

## TEANJ TIDBITS

- n Planning is in full swing for the 2002 TEANJ Conference & Expo. It will be held on May 2 and 3 at the Marriott Glenpointe in Teaneck. Advanced Registration forms are being mailed to TEANJ members. Detailed information is available on the TEANJ website at <http://www.teanj.org>.
- n All TEANJ members are encouraged to present at the conference. If interested, submit a Presentation Proposal form available on the TEANJ website.
- n TEANJ's presence was felt at the NJEA Convention this year. Thanks for your support. The workshops that were given by TEANJ members were a success.
- n Nominations for the 2001-02 Excellence Awards are being submitted to Steve Megna, TEANJ Awards Chair, Glen Meadow School, PO Box 516, Sammis Road, Vernon, NJ 07462. They are due by Jan. 15, 2002. Nomination form is on TEANJ website.
- n Start making plans to attend the International Technology Education Association Annual Conference in Columbus, OH in March 2002.
- n What a difference a year makes. Last year the headline was "School Boards Nixes Technology Education".... here's this year's headline: "Educators stress teaching technology". See the entire article on page 6.

### 2002 ITE AWARD APPLICATION DEADLINE EXTENSION

The postmark deadline for the 2002 Innovative Technology Educator Awards has been extended to January 31, 2002.

## 2000-2001 EXCELLENCE AWARDS

Winners were honored at Cherry Hill Conference

The 2001 awards were presented at the TEANJ Annual Conference and Expo awards banquet. The recipients of the awards are as follows:

### Supervisor/Administrator Excellence:

Kenneth Bratspies  
Warren Point Elementary School,  
Fair Lawn

### Teacher Excellence High School:

Melissa Parr  
Clearview Regional High School,  
Mullica Hill

### Teacher Excellence Middle School:

Joseph Biasucci  
Christopher Columbus Middle  
School, Clifton

### Teacher Excellence Elementary:

Michelle Harris  
Wedgewood Elementary School,  
Washington Township

### Program Excellence:

Glen Landing Middle School,  
Glouster Township

### College and University Senior Excellence:

Kean University  
Matthew Eodice  
Montclair State University  
Chris Concato  
The College of New Jersey  
Steven Cappello

### Distinguished Technology Educator Award:

Saralee Pindar  
New Jersey Tech Council



From left to right: Dave Janosz; Mark Wallace; Joe Biasucci, Middle School Teacher of the Year; and Steve Megna.



Saralee Pindar receives the 2001 TEANJ Distinguished Technology Educator Award from Dave Janosz.



From left to right: Dave Janosz; Matthew Eodice; Mark Wallace; and Steve Megna.

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# PRESIDENT'S MESSAGE

Fellow Technology Educator,

I recently attended an inservice workshop in my school district where teachers were able to choose the topic of the sessions they would attend. Interest sessions on brain research, modalities of learning, and differentiated instruction were just some of the topics available to teachers seeking insight into ways to improve instruction and make the learning experience for their students as meaningful as possible. I came away from this workshop feeling very proud to be a technology teacher.

We have long been aware of the value of our area of study. Every now and then it's important for us to be reminded that what we do provides students with a seamless means of integrating knowledge from all areas into the quest for solutions to real problems. Every day we teach students how to put knowledge to use. Every day we teach our students that learning does not exist in a vacuum. Every day we help students to realize that each and every one of them has the ability to solve complex problems, regardless of their scores on some standardized test. What we teach allows all students to experience success and allows their talents to shine. Technology Education represents the very best of today's educational theories and strategies in one, cohesive package.

There is, however, more to it than that. Our area is the only one that can address Technological Literacy. No other content area can thoroughly teach about the nature of technology, it's effect on society, and the abilities needed to function in a technological world. We live in a world designed by people and Technology Education is the only content area that addresses this fact.

I have always found it truly amazing to see how well Technology Education fits into today's educational framework. As I continue to take classes toward administrative certification, I often chuckle when I read about different educational reform theories. It seems as though Technology Education could be the answer to many of today's educational issues. We should all feel proud of what we do. It is only a matter of time before the rest of the educational community realizes what we have known for over 15 years. Technology Education works!

Sincerely,  
Phil Paspalas – President TEANJ



## IN THIS ISSUE...

President's Message .....	pg. 2
Letter from the Executive Director ..	pg. 3
Calendar of TEANJ Events .....	pg. 3
TSA Update .....	pg. 4
ITEA Press Release .....	pg. 5
"Educator's Stress Technology" .....	pg. 6
Technology Around New Jersey .....	pg. 7
IMPACTS /by H. Roman .....	pg. 8
VIEWPOINTS of a TEANJ member ...	pg. 9

Technology Learning Activity .....	pg. 10
Editor's Note .....	pg. 11
TEANJ Membership Application .....	pg. 12

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# From the Desk of the Executive Director

## Technology Education and Terrorism

Shortly after the recent attacks on America, I began to think about and write about the role Technology Education can play in this new war against terrorism. I've shared this short essay with several individuals, members of congress and the state legislature, and have also submitted it as an opinion editorial to some press outlets. I also felt it would be appropriate to share here with you. If you have any comments or questions, please feel free to contact me at [janoszd@aol.com](mailto:janoszd@aol.com).

The September 11, 2001 attacks on America stirred Americans to an attitude of war. "This isn't a conventional war that we're waging", said President Bush a few days after the attacks and Americans understand why. It will indeed be different from other wars fought by military forces. It will also be different than the "cold war" that now seems to have ended so long ago. But, have Americans really thought about what it will take to win this modern war against terrorism? To find the answer to this question, we should think about what has decided the outcomes of all types of wars throughout history.

Will military prowess decide the war against terrorism? Possibly, and the military is already beginning to do its part. Special military forces may bring some of our attackers to justice, but will they win the war? Probably not. Will this war against terrorism be decided through diplomacy between the United States and other countries? Perhaps.

What will decide this new war is the same thing that has decided the outcomes of wars of all kinds in the past. What will decide this new war will be numerous advances in technology to make us less vulnerable to attacks such as those that took place September 11 and also those that are feared possible in the future.

What new technologies will need to be developed? Beginning with defense against the attacks we have already experienced, we clearly will need advancements in transportation and structural technologies. From this point on, the design of skyscrapers and other buildings will have new design criteria in order to defend against terrorist attacks. Their evacuation systems will be redesigned and reimplemented. Regarding aircraft, there has already been talk of implementing systems, similar to autopilot that, once engaged, will return an aircraft to a safe landing without allowing override. There has also been mention of utilizing stronger cockpit doors and even weapons that can "more safely" be used inside conventional aircraft.

We also need technologies that will defend us against attacks that have not yet been made, but are definitely possible. We will need to develop stronger biotechnological systems to aid in the defense against a biological or chemical attack. Companies and institutions are surely developing new immunizations and shields against dangerous chemicals.

We clearly need advancements in surveillance and other intelligence technologies such as satellites and listening devices so that we can anticipate and prevent as many attacks as possible. We will surely redesign emergency response techniques and will implement use of new types of rescue and response equipment.

American ingenuity and engineering is what has won wars of all types in the past. Advancements in aircraft technology changed the way World War I was fought. Would we have put as clear an end to World War II without having developed nuclear technology for military use? Developing the technologies that took us to the moon was a clear win in a

continued on page 5

## TEANJ 2001-02 Calendar of Events

2002

### JANUARY

- 1/11 Executive Board Mtg.;  
5 pm
- 1/31 Interface Deadline
- 1/31 ITE Award Application  
Deadline

### FEBRUARY

- 2/15 Executive Board Mtg.:  
5 pm

### MARCH

- 3/1 Interface Deadline
- 3/15 Executive Board Mtg.:  
5 pm
- 3/14-  
3/16 ITEA Conference;  
Columbus, Ohio

### APRIL

- 4/12 Executive Board Mtg.:  
5 pm

### MAY

- 5/2-  
5/3 TEANJ Annual  
Conference & Expo;  
Marriott Glenpointe,  
Teaneck, NJ





## From the Desk of the Executive Director

continued from page 3

key cold war battle. "Smart bombs" brought a clear and decisive victory in the Gulf war of just a few years ago.

Most critically, Americans should think about the people that will develop these anti-terrorist technologies. It is clear because of the nature and complexity of this new kind of war that it will last many years and, similar to the cold war, may not have a clear-cut end. Because of the long-term nature of this problem, the people who will develop these technologies in the future are the students of today. But, are students in our schools learning to think, to solve problems, to design new technologies? Are students in schools studying the nature and scope of engineering design and technology? They are learning how to use computers, but are they learning about technological development and

the spirit of human engineering? In some places, the answer is yes, but it is clearly not happening enough. Students need to learn more about technology and the nature of technological design. They should be thinking about problems and impacts of technology daily in their schoolwork. Students need technology education today, so that they may be able to assist the United States in developing the technology of tomorrow.

Dave Janosz

**"The industrial history of man is not a materialistic or merely utilitarian affair. It is a matter of intelligence. Its record is the record of how man learned to think, to think to some effect, to transform the conditions of life so that life itself became a different thing." - John Dewey**



### NEWS RELEASE

Contact: Pam Newberry, Associate Director; International Technology Education, Association, Technology for All Americans Project

### Technology Education in the US: A Status Report

Blacksburg, Virginia, August 30, 2001 -

"Technology Education in the US: A Status Report" by Pam Newberry was recently published in the September 2001 issue of The Technology Teacher (pages 8-12). This article speaks about a survey that was conducted in order to determine the status of technology education in the US. The research was done by the International Technology Education Association's Technology for All Americans Project (ITEA-TfAAP) in cooperation with the ITEA Council for State Supervisors for the 2001-2002 school year. The survey included three questions: (1) Is technology education in your state framework? (2) Is technology education required in your state, and if so, at what grade levels? (3) How many technology education teachers are in your state? The

significance of this survey is that it provides data that are vital to understand how technology education is increasing in importance in our public schools. This data will help us in the future to better understand how technology education is being affected by the increased academic requirements.

For the complete text of this article, including figures, please visit ITEA's website at [www.iteawww.org](http://www.iteawww.org).

#### For More Information

For more information about "Technology Education in the US: A Status Report," contact Pam Newberry at ITEA/TfAAP, 1997 South Main Street, Suite 701, Blacksburg, Virginia 24060 (540)953-0203



Attend the ITEA Annual Conference in Columbus, Ohio--March 14-16, 2002



## TEANJ WANTS YOU!

### CONFERENCE PRESENTERS:

Do you have a program or activity you'd like to share with your colleagues? Are you a local expert in a topic such as learning styles, assessment, instructional technology, career links, or another topic? Consider submitting a proposal to present a session during the Friday program at our conference. The proposal form is on the TEANJ website.

### WRITERS, PHOTOGRAPHERS, ARTISTS:

The INTERFACE is looking for submissions of articles, photos and artwork. Feature something your district is doing in Technology Education. Write an article on any topic that would be of interest to our membership.

Submit ideas or completed work to the editor, Joanne Reddan via email: [reddanjo@cedargrove.k12.nj.us](mailto:reddanjo@cedargrove.k12.nj.us).

### COUNTY REPRESENTATIVES:

TEANJ is in search of representatives from Morris, Ocean, Warren, Union and Somerset counties to serve on the Representative Council this school year. The Representative Council meets once in November and again at the conference in May. This is a simple, yet meaningful way to get involved with the association's efforts and add your two cents to association direction. If you are interested in serving, please contact Dave Janosz ([janoszd@aol.com](mailto:janoszd@aol.com)) or Phil Paspalas ([paspalas@optonline.net](mailto:paspalas@optonline.net))

## Educators stress teaching technology

By TERRI NEEDHAM Education Writer  
Reprinted with permission of Courier News  
Published on Oct.25, 2001

ATLANTIC CITY — Literacy today means more than being able to read and write, New Jersey school officials were told at a convention here Wednesday. Two proponents of technology education said schools should embrace the notion of “technological literacy” and make technology a larger part of their curriculum.

“Most people still think your kid’s going into computer class,” said Mark Wallace, technological studies supervisor at High Point Regional High School. “Technology is an action verb, not a computer.”

Wallace and Dave Janosz, executive director of the Technology Educators Association of New Jersey, outlined international educational standards before a crowd of more than 100 school officials.

For example, the standards state all students should be able to use technology to develop a new solution to a problem by the eighth grade.

Some schools, such as Hunterdon Central Regional and Spruce Run School in Clinton Township, are teaching technology well, they said.

At Spruce Run, for example, elementary students learn about basic technology concepts through studies of things such as the Three Little Pigs story and America’s expansion to Western states.

“It’s not a pullout, separate course,” Wallace said. “It’s pretty much a teaching

methodology.”

But Janosz said New Jersey schools in general are far from meeting the standards.

“We’re very far off from where we should be,” he said.

Part of the problem, he said, is state curriculum standards do not explicitly require the teaching of technology. Those standards are being reviewed, and Janosz’ group wants more emphasis on technology.

More immediately, the group is trying to expose individual school officials to technology — as it did Wednesday — and have them support its use in their districts.

Two officials from Plainfield schools attended the discussion and were impressed with what they heard.

“It’s an area where we can certainly expand our efforts,” said Superintendent Larry Leverett. He liked the idea of having a Women in Engineering class and bringing in women engineers to draw females into the field.

He also was impressed with High Point’s technology offerings and its plans to add eight courses in areas from biotechnology to power energy transportation.

Linnea Weiland, director of curriculum and instruction in Plainfield, said the district has made strides, including adding a technology supervisor at the high school and technology labs at each middle school and beginning to offer certain computer certifications.

But, said Leverett: “There’s a lot of learning we can do.”-

# TECHNOLOGY HAPPENINGS AROUND THE STATE:

## COMPETITIONS

A bridge design contest is being held by the United States Military Academy at West Point (WP). It is part of the Academy's Bicentennial celebration. The contest is also sponsored by the American Society of Civil Engineers (ASCE) in celebration of their 150th anniversary and is open to all students in grades K-12. A flyer announcing the contest was mailed to every high school in the United States. A web site has also been established specifically for this contest at [www.usma.edu/bridgecontest](http://www.usma.edu/bridgecontest). NJIT is the "Official State Coordinator" for this contest. For more information, contact Prof. Ed Dauenheimer at NJIT at [dauenheimer@njit.edu](mailto:dauenheimer@njit.edu)

## PROFESSIONAL DEVELOPMENT

Pro/DESKTOP Workshops at the  
College of New Jersey

Winter 2001 - Spring 2002

Dates: Jan.26-27;Mar.1-2;Apr.19-20

Time: Friday 5:00PM to 9:00PM and  
Saturday 9:00AM to 4:00PM

10 hour workshop leading to a Pro/DESKTOP  
300-seat site license.

Cost: \$250;cost includes \$120 license  
registration fee, reproducible instructional  
materials and lunch on Saturday

Location: The College of New Jersey,  
Armstrong Hall AR-156

Note: Participants will receive a full site license  
after completing the workshop and a follow-up  
assignment that consists of an assembly design  
and a one-page description of how they might  
use Pro/DESKTOP in their teaching. Payment for  
workshops should be made by school PO or  
personal check at the first workshop session.

Registration: By email - Email the  
NCC at [ncc@tcnj.edu](mailto:ncc@tcnj.edu) with your name,  
date of desired workshop, address,  
school, home and school phone  
numbers.

By telephone - Call 609-771-2361 and  
leave your name, email address, date of  
desired workshop, address, school,  
home and school phone numbers.  
Confirmation will be made by email.

## EXHIBITIONS

The science and technology of ordinary things  
come to life in an upcoming exhibition at  
**THE MORRIS MUSEUM** from Feb. 5 to  
April 28, 2002. **HOW THINGS WORK** is  
an exhibition of 21 interesting displays that  
demonstrate the inner workings of everyday  
devices. The museum is also sponsoring a series  
of Professional Development Workshops on  
Technology Education in conjunction with this  
exhibition. For more information, visit the  
museum website at [www.morrismuseum.org](http://www.morrismuseum.org) or  
call the Museum Education Coordinator at  
(973) 971-3718.

## AWARDS and SCHOLARSHIPS

**Future Technologists Awards:** TEANJ is  
pleased to endorse this scholarship  
competition developed by the New Jersey  
Tech Council. These awards are two  
scholarship competitions for high school  
senior students in New Jersey who will  
be going to college in N.J. We anticipate  
a scholarship pool of between \$15,000  
and \$20,000 to be divided as follows:  
25% to each first prize winner or team  
and the rest shared among winners of  
the second prize and the finalists. A team  
can consist of from 1 to 3 students from  
the same high school.

Technology  
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NEW JERSEY

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THE INTERFACE IS  
LOOKING FOR ITEMS OF  
INTEREST TO PUBLISH IN  
THIS SECTION.

PLEASE SUBMIT ANY  
TECHNOLOGY EDUCATION  
EVENTS OF INTEREST  
THAT ARE HAPPENING  
THROUGHOUT THE STATE  
TO THE INTERFACE  
EDITOR.

# IMPACTS

## TECHNOLOGY and SAFETY

Harry T. Roman, PSE&G Co.

Technology affects how safe we are. That seems fairly obvious. We routinely use technology to protect ourselves. Just look at the technology employed in the modern fire engine and you can see the obvious advantages over the old bucket brigade and the manually pumped engines of the past.

But there is more to it than just saying we need to use technology to protect us. At what point do we say, it may not be worth the risk to employ yet more technology to protect us? After all, is there such a thing as absolute safety? Probably not. Life is full of risks and sooner or later we learn to live with some. People routinely drive cars without a second thought, yet there is a 1 in 4000 chance of accidental death. Sure we provide seat belts and air bags; and other such things as crumple zones, side door impact reinforcements, fuel tank durability, and even roll bars in recreational vehicles- yet people still die,....tens of thousands each year. So how do we resolve the problem of when enough safety is enough?

Traditionally, U.S. citizens have been willing to spend money on safety devices when the chance of death or serious injury is 1 in 10,000 or greater. After that point, you start to get into probabilities of 1 in 100,000 or greater and now you are talking about death by natural calamities like lightning, tornadoes, earthquake,...etc. At this probabilistic level, information is generally dispensed to the public and they are encouraged to be prepared to "weather the storms", so to speak, when they do come. Can we afford to build earthquake resist and homes, or tornado proof residences for everyone? Like it or not, we get the level of safety we can afford, and that's a fact of life. General prudence has guided us to the safety level we enjoy today. You might say it is an historically derived comfort level.

So how do you use all this in the classroom?

I would suggest you might want to keep the initial discussions close to home, in fact, right in the homes of the students. Study the major causes of accidents in and around the home, and explore the whole concept of probability a bit while you are talking about the chances of being the victim of an accident. Try to relate this to other bits of probabilities that we are all exposed to during our lives. Armed with some basic safety statistics, now you can turn on the creative juices.

Once you have identified the major causes of accidents in the home, turn your students to the task of trying to improve the chances for survival. If falling off of a roof is a major safety hazard, then how would you try and reduce the problem, and how would it be better than what is being done now to prevent the accident? Perhaps teams of students could be directed to develop new inventions, safety systems, and apparatus to reduce the probability of danger. Go even further. Have the students estimate the costs involved with their improvements, and test their inventive skills against what perhaps their parents or others would be willing to spend to reduce the perceived danger(s).

Another important aspect of any new invention is to educate the public about the availability of the invention and its benefits. Here the students can map a campaign strategy to reach homeowners and others about how their new ideas can be employed to reduce the risk of accident. Maybe the students can even develop an example letter that would be sent to homeowners along with some descriptive brochure information about the inventions(s). Using the graphics packages on most computers, students can learn how to make attractive brochures and materials for promoting and selling their products. This is important because unless someone perceives that there is a problem, they are not going to be willing to solve it or buy a product that is purported to solve it. Here is an interesting twist to tryout

as well.

Before the students actually try and improve the safety of the situations they found to be the major causes of accidents around the home, have the parents of the students look over the list and see if those same items are important to them. As the parents to rant the top three items. When the results of the whole class are analyzed, then the students can work on improving the safety of the ones voted most important by the parents. This is a version of test marketing, where manufacturers of potential new markets try and see if there is a real market for their products or ideas before investing in the equipment to manufacture the products. It will also be instructive to see how people differ in what they perceive as important from a safety standpoint.

Do parents who live say in a townhouse have the same concerns as those who live in an apartment house or a single family detached residence? Probably not, and that does affect what sort of safety devices they will ultimately purchase. The presence of small children in the home is also likely to affect their choices. Understanding what people want and perceive is as important as creating the new product.

Another fertile area for creativity on the topic of safety is the automobile. This technology is so familiar to students that there will be more than ample motivation to try and improve the safety of this ubiquitous pieces of machinery. What are the alternatives to seat belts, and airbags? What types of alternative restraints might the students develop? How can you keep a drunk person from starting the car? How can you keep someone from stealing a car and causing a serious accident? What can you do to keep a car steerable after a high speed, front wheel blowout? Your students can have fun with this exercise. Nurture their creativity and make them realize how technology influences their safety.

Be well, ... and safe.



# Viewpoint....

## A COMPUTER TALE

Damon LaCapra, IDEC,  
Associate AIA  
Kean University

I would sooner give up red meat than part with my computer. I find myself using words like "Peripheral" or "Data" while conversing with my elderly mother who still has trouble talking to my answering machine. I don't talk anymore I "communicate". It's accomplished "via" something with words that begin the letter "e". When did I turn into a computer geek? During an AutoCAD course, while in graduate school at N.J.I.T. my basic fear of technology began to emerge. Having to write out DOS commands as well as not actually sitting in front of a computer until the fourth week of class added to my anxiety level. I think there was actually a point when I hoped, Ok, prayed that this computer stuff would not catch on. My focus became the "Building Technology" area of Architecture. This allowed me to breathe a sigh of relief and rise to greater heights of denial. At all cost technology and, the computer, would be avoided. This lasted until the latter part of 1994 on sunny morning when upon arriving at work I discovered that the computer draftsman would "not be coming back to work". I greeted the news with

an unnoticeable smile concealing the joy of an extra 18 square feet of desk space up for grabs. The bubble soon burst as I began to feel a slight breeze on my face and realized that my stool, with me in it, was being pushed in front of a dark computer screen. The words "Plot file 960322 and bring it to the conference room" echoed in my ears like a gong repeatedly being struck.

"Wa, Wa, What Sir?" Forming a complete sentence was never so difficult. It was apparent that I was mistaken in two areas; computers were here to stay and I was the new AutoCAD draftsman. In one morning my fears became reality and my reality would be sent into a new direction. This was the time that I started to understand the computer. This understanding was followed by something that I had not felt in a while; curiosity. Spending hours at that computer was not enough, I needed more. Soon my life was being consumed by instant messages or screen names and even the "Fatal Error" message had a certain excitement about it. It was the perfect relationship that I was totally in control of. My digital love started to bloom and has become as comforting as a worn flannel shirt.

The first thing I turn on in the morning is my Vaio notebook. Its familiar sounds make the wait for the last drop of coffee to fall a bit more bearable. I have it with me all the time, even if I do not have work to do. We

are always together. If you had told me back in the days of my computer phobia that my life would include this little device I would have not believed you. It's amazing how things can change when you least expect it. I tell this story about the fourth week into the school year. Typically this is when students look at me with faces reminiscent of finding out there is no Tooth Fairy. It is also the time that the frustration level in my AutoCAD for Interior Designers course is at a peak. It's difficult for them to see light at the end of the tunnel. It can be a very tough time for students new to computers. This story can be comforting at a time like. All of us had some difficulty with technology, computers or AutoCAD, but we persevered and learned how to do it. Some grew to love it. And some are thankful that computers are here to stay.



Submissions for this section are invited. Please email your article to [reddanjo@cedargrove.k12.nj.us](mailto:reddanjo@cedargrove.k12.nj.us)

# TECHNOLOGY LEARNING ACTIVITY PAGE

## Start at the beginning . . . . a TLA for the pre-k level

This Technology Learning Activity (TLA) was one of many developed by teachers of three and four year old students. The teachers were participating in a new certification program in Early Childhood Education offered by Montclair State University. The TLA's were developed as part of the course "Science, Technology and Problem Solving." They were based on stories that can be read to preschool age students. Each of the books that was read to the children had a technology problem in it to be solved.

**ACTIVITY TITLE:** Brrr-It's Cold  
**SUBMITTED BY:** Marilyn Eaves, Montclair Community Pre-K

### BOOK THE PROBLEM CAME FROM:



**The Mitten : A Ukrainian Folktale**  
by Jan Brett (Illustrator)  
Reading level: Baby-Preschool  
Hardcover - 29 pages Board edition (October 1996)  
ISBN: 0399231099 ; Dimensions (in inches): 0.88 x 4.99 x 6.15

### WHAT IS THE PROBLEM?

It is very cold and all the animals are trying to find a place to stay warm. They all pick a small mitten, which does not hold everyone.

### HOW SHOULD THIS PROBLEM BE SOLVED?

Make a device large enough to protect all the animals from the cold.  
(Animals from the block area of the classroom can be used to fit into the device.)

### WHAT RESOURCES ARE NEEDED FOR THIS TLA?

Boxes, pieces of construction paper, yarn, scissors, glue, fabric, paper bags, paper tubes, plastic containers, batting, string, tape, craft sticks, sheets and paint. Anything the teacher agrees to.

### WHAT CURRICULUM STANDARDS ARE MET?

Social/Emotional Development

Expectation 2: All children will develop relationships with peers through play, including conflict resolution skills and sensitivity to the feelings, interests and needs of others.

2.3: Evaluate the problem rather than rely on a teacher-imposed solution.

2.5 Develop group rules cooperatively

2.6 Take turns

Expectation 7: All children will be able to express their feelings.

Language Arts Literacy

Expectation 1: Children will engage in active-listening activities in a variety of situations

Creative Arts

Expectation 2: All children will be able to express themselves through dramatic play.

Health, Safety and Physical Education

Expectation 2: All children will develop the ability to make personal decisions and appropriate choices during group play that promotes cooperation and socialization skills.

## EDITOR'S NOTE

The purpose of any organization's newsletter is to support the membership it serves. This support is not limited to conveying facts and figures about events of interest to the technology education audience. An integral part of **Interface** support is to offer a forum to present issues and concerns that affect TEANJ members. Over the years these topics have ranged from N.J. state teacher certification and standards to graduation requirements. In the last two months, our concerns have changed. The entire TEANJ community has been affected by a national tragedy that began on the morning of September 11, 2001.

In light of this, it is necessary to try and fulfill the newsletter's role of a support system and offer comfort to TEANJ members, families and friends affected by this event. However, a newsletter relies on words to convey a message. Words have been difficult for many of us to express during this time. It seems there are too many words being said and, yet, there are not enough words to say it all. So, I'd simply like to say that all of the thoughts and sympathies of the TEANJ Executive Board, the **Interface** staff and myself are with those affected by this tragedy. If, in any way, we can be of assistance to anyone affected by this tragedy, please let us know.

Since education is the bulwark against ignorance and intolerance, we can all take some solace in the knowledge that our part in the education process is helping to lead a way to a better world. And, if there is ever any question whether we are making a difference in this world with our sometimes seemingly small part in the education process, think about this story. "A man walking down the beach spotted thousands of starfish stranded on the sand, baking in the hot sun. They seemed doomed. Then, he spotted an old woman taking the sea creatures one by one down to the water's edge. He said to her, "Why are you bothering. You'll never be able to get them all back to the water in time. What difference does it make?" She replied, "It makes a big difference to those starfish that I do get back into the water."

I would like wish all **Interface** readers happiness, prosperity and a return to serenity in the New Year.

-Joanne Reddan

## INTERNET RESOURCES FOR EDUCATORS-- COPING WITH THE AFTERMATH OF THE 9/11 ATTACKS

FEMA for Kids - **How to Help Children After a Disaster: A Guide for Teachers**

[http://www.fema.gov/kids/tch\\_help.htm](http://www.fema.gov/kids/tch_help.htm)

National Institutes of Mental Health: **Helping Children and Adolescents Cope with Violence and Disasters**

<http://www.nimh.nih.gov/publicat/violence.cfm>

American Academy of Child and Adolescent Psychiatry: **Helping Children and Adolescents After A Disaster**

<http://www.aacap.org/publications/disasterresponse/>

The National Education Association: **Crisis Communication Guide**

<http://www.nea.org/01crisis.html>

Find out how you can help the victims  
<http://helping.org>



VISIT THE  
TEANJ WEBSITE  
AT:  
[http://  
www.teanj.org](http://www.teanj.org)



### Notice to Service Men and Women

When our colleagues in uniform are called upon to serve their nation, ITEA will stand behind them. We want to assure our service men and women that while they are focused on protecting their nation, we will extend their ITEA memberships for the duration of their active duty.

ITEA members who are reservists or National Guard personnel and who are called to active duty during this crisis period are asked to contact the ITEA Member Services upon their return. Provide your name, member number, and active service dates, and your ITEA membership will be extended accordingly. Call (703) 860-2100, or email [iteambrs@iris.org](mailto:iteambrs@iris.org).





# Membership Registration

Please Print

Date \_\_\_\_\_

Name  Dr. \_\_\_\_\_  
 Mr. Last \_\_\_\_\_  
 Ms. First \_\_\_\_\_

Work \_\_\_\_\_  
Name of School/Company \_\_\_\_\_  
School District \_\_\_\_\_  
County \_\_\_\_\_

Position & Level  
 Teacher  Elementary  
 Supervisor  Middle School  
 Administrator  High School  
 Professor  College  
 Undergrad  District  
 Other

Home \_\_\_\_\_  
Street Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
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Fax \_\_\_\_\_  
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Membership Type  
 Regular  Undergrad  
(Membership fees are pro-rated through the year)  
May-Oct: regular \$35, undergrad \$9  
Nov-Dec : regular \$26.25, undergrad \$9  
Jan-Feb: regular \$17.50, undergrad \$6  
Mar-Apr: regular \$8.75, undergrad \$3

Please note membership fees are included in annual conference fees each year.  
Please make all checks payable to TEANJ.  
Detach and return with payment to:

Technology Educators  
Association of New Jersey  
P.O. Box 1575  
Montclair, NJ 07042



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