

## **Facilitating Effective Technology Research in the Core Content Areas**

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The U.S. Department of Education has called for evidence of effective use of technology to affect learning outcomes in the core content areas in schools. There is perhaps no area in which well conceived and effectively implemented research could be of greater value than in the area of technological innovation.

The editors of leading educational technology journals working within the context of the National Technology Leadership Coalition ([www.NTLCoalition.org](http://www.NTLCoalition.org)) are collectively initiating a dialog to identify productive directions for future research. The intent is to increase the percentage of studies that ultimately contribute to our knowledge base. The panel on this topic at SITE is designed to provide a means of continuing the dialog initiated through a similar session at SITE 2005 and subsequent editorial publications. It will provide an update on events and directions during the past year. Issues that are being considered through this collective effort include the following:

- How can we conduct research consistent with scientific principles that takes into consideration the realities of the classroom context?
- What research design trade-offs are acceptable when researching technology use in classrooms?
- What can we do as journal editors and/or education researchers and doctoral advisors to encourage rigorous research on educational technology in K-12 schools?
- Especially, how we can assist the coming generation of young researchers in undertaking rigorous research that answers significant questions about technology in K-12 schools?

The need for dialogue about facilitation of effective research in educational technology is apparent. We have a particular responsibility to prepare the next generation of researchers to fully participate in this community. A response to the current challenge must simultaneously meet the requirements for evidence that technology can make a difference in classrooms and articulate what we understand to be essential in asking appropriate questions and designing authentic research. This session is intended to provide a forum for conversation that will advance our understanding about ways to collectively accomplish this as a profession.

The panelists are collectively experienced in educational technology research, the publication process, and national policy ramifications.

- Lynne Schrum, Journal of Research on Technology in Education (JRTE)
- Ann Thompson, Journal of Computers in Teacher Education (JCTE)  
Debra Sprague, Journal of Technology and Teacher Education (JTATE)

- Cleb Maddux, Computers in the Schools (CIS)
- M. D. Roblyer, Past Editor, Research Windows Column Learning and Leading with Technology (L&L)
- Lynn Bell and Glen Bull, Contemporary Issues in Technology and Teacher Education (CITE Journal)

An overview of goals, direction, and purpose was published in the Spring 2005 issue of the *Journal of Research on Technology in Education*, the Spring 2005 of the *Journal of Computers in Teacher Education*, the Fall 2005 issue of *Contemporary Issues in Technology and Teacher Education*, and in the “Research Windows” column in the May 2005 issue of *Learning and Leading with Technology*.

Bull, G., Knezek, G., Roblyer, M. D., Schrum, L., & Thompson, A. (2005). A proactive approach to a research agenda for educational technology. *Journal of Research on Technology in Education*, 37(3), 217-220.

Kadel, R. (2005). Research windows: Exploring the idea and purpose of a research agenda for educational technology. *Learning and Leading with Technology*, 32(8), 28-29.

Roblyer, M. D. (2005). Educational technology research that makes a difference: Series introduction. *Contemporary Issues in Technology and Teacher Education* [Online serial], 5(2). Available: <http://www.citejournal.org/vol5/iss2/seminal/article1.cfm>

Thompson, A., Bull, G., & Bell, L. (2005). A proactive approach to a research agenda: a call to action. *Journal of Computers in Teacher Education*. 21 (3), 74-76.