<p>TCK:</p> <p>Technological Content Knowledge—that knowledge a teacher possesses about technology tools that work well to enhance learning in a specific content area</p>	
<p>TK:</p> <p>Technological Knowledge—that knowledge or skills a teacher possesses about how to use computer tools</p>	
<p>IDEA Section:</p> <p>Each chapter includes a section of resources. Ideas for lesson designs, activity types, and skill resources appropriate to the chapter topic are found here.</p>	 <p>IDEA Section for Building TPK</p> <p>In this section you will find resources that describe in depth the types of activities that are appropriate for this chapter topic may also be included here. This section also contains an example lesson design that explains teacher thinking processes as the lesson design is developed, as well as how to write those ideas into a formal lesson plan. Additional concept maps of other lesson designs that are appropriate to the chapter topic are included. Feel free to skim through these ideas to familiarize yourself with what has been included so you can refer back to this section as needed!</p>
<p>Lesson Plan Graphic:</p> <p>This graphic highlights the section of each chapter that holds the lesson plan that walks the reader through the design process and clearly explains how to write up the lesson to present in a formal lesson plan.</p>	
<p>Design Concept Maps:</p> <p>Each chapter holds concept maps depicting lesson plan designs. These concept maps visually display the selection of activities for a lesson design and the sequencing of the activities for a specific model of teaching.</p>	

COMPANION WEBSITE

Please visit our companion web site for **Handy4class** at <http://www.handy4class.com> for QuickStep tutorials, links to examples of activities and resources, a link to the Delicious bookmark site for the resources in the book, and the **Handy4class** (<http://handy4class.wikispaces.com>) and **UnPacking TPACK** (<http://unpackingtpack.wikispaces.com>) wikis!

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