UNDERSTANDING INFORMATION TECHNOLOGY AS A NEW LITERACY: SCHOOL LEADERSHIP IN THE INSTRUCTIONAL USE OF INTERNET TECHNOLOGIES

Materials for Participants

A Course Developed for the Connecticut Consortium for Technology Integration in School Leadership

by

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An on-line version is available at: **http://ctell1.soe.uconn.edu/CTAdminTech/**

SUMMARY AND ACTIVITY OUTLINE

UNDERSTANDING INFORMATION TECHNOLOGY AS A NEW LITERACY: SCHOOL LEADERSHIP IN THE INSTRUCTIONAL USE OF INTERNET TECHNOLOGIES

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Purpose: The purpose of this series of workshop activities is to support school leaders in meeting Technology Standard III: Technology Integration to Enhance Teaching and Learning. The particular focus of our effort will be on the effective use of information and communication technologies, especially the Internet, since these are the technologies that increasingly define our students' literacy and learning future.

Specifically, we seek to implement standard III. A:

> *"Learning and Teaching – Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching."*

Outcomes:

- Become aware of the instructional consequences for schools of global economic competition within information economies
- Become aware of how school districts, schools, and classrooms are developing models of technology integration.
- Become aware of three important instructional models for integrating the Internet into literacy and learning: Internet Workshop, Internet Project, and WebQuests.
- Become familiar with the use of telecollaborative resources for instruction and professional development.
- Expand your action plan by integrating specific ideas you have gained from your first day's experiences.

Note: All materials are available online should you wish to use them in your own district for staff development and workshop sessions. They are located at:
http://ctell1.soe.uconn.edu/CTAdminTech/

Time	Topics and Activities	Outcomes
60 minutes	**Using Technology to Prepare Students for the Futures They Deserve: A Perspective for School Leaders** PowerPoint Presentation and Conversation	· Become aware of the consequences for teaching and learning resulting from information technologies, global economic competition in information economies.
	LUNCH	
60 minutes	**WORKSHOP I: How are School Districts, Schools, and Classrooms Integrating Internet Technologies into the Curriculum?**	
	Defining Internet Workshop: A Central Instructional Model	· Develop an understanding of Internet Workshop.
	Internet Workshop Activity: How Are Others Integrating Technology into the Curriculum? (Computer experience and workshop exchange session)	· Become aware of how school districts, schools, and classrooms are developing models of technology integration.
45 minutes	**WORKSHOP II: How are Educators Expanding Classroom Boundaries with Networked Communication Resources?**	
	Internet Workshop Activity: Exploring Networked Communication Resources and Telecollaborative Learning Projects (Computer experience and workshop exchange session)	· Become familiar with the use of networked communication resources and telecollaborative learning projects
15 minutes	**Break**	
45 minutes	**WORKSHOP III: Using Central Curriculum Resources and WebQuests to Prepare Students for their Literacy and Learning Future**	
	Internet Workshop Activity: Exploring Central Curriculum Resources and WebQuests as Teaching and Learning Tools	· Develop an understanding of Central Curriculum sites in math, science, Social studies, and literacy
	(Computer experience and workshop exchange session)	· Develop an understanding of WebQuests, an important instructional model.

60 minutes	**Action Plans**	
	What did we learn? Review goals, outcomes, individual needs	· Review major learning goals and specific needs.
	Revise/develop action plans based on today's information	· Revise action plans
	Exchange of action plan ideas	· Share preliminary thoughts about action plans.
	Brief evaluation of the sessions.	· Share ideas for improving the session.

PRESENTATION

Using Technology to Prepare Students for the Futures They Deserve: A Perspective for School Leaders

Overview

How are nations around the world responding to global economic competition in their school systems? Is the US really the leader in technology integration within school systems? What might school leaders do to hasten the pace of change in thoughtful ways? Which instructional models for using the Internet in the classroom are central to effective integration? This after-dinner presentation will address each question. It will provide an important perspective for school leaders on technology integration in school classrooms. It will use an "Informal Assessment of Internet Literacies" to help us become aware of transformations taking place in educational systems around the world. We will also explore how global economic competition and the shift to network information technologies in the workplace requires us to rethink the nature of assessment, teaching and learning, and school leadership. Finally, we will look at the instructional implications to the changes that are taking place. The talk will set the foundation for the Internet Workshop sessions that will follow.

Note: This Powerpoint presentation is available online, with links to each location identified in the talk. Please feel free to use it in your own staff development efforts.
Visit: http://ctell1.soe.uconn.edu/CTAdminTech/

Additional resources are also available at:

The Literacy Web: http://www.literacy.uconn.edu
A complete collection of Internet resources for literacy education including teaching, research, standards, and much more.

INTERNET WORKSHOP I:

How are School Districts, Schools, and Classrooms Integrating Internet Technologies into the Curriculum?

Available at: http://ctell1.soe.uconn.edu/CTAdminTech/actone.html

Overview

This activity will provide you with an experience in which you participate in Internet Workshop, a central instructional model, as you discover the strategies used by districts, schools, and teachers to integrate Internet technologies into school settings. The experiences are intended to raise important questions for potential inquiry projects, and better prepare you for your important leadership role in this area.

What is Internet Workshop?

Internet Workshop (Leu, 2002) is an instructional model for quickly integrating the Internet into the curriculum. As an educational leader, you should become familiar with how it is used. Internet Workshop is especially useful to introduce students to sites for an upcoming unit and develop useful background knowledge. It is also useful to develop important understandings as you work through a unit.

Internet Workshop has many variations. Generally, though, it contains these steps:

1. Locate a site, or several sites, on the Internet with content related to a classroom unit of instruction and set a bookmark for the location(s).
2. Develop an activity requiring students to use the site(s).
3. Assign this activity to be completed during the week.
4. Have students share their work, questions, and new insights at the end of the week during a workshop session.

More information about this instructional model is available at these resources:

Leu, D. J., Jr. & Leu, D. D. (2000). Teaching with the Internet: Lessons from the classroom (3rd ed.). Norwood, MA: Christopher-Gordon. Available: http://www.sp.uconn/~djleu/third.html

Leu, D. J., Jr. (2002). Internet workshop: Making time for literacy. Reading Online. [Article reprinted from The Reading Teacher, 55,]. [Online Serial]. Available: http://www.readingonline.org/electronic/elec_index.asp?HREF=/electronic/RT/2-02_Column/index.html

On the next few pages, we will engage in Internet Workshop together around issues of school use of Internet technologies. Each team member will have 30 minutes to explore and gather information on the Internet in one area. You will bring the information you gathered back to your team where you will share and discuss it for 15 minutes.

Integrating Internet Technologies at the District, School, and Classroom Level: An Internet Workshop

(Available at: http://ctell1.soe.uconn.edu/CTAdminTech/actone.html)

Name: _____ Date: _____

Directions: You will complete one of the following activities and bring your information to your team's workshop session, where you will share your results with others. You will have 30 minutes to gather your information in one of the following areas. Determine which you will explore:

1. District Sites
2. School Sites
3. Classroom Sites
4. Articles about Using Internet Workshop in the Classroom
5. How Does Connecticut Compare to Other States?.

1. **School Districts.** How are school districts using Internet technologies to support staff development, the attainment of standards, instruction in math, science, social studies, or language arts, and school district communication with the community/parents? Explore several district sites and bring back to your team good ideas that you can you use in your own district:

   Oswego City School District, Oswego, NY
   http://oswego.org/
   Pekin Public Schools, Pekin, IL (A site developed and maintained by students)
   http://www.pekin.net/pekin108/
   Minot Public Schools, Minot, ND
   http://www.minot.k12.nd.us/
   Beaverton School District, Beaverton, OR
   http://www.beavton.k12.or.us/

   What important ideas did you discover that you should be using in your district or at your district's web site? Write your notes below on good ideas that you found. Share them with your team.

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2. **Schools.** How are schools using the Internet for teaching and learning and communicating with parents? Explore at least one of these school sites:

   Oak Park and River Forest High School, Oak Park, Illinois http://www.oprfhs.org/
   Western Middle School, Elon, North Carolina http://wam.abss.k12.nc.us/
   Captree Elementary School, West Islip, NY http://www.captree.k12.ny.us/

   Take notes and be prepared to share what you discovered:

   - What did you discover that you really liked?
   - What new ideas for your own school site did you get from your review?
   - Is this just good PR or are important things actually taking place? What are they?

3. **Teachers.** How are teachers using Internet technologies to support teaching and learning in the classroom and communicate with parents? Explore at least one of the classroom web sites below. Take notes and be prepared to share what you discovered about these issues:

   - Which effective elements did you discover at these classroom web sites?
   - What common elements did you find that every good classroom web site should contain?
   - Is this just good PR or are important things actually taking place?
   - How do our teachers compare in the integration of technology into the classroom?
   - What can you do in your district to support the development of classroom web sites?

   Mary Kreul's 2nd Grade Class, Whitefish Bay WI,
   http://www.geocities.com/marykreul/2Kschool/index.html
   Ms. Caroll's 4th Grade Class, Oswego, NY
   http://www.oswego.org/staff/ccarroll/web/
   Mr. Rosetti's 8th Grade Language Arts and Reading Class
   http://jawbone.clarkston.wednet.edu/Websites/Lincoln/Staff/rosetti/laonline/index.html
   Mr. Heffner's 9th Grade English Class, Rebesonia, Pennsylvania
   http://www.pipeline.com/~sheffner/index.html
   Bridge's Biology Index Web Pages, New Jersey
   http://www.ptpleasantbch.k12.nj.us/bridge/index.html
   Ms. Gabbard's Math Place, Newport, KY
   http://www.nku.edu/~gabbardal/index.htm

4. **Articles.** Read the online articles below about Internet Workshop and discuss why the Internet is so central to our students' future. Take notes and be prepared to share what you discovered about these issues:
   - How do teachers use Internet Workshop in the classroom?
   - Why is the Internet so central to our students' future?
   - Do you think an Internet Workshop model might be useful at your school? Why or why not?

   Leu, D. J., Jr. (2002). Internet workshop: Making time for literacy. Reading Online. [Article reprinted from The Reading Teacher, 55,]. [Online Serial]. Available: http://www.readingonline.org/electronic/elec_index.asp?HREF=/electronic/RT/2-02_Column/index.html

   Leu, D. J., Jr. (2000). Our children's future: Changing the focus of literacy and literacy instruction. Reading Online. [Article reprinted from The Reading Teacher, 53, 424-431]. [Online Serial]. Available: http://www.readingonline.org/electronic/RT/focus/

5. **How Does Connecticut Compare to Other States?** How does Connecticut compare with other states with the integration of technology into K-12 schools? Explore the database available at Education Weekly (http://www.edweek.org/tc02/). Select "State Profiles" and then select Connecticut on the map of the US. Now, compare Connecticut to at least one other state (the link is on the left side of the page). (Try comparing Connecticut with South Dakota or any other state.) Take notes and be prepared to share what you discovered about how we are doing in the Nutmeg State.

Evaluation Rubric:
2 points = I gathered all the appropriate information for one of the areas.
2 points = During the workshop session, I shared the information I found.
1 point = I did this exceptionally well or I did more than was required (Describe)
5 points = Total possible

INTERNET WORKSHOP II:

How are educators expanding classroom boundaries with networked communication resources?

(Available at http://ctell1.soe.uconn.edu/CTAdminTech/acttwo.html)

Overview

This Internet Workshop will provide an opportunity to explore different ways that students and their teachers are connecting and communicating with others from around the world through email, listservs, electronic discussion boards and central curricular web sites. The experiences are intended to raise your awareness of various types of telecollaborative opportunities available and suggested practices that can successfully enhance student learning and support professional development in schools.

What is Telecollaboration?

The Internet can be powerful tool for communication within and between schools around the world. As an educational leader, you should become familiar with how telecollaborative projects are being used to ground local inquiry, provide resources in the form of expertise, data and information and to introduce learners to new ways and purposes for communicating. An important question to keep in mind throughout this workshop is to ask yourselves if and how access to this information and processes can help deepen students' understanding of the academic concepts that are covered in your school's curriculum.

Judi Harris (1998) believes that the Internet offers educators three structure types that function as flexible frameworks for teachers' instructional design tools. Each activity structure encompasses five to seven different types of activities that are flexibly designed to support various learning goals.

1. **Interpersonal Exchanges** are those activities in which individuals communicate electronically with other individuals, individuals communicate with groups or groups communicate with other groups. Interpersonal Exchanges include: keypals, global classrooms, electronic appearances, telementoring, question-and-answer activities, and impersonations.
2. **Information Collection and Analysis** activities are those that involve students collecting, compiling, and comparing different types of interesting information. Information Collection and Analysis activity structures include: information exchanges, database creation, electronic publishing, telefieldtrips, and pooled data analysis.
3. **Problem Solving** activities promote critical thinking, collaboration, and problem-based learning. Problem Solving structures include: information searches, peer feedback activities, parallel problem solving, sequential problem solving, telepresent problem solving, simulations, and social action projects.

These structured activities usually fall into one of four categories of telecommunication (Informatica, 2002):

1. **Class to Class**: Classes use the information, help or resources other classes have to offer, or they share information, resources and activities in collaborative or co-operative exchanges. Each class should have it's own e-mail address to ensure ownership and follow-up.
2. **Teacher to Teacher**: Teachers can use electronic networking for planning, sharing and support. For this type of interaction, teachers need to have a separate e-mail address as they will discuss and share with their peers.
3. **Teacher or Expert to Class:** Mentors or other experts can help students, answering their questions or communicating in the guise of a persona. You can even plan "live" interviews with experts or celebrities through a "chat" or “videoconferencing”.
4. **Student to Student:** As in keypaling, this is only one of many ways to use e-mail, and experts agree usually not the one that guarantees the best chance of success.

How do you define some of the telecollaborative environments currently being used for learning?

A **listserv** is an online email community of individuals who are interested in a common topic. When you join a listserv you receive email messages posted to that list. You may also post a message to the list. Listservs (mailing lists) provide special opportunities to support all educators with a means of continuous professional development.

A **bulletin board** system is like an electronic message center. Many bulletin boards serve the particular interests of educators of a certain grade level or specific content area. They allow you to review from a website an archive of messages previously posted by others and to leave your own message if you want. Bulletin boards are a particularly good place for posting a question you have and checking back a few days later to find answers posted by many others with similar interests.

A **chatroom** is an environment within which two or more users communicate via computers in real-time (simultaneously with immediate feedback). Once a chat has been initiated, each user can enter text by typing on a keyboard and the entered text will appear on all the other user's monitors. Chatrooms are helping to provide real-time opportunities for educators to meet and dialogue with other peers and experts in their field without the expenses typically associated with face-to-face interactions.

There are thousands of listservs, bulletin boards and chatrooms on the Internet. A number of them are devoted to discussion of important educational areas. Are you looking for answers to questions in educational leadership, reading education, math education, science education, social studies education, or any other curricular area? There is a telecollaborative learning opportunity out there just right for you.

More information about telecollaborative activity structures is available at these resources:

Harris, J. (1998). *Virtual Architecture: Designing and Directing Curriculum-Based Telecollaboration.* Eugene, OR: International Society for Technology in Education. Available: http://virtual-architecture.wm.edu/index.html

Informatica. (2002). *Organizing and Facilitation Telecollaborative Projects with Informatica Circle.* Available: http://www.ardil.info/index.php?ardil=projects.inc

On the next few pages, you will complete an Internet Workshop experience together around the use of telecollaborative learning projects and networked communication resources. You will have 30 minutes to explore and gather information in one area. You will bring the information gathered back to our workshop session where we will share and discuss it for 15 minutes.

Exploring Networked Communication Resources and Telecollaborative Learning Projects: Internet Workshop II

(Available at http://ctell1.soe.uconn.edu/CTAdminTech/acttwo.html)

Name: _____ Date: _____

Directions: You will complete **one** of the following activities and bring your information to our workshop session, where you will share your results with others. You will have 30 minutes to gather your information in one of the following areas. Decide which one you would like to explore:

1. Explore several online dialogues and listservs for educators in various curricular areas.
2. Explore email and discussion list opportunities for students.
3. Explore collections of telecollaborative projects that teachers and students can join.
4. Explore central curricular sites in math, science, social studies and literacy education.
5. Read articles about the effective use of telecollaborative projects with students.

1. Online Dialogues for Educators: Explore these online dialogue opportunities and their archives. Be prepared to share answers to these four questions:

- Which of these resources might you wish to encourage your teachers/administrators to explore?
- Who belongs to each list/discussion board?
- How does the culture (e.g., supportive, adversarial) on these lists/discussion boards compare to the culture in your own school/district?
- How can one use the search function to locate information relevant to your school's needs on these lists/discussion boards?

Discussion Boards

- TappedIn is an online workplace of an international community of education professionals. Click on the link that answers "What can educators do here?" and explore the various types of networking opportunities (listservs, online discussions, project planning) for educators and administrators.
- Teachers.net provides a Chatboard Network (discussion board), real-time Chatrooms (including archived live workshops) and a Mailring Center. This network features a full calendar of events with popular experts and special interest groups.
- The Knowledge Loom provides online discussion resources for each one of their topical spotlights, such as The Principal as Instructional Leader or Technology Leaders.
- ProTeacher's Networking Opportunities

Exploring Networked Communication Resources and Telecollaborative Learning Projects: An Internet Workshop (continued)

LISTSERVS

- RTEACHER is an Internet discussion forum for literacy educators sponsored by the International Reading Association (IRA). [Archives: http://www.reading.org/archives/rteacher.html]
- MIDDLE-L is a discussion list for anybody interested in middle school education that is operated by the ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE) at the University of Illinois. [Archives: http://askeric.org/Virtual/Listserv_Archives/MIDDLE-L.shtml]
- CHILDLIT is a list devoted to discussion and critical analysis of children's literature. [Archives: http://email.rutgers.edu/archives/child_lit.html]
- Big 6 SKILLS is a list that facilitates implementation of Big6™ information and technology literacy programs in all educational situations. [Archives: http://www.askeric.org/Virtual/Listserv_Archives/Big6.shtml
- MIDDLEWEB is a listserv dedicated to supporting middle grades and young adolescents -- many of whom are struggling with literacy issues [Archives: http://www.middleweb.com/mw/listserv/MWLarchive.html]
- MATH-TEACH is a discussion list for math educators sponsored by The National Council for Teachers of Math (NCTM). [Archives: http://mathforum.org/epigone/math-teach/]

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2. Email and discussion board activities for students. Explore the resources below. Take notes and be prepared to share your reflections about these three issues:

- What types of resources are available for conducting project-based learning with email and electronic discussion boards?
- Do you believe that access to this information/processes helps deepen student learning and enhance the topics of study introduced in your district's curriculum? If so, how?
- Do email and discussion board activities require your district to rethink some of its policies (e.g. student privacy policies, student email use, parental permission, etc)?

- UNICEF's Voices of Youth Interactive Discussion Boards and Resources on issues such as Child Labor, Children and War, Life in Cities, and Environmental Issues
- Scholastic's Connect and Collaborate Discussion Board and Activity Sets

- Intercultural Email Classroom Connections (IECC) is for teachers in primary and secondary classrooms who are seeking partner schools.
- Decisions, Decisions Online requires a subscription for classroom use, but you can preview its resources [select "Take the Quick Tour"] or check out a list of topics e.g. TV Violence for free). It involves viewing online videos, debating the topics with peers in class or online and then casting a vote online in support of one side of the issue or the other.
- KeyPals Club is a free educational email service to help create new friendships around the world.
- KidLink's goal is to establish a global dialog among youth through the secondary school level. Example projects include I Have a Dream and the Who-Am-I program.

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3. Telecollaborative Projects for Students: Explore the range of telecollaborative projects designed to foster student learning. Take notes and be prepared to share what you discovered about these issues:

- How are teachers around the world using telecollaborative projects in the classroom?
- How can access to this information and these processes help deepen students' understanding of academic concepts?
- What can you do to encourage teachers in your district to participate in telecollaborative projects?
- What new types of assessment might be needed in your district to measure the impact of participating in telecollaborative projects?

    - Susan Silverman's WebFolio features exciting literature related telecollaborative projects created by a computer teacher in Long Island, NY and co-constructed by elementary students around the world. After choosing a particular thematic project to view (and waiting for a bit of music to play), you can select "Student Showcase" to view participating student response projects related to each topic.
    - International CyberFair features an annual global contest that involves and recognizes students conducting research about their local communities and publishing their findings on the World Wide Web.
    - The Project Center at The TELUS Learning Connection in Canada (see sample project list)
    - Judi Harris' Activity Designs for Telecollaboration and Telepresence

- Global Schoolhouse Projects Registry is the original clearinghouse for collaborative projects from across the globe. Use the search function to locate relevant projects.
- IEARN's Project List and Thematic Learning Circles
- Oz-Teacher Net Projects
- Teleprojects from Conect
- Thinkquest

A few interesting projects happening here in Connecticut:

- Monster Exchange Homepage: see projects from Brookfield, Lebanon, and Hartford.
- Internet Math Project with Shoes (Windsor, Connecticut)
- Virtual Community Tours (Newington, Connecticut)
- A Day in the Life of an Ice Cube (Windsor, Connecticut)

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5. Read articles about the effective use of telecollaborative projects with students. Skim through the articles below. Take notes and be prepared to share what you discovered about these issues:

- What do teachers do when implementing an online project into their classroom?
- What does current research and past experience reveal about the practical factors that lead to successful online collaborative projects?
- What might be some of the particular challenges associated with integrating telecollaborative projects into your district's curriculum? Can any information in the articles below assist you in addressing these challenges?

Carr, J. (2002). Quick Tips for Teachers. In *Project pillars: Foundations for success in online curriculum Projects*. Research Innovation and Access section of AccessEd, Education Queensland. Available: http://www.edna.edu.au/sibling/pillars/html/tips.htm

Kerns, T. (1997, February) Designing telecollaborative projects for the Internet. Educator's Outlook from *Tech-Learning* . Available: http://www.techlearning.com/db_area/archives/WCE/archives/kerns1.htm

Harris, J. (2000). Why telecollaborative projects sometimes fail? *Learning and Leading with Technology*. 27(5), 58-61. Available: http://ccwf.cc.utexas.edu/~jbharris/Virtual-Architecture/Articles/Failures.pdf

Evaluation Rubric:
2 points = I gathered all the appropriate information for one of the areas.
2 points = During the workshop session, I shared the information I found.
1 point = I did this exceptionally well or I did more than was required (Describe)
5 points = Total possible

INTERNET WORKSHOP III:

Using Central Curriculum Resources and WebQuests to Prepare Students for their Literacy and Learning Future

(Available at: http://ctell1.soe.uconn.edu/CTAdminTech/)

Overview

This Internet workshop will explore the wonderful curriculum resources available on the Internet as well as a final instructional model: WebQuests. The experiences are intended to prepare you for your important leadership role in this area.

Central Curriculum Sites

There are a number of central curricular sites that many educators use in their classrooms. Central sites are organized around specific curricular areas: math, science, social studies, and Literacy/Language Arts.

WebQuests

WebQuests are complete teaching/learning units for students on the Internet. Students simply follow the directions and complete their learning experiences at a WebQuest site. WebQuest pages usually contain the following sections:

1. Introduction
2. Task Definition
3. A Description of the Process
4. Information Resources
5. Guidance in Organizing the Information
6. A Concluding Activity

WebQuests may be developed by anyone but they are often developed by teachers. Because they appear on web pages, they are then available to other teachers. Many different examples may be found by doing a search for a WebQuest in the area you are studying. Use search key words such as: Geometry WebQuest, Panda Bear WebQuest, Eric Carle WebQuest, etc.

Be Careful! Can a WebQuest meet these standards?

1. Does this WebQuest meet important curriculum goals and learning objectives? How? What would students learn from this experience? What does it teach? Is this important?
2. How much time will this take my students? Is this time well spent or could we accomplish more in less time with another learning experience?
3. Does the WebQuest require students to think critically about information and evaluate the information they encounter? Does higher order thinking take place during the WebQuest or are students only required to develop literal, factual knowledge?

4. Is this WebQuest developed so as to accommodate individual learning needs and interests? Will all of my students be able to benefit from this activity? If not, what must I do to meet individual differences?
5. Is there an opportunity for students to share the results of their WebQuest with the rest of the class for discussion and additional learning? How do students share their learning with the rest of the class, enriching everyone's insights about what took place?
6. Do students know, in advance, how their work on the WebQuest will be evaluated? Will students know what is important to accomplish in the activity based on how it will be evaluated?
6. Are all of the links on the WebQuest active and appropriate for students? Have I completed the WebQuest myself, and checked each of the links to resources that appear?

More information about this instructional model, and others, may be found at:

Leu, D. J., Jr. & Leu, D. D. (2000). Teaching with the Internet: Lessons from the classroom (3rd ed.). Norwood, MA: Christopher-Gordon. Available: http://www.sp.uconn/~djleu/third.html

On the next few pages, we will complete an Internet Workshop experience together around the use of central curricular sites and WebQuests. We will have 30 minutes to explore and gather information on the Internet in one area. We will bring the information we gathered back to our workshop session where we will share and discuss it for 15 minutes.

Internet Workshop III:

Exploring Central Curriculum Resources and WebQuests as Teaching and Learning Tools

(Available at: http://ctell1.soe.uconn.edu/CTAdminTech/acttwo.html)

Name: _____ Date: _____

Directions: You will complete one of the following activities and bring your information to our workshop session, where you will share your results with others. You will have 30 minutes to gather your information in one of the following areas. Decide which one you would like to explore:Explore central curricular sites in math and science education.

2. Explore central curricular sites in social studies and literacy education.
3. Read an article about the use of the instructional model called a WebQuest.
4. Explore a number of locations where WebQuests may be located.

1. **Explore Central Curricular Sites in Math and Science Education.** Explore the central curricular sites below. Take notes and be prepared to share what you discovered about these issues:
   - Which resources did you locate that will be most useful to your district in integrating Internet technologies into the curriculum?
   - What ideas and resources can you bring back to your faculty to be used right away in the classroom?
   - How might you make these resources quickly available to your faculty?

   The Eisenhower National Clearinghouse -- http://www.enc.org:80/
   The Science Learning Network -- http://www.sln.org/
   The Math Forum -- http://mathforum.org./
   Math Archives -- http://archives.math.utk.edu/newindex.html

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2. **Explore Central Curricular Sites in Social Studies and Literacy Education.** Explore the central curricular sites below. Take notes and be prepared to share what you discovered about these issues:
   - Which resources did you locate that will be most useful to your district in integrating Internet technologies into the curriculum?
   - What ideas and resources can you bring back to your faculty to be used right away in the classroom?
   - How might you make these resources quickly available to your faculty?

   The Literacy Web -- http://www.literacy.uconn.edu/
   Reading Online – http://www.readingonline.org/
   History/Social Studies Web Site for K-12 Teachers –
   http://my.execpc.com/~dboals/boals.html
   Social Studies -- http://www.learningspace.org/socialstudies/default.html

3. **AN ARTICLE ABOUT USING WEBQUESTS.** Read the article below. Take notes and be prepared to share what you discovered about these three issues:
   - How do teachers use WebQuests Project in their classrooms?
   - Why might this be a useful instructional model?
   - What problems might arise?

   Star, L. (2000). Creating a webquest: It's easier than you think! Available at Education World: http://www.education-world.com/a_tech/tech011.shtml

4. **SEVERAL WEBQUEST SITES.** Explore the resources below. Take notes and be prepared to answer these questions:

- Where might you go to locate a useful WebQuest for a particular topic?
- Which WebQuests can you locate that you like for the classroom?
- Which WebQuests can you locate that you don't like for the classroom?
- Do you think a WebQuest model might be useful at your school? Why or why not?

Lists of WebQuests -- http://www.sesd.sk.ca/teacherresource/webquest/webquest.htm
Matrix of Examples -- http://edweb.sdsu.edu/webquest/matrix.html
Cinco de Mayo -- http://www.zianet.com/cjcox/edutech4learning/cinco.html
Journey Back in Time to Ancient Rome --
http://oncampus.richmond.edu/academics/as/education/projects/webquests/rome/frames.html

Evaluation Rubric:
2 points = I gathered all the appropriate information for one of the areas.
2 points = During the workshop session, I shared the information I found.
1 point = I did this exceptionally well or I did more than was required (Describe)
5 points = Total possible

RESOURCES

A Central Site for Literacy Education and the Integration of Technology into the Classroom
The Literacy Web at UConn: http://www.literacy.uconn.edu

Integrating Technology into The Literacy Curriculum Workshop Series, developed by Julie Coiro. Available: http://www.lite.iwarp.com/littech.htm

Resources for Staff Development and Additional Exploration

Leu, D. J., Jr. & Leu, D. D. (2000). Teaching with the Internet: Lessons from the classroom (3rd ed.). Norwood, MA: Christopher-Gordon. Available: http://www.sp.uconn.edu/~djleu/third.html

Hopkins, G. (1998). Getting Started on the Internet: Add YOUR Name to a Listserv -- TODAY! Available: http://www.education-world.com/a_curr/curr062.shtml

Leu, D. J., Jr. (2002). Internet workshop: Making time for literacy. Reading Online. [Article reprinted from The Reading Teacher, 55,]. [Online Serial]. Available: http://www.readingonline.org/electronic/elec_index.asp?HREF=/electronic/RT/2-02_Column/index.html

Leu, D. J., Jr. (2000). Our children's future: Changing the focus of literacy and literacy instruction. Reading Online. [Article reprinted from The Reading Teacher, 53, 424-431]. [Online Serial]. Available: http://www.readingonline.org/electronic/RT/focus/

Leu, D. J., Jr. (2001). Internet project: Preparing students for new literacies in a global village. Reading Online. [Article reprinted from The Reading Teacher, 54, 568-585]. [Online Serial]. Available: http://www.readingonline.org/electronic/elec_index.asp?HREF=/electronic/RT/3-01_Column/index.html

Star, L. (2000). Creating a webquest: It's easier than you think! Available at Education World: http://www.education-world.com/a_tech/tech011.shtml

Listservs:

CHILDLIT is a list devoted to discussion and critical analysis of children's literature.
Home page: http://www.rci.rutgers.edu/~mjoseph/childlit/about.html

MIDDLE-L is a discussion list for anybody interested in middle school education that is operated by the ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE) at the University of Illinois.
Home Page**:** http://ericps.crc.uiuc.edu/eece/listserv/middle-l.html

CTLEAD-L is an Internet discussion forum for literacy educators sponsored by the International Reading Association.
Homepage: http://www.reading.org/publications/rt/rt_listserv.html

SUPER_LIST is a listserv sponsored by AASA are similar to the procedures for joining most lists. Homepage: http://www.sai-iowa.org/superlist.html