TECHNOLOGY AND EDUCATION: Developing a House of Learning
Greetings to all of you, our wonderful alumni, students, faculty, staff, and friends.

You have received the fall 2008 issue of the McKay Today Magazine. We have selected technology as the theme. While technology is not new, it certainly changes constantly. I am reminded of the technology the Lord used in communicating with the prophet Lehi:

And it came to pass that the voice of the Lord said unto him: Look upon the ball, and behold the things which are written.

And it came to pass that when my father beheld the things which were written upon the ball, he did fear and tremble exceedingly, and also my brethren and the sons of Ishmael and our wives.

And it came to pass that I, Nephi, beheld the pointers which were in the ball, that they did work according to the faith and diligence and heed which we did give unto them.

And there was also written upon them a new writing, which was plain to be read, which did give us understanding concerning the ways of the Lord; and it was written and changed from time to time, according to the faith and diligence which we gave unto it. And thus we see that by small means the Lord can bring about great things. [1 Nephi 16:26–29]

Could the technology of the Liahona be compared with modern text messaging and Global Positioning System tools? Modern technology is also used for communications, instruction, travel directions, and vital information, as well as family history work, journal entries, missionary efforts, and many other important and worthy tasks. Technology tools can have a strong, positive effect on the teaching and learning process if we learn about the available tools and use them wisely.

In this issue we have focused primarily on some of the great advantages that technology offers, along with some cautions and guidance regarding its use. Readers can explore their understanding of what the term technology means to them on page 2. The article “Gadgets and Gizmos” on page 10 looks at manners and other social implications of technology. Tech-savvy young parents consider parental leadership in technology on page 14.

At the McKay School of Education we want to learn to use technology to benefit our BYU education candidates, K–12 students, and our own family members. Please share with us your innovative uses of technology so that we will all continue to grow and learn together.

Sincerely,

K. Richard Young
FEATURES

2  more than a computer: the technology of instruction
   By Andrew Gibbons

6  mse students: changing teacher education using technology

10 gadgets and gizmos
   By Roxanna Johnson

DEPARTMENTS

14  Focus
16  Education in a Changing World
20  Alumni & Friends
22  School News
Farmers know that irrigation systems simply divert the energy of flowing water through soil pathways. As Rawlins shows, the same process happens inside of a computer, only with electrons instead of with water.
A definition for technology might be “the capture, storage, transfer, and transformation of natural energies and information to achieve human purposes.” Since instruction is a purposeful human activity, the same principle applies: Human teachers harness, enlist, divert, and transform the ever-present natural energies of learning in order to influence the knowledge, values, and actions of others. Instruction is technological in its very nature.

This idea clashes with the popular notion that modern instruction simply applies scientific knowledge to bring about learning. The educational enterprise has been under way since Adam and Eve, but today’s science hasn’t always been available. In its absence, teachers and instructional designers have proceeded anyway, informed by the best knowledge and sources of the day. All designed instruction, therefore, embodies a mixture of practical and scientific wisdom.

The unique perspectives here are (1) that instruction is a technological enterprise, (2) that the technology of instruction can be carried out without modern hardware or software inventions, and (3) that this view best typifies the phrase “instructional technology.” Just as people wrote books before the days of the word processor and the high-volume printing press, teachers from any age could teach without hardware and software devices. This is not to say that technology can’t assist instruction, but emphasizing instructional technology does refocus our attention back to the essentials of powerful instruction. High tech or not, all instruction involves the application of some kind of technology, and that means something other than just computers and software.

With this in mind, let’s consider some of the less visible technologies we use to promote learning but may not often think of as technologies. I will describe four: social means, teacher skill, spiritual sources, and hardware/software assistance. First, however, I want to emphasize that human learning is a constant, ongoing process. There exists in some a subtle but harmful misconception that teachers turn the learning processes on and off. Remember the irrigation metaphor—teachers only influence the flow and direction of the natural energies of learning. They do not control them.

SOCIAL MEANS

We are constantly learning from other people. The natural energy of the social environment surrounds us all of the time, and it influences what we learn. For example, when we are confronted with a sticky word processor problem, most of us will choose to ask a friend for help rather than read a manual.

A modern example of harnessing social energies to enhance instruction is The Adventures of Jasper Woodbury problem-solving series. The program consists of 12 carefully constructed video adventures. In each video the main character, Jasper Woodbury, and a group of friends encounter a complex problem they must solve—for example, an injured eagle that must be flown to safety or a river trip by boat that must be completed before dark. Learners who view each video are motivated by likable personalities and participate in a group to solve the problem. They do this under the watchful eye of a teacher who monitors and supports—but does not dictate—the solution process.

Similar social energy is harnessed by Model-It™, a set of tools for modeling and simulation that schoolchildren use to evaluate scientific phenomena. One popular application of Model-It™ presents a database of stream water quality measurements to a group of learners. With analysis and graphic display tools supplied by Model-It™, learners search for patterns and trends in the data to describe why changes are taking place in the quality of the water and the stream environment.

From these experiences the learner carries away both a specific solution and increased knowledge about how to solve problems. The real power of learning in these social settings comes from repeated exposure to a problem-solving process made perceptible through the activities of the group. This externally enacted problem-solving model becomes internalized by the individuals in the group, permitting them to be more self-directed learners.

The use of natural social forces to enhance teaching and learning is evident in several other teaching methods like structured and unstructured tutoring, learning communities,
and teach-reteach methods. Parents also use natural social forces for teaching in their own homes every day.

**TEACHER SKILL**

It is easy to overlook skillful performance on the part of the teacher as a technology. But skillful teaching—the deliberate use of instructional abilities and gifts, not the use of packaged programs—is in fact a practice that diverts and channels natural learning forces. According to the irrigation metaphor, teaching skills learned through study and practice should be considered technological tools. Teachers engage in large-group, small-group, and individual encounters with learners. In the classroom they use conversation, storytelling, tutoring, and modeling to support the articulation of new knowledge and stimulate self-reflection in the learner. Teachers also judge and give feedback, collaborate, encourage, enforce, and counsel.

Effective teachers use their skills to focus the rapidly shifting energies of the student and the moment toward learning goals. In this sense teachers are technologists—diverting natural forces—and at the same time a means of technology.

**SPIRITUAL SOURCES**

It may seem odd to link spiritual influence with technology, but a look back to the irrigation metaphor shows that such a connection is quite reasonable. The irrigator digs channels and casts up banks to encourage water flow—arranging gates in a way that makes the flow more likely. Teachers do the same thing, whether they use material tools or spiritual tools to enhance learning. The tools of spiritual influence include acting as a moral example, appealing to the authority of holy writ, pondering, exhorting, exercising faith individually and in groups, reasoning from correct principles, storytelling, mentoring, invoking divine aid through individual and group prayer, calling on the calming influence of music, and bearing testimony.

When used with spiritual direction, wisdom, and appropriate timing, these techniques can definitely enhance learning.

Furthermore, the gulf we sometimes perceive between teaching secular subjects and spiritual subjects is considerably narrowed when we recall Brigham Young’s reported instruction to Karl Maeser: “You ought not to teach even the alphabet or the multiplication tables without the Spirit of God.”

**HARDWARE AND SOFTWARE TECHNOLOGIES**

The most visible aspects of instructional technology are hardware and software, and yet these are actually vehicles for delivering media experiences. The other technologies—sociology, teacher skill, and spiritual influence—are what give instruction its power to reach the human mind and heart. However, the visible aspects of the hardware and software technologies can loom so large that they dominate those less visible ones.

Placed in proper perspective, the hardware and software technologies can be seen as powerful amplifiers of:

- sight, time, and space by making the invisible visible;
- individualization, as technological devices make split-second decisions based on a history of student choices;
- practice opportunities that allow learners to do tasks again and again, learning fluency;
- opportunities for receiving feedback by learning self-direction;
- realism by “situating” learning in real-time settings;
- reach, allowing geographically or economically stranded learners to access the best teaching;
- social interaction by facilitating communication and recording every learner’s contribution;
- resources by making multimedia documents available any time to any connected location.

This ability of technology to amplify can lead to powerful teacher-augmenting technologies like simulations, shared work surfaces for learning groups, and immediate analysis.

**CONCLUSION**

Technologies of these four kinds are the means by which teachers can influence learning. In order to apply them appropriately and effectively, we must see technology differently. We must recognize the true technologies of instruction and differentiate them in our thinking from the hardware and software amplifiers that we use to extend the reach of the human teacher. The expectation that physical and visible manifestations of technology alone will improve the quality and reach of learning is misplaced. It is imperative that we learn this lesson, for the forces that would misuse technology are strong and promote false value systems. No place should be better prepared to understand this than BYU’s McKay School of Education, where the values of the teacher and mentor are rooted in social interaction, skillful teaching, and spiritual resources.
MSE Students:
Changing Teacher Education Using Technology

Photography by Bradley Slade
While technology is changing many things in the world, the McKay School of Education is most excited about using technology to enhance teacher education. The following stories illustrate the work of four MSE graduate students working in the Department of Instructional Psychology and Technology (IP&T). These students are combining modern technology tools with wonderful traditions used for decades to nurture children’s learning, and they are changing the world of education.

Mike Griffiths
Mike Griffiths explains that he first became interested in using webcams to educate people while he was serving as a branch president in England. During 1998 he would drive the youth of his branch to early morning seminary and then from there to school. He battled with distance—it was almost impossible to get the students to either place on time.

It was also in 1998 that Griffiths first saw a webcam. He says, “I started to think that it might be possible to use webcams so that students who were too far away could participate in early morning seminary by watching and listening from home.”

Fast-forward to 2007. As a doctoral student, Griffiths was asked to help design and teach a new class that would use distance learning tools. In the design, Griffiths evolved his webcam idea to include student responses to assignments and instructor feedback in video-mail format to facilitate an instructor-student relationship in distance education. Participating students were required to have a webcam, watch video lectures, submit work through e-mail, and work from an electronic syllabus. Taking into account research that shows student motivation increases when they perceive an instructor is dedicated to their learning, Griffiths’ doctoral study looks at whether or not using the webcam feedback system makes long-distance instruction as effective as face-to-face instruction.
A pilot study done during the 2008 winter semester shows promising results. Notably, the instructor said he was able to learn more personal information about each student than he could have in a traditional classroom setting. This was the result of assigning each student to prepare a webcam introduction. Additionally, it appears the professor gave more individual real-life feedback using webcam and video than usually occurs in a classroom. Feedback on work in traditional classrooms most often comes in the form of text. Using the webcam, the student hears the instructor’s tone of voice and sees expressions in response to the student’s individual work. The professor added that he was more aware of what the student learned or didn’t learn from each assignment.

While public education may soon be altered by Griffiths’ study, he hopes his methods can also be applied to religious study. Griffiths muses, “I have a burning desire for this technology to be used to extend [the reach of] Church education.”

Kimberly McCollum
Kimberly McCollum began her career in education by teaching eighth grade science. After completing two advanced degrees, McCollum found her true north—in the Department of Instructional Psychology and Technology (IP&T)—studying the science of personal learning networks.

McCollum feels it is important to teach students how to learn, rather than simply telling them important facts. This belief originated after students asked her why they needed to learn about mitochondria (cell metabolism). Pondering this situation led to the development of her current personal philosophy: “Students need to learn how to be informed and stay informed.”

McCollum has also realized that there must be skills for searching for information and knowing what tools are most effective in a search. According to McCollum, students also need networking skills because they need to learn how to make mental connections between material and people. “Networking tools globalize education—they help to open up a student’s eyes to everything that is out there and put it into a context that students can successfully manage,” says McCollum. She calls the concept a “personal learning community.”

As part of her research, McCollum is identifying replicable and successful models of information searches as well as personal networking tools. “I want to find a way to break down these skills. Then professors can teach the segments and skills to prospective teachers, and they, in turn, can teach them to their students.” McCollum believes that everyone needs to develop his or her own personal learning community as a means of being a lifelong learner.

Specifically, McCollum is focusing on the technologies using RSS feeds, social bookmarks, and blogs. RSS feeds can bring a teacher information about best practices and research curriculum. Teachers use social bookmarks to store, organize, search, and manage Web bookmarks. A blog is usually an individual’s Web site with regular entries of commentary, descriptions of events, or other material such as graphics or video.

McCollum says that teachers are natural bloggers because they love to share ideas, lesson plans, and materials. McCollum says that blogging also meets a social need. She explains why: “When you are teaching, you don’t get a lot of time for collaboration. This is a way for teachers to break through isolation and feel they are not alone.”

Tonya Tripp
Student teacher observations are an integral part of preparing to become a teacher. But Tonya Tripp is changing how observations can be done, subsequently improving the instructional merit that observations hold for the student teacher.

Tripp taught school for several years, but her love for teaching, learning, and improving that process resulted in her leaving the classroom and pursuing advanced degrees in IP&T. Tripp says, “I want to help teachers improve their teaching practices by their seeing themselves from a new perspective.”

Tripp’s work helps teachers develop new perspective using classroom video footage and the software MediaNotes. Participating student teachers randomly record teaching sessions. Using MediaNotes, the student teacher saves the video clips, uploads comments, and then brings the package to a conference with a supervisor.

Tripp describes the results of her study with the word profound. “We found this process helps student teachers be more active in their assessment. They recognize and vocalize their feelings about their teaching. Student teachers often drive the
conference and ask for help in areas they see that need improvement,” explains Tripp. She adds that student teachers love to view not only their teaching but also the children’s responses to their teaching.

She is not surprised by the improvement of the assessment process. Tripp says that no matter how structured a typical observation is, paper-and-pencil documentation does not account for perception and background differences, or even memory. The video observations spark more meaningful conversations because the student teachers see themselves in real time. This facilitates active involvement by the student teachers for the improvement of their teaching—contrasted with passive listening to an observer’s notes being read. The feedback is more credible and better recalled because it is personal.

“The comments teachers make as they watch themselves are what I like the best,” says Tripp. “They say things like ‘I didn’t know I did that’ and ‘I don’t think I would like me as a teacher.’” Due to the power embedded in self-assessment, Tripp thinks the technology could be used to assess new teachers and seasoned teachers. “When you teach, you start to develop an image of who you are. But I think all teachers might be surprised if we were to take a different look at ourselves,” she concludes.

**Cary Johnson**

Cary Johnson, a PhD student in IP&T, is currently helping develop a teacher preparation curriculum that helps student teachers use technology in ways that are beneficial to struggling students, especially English Language Learners (ELL). The term used to describe her work is blended learning, the combination of traditional learning methods with technology-based strategies with the purpose of meeting individual learning needs.

The class also addresses the diversity that student teachers will usually find in the children they serve. Johnson says, “We hope [teacher preparation] students take the strategies of blended learning and change the way they think about different cultures and races.” She added, “We want ELL students to stay in mainstream classes. To accomplish this, teacher preparation students need to learn how sociocultural pedagogy works so they can implement it in their own classes. Technology is a tool to help us do that.”

**Sociocultural pedagogy** is learning through social interactions.

The new course requires teacher preparation students to use podcasts, webcams, text messaging, video, and different computer software systems to complete assignments. Group work is also required in order to teach social learning. For instance, after listening to an audio lecture, students must send text messages to five friends and learn about each friend’s perspective on the lecture. The student then has to document these findings in a discussion board. The curriculum is very closely aligned with the McKay School’s Teaching English Language Learners (TELL) endorsement program for practicing teachers.

When teacher preparation students master the use of different learning tools, they leave the university able to assess which tools are most useful in helping their future students learn. Johnson uses the mastery of vocabulary words as an example. A teacher can use the computer to teach vocabulary more effectively to a large and diverse group because the computer automatically assesses which words individual students master and which ones they struggle with. “This also frees the teacher to focus on one-on-one time with students,” says Johnson. “One thing I like about technology tools is that students can go back and listen again and again if they need to. Students can learn at their own pace.”

To view this article online, please visit education.byu.edu/news/magazine/education.html.

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**TEC Lab Supports MSE Grad Students**

The McKay School TEC Lab provides equipment and classroom technology resources for faculty and students. Examples are provided below.

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<thead>
<tr>
<th>Equipment</th>
<th>Software</th>
<th>Instruction</th>
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<tbody>
<tr>
<td>iMacs</td>
<td>Photoshop</td>
<td>Podcasting</td>
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<tr>
<td>Webcams</td>
<td>Illustrator</td>
<td>Video and movie editing</td>
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<tr>
<td>Laptop carts</td>
<td>InDesign</td>
<td>Digital scrapbooking</td>
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<td>Digital cameras</td>
<td>iMovie</td>
<td>iPhoto</td>
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<tr>
<td>Video camcorders</td>
<td>iPhoto</td>
<td>GarageBand</td>
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<td>iPods with voice recorder</td>
<td>GarageBand</td>
<td>Speciality software for video conferencing</td>
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<td>GPS</td>
<td>GarageBand</td>
<td>Photo slideshows</td>
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<tr>
<td>Temperature probes</td>
<td>Speciality software for video conferencing</td>
<td>Image editing</td>
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<td>Tablet laptops</td>
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<td>Research and statistics</td>
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According to Delly Tamer, CEO of LetsTalk, more than 200 million people in the U.S. now have cell phones. That’s a lot of ringtones. For the average person, use of technical gadgets is now a way of life. Most people have a computer in their home. Wireless “hot spots” are popping up in grocery stores to accommodate laptops, iPhones, and personal digital assistants (PDA). Words like blogging, podcast, and Web 2.0 are being dropped into conversations with the assumption that everyone knows what the terms mean. In reality, many adults over 25 may not know the terms or the technology they represent. Many adults feel like they are playing digital catch-up.

On the other hand, youth live technology. They are creating entire vocabularies for text messaging. Children routinely mention TiVo in the same sentence as their favorite show. Interactive video games played with out-of-state opponents are routine. Sometimes the term digital age doesn’t seem strong enough to address the impact that technology gadgets have had on the life of an average young person.

When Is Enough, Enough?

For most Americans the mentality of “more is better” is evidenced in huge accumulations of electronics. Anthropologists of a future century might well describe our civilization as collectors of metal objects. And it seems that even more important than the number of devices we have is the number of features within a device. It’s good for a phone to be mobile—it’s better if a phone can double as a camera, a video player, and an instant messaging device. MP3 players have been a breakthrough for music lovers. But MP3 players are much better if they hold books and videos as well. Who doesn’t know that e-mail is more convenient than face-to-face meetings? But e-mail is better if you can receive and answer it at the office, at home, in a car, or at your favorite restaurant. We wear gadgets in our ears, hook them to our belts, and carry them in our purses. Whoa!

Isn’t the perceived purpose of most gadgets to connect with other people? As reasonable adults, we must ask ourselves, “When does connecting electronically get in the way of
connecting on a human level?” Church historian Elder Marlin K. Jensen posed this question: “In this information age, is not friendship still the best technology for sharing the truths and way of life we cherish?”

President James E. Faust added the caution that electronic connections can intrude on heavenly connections: “The miracles of modern technology have brought efficiency into our lives in ways not dreamed of a generation ago, yet with this new technology has come a deluge of new challenges to our morals and our values. Some tend to rely more on technology than on theology.”

Technology gadgets are meant to enhance life’s experiences, not trivialize life by making it impersonal. Thoughtful reflection needs to be given to the question “When is enough, enough?” Because we are all individuals, the answers will be individual. But it is a question that needs to be asked.

**Technology Manners Matter**

Regardless of the level of use, technology manners should matter, and the public is beginning to take a stand. The LetsTalk 2006 Annual Cell Phone Etiquette Survey measured the public’s perception about the appropriateness of using a cell phone in the theater, in the bathroom, on public transportation, in a grocery store, in the car, or at a restaurant. Since the year 2000, the percentage of people who feel that cell phone use in these places is appropriate increased for only one category: in a grocery store. Percentages rating acceptable use dropped significantly in the other areas, sending this message: “We don’t want to hear your cell phone conversation.”

In fact, there are a multitude of books, Web sites, blogs, and podcasts dedicated to raising the bar on acceptable use of technology. Dan Briody’s article “The Ten Commandments of Cell Phone Etiquette,” written in 2000, is still available and frequently visited at infoworld.com. Briody’s list has evolved with expanded use. His updated version advocates commentator M. Stout’s “screaming child” test, which says that if you would be embarrassed to have a crying baby in the situation, then silence your phone.

Advice about technology manners is beginning to be interspersed into all kinds of forums. Collegecentral.com, promoted as the nation’s largest network of college job seekers, gives advice on when not to use technology. **MSN’s Tech and Gadgets e-newsletter features visual images of faux pas for instant messaging, social networking, and e-mail. The URL blog.netmanners.com even advertises e-mail etiquette books.**

While youth might not yet see value in technology etiquette, the movement is rolling their way. In the classroom, gadget use is fast becoming the topic of policy discussions. When, how much, and what gadgets will be acceptable in school is now being legislated in many states, with some developing statutes against cyber bullying. But a peer-driven movement for standards exists as well. Young adults can now look up the “Facebook Commandments” on slate.com.

**Laugh at Faux Pas**

Annoyance doesn’t have to be the only emotion felt by a nation rounding the first technology-manners learning curve. Acknowledging mistakes will occur helps allow for humorous responses. Remember that most adults and some youth are new to the possibilities of the latest technology and the language that accompanies it. One woman tells of finally getting her first cell phone. While trying to understand the young sales- man’s instructions, she latched on to his statement about a hotline to help her “put my contacts in.” Seizing the familiar phrase, she assured him she didn’t need
to wear contacts. She relates, “He looked at me kind of funny . . . then smirked. . . . I know he’ll be having a good laugh over that one . . . with his colleagues.”

Laughing helps technology connect us. Most adults can empathize with a colleague who suddenly realizes he or she has accidentally e-mailed private information out to the world. Many also remember turning red when their pager went off in a church meeting. And who doesn’t respond with a mixture of a grimace and a chuckle as they remember the time they didn’t hit save soon enough?

**Technology Is a Beautiful Thing**

Before the talk of manners and faux pas thoroughly taints our view of technology, let’s examine just a few of the benefits gadgets bring to the average person. Young adults can keep in touch with Mom as never before. Teachers can show visuals that stimulate learning in children who struggle with reading. Parents can respond to those inevitable and searching questions that 11-year-olds ask by answering, “That’s an interesting question. Let’s Google it.” Families can virtually go to the Grand Canyon or the moon without leaving their home. Worthwhile television programming can be recorded and viewed before bedtime on school nights. High school and college courses can be taken from home. Educational lectures can be heard with earphones any time the listener chooses. Books are “read” while driving. The list of benefits to individuals and families seems to be confined only by our creativity. For example, using webcams, one grandmother teaches piano to a granddaughter residing in a different state. In another family, cousins separated by distance use the Nintendo Wii to bowl together. Technology can truly make many adventures possible.

**“Know Before You Go”**

However, the negative impact of technology can be as enormous. Pornography, fraud, and cyber bullying are all realities that thoughtful adults and youth need to be aware of and guard against.

Awareness begins with learning the capabilities of each gadget in your home so you can manage them appropriately. There is a user-friendly resource available for every technology gadget made. For instance, using RSS feeds can help students or children access information about a subject they are interested in. Learning to use RSS feeds is relatively easy. Type “RSS feed tutorial and basics” into a search engine, click on the first link, and you will find 10 easy-to-understand subheads that provide basic information about feed systems.

Even the classic claim “I don’t even know how to program my VCR” holds no weight in our user-friendly world. Typing in “how to program my VCR” brings up thousands of opportunities to learn. If you can read, you can learn to use any gadget made. As a community of educators, shouldn’t we be the most inclined to learn to use available technology for the improvement of our homes, societies, and even the world?

**It Does Only What You Tell It To**

Learning to use technology can be overwhelming to “mature adults.” If that’s how you feel, maybe my sister’s advice might help. It was 1989. I had just plugged in my new PC and booted it up, determined to enter the electronic age. But the machine seemed to have a mind of its own, defying my button pushing and exasperated sighs. I did the only logical thing I could think of: I called my sister, who was a programmer of these foreign objects. Walking me through a reset, she encouraged me to push my technology limits.

I cowered, “What if it breaks?”

She countered, “You can’t really break it. You can confuse it. But the computer will only do what you tell it to do. If it freezes, just give it different commands.”

Those words gave me courage that day and every day since. It’s true. These gadgets operate from our instructions, and we can use them with the intent to make life good.

**Technology Manners Resources**

- NetManners.com
- Facebook Commandments
- MSN Tech and Gadgets page
- Hundreds of articles—accessible by a keyword search of “technology manners”

Let’sTalk

The LetsTalk annual etiquette survey asked, “In which of the following places, if any, do you feel it is generally acceptable to speak on your cell phone?” In 2006 the results were compared to past surveys:

**In the bathroom**

2006 38%

2000 39%

**At the movies or in a theater**

2006 2%

2000 11%

**In the car**

2006 63%

2000 76%

**In the supermarket**

2006 66%

2000 60%

**On public transportation**

2006 45%

2000 52%

**In a restaurant**

2006 21%

2000 31%

**Let's Talk**

First commissioned a survey of cell phone etiquette in 2000. The 2006 survey was conducted in January 2006 by Harris Interactive®, which polled a representative sample of over 2,000 U.S. adults, of whom 86% own a cell phone.

**For a fully referenced version of this article, please visit education.byu.edu/news/magazine/gadgets.html.**
Technology and a House of Learning

By Charles and Dawn Graham

Organize yourselves; prepare every needful thing; and establish a house, even a house of prayer, a house of fasting, a house of faith, a house of learning, a house of glory, a house of order, a house of God.

Technological innovations over the past decade have had a huge influence on our lives, from the way we communicate and recreate to the way we educate students in the U.S. Technology has even had an impact on our religious lives and on ways we share our beliefs with others.

With so many media options available, our experiences resonate with Elder M. Russell Ballard’s statement:

Media today presents vast and sharply contrasting options. Opposite from its harmful and permissive side, media offers much that is positive and productive. . . . Thus our biggest challenge is to choose wisely what we listen to and what we watch.

We must find the positive and productive uses of technology. There are four key roles found in “The Family: A Proclamation to the World” that can help us navigate the use of technology in our homes:

By divine design, fathers are to preside over their families in love and righteousness and are responsible to provide the necessities of life and protection for their families. Mothers are primarily responsible for the nurture of their children. In these sacred responsibilities, fathers and mothers are obligated to help one another as equal partners.

Learn to Preside

One who presides in a family shows leadership by exercising guidance and direction. It is important for parents to take the lead in the use of technology in a house of learning. Youth today are heavily involved in text messaging. One way parents might preside is to talk to their youth and establish guidelines for texting. Parents show leadership when they learn about technologies that are relevant in their children’s lives and include the children when framing guidelines for appropriate use in and out of the home. Examples of leadership for technology might include:

- Learning about popular computer games to make sure they are wholesome and then setting time limits for the family to follow
- Learning how to set Internet filters and teaching children how to safely access quality Internet sites
- Learning about social networking sites (MySpace, Facebook, etc.) and setting family standards regarding this media

Perhaps one of the most important ways that parents can show leadership with technology is to put face-to-face relationships with family above virtual relationships and communication. A parent who limits his or her own computer, cell phone, and TV time to make time to build relationships is setting an example that will counter current technology trends.

Learn to Provide

Parents sometimes fear technology because they know that there are dangerous uses of technology. Perhaps one of the best deterrents is to provide
children with positive and productive ways to use available technology such as the following activities:

- Creating a video movie of a family vacation or a family history documentary
- Teaching family members how to contribute to a family blog
- Exploring online resources to develop a child’s interests
- Using online resources to complete a school assignment
- Using RSS feeds and sites like Wikipedia to keep informed on current topics

Learn to Protect
While there are many benefits to having technology in the home, we must protect our children against the following dangers:

- Degrading content sites that promote hate, pornography, or unhealthy behaviors
- Addiction to technologies that entrap: pornography, online gaming, texting, etc.
- Cyber bullying using e-mail, instant messaging, or social networking sites
- Online predators who form relationships through deception
- Viruses that damage equipment and software

- Identity theft and insecure transactions
- Idleness created by using technology to simply pass time

We as parents are responsible for setting up layers of defenses to keep our homes safe. We cannot leave this vital task to others. Additionally, parents are entitled to receive divine inspiration regarding how to best protect their homes from the dangers posed by technology. One of the most effective ways to protect our children is to arm them with knowledge about dangers and instill in them a desire to choose things that are “virtuous, lovely, or of good report or praiseworthy.”

Learn to Nurture
Nurturing implies presiding, providing, and protecting in a loving environment that allows family members to grow, stretch, and bloom. A healthy combination of providing and protecting will help children thrive in a technology-rich world. Growth comes as we provide age-appropriate knowledge and experiences with technology. Stretching occurs when parents and children learn how to use technology in positive ways. A nurturing environment allows children to make informed choices and experience consequences.

It is our belief that we live in a world where it might not be possible or practical for parents to completely cut off youths’ access to technology. As we preside, provide, and protect in a nurturing environment, our youth not only will have the knowledge that allows them to choose wisely but will have the desire to make good technology choices.

For additional ideas on how to provide positive technology opportunities for children, visit http://sites.google.com/site/technologyinahouseoflearning.

For a fully referenced version of this article, please visit education.byu.edu/news/magazine/focus.html.
Digital Gap
Immigrant vs. Native

Generations approach technology in ways that are strikingly different. Dr. Bruce D. Perry of the Baylor College of Medicine has said, “Different kinds of experiences lead to different brain structures.” Today’s young people are the first generation that has grown up surrounded by computers, cell phones, video games, and other technology. They spend more time watching TV or playing video games than they spend reading. No wonder thinking patterns have changed.

Marc Prensky is a consultant and author, an internationally acclaimed theorist, and a designer of games for educational and learning purposes. He has called today’s youth “digital natives.” Their parents and teachers who did not grow up with all of today’s technology but have had to learn it and adapt to it as adults he calls “digital immigrants.” How do they differ? Prensky suggests some of the following ways in an article titled “Twitch Speed: Keeping Up with Young Workers.”

<table>
<thead>
<tr>
<th>Digital Immigrants</th>
<th>Digital Natives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Conventional Speed—The speed or pace of life that</td>
<td>• Twitch Speed—The faster-than-normal speed of</td>
</tr>
<tr>
<td>the older generation considers “normal”</td>
<td>processing information that this generation has</td>
</tr>
<tr>
<td>• Perform a Task—Concentration on one task before</td>
<td>grown used to</td>
</tr>
<tr>
<td>going on to another</td>
<td>• Multitask—Simultaneous task completion—doing</td>
</tr>
<tr>
<td>• Linear Thinking—Sequential obtaining and processing</td>
<td>several things at once</td>
</tr>
<tr>
<td>of information—use of logical patterns</td>
<td>• Random Access—Random movement among several</td>
</tr>
<tr>
<td>• Text First—Processing information by reading first,</td>
<td>sources—spontaneous linking of information</td>
</tr>
<tr>
<td>then enhancing with graphs or pictures</td>
<td>• Graphics First—Processing of text and graphics</td>
</tr>
<tr>
<td>• Stand Alone—Communication through face-to-face</td>
<td>interactively</td>
</tr>
<tr>
<td>encounters or via the telephone</td>
<td>• Connected—Communication by broadcast messages or</td>
</tr>
<tr>
<td>• Passive—Style of learning by reading the manual</td>
<td>bulletin boards—meeting with “virtual teams”</td>
</tr>
<tr>
<td>first, attending lectures or demonstrations, or meeting</td>
<td>• Active—Learning and problem solving by chatting,</td>
</tr>
<tr>
<td>face to face</td>
<td>texting, posting, e-mailing—having little tolerance</td>
</tr>
<tr>
<td>• Work—Separation of work and play—“work” is completed</td>
<td>• Play—Interaction of work and play—play involves</td>
</tr>
<tr>
<td>before “play” begins</td>
<td>work and work is seen in terms of games and game play</td>
</tr>
<tr>
<td>• Patience—Delayed gratification—waiting for things</td>
<td>• Payoff—Layering of rewards at completion of levels</td>
</tr>
<tr>
<td>to work out</td>
<td>of the game or challenge</td>
</tr>
<tr>
<td>• Reality—Reliance on what can be distinguished as</td>
<td>• Fantasy—Pervasiveness of fantasy concerning the</td>
</tr>
<tr>
<td>here and now</td>
<td>past and the future</td>
</tr>
<tr>
<td>• Technology as Foe—View of technology as something</td>
<td>• Technology as Friend—Relationship with technology</td>
</tr>
<tr>
<td>to be feared, tolerated, or harnessed to one’s purposes</td>
<td>as comfortable and trusting</td>
</tr>
</tbody>
</table>

And what are the implications for education? Prensky says that the single biggest problem facing education today is that our digital immigrant instructors are struggling to teach a population that speaks an entirely new language. Changes are being made and materials are being adapted to accommodate the language of digital natives, and the challenge for educators is to plan how to teach both legacy (reading, writing, arithmetic) and future (software, hardware, robotics, ethics, etc.) content in the language of the digital natives.
Social Networking
Blogging and social networking can be useful exercises for improving basic writing skills. A recent study found that while students were on these sites, they were editing and customizing content, designing, sharing creative works, and practicing responsible use of information. They also had to learn to make a strong case in their writing by employing compelling evidence, using clean, concise language, and making strong arguments.

Obtaining Student Data in Real Time
Emerging technologies are providing ways for educators to deliver student performance information in real time. Data-supported information can be used by teachers, parents, and students for a variety of purposes, including schoolwide reform.

By integrating several programs, educators are able to compile information and synthesize the results about grade levels, student demographic information, courses, state standards, lesson plans, assignments, test scores, and grades. By identifying students who are underperforming, educators can both determine what programs and approaches will help move a student forward and match the appropriate teaching style to the student's learning style, providing an optimum education for each student.

Our Courts
Sandra Day O'Connor, a former Supreme Court justice, in cooperation with the Georgetown University Law Center and Arizona State University, is helping to develop Our Courts (www.ourcourts.org), a Web site and interactive civics curriculum for seventh-, eighth-, and ninth-grade students. Justice O'Connor stated, "The primary purpose of public schools in America has always been to help produce citizens who have the knowledge and the skills and the values to sustain our republic as a nation, our democratic form of government." The Web site will give students the opportunity to argue real issues against the computer and against each other and learn critical thinking, analysis, and persuasion by direct experience.
Early Childhood and Technology

From birth to age eight, young children are busy learning many things quickly. They use their entire bodies and all their senses to take in sensations and experience the world. How does technology fit into this learning-intensive existence?

Possible contributions of technology to early childhood development have been studied extensively, with many researchers looking at the uses of computers to promote social, language, and cognitive skills. The Northwest Regional Educational Laboratory has posted “Technology in Early Childhood Education” at http://www.nwrel.org/request/june01/child.html. This article outlines five essential dimensions of young children’s development and discusses possible uses of technology in these areas.

Cognition and General Knowledge

Young children can do things on computers that they cannot do in the real world, such as manipulating gravity and speed and exploring the results. Studies have demonstrated that when time on the computer has been interspersed with supportive activities, significant gains have been made in verbal and nonverbal skills, problem solving, abstraction, and conceptualization. Using both computers and activities was more beneficial than using either alone.

Approaches Toward Learning

Computers offer a wide variety of perspectives and approaches that can address individual learning styles. Adults can select the tempo and intensity of the child’s involvement—choosing software without excessive noise and stimulation—and set time limits for the computer. Play is an essential part of early childhood and critical to the intellectual development of the child. There should be time for play in the real world and on the computer. When used appropriately, the computer can be an effective tool of learning and of play.

Physical Well-Being and Motor Development

A word processor allows small children, who are still struggling with fine motor skills, to compose text without first perfecting handwriting skills. When children are young, parents and teachers need to limit computer time and encourage vigorous physical activity. The American Academy of Pediatrics suggests that screen time—which includes TV, computer, and video time—be limited to a maximum of one to two hours a day for young children.

Social and Emotional Development

Technology will never replace human relationships or interactions such as conversing and reading together. What technology can do is bring children together to collaborate on learning and work. Working together on computers, which are innately motivating for young children, can enhance self-concept and improve learning attitudes. Research indicates that children demonstrate increased levels of spoken communication and cooperation during such computer use.

Language Development

Technology can enhance language and literacy. Research has noted that computer play encourages use of longer, more complex language structures, as well as the development of fluency. Children talk as they are creating on the computer screen, explaining what they are thinking and doing.

Electronic Classes

Not all high school credits have to be earned in the classroom. Online courses are giving students the options of graduating early, fitting a few more elective classes into their school year, or making up credit deficits. Richard Siddoway, principal of the Electronic High School in Utah, the largest online learning program in the country, says that skeptics have learned that online classes are as rigorous as classroom courses—or more so. “The anytime, anywhere, anyplace delivery has just opened up options for [technologically savvy] kids,” he said.

Rick Jaramillo, assistant principal at West High in Salt Lake City says, “If a person got their entire education through the Electronic High School, then I think they would really be missing something, but as long as it is a class here and there, then I think it is beneficial.”
Schools and E-Mails
The U.S. Supreme Court stated in a 2007 ruling that schools must archive e-mail. The Court specified that e-mails are part of the documentation that all schools, corporations, and other entities that are involved in litigation are required to keep as evidence for the discovery process in a legal review. An expert on technology issues and the law, Alvin F. Lindsay, has called premature deleting of documents a matter of “virtual shredding.” The challenge for schools is to establish guidelines indicating which information needs to be saved and where to store critical data for easy accessibility. Districts must also make clear to their employees that they have limited privacy when using school-owned technology.

E-mail is not private.
—Anononymous

Supercomputer
The American military has the world’s fastest supercomputer, the Roadrunner, known as a petaflop. It performs one thousand trillion calculations per second. With this capability researchers can have questions answered in hours or in even less time, rather than waiting for months. Technology flows in all directions. Components for the supercomputer were originally designed for video game machines using chips based on one from Sony’s PlayStation 3. Many of the hardware and software technologies have been passed to the rest of the computer industry for business and consumer products, including educational resources.

Cell Phones
Because of the growing number of people with cell phones, many museums are now offering self-paced tours using cell phones. Cell phone tours of the school or community can be created by students in the classroom.

Adding to the Memory
Videos have become an important tool of communication for personal and commercial use. Almost anyone can create a video these days. It has been predicted that by 2013 internet users ages 12 and older will spend eight hours daily with video-based entertainment. But some debate the value of the video: Professor Kay Harkins at Point Loma Nazarene University wrote that she has no regrets that there is no videotape of her wedding for it would have failed to capture the true essence of the sights and feelings of the day.

“I often think these visual . . . images can make us lazy with our memories, as if the photos or videos were memory itself. I believe their best purpose is to trigger richer, deeper memories. For these memories to be fully preserved, they must be given narrative and reflection. A photo can freeze a moment, but the written word can slow that moment down for layers of meaning and stop chunks of time in their tracks for later rumination.”
Alumni Happenings

McKay Today helps connect you to your former classmates and teachers.

Emeritus
C. Victor Bunderson

When Victor Bunderson “retired,” he didn’t stop working. He says, “I’m not finished.” He’s not finished learning, researching, refining his work, or helping, guiding, and passing his knowledge and enthusiasm on to those who will continue the work of technology in education. As a pioneer in computer-assisted instruction, he has seen great progress in this field and continues to work to expand the benefits on a broader scale to benefit more people.

Victor was born in Ogden, Utah. He received his bachelor’s degree in psychology from the University of Utah and a doctorate from Princeton. After teaching at the University of Texas, he came to BYU, where he was the principal investigator on a research project in computer-assisted instruction called TICCIT (Time-shared, Interactive, Computer-Controlled Information Television), funded by the National Science Foundation. Also at BYU he was director of the Institute for Computer Uses in Education (ICUE). From 1986 to 1990 he lived in Princeton, New Jersey, serving as vice president for research management at the Educational Testing Service. In 1991 he returned to BYU.

Over the course of his career, Victor has co-founded several companies that have applied advanced computer and information technologies to education and training. These companies include WICAT Systems, the Waterford Institute, Alpine Testing Solutions, and EduMetrics Institute. He continues to look at what people know and can do to guide their learning. “The problem of measuring learning and growth is hard,” Victor says. “It’s an ongoing process.” He’s working on theories of how to measure progressive attainments within learning domains, acknowledging that each individual has his or her own pathway.

Victor’s first wife, Eileen, also a McKay School professor, died in 1998. He and his second wife, Joyce, have a blended family of nine children and 32 grandchildren. They enjoy both traveling to visit family and traveling worldwide.

Alumni
Kerstin Safsten Brignone
Class of 1985

Kerstin’s first teaching experience after graduation was in a migrant camp in her home state of Washington, where she taught English to nonnative speakers during the summer. After receiving her BA in English secondary education, she taught for a year in a middle school in Corning, New York, but returned the following summer to teach once again in the migrant camp. After marrying her husband, Michael, she stayed at home to rear their six children and volunteer in her children’s schools. Following a family tradition set by her grandmother and father, both education graduates of BYU, Kerstin nurtured her children using ideas and values she learned and internalized during her BYU experience. Today she is back in the classroom, teaching literacy skills in New York State.

Jeanne Elizabeth Hon
Class of 1973

After receiving a doctorate at BYU, Jeanne had several opportunities to serve as an educational leader, including assistant principal and principal of K–12 schools. One of her urban schools was in an area reputed to be the fastest-growing slum in the U.S. Before retiring she was principal of Hollywood High...
School, where she raised money to establish an alumni museum by working with well-known former students such as Carol Burnett. Jeanne later opened an educational consulting firm (where most of her work was pro bono) and taught graduate classes at National University. She has received many volunteer awards. Of BYU, Jeanne says, “I feel that there is no place on earth where I could have obtained a better education, a strengthening of moral beliefs, and a commitment of education.”

Audrey Jeanne Absher Mayfield
Class of 2001

One of Audrey’s mentors told her, “You are only as good as the person you steal from.” This advice taught her the importance of teacher collaboration. Audrey has put this perspective into practice by collaborating with teachers of all ages and levels of experience in her field, as well as those in other disciplines. Since graduation Audrey has lived in Cheyenne, Wyoming, where she teaches drama at McCormick Junior High and serves on the board of the Wyoming Educators of Secondary Theatre. During the summers she teaches community theater classes to elementary-age children. She says that it’s not only students who should be learning and growing but teachers as well. Audrey and her husband, Jason, are the parents of a daughter, Emma.

Donald Gary Wall
Classes of 1974, 1987

Gary’s life has been devoted to family, education, and community service. After graduating from BYU he became a high school teacher and coach in Lacey, Washington, where he also served as principal and superintendent. He has contributed to the education profession through developing school improvement, literacy, technology, and professional development programs. Working extensively with students labeled at risk, Gary says, “I think of eating in a seafood restaurant at Sea World and saying, ‘Oh, I could be eating the park’s slow learner.’ We all need to be patient with each other, we’re human.” Currently Gary is a part-time associate research professor in the McKay School of Education. He and his wife, Ellie, are the parents of five children and grandparents of eight.

Friends of Education

Karen Jackman Ashton

Karen Ashton is a warm, gracious, and very active woman. Having 11 children and 41 grandchildren would keep many women busy, especially if their life is augmented by extensive quilting and gardening projects along with church callings. But Karen is also continually working on two gigantic undertakings that she helped to found and develop: Thanksgiving Point and the Timpanogos Storytelling Festival.

Alan and Karen Ashton, co-founders of WordPerfect Corporation, created Thanksgiving Point as a living, growing expression of gratitude for their many blessings. A beautifully landscaped cultural/educational/recreational center of over 350 acres, Thanksgiving Point provides opportunities for people to attend cultural events, take classes, participate in social and recreational events, enjoy a variety of outstanding gardens, dine, shop, and have fun (see http://www.thanksgivingpoint.com). The Timpanogos Storytelling Festival, a two-day, multiperformance event that attracts the world’s best professional storytellers, will celebrate its 20th anniversary next year (see http://www.timpfest.org).

In a recent interview we asked Karen to describe teachers who made a difference in her life. Karen expressed deep gratitude for former seminary teachers whose encouragement of personal religious behaviors formed a solid foundation for her. “They provided a perspective that has blessed my life every day.”

She also spoke of deep gratitude for Sam Moore, an English teacher and speech-debate coach at Murray High School: “The skills he taught me are skills I have used throughout my life.” Through his teaching Karen learned to analyze arguments and make informed decisions. She learned to argue from fact, not emotion. Moore taught her to think on her feet and not be afraid to voice her opinion. “Those life skills,” said Karen, “have helped me to express myself more confidently.”
**Cultural Competence and Instructional Design: Exploration Research into the Delivery of Online Instruction Cross-Culturally**

*Authored by P. Clint Rogers, Charles R. Graham, and Clifford T. Mayes*

**Background Description**
Western universities, companies, and governments invest significant resources into producing and exporting online educational materials that can serve multiple cultures. The question arises, “How well are the various and distinct cultural needs of the recipients met?” This study explores the cultural sensitivity and competence of 12 educational technology professionals who design cross-cultural instruction.

**The Study**
The study seeks to answer two research questions: (1) Are the professionals involved aware of the differences between themselves and the cultural groups for whom they are designing instruction? (2) If so, how did they become aware of those differences? Related questions arise as well: What importance do these differences assume in their thinking? How does understanding cultural differences affect instructional design practice?

A case study approach was used for this research. Researchers selected participants using a snowball sampling method. In-depth interviews were conducted with each participant in person or over the phone, exploring the research questions cited above.

**Results**
The study found that professionals are aware of cultural differences, but to a limited degree. Data indicated that becoming simply aware of differences does not imply full knowledge of all differences or of their impact on learning. The authors use a metaphor of bridge building to suggest how an increased sensitivity to cultural differences can change the practice of instructional designers. They emphasize the importance of knowing the learner’s frame of reference because, frequently, the instructional designer unconsciously assumes the learner thinks like he or she does—which is usually not the case. Understanding the learner’s frame of reference helps the designers bridge gaps between their expertise and the learner’s expectations and abilities. The authors strongly advocate for more research regarding the cultural aspects of online instructional design.

Faculty who completed small-scale projects were less likely than those working on large-scale projects to conduct evaluations and were unsure of their projects’ impact on student learning.

Citation: P. Clint Rogers, Charles R. Graham, and Clifford T. Mayes (2007). “Cultural Competence and Instructional Design: Exploration Research into the Delivery of Online Instruction Cross-Culturally.”
School Notes

McKay School faculty and students have received various honors and awards since the spring 2008 issue of McKay Today Magazine. A few of these are highlighted below.

Arts Express Conference
The 2008 Arts Express Conference for elementary educators was held last June. The conference is made possible by contributions from Beverley Taylor Sorenson and the BYU A.R.T.S. (Arts Reaching and Teaching in Schools) Partnership. Attendees—including teachers, administrators, art instructors, and art specialists—chose from a variety of structured workshops to improve teaching skills in various art forms, as well as to teach ways to integrate the arts into K–6 curriculum.

NOVA Teacher of the Year
Recent MSE graduate Allen Roberds received the Texas Council for Social Studies NOVA Teacher of the Year award. This recognition honors outstanding teachers with fewer than three years of experience. Roberds graduated from BYU in August 2005 with a bachelor’s degree in history and a teaching certification. He lives in Houston, Texas, and teaches at Cypress Ridge High School.

IRIS Trainer
Special education professor Michelle Marchant was selected as one of 15 national trainers for Vanderbilt University’s IRIS Center. She was chosen in part for her in-depth knowledge in the field of special education. IRIS (Idea ‘04 and Research for Inclusive Settings) offers information and educational resources to educators. As a trainer Marchant will instruct educators on the basic uses of the IRIS Web site.

Outstanding Book Award
Robert Bullough, MSE professor of teacher education and associate director of BYU’s Center for Improvement of Teacher Education and Schooling, won the 2008 Outstanding Book Award from the American Educational Research Association, Division B, Curriculum Studies, for his book Stories of the Eight-Year Study: Reexamining Secondary Education in America. The book is co-authored with Dr. Craig Kridel of the University of South Carolina.

Newly Designed Doctoral Program
The David O. McKay School of Education at BYU is implementing a newly designed doctoral degree program titled Educational Inquiry, Measurement, and Evaluation (EIME). This program merges two former doctoral programs into one interdepartmental PhD program focused on educational inquiry. The McKay School’s dean’s office will directly administer EIME, and Dr. Richard Sudweeks will direct the work of the program.

Outstanding Article Award
Professors Charles Graham of Instructional Psychology and Technology and Clifford Mayes of the Department of Educational Leadership and Foundations, in collaboration with former doctoral student Clint Rogers, recently won the Outstanding Article Award from the journal Educational Technology Research and Development, published by the Association for Educational Communications and Technology (AECT). The article, entitled “Cultural Competence and Instructional Design,” based on Rogers’ dissertation, addresses challenges educators face in meeting the needs of learners who come from diverse cultures.

Editor for Prestigious Journal
The Journal of Adolescent and Adult Literacy recently welcomed Roni Jo Draper, BYU associate professor of teacher education, to its editorial staff, enlisting her as the new professional materials review editor. The journal is published by the International Reading Association (IRA), the largest literacy association in the world, and is read by approximately 85,000 individuals worldwide.

First Place Social-Venture Competition
Sylvia Finlayson, a doctoral student in the Department of Educational Leadership and Foundations, founded Students for Self-Sustainable Schools (S4). This group placed first in the 2008 BYU Social Venture Competition, sponsored through the Center for Economic Self-Reliance in the Marriott School of Business. The award included a $25,000 prize. S4 will build a hotel on school property in a community in India. The hotel will provide opportunities for staff and students to earn sustaining revenue for the school.

District Teacher of the Year
Star Gomez, a 2002 McKay School of Education graduate, was recently recognized as its teacher of the year for 2007–2008 by Putnam City Schools. Gomez attributes

for more news, visit our web site
http://education.byu.edu/news/index.html
her success in the classroom to her time spent at BYU. Gomez currently teaches second grade at Apollo Elementary in Bethany, Oklahoma.

Education Law and Policy Institute
More than 150 educators and lawyers attended the 2008 Education Law and Policy Institute. Among the key speakers was Amy Rowley, who shared her experience as a deaf student whose landmark Individuals with Disabilities Education Act (IDEA) case regarding interpreters in schools was heard by the U.S. Supreme Court.

Endowment for Arts Education
The Sorenson Legacy Foundation recently donated $4.5 million to BYU’s Arts Reaching and Teaching in Schools (A.R.T.S.) Partnership, which is operated through the joint efforts of the McKay School of Education, the College of Fine Arts and Communications, and the College of Health and Human Performance. The gift augments a $1.5 million endowment from Beverley Taylor Sorenson to enhance arts education for Utah’s school children and to provide professional development opportunities for teachers and art specialists throughout Utah.

Faculty Advancement
The following faculty received advancement for 2008–2009: Christopher D. Dromey, professor, communication disorders; Clifford T. Mayes, professor, educational leadership and foundations; Timothy B. Smith, professor, counseling psychology and special education; Charles R. Graham Jr., associate professor, instructional psychology and technology; and Kendra M. Hall and Leigh K. Smith, associate professors, teacher education.

New Associate Dean Appointed
Nancy Wentworth was recently appointed as the new associate dean over teacher education. Dr. Wentworth, a professor of teacher education, replaces Marie Tuttle, who has served in the position for more than nine years. Dr. Tuttle will return to teaching and supervision in the Department of Teacher Education. In her new role, Wentworth will direct the school’s accreditation process, oversee student teaching and other practicum experiences, and represent the School of Education within the BYU Educator Preparation Program.

FOR MORE NEWS about McKay School, please visit education.byu.edu/news/index.html.
Russell T. Osguthorpe is a professor of instructional psychology and technology in the David O. McKay School of Education. He currently serves as director of the Center for Teaching and Learning at Brigham Young University as well as a part-time Area Seventy for The Church of Jesus Christ of Latter-day Saints.

I first knew Russ as a graduate student at BYU in what was then an instructional psychology program within the Educational Psychology Department. I recall Russ as a person who stood out. I often thought, “Someday I’ve got to know him better.” I’ve had the great opportunity this last few years of finally getting to know him better. I can only say that it was worth the wait.

—Andy Gibbons, Chair of the Department of Instructional Psychology and Technology

Prior to joining BYU, Osguthorpe served on the faculty of the National Technical Institute for the Deaf in Rochester, New York. He speaks several languages; has collaborated on educational projects in China, Europe, and Polynesia; and has been a visiting scholar at the University of Toronto and the University of Paris.

Russ Osguthorpe is a leader with vision and passion. He cares deeply about students and works diligently to improve their learning experiences by teaching well, mentoring other faculty members, writing material that can be shared with many teachers, and guiding the direction of the Center for Teaching and Learning on the BYU campus. It is a delight and honor to work with him.

—Stephanie Allen, Associate Director, Center for Teaching and Learning

Russ is a man of vision. In his leadership roles as department chair, mission president, and director of the Center for Teaching and Learning, he has not only helped to establish a new vision for the organization, but he has motivated his co-workers to help make the vision a reality.

—Paul Merrill, Professor of Instructional Psychology and Technology

Russ is a quiet influencer who can be trusted. People seek his opinion, and his judgment is always worth taking the time to obtain. His understanding of people is firmly grounded in gospel principles.

—Andy Gibbons

He has authored five books and more than 50 journal articles on instructional design, teacher education, and special education. Many of his journal articles have been co-authored with students he has mentored. His most recent book, Choose to Learn: Teaching for Success Every Day, was co-authored with his wife, Lolly. It was written to provide teachers with a proven approach for helping their students succeed by making a conscious decision to learn.
While technology is changing many things in the world, the McKay School of Education is most excited about using technology to enhance teacher education. Pictured are three of the MSE students you can read about inside this issue. Each is a Department of Instructional Psychology and Technology doctoral student involved in research exploring the use of technology in teacher preparation. Their studies include the use of technology tools that range from webcams to text messages to social networking sites.