



Using the Internet Effectively in the K12 Classroom

Participant Handbook

Elementary Edition

Week One Workshop

Introduction to the Internet in Education

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Week One Workshop Agenda Introduction to the Internet in Education Elementary Edition

Getting Started	TIME (MIN.
Baseline Survey	
General Introduction - Slides	20
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Savvy Cyber Teacher® Workshop Training Web Page http://www.k12science.org/cyberteacher

<u>Backup* Workshop Training Web Page</u> http://www.k12science2.org/cyberteacher

^{*} Only use the backup web site if the primary site is unavailable or experiencing technical problems.

Learning Objectives

Overall Workshop Objective

As a result of this three-hour hands-on workshop, you will be able to do the following:

- 1. Explain what the Internet is and the methods for connecting to it.
- 2. Define basic terms associated with the Internet and World Wide Web.
- 3. Use a web browser to access web sites.
- 4. Explain what is meant by "Unique and Compelling" Internet applications.

Baseline Survey

After completing this portion of the workshop, you will be able to:

- 1. Explain the purpose of completing a Baseline Survey.
- 2. Submit the completed Baseline Survey.

General Introduction

After completing this portion of the workshop, you will be able to:

- 1. Explain who developed the Savvy Cyber Teacher® program.
- 2. Understand how the training materials are organized.
- 3. Explain the purpose and general overview of the first workshop.

Savvy Cyber Teacher® Course Overview

After completing this portion of the workshop, you will be able to:

- 1. Explain what topics will be covered in the 30-hours of training.
 - 2. Recognize that this course is not just about developing technology skills but more rather how to apply those skills to enhance the instructional process.

Introduction to the Internet

The Internet: Basic Knowledge & Terminology

After completing this portion of the workshop, you will be able to:

- 1. Define what the Internet is in simple non-technical terms.
- 2. Explain why the Internet is sometimes called the "Information Superhighway".
- 3. Explain what is necessary to access and view web pages.
- 4. Define the term Uniform Resource Locator (URL).

Activity 1: Using a Web Browser

After completing this portion of the workshop, you will be able to:

- 1. Identify each of the web browser's toolbars and explain what they do.
- 2. Enter a URL into their web browser software.
- 3. Use the Back, Forward, Stop, Reload/Refresh, Home and Print Buttons on their web browser software.
- 4. Access and use the Savvy Cyber Teacher® Workshop Training web pages.

Unique and Compelling

Activity 2: Introduction to Unique & Compelling Internet Applications After completing this portion of the workshop, you will be able to:

- 1. Use the web-based guided exploration.
- 2. Explain what is meant by "unique and compelling" Internet applications and provide examples of the four major types of applications.
- 3. Identify the differences between a traditional and a Unique and Compelling Internet application.

Small Group Discussion

After completing this portion of the workshop, you will be able to:

- 1. Discuss how U & C Internet applications can positively impact students.
- 2. Identify several challenges that teachers may face when implementing an Internet-based project.
- 3. Provide examples of how U & C applications address both state and local standards.
- 4. Discuss how U & C Internet applications promote better problem solving and critical thinking skills.

Large Group Discussion

After completing this portion of the workshop, you will be able to:

1. Compare all of the above with the feedback from other participants in the workshop.

DataFeed Registration

After completing this portion of the workshop, you will be able to:

- 1. Access the DataFeed System 2.0 from the training web pages.
- 2. Log in to the DataFeed System 2.0 with your username and password.
- 3. Locate and *sign-up* for the Savvy Cyber Teacher[®] course that you are currently enrolled using the online DataFeed System 2.0.

Reinforcement Activity

After completing this portion of the workshop, you will be able to:

- Access the Advanced User Tutorial from the Week One Savvy Cyber Teacher[®] web page.
- 2. Use the Advanced User Tutorial as an online guide to many advanced features of both Internet Explorer and Netscape Navigator.



Participant Notes

Support Materials for Participating in The Savvy Cyber Teacher® Course Elementary Edition









Baseline Survey



Instructions: Complete the Baseline Survey per Workshop Leader's instructions.



LOCATE

Page 1.29 in
Participant
Handbook

NOTES

The Alliance for Training K-12 Teachers in Instructional Technology Baseline Survey

Dear Alliance Project Participants,

Attached is a questionnaire that we are asking all participants to fill out prior to training. The information you supply will be used by staff from Educational Testing Service (ETS) of Princeton, New Jersey, the external evaluators for this project. The information will be used to evaluate the effectiveness of the project and to help us identify the essential elements of successful mentor-teacher training programs. Your responses will be treated as confidential and will be reported only in the form of group summaries. Please DO NOT write your name on this questionnaire.

General Background Information:

- 1. What is your job title?
- 2. How long have you worked as an educator?

1-4 years
5-10 years
11-14 years
15-20 years
More than 20 years



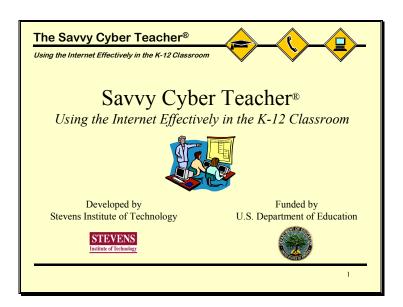
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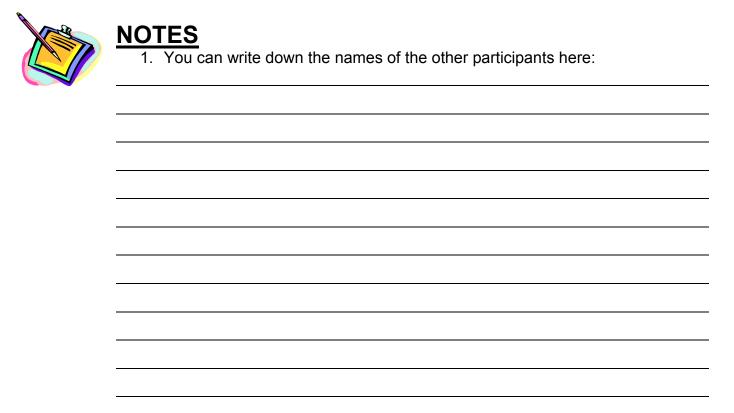
General Introduction



<u>Instructions:</u> Be prepared to introduce yourself by providing your name, grade level and subject(s) that you teach.







General Introduction



Instructions: Locate Week One Agenda on page 1.2.



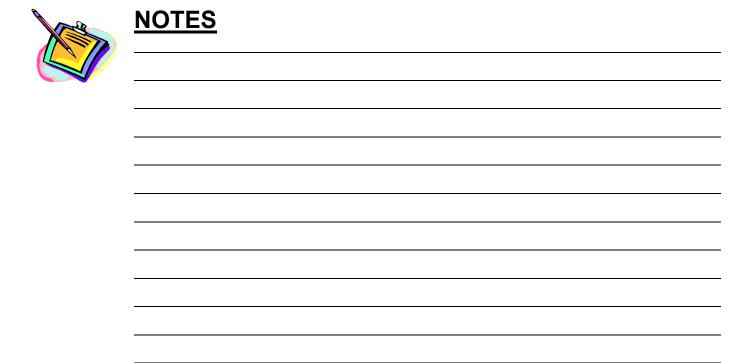
Slide #2: Week One Workshop Agenda



Week One Workshop Agenda

- Getting Started
 - Baseline Survey
 - Savvy Cyber Teacher[®] Course Overview
- Introduction to the Internet
- Unique and Compelling
- DataFeed Registration
- Workshop Evaluation
- Week One Reinforcement Activity

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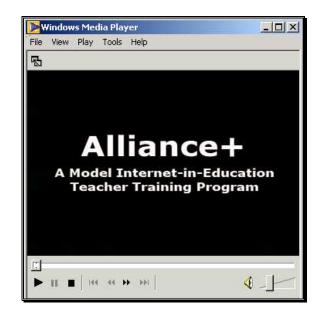
Savvy Cyber Teacher® Course Overview



<u>Instructions</u>: Listen and watch this short video about the history of the Alliance+ Project



VIDEO: Alliance+ A Model Internetin-Education Teacher Training Program





NOTES

The project addresses three key professional development needs:

- 1. To enhance and support student learning in core content areas
- 2. To improve teacher content knowledge across the curriculum
- 3. To provide leadership through a network of locally-distributed peer experts

Savvy Cyber Teacher® Course Overview



Instructions: Listen and take notes on what the Workshop Leader presents.



Slide #3: Course Overview: Weeks 1 - 5



Course Overview: Weeks 1 - 5



- Week One: Introduction to the Internet in Education
- Week Two: The Global Classroom: Making Connections
- <u>Week Three</u>: Enriching the Curriculum Through Telecollaborative Projects
- Week Four: Real Time Adventures on the Internet
- Week Five: Primary Sources and Multidisciplinary Connections

3



- 1. The first half of the course focuses on curriculum.
- You will see to many online Internet-based *Unique and Compelling* Education Resources and Projects.

Savvy Cyber Teacher® Course Overview



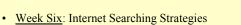
Instructions: Listen and take notes on what the Workshop Leader presents.







Course Overview: Weeks 6 - 10



- Week Seven: Classroom Implementation: Project
- Management Plans • Week Eight: Project Management Plans II &
- Developing Implementation Web Pages Week Nine: Developing Implementation Web Pages
- Week Ten: Presentations and Cyber-Poster Sessions



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1. This course is not just about technology skills but, more importantly, how to apply those skills in a classroom to enhance the instructional process.

Continued

- 2. **Example:** learning how to read may mean that you can read a book but it will not necessarily prepare you to use that book as an instructional tool.
- 3. As the course progresses, you should keep your focus on the instructional applications of the Internet and not just the individual technical skills.

Savvy Cyber Teacher® Course Overview



Instructions: Listen and take notes on what the Workshop Leader presents.



Web Browser:
Sample
Implementation
Web Page





- The goal for week eight is not to turn you into webmasters but to supply you
 with basic web development skills that can be used to enhance classroom
 instruction.
- You should take a college course in web design if you want the skills necessary to launch a major web site.

The Internet: Basic Knowledge & Terminology



Instructions: Listen and take notes on what the Workshop Leader presents.



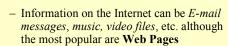
Slide #5: What is the Internet?



What is the Internet?

- Millions of Computers Around the World Connected by Wires

 → World-wide Network of Computer Networks
- Information, or *Data*, travels over these Connections
- Information Superhighway:
 - Similar to a Traditional Highway over which Different Types of Vehicles can Travel







- 1. By connecting all of the computers with wires, an electronic medium is created over which the computers can share a wide range of digital information, such as pictures, text, sound, etc.
- Digital information in the form of electronic data travels great distances quickly.
- 3. The Internet handles many types of data (i.e. music files, etc.). Web pages is only 1 form of traffic.

The Internet: Basic Knowledge & Terminology



Instructions: Listen and take notes on what the Workshop Leader presents.



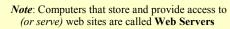


Slide #6: The World Wide Web



The World Wide Web

- Web Page: a file saved on a computer connected to the Internet that contains Text, Graphics, and other Multimedia Components (e.g. Movie Clip)
- Web Site: Collection of inter-related web pages
- World Wide Web (www): all of the web sites on the Internet







- 1. Just like you can have different types of vehicles traveling over a real highway (e.g. cars, trucks, minivans, etc.) you can also have different types of data or information traveling over the Internet.
- 2. A web page is simply a file stored on a computer on the Internet. Web pages may contain many components like text, movie files, etc.
- 3. The term "web server" sounds very technical so you can think of it as simply a regular computer that has been specially configured so that it can store web pages and allow others to view them from the Internet.

The Internet: Basic Knowledge & Terminology



Instructions: Listen and take notes on what the Workshop Leader presents.





Slide #7: Accessing and Viewing Web **Pages**



Accessing and Viewing Web Sites



- 1. A Computer connected to the Internet
 - Modem, ISDN, Cable, DSL, T1, T3, etc.
- 2. Software called **Web Browsers** to Locate and Display the Contents of the Web Site
 - e.g. Netscape Navigator or Internet Explorer
- 3. The "Address" for the Web Site on the Internet
 - Called a Uniform Resource Locator (URL)
 - Each Web Page Has a Unique URL



- 1. Each method of connecting to the Internet has its own advantages and disadvantages. You can ask your Workshop Leader for more information on any one of these.
- 2. Every web address is unique; similar to a street address for a house in that every detail must be written exactly in order for a letter to arrive.

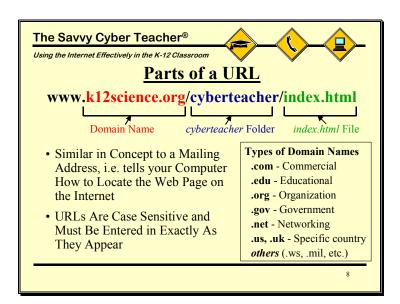
The Internet: Basic Knowledge & Terminology



Instructions: Listen and take notes on what the Workshop Leader presents.



Slide #8: Parts of a URL





- 1. After entering in the URL, your web browser software locates the web page on the Internet and displays its main web page on your screen.
- 2. The "www" part of the URL is not always necessary and should not be added if it does not appear.
- 3. URLs are case sensitive and must be entered exactly as they appear.
- 4. The domain type indicates what type of organization created the site.
- 5. After the domain often comes the individual folders and sub-folders on that web server where the web page is located.

6.	File names that end in ".html" or ".htm" (e.g. index.htm) are web pages.

Activity 1: Using a Web Browser



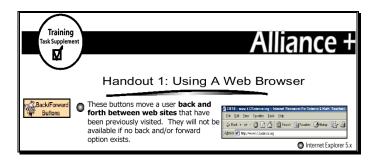
Instructions:

- 1. Take out **Handout #1: Using a Web Browser (page 1.26)** and follow the instructions given by the Workshop Leader.
- 2. Enter in this URL: http://www.k12science.org/cyberteacher



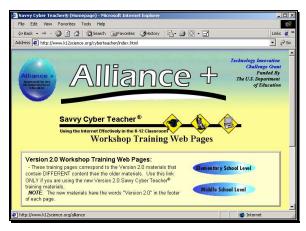
LOCATE Handout #1: Using

<u>Handout #1:</u> *Using a Web Browser* Page 1.26





Web Browser: Cyberteacher Web Site





- 1. Start your web browser software.
- 2. Use <u>Handout #1</u> to review basic browser toolbars: menu bar, navigation bar, location bar, and status bar.
- Use <u>Handout #1</u> to review basic browsing features: back/forward buttons, stop button, reload or refresh button, home button, and print button.

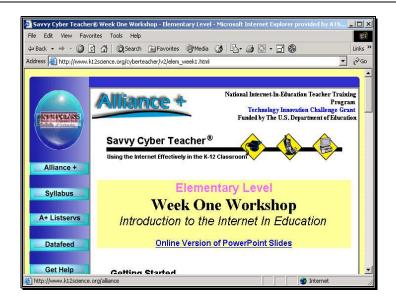
Activity 1: Using a Web Browser



Instructions: Click on the link for the Week One Workshop Training Web Page



Web Browser:
Week One
Workshop
Training Page





- Left-Hand Menu: links to Alliance+ web site, Syllabus, etc.
- Training Resources: PowerPoint Slides, training links
- Supplementary Resources: Located at bottom of page

Unique and Compelling

Activity 2: Introduction to Unique & Compelling Internet Applications

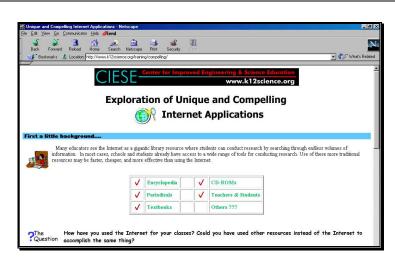


Instructions:

- 1. Read the "background" section and the question. Be prepared to share your answer with the class.
- 2. Scroll down and review the rest of the web page. Then click on the "Next Page" button.



Web Browser:
Exploration of
Unique and
Compelling
Internet
Applications





<u></u>

Unique and Compelling

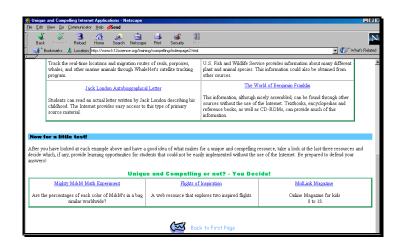
Small Group Discussion



Instructions: Review the examples on the web page.



Web Browser:
Exploration of
Unique and
Compelling
Internet
Applications





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Questions for Discussion:

- 1. What impact might unique and compelling applications have on your students? Would it motivate them more?
- 2. What challenges might you face implementing these in your classroom?
- 3. How do unique and compelling applications compare to how you currently use the technology?
- 4. Do you think unique and compelling applications would adhere to local and state standards?
- 5. Would unique and compelling applications promote better problem solving and critical thinking skills? Why or why not?

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Unique and Compelling

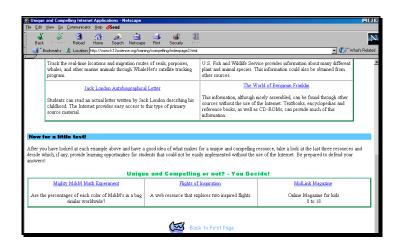
Large Group Discussion



Instructions: Be prepared to share your answers with the class and participate in a group discussion.



Web Browser:
Exploration of
Unique and
Compelling
Internet
Applications





Use this space to take notes:				

DataFeed Registration



<u>Instructions</u>: Return to the Workshop Training Page and click the link to the DataFeed System 2.0



LOCATE

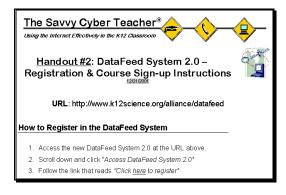
Handout #2:

DataFeed System

2.0 Mentee In.

Page 1.27 in

Participant Handbook





Web Browser:
DataFeed System
2.0





- 1. If your School/District is not listed when registering, scroll to the bottom of the list and select "My School/District Is Not Listed".

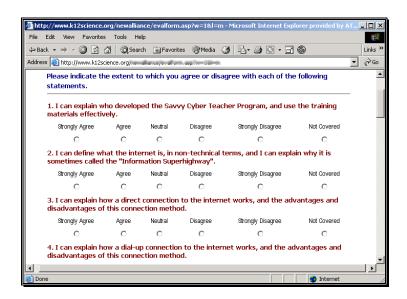
Week One Workshop Evaluation



<u>Instructions</u>: After you have signed-up with this course, you should locate today's evaluation form.



Web Browser: Week One Workshop Evaluation



- Your answers will remain anonymous.
- Please complete every question and click the SUBMIT button after you complete the Evaluation Form

Week One Reinforcement Activity



Instructions: Listen to the Workshop Leader describe the homework assignment.



Web Browser:
Week One
Reinforcement
Assignment





1.	Assignment: Review The "Advanced Internet User Tutorial" - Good For
	Those Who Know The Basics But Didn't Get A Chance To Review The
	Tutorial During The Workshop.



Alliance +

www.k12science.org/alliance

Handout 1: Using A Web Browser



These buttons move a user **back and forth between web sites** that have been previously visited. They will not be available if no back and/or forward option exists.







If a web page is taking too long to appear on your computer screen, you may use this button. It **stops your computer from searching the internet** for the desired information.



Netscape Navigator 4.x



This button forces your computer to retrieve the most updated information from the internet.



The "Home" button sends you **back to a designated web site**. This site is set by the computer staff and is usually the school or college web site. Advanced users may learn to designate the "Home page".



Use this button to **print web sites**. Printing will only work if there is a designated printer available for your computer.



The first bar across the top of your browser window. The bar contains menu options for File, Edit, View, etc. Each of these options has a contextual pull-down menu associated with it. Each contextual menu can be viewed by clicking on the desired menu heading.



The second bar across the top of your browser window contains various buttons that perform **basic browsing functions** such as Back, Forward and Stop. Advanced users may choose which buttons appear in this toolbar.



This toolbar contains the **location/address box**. Users will type the web address (URL) of the web site they wish to go to in this box. It is necessary to hit the Enter/Return key once the address has been entered correctly.



This bar, located at the bottom of your browser window, performs a variety of functions. Messages are sometimes, programmed to scroll across this toolbar. If no message is scrolling across this bar, a user may **find hyperlinks displayed** there. Place the mouse pointer over a hyperlink on a web page (without clicking) and view the web address that the link will take you to.

National Internet-In-Teacher Training Program

Center for Improved Engineering and Science Education

Handout #2: DataFeed System 2.0 – Registration & Course Sign-up Instructions



12/21/200

URL: http://www.k12science.org/alliance/datafeed

How to Register in the DataFeed System

- 1. Access the new DataFeed System 2.0 at the URL above.
- 2. Scroll down and click "Access DataFeed System 2.0"
- 3. Follow the link that reads "Click here to register"
- 4. Follow the on screen instructions. You will need to enter in your contact information and identify your site, district and school. If your school or district is not listed simply select "My district/school is not listed". Later on you will be prompted to enter in that information.
- 5. When prompted, enter in a unique Username and Password for your account. Be sure to write down this important account information:

USERNAME:		
PASSWORD	<u> </u>	
NOTE: You will	need this account information the next time v	ou loa in.

How to Sign Up for a Savvy Cyber Teacher® Course

- 1. If you are not already logged into the system, return to the workshop training web site to access the DataFeed System and log in.
- 2. From your Mentee Teacher account menu, select "Sign Up For A Course Within Your Site".

Select the course that you are currently attending from the selection menu. Use the trainer's name, location for the course and start date to determine which course to select.

NOTE: If the course you are in does not appear in the list it may be because the course has already begun. If this happens ask your trainer to manually sign you up for the course from their DataFeed System account.

How to Evaluate a Savvy Cyber Teacher® Workshop

- 1. If you are not already logged into the system, return to the workshop training web site to access the DataFeed System and log in.
- 2. Select "Complete Evaluation Form" from the Mentee Teacher account menu.
- 3. Select the appropriate workshop (e.g. Week 1) from the list and click on the "Continue" button.
- 4. Fill out the entire evaluation form. All questions must be answered except for the last four open response questions that can be left blank.
- 5. Once you have completed the evaluation form click the **SUBMIT button**.
- 6. You should receive a message saying "Action Completed Successfully". If you do not, please inform your trainer.

The Alliance for Training K-12 Teachers in Instructional Technology

Baseline Survey

Dear Alliance Project Participants,

General Background Information:

Attached is a questionnaire that we are asking all participants to fill out prior to training. The information you supply will be used by staff from Educational Testing Service (ETS) of Princeton, New Jersey, the external evaluators for this project. The information will be used to evaluate the effectiveness of the project and to help us identify the essential elements of successful mentor-teacher training programs. Your responses will be treated as confidential and will be reported only in the form of group summaries. Please DO NOT write your name on this questionnaire.

1.	What is	your job title?			
2.	How long have you worked as an educator?				
		1-4 years 5-10 years 11-14 years 15-20 years More than 20 years			
3.	How Ion	g have you been using computers, personally or in your work?			
		Less then 1 year 1-2 years 3-5 years More than 5 years			
4.	Do you have a computer at home?				
		No Yes → If yes, about how often do you use it? Once a month or less 2-3 times a month 2-3 times a week Every day			

5.	Do you have an Internet connection at home?					
		No Yes→ If yes, about how often do you use it? Once a month or less 2-3 times a month 2-3 times a week Every day				
6.	6. Do you have a computer in your classroom?					
		No Yes→ If yes, about how often do you use it? Once a month or less 2-3 times a month 2-3 times a week Every day				
7.	Do you h	nave an Internet connection in your classroom?				
		No Yes → If yes, about how often do you use it? Once a month or less 2-3 times a month 2-3 times a week Every day				
8.	B. Have you had experience teaching adults (college level or higher)?					
		No Yes → If yes, how many hours of adult education have you conducted? 10-20 hours 21-30 hours 31-60 hours More than 60 hours				

9. Have you conducted any profession	onal develop	ment trainin	g/activities fo	or teachers?	
No Yes → If yes, how many h 10-20 hours 21-30 hours 31-60 hours More than 66		ng have you c	conducted?		
10. Did you volunteer for this training Volunteered Was asked Please indicate the extent to which y					
	Strongly agree	Agree agre	Neither ee nor disagro	Disagree ee	Strongly disagree
11. My administration is supportive of r professional development.	ny				
12. I feel comfortable teaching adults.					
13. I am comfortable with computers.					
14. I feel comfortable teaching other teachers					
15. I feel comfortable using computers in my classroom					
16. My typing (keying) skills are good.					
17. I am proficient at installing software.					
18. I allow students to assist me with computers in my classroom.					

Internet Background

19. What do you see as the primary use(s) for the Internet in education?

Please indicate your level of understanding/familiarity with each of the following. (Check one box on each line.)

	High	Moderate	Minimal	None at all
20. How the Internet works				
21. How to get connected to the Internet				
22. Netscape Navigator or Internet Explorer				
23. The World Wide Web				
24. Listservs				
25. How to create a web site				
26. How to publish a web site to the Internet				
27. Yahoo! [®] Pagewizards Web Page building tool				
28. How to protect students from inappropriate material when using the Internet				
29. AUPs (Acceptable Use Policy)				
30. Internet Safety Software				

How often do you do each of the following?

	Almost every day	Once or twice a week	Once or twice a month	Seldom or never
31. Access World Wide Web sites				
32. Use the World Wide Web with stude	ents			
33. Use e-mail yourself				
34. Use e-mail with your students				
35. Use e-mail with your students to coexperts (e.g. scientists) on the Internet	ntact			
36. Have your students participate in collaborative projects				
37. Use the Internet to access Real-Timor information (e.g. weather satellite images or stock quotes)	ne data			
38. Use the Internet to search for information				
39. Use the Internet with your students a library resource for conducting research				
40. Create web pages with your studen part of classroom activities	ts as			
42. Evaluate student achievement through portfolios or performance assessments				
42. Assess students' computer-based activities				

Use the remaining space to identify questions or issues that you would like to see addressed in the training (use back if needed):

Thank you for your help. Please return your completed questionnaire to your Workshop Leader.