

**Integrating Technology
into the Curriculum**
February 2007

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This bibliography may be photocopied for educational, non-profit purposes.

GENERAL - BOOKS

Anderson, R. S., & Speck, B. W. (2001). **Using technology in K-8 literacy classrooms**. Upper Saddle River, NJ: Merrill Prentice Hall. **371.334 A53**

Benson, P. D. (2001). **The integration of educational technology in the elementary years curriculum: A qualitative case study in the Fort Garry School Division**. Winnipeg MB: Author. SUMMARY: Eight teachers from eight different schools were interviewed about their experiences leading the integration of educational technology in the elementary classroom. They identified the following requirements for effective implementation: 1) a review process for hardware, software and issues raised in the change process, 2) funding, forums, research and mentoring to support the change process, 3) a constructivist approach to teaching and learning, and, an open style curriculum. **371.334 B45**

Broderick, P. J. (2004). **Seeking the soul of the cyborg, educational technology as passion: Play: An arts based educational research experiment**. Winnipeg MB: Author. **370.72 B76**

Brown, A., & Davis, N. (2004). **Digital technology, communities and education**. London: RoutledgeFalmer. **370.5 W67 2004**

Canadian Centre for Policy Alternatives. (2001). **But it's only a tool!: The politics of technology and education reform**. Ottawa: Author. **371.33 A44**

Casey, J. M. (2000). **Early literacy: The empowerment of technology**. Englewood, CO: Libraries Unlimited. **371.334 C38 2000**

Classen, N. (2005). **Zoe & Molly online**. [Winnipeg]: Child Find Manitoba Inc. **004.6780289 C53**

Crone, E. E. (2001). **Teaching with the Internet: The online university as media hype**. [Winnipeg]: Author. **378.1734 C76**

Frechette, J. D. (2002). **Developing media literacy in cyberspace: Pedagogy and critical learning for the twenty-first century classroom**. Westport, CT: Praeger. **371.334 F74**

Froese-Germain, B. (2003). **Virtual education, real educators: Issues in online learning**. Ottawa: Professional and Development Services, Canadian Teachers' Federation. **371.358 V57**

Kearsley, G. (2000). **Online education: Learning and teaching in cyberspace**. Belmont, CA: Wadsworth Thomson Learning. **371.334 K41**

King, K. P. (2001). **Technology, science teaching, and literacy: A century of growth**. New York: Kluwer Academic/Plenum Publishers. **507.1 K55**

Lewin, L. (2001). **Using the Internet to strengthen curriculum**. Alexandria, VA: Association for Supervision and Curriculum Development. **371.3344678 L49**

Maeroff, G. I. (2004). **A classroom of one: How online learning is changing our schools and colleges**. New York: Palgrave Macmillan. **371.35 M43**

Male, M. (2003). **Technology for inclusion: Meeting the special needs of all students.** Boston; Toronto: Allyn and Bacon. **371.9 M36 2003**

Oppenheimer, T. (2003). **The flickering mind: The false promise of technology in the classroom, and how learning can be saved.** New York: Random House. **371.33 066**

Orey, M., McClendon, V. J., & Branch, R. M. (2006). **Educational media and technology yearbook, 2005 edition. Volume 31.** Westport, CT: Libraries Unlimited. **371.33 E38 2006**

Pflaum, W. D. (2004). **The technology fix: The promise and reality of computers in our schools.** Alexandria, VA: Association for Supervision and Curriculum Development. **371.3340973 P45**

Reksten, L. E. (2000). **Using technology to increase student learning.** Thousand Oaks, CA: Corwin Press. **371.334 R43**

Romanek, T., & Cupples, P. (2001). **The technology book for girls, and other advanced beings.** Toronto: Kids Can Press. **604.8342 R64**

Sharp, V. F. (2005). **Computer education for teachers: Integrating technology into classroom teaching.** Montreal: McGraw-Hill. **370.285 S53**

Smith, K. E. (2001). **Literacy and the Internet: A blueprint for predicting hypertext comprehensibility.** SUMMARY: A model to guide educators in the selection of worldwide web resources that would take into account the special nature of hypertext. A new approach to web site comprehensibility was sought because, typically, web site usability: 1) implicates only expert adult users; 2) fails to include the terminology that represents the special nature of hypertext; 3) overlooks visual literacy and navigation factors unique to hypertext; and 4) ignores pedagogical goals. **808.2007 S65**

Wiske, M. S., Franz, K. R., & Breit, L. (2005). **Teaching for understanding with technology.** San Francisco, CA: Jossey-Bass. **371.33 W58**

PROFESSIONAL DEVELOPMENT – BOOKS

Advancing excellence in technological literacy: Student assessment, professional development, and program standards. (2003). Reston, VA: International Technology Education Association, Technology for All Americans Project. **607.1 S73a**

Ash, L., Kinsman, A., & Luckey, J. (1999). **Design teams for school change: A cyberprojects approach.** Arlington Heights, IL: SkyLight Training and Pub. **371.33 A85**

Baule, S. M. (2001). **Technology planning for effective teaching and learning.** Worthington, OH: Linworth Pub. **371.33 B38**

Brooks-Young, S. (2006). **Critical technology issues for school leaders.** Thousand Oaks, CA: Corwin Press. **In Process**

Cuban, L., & Woodward, J. P. (2001). **Technology, curriculum, and professional development: Adapting schools to meet the needs of students with disabilities.** Thousand Oaks, CA: Corwin Press. **371.904334 T42**

- Dabbagh, N., & Bannan-Ritland, B. (2005). **Online learning: Concepts, strategies, and application**. Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall. **371.358 D32**
- Dede, C., Honan, J. P., & Peters, L. (2005). **Scaling up success: Lessons learned from technology-based educational improvement**. San Francisco: Jossey-Bass. **371.33 S23**
- Grassian, E. S., & Kaplowitz, J. R. (2005). **Learning to lead and manage information literacy instruction**. New York: Neal-Schuman Publishers. **028.7068 G73**
- Haertel, G. D., & Means, B. (2003). **Evaluating educational technology: Effective research designs for improving learning**. New York: Teachers College Press. **371.33 E93**
- Lathrop, A., & Foss, K. E. (2000). **Student cheating and plagiarism in the Internet era: A wake-up call**. Englewood, Colorado: Libraries Unlimited. **371.58 L38**
- Loertscher, D. V. (2002). **Reinventing school library media programs in the age of technology: A guide for principals and superintendents**. San Jose, CA: H. Willow Research and Publishing. **027.8 L64r**
- Manitoba Education, Citizenship and Youth. (2006). **A continuum model for literacy with ICT across the curriculum: A resource for developing computer literacy**. Winnipeg: Author. **371.334 L58 2006; GOV.DOCS. 371.334 L58 2006**
- Manitoba, Dept. of Education and Training. (1998). **Technology as a foundation skill area: A journey toward information technology literacy: A resource for curriculum developers, teachers, and administrators**. Winnipeg: Author. **371.334 T43; GOV.DOCS. 371.334 t43**
- Manitoba Education, Citizenship and Youth. (2005). **Technology as a foundation skill: A model for implementation using the TFS continuum**. Winnipeg: Author. **371.334 T43te; GOV.DOCS. 371.334 T43te**
- McKenzie, J. A. (2002). **Just in time technology: Doing better with fewer**. Bellingham, Washington: FNO Press. **371.334 M24**
- Moll, M. (2001). **But it's only a tool!: The politics of technology and education reform**. Ottawa: Canadian Centre for Policy Alternatives. **371.33 A44**
- Schofield, J. W. (2002). **Bringing the Internet to school: Lessons from an urban district**. San Francisco: Jossey-Bass. **371.334 S35**
- Sinclair, J. T., Sinclair, L. W., & Lansing, J.G. (2002). **Creating Web-based training: A step-by-step guide to designing effective E-learning**. New York; Toronto: AMACOM. **658.31240285 S55**
- Standards for technological literacy: Contents for the study of technology**. Reston, VA: International Technology Education Association: Author. **607.1 S73**
- Walling, D. R. (2003). **Virtual schooling: Issues in the development of e-learning policy**. Bloomington, IN: Phi Delta Kappa Educational Foundation. **371.358 V58**

Whitehead, B. M., Boschee, F., & Jensen, D. (2003). **Planning for technology: A guide for school administrators, technology coordinators, and curriculum leaders.** Thousand Oaks, CA: Corwin Press. **371.33 W45**

Williams, B. (2004). **We're getting wired, we're going mobile, what's next?: Fresh ideas for educational technology planning.** Eugene, OR: International Society for Technology in Education. SUMMARY: Explores and evaluates recent advances and prevailing approaches inside the classroom, and provides a glimpse into the new technologies that will affect how students learn and educators teach in the near future. It also goes beyond the classroom to look at industry and policy trends that will undoubtedly factor into our future technology planning. **371.33 W54**

Woodward, J., & Cuban, L. (2001). **Technology, curriculum, and professional development: Adapting schools to meet the needs of students with disabilities.** Thousand Oaks, CA: Corwin Press. **371.904334 T42**

TEACHING AND LEARNING – BOOKS

Adams, D. M., & Hamm, M. (2000). **Media and literacy: Learning in an electronic age: Issues, ideas, and teaching strategies.** Springfield, IL: Charles C. Thomas. **371.3358 A33 2000**

Braun, L. W. (2001). **Introducing the Internet to young leaders: Ready-to-go activities and lesson plans.** New York: Neal-Schuman Publishers. **372.1334 B73**

Bray, M., Brown, A., & Green, T. D. (2004). **Technology and the diverse learner: A guide to classroom practice.** Thousand Oaks, CA: Corwin Press. **371.904334 B73**

Casey, J. M. (2000). **Creating the early literacy classroom: Activities for using technology to empower elementary students.** Englewood, CO: Libraries Unlimited. **372.1334 C38**

Christopher, D. (2004). **E-world: Virtual learning, collaborative environments, and future technologies.** Reston, VA: National Business Education Association. **650.07 N3 2004**

Clarke, L. (2001). **Connections for young learners.** Georgetown, ON: Curriculum Plus. **372.35044 S35 v.K**

Clyde, W., & Delohery, A. (2005). **Using technology in teaching.** New Haven: Yale University Press. **378.17344 C59**

Corney, B., & Dale, N. (2001). **Inventeering: A problem-solving approach to teaching technology.** Toronto: Trifolium Books. **372.358044 S67in**

Crane, B. E. (2000). **Teaching with the Internet: Strategies and models for K-12 curricula.** New York: Neal-Schuman Publishers. **371.334467 C73**

Curtis, D. (2002). **Attracting, educating, and serving remote users through the Web: A how-to-do-it manual for librarians.** New York: Neal-Schuman. **027.0025 A87**

Doggett, S. L. (2000). **Beyond the book: Technology integration into the secondary school library media curriculum.** Englewood, CO: Libraries Unlimited. **025.04071 D63**

Firek, H. (2003). **10 easy ways to use technology in the English classroom.** Portsmouth, NH: Heinemann. **428.0071 F57**

Glazer, E. (2001). **Using Internet primary sources to teach critical thinking skills in mathematics.** Westport, CN: Greenwood Press. **510.712 G53**

Heller, N. (2001). **Information literacy and technology research projects: Grades 6-9.** Englewood, CO: Libraries Unlimited/Teacher Ideas Press. **027.626 H44**

Kasowitz, A. S. (2000). **Using the Big6 to teach and learn with the Internet.** Worthington, OH: Linworth Publishers. **371.3344678 K38**

Keates, A. (2000). **Dyslexia and information and communications technology: A guide for teachers and parents.** London, [England]: David Fulton. **371.9144 K41**

Kraft, D. [et al]. (2001). **Sci-tech connections: Integrating literacy links. 4.** Georgetown, ON: Curriculum Plus. **372.35044 S35 v.4**

Labbo, L. D. (2006). **Literature links: Thematic units linking read-alouds and computer activities.** Newark, DE: International Reading Association. **372.640785 L58**

Leu, D. J., & Leu, D. D. (2000). **Teaching with the Internet: Lessons from the classroom.** Norwood, MASS: Christopher-Gordon Publishers. **371.334467 L49 2000**

Logan, D. K., & Beuselinck, C. (2002). **K-12 web pages: Planning & publishing excellent school web sites.** (2002). Worthington: OH: Linworth Publishers. **371.3344678 L63**

McKenzie, J. A. (2005). **Learning to question, to wonder, to learn.** Bellingham, WA: FNO Press. **371.37 M25**

McNabb, M. L., & Thurber, B. B. (2006). **Literacy learning in networked classrooms: Using the Internet with middle-level students.** Newark, DE: International Reading Association. **428.00712 M25**

Meola, M., & Stormont, S. (2002). **Starting and operating live virtual reference services: A how-to-do-it manual for librarians.** New York: Neal-Schuman Publishers. **025.524 M45**

Morrison, G. R. (1999). **Integrating computer technology into the classroom.** Upper Saddle River, NJ; Toronto: Merrill. **371.334 M66**

Remp, A. M. (2002). **Technology, methodology, and business education.** Reston, VA: National Business Education Association. **650.07 N3 2002**

Reynolds, B., Dale, N., & Corney, B. (1999). **Imagineering: A "yes, we can!" sourcebook for early technology experiences.** Toronto: Trifolium Books. **372.358044 S67i**

Rose, D. H., & Meyer, A. (2002). **Teaching every student in the digital age: Universal design for learning**. Alexandria, VA: Association for Supervision and Curriculum Development. **371.394 R68**

Ryan, J., & Capra, S. (2001). **Information literacy toolkit: Grades Kindergarten-6**. Chicago: American Library Association. **025.5678 R93a**

SRA tech knowledge. Series. Milburn, M. F. (2004). Columbus, OH: SRA/McGraw-Hill. **372.34 M54x Lev.K, Lev.1, Lev.2, Lev.3, Lev.4, Lev.5, Lev.6**

SRA tech knowledge: Technology skills and applications. Series. [Teacher's editions]. Millburn, M. F. (2004). Columbus: OH: SRA/McGraw-Hill. **372.34 M54xt Lev.K, Lev.1, Lev. 2, Lev. 3, Lev.4, Lev.5, Lev.6**

Scherer, M. J. (2004). **Connecting to learn: Educational and assistive technology for people with disabilities**. Washington, DC: American Psychological Association. **371.9043 S34**

Seamon, M. P., & Levitt, E. J. (2003). **Technology timesavers: Simple steps to increasing classroom productivity**. Worthington, OH: Linworth Publishers. **371.334 S41**

Sharma, M. B., & Elbow, G. S. (2000). **Using internet primary sources to teach critical thinking skills in geography**. Westport, CT: Greenwood Press. **910.285 S53**

Shelley, G. B. [et al]. (2002). **Teachers discovering computers: Integrating technology in the classroom**. [2nd ed.]. Boston, MA: Course Technology. **371.334 T40**

Simkins, M. (2002). **Increasing student learning through multimedia projects**. (2002). Alexandria, VA: Association for Supervision and Curriculum Development. **371.335 I53**

Smith, S. S. (2001). **Web-based instruction: A guide for libraries**. Chicago: American Library Association. **005.72 S66**

Waterhouse, S. A. (2005). **The power of e-learning: The essential guide for teaching in the digital age**. Boston; Montreal: Pearson, Allyn & Bacon. **371.334 W37**

Wishnietsky, D. H. (2004). **Using interactive Internet sites in teaching**. Bloomington, IN: Phi Delta Kappa Educational Association. **371.3344678 W58**

Woodward, J., & Cuban. L. (2001). **Technology, curriculum and professional development: Adapting schools to meet the needs of students with disabilities**. Thousand Oaks, CA: Corwin Press. **371.904334 T42**

GENERAL & PROFESSIONAL DEVELOPMENT – AUDIOVISUAL RESOURCES

Exploring characteristics of the IMYM classroom. (2003). [videocassette]. 1 VHS (34 min.). [Winnipeg]: Manitoba Education and Youth. SUMMARY: A model for the integration of information and communication technologies in the middle years classroom. Segment one considers how the organization of the IMYM classrooms helps students assume responsibility for their own learning. Segment two focuses on the interdisciplinary approach used by teachers

in the classroom, with segment three considering the nature of the work undertaken at a variety of learning centres as well as the organization of students in the classroom. Segment four considers appropriate methods for student assessment of tasks developed collaboratively or tasks which span more than one subject area. Segment five concludes with a look at how collaboration makes teaching effective and the need for communication and common preparation time. Audience: Teachers of middle school students, educational administrators. **VT-0777; Media Booking #6431**

I.M.Y.M. Interdisciplinary Middle Years Multimedia Project. (1999). 1 VHS (21 min.) [Winnipeg]: Program Development Branch, School Programs Division, Manitoba Education and Training. **SUMMARY:** Introduces viewers to the Interdisciplinary Middle Years Multimedia (IMYM) Project of Manitoba Education and Youth, a model for the integration of information and communication technologies in the middle years classroom. Segment one considers how the organization of the IMYM classroom helps students assume responsibility for their own learning. Segment two focuses on the interdisciplinary approach used by teachers in the classroom, with segment three considering the nature of the work undertaken at a variety of learning centres as well as the organization of students in the classroom. Segment four considers appropriate methods for student assessment of tasks developed collaboratively or tasks which span more than one subject area. Segment five concludes with a look at how collaboration makes teaching effective and the need for communication and common preparation time. Audience: Teachers of middle school students, educational administrators. **VT-0387; Media Booking #5339**

Literacy with ICT across the curriculum: A developmental continuum. (2006). [chart]. 5 charts. Winnipeg: Manitoba Education, Citizenship and Youth. **SUMMARY:** Charts contain information in the areas needed for students to develop computer literacy skills and also provide teachers with the means to evaluate and assess their students' computer skills. **P 371.334 L58 2006**

TEACHING AND LEARNING – AUDIOVISUAL RESOURCES

Computers. (2004). 1 DVD (26 min.). [United States]: Buena Vista Television. **SUMMARY:** This program looks at various aspects of computers, beginning with how they process and store information. Explains the concept of binary information and provides numerous examples of such information, such as binary digits (bits), switches, and pixels. Describes computer networks (e.g. the Internet), hardware, software, and random access memory (RAM). Also looks at an organization that provides access to computers and technical support for community residents. Describes the application of computers in robots and airplanes. Briefly discusses the history of computers. Audience: Grades 3-8. **Media Booking #D-6244**

Evaluating sources. (2004). 1 DVD (23 min.), 1 teacher's guide. Wynnewood, Penn.: Schlessinger Media. **SUMMARY:** Designed to help students develop research skills and to access, evaluate, and use information. "Finding the right answers and best available research means knowing how to evaluate information. What are the author's credentials? Is he or she credible? Is the information accurate and relevant to the focus of the question? Is the information up to date? At every stage of the research process, exploring these questions leads to sources that result in success. Mastering the skills of evaluation means a lifetime of having the best information for making decisions in today's information age." Audience: Grades 7-12. **Media Booking #D-10466**

Fact or folly: Authentication of online information. (2000). [CD-ROM]. 1 CD-ROM, 1 guide. [Canada]: Media Awareness Network. SUMMARY: PowerPoint workshop focusing on children and Internet safety. Focuses on: smoke and mirrors on the Net (a virtual tour); knowing what's what and what's not (the five W's of Cyberspace); distinguishing fact from opinion; what kids need to know about verifying online information. Audience: Parents, teachers, and community leaders. **Media Booking #2099**

Resource based learning. (1999). [videocassette]. 1 VHS (28 min.). [Seattle, WA]: Seattle Public Schools; Santa Monica, CA: Pyramid Media [distributor]. SUMMARY: This program demonstrates how teachers and media specialists work together using "Big Six" strategies – task definition, information-seeking strategies, location and access, information use, synthesis, and evaluation. Designed to help teachers and school librarians combine traditional and new electronic resources in education. Audience: Teachers and school librarians. **Media Booking #V-1731**

Scanning television. 4: The global citizen; New and converging technologies. (2003). [videocassette]. 2nd ed. 1 VHS (95 min.), 1 teacher's guide. Vancouver, BC: Face to Face Media. SUMMARY: This program looks at how political and social issues are shaped by media influences as well as how new and emerging technologies will influence our society now and in the future. Audience: Grades 9-12. **Media Booking #V-6106**

Searching the Internet. (2004). 1 DVD (23 min.), 1 teacher's guide. Wynnewood, PA: Schlessinger Media. SUMMARY: Designed to help students develop research skills and to access, evaluate, and use information. Students will learn how to focus, strategize, refine and evaluate their research. From formulating a solid query to understanding when and how to best use search strategies and search tools, students can access and successfully navigate the Web. Audience: Grades 7-12. **Media Booking #D-10470**

Technology in action interactive CD-ROM. (2002). 1 CD-ROM. [New York]: Glencoe/McGraw-Hill. SUMMARY: Depicts technology in daily life, including technological inventions, automation, using energy, how technology affects you, and technology and the future. The CD-ROM consists of two sections: 1) the student portfolio, containing: action activity descriptions which provide information, instructions, and a checklist for each of the textbook's activities; technotes customized to each textbook activity which allow students to document their work and print it out for their portfolios; team evaluation form which provides criteria for evaluating the student team's performance; career videos which introduce students to a variety of occupations; and Internet links to Glencoe's website, which provides access to related information, and 2) the teacher's desk, containing: presentation materials for every chapter, which help to explain concepts and introduce activities; solutions and tips for the textbook activities, including answers to the technotes questions, making assessment easier; rubrics, which provide guidelines for assessing individual and team performance; technoterms quizzes and audio definitions to reinforce vocabulary; and the ExamView Pro test generator essay for every chapter. Audience: Upper elementary, secondary, adult, professional development. **Media Booking #0289**

Technology interactions. Teacher productivity CD-ROM. (2003). 1 CD-ROM. New York: Glencoe/McGraw-Hill. SUMMARY: Contains lesson plans that are flexible to meet teachers' needs. Correlations to standards for technological literacy show how the text meets the standards. Contains PowerPoint slides and an ExamView generator, which enables teachers to create customized tests by choosing from the test bank or by adding their own items. Audience: Upper elementary, secondary, adult, professional development. **Media Booking #4565**

Technology today and tomorrow. Teacher productivity CD-ROM. (2004). 1 CD-ROM. New York: Glencoe/McGraw-Hill. SUMMARY: Designed for use with the Technology today and tomorrow program. Contains lesson plans and correlations to standards for technological literacy, science and mathematics, and PowerPoint presentations to introduce each section of the text. Each section presentation opens with a video and includes highlights from each chapter. The ExamView test generator allows teachers to create customized tests and quizzes by choosing from over 800 questions supplied, or by adding their own questions. Audience: Teachers of secondary school students. **Media Booking #4526**