Analysis of Technology and Research in Published Education Articles

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In an effort to build a strong case for the pedagogical contribution of educational technologies, a series of recent editorials (Roblyer & Knezek, 2003; Thompson, Bull, & Bell, 2005) has called for improvement in educational technology research and publication. To encourage the desired improvement, the *Contemporary Issues in Technology and Teacher Education* journal has commissioned a series highlighting exemplary educational technology research publications (Roblyer, 2005; Roblyer, 2006). Other analyses have explored specific fields (Whitworth & Berson, 2003) or specific journals (Ferdig & Dawson, 2006). Assertions on the state of the field–spanning both content area journals and technology journals–remain impressionistic and anecdotal. To assist the effort to improve research and develop a coherent focus on student outcomes, an analysis of the research and publication on the field will identify opportunities for improvement and highlight promising methodologies and lines of inquiry.

Building upon relationships formed through the SITE Early Career Mentoring network, doctoral students at the University of Virginia, the University of Florida, Iowa State University, and George Mason University have initiated an on-going assessment of the research and publication on technology through a longitudinal survey of education journals. The purpose of this assessment is to characterize, using selected key criteria, the research on published technology in education. For example, how many articles address teachers' use of technology vs. students' use? How many published articles describe quantitative research vs. qualitative research? How many address teacher or student attitudes and technology competencies vs. impact on students' demonstrated learning? How many articles focus directly on student outcomes? What differences, if any, exist between content-area journals and technology journals? Based on this assessment, an evidence-based map of our strengths and weakness as a field can emerge.

This session will summarize the first stage of research, surveying articles published between 2004 and 2006 in key technology journals (*Contemporary Issues in Technology and Teacher Education*, *Journal of Technology and Teacher Education*, *Journal of Research on Technology in Education*, *Journal of Computing in Teacher Education*, et al.), selected content area journals (*Theory and Research in Social Education*, *Journal of Science Teacher Education*, *Language Learning and Technology* et al.), and a flagship education research journal (*American Educational Research Journal*). After the panelists provide a detailed description of the methodology and findings to date, the audience will be invited to discuss the findings and implications. The panel hopes to determine how best (and if) to proceed with additional studies.

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