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An Instructional Handbook for Creating a Fourth Grade Classroom Home Page

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An Instructional Handbook

for

Creating a Fourth Grade Classroom

Home Page

A Project

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Master of Education

Master Teacher

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by

John R. Getzinger

May 31, 2001

ABSTRACT

USING TECHNOLOGY IN THE CLASSROOM:

A FACILITATIVE HANDBOOK FOR DEVELOPING A CLASSROOM WEB PAGE

in THE STANWOOD SCHOOL DISTRICT

By

John R. Getzinger

May 31, 2001

When technology is used in the classroom, students are prepared for the future, the individual needs of students can be met, students are provided with interactive learning and the value of computers are demonstrated to students and faculty.

The purpose of this project was to develop a handbook for teachers of fourth grade students at Church Creek Elementary in the Stanwood – Camano School District that would assist in creating a classroom web page. The web page would allow parents and other interested parties to see what was taking place in the classroom. In order to create the handbook, the researcher examined current research on what is available for classroom use and the benefits of using technology in the classroom.

CHAPTER 1

INTRODUCTION

Statement of the problem

The Office of Technology Assessment reported in 1999, U.S. schools have 5.8 million computers available for instruction. Since 1994, the National Center for Education Statistics has documented a large increase in access to computers and the Internet in the nation's public schools. A 1999 survey done by the NCES (National Center for Education Statistics) found that 99% of full time regular public school teachers reported they had full time access to computers or the Internet somewhere in their schools. According to the President's Committee of Advisors on Science and Technology, the ratio of students per computer in the United States were 4 computers to 5 students. Nevertheless, a substantial number of teachers still report little or no use of computers for instruction (Orwig, 1997).

"When students communicate with others about their learning, they learn about what they have learned, what they need to learn, and what kind of support may be available to them. Research shows that when students are involved in the assessment process and learn to articulate what they have learned and what they still need to work on, achievement improves." (Davies, 2001). It is the researcher's goal to help create a bridge that would use technology both as a teaching tool and as medium for communication.

Purpose of the project

The purpose of this project was to develop a handbook for teachers of fourth grade students at Church Creek Elementary in the Stanwood-Camano School District that would assist in creating a classroom web page. The web page would allow parents and other interested parties to see what was taking

place in the classroom. To achieve this purpose, current research, literature, and software were reviewed.

Limitations of the Project

For the purpose of this project, it was necessary to establish the following limitations.

1. Scope: The Web Page Handbook was developed for use by staff, students and administration of Church Creek Elementary School, Stanwood-Camano School District #401, Stanwood, Washington.
2. Participants: Stanwood School District employees who assisted the writer, John Getzinger, in planning and implementation of this project included the Church Creek Elementary principal, the technology supervisor at Church Creek Elementary, and the Church Creek behavior specialist.
3. Time: The project focused on the school year 1999-2000

Scope of Project

This project was written for fourth grade elementary teachers. The project has been divided into four sections. The section topics are introduction, available software, and setting up a classroom web page, examples of student web pages, conclusion and recommendations. The process described in this project is age appropriate from third grade through high school.

The literature review for this project has been divided into two major sections. The first section is dedicated to the benefits of technology in the classroom. The second section examines what types of technology can be used in the classroom.

Definition of Terms

E-mail (Electronic Mail) –
Messages, usually text, sent from one person to another via computer. E-mail can also be sent automatically to a large number of addresses (J.W. Hohman, personal communication September 8, 2000).

HTML –
Hyper Text Markup Language the text markup language used to insert tags, which allow a Web browser to correctly display a hypertext document. HTML1, HTML +, HTML 2 and HTML 3 are versions of HTML in use at this time. HTML is a subset of the Standard Generalized Markup Language (SGML) first invented to display legal texts and now the world standard for large documentation projects (J.W. Hohman, personal communication September 8, 2000).

Internet –
The vast collection of inter-connected networks that all use the TCP/IP protocols and that evolved from the ARPANET of the late 60's and early 70's. The Internet now (January 1996) connects roughly 75,000 independent networks into a vast global network (J.W. Hohman, personal communication September 8, 2000).

Multimedia -
Documents which contain text, sound, graphics and video elements that are all capable of being displayed to the user (J.W. Hohman, personal communication September 8, 2000).

Network –
Any time you connect 2 or more computers together so that they can share resources, you have a computer network (J.W. Hohman, personal communication September 8, 2000).

URL (Uniform Resource Locator) –
The standard way to give the address of any resource on the Internet that is part of the World Wide Web (WWW). A URL looks like this:

a.. http://www.ccoptimizers.com/request.htm
b.. or telnet://well.sf.ca.us
c.. or news:new.newusers.questions

World Wide Web - WWW - W3 –
The name given to the collection of computers which serve information in hypertext format to the INTERNET (J.W. Hohman, personal communication September 8, 2000).

WWW (or web)(World Wide Web) –
Two meanings - First, loosely used: the whole constellation of resources that can be accessed using Gopher, FTP, HTTP, telnet, Usenet, WAIS and some other tools. Second, the universe of hypertext servers (HTTP servers), which are the servers, that allow text, graphics, sound files, etc. to be mixed together (J.W. Hohman, personal communication September 8, 2000).

Chapter 2

REVIEW OF SELECTED LITERATURE

Introduction

New technology allows us to access more information, as well as giving us the potential to change the traditional role of teachers, who will be able to shift their educational interest from imparting knowledge to other aspects of the teaching and learning processes (Abingdon, Baille, and Percoco, 2000). Information technologies can help with many learning problems and allow teachers themselves to spend more time exploring new ways to teach their subject, giving individual attention to student learning, but it is important to identify optimum conditions for the use of information and communication technologies (Abingdon, Baille, and Percoco, 2000).

The review of literature was divided into two major sections. The first section was dedicated to the benefits of technology in the classroom. The second and final section examined what types of technology can be used in the classroom.

Benefits of Technology

There seems to be clear and widespread agreement among the public and educators that students need to be proficient computer users. Students need to be able to use computers flexibly, creatively and purposefully. There are many skills students need to be "computer literate". In other words student need to see a purpose, have a direction, and be able to evaluate their use of the computer, multimedia programs and equipment, as well as the Internet (Eisenberg and Johnson, 1996).

Teachers should be motivated to learn and incorporated technology because of the benefits it offers to students (Orwig, 1997). "When young children

see adults reading or writing, they imitate the action. The same goes for computers" (Haughland and Shade, 1997, p.23).

Day (1996), in his article, "The Technology Generation," claims "Children are motivated to play games and use computers, because of the high level of interactiveness. They learn to make quick decisions in order to stay in charge. However, students in traditional classrooms make only one decision every half-hour. In order to keep students motivated in the classroom, there must be an incorporation of the interactive world in which they live" (p.36).

Students should be able to retrieve important information efficiently. Retrieving information from the Internet, Encarta, or CD-ROM requires some technical know how. Also there need to be skills for determining creditability and reliability of the sources. A learner must be able to glean through the source specific information to find appropriate facts. These skills prepare students for researching information (Eisenberg and Johnson, 1996).

The computer restructures problems and shifts learning to analysis and synthesis. Also, it can create a deeper, intuitive understanding of things (Molnar, 1997). With the advancement of technology the focus of learning can move from the rote mode into complex experiences. More will be expected from the students as technology makes exploring higher level reasoning possible, writing more efficient, and information easier to retrieve (Hancock and Betts, 1994).

Project oriented education is an innovative way to bring inquiry–based learning into the school setting. An example of this was when Robert Tinker and his staff developed the National Geographics KidsNet, which allowed students to perform experiments related to acid rain and water quality. Students gathered data and analyzed trends and patterns of a scientific, social, and geographical nature. Scientists were than provided with data and findings by e-mail. In many instances the children's discoveries found water and air pollution beyond

acceptable standards. According to teachers, this activity increased the classroom time spent on Science and the interest shown by students (Molnar, 1997).

Internet can expand the classroom to include any geographical location in the world. Tight budgets make field trips difficult to arrange, but the Internet can help move students beyond the classroom walls (Winans, 1996).

Computer offers structured learning experiences. Students take on responsibility of learning. They can now create and maintain web pages with programs for other learners (Orwig, 1997). Well-trained teachers with Internet training should be able to guide students on WebQuests or use the Internet to retrieve current information related to topics of study in the classroom. Also, students can copy pictures for reports, historical purposes, or to incorporate into their own web page.

The ability of teachers and students to be on-line for extended periods may mean that content will be covered more deeply and rapidly then ever before. On-line schools may empower students to guide their own learning (Withrow, 1997). Students in small communities now have access to classes previously nonexistent, because of cost. Now children can communicate via satellite or through the Internet with foreign language teachers (Hancock and Betts, 1994).

Network projects "permit teachers to become consultants rather than lecturers" (Molnar, 1997, p.57). Technology presents education with a new model of learning. The roles of students, teachers and schools are changing. Teachers are no longer the sole information source. Instead, they help students gather, judge, organize, and present information. Teachers become a mentor or guide rather than the only knowledge source (Day, 1996).

There will also be a larger reliance on technology for work and education. Modern computers and telecommunications generate rapid movement of money,

goods and services, and cause interdependence among the world's economies. In order for a country to remain competitive it must have a well-educated work force (Molnar, 1997). Winans (1996), in his article, *Cover Story: Techno--hype or help?*, states teachers must "prepare students for the hi-tech workplace. For example, seventh grade science teacher David Goodkin's students are using the same software program to make presentations as adults who work at Hughes Aircraft. Some kids would not make it in a traditional pen-and-pencil school setting. Students can now use imagination and have pride in a finished product" (p. 5).

Network projects permit students to participate in experiments that involve real scientific problems with social significance. Students create maps displaying local measurements with the aid of technology. These projects enlist scientists and encourage them to communicate with students and direct them to information sources not readily available in the classroom. Thus, computers and telecommunications create a global classroom with social significance (Molnar, 1997).

The volume of new information is growing exponentially making basic knowledge and skills obsolete in some fields. Memorizing information does not mean the learner understands or knows how to use this information effectively. Instead of memorizing information, accessing and knowing how to use the information is the trend. It is estimated that since World War II the power of the computer has doubled 32 times. Also, the rate of computer advancement is not showing signs of slowing (Withrow, 1997). "The growth and exploitation of information rests not only upon the ability of scientists to produce new knowledge, but upon society's capacity to absorb and use it" (Molnar, 1997, p.58).

Education has changed from an orderly world of courses and disciplines to a world in which communication technologies are increasingly important. Even so, education is not changing fast enough. A restructuring of social, industrial, and educational institutions is anticipated in society's future (Molnar, 1997).

"There is certainly reason for confidence that telecommunications technologies will expand and improve education over the next 25 years. If present trends continue, it seems not unreasonable to expect that digital technologies will have an impact on America's classrooms proportionate to that of writing and the printing press" (Withrow, 1997, p. 61).

"Technology increases productivity but requires a more highly skilled work force with a broader education and a greater familiarity with the tools and theories of science. Competitiveness depends not only on the discovery of new innovations, but the speed at which that knowledge is transmitted through America's educational systems to create highly skilled workers who can apply knowledge" (Molnar, 1997, p. 57). For all children to master the skills needed to thrive in an information rich future, teachers must be supportive with technology skills, provide well designed projects, and determine effective assessments (Eisenberg and Johnson, 1996).

Students who have online access perform better in the classroom (Center for Applied Special Technology, 1997). A nationwide study compared the work of 500 fourth and sixth grade students, comparing those who were online with those who were not. Those who had access to online resources showed significantly higher scores in the areas of information management, communication and presentation of ideas. It was also noted that those students using online technology were able to find material more quickly and use a wider variety of sources in their research. Teacher's behaviors changed as well during the course of this study. Those teachers who had access to online technology

showed over the course of the study an increase in their time spent allowing the students to use technology. This suggested teachers' ideas of how technology can be used in the classroom have been modified.

Enthusiasm for learning as well as an increased sense of independence among the students is another positive that comes from using technology in the classroom. In a case study by Oliver, Malm, Malone, Nay, Saunders and Thompson (1997), a mid-western suburban community was given access to the Internet and integrated it into the curriculum. It was shown that students displayed a great deal of enthusiasm when seeking to complete research on assigned topics. A majority of the students in this study were actively engaged in the discovery of information for their topic for an extended period of time. Students also displayed the ability to work independently and only use the teacher as a reference for questions regarding the computer as opposed to the teacher being a source in creating their final project. It was summarized that the Internet when used properly can be used to accommodate differing learning characteristics of students.

Nevertheless, in spite of the potential advantages, these educational benefits are difficult to quantify. In a study carried out at the Imperial College in March of 2000 the researchers looked at the use of technology in teaching a specific content area. They examined the advantages and disadvantages of using technology to teach engineering education. Students and professors polled were asked five closed questions and six open questions. The survey results, indicate that, although there are many advantages in the use of computers in teaching and learning, there are many difficulties for lectures in using the new technologies because of logistical problems such as like lack of time, technical support and appropriate software (Abingdon, Baillie and Percoco, 2000).

A case study by O'Hara (1998) showed several interesting findings. The first was students are not intimidated by technology. The students were actually found to be empowered by the use of the Internet. They were empowered to further utilize technology. The second findings of the study dealt with the fact that the students remembered what was done previously with the technology they had used. When asked six months after the initial project using the Internet the students were able to recall the events that took place. A major benefit of using the Internet is the wide range of choices available to the user when trying to complete a task involving research. The students also recalled their appreciation for the fact the aspect of choice had been built into their assignment.

Technology is now making skills learned in school more relevant to the job market. According to Holt (1998):

> New advances in technology, most notably the Internet but also CD-ROMs made better software, are converging with the changing concepts of education and shifting priorities in the labor market to make computers a staple for nearly every grade and subject. Along the way, computers are changing the typical classroom from a traditional factory-like model into something more open, flexible, and self guided, with multiple sources of information and authority. (p.1)

Holt (1998) quotes Gerkey as backing this assessment with the realization that employers want the students that have these skills. As more and more jobs are centered, not around a factory, but rather around jobs where the workers must juggle several tasks at once along with being self-motivated and self-sufficient (as cited in Holt, 1998).

The problem this brought to the surface was that there is unequal access to technology in the schools. Few schools have the resources to ensure they are

on the cutting edge of technology, therefore these schools may not be offering students what they need to succeed in the workplace. Of the school districts that do buy technology, many of them buy equipment not suited to their needs. This, too, affects the students negatively (Holt, 1998)

In a 1990 study done by Chang and Osguthorpe they examined the effects of computerized picture-word processing on kindergartner's language development. In this study the authors looked at kindergartners who have had access to a computer software program that allowed them to connect words with pictures. The program had pictures, which had words and phrases matched up to corresponding pictures. Once the students can make the connection between the pictures and the words they can make sentences using the pictures and words.

The control group had no access to the computer program. The experimental group was given 15 minutes a day, four days a week for six weeks with high school tutors to assist them in learning and operating the software.

The results showed that the students who had access to the computer program did better than the control group on every part of the Woodcock Reading Mastery except Letter Identification. This was attributed to the reduced stress put on letter recognition and the focus put on sight words.

The research presented shows many advantages to using technology for learning. Technology when used properly can open up huge amounts of knowledge to students. It also creates situations that can help students use higher level thinking skills to deepen there understanding of the content. The main drawback of technology is the amout of training required to effectively use it.

Types of Technology

"The use of technology in schools has passed the point of no return" (Li, 1998, p. 7). Computers do not create or replace the teacher, but teachers can become more effective with the proper use of technology. Integration of computers saves time in editing, produces professional looking documents, and gives students a hands on experience. Technology also plays a role in preparing students for future computer oriented careers. Special equipment can be used to facilitate children with learning disabilities. Students with reading or visual needs can use taped books and computer animated books to aid in reading comprehension (Li, 1998).

Technology is a part of society and aids people in many ways. If one asked the average ten-year-old to describe home, he/she would likely include comments about having televisions, telephones, and an answering machine. This young adolescent would know what she wanted to watch on television and how to work the VCR. From the age of two or younger children have been manipulating these technologies. In more than 50% of American homes juveniles would also describe a computer. School must reflect the real world setting. The purposes of schools are to prepare children for the job market and teach students about society. Technology is the mechanism used in the American society today to achieve these goals (Withrow, 1997).

"In too many schools, most teachers and students still use computers only as the equivalent of expensive flash cards or electronic worksheets. The productivity side of computer use in the general content area curriculum is neglected or grossly underdeveloped" (Eisenberg and Johnson, 1996, p. 1). "A key obstacle to the use of technology in schools is the limited support teachers have for integrating unfamiliar technologies into instruction. As a result, teachers frequently avoid new technologies or use them for purposes other than those for which they were designed" (Hancock and Betts, 1994, p. 24).

However, there are some encouraging signs concerning computers and technology in education. It is becoming increasingly popular for educational technologists to advocate integrating computers into the content areas. Computer skills taught in isolation, or in separate "computer classes" do not really help students learn to apply computer skills in meaningful ways according to some teachers and administrators. Successful integrated programs need to be designed around collaborative projects jointly planned and taught by teachers, library media professionals, and computer teachers. (Eisenberg and Johnson, 1996).

According to Reese (1999), an educational technology specialist, "Hypermedia is a tool to help students communicate and convey information to their peers. It allows students to be creative and take an active role in the design and creation process, which helps them in the learning process. There are important skills students can learn from creating hyperstack. They have to choose their subject, identify their audience, plan their stack and then create

appropriate visuals for it. All of these tasks help students learn new skills as well as to become active learners." (pg. 1) When properly used hypermedia allows for collaborative learning, and multi-media experiences. Students can begin the process of making sense of the data in the world around them, guided by the teacher, rather than having the teacher offer the data and how to make sense of it.

The Internet is having a powerful impact on our society, but its role in education is just beginning to be developed. One question is of particular interest to educators: If students can gather information on such an immense variety of subjects, what happens to the teacher's role in a classroom? Hemenway (2000) conducted a random survey of 150 California high schools to develop a list of teachers who use the Internet concurrently with classroom instruction at least once a week. Follow up telephone interviews were conducted with 25 teachers to assess the classroom structure that has developed since the introduction of the Internet as a tool for learning.

The report painted a picture of a continuum of change that ranged from classroom atmosphere to simple changes in the students' attitude towards learning. An un-named English teacher was quoted as saying, "Kids find using the Internet more fun, engaging in learning, and they are comfortable at it. They use it at home already. . . They are more motivated, and have creative choices" (As cited in Hemenway, 2000).

Teacher-created web pages available on the Internet can help simplify communication with parents. A well-designed class web page can serve a

variety of purposes. It can provide a description of the classroom, a general outline and time line of units, specific information about individual units or projects or information on individual student progress. (Johnson, 2000).

Summary

Our nation's schools are rapidly acquiring both computers and network infrastructures. National Center for Educational Statistics reported that between 1989 and 1992 schools' inventory of computers increased nearly 50%. In addition, surveys have confirmed the increasing prevalence of the Internet and other online services in schools. Using computers in the classroom can have many positive impacts on both student and teacher.

Computers can be used to motivate students and make learning more relevant to real world situations. Computers help students shift their learning to a much deeper level by giving them a way to retrieve a wide range of information on any subject. Internet allows teachers to expand the classroom to any location in the world.

Conclusion

Research discussed in my review supports the use of computers in the classroom. Teachers have a responsibility to prepare students for the high tech job market they will be entering. Using computers and other technology to facilitate the learning which takes place in the classroom does this. When students are given an opportunity to use technology in this way they are taking the knowledge they have learned and applying it to real world situations.

Research also cautions us about the limitations of technology such as high costs and availability of technical assistance. Technology will never replace teachers. Technology will allow good teachers to enhance and deepen the education that students receive.

CHAPTER THREE

DESIGN OF PROJECT

Introduction

It has been shown that using computers to enhance learning is an effective tool in education. When students use technology to strengthen their understanding of content area learning as opposed to traditional teaching methods, it creates a situation, which more closely resembles that of the modern workplace. Traditional classrooms, which do not use technology as a tool to enhance and deepen learning, have students who lack skills needed in the contemporary job market.

I chose to do this project because I saw our very expensive computer lab being used only for word processing skills. I also needed to find a way to make content area more meaningful to the students. Finally, I wanted to increase the communication between the parents and myself without having to rely on the students as the middleman.

I found the use of a classroom web page was of great benefit to all parties involved. The students reported that they were proud of their work and were eager to continue the web page. I had many parents comment on the effectiveness of the web page as a communication tool.

Procedure

This project targeted fourth grade teachers who wanted to find a way to integrate technology into their classroom in a meaningful way. The procedure used in creating this handbook was the creation of age appropriate lessons and activities which would take the students and teachers step by step through the creation of a classroom web page. The manual includes four sections:

Section One: policy that the teacher will need to be aware of when creating a classroom web page. For the policies involving the use of students' pictures and names as well as the Internet Usage Agreement I used the Stanwood School District existing guidelines in each case.

Section Two: lesson plans for setting up a classroom web page. The lesson plans were based on my own experience in creating a web page and then making those steps age appropriate.

Section Three: a copy of the classroom web page and other web sites that would be helpful in creating your own classroom web page. I found these web sites by looking through various searches on the Internet and then looking at each one to make sure they were age appropriate and had something unique about them.

Section Four: a list of resources used in the creation of this manual. These resources helped in creating the step by step procedure used in this handbook.

CHAPTER 4

THE PROJECT

" A Handbook for Creating a Fourth Grade Classroom Web Page"

Written By

John R. Getzinger

Utsalady Elementary School

Stanwood-Camano School District

INTRODUCTION

Often times schools spend thousands of dollars on computers and the newest technology for their students' use and have very little to show for their investment. All to often those computers and technologies go unused by teachers and students for many reasons. One of the big reasons they are not used for much more than glorified typewriters is the lack of instruction the teachers have in making the use of the technology meaningful to the students.

Not only can these technologies help the students have a deeper knowledge of their learning, it can also help their parents have a sense of what is going on in the classroom. By creating a classroom web page the teacher and his/her students can showcase what it is they are learning about in the classroom as well as communicate important information in a medium that many parents have access to.

This project is a first step in allowing students to use technology to deepen their understanding of what it is they are learning in the classroom about individual subject matter as well as introduce them to using computers and technology to do more then they thought possible in a classroom setting.

Genuine, regular, real-time collaboration with parents can make positive differences in a child's learning experiences, but the communication and planning needed to create this collaboration takes time. Teacher and student created web pages available online can simplify communication and planning efforts (Johnson, 2000).

Doug Johnson a parent describes his experience with Teacher Web pages as the following:

> When my son Brady was in the fifth grade, he came home with a report card that was, shall we say, less than impressive. This bright hard-working boy was getting D's in school. The first parent-teacher conference of the year was held 10 weeks after school began, and it wasn't until then that I learned of the problem.
>
> Parents of children with work completion problems can become allies in helping these children manage their time and turn in quality work. Answers to questions about class rules, policies, and supplies should be readily available.
>
> Teacher created web pages available on the Internet can help simplify communication and planning efforts. Sure, most if not all of this information is made available through printed materials sent home with student and through earlier, more regularly scheduled face to face conferences. Conferences are difficult to schedule and are real time eaters. The Web can help overcome these problems. (Johnson, 2000)

A well-designed class Web page can serve a variety of purposes:

- Providing a general description of the classroom or course
- Providing a general description of units covered
- Providing a general outline and time table of units
- Providing specific information about individual projects
- Providing real time information about the progress of individual students

(Johnson,2000)

> That's a lot of information that as a parent I would love to have. Just think. Junior comes home, plopping on the sofa with remote in hand. "How's the homework situation?" you ask. "Under control. Got it done in study hall," replies Junior. You double-check by logging on to the class Web page, enter your personal username and password, and find that Junior has been missing daily assignments and did not do well in the last test. Ah, something to talk about at suppertime. (Johnson, 2000)
>
> > As a savvy consumer, on what will I base my choice of school? Convenience, of course. But I will also want to be sure the teachers in my son's school communicate well, are organized, and see me as a valuable partner in his education. As important as a good education is to his future, I can do nothing less. Schools can take an active role in making parent consumers aware of quality of their teachers and programs by having useful, informative, professional class Web pages(p. 48-51).

Creating and maintaining a web page can be a lot of work for a teacher. That is why I felt that students should be involved in the process. In the following handbook you will find out how to create a web page. There are five classroom tested lesson plans to use with your fourth grade students. I hope that your class finds the creation of a web page as valuable as mine did. If you have any questions feel free to contact me at Utsalady Elementary.

Table of Contents

Introduction.....p-ii

Definition of Terms.....1

Internet Acceptable Use Policy Agreement Explanation..... 3

Internet Acceptable Use Policy Agreement.....4

Model Release Form Explanation.....9

Model Release Form.....10

Computer Usage and Internet Accessibility Questionnaire.....11

Lesson Plan #1 - Internet Introduction.....12

Internet Introduction Worksheet.....13

Lesson Plan #2 - Evaluation of Classroom Web Pages.....15

Technology: Web Page Evaluation Worksheet.....16

Lesson Plan #3 - Individual Page Brainstorming.....17

Individual Page Brain Storming Worksheet.....18

Lesson Plan #4 - Designing the Layout of the Individual Page.....19

What My Page Will Look Like Worksheet.....20

Lesson Plan #5 – Creating the Web Site.....21

HTML Primer Version 1.5.1.....22

Mr. Getzinger's Web Site.....31

Example Classroom Web Site Address.....45

Resources Used.....46

Definition of Terms

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Hyper Text Markup Language the text markup language used to insert tags which allow a Web browser to correctly display a hyper-text document. HTML1, HTML +, HTML 2 and HTML 3 are versions of HTML in use at this time. HTML is a subset of the Standard Generalized Markup Language (SGML) first invented to display legal texts and now the world standard for large documentation projects (J.W. Hohman, personal communication September 8, 2000).

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URL (Uniform Resource Locator) –
The standard way to give the address of any resource on the Internet that is part of the World Wide Web (WWW). A URL looks like this:

a.. http://www.ccoptimizers.com/request.htm
b.. or telnet://well.sf.ca.us
c.. or news:new.newusers.questions

World Wide Web - WWW – W3-

the name given to the collection of computers which serve information in hypertext format to the INTERNET (J.W. Hohman, personal communication September 8, 2000).

WWW (or web)(World Wide Web) –
Two meanings - First, loosely used: the whole constellation of resources that can be accessed using Gopher, FTP, HTTP, telnet, Usenet, WAIS and some other tools. Second, the universe of hypertext servers (HTTP servers) which are the servers that allow text,
graphics, sound files, etc. to be mixed together (J.W. Hohman, personal communication September 8, 2000).

Internet Acceptable Use Policy Agreement

You will need to have your students and their parents/guardian complete an Internet Acceptable Use Policy Agreement. This agreement protects the teacher and the school district from being held liable for inappropriate use of the Internet by students. This also gives students and parents clear guidelines for what is and is not acceptable use of the district's Internet capabilities. Both the student and the parent will be required to review and sign this form before the student is allowed to use the Internet at school or in the district.

Stanwood School District No. 401

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FAX 629-1242

INTERNET USE AGREEMENT

Please read this document carefully before signing. Internet access is now available in the Stanwood School District. We are very pleased to have Internet access, as we believe it offers valuable, diverse and unique resources to both students and teachers. Our goal in providing this service is to promote educational excellence in the district by facilitating resource sharing, innovation and communication. For those not familiar with the term, the Internet is an "electronic highway" connecting millions of computers all over the world and millions of individual users. Access to the Internet will enable students to explore thousands of libraries and databases throughout the globe. In addition, the system will be used to increase school and District communication, enhance productivity and assist employees in upgrading their skills through greater exchange of information with their peers. The system will also assist us in sharing information with the local community, including parents, social service agencies, government agencies, and businesses. With access to computers and people from around the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. Families should be warned that some material obtained via the Net may contain items that are illegal, defamatory, inaccurate or potentially offensive. We have taken precautions to restrict access to controversial materials. However, on a global network it is impossible to control all materials and an industrious user may discover controversial information, either by accident or deliberately. We firmly believe, however, that the benefits to students from online access outweighs the possibility that users may procure material that is not consistent with our educational goals. The purpose of this agreement is to ensure that use of Internet resources is consistent with our stated mission, goals, and objectives. The smooth operation of the network relies upon the proper conduct of the students and faculty who must adhere to strict guidelines. These guidelines are provided here so that you are aware of the responsibilities you are about to assume. If a user violates any of these provisions, his or her account will be terminated and future access could be denied in accordance with the rules and regulations discussed with each user during Internet training sessions.. To gain access to the Internet, all students under the age of 18 must obtain parental permission and must have their Internet Driver's License signed by a parent or guardian. This license was issued during our Internet Training Sessions and must be signed in order to be valid. The signature(s) at the end of this document is (are) legally binding and indicate(s) the party (parties) who signed has (have) read the terms and conditions carefully and understand(s) their significance.

Stanwood School District No. 401

Dr. RAYMOND P. REID, Superintendent
9307 - 271st N.W.
P.O. Box 430
Stanwood, Washington 98292-0430
(360) 629-1200
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Stanwood School District #401 Board Policy 2314

INSTRUCTION

Electronic Information System (Networks)

The Board of Directors recognizes that the district is implementing an electronic communications system (network that will allow unprecedented opportunities for students, staff and patrons to communicate, learn, access and publish information. The Board believes that the resources available through this network and the skills that students will develop in using it are of significant value in the learning process and student success in the future. These new opportunities also pose many new challenges including, but not limited to, access for all students, age-level appropriateness of material, security and cost of maintaining ever more elaborate systems. The District will endeavor to ensure that these concerns are appropriately addressed, but cannot insure that problems will not arise. By creating this network, the Board intends only to provide a means for educational activities and does not intend to create a first amendment forum for free expression purposes. The district dedicates the property comprising the network, and grants access to it by users, only for the educational activities authorized under the policy and procedures and under the specific limitations contained therein. The Board directs the Superintendent to provide training and procedures that encourage access to electronic information systems and networks by students, staff and patrons while establ ıg reasonable controls for the lawful, efficient and appropriate use and management of the system.

Cross References: Board Policy

2311 Selection & Adoption of Instructional Materials
2312 Copyright Compliance
3300 Corrective Actions or Punishment
5255 Disciplinary Action and Discharge

Adoption Date:031897

Stanwood School District #401 Board Policy 2314P (Procedures)

INSTRUCTION

Electronic Information System (Networks) Acceptable Use Guidelines

Network

1. A use of the system must be in support of education and research and consistent with the mission of the district. District reserves the right to prioritize use and access to the system.
2. Any use of the system must be in conformity to state and federal law, network provider policies and licenses, and district policy. Use of the system for commercial solicitation is prohibited. Use of the system for charitable purposes must be approved in advance by the superintendent or designee.
3. The system constitutes public facilities and may not be used to support or oppose political candidates or ballot measures.
4. No use of the system shall serve to disrupt the operation of the system by others; system components including hardware or software shall not be destroyed, modified or abused in any way.

5. Malicious use of the system to develop programs that harass other users or gain unauthorized access to any computer or computing system and/or damage the components of a computer or computing system is prohibited.
6. Users are responsible for the appropriateness and content of material they transmit or publish on the system. Hate mail, harassment, discriminatory remarks or other anti-social behaviors are expressly prohibited.
7. Use of the system to access, store or distribute obscene or pornographic material is prohibited.
8. Subscriptions to mailing lists, bulletin boards, chat groups and commercial on-line services and other information services must be pre-approved by the superintendent or designee.
9. Network guideline items 1-8 above apply to all internal and external use of the system. Persons accessing the system externally, by calling in, will observe the same guidelines as persons using the system from within.

Security

10. System accounts are to be used only by the authorized owner of the account for the authorized purpose. Users may not share their account number or password with another person or leave an open file or session unattended or unsupervised. Account owners are ultimately responsible for all activity under their account.
11. Users shall not seek information on, obtain copies of, or modify files, other data or passwords belonging to other users, or misrepresent other users on the system or attempt to gain unauthorized access to the system.
12. Communications may not be encrypted so as to avoid security review.
13. Users should change passwords regularly and avoid easily guessed passwords.

Personal Security

14. Personal information such as addresses and telephone numbers should remain confidential when communicating on the system. Students should never reveal such information without permission from their teacher or other adult.
15. Students should never make appointments to meet people in person that they have contacted on the system without district and parent permission.
16. Students should notify their teacher or another adult whenever they come across information or messages that are dangerous, inappropriate or make them feel uncomfortable.

Copyright

17. The unauthorized installation, use, storage or distribution of copyrighted software or materials on district computers is prohibited.

General Use

18. Diligent effort must be made to conserve system resources. For example, users should frequently delete E-mail and unused files.
19. No person shall have access to the system without having received appropriate training, a signed Individual User Release Form must be on file with the district. Students under the age of 18 must have the approval of a parent or guardian.
20. Nothing in these regulations is intended to preclude the supervised use of the system while under the direction of a teacher or other approved user acting in conformity with district policy and procedure. From time to time, the district will make a determination on whether specific uses of the system are consistent with the regulations stated above. Under prescribed circumstances, non-student or staff use may be permitted provided such individuals demonstrate that their use furthers the purpose and goals of the district. For security and administrative purposes the district reserves the right for authorized personnel to review system use and file content. The district reserves the right to remove a user account on the system to prevent further unauthorized activity. The district's wide-area network provider (WEdNet) reserves the right to disconnect the district to prevent further unauthorized activity. Violation of any of the conditions of use may be cause for disciplinary action.

Adoption Date:031897

Internet - Terms and Conditions
Acceptable Use Guidelines for Stanwood School District

1) Students are responsible for good behavior on the school computer networks, just as they are in a classroom or a school hallway. General school rules for behavior and communications apply.

2) The network is provided for students to conduct research and communicate with others. Access to network services is given to students who agree to act in a considerate and responsible manner. Access is a privilege - not a right. That access entails responsibility. Inappropriate use will result in a suspension or cancellation of Internet privileges. The system administrators will deem what is inappropriate use and their decision is final. Also, the administrators may close an account at any time as required. The administration, faculty and staff may request the system administrator deny, revoke or suspend specific user accounts.

3) Users are expected to abide by their generally accepted rules of network etiquette and conduct themselves in a responsible, ethical and polite manner while online.

4) Users are not permitted to use the computing resources for commercial purposes, product advertising, political lobbying or political campaigning.

5) Users are not permitted to transmit, receive, submit or publish any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, offensive or illegal material.

6) Physical or electronic tampering with computer resources is not permitted. Damaging computers, computer systems or computer networks intentionally will result in cancellation of privileges.

7) Users must respect all copyright laws that protect software owners, artists and writers. Plagiarism in any form will not be tolerated.

8) Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem in the school's computers, network or Internet connection, you must notify a system administrator. Do not demonstrate the problem to others. Using someone else's password or trespassing in another's folders, work or files without written permission is prohibited. Attempts to log on to the Internet as anyone but yourself may result in cancellation of user privileges.

9) Stanwood School District makes no warranties of any kind, whether expressed or implied, for the service it is providing. We assume no responsibility or liability for any phone charges, line costs or usage fees, nor for any damages a user may suffer. This includes loss of data resulting from delays, nondeliveries, mis-deliveries or service interruptions caused by its own negligence or your errors or omissions. Use of any information obtained via the Internet is at your own risk. We specifically deny any responsibility for the accuracy or quality of information obtained through its services.

10) All communication and information accessible via the computer resources shall be regarded as private property. However, people who operate the system may review files and messages to maintain system integrity and insure that users are using the system responsibly. Messages relating to, or in support of, illegal activities may be reported to the authorities. Any violations may result in a loss of computer access, as well as other disciplinary or legal action. Users are considered subject to all local, state and federal laws.

Stanwood School District No. 401

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Stanwood School District #401
NETWORK SYSTEMS USE AGREEMENT

USER SECTION

I have read the District Internet Use Agreement. I agree to follow the rules contained in this Policy, its procedures and the Acceptable Use Guidelines. I understand that if I violate the rules my account can be terminated and I may face other disciplinary measures.

User Name (please print) _____

__ Staff __ Student Student No. _____

Current Grade _____

School _____

User's Signature: _____

Date: _____

PARENT OR GUARDIAN SECTION

As the parent or legal guardian of the student signing above, I have read this Internet Use Agreement and grant permission for my son or daughter to access the Internet. I understand that the district's computing resources are designed for educational purposes. I also understand that it is impossible for Stanwood School District to restrict access to all controversial materials and I will not hold them responsible for materials acquired on the network. I understand that individuals and families may be held liable for violations. Furthermore, I accept full responsibility for supervision if and when my child's use is not in a school setting.

Parent Signature _____

Date _____

Parent Name (please print) _____

Home Address _____

_____

Phone _____

Trainer Signature: _____

Date: _____

This space reserved for System Administrator

Assigned User Name: _____

Assigned Temporary Password: _____

Model Release Form

The model release form needs to be completed by a student's parent/guardian before that student's picture can be used on the Class Web Site. The school district only allows for the student's first name to be shown in print. This form releases the school district from the liability associated with using a student's picture on your Class Web Site.

MODEL RELEASE

I, as legal parent/guardian, hereby authorize and give full consent to photographers employed by/representing _____ School District and/or its schools, or community news media, to photograph my child/ward. I further give my consent to said photographer or his/her assignees or licensees to publish, reproduce or use said photographs in any manner or form in any medium for the purpose of illustration, advertising, trade, publication or display, without restriction or limitation or any compensation.

Student's name _____

School _____

Parent/guardian signature _____

Address _____

_____

Phone _____ Date _____

Witness _____

PHOTO USE REQUEST

Attached is a contact print of your child/ward we plan to use in a:

_____ school district/school publication

_____ school district/school display

_____ other publication _____

_____ display at _____

If as legal parent/guardian, you object to this use please notify us by (date) _____ by telephoning:

A copy of this contact print has been filed with the model release form you provided us. Thank you for your cooperation.

Computer Usage and Internet Accessibility Questionnaire

This questionnaire is designed to determine the accessibility of computers and the Internet to students in our classroom. Please fill this out completely. This will only be used for classroom purposes.

1. Do you own a computer?_____
2. If you own a computer do you have Internet access available?_____
3. If you do not have a computer do you have access to one via a friend, family member, or at your work?_____
4. Does this computer have Internet access?_____
5. If you do have this type of access could you use said computer at least 2 times a week?_____
6. Would you be interested in viewing a web site designed in part by your student?_____
7. Would it be helpful to you if this web site listed upcoming school events?_____
8. Do you have any experience in creating a web page?_____
9. If you do have experience would you be willing to help in our class to create a web page of our own?_____

Thank you for taking the time to fill out this survey. If you have any questions please call me at school.

Lesson # 1

Internet Introduction

Learner Outcome: The learner will be able to find a web site on the Internet using a URL with confidence. The student should be able to correctly find 8 of 10 web sites copying them into the address bar of the browser from the worksheet.

Materials: Computer with Internet access for each student or group of students, Internet Introduction Worksheet and a pencil.

Purpose of the Lesson: This lesson is designed to show students how to find web sites on the Internet. It will also demonstrate the importance of inputting the correct keystrokes in the URL in order to find the desired site.

Lesson:

1. Have the students log on to the computers and have them access the Internet.
2. Put a predetermined web site address on the white board and have the students input the site on the address bar of their browser. Then have them press return to get to the site.
3. Several students will have input the wrong keystrokes and will not be at the desired site. Have those students re-enter the address until they get to the correct site.
4. Discuss with the students the importance of typing in the correct keystrokes. This has illustrated to them that one wrong keystroke will not allow them to get to the site they desire.
5. Pass out the Internet Introduction Worksheet, which the students will complete by following the directions.
6. When the students have finished the worksheet go over it with them to make sure they did it correctly. For students who missed more than 20% of the questions have them redo the ones they missed until they get it correct.

Assessment: Check worksheet and pass with 80% accuracy.

Internet Introduction
(Web Addresses)

In order to get a web site on the Internet you must put in an "address" just like you need to know the address of a house in order to get to it. The address is a series of words and symbols, which tell the computer where it is you, want to go. If you do not put in the correct address it is just like getting the wrong address to a friend's house...you won't get there! Be sure you enter the address into the address bar exactly the way it is shown on this paper. If you don't you could be in for a long day. When you get to the web site after you put in the address describe what you see on the computer screen. That way I will know if you made it to the correct place. Good Luck

1. http://www.cnn.com
What do you see?

2. http://stanwood.wednet.edu
What do you see?

3. http://www.espn.go.com
What do you see?

4. http://www.espn.go.com
What do you see?

5. http://www.echotree.com/glossary.html
What do you see?

6. http:///www.museums.reading.ac.uk/children/#museums
What do you see?

7. http://www.kidscom.com
What do you see?

8. http://web66.coled.umn.edu
What do you see?

9. http://www.sandbox.net
What do you see?

10. http://www.washingtonprep.com
What do you see?

Lesson #2

Evaluating Classroom Web Pages

Learner Outcome: The learner will be able to evaluate other classroom web pages by describing what they like about a given site using the evaluation sheet provided for them.

Materials: Computer with Internet access for each student or group of students, Web Page Evaluation Sheet and a pencil.

Purpose of the Lesson: This lesson is designed to have the students explore other classroom web pages in order to determine what the student like about them and would possibly want to include in our class's web page.

Lesson:

1. Have the students log on to the computers and access the Internet.
2. The students will then follow the directions on the Web Page Evaluation Sheet. This sheet will tell them where to go to find a registry of classroom web pages they can browse through to find things that they like and may possibly want to include in their class page.
3. After the students have filled out the majority of the space given for this exercise discuss with the students what it is that they liked about these sites in a whole class discussion.
4. Come up with a list of ideas that the class can agree on for future consideration on putting them into the class web site.

Assessment: Collect student's worksheets to check to make sure they did the activity.

Name:_____

Technology: Web Page Evaluation Sheet

Date:_____

There are many schools and classrooms who have already made web pages. They are nicely tucked into the following web site. Your assignment today is to look at as many school/classroom web sites as possible and write down your preferences and concerns when you peruse the pages. We will ultimately be making our own page and we need to know what we liked as a whole group.

Bring up the following web site: **http://web66.coled.umn.edu/** When you get to this site go to the **Education** section. You will see underneath that heading that there is a category called **International Registry of Schools on the Web.** Double click on it. You will then come to a picture of the states. Double click on **Washington.** There will be **156** sites for you to look at just for elementary schools on the web. Once you have reached the listing click on the different schools and see what you like about how they have set up their web pages. Write your findings below. Make sure you **include their web page address:**

School Web Address Preference (likes)

1._____

2._____

3._____

4._____

5._____

6._____

7._____

Lesson #3

Individual Page Brainstorming

Learner Outcome: The learner will be able to, in a collaborative group, come up with a title and content of an individual page for the classroom web site.

Materials: Web Page Evaluation Sheet from the previous lesson, Individual Page Brainstorming worksheet and a pencil.

Purpose of the Lesson: This lesson is designed to give the students the basis of what will be included in their page of the class web site.

Before the Lesson: You must come up with 4-7 individual pages one of which each collaborative group will be assigned to design. Some examples are a math page, a social studies page, a school lunch menu page, an upcoming events page, etc.

Lesson:

1. Have students get out their Web Page Evaluation Sheets they completed in the previous lesson. Have students review it to refresh their memory on what they liked about the web pages they have already seen.
2. Give the students a topic on which their individual page will be based.
3. The students will then follow the directions on the worksheet and come to some kind of agreement on what they want on their page.
4. Have teams hand in one copy of the worksheet with their information on it.
5. You will need to edit their ideas with each group individually and add or take away ideas according to your own judgement.
6. Once you have done this with the teams you will need to collect a newly filled out worksheet from the team with all of the new ideas and information.

Assessment: Check the worksheet as well as discuss with the team their ideas individually.

Individual Page Brain Storming

Team Members
Names_____

_____

Title of Page:_____

What do we want to include in this page? (types of information):_____

_____

_____

_____

_____

What graphics do we want to go with our information?:_____

_____

_____

_____

_____

Lesson #4

Designing the Layout of the Individual Page

Learner Outcome: The learner will be able to, in collaborative groups, draw a sketch of what their individual page will look like including graphic, buttons and text information.

Materials: What My Page Will Look Like Worksheet, Brainstorming Worksheet from the previous lesson and a pencil.

Purpose of Lesson: This lesson is designed to have the students draw out on paper what they want their individual page to look like.

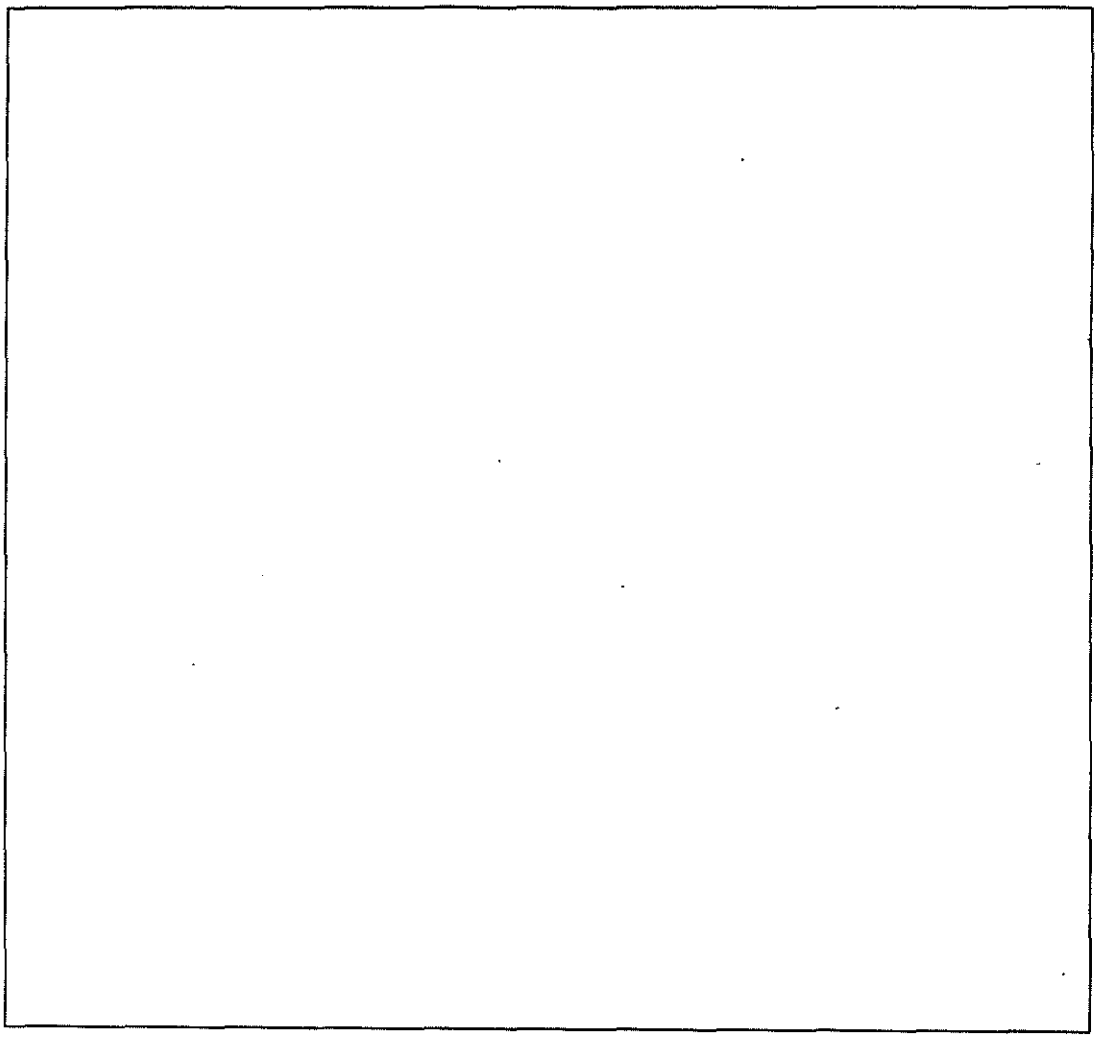
Lesson:

1. Give the students the Brainstorming Worksheet from the previous lesson. Then pass out a What My Page Will Look Like Worksheet to each student.
2. Have the students review the Brainstorming Worksheet and draw out exactly how they want their page to look on the web site.
3. Have the groups collaborate on a final copy taking ideas from the entire group to come up with a final draft that will be used in making their page.
4. When the teams have the final copy finished collect them and edit them for any glaring mistakes.

Assessment: Check every student's worksheet to make sure all students have contributed.

What My Page Will Look Like

Sketch out what you want you page to look like including all of the information from your Brainstorming Worksheet.



Lesson #5

Creating the Individual Pages

Learner Outcome: The learner will be able to, with the help of the teacher, change typed documents and pictures into HTML files to be placed on a web site.

Materials: Computer with Internet Access and Claris Works Software, What My Page Will Look Like Worksheet, HTML Primer.

Purpose of Lesson: This lesson is designed to have the students transform their documents and pictures into HTML files and place them on the web site.

Lesson:

1. Have the students type the information from the What My Page Will Look Like Worksheet onto the Claris Works word processing software.
2. Have the students save the pictures that they have taken with a digital camera onto Claris Works word processing as well.
3. Follow the directions from the HTML Primer to save the documents and pictures as HTML files. This should be done by the students with the teacher's assistance and supervision.
4. Save the transformed documents and pictures onto the Claris Works Page Maker software and manipulate to suit your desired layout. This should be done by the student with the teacher's assistance and supervision

Assessment: Help each group of students with this process until you are confident they can do it on their own. Have a quiz that has the student transform a picture and a document without the use of the HTML Primer.

HTML Primer

Version 1.5.1

Table of contents

- Introduction
- Creating HTML documents
  - Using stationery to create HTML documents
  - Creating HTML documents without using stationery
- Saving documents as HTML files
- Opening HTML files
- Formatting and editing HTML documents
  - Getting started
  - Paragraphs
  - Tabs
  - Character formatting
  - Headers
  - Unsupported characters
  - Hypertext links
  - Lists
  - Pictures
  - Horizontal rules
  - Preformatted text
  - Literal text
- Technical details
- About this HTML translator

Introduction

To create documents that can be viewed by a World Wide Web (WWW) browser, you use the Hypertext Markup Language (HTML). HTML consists of a set of *tags* (formatting codes) added to text. For example, if the text "Local News" is formatted as an 18 point header, the text looks like this: <H2>Local News</H2> when translated to HTML. Text can also be tagged to create a hypertext links to other documents. You can use ClarisWorks to open, edit, and create HTML documents without having to be familiar with HTML tags.

This document describes how to:

- open (import) HTML documents so you can read and edit them as word processing documents
- create word processing documents and save (export) them in the HTML format

As you get started, please keep the following points in mind:

- You should be familiar with the concepts and techniques for working with ClarisWorks word processing documents, stylesheets, and shortcut buttons. For more information on these topics, see the documentation that came with ClarisWorks.
- Each WWW browser interprets HTML tags in slightly different ways. For example, some browsers may display a header in color in an elegant typeface, while a text-only browser may display the same header in capital letters in the same size and font as the rest of the document. The ClarisWorks HTML translator uses the default display styles for Mosaic, a browser created by the National Center for Supercomputing Applications (NCSA). For

more information on NCSA Mosaic, visit the WWW site at:
http://www.ncsa.uiuc.edu/SDG/Software/Mosaic

- The translator file is called "WWW [HTML]" and is installed, along with other translators, in the Claris Translators folder in the Claris folder (inside the System Folder). You don't use the HTML translator file directly. Instead, you use the ClarisWorks save and open commands to direct the file through the translator.

Creating HTML documents

This section describes how to create new HTML documents. For information on entering and formatting text in HTML documents, see the section "Formatting and editing HTML documents."

Using stationery to create HTML documents

The easiest way to create HTML documents is to start with the ClarisWorks HTML stationery, a template included with ClarisWorks 4.0. The stationery is a blank preformatted word processing document that you can reuse.

To open the stationery document:

1. Launch ClarisWorks by double-clicking the ClarisWorks icon.
2. Choose New from the File menu.
3. In the New Document dialog box, select Use Assistant or Stationery.
4. Choose Internet from the pop-up menu, select WWW [HTML] Document, and then click OK.
   You see the blank, untitled stationery in its own window. The original document remains unchanged, ready for you to use again. The stationery includes a set of HTML styles in the stylesheet palette and three shortcut buttons, "Make Hypertext Link," "Unordered List Item," and "Horizontal Rule."
5. To open the stylesheet palette, choose Show Styles from the View menu.
   The styles include headers of various sizes as well as styles for normal, literal, and preformatted text.
6. To display the shortcuts palette, choose Shortcuts and then Show Shortcuts from the File menu.
   For specific information about using the shortcut buttons to create HTML documents, see the sections "Hypertext links," "Lists," and "Horizontal rules."

   Note To make the buttons appear in the shortcuts palette for any ClarisWorks word processing document or text frame (not just in a stationery document):

   1. Launch ClarisWorks and open the HTML stationery by following Steps 1–4, above.
   2. Choose Shortcuts and then Edit Macros from the File menu.
   3. Select Make Hypertext Link from the Macro pop-up menu and then deselect Document Specific. Do the same for Unordered List Item and Horizontal Rule.
   4. Click Done.
      The HTML stationery shortcuts now appear in the shortcuts palette for any word processing document.

Creating HTML documents without using stationery

If you prefer, you can create an HTML document in a regular word processing document instead of the HTML stationery.

To open a word processing document:

1. Launch ClarisWorks by double-clicking the ClarisWorks icon.
2. Choose New from the File menu.
3. In the New Document dialog box, select Word Processing and then click OK.
   Using the ClarisWorks HTML stylesheet or HTML shortcut buttons is optional. If you want to use the ClarisWorks HTML stylesheet, go on to the next step. If you want to use the HTML shortcut buttons, follow the steps in the Note in the previous section "Using stationery to create HTML documents."
4. To import the HTML stylesheet into your blank document, choose Show Styles from the View menu.
5. In the File menu on the stylesheet palette, choose Import Styles.
6. Navigate to the ClarisWorks Styles folder in the ClarisWorks 4.0 Folder, select HTML Styles, and then click Open.
7. In the Select Styles to Import dialog box, click Check All and then click OK.

Saving documents as HTML files

To save (export) a document as an HTML file:

1. Choose Save As from the File menu.
2. In the Save As pop-up menu, select WWW [HTML].
3. Navigate to the folder in which you want to save the file, type a file name, and click Save.

To help you keep track of the file format of your documents, you can add extensions to the filenames, such as myfile.html for an HTML file, or myfile.cw for a ClarisWorks file. For best results with HTML files, don't use spaces in the filenames. Either remove spaces or replace them with underscores or hyphens.

> Important Be sure to keep copies of your documents in their original formats, especially HTML documents that you import. The translator does not provide a complete set of HTML tags and may replace some of the original tags.

Opening HTML files

To open (import) existing HTML files:

1. Launch ClarisWorks by double-clicking the ClarisWorks icon.
2. Choose Open from the File menu and then navigate to the HTML file you want to open.
3. In the Document Type pop-up menu, select Word Processing. In the File Type pop-up menu, select WWW [HTML]. (If you'd like see what the HTML codes in your text look like, select All Available or Text in the File Type pop-up menu.)
4. Select the name of the file you want to open, and click Open.
   The HTML document opens. You see it as it might look when viewed by an HTML browser. If you want to use the optional ClarisWorks HTML stationery features, continue to the next step.
5. Import the the HTML stylesheet into your document by following Steps 4–7 in the section "Creating HTML documents without using stationery."

> Note Imported text is styled as "Body+" in the stylesheet. However, the translator tags

the text correctly when you export it, even when styled as "Body+," and you can use the stylesheet to style any new text that you type.

6. Set up your document with the HTML shortcut buttons by following the steps in the Note in the section "Using stationery to create HTML documents."

Formatting and editing HTML documents

This section describes how to use ClarisWorks text and paragraph attributes to format or edit documents that can be translated to HTML format.

Getting started

You start with a ClarisWorks word processing document. To create an HTML document, follow the directions in the section "Creating HTML documents." To open (import) an HTML file that you want to edit, follow the directions in the section "Opening HTML files".

It's easier to apply the various text styles if you can see the carriage returns and spaces in your document. To show these characters—called *invisibles* or *formatting characters*—type Command-; (semicolon). To hide the formatting characters, type Command-; again. (The Command key is the cloverleaf key on the bottom row of the keyboard.)

If you're using the ClarisWorks stationery, or if you've set up a word processing document so you can use the HTML stationery features, show the stylesheet (choose Show Styles from the View menu) and the shortcuts (choose Shortcuts and then Show Shortcuts from the File menu).

> Important Apply only those ClarisWorks styles that start with "HTML" (for example, HTML Normal Text). With few exceptions, (noted in the applicable sections) the HTML translator and browsers don't recognize any other ClarisWorks styles.

Paragraphs

Type your text and end the line or paragraph by pressing Return (or place the insertion point in the text, choose Paragraph from the Format menu, and then type 1 in the space after box). The default paragraph style for the stationery is HTML Normal Text. The translator tags text styled as HTML Normal Text as a paragraph. Most browsers separate paragraphs by adding white space after the paragraph.

> Note The translator interprets soft returns (Shift-Return) as spaces.

If you don't want extra white space after a block of text, place the insertion point in the text, choose Paragraph from the Format menu, and then type 0 in the space after box. The translator will tag the carriage return as a break. Browsers don't usually add white space after a break.

Tabs

Tabs are usually translated into white space, except when the tabs appear in lists or preformatted text (see the sections "Lists" and "Preformatted text").

Character formatting

To make characters bold, italic, or underline, select the text and choose Bold, Italic, or Underline from the Style menu at the top of the screen. If you choose any other item from the Style menu (for example, Shadow or Inferior), the translator interprets it as plain text.

> Note The translator interprets most bold text as a header. Headers appear on a separate line when viewed from a browser. If you don't want the translator to interpret bold text as a header, make the font size of bold text 11, 12, or 13 points.

Headers

Use headers to structure and organize the HTML document, just as you use headers to structure and organize any text document. To create a header, type the text, select it, and then choose a header style—such as HTML Header (9 pt.)—from the stylesheet (or choose Bold from the Style menu and any size except 11, 12, or 13 points from the Size menu). When the translator interprets text styled as a header, it adds white space above and below the text.

Unsupported characters

The translator ignores or interprets as spaces characters such as soft returns (Shift-Return), page numbers, page breaks, and date characters inserted by using the Insert Date command.

Hypertext links

A hypertext link is a string of clickable text (called an *anchor*). When you click on the link in a browser, you "jump" to another document.

To make a hypertext link:

1. Select the text that you want to be seen as the link anchor.
2. Click the Make Hypertext Link shortcut button (or style the text so it looks different from the surrounding text and then insert a footnote by choosing Insert Footnote from the Format menu).

Make Hypertext Link shortcut button

   Clicking the button changes the selected text to blue underline and inserts a footnote mark. You see footnote text instructing you to fill in the Uniform Resource Locator (URL) of the document you are linking to.

   > Note If you insert a footnote but don't change the anchor's appearance (for example, to blue underline), the translator uses the text preceding the footnote (up to 255 characters) as the link anchor. Note also that HTML doesn't support footnotes, so you can't use footnotes except to create hypertext links.

3. Replace the footnote text "INSERT URL HERE" with the URL of the destination document. URLs represent file locations on the World Wide Web. A URL has the general form *scheme: //host.domain [:port] /path /filename*. For more information on HTML and URLs, visit the WWW site at http://www.ncsa.uiuc.edu/demoweb/html-primer.html.

Lists

Use lists to group related items. List items always start with a tab (or a .5 inch indentation). You can show the relative importance of each item in a list by using multiple tabs (or multiple .5 inch indentations) to indent items—as you would in an outline. Items in *ordered lists* are numbered and items in *unordered lists* are set off with a bullet. You can include both ordered items and unordered items in the same list.

To create a list:

1. Press Tab to indent the line one or more times (or choose Paragraph and type a multiple of .5 inches in the Left Indent box).
   Each tab character, regardless of tab size (or each .5 indentation, as typed in the Left Indent box), adds an additional level of indention.
2. Type the character that defines the type of list item (ordered or unordered).

To create this type of list item	Do this
Ordered (numbered)	Type a number followed immediately by a period, right parenthesis, or a hyphen—for example, 1., 1), or 1-. Browsers vary in how they format the numbers on ordered list items.
Unordered (bulleted)	Insert a bullet by clicking the Unordered List Item shortcut button (or type the bullet by pressing Option-8). Most browsers display a bullet at the beginning of each item in an unordered list.

 Unordered List Item shortcut button

3. Type the text for the item. The text can extend to more than one line.
4. Repeat Steps 1–3 for each item in the list.
5. End the list by doing one of the following:
   - Start the next line of text at one less tab than the last item of the list.
   - Press Return to insert a blank line after the last list item, and begin the next text segment with a non-list character (that is, no bullets or numbers).

Important Don't use styles from the stylesheet (such as Bullet or Diamond) to create lists in your HTML document—the HTML translator and browsers don't recognize ClarisWorks styles as list types.

Example 1 Each additional list level is called an *embedded* list.

1. The "1." is the beginning of the initial list.
2. This is the second item of the initial list.
    1. Here we are at two list levels, thus we begin a new list.
    2. This is the second item of the embedded list.
3. Here we end the embedded list, and continue the initial list.

The embedded list could have been a bulleted list. The type of list (ordered or unordered) is determined by the first list item in that list level.

Example 2 This ordered (numbered) list contains an unordered (bulleted) list:

1) The "1)" is the beginning of the initial ordered list.
2) Second item of the initial list
    - First item of the unordered embedded list.
    - Second item of the unordered embedded list.
3) Third item of the initial list.

Example 3 This list shows that the first character of a new list determines if the list is ordered or unordered. When viewed by a browser, the list in this example is ordered exactly the same as the list in Example 2.

1- The "1-" is the beginning of the initial ordered list..
- Second item of initial list (the bullet will appear as "2." in the HTML document)
    - First item of the unordered, embedded list.
    2- Second item of the embedded list. The number "2-" will be a bullet.
3- Third item of the initial list.

Pictures

You can include pictures (images) in your HTML document. The translator supports anchored pictures, but not floating ones. To make sure your pictures are anchored, select the picture and choose Cut from the Edit menu. Then click in the text where you want the picture to go and choose Paste from the Edit menu. Correctly anchored pictures have one handle when you select them. (Floating pictures have four handles when selected.)

The translator automatically saves the pictures as individual files and creates tags in the HTML file that refer to the picture files. The references are to the same relative directory as the HTML file, so if you move the HTML document to another location, you must also move the picture files.

The pictures are saved as PICTs, but to be able to view the pictures in the document on a WWW browser, you must convert them to Graphic Interchange Format (GIF). The translator adds the *.gif* extension to the picture filenames in the HTML source file, but you still must to convert the file from PICT to GIF format. When you've finished, check to be sure that the filename for each picture has the ".gif" extension in lower case.

> Note Shareware conversion applications such as GifConverter and GraphicsConverter are widely available from on-line services and popular Macintosh FTP archives on the Internet.

Horizontal rules

Horizontal rules are useful for separating sections of text. To insert a horizontal rule, click in the text and then click the Horizontal Rule shortcut button (or press Return, type a series of underscore characters, and then press Return again).

Horizontal Rule shortcut button

You see a series of underscores at the insertion point in the document.

Preformatted text

If you want a section of text to look exactly as you type it, select the text and then click HTML Preformatted Text in the stylesheet palette in the HTML stationery (or choose Monaco from

the Font menu). Preformatted text appears in both your document and the browser in a monospaced font:

```
                This is an example of what
preformatted  text    looks          like.
```

Although tabs are supported in preformatted text, you should use spaces instead of tabs, because tab sizes can vary in different browsers.

Literal text

There are many features in HTML that the translator doesn't support. If you want to add advanced or unsupported HTML commands to your document, select the text and then click HTML Literal Text in the stylesheet palette in the HTML stationery (or choose Text Color from the Style menu and select a shade of red).

Technical details

This section describes some of the details of the HTML tags used by the translator.

Character formatting HTML has two kinds of text styles, *logical* and *physical*. Logical styles are interpreted differently by different browsers. For example, the logical style (that is, "emphasis") may be represented as red single underline by one browser and italics by another. Other examples of logical text styles are and <cite>. Physical styles, such as italic, underline, and 11, 12, or 13 point bold, are represented as typed. When you format text as italic, underline, or 11, 12, or 13 point bold, the ClarisWorks HTML translator tags these physical character styles with logical character styles, like this:

These types of characters	Are assigned this HTML tag
Italics	<cite>
Underline	
Bold (11, 12, or 13 point only)	

Note If bold text is any size except 11, 12, or 13 points, the translator tags it as a header. See "Headers," below.

International characters The translator supports most of the ISO Latin 1 character set standard on both export and import.

Special characters Some characters (< > & ; and /) are used in HTML tags. If you type the characters <, >, &, ; or /, the translator interprets them as typed. If you want the characters to be interpreted as part of HTML tags, style the tags as literal text. See the section "Literal text."

Paragraphs and carriage returns The translator tags as a paragraph (<P>) any text followed by a hard return (created by pressing the Return key). The translator tags as a break (
) any text block followed by a hard return that is formatted by placing the insertion point in the text, choosing Paragraph from the Format menu and then setting Space After to 0 (zero).

Headers A header is a logical style. The size depends on the type of header. Browsers usually insert white space above and below the header and display headers as bold.

If a text is bold, the translator checks the font size and then tags the bold text according to these rules:

If the bold text is this size	The translator tags the text as
Greater than or equal to 20 points	<H1>
Greater than or equal to 18 points and less than 20 points	<H2>
Greater than or equal to 14 points and less than 18 points	<H3>
Greater than 10 points and less than 14 points	
Greater than 9 points and less than or equal to 10 points	<H5>
Less than or equal to 9 points	<H6>

Lists For each list level, the translator inserts the tag <OL> for an ordered list and <UL> for an unordered list. For each list item, the translator inserts a list-item tag (<LI>).

Horizontal rules If underscores begin and end with a hard Return, the translator inserts the <HR> (horizontal rule) tag in the HTML document.

About this HTML translator

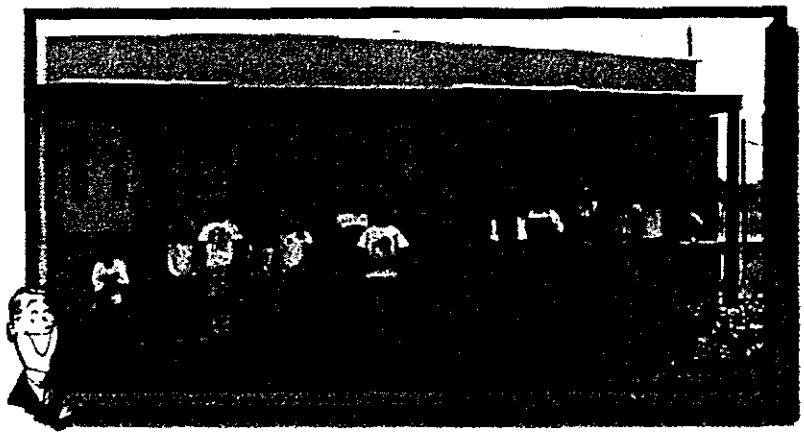
The HTML translator included with ClarisWorks 4.0 represents the joint efforts of Claris and a dedicated team at the Highly Interactive Computing Project (Department of Electrical Engineering and Computer Science) at the University of Michigan in Ann Arbor.

Claris would like to express its thanks to the Highly Interactive Computing Project, including:

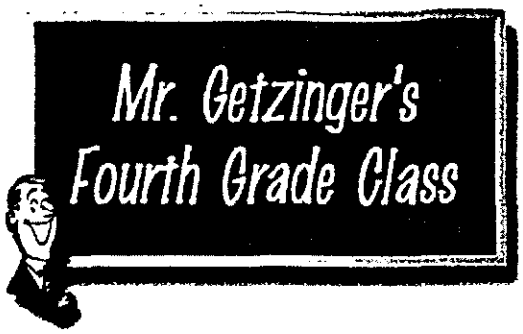
Brian Sullivan
Ryan Day
Sean DeMonner
Jeff Spitulnik
Amanda Pryor
Edward Andrews
Craig Braman
Elliot Soloway

Claris also extends its thanks Dr. Barbara Kurshan of Educorp Consultants.

Mr. Getzinger's Fourth Grade Class



Click the Class to Go to our page!



Click on the pictures below to go to each page!

Lunch Calendar

Classroom Calendar

Math!

Event Of The Month

Social Studies/Science

June Lunch Calendar [redacted]

This week's Golden Tray winning class ~

Mrs. Anderson's 2nd Graders!

Monday	Tuesday	Wednesday	Thursday	Friday
			1	2
5 Chicken Burger Oven French Fries Applesauce Orange Shape up 1% lowfat Milk *Corn Dog* *Yogurt Combo*	6 Breakfast For Lunch Thick French Toast Ham Slice Hasbrown Pattie Orange Halves 1% lowfat Milk *Yogurt Combo* *Burrito*	7 Turkey Fries Ketchup Tater Tots Celery Sticks Mini Rice Krispie Treat 1% lowfat Milk *Chicken Fried Steak* *Yogurt Combo*	8  Click For Our PICK OF THE WEEK!	9 1% lowfat Milk
12  Click For Our	13 *Breakfast for Lunch* Waffle/Maple Syrup Ham Slice Hashbrowns Fruit 1% lowfat	14 Chicken Nuggets BBQ Sauce Oven Fries Corn Fruit 1% lowfat	15 **Last Day!** *No Food Service*	16

PICK OF THE WEEK!	Milk *Cook's Choice*	Milk *Cook's Choice*		
19	20	21	22	23
26	27	28	29	30

Click on Mr. G

To go back to Mr. Getzinger's 4th Graders main page!

Lunch Of [redacted] The Week

Ham and Cheese Deli Sandwich

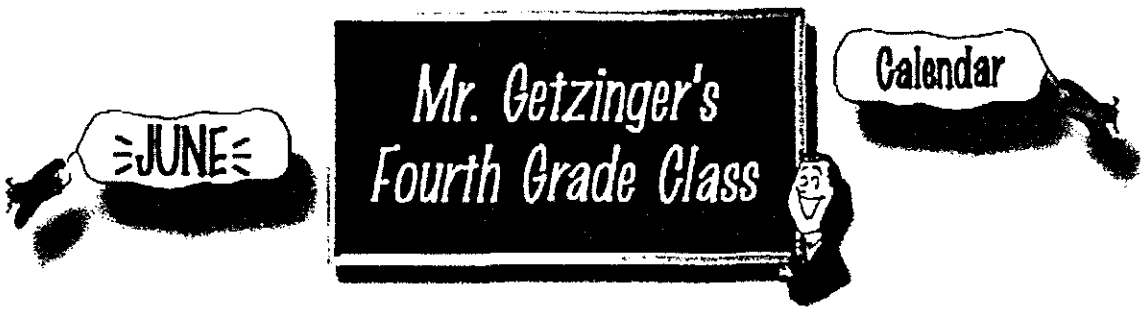
Lettuce, Pickle Slices, Tomatoes

Oven Potato Wedges
Watermelon Wedges
Oatmeal Cookie
1% Lowfat Milk

Chicken Burger
Yogurt Combo

Click on Mr. G

To go back to the Lunch Calendar



What's Happening in Mr. G's Room?

Special Event ~ Outdoor Education Field Trip!

Monday	Tuesday	Wednesday	Thursday	Friday
			1	2 ***PTA CARNIVAL!!*** **Wild Waves Trip*** *For safety patrol, kitchen & library helpers. (Last day of SFA) Ice Cream .50
5 **5th Grade Outdoor Education**	6 **5th Grade Outdoor Education**	7 **5th Grade Outdoor Education**	8	9 **FIELD DAY!** *cool*activities planned by Mr. Austin, PE teacher

12 **ROCKET DAY** All 4th graders have made "pop bottle" rockets for today's "blast off"!	13	14	15 **Last Day Of School** ***AWARDS ASSEMBLY***	16
19	20	21	22	23
26	27	28	29	30

What a great year we had...

FIFTH GRADE ~ *HERE WE COME!*

Click on Mr. G

To go back to Mr. Getzinger's 4th Graders main page!

In our classroom, we are learning how to do "Order of Operations".
For example:

$$\left.\begin{aligned} 27\div3+4x2&= \\ 9+4x2&= \\ 9+8&= \end{aligned}\right\} 17$$

These are the directions to do this:

1. **Do mulitiplication or division first, going from the left to the right.**
2. **As soon as you're done with multiplication or division, work from left to right to finish.**

Click on Mr. G

To go back to Mr. Getzinger's 4th Graders main page!

Mr. Getzinger's Fourth Grade Class

At the Museum of Flight, we learned how airplanes work. We learned the four elements of flight: *Lift, Drag, Gravity and Thrust*. We also learned which controls do different things to the plane and how it effects the flight of the plane. We enjoyed learning these things about airplanes!

This report was done by Andrew, Katie, Robert and Shannon

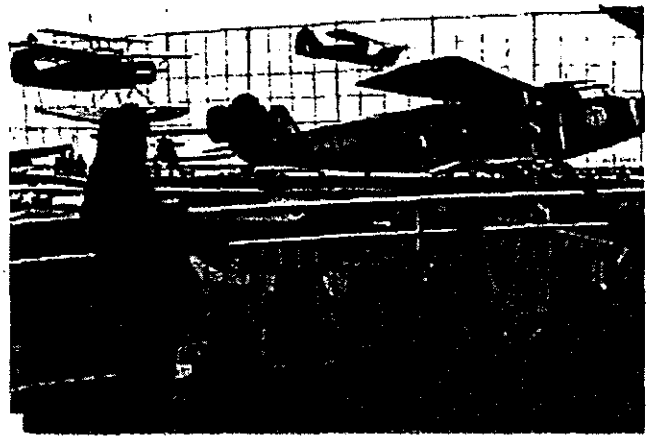
Here we come, Museum of Flight!
(Click on the "bus ride" to go with us!)

Click on Mr. G

To go back to Mr. Getzinger's 4th Graders main page!

Museum Of Flight

Cool! An old airplane! Come on!



Here are some of our students le
about planes and how they are

In this picture, we are learning how the plane steers. This one is *yaw left* and *yaw right. Yaw* means turn.

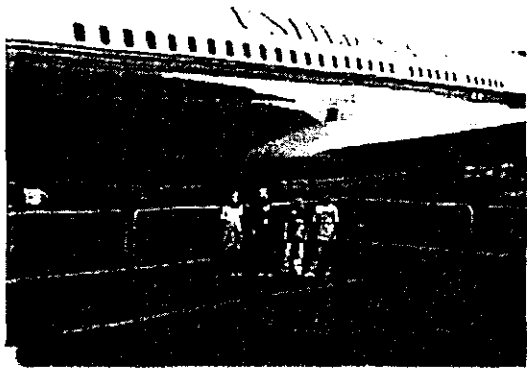
We are imitating how an airpl
turns. There are four elements:
Drag, Thrust and *Gravity.*

Click on the plane to see

More Museum of Flight pictures!

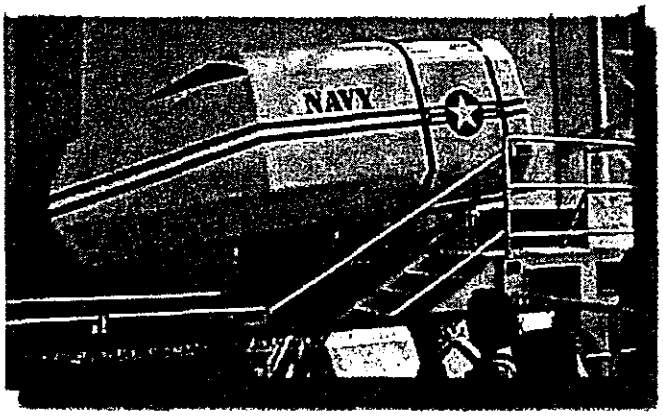
Museum Of Flight

Cool! Learning the parts of the airplane as we make wooden ones.



Air Force One is a real pla you could take a tour on. Tl airplane that many past pre of the United States flew

This flight simulator is a ride.



Inside there is a screen and it feels like you are flying a fighter jet.

Click on the bus to go

ROCKET DAY!

Mr.G and Mrs. Chaplik ~ready to "Fire Away"

Mr. Olson, Mrs. Oldow and Mr. G.

*WOW!*Watch that fly!

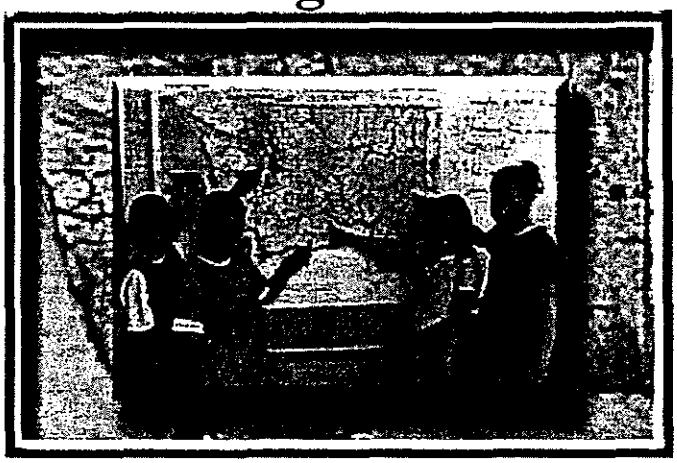
Mr. Olson gives it a try!

Oh YEAH...we're having fun!

Click on Mr. G

To go back to Mr. Getzinger's 4th Graders main page!

Washington State!



Report by: ***Patrick, Kevin, K.J., Katy and Amanda***

Columbia Basin

The Columbia Basin is in the *Rainshadow*of the Cascade Range. The Columbia Basin also has Dry Falls which is an extinct water fall that was bigger than Niagara Falls!

Cascade Range

The Cascade Range is made up of th Cascade Mountain Range The Cascade Range has a variety of temperatures depending on the elevation.

Puget Sound Lowlands

Stanwood is in the Puget Sound Lowlands.
The Hood Canal Is in the Puget Sound Lowlands

Okanogan Highlands

The Pend Oreille is in the Okanogan Highlands
The Colville Indian Reservation is in the Okanogan Highlands

Coastal Region

Olympia, the State Captial, is in the Coastal Region
The Olympic Mountains are in the Coastal Region

Click on Mr. G

To go back to Mr. Getzinger's 4th Grade main page!

Example Classroom Web Sites

Here is a list of Education Web Sites that are student appropriate for ideas.

Cammack Elementary School: http://boe.cabe.k12.wv.us/cammack/

Creative Classroom Online: http://www.creativeclassroom.org/

Classroom Pages: http://www.k12hi.us/~maunawil/:classroom.html

Mrs. Amelia P. Lee: http://www.k12.hi.us/~alee/c10/c10.html

Mr. Campbell: http://www.k12.hi.us/~rcampbell/d13/index.html

Mrs. Taylor: http://www.k12.hi.us/~mtaylor_/d10/index.html

North Canton Schools: http://viking.stark.k12.oh.us/~greentown/gyproject.htm

Free Helpful Sites for Web Creation

Webmonkey for kids: http://hotwired.lycos.com/webmonkey/kids/

LookSmart – Teacher Technology

Computer Curriculum Corporation

www.electronic-school.com

Integrating Technology in the Classroom:
http://www.siec.k12.us/~west/slides/integrate/index.html

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CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Stanwood, a commuter community north of Seattle, had beautiful and expensive computer laboratories that were being used primarily for word processing skill development. Many teachers felt overwhelmed and under educated on how to use this technology to give the students the maximum benefit from these beautiful labs. There was a need for a manual on how to use this technology to better their students' learning.

As a result of a review of literature concerning the areas of technology available for use in education and the benefits of technology use in education, the author felt that a handbook on creating a classroom web page would greatly benefit teachers and students in the Stanwood School District.

Conclusion

In the opinion of the researcher, the handbook was very successful. Teachers who viewed the handbook were grateful to have a step by step guide on setting up a classroom web page. They were eager to get started on their own classroom web pages.

I have learned a great deal from this project. I learned about the many different types of technology available for classroom use. I have learned the power that technology can have in motivating students and the possibilities it gives for deeper learning in students. I have also learned that patience in using

new technology is a must. Finally I learned that parents are very open to trying new approaches to teaching their children if it is in the best interests of their child.

Recommendations

This handbook has given teachers a starting point for using technology in a meaningful way in their classroom. There are still many ways in which this handbook could be improved. Some parents felt that many more components could be added to our web page. They felt strongly that access to an assignment sheet, detailing daily assignments would be beneficial. They also suggested the creation of a message board where teacher and parent could communicate on a regular basis.

Teachers who have viewed this handbook had several suggestions as well. One suggestion was instruction on how to insert video and audio into their web site. Also the teachers would like to see all the classroom sites linked together into one community.

It is the author's recommendation is that this project be modified as new technology becomes available and integrate that new technology into the classroom web page. Technology changes so fast that it would not be effective to simply use this model year in and year out without changing and adapting to new breakthroughs in technology. This project sets a basic starting point which can be used in many different ways to help students get the most out of their education.

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