

# [John Guthrie](#) Edtech ePortfolio

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## About Me

My name is [John Guthrie](#) and this is my ePortfolio for consideration of a Master of Education Technology (M.E.T) degree from Boise State University.

I am seeking a M.E.T. from Boise State University because I am a big proponent for using technology in early childhood effectively. I have been a certified teacher for 6 years and my teaching career has been in and around early childhood education. I have noticed a large discrepancy in technology offered in schools to early childhood education compared to technology offered beyond primary school. My goal is to help introduce new technologies to students, parents, and teachers as effectively as possible.

## How To Navigate This Website

This website is a navigational tool for my presented works and the rationale that ties my works into the Association for Educational Communications and Technology (AECT) standards.



The menu to the left is divided up into major headings of my rationale paper. Click on any heading to see a list of available subheadings.

When a subheading is selected, you will be presented with several links. The first link will take you to the place in my rationale that addresses that standard. The next link(s) will direct you to the applicable artifacts.

The works presented here are in embedded iframes. What this means to you, the reader, is that you can scroll up or down to any place you would like review. The works that are presented are actually a collection of blog posts hosted at <http://johnguthrieportfolio.blogspot.com>. The blog posts are loaded into this webpage via [www.feed2js.org](http://www.feed2js.org)'s rss feed parser using a few custom filters to ensure the blog posts are loaded where they are intended to be loaded.

## **Standard 1: Design**

*“Design is the process of specifying conditions for learning” (Seels & Richey, 1994, p. 30).*

### **1.1 Instructional Systems Design**

“Instructional Systems Design (ISD) is an organized procedure that includes the steps of analyzing, designing, developing, implementing, and evaluating instruction”(Seels & Richey, 1994, p. 31).

#### **Digital Publishing In Kindergarten**

#### **Edtech 503 - ID Project**

The final project in Edtech 503 was an instructional design project. For my instructional design project, I chose to create a piece of instruction titled "Publishing a Digital Book in

Kindergarten". The project was broken down into several parts. These parts cover the instructional design process from analysis through evaluation.

The first part involved stating the learning goals, describing the audience, and the rationale with an over all instructional approach using *Instructional Design* by Smith & Ragan (2004) as a guide.

The second part of the project was the **needs analysis**. The needs analysis includes a needs analysis survey, data, and report. It also includes a learner description with an appropriate chart and a flow chart of how the instruction is to take place.

Part three details the **designing** of the project. In it I have learner objectives and a chart detailing how the objectives align with Bloom's Taxonomy.

In the fourth and fifth parts, I **develop** and **implement** the instructor guide and the learner context. The instructor guide contains the necessary information and materials to implement the instruction. The learning content includes the materials and the assessments involved in this unit of instruction.

The last two parts include the formative **evaluation** plan and the formative **evaluation** report. These sections include evaluation by a subject matter expert (SME) and changes and updates resulting from the evaluation.

## **1.2 Message Design**

“Message design involves planning for the manipulation of the physical form of the message”  
(Seels & Richey, 1994, p. 31).

## [Introduction to Mr. Guthrie's Classroom](#)

### [Edtech 506 - Unit of Instruction](#)

This artifact is a unit of instruction designed for parents of kindergarten. The instruction focuses on what parents need to know to start the year. Here is how the **message design** of the different graphics within the unit were created using **learning theories** and **principles of attention, perception, and retention**.

- [Menu](#)
- 1. A graphic to welcome the learner to the website.
- 2. A graphical menu consisting of:
  - a. A graphical background
  - b. A menu graphic highlighting “Supplies”
  - c. A menu graphic highlighting “News”
  - d. A menu graphic highlighting “Snacks”
  - e. A menu graphic highlighting “Review” which leads to a page with a SurveyMonkey style assessment and feedback form
  - f. A menu graphic highlighting “Return” which leads back to the website’s opening page

This week I am highlighting the menu. The menu is actually six images layered on top of each other. Using hotspots, different images are visible.

Although the menu is mostly operational, my project is still a work in progress. For instance, the images are a higher resolution multi-layer png and take a while to load. The final will have more streamlined graphics.

The clipart was from [www.thistlegirldesigns.com](http://www.thistlegirldesigns.com) I have a membership to the website and thus I have permission to use the clipart.

- [News Graphic](#)
- The intended audience of this graphic is the parents of kindergarten children. The users will all be adults with at least a basic knowledge of computer skills. The users may or may not have had children in kindergarten in the past, but none of the users have had any children in my kindergarten class.
- The concepts of color, depth, space, and selection help the learner / viewer sort the information. **Color** is created by the interactions of white light upon an object (Lohr, 2007, p.264)
- **Hue** is the color (red, blue, yellow). The qualities are value and saturation.
- **Value** is the brightness of the color, how light or dark
- **Saturation** is the intensity of the color
- The lavender background has a low saturation and it varies in value from the center.
- The note is a maize like color instead of bright yellow. The bright yellow can be harsh on the eyes. I chose the maize color because it is in the background's triad according to [www.kuler.adobe.com](http://www.kuler.adobe.com).

- I chose blues and blacks for the elements along the bottom. This gives the lighter text boxes a darker background so they are more obvious.
- I dropped the saturation / z-value of the elements along the bottom that were not selected to 25%. This still showed the elements clearly enough to discern what they were while allowing them to blend into the background better.
- **Depth** in this book depth refers to scale, dimension, and texture. (Lohr, 2007, p.270)\
- I put drop shadows on the text boxes to help them stand out from the page. They each have 13px of shadow at 315°. I also put the same on the thought bubble.
- The woman's head blended into the background, so I also gave that image the same drop shadow.
- For the woman, I chose a clipart with more details because I want her to stand out a bit. Conversely, the "Roll your mouse over the images" text box has a similar background as the image background because this text is not the focus of the graphic, but necessary for the use of the graphic.
- **Space** also called white space, negative space, counter space, and trapped space (Lohr, 2007, p.272)
- My white space in this graphic is a value blend of lavender. I used this muted background in my other graphics and I am continuing in this graphic. I originally chose this because the color is softer and less harsh than a white background.

- When spacing the elements out, I wanted the child, folder, and computer near each other. I wanted the woman off to the side, like an observer. I also needed enough space for the notes.
- I chose to do roll overs for the notes to save space and reduce clutter. Just having one note allowed me to enlarge the elements a bit and spread them out.
- My goal was to give the page a more or less symmetric look, with the note. I positioned the note opposite the woman to balance it out.
- **Selection & Figure-Ground**
- **Selection** the cognitive process of attending to a particular element (visual or auditory) (Lohr, 2007, p.100)

**Figure-Ground** primarily has to do with the contrast of each element and the background My figure-ground is clear. The darker elements are good backgrounds for the light text boxes. The darker elements don't contrast as much with the background, making them less noticeable, causing the text boxes to be the focal points for selection. The lady is top-left with a large white thought bubble. The location and size make her the first choice in selection. Next for selection are the elements along the bottom. They are roughly aligned, with the text boxes stepping down from the left. Also for selection, when an element is moused over, the other elements are muted into the background.

- [Snacks Graphic](#) The intended audience of this graphic is the parents of kindergarten children. The users will all be adults with at least a basic knowledge of computer

skills. The users may or may not have had children in kindergarten in the past, but none of the users have had any children in my kindergarten class.

- I think this graphic will be effective because I created the graphic using a 4:3 ratio because that format is the easiest to read on a computer screen (Lohr, 2007, p.255). For the easiest reading, I ensured the bulk of the text was not in all caps (Lohr, 2007, p.242), the body text was left aligned (Lohr, 2007, p.238), and I used a sans serif style of font for easier web viewing (Lohr, 2007, p.221). I also shortened the line lengths to reduce strain and increase readability (Lohr, 2007, p.238).

I separated portions of the graphics using rectangles to highlight those areas, and I grouped the two bulleted points in one rectangle to show they are related (Lohr, 2007, p.249). Also to show relationships, I grouped subordinate text close to the related heading. The heading and subordinate text are in different fonts, with the heading being more bolded, to help differentiate the heading from the text (Lohr, 2007, p.227).

**Supplies Graphic** The intended audience of this graphic is the parents of kindergarten children. The users will all be adults with at least a basic knowledge of computer skills. The users may or may not have had children in kindergarten in the past, but none of the users have had any children in my kindergarten class. The concept of **CARP** is to consider contrast, alignment, repetition, and proximity in your graphics.

**Contrast** “establishing differences between elements in a visual” (Lohr, 2007, p.201) I considered contrast when I used a darker background when compared with the light backgrounds of the pieces of text.

**Alignment** “when you line things up along an edge or some type of imaginary line or path” (Lohr, 2007, p.201) I used the principle of alignment by aligning all of my text left aligned. Also, I lined up each set of text along two vertical lines. I tried to also align the elements horizontally, but it did not look as good. The elements seemed too close together and cluttered.

**Repetition** “you take some element of a visual and use it again” (Lohr, 2007, p.203) I thought about repetition when I used the same font throughout the graphic. Also each text box is tattered and lined. I also used yellow to highlight each of the topics headings.

**Proximity** “moving visual elements close together or far apart” (Lohr, 2007, p.203) When thinking of proximity, I grouped the items by type and put the text directly next to, or touching, the items. I also made sure there was enough space between groups that the groups did not overflow into each other.

### **1.3 Instructional Strategies**

“Instructional strategies are specifications for selecting and sequencing events and activities within a lesson” (Seels & Richey, 1994, p. 31).

#### **Making Apple Cider**

#### **Edtech 502 - Virtual Field Trip**

This artifact is a virtual field trip. It is an example of a **sequenced** set of events and activities within a lesson. The first page of the lesson includes a **learner description** which includes learner characteristics and the purpose and application of the lesson.

#### **Farm Animal Or Wild Animal?**

### [Edtech 502 - Interactive Concept Map](#)

This page was designed to be a self-paced learning activity with a self-checking quiz at the bottom. There is a specific sequence to the lesson and it is from top to bottom. The page narration also guides the learning through the lesson sequentially.

## **1.4 Learner Characteristics**

*“Learner characteristics are those facets of the learner’s experiential background that impact the effectiveness of a learning process” (Seels & Richey, 1994, p. 32).*

### [Animals Of The Savannah](#)

### [Edtech 502 - Jigsaw Internet Search Activity](#)

In this artifact, I created a jigsaw internet search activity. The activity includes a learner description section which describes the **learner characteristics** for this activity. Through the use of the learner characteristics, I was able to create an instruction set that most appropriately matches their experiential background.

## **Standard 2: Development**

*“Development is the process of translating the design specifications into physical form” (Seels & Richey, 1994, p. 35).*

### **2.1 Print Technologies**

*“Print technologies are ways to produce or deliver materials, such as books and static visual materials, primarily through mechanical or photographic printing processes”(Seels & Richey, 1994, p. 37).*

## [Got Technology?](#)

### [Edtech 501 - Bumper Sticker](#)

In this project, I created a **static visual** graphic that shared some learning and overall impressions about Edtech 501. I chose to create a bumper sticker that promotes the creation and use of a technology use plan. I chose this because I feel the school I was in would benefit greatly if they had one in place.

## [Getting Ready For School: Outline](#)

### [Edtech 506 - Unit Of Instruction Outline](#)

This outline includes detailed information about the **static visuals** I created for a unit of instruction for Edtech 506. The outline includes detailed information about the visual attributes and each graphics's instructional value to the unit of instruction.

## [2.2 Audiovisual Technologies](#)

*“Audiovisual technologies are ways to produce or deliver materials by using mechanical devices or electronic machines to present auditory and visual messages” (Seels & Richey, 1994, p. 38).*

## [Tutorial:How To Sign Up For Automatic Email Updates](#)

### [Edtech 513 - Screencast Project](#)

In this project, I created a tutorial using [www.ScreenCast-O-Matic.com](http://www.ScreenCast-O-Matic.com)'s screen recording tool. The **production** was straight forward using [www.ScreenCast-O-Matic.com](http://www.ScreenCast-O-Matic.com)'s tutorials. Uploading to [www.YouTube.com](http://www.YouTube.com) allowed me to **deliver** this tutorial via direct link, embedding in a website, or email.

## 2.3 Computer-Based Technologies

*“Computer-based technologies are ways to produce or deliver materials using microprocessor-based resources”* (Seels & Richey, 1994, p. 39).

### Why Evaluate?

#### EdTech 505: Week 3 Assignment

I created this [www.Prezi.com](http://www.Prezi.com) presentation to discuss the merits of evaluation and answer the following questions from this week's reading assignments;

- What are the benefits and limitations of an evaluation?
- What are the factors that ensure an evaluation is successful?
- How might one use evaluation results?

The **production** of this prezi was a little difficult at first. [www.Prezi.com](http://www.Prezi.com) has some good tutorials, but the interface was not intuitive. After production, **delivering** the prezi to intended recipients is rather straight forward. One can embed the presentation into a website, or link to the presentation directly to [www.Prezi.com](http://www.Prezi.com).

## 2.4 Integrated Technologies

*“Integrated technologies are ways to produce and deliver materials which encompass several forms of media under the control of a computer”* (Seels & Richey, 1994, p. 40).

### What Do You Know About Raffins?

#### Edtech 502 - Webquest

In this artifact, I created a webquest. This webquest uses several **forms of media** to deliver a small unit of instruction. Some of the media include: audio visual narration on each screen, links to outside supporting websites, and embedded videos.

## Standard 3: Utilization

*“Utilization is the act of using processes and resources for learning” (Seels & Richey, 1994, p. 46).*

### 3.1 Media Utilization

*“Media utilization is the systematic use of resources for learning” (Seels & Richey, 1994, p. 46).*

#### First Day Of Kindergarten Supplies

##### Edtech 506 - Week 4 Project

In this artifact, I used **static media** to help teach kindergarten parents what supplies are needed for the first day of school. Because this is a static graphic, I am able to use this resource electronically or in print form. This artifact also contains a learner description and a description of the graphical components highlighted in the graphic.

### 3.2 Diffusion of Innovations

*“Diffusion of innovations is the process of communicating through planned strategies for the purpose of gaining adoption” (Seels & Richey, 1994, p. 46).*

#### Technology Maturation Evaluation

##### Edtech 501 - School Evaluation Summary

Here I present my Technology Maturation Evaluation. This evaluation looks at the technological uses and needs in an organization. Through the evaluation process, it became very clear that my school did not have a technology plan. Furthermore, my school was not utilizing or maintaining currently owned technologies. Through this process, I was able to **communicate** with my school leader effectively what we needed

to do, as a school, to increase access to available technology. She put together a technology committee to look into creating a viable technology plan for the school.

### **3.3 Implementation and Institutionalization**

*“Implementation is using instructional materials or strategies in real (not simulated) settings.*

*Institutionalization is the continuing, routine use of the instructional innovation in the structure and culture of an organization” (Seels & Richey, 1994, p. 47).*

#### **Publishing A Story Digitally**

##### **Edtech 501 - Tech Trends Lesson Plan**

In this artifact, I created a lesson in which kindergarteners write a story. The kindergarteners are then part of the publication process as an iPad is used to digitally publish their works. I actually used this lesson in my classroom with very good success. I used software on the iPad to take pictures of the children's pages and then convert those pictures into pdf's. I then embedded the pdf's in a page on my classroom website. The parents enjoyed the product as much as the children enjoyed the process.

### **3.4 Policies and Regulations**

*“Policies and regulations are the rules and actions of society (or its surrogates) that affect the diffusion and use of Instructional Technology” (Seels & Richey, 1994, p. 47).*

#### **Fair Use For Teachers**

##### **Edtech 502 - Copyright Scavenger Hunt**

This activity is for educators to understand the **regulations** around using works created by other people. These regulations are in place to help protect the intellectual property of creator as well as lay a foundation for teachers to use copyrighted materials for educational purposes.

### [Netiquette Rules](#)

#### [Edtech 502 - Netiquette](#)

This activity discussed the **rules** and **regulations** of a classroom blog. Through this activity, learners will be able to follow an established set of community rules.

## **Standard 4: Management**

*“Management involves controlling Instructional Technology through planning, organizing, coordinating, and supervising”* (Seels & Richey, 1994, p. 49).

### **4.1 Project Management**

*“Project management involves planning, monitoring, and controlling instructional design and development projects”* (Seels & Richey, 1994, p. 50).

#### [Kindy-Tech Response to RFP](#)

#### [Edtech 505 - Response to RFP](#)

In this project, I wrote a response to a Request For Proposal (RFP) from Far West Laboratories. This proposal includes **planning** for the evaluation process and a task schedule to **monitor** progress of the **project**.

## [4.2 Resource Management](#)

*“Resource management involves planning, monitoring, and controlling resource support systems and services” (Seels & Richey, 1994, p. 51).*

### [iPads In The Classroom](#)

#### [Edltyc 552 - Research Project](#)

In this research project, I explore the iPad as an educational **resource** tool. I cover **planning** for iPads and determining if they are right for your school, different software that can be used to **monitor** and / or **control** the iPads, and ways to incorporate iPads into different parts of the curriculum.

## [4.3 Delivery System Management](#)

*“Delivery system management involves planning, monitoring and controlling ‘the method by which distribution of instructional materials is organized’ . . . [It is] a combination of medium and method of usage that is employed to present instructional information to a learner” (Seels & Richey, 1994, p. 51).*

### [Virtual Tour Of Ann Arbor Michigan](#)

#### [Edtech 597:Android Apps - Virtual Field Trip](#)

This artifact is an Android application. I created this application to be a virtual field trip of Ann Arbor, Michigan. This could easily be adapted to any other location or field trip. The distribution of this app can be done through direct download to cell phone, email to cell phone, through a QRcode, or through the Google Play store.

## **4.4 Information Management**

*“Information management involves planning, monitoring, and controlling the storage, transfer, or processing of information in order to provide resources for learning” (Seels & Richey, 1994, p. 51).*

### **Literacy and Technology Learning Log**

#### **EdLtcy 552 - Learning Log**

In this prezi, I have all of my learning logs for EdLtcy 552. The information is organized, compartmentalized, and easy to review and retrieve.

### **John Guthrie's EdTech ePortfolio**

#### **Edtech 592 - ePortfolio**

For an information management example, I submit this portfolio. This portfolio is through Blogger and is an amalgamation of around 60 blog entries. The blog entries are sorted by date, label, and title. The posts are further sorted into the eportfolio using html coding and the tool from [www.feed2js.org](http://www.feed2js.org).

## **Standard 5: Evaluation**

*“Evaluation is the process of determining the adequacy of instruction and learning”(Seels & Richey, 1994, p. 54).*

### **5.1 Problem Analysis**

*“Problem analysis involves determining the nature and parameters of the problem by using information-gathering and decision-making strategies” (Seels & Richey, 1994, p. 56).*

### **Technology Use Planning Overview**

### [Edtech 501 - Technology Use Planning Overview](#)

This document is an overview of what a technology use plan is and why schools should have one. I discuss some of the problems associated with not having a technology use plan and some of the parameters that are essential to a good technology use plan.

## **5.2 Criterion-Referenced Measurement**

*“Criterion-referenced measurement involves techniques for determining learner mastery of pre-specified content”* (Seels & Richey, 1994, p. 56).

### [Maturity Benchmarks Survey](#)

### [Edtech 501 - School Evaluation Summary; Maturity Benchmarks Survey](#)

This survey uses a standardized assessment rubric to evaluate a school's technological maturity. The results chart shows the results of the assessment.

## **5.3 Formative and Summative Evaluation**

*“Formative evaluation involves gathering information on adequacy and using this information as a basis for further development. Summative evaluation involves gathering information on adequacy and using this information to make decisions about utilization”* (Seels & Richey, 1994, p. 57).

### [What Do You Know About Raffins? Evaluation Page](#)

### [Edtech 502 - Webquest;Evaluation Page](#)

The evaluation page of the lesson *What Do You Know About Raffins?* is a pre & post test for the content in the lesson. The pre test is used as a formative assessment because it

helps determine which pages of the lesson the learner should focus their attention.

Using the evaluation page as a post assessment lets the teacher know if the goals have been achieved. When the evaluation is used this way, it is a summative assessment.

### [Reviewing Websites Using A Blog](#)

#### [Edtech 597: Blogging In The Classroom - Blogging Lesson Plan](#)

This lesson includes an observational assessment. This assessment will help the teacher adjust the curriculum to meet the needs of the learner. When used with a rubric or a checklist, this assessment can also be used as a summative assessment.

### [5.4 Long-Range Planning](#)

"Long-range planning that focuses on the organization as a whole is strategic planning....Long-range is usually defined as a future period of about three to five years or longer. During strategic planning, managers are trying to decide in the present what must be done to ensure organizational success in the future." (Certo et al., 1990, p. 168).

### [Review Of Planbook.edu](#)

#### [Edtech 505 - Evaluation Project](#)

This artifact is an evaluation of [www.PlanbookEdu.com](http://www.PlanbookEdu.com)'s product. The purpose of this evaluation is to determine if the lesson-planning feature of [www.PlanbookEdu.com](http://www.PlanbookEdu.com) meets basic plan book criteria. The product is a subscription-based website service.

With a subscription, users are able to use the product to create online lesson plans. The objectives this product need to meet are; align Common Core State Standards to individual lessons, track which Common Core State Standards have been taught

throughout the year, track which Common Core State Standards have not been taught yet, & allow administrators to view the lesson plan book.

### Conclusion

I have learned a lot in this Educational Technology program. I think my two biggest take-aways from this program are: technology is most efficient when it is integrated in the curriculum, and how to keep your classroom webpage current through the use of a blog.

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