



Integrating the Internet into Instruction



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Media Rich Lesson Plan

Audience: Classroom Teachers

Time Allotment: One 2 hour session

Overview: Successfully integrating online resources into standard classroom curriculum is by no means an easy task. Even teachers fortunate enough to be equipped with modern computers, high-speed Internet access, and software must make the sometimes awkward and frustrating transition from traditional teacher/lecturer to student mentor, even providing tech support! However, as more and more school districts tighten up curriculum to meet state educational standards, teachers will be forced to bridge the gap from high tech access to high tech integration in their professional practices. This lesson will provide some methods for beginning such a transition in classroom teaching.

Subject: Technology Integration

Learning Objectives:

Teachers will be able to:

- Describe personal confidence barriers to technology integration in the classroom;
- Summarize the types of classroom activities that work well with Internet resources;
- Recognize best practices in using the Internet for teaching;
- Find good online lesson resources.

From the ISTE National Educational Technology Standards (NETS) and Performance Indicators for Teachers, available at <http://cnets.iste.org/pdf/page09.pdf> :

Standard II B: Apply current research on teaching and learning with technology when planning learning environments and experiences.

Standard II C: Identify and locate technology resources and evaluate them for accuracy and suitability.

Standard IV B: Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

Standard VI A: Model and teach legal and ethical practice related to technology use.

Media Components:

Video

Harris Elementary Travels the USA, Northwest Regional Educational Lab, ©1999.

Web Sites

The following websites are bookmarked for easy classroom access on <http://www.trackstar.hyrtec.org> in track ID 110774.

1. Macromedia Flash Player Download

http://www.macromedia.com/shockwave/download/index.cgi?P1_Prod_Version=ShockwaveFlash

This website contains a free download for the Flash Player, needed for website 2 in this lesson.

2 National Teacher Training Institute

<http://www.thirteen.org/edonline/ntti/resources/resourcelist.html>

This website contains internet strategies for integrating online research into school curriculum.

3. Online Etch-A-Sketch

<http://www.etch-a-sketch.com/html/onlineetch.htm>

This web page contains an interactive Etch-A-Sketch that can be manipulated with the arrow keys on the computer.

Materials

For each participant:

- *Tech Support for Etch A Sketch*® handout
- Ten Sticky Note sheets

For the teacher:

- 2-48" sheets of butcher paper with "Etch A Sketch" written across the top of the first and "Internet" written across the top of the second.
- 1 large-tipped felt marker
- Chalk board or Large writing chart for Introductory Activity
- Transparency of "Mother joke"
- Transparency of "Remember When..."

Prep for Teachers:

Prior to teaching this lesson,

1. Bookmark the TrackStar website used in the lesson on each computer in your classroom. Load the Flash player plug-in (available free at http://www.macromedia.com/shockwave/download/index.cgi?P1_Prod_Version=ShockwaveFlash on each computer as well.
2. Familiarize yourself with the student handouts:
 - a. *Tech Support for Etch A Sketch*® handout
 - b. Ten Sticky Note sheets
3. Prepare the video, *Harris Elementary Travels the USA*, by advancing the tape just beyond the part where the narrator says, "Jane describes the project and shares her teaching strategy."

Prepare the hands-on element of the lesson:

1. Make 1 copy of the *Tech Support for Etch A Sketch*® handout for each participant.
2. Count out ten sticky note sheets for each participant.
3. Create two butcher paper graph sheets for the Introductory Activity.

When using media, provide students with a FOCUS FOR MEDIA INTERACTION, a specific task to complete and/or information to identify during or after viewing of video segments, Web sites, or other multimedia elements.

Introductory Activity

Step 1. Bet you thought you weren't a "techie"....

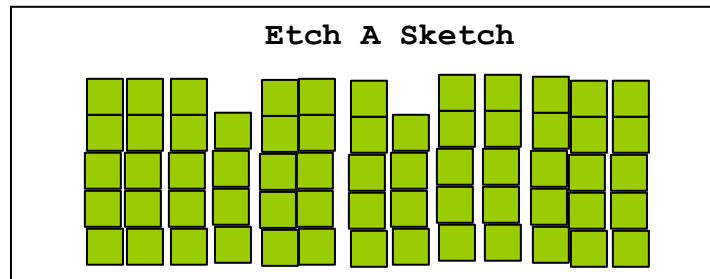
Pass out copies of the *Tech Support for Etch A Sketch*® handout to each participant.

Ask your participants to read over the question and answer sheet. When they have finished, ask them if they remember the days when Etch A Sketch® *was* high-tech! (*Etch-A-Sketch*® was invented in 1960.)

Step 2. Graphing confidence levels

Pass out pads of sticky notes to small groups of participants for the next activity.

Encourage your participants to reflect on how confident they would feel giving tech support to anyone on the use and maintenance of Etch-A-Sketch®. Ask them to help build a group Sticky Note bar graph, choosing between 1 and 5 notes (5 signifying the highest level of confidence) to make a bar that they will add to the butcher paper marked Etch-A-Sketch®. When each participant has added his/her bar, the paper should look something like this:



(Most participants would probably feel genuinely confident.)

Next, ask your participants to repeat the above exercise with their Sticky Notes to graph their confidence level in using the Internet in the classroom. When the second graph is completed, ask the group to summarize the difference between the two graphs. *(Most groups will see that the second graph contains Sticky Note bars that are, on average, much shorter than the first graph.)* Finally, ask the group what accounts for their lower confidence level in using the Internet in the classroom. As participants offer suggestions, write them on the board. *(Keep this list to refer to it throughout the lesson, making references, when possible, to issues that have been raised by the participants.)*

Learning Activities

Step 1. Home is where you hang your @.

Ask your participants to log into the following website for an online exposé about using the Internet in the classroom.

Website 1: <http://www.thirteen.org/edonline/ntti/resources/internet1.html>

Provide your participants with a FOCUS FOR MEDIA INTERACTION, asking them to read the article's five questions about evaluating the suitability of using the Internet in classroom lessons.

After everyone has finished reading the five questions, ask them to share positive experiences that they have had integrating the Internet into any lessons they have tried. When the discussion has ended, ask the group to finish reading the article for more specific recommendations in using the Internet. *(The article says that the Internet is particularly well-suited for:*

- *Communication and collaboration*
- *Research*
- *Real-time data collection*
- *Web publishing*

Note that the article advises against doing group projects on the web. It also recognizes that students may conduct authentic research using real-time data on the Internet, just like professional researchers!)

Step 2. There's no place like <http://www.home.com>.

Ask your participants to click on the "NTTI Internet Utilization Strategies" hyperlink at the top of the article they just read.

Provide your participants with a FOCUS FOR MEDIA INTERACTION, asking them to make note of the strategies in planning, using, and reflecting on the integration of a website into a lesson.

After they have finished reading the pointers, ask the participants if any struck a "nerve" as they were reading. Encourage the group to discuss their experiences and successes with the process. (*You may wish to record important ideas that your participants offer on the board.*)

Step 3. Cyber-Homework

Place the Homework joke transparency on the overhead projector and give participants time to read it. The text is,

Mother: "How's your history paper coming?"

Son: "Well, my history professor suggested that I use the Internet for research and it's been very helpful.

Mother: "Really?"

Son: "Yes, so far I've located 17 people who sell them!"

Invite your participants to react to the above joke. Explain to them that the next section on the page that they just finished reading deals with Acceptable Use Policies in schools.

Step 4. Web whacker?!? What's that?

Invite your students to continue reading the "NTTI Internet Utilization Strategies" web page.

Provide your participants with a FOCUS FOR MEDIA INTERACTION, asking them to check the advise about acceptable use policies, copyright issues, and time-savers.

Again, ask the group whether they have any knowledge or ideas to share on these subjects. (*Participants may have questions about their school's AUP, making bookmarks, or using applications like WebWhacker.*)

Step 3. Give a [student] a fish and you feed him for a day; teach him to use the Net and he won't bother you for weeks.

Insert the video, *Harris Elementary Travels the USA* into your VCR.

Provide your students with a FOCUS FOR MEDIA INTERACTION, asking them to watch for strategies the teacher uses to help make her Internet-based project a success.

Start the video after the narrator says, "Jane describes the project and shares her teaching strategy." **Stop** the video after the teacher, Jane, says, "But instead I shut it down and got out a world almanac, a kid's almanac, and I set up an expert again...."

Ask the participants to help you list on the board the strategies the teacher used to incorporate the Internet into her project.

1. *(She built a website that had the essentials for this project;*
2. *She made the computer monitors “passive” so that the students wouldn’t be distracted while she demonstrated a technique for them;*
3. *She used bookmarks to help the students find websites they needed;*
4. *She isolated a helpful website and appointed a student to use it for the project;*
5. *She turned off a computer and went back to “traditional” materials when they seemed to be easier.)*

Step 4. Too many clicks spoil the browse.

Ask your participants to return to the NTTI Internet Strategies website and click on the “Advice from Master Teachers” hyperlink for the next activity.

Website 1: <http://www.thirteen.org/edonline/ntti/resources/internet1.html>

Provide your participants with a FOCUS FOR MEDIA INTERACTION, asking them which suggestion seems to be most helpful.

After the participants have read the page, ask them for feedback. *(Again, teachers might have other helpful advice or experiences to share with the group.)*

Step 5. Virtual reality is its own reward.

Ask your participants to click on the “Internet Resources” hyperlink at the top of the web page.

Provide your participants with a FOCUS FOR MEDIA INTERACTION, asking them to read the advice for looking for resources.

After the group has finished, invite them to share experiences they might have had using WebQuests. Next, ask the participants to click on the hyperlink, “Printable list of Web projects” to explore the list of good websites that the new page contains.

Step 6. What boots up must come down.

Place the Remember When... transparency on the overhead projector for the participants to read. The text follows:

Remember when...

An application was for employment and a cursor used profanity...

Memory was something that you lost with age and if you unzipped anything in public you'd be in jail for a while...

Hard drive was a long trip on the road and a backup happened to your commode...

Cut you did with a pocket knife, paste you did with glue... a web was a spider's home and a virus was the flu...

I guess I'll stick to my pad and paper and the memory in my head - I hear nobody's been killed in a computer crash...

...but when it happens they wish they were dead!

Ask your participants if anyone has specific questions that they would like to ask at this time. Encourage participants to share experiences and advice.

Culminating Activity

Step 1. The geek shall inherit the earth.

Ask your participants to find the following website to discover how the lowly Etch A Sketch® has evolved.

Website 3: <http://www.etch-a-sketch.com/html/onlineetch.htm>

Provide your participants with a FOCUS FOR MEDIA INTERACTION, asking them check out the new, high-tech version of Etch A Sketch®.

(Participants may be amazed to find that even the classic 40-year old toy has gone high-tech!)

Student Handout

- Tech Support for Etch A Sketch handout

Tech Support for Etch-A-Sketch

Q: My Etch-A-Sketch has a distorted display. What should I do?

A: Pick it up and shake it.

Q: My Etch-A-Sketch has these funny little lines all over the screen.

A: Pick it up and shake it.

Q: How do I turn my Etch-A-Sketch off?

A: Pick it up and shake it. Set it down.

Q: My Etch-A-Sketch has lines that prevent me from doing my art project.

A: Pick it up and shake it.

Q: How do I delete a document from my Etch-A-Sketch?

A: Pick it up and shake it.

Q: How do I create a New Document window?

A: Pick it up and shake it.

Q: How do I set the background and foreground to the same color?

A: Pick it up and shake it.

Q: What is the proper procedure for rebooting my Etch-A-Sketch?

A: Pick it up and shake it.

Q: How do I delete a document on my Etch-A-Sketch?

A: Pick it up and shake it.

Q: How do I save my Etch-A-Sketch document?

A: Stop shaking it.

Mother: "How's your history paper coming?"

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Mother: "Really?"

Son: "Yes, so far I've located 17 people who sell them!"

Remember when...

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