

**Contribution and Significance of Research:** This research was conducted in part with the previous study, "Instructional Technology Utilization and Availability in North Carolina and Virginia Secondary Agricultural Education Programs." This research sought to determine North Carolina and Virginia secondary agricultural education teachers' perceptions of the future role of instructional technologies and the potential barriers and benefits towards using instructional technology tools in the curricula. Findings from this descriptive study add to our collective understanding of information technology use in the secondary agricultural education programs of North Carolina and Virginia.

North Carolina and Virginia secondary agricultural education teachers perceived the future role of instructional technology would increase the likelihood that agriculture teachers would gain access to lesson plans via the Internet. Respondents indicated the potential barriers and benefits of technology integration as: an increase in the availability of educational opportunities, improved informational resources for faculty and students, more effective instructional materials, and more convenient delivery methods for instructors. These findings may beg the question that agriculture teachers may not fully realize the potential of Internet instructional sources in existence today. What proportion of Internet lesson plans are currently being sought and accessed by North Carolina and Virginia secondary agricultural education teachers? Are the lesson plans currently available to teachers being utilized in their programs?

The authors of this research have contributed to our overall understanding of the role information technologies (specifically computer technologies) play in the secondary agricultural education programs of North Carolina and Virginia.

**Procedural Concerns:** Again, great care was put into developing the rationale and theoretical framework of this study, for which the authors are to be commended. The detail of description put into selecting the teacher sample for this study should be noted for its completeness and attention to methodology. No other procedural concerns were noted in this particular research study.

**Questions for Consideration:** In light of the findings from the counterpart to this study, that agriculture teachers and students used computer technologies on average only 1-30 minutes per day, how will agriculture teachers more fully integrate their current instructional technology tools? The authors may want to elaborate on possible solutions for integrating computer technologies into the teaching and learning processes of the North Carolina and Virginia secondary agricultural education programs. Also, the authors may want to provide further explanation of the relationships between agriculture teachers' perceptions of the future role of instructional technology tools and their perceived benefits and barriers of using these tools.