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Guest Editor's Notes

Ken Henson

T*echTrends* readers know that there is a major gap between teachers' technology skills and their ability to use these skills to enhance learning. This issue of *TechTrends* shows how one college level institution is learning effective methods of applying technology to promote learning. The Citadel has two characteristics that make it a good choice of an institution to explore and share its strategies. First, for several years, The Citadel faculty has maintained two active, campus-wide committees that are dedicated to involving the entire faculty in discovering and sharing new strategies for enhancing teaching both on and off campus: The Citadel Academy for Scholarship of Teaching, Learning and Evaluation (CASTLE) and the Communications Across the Curriculum (CAC) Committee. The second characteristic that makes The Citadel a good choice of setting in which to explore its technologically-based teaching and learning strategies is its conceptual framework, which is learner-centered education. For a detailed look at how The Citadel uses learner-centered education, see the fall 2004 issue of *Education*.

This issue of *TechTrends* is a blend of theory and practice. Members of The Citadel faculty and technology support team join efforts to share their research on this subject and show how they are using their research and technology to enrich and enhance learning, both on and off campus.

While institutional support is a prerequisite for the effective use of technology, it is the faculty members who hold the key to whether technology will ultimately raise the level of academic attainment. This makes faculty attitudes and perceptions invaluable. Dan Ouzts, the associate dean of education at The Citadel, joins with Mark Palombo, director of computer services at the University of South Carolina, Beaufort, to share their research into the perceptions college professors hold about their technological strengths and weaknesses and how these perceptions affect their ability to use technology to enhance learning. Based on their findings, they make five recommendations that institutions can use to help professors achieve this goal.

Students at all levels learn more when they: (a) take on the responsibility for their own learning (Henson, 2004) and (b) reflect on their own behavior (Janas, 2001). When used appropriately, electronic portfolios become effective paths to reach these goals. Stephenie Hewett, a faculty member in The Citadel's School of Education explains exactly how she leads the students in her methods classes to develop their own electronic portfolios.

For the past few years special professional associations, universities and state and national commissions have worked together to develop standards to ensure that institutions, from kindergarten to graduate level, use technology effectively to enhance learning. School of Education faculty members Kay Woelfel and Kent Murray join the school's technology specialist Alice Hambright to share these standards and to help teachers align their curriculum and instruction with these standards that provide support to their students.

(Continued on page 4)

Correction

In the previous issue of *TechTrends* (48.4), we inadvertently left out the biographical information for the author of "Opportunities to Consult Abroad with AECT & Fulbright." Jenny Johnson is Adjunct Professor of Psychology, teaching online for the University of Maryland University College.

Unfortunately, school report card results show a declining trend of student achievement. The National Staff Development Council (2001) reports that this trend can be reversed when adult learners move beyond surface learning to deep understanding by engaging in interactive learning experiences. Kathy Brown, assistant professor in the School of Education conducted a literature review to examine whether courseware permits educators to design interactive instruction which deepens learners' understanding. Her article identifies courseware designs that incorporate broad systematic access to study groups, action research projects and reflection.

National and state-level organizations are currently demanding assessment that reveals student performance. Virginia DeRoma, assistant professor

of Psychology and Steve Nida, professor and head of Psychology, explain how their department uses technology to promote the ongoing assessment of learning.

To meet the college's mission, which is to educate and develop ethical leaders, and to meet the Association to Advance Collegiate Schools of Business (AACSB)'s requirements, The Citadel's School of Business Administration has recently expanded its use of technology in the classroom. Professors Janette Moody and Thomas Kindel report on a survey sent to the faculty to determine successes and failures in incorporating technology in their classrooms.

Correctly designed, web courses become an effective tool for enhancing learning, but not all web courses are the same. Susan Simmons, Wesley Jones, Jr. and Stephen Silver, all professors

in The Citadel's School of Business Administration, share three web course models they use to enhance learning. For those readers who have not taught online courses, these authors offer a step-by-step process to help you convert traditionally taught (face-to-face) courses into online courses.

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