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HyperStudio®: Simple Projects

Its Intended Purpose

Simply stated, this book is a resource for ideas. The projects contained herein are intended as examples of how *HyperStudio* can be utilised as a multimedia authoring tool for teaching, learning, and presenting information. This book will provide its greatest value assuming the following criteria are met:

Firstly, it is assumed that you have developed a comfort level with computer technology and with *HyperStudio*. This book is not written as a tutorial on the fundamentals of using *HyperStudio*. Rather, it is a collection of ideas and materials to help facilitate the use of *HyperStudio* across the curriculum. Teachers seeking tutorial and supplementary instruction material on using *HyperStudio* in the classroom might consider the book *HyperStudio for Terrified Teachers*, also published by Hawker Brownlow Education. *HyperStudio for Terrified Teachers* comes in two versions (one for Grades 3–5 and another for Grades 6–8), and provides a wealth of skill-building lessons, student task cards, sample projects, and planning materials. References will be made to *HyperStudio for Terrified Teachers* (hereafter abbreviated as HS4TT) throughout this book to help teachers who wish to locate related tutorial information if necessary.

Secondly, it is assumed that you will invest an adequate amount of preparation prior to actually doing any of these projects on the computer. The title *HyperStudio: Simple Projects* should not be misinterpreted. The projects themselves have been designed so that they can be accomplished on the computer within as short a time span as possible. However, the projects will require advance preparation that may or may not be as short in duration.

Thirdly, it is assumed that you will have consistent access to a computer(s) and *HyperStudio*. While every effort has been made to structure the projects so that they are manageable in a one-computer classroom, multicomputer classroom, or computer lab, obviously the more access the teacher and students have to the hardware and software they need, the more efficiently they will be able to complete the projects.

With these assumptions in mind, it is hoped that teachers and students alike will find *HyperStudio: Simple Projects* to be a worthwhile help in taking greater advantage of all that *HyperStudio* has to offer.

As previously mentioned, this book is a *resource* for ideas. It is expected that you will make modifications as necessary to adapt a given project to your own specifications. As you would with any teacher's manual, you should take the information and present it in a manner that suits your needs.

Checklist Technology

vs.

Integrated Technology

What do we mean when we speak of integrating technology into the curriculum? Perhaps the best place to start in developing an answer to this question is to get an idea of what each of the key components — *technology, integration, curriculum* — are.

Webster's defines technology as...

- the practical application of knowledge, especially in a particular area,
- a capability given by the practical application of knowledge, and
- a manner of accomplishing a task, especially using technical processes, methods, or knowledge, and the specialised aspects of a particular field of endeavour.

In sum, **technology is the means to task completion.**

As it applies to education, Webster's defines *integrate* as...

- to form, coordinate, or blend into a functioning or unified whole,
- to unite with something else, and
- to incorporate into a larger unit.

In sum, **integration is the combining of tasks to complete a productive system.**

Curriculum is defined as...

- the course offered by an educational institution, and
- a set of courses constituting an area of specialisation.

In sum, **curriculum is a productive system of combined tasks.**

Integrating technology into the curriculum means combining tasks (objectives) to achieve learning outcomes (goals). These goals compose the curriculum. Technology is the means by which objectives are completed, and integration is a deliberate co-utilisation of various technologies toward attaining the curriculum.

The curriculum represents what we feel is most worthwhile for our students to learn. We as educators are in a constant process of writing, revising, evaluating, and rewriting the curriculum. Because technology continually advances, the process never quite reaches equilibrium.

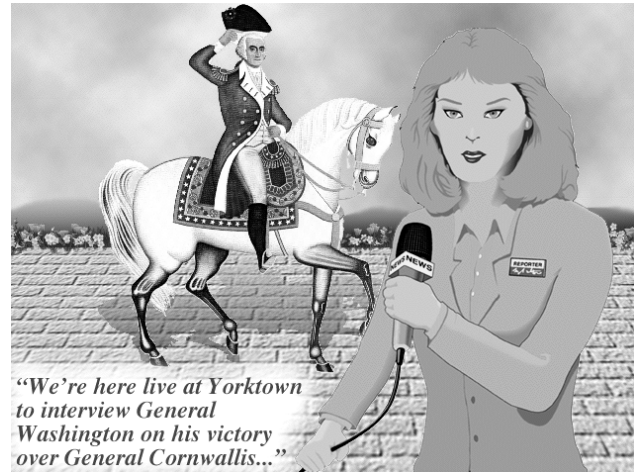
A natural consequence of technology is that the more we use it, the more we become accustomed to it. We get set in our ways, nostalgic about what has come before, and wary of something new. This is especially true in education. How often have we encountered the instructional mentality that the 'old' ways of teaching were good enough, so why change things?

See-Through Interview

Using Graphic Overlays to Frame Live Video

Overview:

One of the least utilised, but most effective capabilities *HyperStudio* affords is a combination of live video with overlaying objects (graphics, text objects, and buttons) on the computer screen. This opens up all kinds of possibilities! In this project, students present historical research using a live TV news format. The effect is a virtual ‘step back in time’ in which students themselves can portray, interview, and/or interact with people of the past.



This student chose to interview George Washington. Your students can interview anyone they can think of, living or dead!

Hardware/Software Needed:

- MacOS or Windows-based computer with video-in capability
- *HyperStudio* for Macintosh or Windows
- Video camera
- Audio and video cables
- TV
- VCR (optional but necessary if you wish to videotape the interview)

Subject: Study of Society/English

Special Note:

This project requires only one ‘AV’ computer with video-in capability, which is not needed until **Using**

HyperStudio (Task 4).

All of the steps outlined prior to this task can be accomplished on ‘regular’ non-AV computers.

Additional information can be found in the two AV tutorials created for the *HyperStudio: Simple Projects* CD-ROM (included with this book). Specifically, they can be found in the MacAV folder on the CD-ROM.

At the end of this project, alternative approaches are presented for those teachers who will not have access to an AV computer.