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Note generali	Description based on print version record. "A SAGE reference publication."
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	<p> ""TECHNOLOGY IN SCHOOLS-FRONT COVER""; ""TECHNOLOGY IN SCHOOLS""; ""CONTENTS""; ""ABOUT THE EDITORS-IN-CHIEF""; ""ABOUT THE VOLUME EDITOR""; ""ABOUT THE CONTRIBUTORS""; ""INTRODUCTION""; ""1. Is assistive technology or universal design a more effective method of technology integration for students with disabilities?""; ""OVERVIEW Kevin P. Brady North Carolina State University""; ""POINT: Timothy E. Morse University of Southern Mississippi Gulf Coast""; ""ASSISTIVE TECHNOLOGY EFFECTIVELY ADDRESSES UNIQUE STUDENT DISABILITY-RELATED NEEDS"" ""THE IDEAa€S WIDE-RANGING ASSISTIVE TECHNOLOGY PROVISIONS"" ""RELATED AND SUPPORTINGSTIPULATIONS IN THE IDEA""; ""CONCLUSION""; ""COUNTERPOINT: Margie W. Crowe University of Southern Mississippi""; ""ASSISTIVE TECHNOLOGY""; ""UNIVERSAL DESIGN""; ""UNIVERSAL DESIGN PRINCIPLES""; ""UNIVERSAL DESIGN AND STUDENTS WITH DISABILITIES""; ""UNIVERSAL DESIGN VERSUS ASSISTIVE TECHNOLOGY""; ""Further Readings and Resources""; ""Court Cases and Statutes""; ""2. Should e-books replace traditional textbooks and paper-based books in schools?""; ""OVERVIEW Kevin P. Brady North Carolina State University"" ""POINT: Meredith Stewart Cary Academy"" ""E-BOOKS AND GREATER </p>

ACCESS FOR STUDENTS"; "THE INCREASED FLEXIBILITY OF E-BOOKS";
 "FORCES OF CONSTRAINT WITH TODAY'S E-BOOKS"; "CHANGING
 ROLES FOR TEACHERS AND LIBRARIANS"; "THE END IS NEAR (AND IT
 ISN'T)"; "COUNTERPOINT: Christine M. Battista Binghamton
 University"; "SHIFT TO DIGITAL MEDIA"; "IMPACT OF ELECTRONIC
 TEXTS"; "CONCLUSION"; "Further Readings and Resources"; "3. Do
 pocket assistive technologies, such as the iPod, iPhone, and iPad,
 provide mainly educational benefits or distractions to students in
 today's schools?"
 "OVERVIEW Kevin P. Brady North Carolina State University" "POINT:
 Nick Sauers Iowa State University"; "COMMONLY HELD BELIEFS AND
 CONCERNS"; "Student Distractions"; "Student Misbehavior";
 "Equity"; "EDUCATIONAL BENEFITS"; "Access to Information";
 "Collaboration"; "Engagement"; "CONCLUSION AND DISCUSSION";
 "COUNTERPOINT: Jerrid W. Kruse Drake University"; "RATIONALE FOR
 CONSIDERING TECHNOLOGICAL DOWNSIDES"; "GO DEEPER"; "TRADE-
 OFFS OF ASSISTIVE MOBILE DEVICES"; "EFFECT OF TECHNOLOGY ON
 VALUES AND BELIEFS"; "LIMITATIONS OF TECHNOLOGY"
 "SUGGESTIONS FOR THE USE OF ASSISTIVE MOBILE TECHNOLOGY"
 "CONCLUSION"; "Further Readings and Resources"; "4. Are today's
 policies and procedures governing online student course offerings in
 the K-12 school environment appropriate to fully realize the unique
 policy and technology advantages of these online classes?"
 "OVERVIEW Kevin P. Brady North Carolina State University"; "POINT:
 Leanna Matchett Archambault Arizona State University"; "ADVANCED
 PLACEMENT"; "CREDIT RECOVERY"; "STUDENT LEARNING IN THE
 21ST CENTURY"
 "COUNTERPOINT: Anne F. Thorp Ottawa Area Intermediate School
 District"

Sommario/riassunto

15 to 20 chapters explore such varied issues as the digital divide, electronic textbooks, impacts on curricula, privacy on school computers, web censorship, and more. Each chapter opens with an introductory essay by the volume editor, followed by articles written and signed by invited experts, and concludes with Further Readings and Resources.
