

**Contribution and Significance of Research:** Given the progressive advances of information technologies over the past decade and the resultant cost decreases of these technologies, there should be no doubt in any educator's mind that information technologies can play an integral role in the teaching and learning processes. This research sought to determine how secondary agricultural education teachers and students in North Carolina and Virginia utilize instructional technology tools. Findings from this descriptive study add to our collective understanding of information technology use, accessibility, and reasons for using computer technologies in the secondary agricultural education programs of North Carolina and Virginia.

North Carolina and Virginia secondary agricultural education teachers and students used instructional technology tools in a manner similar to what was documented from earlier research. Respondents indicated a majority of time using desktop computers, videotape, television and the Internet. Likewise, the accessibility issues found in previous studies surfaced also in this study; respondents from North Carolina and Virginia accessed videotape, television and desktop computers most easily. The agriculture teachers responding to this survey reported their priorities for using instructional technology tools as publication/information, information access and research, content area tutorials or drill and practice, and information analysis.

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:** 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. How was the student sample selected for this study?

Some concerns may be raised from the "purpose of this descriptive/correlational study." Although the study was descriptive, no effort was made to correlate the data collected on any of variables in question. Also, the tabular information was difficult to interpret because the items, although ranked, were not listed in a ranked manner. Finally, the conclusions were well intentioned, but tended to overstate the actual data found. For example, several statements alluded to the proposed activities being conducted with desktop computers (desktop computers were utilized for activities such as writing tests, creating class assignments), yet no findings supported these statements. The authors would be advised to draw conclusions and provide recommendations within the confines of the data found.

**Questions for Consideration:** What do school administrators think about instructional technology tools? It was recommended that administrators should provide adequate facilities so these technologies may be efficiently utilized, but no school administrators were represented in this study. Who will fund this recommendation? Is there a relationship between instructional technologies and the constructivist approach to

education? Sound research needs to be conducted in this area before sweeping programmatic changes are made to the curricula.