Integrating technology meaningfully in social studies remains a major issue in education. Nevertheless, the papers in the social studies section represent varied, creative, thoughtful and meaningful applications of technology for powerful social studies teaching and learning. Each of the papers provide a type of case study model and ideas for meaningfully integrating technology in social studies. The papers also are broad representations allowing for adaptation at various levels.

Teacher’s Guide to the Holocaust by Barron, Calandra, and Kemker offers an overview regarding an invaluable website developed resource for teaching the Holocaust. The papers is thorough in describing and analyzing the process for developing the project as well as the actual components of the site. The paper also provides an excellent case study and model for like projects.

The paper by Beal, Preparing a Virtual Field Trip focuses on constructivist approaches to technology integration such as meaningful and real world applications. The paper suggests that developing virtual field trips are engaging projects for teachers and students. Specific themes include community, service learning, and character building.

The paper by Coverdale on …Technology-rich Quest Projects uses the thematic strand for social studies as suggested by the National Council for the Social Studies. AsiaQuest is used as the case study and model for an analysis of integrating technology, quest projects, and the NCSS themes. The paper also addresses specific issues regarding the definition, rationale, and goals of social studies.

StarFestival by Heistad and Miyagawa describes a multimedia project on the themes of diversity and cultural identity. The package is personalized by using one person as the case study focus for individual identity and development. The goal is to allow students to engage in self discovery of personal identity and worth.

McClelland’s paper, entitled Web-based Delivery of a Generic Research Methods Module offers a model of a web-supported teaching and learning project. The paper describes the module and research associated with determining its effectiveness. A variety of issues related to web-based teaching and learning are analyzed including attitudes, learning styles, adaptation, and future projects.

Multimedia Resource File by McCoy, Miller, and Bender describes a project that is intended as a practical application resource for technology and content integration in teaching and learning. Specific components described include internet applications, analyzing effective resources, and products. This paper provides an example of the potential of the internet for powerful social studies teaching and learning.

The final paper in the section by Pye entitled Are Middle School Social Studies Teachers in a Technological Quandary focuses on important issues in the integration of technology in middle school social studies. The paper looks at the concept of middle school education and technology as a tool to enhance teaching and learning. The case study describes and analyzes the application of technology in sample middle school social studies classroom in Missouri.

In conclusion, these papers provide critical insight regarding the successful integration of technology in social education at various levels. The case study and model approach used by the authors provide opportunities for interested parties to adapt the ideas in meeting individual needs. The integration of technology in social studies education has made great strides as is evidenced in these papers. We still have a great distance to travel however.