

Table of Contents

Introduction	3
Lucas' Lesson	3
Book Overview	4
Computer Resources in your School	4
Chapter 1: Getting Started	5
Computer Surveys	5
Chapter 2: Using Folders to Organise Your Class.	11
Folder Discussion	11
Creating Electronic Folders	13
Saving Documents in Folders	20
Yearlong Writing Portfolios	25
Chapter 3: Using Email to Improve Classroom Communication	30
Acquiring Free (for Now) Email	31
Train your Students to Check Email	33
Basic Electronic Collection	34
Student-to-Student Assignment Sharing (Peer-Editing Process)	43
Using Email to Read Novels	53
Chapter 4: Using Message Boards to Improve Classroom Communication	60
Creating a Message Board	61
Using Message Boards to Extend Conversation	63
The Message Board Challenge	69
Chapter 5: Launching into Cyberspace with Websites	71
Obtaining a Website Address and Building a Homepage	72
Next Steps in Building your Website	74
The Syllabus Link	74
The Grammar Link	76
The Weekly Journal Link	78
The Literary Elements Link	78
The Writing Assignment Link (The K.A.S.A.M. Method)	78
Interactive Writing Tutorial (for Groups)	82
Chapter 6: Publishing Student Writing on the Internet	89
Hyperlinks	90
Australian Culture Project	94
Oral History Project	102
CD-ROM Index	111

Introduction

Lucas' Lesson

Lucas is a computer wizard. You know the type. During free time he haunts the computer lab, and he was the first kid in school to break the computer technician's firewall and access banned sites on the Internet. Unfortunately his mastery of a particularly useful machine (the computer) combined with his poor social skills have caused him to develop a rather large chip on his shoulder.



One day, for fun, Lucas figures out a way to make his school email address send instant message replies back to every person who sends him an email. The message is simple – and also quite rude: ‘You must be a complete idiot to think I would reply to your email.’

Meanwhile, Mrs Mildred Pierce, the school's oldest and most well-respected teacher, is taking a computer course for beginners at a local college. She has been taking the course for a few weeks and is beginning to feel good about herself. She's taking a chance. And she's planning to use her new knowledge to really ‘connect with her students’.

After a few weeks in the course, Mildred decides that she's ready to use this thing called email. She asks her instructor how she might ‘integrate’ email into her Latin course at the high school. Since the instructor knows that Mildred teaches at a school where all the students have email accounts, the instructor suggests that Mildred send a mass email to each member of her classes. He explains how she should do this, and she races home, turns on her computer, and writes a giddy letter to her students.

After sending the message, Mrs Pierce immediately receives a response. It's from Lucas. Mrs Pierce can barely contain her excitement. Although she has often thought of Lucas as a lazy student with a bad attitude, she suddenly sees him in a new light. She is sure that she is about to head down a new path of learning with this difficult student. She is sure of this . . . for about a second. When she opens the message and reads it, she nearly falls out of her chair.

When Mrs Pierce received her first email message from a student, she had learned her first lesson about writing in an electronic environment. The discourse can be shocking, disrespectful and downright nasty. But, since Mrs Pierce was in a position of power, Lucas would learn the real lesson when he walked into school the next day and received an earful from Mrs Pierce.

Lucas' lesson is one that most of us learned as we began writing in a digital environment. When we write in cyberspace, whether on email or on a website, people take notice. And students are no longer just writing assignments for teachers and notes to their friends. They are chatting with complete strangers (some of whom can be dangerous), negotiating prices, reserving movie tickets, asking each other out on dates, forging friendships and changing identities. Our job, as teachers, is to teach our students how to negotiate this terrain in a manner that is responsible, ethical and commanding.

This book aims to bridge the gap between what you do not know about technology in the classroom and what you will have to know to serve your students in the future. In addition, this book will help you to serve yourself in the future. Many teachers have begun to feel pressured by administrators to become more technologically proficient – or found that the newest members of their department have been hired, in part, because they are tech-savvy. This change in values can be frightening to teachers. The good news is that you do not have to become a technology wizard overnight. At the same time, it will not hurt you to familiarise yourself with what may be the dominant force in education in the years to come. And you might even have a little fun in the process!

Chapter 1: Getting Started

Overview

Your first responsibility as an educator who wants to integrate technology into his or her curriculum is to map out the times, places, and dates when students will be able to access computers. In some schools, all students will carry around a laptop computer that can be instantly (and wirelessly) connected to the Internet. In other schools, one lab will be expected to serve hundreds of students.

The *Home Technology Survey* and *School Technology Survey* included in this chapter will help with the process of surveying essential questions such as: Can each student gain access to a computer at school? Do students have computers at their homes and if so, are they connected to the Internet? In addition, a *Home Computer Schedule* form is provided on the CD-ROM to assist families in scheduling computer time at home.

Note: If you work in a school where each student has his or her own laptop and can connect to the Internet at any time, you can proceed to the lessons that begin in Chapter 2.

Lesson Plan: Computer Surveys

For the Teacher

These surveys will help you to collect important information that you can later use to map out your courses.

Objective

- Assess student access to computers, both in and out of the classroom.

Materials

- *Home Technology Survey* handout
- *School Technology Survey* handout
- Acceptable Use Policy (developed by your school; example provided)
- Optional: *Home Computer Schedule* handout (on the CD-ROM)

Procedure

1. Hand out copies of the *Home Technology Survey* (attach your school's Acceptable Use Policy if available) and review it with students.
2. Instruct students to fill out the *Home Technology Survey* with their parents and return them the next day.
3. Once you have collected all the home surveys, fill out the *School Technology Survey*. Use the home surveys to fill out parts of the school survey. If you cannot answer all of the questions, enlist the help of the school's technology expert.

Note: If you plan to use computers and the Internet in school, you should have an **Acceptable Use Policy**. If your school does not already have one, you may want to approach an administrator about developing one. Given free reign, certain students might damage computers or access inappropriate websites. By asking them to sign an Acceptable Use Policy, you cause them to take responsibility for their actions. An example Acceptable Use Policy is provided on the following page.



Name: _____

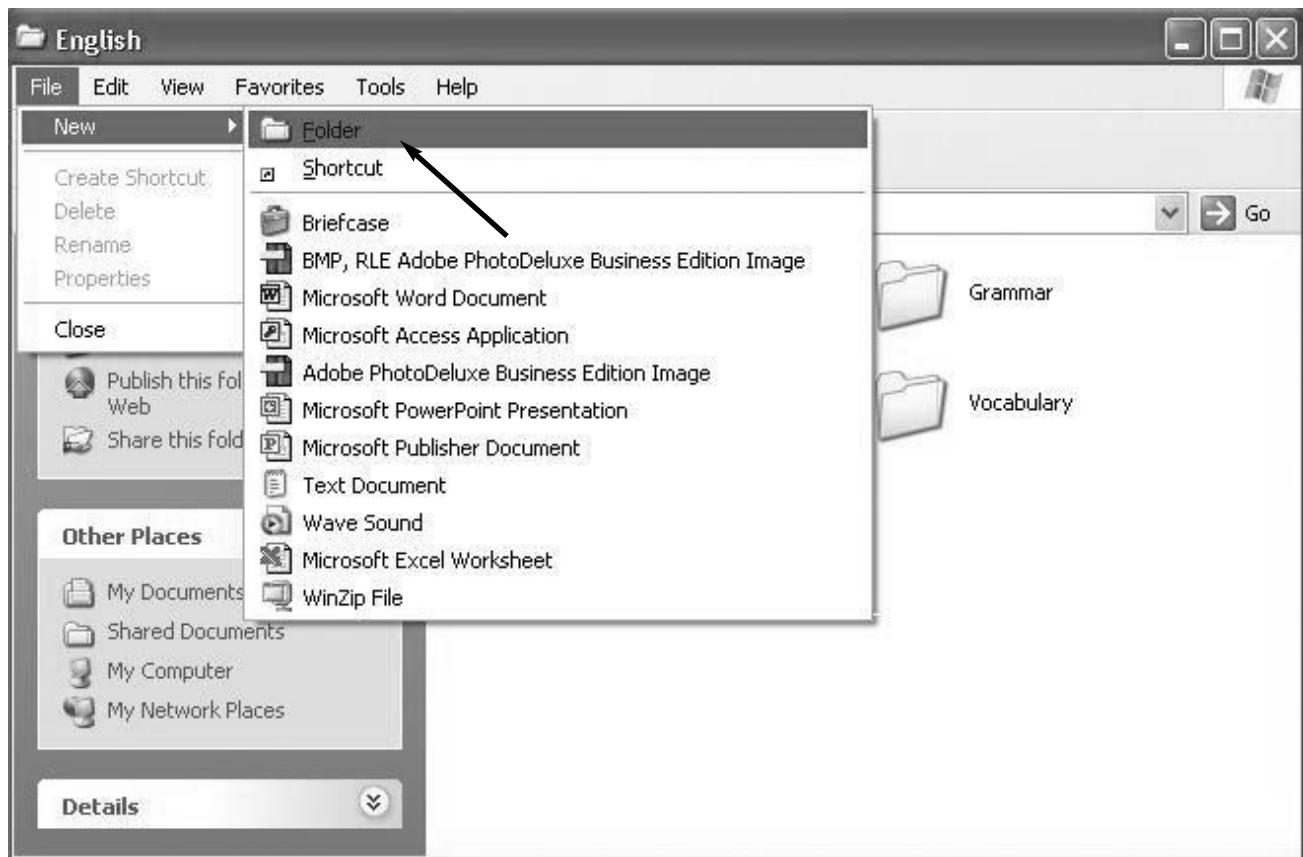
Date: _____


Creating Electronic Folders (for PC)

1. Turn on your computer.
2. Open the **My Documents** window by double-clicking the **My Computer** icon on the desktop.



3. In the My Documents window, click **File**, then **New**, then **Folder**.



A new folder will appear, ready for you to name it. 

4. Type the word *English* and press the **Enter** key on your keyboard.



5. Repeat steps 1–4, but this time instead of typing *English*, type one of the five most important aspects of English class that your class agreed upon on the *Folders Discussion Worksheet*.
6. Repeat steps 1–4 to create 4 more folders, naming them according to the four remaining important aspects of English class on the *Folders Discussion Worksheet*.

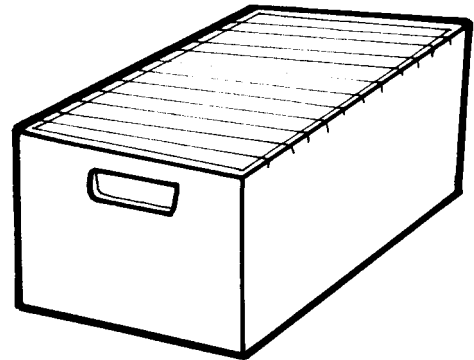
Lesson Plan: Yearlong Writing Portfolios

For the Teacher

For many years, teachers have praised the value of keeping writing portfolios in English class. Portfolios provide teachers with a number of papers written throughout an entire school year giving a clear picture of a student's developing skills as a writer. In addition, teachers use portfolios to reflect on which assignments have the most profound effect on their students, to pull excellent and not-so-good examples for future classes, and to assemble archives where student writing can be compared year-to-year.

For students, portfolios bank written work that can be called upon later. While some students appreciate the nostalgic value of such a system, comparing essays they wrote in Year 7 to ones they wrote in Year 12, others use portfolios for self-reflection, finding assignments on which they did well and reminding themselves of topics that engaged them. These students use ideas written in earlier papers to create other works like university essays, personal essays for tertiary admissions or entries in writing competitions.

Electronic folders make managing the yearlong or larger portfolio easy. Picture a file cabinet with one hundred paper folders bursting with student work collected over the course of four years. The papers inside each folder will wrinkle and yellow with time. Now, picture a disk storage file, about as big as a shoe box, securely housing one or two disks per year holding every essay written by every student you teach. Or, even better, picture an electronic folder on your own computer that houses the work of all of your previous students. At any time, you can pull up a student's essay from any year with a few simple clicks, send it back to her over email, or print it for another student. These are just some of the applications that make electronic portfolios particularly advantageous to both teachers and students.



Objectives

- Students will save all written work in folders.
- At the end of the year or semester, students will search through all previous written work in order to select their best work and create a final portfolio.

Materials

- Laptop or desktop computers (**Note:** See the section titled, **Computer Resources at your School** for suggestions on how to conduct computer lessons with limited resources.)
- Word processing software
- Floppy disks (optional)
- *Yearlong Portfolio Folder Evaluation* sheet
- *Final Portfolio Reflection* sheet
- *Final Portfolio Evaluation* sheet



Peer-Editing Partner Sheet (for the Teacher)

Plan peer-editing partners in advance by listing each student in your class in the first column and then five different partners for that student in subsequent columns.

Student Name	Partner # 1	Partner # 2	Partner # 3	Partner # 4	Partner # 5
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					
26.					
27.					
28.					
29.					
30.					