For more information about the *Standards for Technology Education*, contact the Technology for All Americans Project or the International Technology Education Association:

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*Brochure photos by:* Gary Colbert, Rick Griffiths, Constance Moehring, Charles Shoffner, Bob Veltri.
The Standards for Technology Education will serve as the basic recipe for building a strong technologically literate population, making sure that all students have the ability to use, manage, and understand technology. The standards are based on a set of three significant study areas called universals. These areas are considered to be timeless, even in an era of uncertainties and accelerated change. The universals for technology education are:

**Knowledge:** How technological content is developed and applied.

**Processes:** Human activities to create, invent, design, transform, produce, control, maintain, and use products or systems.

**Contexts:** The larger areas where technology is developed, applied, and studied, which are categorized by informational, physical or biological/chemical systems.

Two groups will advise the Technology for All Americans Project during the development of the standards — the Advisory Group and the Standards Team. The Advisory Group will recommend the best practices in standards development and determine ways for the study of technology to be integrated within the total school curriculum. The role of the Standards Team is to propose, evaluate, and approve the content of the standards. Representatives from technology education, and mathematics, science, and engineering make up the team.

The standards will be reviewed in 1997 and 1998 to develop consensus. Input from educators, administrators, and other people will be used to refine the standards until the final document is released in March 1999.

It is not the intent of the Technology for All Americans Project to develop school curriculum. Instead, the Standards for Technology Education will provide a general framework from which states and school systems can develop technology curricula that are best suited for their students. The goal of both quality standards and a well-designed curriculum should be technological literacy for all students.
Technology education is a school subject that teaches students in K-12 how to be technologically literate. Technology education should not be confused with educational or instructional technology, which uses technology to enhance teaching and learning. Technology education goes far beyond basic computer knowledge into the whole range of technological systems and ideas. More importantly, by incorporating and complementing science, mathematics, and other disciplines, technology education answers the important question: “Why do I need to learn this?”

We live in a world where technological literacy is as important as other types of literacy. It is no longer possible to gain the knowledge we need to make educated decisions about technology by merely living in this technological world. Just like we need to be taught how to read, write, or calculate, we need to have a formal structure that focuses on technological literacy.

Parents, educators, and citizens must demand that our children get the kind of education that will prepare them for the future, an education that makes them technologically competent and economically competitive. Technology education is a vital part of that preparation and must be included as a core subject in every school system.

“The promise of the future lies not in technology alone, but in people’s ability to use, manage, and understand it.”
— Technology for All Americans: A Rationale and Structure for the Study of Technology

What is Technology Education?

The Technology for All Americans Project was formed by the International Technology Education Association to provide a formal structure for technology education programs across the country. Funded by the National Science Foundation and the National Aeronautics and Space Administration, the project’s goal is to promote technological literacy in grades K-12.

The first phase of the project resulted in the publication Technology for All Americans: A Rationale and Structure for the Study of Technology, a document that defines the need for standards for technology education and shows how technology can be studied. This phase also helped to build consensus on issues concerning technology education.

Phase II is a three-year project that will develop standards for technology education for all grade levels. The standards, to be released in March 1999, will focus on what students need to know and be able to do in order to be technologically literate.
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