



# Transforming Learning with New Technologies (2nd Edition)

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

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For college students who are becoming teachers, developing 21st century technology skills requires a dynamic shift in the way they think about and make use of technology in schools. Learning how to use computer hardware and software is less and less the primary goal. Instead, teachers and students need *21<sup>st</sup> century learning mindsets* in which they are active users and assessors of technology. “21<sup>st</sup> century learning” means teachers prepare, deliver, and assess lessons differently while students think critically and creatively about the learning they do and the technologies they use. Pre-service teachers are coming to recognize that the 21<sup>st</sup> century approach to educational technology means understanding what interactive computer technologies can do and how to utilize them to create engaging, memorable learning experiences for students. The authors have written this book to help students to do just that.

The Second Edition provides essential coverage of New and Emerging Technologies including 21<sup>st</sup> century learning, tablet computers and apps, flipped classrooms, microblogging, online learning, virtual schools, digital citizenship, and digital video as well as expanded explorations of educational websites and software, learning games, digital portfolios, assistive technologies, and student participation systems. These additions let students learn about how the latest technologies can be used in schools to create successful learning experiences for K-12 students. The Enhanced Pearson eText features embedded video.

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## **Editorial Review**

From the Back Cover

### **About the Author**

**Robert W. Maloy** is a senior lecturer in the Department of Teacher Education and Curriculum Studies in the School of Education at the University of Massachusetts Amherst, where he coordinates the history and political science teacher education programs. He codirects the TEAMS Tutoring Project, a civic and community engagement initiative where 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 five other books, including *Ways of Writing with Young Kids: Teaching Creativity and Conventions Unconventionally*; *Kids Have All the Write Stuff: Inspiring Your Child to Put Pencil to Paper*; *The Essential Career Guide to Becoming a Middle and High School Teacher*; *Schools for an Information Age*; and *Partnerships for Improving Schools*. In 2010, Robert received a University of Massachusetts Amherst Distinguished Teaching Award as well as the University of Massachusetts President's Award for Public Service. He earned a School of Education Outstanding Teacher Award and a University Distinguished Academic Outreach Award in 2004 and the Chancellor's Certificate of Appreciation for Outstanding Community Service in 1998 and 1993.

**Ruth-Ellen Verock-O'Loughlin** is a senior lecturer in the Department of Teacher Education and Curriculum Studies in the School of Education at the University of Massachusetts Amherst. She coordinates Bridges to the Future, a one-year intensive master's degree and teacher license program serving rural school systems in western Massachusetts. Prior to joining the School of Education, Ruth was 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 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 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 a computer's communicative abilities. She is the author of *Building Intelligent Interactive Tutors: Student-Centered Strategies for Revolutionizing e-Learning*.

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