

*About
the
Authors*

Dr. Christy Lynn Faison is *Executive Assistant to the Dean in the School of Education and Related Professional Studies. From 1987-1992, she was the School's instructional technology specialist, and before that a special education teacher in the Maple Shade School District.*

Dr. Faison received a B.S. in Elementary/ Special Education from Hampton University and a Master's and Doctorate in Instructional Technology from Ohio State and Temple. She enjoys reading, skiing, and traveling by train.

Peggy Beck, Media Department Chair of Cherry Hill High School East and adjunct instructor at Rowan, enjoys the challenges of an increasingly technological world. For 19 years, she has taught English at East, and she has been an adjunct instructor at Rowan and Trenton State.

She now teaches in Rowan's Library Science program. Ms. Beck edits the Educational Media Association of New Jersey's newsletter, Signal Tab, and is an advocate of Informational Literacy.

Technology-Enhanced Classrooms for K-12 and Teacher Education: A Grassroots Collaboration



Christy Faison and Peggy Beck

Today there are many successful relationships between higher education and the K-12 community. Most have the benefits of financial and human resource support, as well as adequate time for planning the collaboration. Equally successful are those cooperative relationships that grow out of common interests and needs. Here is the story of a collaboration between two media specialists, one from Rowan and one from a public school district.

The Beginning: The K-12 View, by Peggy Beck

"A Grassroots Collaboration" is a doubly fitting title for the cooperative effort which emerged between Rowan and Cherry Hill. First, it began with everyday experiences. Second, in true "grassroots" fashion, the collaboration started with a seed, grew roots, and sent forth shoots.

My partnership with Dr. Christy Faison demonstrates the true concept of education: sharing and absorbing and nurturing. When I became a School and Public Librarianship student in Dr. Faison's Instructional Television and Modern Media class, I had already taught English at Cherry Hill High School for eighteen years and had been advisor to the Cable TV Club

since its inception. What better way for Christy's other media students to learn about television production than to discuss the process with me? I had actually experienced weekly programming, production, and working with students. So Christy asked me to give the library science students a tour of the Cherry Hill studio, and my public school colleagues were responsive. They made me realize we had yet another asset the district could share with other educators. Christy established connections with Allen Hauss, our District Coordinator of Educational Technology, and Gordon Hamson, our cameraman and editor. The following year, Christy was introduced to Denise Wiltsee, the Media Department Chairperson at Cherry Hill High School West.

Our collaboration continued over the years with tours of the Media Center and Television Studio at Cherry Hill High School West, thus strengthening our bond. By this time, I was Head Educational Specialist at Cherry Hill High School East, in a position to further enhance our collaboration.

The Beginning: The Rowan View, by Christy Faison

Every instructor strives to make a class more meaningful to her students. Thus, when I was faced with teaching Instructional Television and Modern Media, and assigned a lecture classroom, I was challenged to find a way to teach my students about the use and production of instructional videos without the benefit of a television studio or the technology that they would be expected to use in their K-12 settings.

In 1988, I was fortunate enough to have a student who was a seasoned instructor—she had eighteen years of experience compared to my seven—and she also had access to a television studio in a K-12 setting. We were a perfect match! Through Peggy's effort, I was able to arrange a tour of the facilities at Cherry Hill High School West. Peggy and I maintained contact, and each year the tour continued, expanding to include all of the school's media services. I became more familiar with my K-12 media colleagues in Cherry Hill and established a cooperative relationship.

We also developed another aspect of our partnership. The Rowan Library Science Program was in need of adjunct faculty. Soon both Peggy Beck and Denise Wiltsee of Cherry Hill were teaching key courses in our Library Science Program, incorporating their current knowledge of the field and combining it with textbook theory.

The Next Step: Enhancing Technology in Classrooms

The Rowan Library Science program has an advisory board of working librarians. Through this advisory board, we obtain information about the state of the art in the field. Based upon Peggy Beck's and Denise Wiltsee's information, we are investigating ways to revise the program to include greater emphasis on technology. Some areas for consideration are in-depth study of automation, increased use of multimedia for students, and technology-enhanced classrooms to increase use of media by faculty. Now that the College has hired a full-time library program director, we expect greater activity on the part of the board.

At the same time Rowan is investigating ways to enhance the use of technology in its Library Science Program, the Cherry Hill School District has been researching ways to enhance its use in the public schools. Because of her connection with the Cherry Hill media staff, Dr. Faison was asked to serve on the district advisory board. As a part of this service, she visits other K-12 schools and assists in planning the expansion of technology in the public school district.

The Cherry Hill District Media Evaluation and Development Committee began in 1991-92 to develop a five-year plan for the district's media centers. In the first year, Denise Wiltsee, chair of the MEDC and Networking Committees, worked with Leadership Committee chairs: Peggy Beck (Curriculum Committee); Roz Shoemaker (Long-Range Goals Committee); Nina Kemps (Facility Committee); and Sally Ann Nestor (Staff Development Committee). They selected community members committed to excellence in the field of media and technology. Allen Hauss, District Coordinator of

Educational Technology, agreed to chair the Technology Committee.

At the first general meeting of the MEDC in spring 1992, community members were introduced to the initial research of the Leadership Committee and asked to serve on one subcommittee. The research dealt with the current status of the use of technology and facilities in the Cherry Hill School District. It was determined that improvement in the use of technology was essential for the education of Cherry Hill's youth. The invitees included teachers and librarians from elementary and secondary schools and colleges, from public and parochial schools, and from the regional cooperative, township, and county libraries. Members also included students, businessmen, and administrators. Dr. Faison began her work with the technology subcommittee. The charge of each subcommittee was to assess the media needs of the Cherry Hill schools in terms of hardware, software, and human and financial resources, conduct a literature search, determine a timeline for incorporation of new technology formats into K-12 schools, and create and implement an action plan.

These were the recommendations for improved media services in the Cherry Hill School District:

- Automate all school libraries, K-12 (high schools and junior highs have been automated to date)
- Introduce multimedia personal computers into all classrooms
- Revise the curriculum to meet changing technological needs

The following recommendations were made to improve media services for the Library Science Program at Rowan College:

- Incorporate a lab into Library Science courses
- Provide additional electives

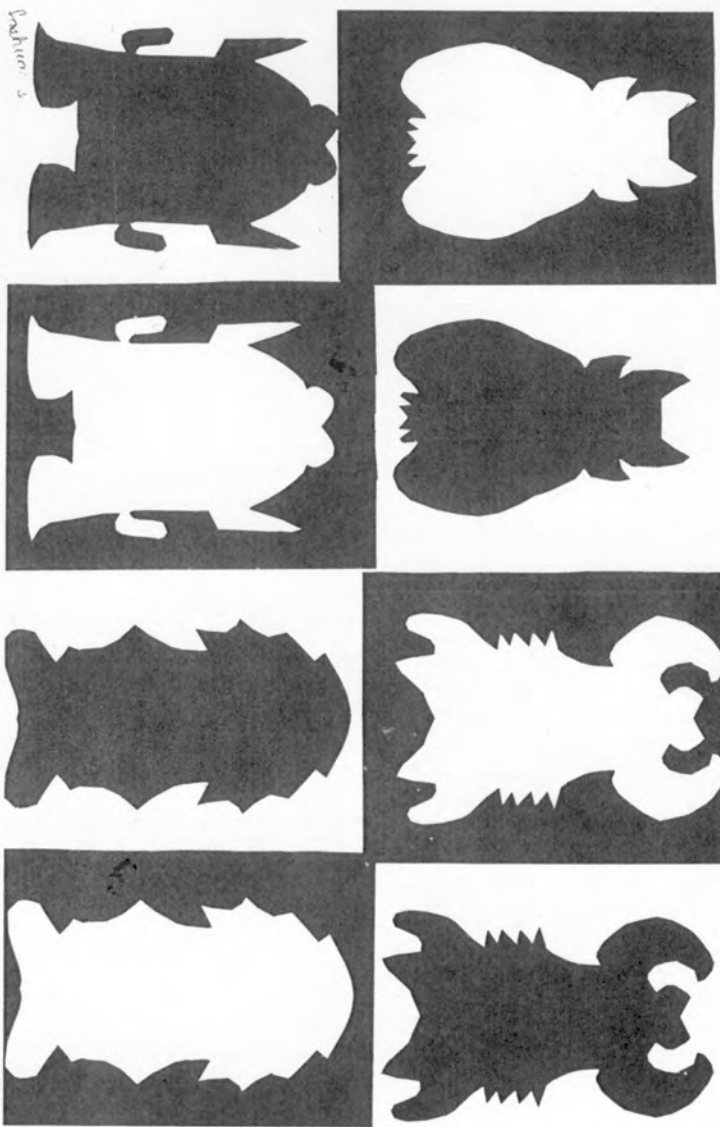
- Provide continuing education courses for librarians in the field
- Update the cataloguing course

In spring 1993, the MEDC presented its first-year research and activity plans. Already, some of the recommended technology, networking, curriculum, facilities, staff development, and long-range improvements are realities. Other suggestions for improvement continue to be explored as the committee works this year.

Plans for the Future

The Rowan-Cherry Hill partnership continues to be informal, expanding at need to meet mutual interests. The beneficiaries of the relationship are clearly the students of Rowan College and the Cherry Hill Schools. Future plans include implementation of five-year activity plans for the Cherry Hill District Media Centers; continued input into the training of Rowan School and Public Librarianship students; and a projected consortium to share regional technology.

Little did we know how much a cooperative relationship between two South Jersey teachers would enhance the technological literacy of students K-College.



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