

CONTENTS

Acknowledgments	ix
Introduction	1
Chapter 1: <i>Teachers, Change and New Technologies</i>	21
<i>Teresa Strong-Wilson</i>	
Chapter 2: <i>Turning Points in the Professional Development</i>	
<i>Model and Methodology</i>	43
<i>Teresa Strong-Wilson and Bob Thomas</i>	
Chapter 3: <i>New Wine in Old Bottles? Remediation,</i>	
<i>Teacher as Bricoleur, and the Story of Antaeus</i>	67
<i>Teresa Strong-Wilson and Dawn Rouse</i>	
Chapter 4: <i>A Room of One's Own: Exploring the Relationship</i>	
<i>of Teacher Research to Integration of New Technologies</i>	97
<i>Teresa Strong-Wilson and Amy L. Cole</i>	
Chapter 5: <i>Conversation, Blogging and Teacher as Researcher:</i>	
<i>Building Collegiality and the Project's Social Memory</i>	115
<i>Teresa Strong-Wilson and Amy L. Cole</i>	
Chapter 6: <i>The Teachers' Case Studies</i>	137
<i>Teresa Strong-Wilson and Amy L. Cole</i>	
Chapter 7: <i>Sea Changes:</i>	
<i>Digital Storytelling, Turning Points, and Teacher Agency</i>	163
<i>Teresa Strong-Wilson, Dina Tsoulos, and Dawn Rouse</i>	
Chapter 8: <i>Postscript: Keeping the Lights On</i>	185
<i>Bob Thomas, Bonnie Mitchell, Manuela Pasinato, Kelly Ryan,</i>	
<i>Marie-Claude Tétrault, Penny Bonneville, and Teresa Strong-Wilson</i>	
Appendix I	207
Appendix II	217
Bibliography	221
Contributors	239
Index	243