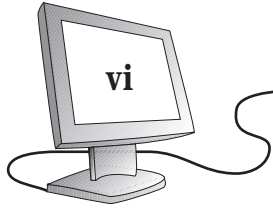


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Preface

This book was written for classroom teachers, by a classroom teacher, and is designed with direct classroom applications in mind. Most teachers do not have computers hooked up to the Internet for every student or even for every classroom. Therefore, much of this book is geared towards showing how those individual teachers who do not have a fully stocked and fully accessible computer lab with Internet hook-up at school, can still use the Internet as a valuable resource for their individual curriculum.

Unlike most educational texts dealing with this new technology, this particular book is *not* meant to teach teachers how to use the Internet. Rather, the purpose of this book is to help teachers learn how to easily, and naturally, incorporate the Internet into the classroom curricula. This resource not only shows the vast potential that the Internet presents to teachers, but also gives practical applications to make it a logical and resourceful part of their personal teaching styles and teaching decisions.

Having adequate supplemental curricular materials is a perpetual concern of teachers. As a possible solution to this problem, this book promotes the Internet as the ultimate teacher resource centre. This technology may eventually become the great equaliser between rich and poor schools, providing equal access for all teachers to the vast range of materials available online. The Internet is a phenomenal curricular aid when used correctly and integrated into its appropriate time and place.

Finally, the overall philosophy of this book is to *educate*, not *train*, teachers in integrating the Internet and cooperative learning into their individual classroom curricula. The key is for teachers to learn how to adapt the material to their own personal teaching styles and educational environments and to make the material a natural part of their overall professional teaching repertoires.

Scott Mandel
Van Nuys, CA, 1998



The Ultimate Teacher Resource Centre

.....

Creating the Future

Mrs. Johnson had been studying the 20th century with her Year Five class. Using co-operative learning methods the class had role-played the move from the nineteenth to the twentieth century, even going so far as to perform a ceremony marking the occasion and dressing up in clothing reflective of the time.

As the students were winding up their look at the century, one of the students said the class should be trying to find out where the best celebration for the beginning of the new millennium would be and what will be happening. They thought that they could enact their own interpretation of the scene.

The class agreed that it was an excellent idea. The students immediately searched through the school library for this material, albeit to no avail. Disappointed, they went back to their work and simply wrote some material about what they imagined would occur. Troubled by her students unsuccessful and disappointed search, Mrs. Johnson went onto the Internet. Mrs. Johnson had an inkling that Sydney's celebrations would be enormous, so using MATILDA—another Australian search engine—she typed in Sydney 2000 and immediately found a number of internet sites related to Sydney. She targeted one in particular called CITY OF SYDNEY—Millenium Event 1999. Within seconds she was viewing the site.

* All names of teachers are fictional.





Choosing a server is probably the most important decision teachers make in the process of getting onto the Internet. Their personal use often dictates which route to take. For instance, if teachers plan on limited, sporadic use of the Internet (less than an hour a week) or are getting online primarily to use e-mail, then an educational entity or a national commercial site might be the best choice for their needs. If teachers plan to use the Internet more regularly, a private, regional company may be more beneficial. Figure 1.1 is a partial list of the benefits and potential problems of each of these three choices. Keep in mind, no matter which teachers choose, they can always switch their servers as their needs change.

Things to Consider When Choosing a Server		
SERVER	BENEFITS	POTENTIAL PROBLEMS
EDUCATIONAL ENTITY	<ul style="list-style-type: none">• Often is free for educators, or offered at an extremely reduced rate	<ul style="list-style-type: none">• Limited hardware at nonprofit site makes it difficult to connect during peak hours• If operated by school system, tech support often limited to school hours—when <i>you</i> are working
PRIVATE REGIONAL COMPANY	<ul style="list-style-type: none">• For-profit company keeps equipment up-to-date for customers; easy to connect• More personalised service and easy-to-use tech support	<ul style="list-style-type: none">• Usually most expensive of the choices, but only by a few dollars (Going rate is \$20–40 a month)
NATIONAL COMMERCIAL SITE	<ul style="list-style-type: none">• Ease of immediate use• Ready-made online activities for the inexperienced user	<ul style="list-style-type: none">• Tied to their system—cannot enter the Internet without going through them• Slows access down considerably, especially with wading through all of their advertisements• Impersonal tech support

Fig. 1.1



Immediate Application

List three ways you can immediately incorporate the Internet to enhance the topic you are currently teaching.

1.

2.

3.

The next chapter discusses in detail specific ways to incorporate the Internet into your teaching repertoire.