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Council on Technology Teacher Education

From The President

I would hope that everyone has received their 2008 CTTE Yearbook, *Engineering and Technology Education* (Rod Custer & Tom Erekson). In the forward to the book (page iii), I stated that "I sincerely hope that this publication gathers little dust on your shelf". After now reading the book cover-to-cover, I re-emphasize my advice . . . please take time to read this new contribution to the profession.

Last summer, I outlined what I though were some of the key sections in the 2007 yearbook on assessment, and this seems to be a good time to cover a few observations and review some chapters in the 2008 publication. These are my personal opinions, so please accept it in that light.

First, the 2008 yearbook does not advocate that we change the name of the discipline, or all become engineers, or even alter our academic focus and drop technological content. Rather, the authors discuss the nature of two dynamic professions, and reasons for enhancing the relationship of the technical / technology and engineering arenas. The term "fair and balanced" probably gets over-used in modern media, but this book fits that description. Advantages, disadvantages and key points are raised (often framed in the form of rhetorical questions).

Having read the entire book, I personally enjoyed these sections . . . .

* Chapter 1 is useful in laying the groundwork for the publication, as the co-editors outline what will and won't be in the book. Tom and Rod establish the “tone” for the yearbook in an effective manner.
* It was enjoyable learning about the engineering profession in Chapter 2 . . . especially since that isn't my background. Lewis and Newell introduce the evolution of engineering, how their associations were formed to support the mission of their respective field, and the focus of recent endeavors. Note: The "practice, product, and theory" section was very informative.
* Chapter 4 was meaningful to me, as Wicklein and Thompson put engineering design in context. Although the primary concepts were there all the time, I had not thought much about the predictive behavior associated with engineering activities.
* In Indiana, our state-wide technology education association recently changed it’s name to the “Engineering / Technology Educators of Indiana” (with the acronym of E / TEI). In Chapter 5,

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it was interesting to see what other states have done in adding to or transitioning to an engineering focus. The name change in Indiana was due to the inclusion of engineer precepts; McAlister, Hacker, and Tiala reviewed the steps taken in other states and regions (and, in almost all cases, it isn't simply changing the nameplate above the doorway!).

* Chapter 10 includes a collection of enlightening essays by proponents of pre-engineering, each from a different sector of the educational system. For one reason or another, the passages by Tom Shown (State Supervisor from North Carolina) and Martha Cyr (Worcester Polytechnic Institute) stand out the most as I look back at the complete listing in the table of contents.
* Our field has long acknowledged the need for quantitative research in developing and verifying content, instructional methodologies, and assessment related to technology education. This observation re-surfaces, as pre-engineering is added to the curriculum. Chapter 11 helps focus the discussion relative to the analysis required as we move forward. Note: The numbers in the various charts in Chapter 11 certainly support the opinions of the author team.
* The summary by the yearbook's co-editors in Chapter 12 helps wrap-up up the book. Rod and Tom remind us that the action phase continues as we strive for a closer relationship with colleagues in the engineering professions.

Of all the yearbooks that I read, this book took very little time to read. It flows in a logical and interesting way. Kudo's to the writers and editors! And most importantly, I plan to use the information and references as we add new classes, lessons, and activities at our school . . . meaning that this book will <u>not</u> gather dust on my shelf.

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Want To Order A Previous CTTE Yearbook?

If you would like to order additional copies of the '08 Council yearbook, or CTTE yearbooks from previous years, simply contact Glencoe Direct Marketing at these toll-free telephone #'s . . .

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Silvius Wolanski Award

One of the most prestigious awards for publications in our profession is the Silvius Wolanski Award. The recipients are introduced at the annual CTTE Business Meeting each spring.

Please see additional details on our website, at this URL:
http://www.ctteonline.org/activities/awards.shtm

At Salt Lake City, the following publication was awarded the Silvius Wolanksi Award for this year . . . *Analyzing Best Practices In Technology Education* (Sense Publishing, Rotterdam). The editors are Marc De Vries (Eindhoven University of Technology), Rodney Custer (Illinois State University), John Dakers (University of Glasgow) and Gene Martin (Technical Foundation of America). The 286-page book is available in paperback and hardback formats.

The book itself follows a format similar to an earlier publication in science education. Various class and laboratory practices are outlined. Essays reflect on successful practice in these themes: technological literacy, ethics, culture, design, stakeholders, attitudes, motivations, teaching approaches, social aspects, differentiation, and assessment.

While this publication comes out of Europe, it is available through Amazon.com at the following URL:
http://www.amazon.com/Analyzing-Best-Practices-Technology-Education/dp/9087901747/ref=ed_oe_p

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