STARLIGHT PARK SCHOOL STAFF
COMPUTER TRAINING MANUAL

by

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A Master's Research Project submitted in partial fulfillment
of the requirement for the degree

Master of Arts

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January 1999

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DEDICATION

I would like to dedicate this published thesis to the teachers, aides, and other personnel of Starlight Park School who constantly strive to support and educate the children in our school by providing higher expectations for them, as well as higher expectations of ourselves and our teaching. I pray that this manual will encourage all those who are interested to stretch their creative boundaries and learn to use the technology to the best of their ability.

I would like to thank both Angela Graziano and Kristi Wells for their positive influence in the administrative aspects of running a school with such precision, for the well-being of the students, and respect for the teachers.

I would like to thank my husband, Kevin, for his unconditional love, encouragement and support through this awesome task of attending classes, writing papers, and finally publishing a thesis as the final task of earning a Master’s Degree. I cannot thank you enough for the increased part you took in order to help me finish this thesis.

I cannot forget my children - James, Sara, and Joseph - who spent many hours unwillingly playing quietly as I worked on this project, and thankfully were able to spend much time with their dad and Grandparents whom they love to no end.

I must also thank my mom, Shirley Schmersahl, for her encouragement and
support to continue my education, as well as for her devotion to caring for my children and instilling the proper values in them while I am working, attending classes, and writing papers.

My dad, Art Schmersahl, also deserves much thanks as my mom often unwillingly neglected her household duties to be with my children. He has quietly shown his strong support of my education through his fatherly advice that would spur the conviction in me to keep going.

Although I am the last of five children, I was the first to graduate from college with a Bachelor’s Degree (no offense Pete, I’m proud of you, too), and I will be the first to graduate with a Master’s Degree! I was raised to believe that I must attend college. Thanks Mom and Dad for not allowing me to throw my education by the wayside.

I cannot neglect to thank God for providing me with the time, energy, resources, and support needed to reach this point in my life. It is only through Him that I am able to do anything... for without Him, I am nothing.

“I can do all things through Christ, Who strengtheneth me.” Phillipians 4:13
ABSTRACT

The purpose of this project was to initiate a hands-on experience for teachers and interested staff members by creating a computer manual that could be used conveniently at their classroom computer to familiarize themselves with specific tasks pertinent to the teaching profession. Journal articles and current technology research were used during the literature review process to support the development of an individual manual for learning specific tasks on the computer. Current software and computers on-site at Starlight Park Elementary School were the equipment for which this particular manual was developed.
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Introduction

As computers become commonplace in classrooms, teachers may find it necessary to become better acquainted with the available technology so that they are able to teach others how to use it. This would mean that teachers would need to be effective users of the available technology.

Development of the Problem

Ignoring the fact that computer technology is converging on schools will impair the ability of teachers to effectively teach today's students. Costs for disallowing students to be taught to use computers could lead to high school drop-outs, forced placement in minimum wage jobs, and an inefficient work-force with a demand for technologically educated personnel. The benefits to providing computer instruction could include: continued educational success of previous students, a future work force abundantly supplied with educated personnel, and a nation able to boast about the technological advances occurring because of the highly educated individuals in the field.

Teachers prepare students for the future, and as of January 1999, there is no better way to prepare for the future than to teach students to use the computer (Borgan, 1994).
CHAPTER 1

THE PROBLEM

Introduction

As computers become commonplace in classrooms, teachers may find it necessary to become better acquainted with the available technology so that they are able to teach others how to use it. This would mean that teachers would need to be effective users of the available technology.

Development of the Problem

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Teachers prepare students for the future, and as of January 1999, there is no better way to prepare for the future than to teach students to use the computer (Burgan, 1994).
It would be sensible for teachers to first learn, or teach themselves, how to use the computer. Through the use of this training manual, teachers at Starlight Park School will be able to learn at their own pace, on their own time, and on a computer which will ultimately be used by their own students. Teachers will be able to use the manual in order to learn to use the computer as an organizational tool, a resource to access the Internet for acquiring teaching materials and lesson plan ideas, a teaching tool for student-use, and as a tool for communication.

Need for the Project

Teachers taught to effectively use computer technology provides a comfort-zone for them when using it personally by strengthening their confidence and allowing them to feel appropriately equipped for teaching students. As of January 1999, Starlight Park School was not fully wired for Internet access in the classrooms, and thus, teachers may not have felt a need to use the technology in their classrooms, or prepare themselves to use or teach effective use of the technology.

Some teachers may feel that because they have been teaching for 10-15 years without computers, they can continue teaching in the same manner. Other teachers may know how to do a few things on the computer, but may be unable, time-wise or financially, to take classes to learn more. Still, many teachers feel giving students time to use the computer for educational games or word processing is adequate. However, education constantly steers teachers in the direction of teaching students to meet higher expectations through development of critical thinking skills. Teachers must have higher
expectations of themselves and their lesson preparation, in order to bring about the success of their students.

**Purpose of the Project**

The purpose of this project was to initiate a hands-on experience for teachers and interested staff members by creating a computer manual that could be used conveniently at their classroom computer to familiarize themselves with specific tasks pertinent to the teaching profession.
CHAPTER 2

THE LITERATURE REVIEW

Introduction

The purpose of this project was to initiate a hands-on experience for teachers and interested staff members by creating a computer manual that could be used conveniently at their classroom computer to familiarize themselves with specific tasks pertinent to the teaching profession. Spriggs and Bohannon (1995), show that an independent study which includes progress or achievement check-points, and an ending assessment prove to be a key component in the education of technology use. Additionally, Compaq, a computer production company, also includes an individual course model for educating learners in computer-use (Business Wire, 1998). Continuing education has also shown the importance of individuals learning at their own pace, on a familiar computer by offering open-entry/open-exit classes. The demand for these classes has shown that individuals prefer a hands-on approach, in which they are in control of the speed at which progress continues (Glendale Community College Fall Registration, 1998).

A manual of this nature is important as there are many teachers who seemingly are unaware of the positive educational influence computers have on students. Because the possibilities of learning experiences through the use of the computer are numerous, everything cannot feasibly be taught through a single manual. However, a foundation
will hopefully be established, and through the continued learning process of experience, a mastery level of computer competence can be achieved.

Several major themes should be considered when helping the inexperienced person master new technology. These themes include, but are not limited to, the following: (1) computers are a paperless filing system able to save all files in multiple places, with quick and immediate access; (2) computers provide organizational capabilities including lesson planning, grading system, seating arrangements, school calendar, as well as the organization of lessons and materials needed; (3) computers are a resource of vast magnitude with the ability to access information from around the world, via the Internet, within minutes, regardless of the physical location; (4) computers are a tool used for communication (usually very cost effective, because it enables users to converse with others who might be in another state or around the world, for the regular cost of accessing the internet which, as of January 1999, may cost anywhere from approximately five dollars a month to thirty dollars a month depending on the type of service you prefer); and (5) Computers are a learning source for anyone of any age. The Internet and library or public bulletin boards may be used as teaching resources, allowing teachers to discuss common teaching practices, interests, or problems, with fellow professionals. Additionally, ideas can be located for supplementing lessons for a specific grade or subject area, or researching the background of a particular lesson.

Computers are a learning resource for students of all ages. Many types of software appropriate for students are available on CD-ROM and disk. Using the
available software, students will have the opportunity to practice skills learned in the
classroom and receive immediate feedback. Student use of the Internet is also popular
for gathering information, as well as communicating with students, as penpals, from
around the country or world.

Computers are increasingly utilized as a tool for communication through
electronic mail (e-mail), and Real-time Internet Relay Chat (IRC) capabilities. Teachers
will be able to communicate with colleagues in the school, in the district, and around the
world.

The Computer as an Organizational Tool

Teachers are bombarded with more and more opportunities to use the computer in
order to complete the routine tasks of managing the classroom. Following, is a list of
teacher-related tasks or applications which may be performed on a computer with the
proper software. The difference between a software application and a software program
is that a software program allows the user to do a variety of jobs (applications). Software
applications are the jobs that you are able to do with a software program. For example,
Teacher’s Pal is a software program which allows the user to create and personalize the
following tasks (applications):

1) **Lesson planner** - a software application allowing teachers to plan lessons
which includes objectives met, and may include materials needed and
extension activities.

2) **Grading system** - a software application allowing teachers to keep track of
grades in all subject areas with the click of a button (besides entering the
students’ names).

3) **Attendance Records** - a software application allowing teachers to keep track
of attendance including excused/unexcused absences for each student (possibly with a networked computer system, this ability would eliminate the need for manually turning in an attendance sheet to the nurse’s office).

4) **Seating arrangement planner** - a software application allowing teachers to choose from various designs of desk arrangements, with various ways of assigning students to each desk.

5) **School calendar creator** - a software application allowing teachers to organize days/weeks/months of the school year.

One program which assists teachers with these routine tasks is **Teacher’s Pal** (Wolf, 1995). This computer program has the ability to generate tests from a list of objectives, organize lesson plans, monitor student progress, and correlate objectives with state standards (where available). **Teacher’s Pal** (1995) allows many reports to be generated which include a class summary, class report, lesson plan printout, test creation, absentee report, student schedule, teacher schedule, and demographic reports, which can be utilized by the teacher and shared among students, parents, and administrators. The foundation on which **Teacher’s Pal** runs, is a six database support system, which provides for ultimate security and flexibility. The six databases are as follows:

1) **Master Database** - for access by the site computer representative and site administrator in order to set/change security passwords, and to assign authority of setting and editing objective prerequisites to supervisors, teachers, or both (Teachers Pal, 1995). It also allows the flexibility of setting a lesson plan format and style to the needs of the teacher, creating an objective database (to cover all grade levels/subject areas), create student demographic fields, and determine the acceptable percentage level of student mastery (Wolf, 1995).

2) **Student Database** - for access by those with given authority to access students’ pertinent emergency card information including address, phone number, custody information, emergency contacts, ID number, and grade level (Wolf, 1995). Access is also available to achievement scores and student mastery of objectives.
3) **Teacher Database** - for access by site administrators to record personnel information (name, date of hire, and teaching schedule for each teacher) (Wolf, 1995).

4) **Classes Database** - for access by those necessary to input class ID numbers (location/grade level), times (Special Areas classes), dates, and teachers for each class (Wolf, 1995). Also accessible in this database is the student roster for each class.

5) **Curriculum/Objective Database** - for access to four custom objective database, or those databases preloaded to include National, State, and District objectives (Wolf, 1995). Access to curriculum objectives can occur by grade level, subject, or topic. Cross-curricular links can also be established between each of the four databases (Wolf, 1995).

6) **Criterion Reference and Achievement Test Database** - allows the criterion reference and achievement test information (including test name, level, date, form, notes, and the individual template for each test) to be stored, and allows the test skills to be linked to curriculum objectives (Teacher’s Pal, 1995).

**ClarisWorks** is another software program which allows the teacher to create word processing documents such as tests, spelling lists, reading comprehension questions.

**ClarisWorks** is the software program, while the tasks it allows you to complete are the applications (word processing and spreadsheets).

Many teachers have resorted to completing the previous tasks by hand. They have shunned the computer revolution, and hoped that retirement would rescue them from having to learn a new way of getting things done. However, the computer era is here to stay, and fortunately, programs are being created to better serve teachers’ specific needs.
The Internet as a Tool

The Internet is a tool for acquiring teaching materials and lesson plan ideas. The World Wide Web (WWW) has been in existence for only a few years, however, the massive volume of information that is available is like having access to a number of research libraries, as well as several other avenues of research not normally used in an educational setting (Sloane, 1997). Beware, these not normally used venues, which include search engines, will distract thoughts from the search mission originally set forth (Sloane, 1997). This causes a researcher to lose sight of the goal, being distracted by more interesting sites, rather than the sites most beneficial to the search at hand.

Online bulletin-boards exist and are accessible both on the Internet, and via modem to separate data telephone numbers. Bulletin-board resources generally are for more advanced computer-users who are looking for specific files to download in order to fix a computer glitch. However, the Phoenix Public Library has a bulletin board which allows access to anyone with a computer and modem, and additional services with a Phoenix Public Library Card. This bulletin-board allows its users to access the Phoenix Public Library’s catalog (which can be a big time saver for teachers looking for specific books), other libraries (including ASU, and the Maricopa County Municipal District Library), International Telephone books, indexes of magazine/newspapers, City of Phoenix information, weather information, the American Heritage Dictionary, the Phoenix Chamber of Commerce, access AzTeC Freenet, review personal library record, view library locations, view booklists, and receive government information (Valleycat, 1991).
The Computer as a Teaching Tool

Incorporating computer technology into lessons is a valuable teaching tool. In order for students to be able to use the computer, teachers must first possess the confidence, understanding, and skills to effectively incorporate the technology into their lessons (Burgan, 1994). The U.S. Congress, Office of Technology Assessment reports that a lack of teacher training is one of the greatest roadblocks to incorporating technology into the existing school curriculum (Brand, 1998). Bulkeley (1998) states that computers have not had the impact on education that many had expected, and that only through patience and planning will computers ever have the positive effect expected. The problem with patience and planning is that most teachers do not have the knowledge about computers to appropriately incorporate them into the classroom (Bulkeley, 1998).

According to Yarnall (1998), a statement from the federal Department of Education reported that roughly 80% of American schools had Internet access last year, and that a quarter of that 80% had the access directly in the classroom.

Students as independent users of the computer: Teachers need to empower students to be independent users of the computer through the Internet (Burgan, 1994). This creates a need for an Internet Acceptable-use Policy, which describes proper use of the Internet in an educational setting.

The need for Internet Acceptable-use Policies (AUP) is growing as students will be accessing information via the internet. The September 1998 edition of the Cartwright Internet Acceptable-use Policy is included in Appendix D. It is imperative to check
with the school administration for the official Starlight Park Internet Acceptable-Use Policy before assuming an action is permitted.

As students are flying through cyberspace, snares arise to entangle innocent young minds from the educational experience of the Internet. These young minds must be taught how to deal with the distasteful information being thrown in their path (Schwartz, 1994). Students and teachers alike may encounter material in poor taste, but must be taught what to do with that information, including values in Internet use (Schwartz, 1994). It is also mandatory for users to learn that personal information must remain a secret, as many Internet users will entice the innocent into revealing names, addresses, passwords, credit card numbers, and any other information from which they can benefit (Schwartz, 1994).

Several possibilities exist for allowing students to use the computer independently in an educational setting. One of these possibilities is KIDLINK (Falcón, 1997). KIDLINK is an international project, in which students who are between the ages of 10 - 15, converse in several languages using four types of verbal interchanges. Falcón (1997) explains these interchanges as: (a) communicating freely with friends, (b) communicating through specific student-created projects, (c) communicating in a discussion forum on a particular theme, and (d) communicating freely in real time IRC.

Additionally, students can be empowered through educational software. A variety of programs continue to become available for educational enjoyment, herein known as edutainment. Edutainment is available in all subject areas for elementary grades, including Language/Reading, Math, Social Studies/History, Science, and basic skills. It
is impossible to list every piece of educational software, however, a list of software in
use at Starlight Park, as of January 1999, is included in Appendix B.

It would be wise for schools or districts to develop a software evaluation sheet
which teachers or students would use to evaluate the usefulness and effectiveness of the
software being utilized in the classroom. In this manner, a list of reliable edutainment
software would become the resource list for each school site. A sample of an evaluation
sheet for edutainment software is included in Appendix A.

The Computer as a Tool for Communication

Electronic-mail (e-mail). E-mail is a tool for communicating with anyone,
anywhere through online correspondence. This allows the sender to E-mail a picture,
note, birthday card/letter, announcement, document or nearly anything imaginable
(created online), and the receiver to receive it within minutes of its creation. This makes
it especially useful/helpful for the feeble-minded friend/relative to send a greeting at the
last minute.

Real-time Internet Relay Chat (IRC). IRC is a tool for communicating with
anyone, anywhere simultaneously by typing back and forth to each other instead of
verbally. The advantage to IRC is that in most cases, the phone number used to connect
to an online service is not a toll call, thus eliminating any long-distance fees for
“conversing” with someone from another city, state, or country.
Summary:

The computer is necessary as both an instructional tool and a resource for teachers of elementary students. Through the use of the computer, teachers will be able to simplify the hassles with which they have had to deal such as organization and lesson preparation. A manual will allow teachers to work at their own pace in order to learn how to incorporate the computer in a variety of areas as an essential resource in the classroom. This manual will increase the effectiveness of the teacher, improve the academic success of the students, and enhance the communication skills of everyone involved.
CHAPTER 3
METHODOLOGY

Purpose

The purpose of this project was to initiate a hands-on experience for teachers and interested staff members by creating a computer manual that could be used conveniently at their classroom computer to familiarize themselves with specific tasks pertinent to the teaching profession.

Design of the Project

This project is a computer manual designed to be used to train educators in computer use at Starlight Park Elementary School. This computer manual will allow teachers, at their convenience, to learn the particular aspects of technology with which they are unfamiliar. This manual is specifically written at a level for use by a person with little or no computer literacy. An initial series of ten basic lessons is included, and further lessons added as the need becomes apparent for additional support. Computer language is simplified to alleviate learner anxiety, but will not cause the learner to suffer from a deficiency in understanding technological terms.
Appropriateness of the Design

The computer manual is designed to assist teachers at Starlight Park School who are unable to attend a class or workshop on computer instruction, to learn how to effectively input technology into their own lessons, and use the software with their students to complement the school’s curriculum. A computer manual will allow teachers, at their convenience, to learn the particular aspects of technology with which they are unfamiliar. Time is not wasted sitting through a class specifically geared for a certain achievement level that addresses material too advanced or too remedial for some of its students. The manual will provide step by step directions for beginners, yet allows the more advanced student to skip to the resources or location of resources needed.

Project User

The target users of the manual are teachers at Starlight Park School, but may include other interested staff members. Teachers at Starlight Park School are at various levels in the ability to personally use computer technology, as well as their ability to use the computer technology with their students. It is assumed that the teachers would rather have a manual to use as a resource for information, rather than attend a class, workshop, or in-service which may or may not be a waste of time because it teaches them things already known, or does not address others. It is also assumed that teachers would prefer to use the manual on the computer that will be used in the classroom with the students. The manual does not explain every possible computer experience, however, it is possible for the manual to give the teacher a foundation which will show him/her how to explore and search on his/her own.
Objectives of the Project

This project was developed as the need became evident for a manual which teachers could use to help them learn to use the computer, as well as teach them how to use it with their students. The manual was set up in a lesson format for the learner to peruse, and contains a table of contents. The learner may then turn to a particular lesson, and follow the directions to complete the desired task. A bound copy of the computer manual at the computer allows teachers or staff members at Starlight Park School to use the manual as a resource and learn whatever information is necessary to him/her. The following objectives will be covered in the manual. Each objective is a separate lesson.

The learner will be able to:

1. Create and save a word processing document on the hard drive using ClarisWorks with 100% accuracy.

2. Access and modify a document that has been saved on the hard drive with 100% accuracy.

3. Save a word processing document on a floppy disk using ClarisWorks with 100% accuracy.

4. Access a file that has been saved on a floppy disk with 100% accuracy.

5. Input a class list into Easy Grade Pro software for grading/scoring purposes with 100% accuracy.

6. Access the Internet from a computer on campus to locate educational resources.

7. Access the Internet from a computer on campus to locate educational sites for student use.

8. Examine and Evaluate software for its educational value.

9. Access the Internet to send and receive an e-mail message.
10. Access the Internet to experience Internet Relay Chat.
CHAPTER 4

STARLIGHT PARK STAFF COMPUTER TRAINING MANUAL

Introduction

Welcome! Your interest in this manual proves that my thesis topic was well worth the effort. It is my hope that you will find this manual to be helpful as well as easy and painless to use.

This manual is intended to be used as a resource guide or tutorial. Many teachers have some knowledge of computers, however, when it comes to using them for something other than word processing or games it becomes confusing. Some teachers have no experience with computers, and this manual will help them to learn to use it without the pressure of attending classes or doing homework. It is here for those who want to learn - rather than those being forced to learn.

The manual was created by a teacher, for teachers, to learn to use the computer as a personal tool and as a teacher’s resource. I believe computers to be a necessity for teaching. The manual is also designed to provide resources to the teacher for using the computer with students. Children need to have a basic understanding (at least) of computers in order to make it in the world for which we are preparing them.
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Part I  The Computer as an Organizational Tool

Have you noticed, yet, how the big, bulky filing cabinets are being replaced by small, compact computers with the ability to combine all of those filing drawers into a single hard drive? Many businesses are doing away with the filing cabinets, and are benefiting by having much more space. So, how do you convert? Step by step, it's that easy.

From now on, every time you create a worksheet, write a form letter, or record your grades, do it on a computer and save it in a particular file folder on the hard drive. You can provide a back up of your file folder by copying (saving) the folder on a floppy disk. This will provide you with two copies in two different places. Here's how:

Lesson One

Objective: The learner will be able to create and save a word processing document on the hard drive using ClarisWorks with 100% accuracy.

a) After turning on the computer, an At Ease Welcome Menu will appear which looks like the screen in Figure 1.
b) Notice that the word "Students" has a black bar on top of it. This is called a **highlight**.

c) Slide the mouse back (toward yourself) until your name is highlighted, or the name of the staff member whose computer you are using. Then, press the **Enter** key, or click the mouse button.

d) A window will appear on the screen that looks like the screen in Figure 2, which asks for a **Password**. As of January 1999, the **Password** for everyone is "SPS." Slide the mouse on the mouse pad until the pointer (arrow) is in the text box for the password, and type the letters "S" "P" "S," and press **Enter**.

![Figure 2](image)

**Figure 2**

e) A new screen will appear that looks like the screen in Figure 3, on the next page. Slide the mouse on the mouse pad until the pointer is over the icon (small picture) representing **C**laris**W**orks, and click the mouse button once.
f) When ClarisWorks has finished loading, a screen will appear like the screen in Figure 4, which asks you to choose the type of document you will be creating. For today's exercise, please choose Word Processing. To do this, slide the mouse on the mouse pad until the pointer highlights the choice "Word Processing." Press the Enter key, or click the mouse button once.

Figure 4

g) A new screen will appear, and you will begin typing in your first document. In this lesson you will create and save a Spelling List.
h) Slide the mouse so the mouse pointer (hereinafter “pointer”) is over the word “Font” at the top of the screen, click the mouse button, and scroll down to the choice, “Avant Garde.” When you let go of the button, you will have changed the font (style of print), and the cursor (flashing line) will be at the top of your document.

i) Slide the mouse so the pointer is over the word “Size” at the top of the screen, click the mouse button, and scroll down to the choice “14.” When you let go of the button, you will have changed the size of the font, and the cursor will be flashing at the top of your document.

j) Begin typing the following words (after each word, press Enter, to place each word on a new line): very, or, thank, dear, west, sold, told, best, form, far, gave, alike, add, brave, corn, dance, dinner, doll, egg, looks, rich, zoo, zip, zero, seven, forget, happy, noon, think. Your screen will look like the one in Figure 5.

Figure 5

k) Highlight the word (press and hold the mouse button when the pointer is on the word), “File,” at the top of the screen. Scroll (slide the pointer down the
column of words), and highlight the word, “Save.” Release the button on the
mouse.

1) A window (a small or medium square that appears to be on top of the
background or previous screen) will appear like the one in Figure 6. You will
see a smaller window that contains a list. Double-click (click the mouse
button two times quickly) on the entry, “Documents.”

![Figure 6](image)

m) You will see the list change and appear like the screen in Figure 7, on the next
page. Double-click on the entry with your name, or the name of the staff
member whose computer you are using. Move the mouse so the pointer is
over the text box that says “Untitled,” and click one time. In this box, you
will type “List 1.” Press Enter to save this spelling list as “List 1.”
You have successfully saved a document to the hard-drive (in the computer, not on a floppy disk that can be removed).

Lesson Two

Objective: The learner will be able to access and modify a file that has been saved on the hard drive with 100% accuracy.

a) After turning on the computer, an At Ease Welcome Menu will appear which looks like the screen in Figure 1, on page 20.

b) Notice that the word “Students” has a black bar on top of it. This is called a highlight.

c) Slide the mouse back (toward yourself) until your name is highlighted, or the name of the staff member whose computer you are using. Then, press the Enter key, or click the mouse button.

d) A window will appear on the screen which asks for a Password, like the one in Figure 2, on page 21. As of January 1999, the Password for everyone is
"SPS." Slide the mouse on the mouse pad until the pointer is in the **password**
text box. Click the mouse button one time, and type the letters "S" "P" "S."
Press **Enter**.

e) Next, slide the mouse on the pad so the pointer is pointing to the **At Ease** tab
with your name (or the name of the staff member whose computer you are
using), like the screen in Figure 8. Click the mouse button once.

![Figure 8](image.png)

f) A screen will appear like the one in Figure 9, and you will see an icon
representing **List One**. Click the mouse button once and you will open the
Spelling list you created and saved in the first lesson.

![Figure 9](image.png)
g) When ClarisWorks has finished loading, you should have *List One* on the screen, waiting to be edited. In order to edit (change) the document, please go on to Lesson 3, during which you will edit the document, and save it to a floppy disk.

You have successfully opened a document previously saved on the hard drive.

**Lesson Three**

Objective: The learner will be able to edit and save a word processing document on a floppy disk using ClarisWorks with 100% accuracy.

a) Highlight the words in the Spelling List, by sliding the mouse so the pointer is in front of the first word. Press and hold the mouse button when the pointer is at the beginning of the word “very,” and continue holding it down until you reach the end of the spelling list. Begin typing the following words (remember to press the *Enter* key after each word to place each spelling word on a new line): lake, lace, page, nice, end, fall, went, back, away, paper, put, each, soon, came, Sunday, show, Monday, moon, yet, find, give, new, letter, take, Mister, after, thing, what, than, its.

b) Now you will save this document as “List Two,” on a floppy disk. Slide the mouse on the pad so the pointer is over the word “File” at the top of the screen.

c) Click and hold the mouse button, and scroll down (by sliding the mouse toward you on the mouse pad) highlighting the choice “Save As.” When you
release the mouse button, a screen will appear like the one in Figure 10. In
the text box, with “List One” highlighted, you will type “List Two.”

Figure 10

d) At the top of this window, you will notice another text box that says your
name, or the name of the staff member whose computer you are using. Insert
a floppy disk (small 3.5” plastic disk) by holding the edge opposite of the
exposed end, and gently pushing it into the opening on the front of your
computer CPU. When you hear a click, the disk is ready to accept
information. You will notice that the text box changes to “Untitled” and has
an icon of a floppy disk. It will appear like the screen in Figure 11.

Figure 11
e) Pressing the Enter key will save your document on a floppy disk. "List Two" is now on your floppy disk which can be removed and placed in another place for safety. "List Two" has not been saved on the hard drive, yet, and "List One" has not been saved on your floppy disk.

f) If you wish to save "List One" on your floppy disk, open "List One" by sliding the mouse so the pointer is over the word "File" at the top of the screen. Click the mouse button one time, and scroll down the list to the word "Open." Click the mouse button on the icon that says Eject, and double-click on the entry "Documents." In the list that appears, scroll down to the choice "List One," and double-click the mouse button.

g) You will be asked to insert the floppy disk, so gently press the disk into the opening on the front of the CPU. "List One" will now open. Save "List One" on the floppy disk, by pressing the mouse button over the word "File," at the top of the screen. Slide the mouse down to the choice "Save As" and release the mouse button. You will keep the same title. Scroll down the list in the small window to the icon of the floppy that says, "Untitled," and double-click. "List Two" will already be in the list, so all you need to do is press Enter to save "List One" on the floppy disk. You now have a floppy disk with Spelling Lists One and Two saved.

h) Select "File" at the top of the screen by sliding the mouse on the pad until the pointer is on the word. Scroll (slide the pointer down the column of words), highlight the word, "Exit," and click the button on the mouse.
You have successfully saved a document to your floppy-disk.

**Lesson Four**

Objective: The learner will be able to open a document previously saved on a floppy disk, with 100% accuracy.

a) After turning on the computer, an *At Ease* Welcome Menu will appear which looks like the screen in Figure 1, on page 20.

b) Notice that the word “Students” has a black bar on top of it. This is called a *highlight*.

c) Slide the mouse back (toward yourself) until your name is highlighted, or the name of the staff member whose computer you are using. Then, press the *Enter* key, or click the mouse button.

d) A window will appear on the screen that looks like the screen in Figure 2, on page 21, which asks for a Password. As of January 1999, the Password for everyone is “SPS.” Slide the mouse on the mouse pad until the pointer is in the *password* text box. Type the letters “S” “P” “S,” and press *Enter*.

e) A screen will appear like the one in Figure 3, on page 22. Slide the mouse on the mouse pad until the pointer is over the icon (small picture) representing *ClarisWorks*, and click the mouse button once.

f) When *ClarisWorks* has finished loading, a screen will appear like the one in Figure 4, on page 22, asking you to choose the type of document you will be creating. For today’s exercise, please choose *Word Processing*. To do this,
slide the mouse on the mouse pad until the pointer highlights the choice, “Word Processing,” and press the Enter key, or click the mouse button once.

g) Insert the floppy disk (small 3.5” plastic disk) into the drive by holding the edge opposite of the exposed end, and gently pushing into the opening on the front of your computer CPU. When you hear a click, the disk is ready to accept information.

h) Highlight the word “File” from the top of the screen by clicking the mouse button when the pointer is on the word. Scroll down the list of words to the word, “Open,” and click the button.

i) When the window opens, it will appear like the screen in Figure 12. Use the mouse to change the text box at the top that says “Macintosh HD” to read “Desktop,” by clicking the mouse button one time over the word “Mac HD,” scrolling down to the selection “Desktop,” and releasing the mouse button. Scroll down to the icon of a floppy disk that says, “Untitled,” and double-click.

![Figure 12](image-url)
A new list will appear that tells you what documents are on the floppy disk. Highlight the name of the document you wish to open, by sliding the mouse back (toward you) on the mouse pad until the pointer is on “List Two,” and click the mouse button one time.

You have successfully opened a document previously saved to a floppy disk.

**Lesson Five**

Objective: The learner will be able to input a class list into Easy Grade Pro software for grading/scoring purposes with 100% accuracy.

a) After turning on the computer, an *At Ease* Welcome Menu will appear which looks like the screen in Figure 1, on page 20.

b) Notice that the word “Students” has a black bar on top of it. This is called a highlight.

c) Slide the mouse back (toward yourself) until your name is highlighted or the name of the staff member whose computer you are using. Then, press the *Enter* key, or click the mouse button one time.

d) A window will appear on the screen like the one in Figure 2, on page 21, asking for a Password. As of January 1999, the Password for everyone is “SPS.” Slide the mouse on the mouse pad until the pointer (arrow) is in the *password* text box for the, and type the letters “S” “P” “S,” and press *Enter.*
e) A new screen will appear like the one in Figure 13. Slide the mouse on the mouse pad until the pointer is over the icon (small picture) representing Easy Grade Pro, and click the mouse button once.

![Figure 13](image)

f) Upon opening the program, a screen will appear that like the one in Figure 14. You will be alerted that no gradebooks are open.

![Figure 14](image)

g) Slide the mouse so the pointer is over the choice “Create New Gradebook,” and click the mouse button once.
h) A screen will appear like the one in Figure 15. The default (automatic) name for your gradebook is "My Gradebook 98-99." Click the mouse button while the pointer is over the "Save" button. (For future reference, you can change the name of the gradebook.)

![Figure 15](image)

i) You will be alerted that no class has been chosen. Slide the mouse on the pad so the pointer is on the choice "Add Classes," and click the mouse button once.

j) A screen will appear like the one in Figure 16, on the next page. Type, "Spelling" in the Class/Subject Name text box.
k) Press the *tab* key once. This will move the cursor to "class code." For our purpose today, we will not put anything in the optional boxes. Press the *tab* key two more times so the cursor is in the *Teacher's Name* text box, and type in your name. The screen will now appear like the one in Figure 17.

l) Slide the mouse on the mouse pad until the pointer is in the blank box next to "Term 1". Click the mouse button one time. This will select *Term 1*. (You must select a term for the grades).
m) Slide the mouse until the pointer is on the button that looks like a fast forward button. This will allow you to add in another class/subject. For our purpose in this lesson we will not add another class. Slide the mouse over the button for “Done,” and click the mouse button. We will only work with the Spelling grades.

n) Slide the mouse on the pad until the pointer is over “Choose a Class,” and press and hold the mouse button while sliding over to the entry “Spelling.”

o) You will be alerted to “View/Edit Class Options.” Click the mouse button.

p) A screen will appear like the one in Figure 18. Slide the mouse on the pad until the pointer is over the bar that says, “Standard Scale.” This will show you the grading options. We will keep the standard scale which is A+ = 97, A = 93, A- = 90, and so forth.

![Figure 18](image)

q) By clicking on the Next Options icon, you may choose the type of grading scale to have and whether it will or will not have a range.
r) Clicking again on the **Next Options** icon, you may change the rounding option so that everything is in whole number, or have it round to the tenths or hundredths place.

s) Sliding the mouse on the pad to the **Next Options** button, you can determine the weights (if any) for Tests/Quizzes, Homework, Classwork, and Performance. Continue using the mouse to select the changes by clicking the mouse button on the item to be changed, and select a new one by clicking the mouse button over the desired item.

t) Sliding the mouse on the pad and clicking on the **Next Options** button will allow you to add footnotes for assignments such as “Turned in late,” “Extra Credit,” etc.

u) Continue by clicking on the **Next Options** button, and you will be able to insert footnotes for work such as, **Excused, Credit, Absent, Missing, and Incomplete.**

v) Continue by clicking on the **Next Options** button, which will allow you to fill in a calendar with days off, vacation days, 1st day of school, last day of school, etc.

w) Continue by clicking on the **Next Options** button, which allows you to combine quarter grades to determine the final grade.

x) Continue by clicking on the **Next Options** button, allows you to create a seating chart using your choice of first name, first and last name, first and last and id number, etc.
y) Continue by clicking on the *Next Options* button, which allows you to change the color of the screen to something more pleasing to your eyes.

z) Notice that *Next Options* is no longer a choice because there are no other options.

aa) Slide the mouse on the mouse pad so the pointer is on the button for "Done," and click the button. A screen will appear like the one in Figure 19.

![Figure 19](image)

bb) You will type in 3 student names. Slide the mouse on the mouse pad so the pointer is on the *Type Student Names* icon, and click the button.

c) Type in the name, "Anderson, Andrew." Be sure to press the *tab* key between the names so Anderson, Andrew does not become his entire last name. The screen will allow you to add an ID number, phone number, contact person, address, and other numerous things, but only the name is required.

dd) Pressing the *Enter* key will allow you to type in another student's name.

Enter the name, "Benitez, Bianca," and press the *Enter* key.
ee) Enter the name, “Chambers, Chelsea.” Slide the mouse on the mouse pad so the pointer is over the button, “Done,” and click the mouse button.

ff) Your screen should now appear like the one in Figure 20.

Figure 20

gg) Slide the mouse on the mouse pad so the pointer is at the top of the table over the area that says, “Add Assignment,” and click the mouse button. A screen will appear like the one in Figure 21. In the Name text box, type “Sentences List 1.” This represents the Spelling sentences assignment for List 1.

Figure 21
hh) In the Maximum Score box, enter 30 for the total score possible (this is total points).

ii) In the Points (Value) box, enter 100 (this is the percent achieved).

jj) In the Assignment box, you see that it says, “Test and Quiz.” Press and hold the mouse button and scroll down to the choice, “Classwork,” since this is an assignment the students complete in class.

kk) The Status box will stay as “Normal.”

ll) The Progress Report box will stay as “Include.”

mm) Pressing the Fast forward icon, allows you to add another assignment so instead, press “Done.” A screen will appear like the one in Figure 22 that has the students listed at the left, and the assignments at the top.

Figure 22

nn) When you have finished and are ready to exit, slide the mouse on the pad so the pointer is on the word “File” at the top of the screen. Click and hold the mouse button while sliding the mouse on the pad until the word “Save” is
highlighted, and release the mouse button. You will be prompted to save a back-up copy. This is a good idea, so get a disk to be used only for your grades. Insert the disk into the disk drive, and select “Yes.” If you do not have a disk available, press, “No.” You will be prompted to save a back-up copy each time you update your gradebook.

oo) Change the text box at the top of the screen to say, “Untitled,” by inserting a disk and pressing Enter, or click on the word, “Save.” This will save the Spelling grades onto your disk, and you will have two copies...your floppy disk (removable from the computer), and your hard disk (directly on the computer).

You have successfully input a class into the Easy Grade Pro software.

Part II. **The Internet as a Tool for Acquiring Teaching Materials and Lesson Plan Ideas**

**Lesson Six**

Objective: The learner will be able to access the Internet using a school computer to locate educational materials, and resources.

For this lesson, as of January 1999, you will need to use the computer in the library which is capable of connecting to the Internet.

a) Turn on the computer in the library by pressing the button in the top right hand corner of the keyboard.
b) A screen will appear like the one in Figure 23. Double-click on the *Connect* icon.

Figure 23

\[Image of Figure 23\]

\[Image of Figure 24\]

c) A window will appear with *PPP* on the top bar that appears like the one in Figure 24. You will see the school name already in the *name* text box, and password (which appears as a series of bullets [dots]) in the *password* text box. Disregard this window and press, *Enter* which will connect you to the internet.
d) You will be connected shortly. A screen will appear that looks like the one in Figure 25. When the screen reads *Connected*, at the bottom of the page, you may then click on the icon that says **Netscape Navigator**, which is located on the right edge of the computer screen.

![Figure 25](image)

e) **Netscape** is the name of the search engine which you will use to search. A screen will appear like the one in Figure 26, on the next page. You will go up to the *Netsite* text box, and click the mouse button one time while the cursor is at the end of the text in the text box. This will allow you to type in the text box. You will erase everything behind the *period* by backspacing all the way to but not including the “.”
f) When the *Netsite* text box reads, “http://www.” you will type “hbschool.com” and press the *Enter* key. This will take you to the Harcourt Brace internet site. Since we have recently adopted a new Social Studies text, I have chosen to show you this particular site for teacher/lesson resources.

g) The Harcourt Brace home (title) page will appear, and should look similar to the screen in Figure 27.
a) You will slide the mouse so that the pointer is over the bar that reads "Social Studies." Click the mouse button one time, and the screen will appear as the one in Figure 28. In the future, you may either choose the icon (small picture) or the title of the book underneath the icons, that represents the book you have in your classroom. For learning purposes, choose the word “Communities” which represents the 3rd grade series.

![Figure 28](image)

b) A screen will appear like the one in Figure 29, on the next page, which tells you the current, related articles/events which relate to the lessons in the books. This screen is broken down by units and lessons. Under each lesson, it will give the name of the articles/events available. For today's lesson, you will double-click on the title, "Helping California Salmon." The entire article, as well as discussion questions will be available for you to read and/or print for use during the lesson.
c) If you decide this is an article you would like to share with your students, you may print the article by clicking the mouse button one time on the Print button at the top of the screen.

d) You may go to the top of the window, press and hold the mouse button while over the word “File.” Scroll down to the word “Quit,” and release. This will take you to a screen that looks like the one in Figure 25, on page 43. Click the mouse button while the pointer is on the Disconnect button on the screen, and you will be disconnected from the internet.

You have successfully connected to an educational site and found teaching resources for your classroom.
Lesson Seven

Objective: The learner will be able to access the Internet from a computer on campus to locate educational sites for student use.

For this lesson, you will need to use the computer in the library which is capable of connecting to the internet.

a) On the computer in the library, click one time on the Connect icon.

b) A window will appear with the school name and password (which appears as a series of bullets [dots]), which looks like the screen in Figure 24, on page 42. Press Enter, or slide the mouse over to the Connect button, and click one time. Click on the icon that represents Netscape Navigator.

c) A window will appear which looks like the one in Figure 26, on page 44.

Click on the Net Search button right above the internet window. A new screen will appear like the one in Figure 30, with numerous choices. Scroll down the page (use the up and down arrows on the right edge of the screen to move the page up/down) until you see the choice, “Education and Reference.” Click the mouse button to transfer you to this site.
d) When the new page (screens appearing on the web are called web pages) appears, it will look like the one in Figure 31. You will find another list of choices. Select “Teaching,” by clicking the mouse button one time when the pointer is on the word.

Figure 31

![Image of a web page with options for Education & Reference and Teaching]

e) When the new page appears, it will look like the one in Figure 32. You will select “Classroom Connect,” by clicking the mouse button one time when the pointer is one the word. Again, you will find numerous selections from which to choose, all of which deal with education.

Figure 32

![Image of a web page with options for Teaching and Classroom Connect]
You have successfully located educational sites for student use.

Each time you access this site (page), new choices (in addition to the ones that were there previously) will be available for you to research.

Information is constantly changing on the internet. The purpose of this lesson is to show the user where to find some educational resources on the Internet. This site (page) on the Internet is constant, but the information that it chooses to share may change. It is to your advantage to visit the sites often to find out what is new.

Part III. The Computer as a Teaching Tool

Lesson Eight

Objective: The learner will be able to use the computer to examine educational software and make a written evaluation of the software

a) When the program has been added to your computer by the Computer Representative or other authorized personnel, select the icon (small picture) for the program you wish to examine by sliding the mouse over to the icon, and double-clicking.

b) Allow the program to load, which may take several seconds, and examine the various abilities of the software, just as if you were the child.

c) If at anytime you are stuck, do not wish to examine the software anymore, or are unable to leave the program, press the key with the apple (located to the
left of the spacebar) and the key with the letter “Q” simultaneously to immediately quit and exit the program.

d) Upon examining the software it is recommended that an evaluation be written in order to create a list of “recommended” software for particular grade levels/subject areas.

e) Using the rubric found in Appendix A, evaluate an unfamiliar software program located on any school computer. By using the rubric, you will begin to understand how to evaluate software for its educational, economical, and entertainment value.

Part III. The Computer as a Tool for Communication

Lesson Nine

Objective: The learner will be able to use the computer to send an E-mail message.

Unfortunately, at this time, Starlight Park School does not have e-mail addresses for all teachers. Because of this, this lesson will not work, however, the steps to send an e-mail to another person will be included, so that when you are informed of your e-mail address, you can immediately use this lesson to send an e-mail.

a) On the computer in the library, click one time on the Connect icon.

b) A window will appear like the one in Figure 24, on page 42, with the school name and password (which appears as a series of bullets [dots]). Disregard this screen and press Enter.
c) In the text box for the recipient, type in the e-mail address. For this lesson, you will type in “Kkosier106@aol.com.” The set of quotation marks and the period after “com” are omitted.

An individual’s e-mail address is generally made up of his/her screenname (the name reported to his/her online service that doesn’t change unless the service has ended [i.e. Kkosier106]), the “at” sign (@) which is located on the number 2 key which is achieved by pressing the shift key and the 2 key simultaneously, and finally the online service being used to access the internet (AOL = America Online). The remaining letters “com” are usually for individual accounts, but you will encounter others such as “edu,” generally used for educational accounts, and “gov” generally used for government accounts.

d) In the text box, type, “Katie, I learned to send an e-mail message from school using the Starlight Park School Staff Computer Manual.” You do not need to sign your name unless you would like to.

e) Slide the mouse on the mouse pad so the pointer is over the button that says, “Send.” A confirmation should appear on the screen that says your mail has been sent.

f) When the recipient gets the e-mail, the only way they will know from whom it was sent, is by the e-mail address. If the recipient does not know your e-mail address, it would be wise to sign your message just as if you were writing a note, unless you want to remain anonymous.

You have successfully sent an e-mail message.
Lesson Ten

Objective: The learner will be able to use the computer to experience Internet Relay Chat.

For this lesson, as of January 1999, you will need to use the computer in the library which is capable of connecting to the Internet.

a) Turn on the computer in the library by pressing the button in the top right hand corner of the keyboard.

b) A screen will appear like the one in Figure 23, on page 42. Double-click on the Connect icon.

c) A window will appear like the one in Figure 24, on page 42, with PPP on the top bar. You will see the school name already in the name text box, and password (which appears as a series of bullets [dots]) in the password text box. Disregard this window and press Enter which will connect you to the internet.

d) You will be connected shortly. A screen will appear like the one in Figure 25, on page 43. When a Disconnect icon appears at the bottom of the window.

Click on the icon that says Netscape Navigator. Netscape Navigator (familiarly referred to as Netscape) is a commercial search engine available for use with numerous online service providers. After clicking, a screen will appear like the one in Figure 26, on page 44.

e) Click the Net Search button (under the web address text box), by sliding the mouse on the mouse pad so the pointer is over the button and clicking one time. This will take you to the search page.
f) When the page is finished loading, you will slide your mouse pointer to the right edge of the window where you notice an arrow pointing up and an arrow pointing down. Clicking the button while your mouse pointer is on one of these arrows will cause the information to scroll up/down so you may view/read the entire page. You will need to click the mouse button on the down arrow so the bottom of the page will appear. A page will appear like the one in Figure 30, on page 47.

g) You will see “Choose a Topic,” and will slide the mouse on the mouse pad so the pointer over the choice “Education & Reference.” Double-click on this entry, and you will be connected to the “Education & Reference” site.

h) A screen will appear like the one in Figure 31, on page 48. Select “Teaching” by double-clicking on the word. You will then scroll down (by clicking the mouse button while on the down arrow on the right edge of the window) to the entry, “Teacher.net.” A screen in Figure 33, will show you approximately where to locate Teachers.net.

![Figure 33](image-url)
i) Double-click on the word “Teacher.net,” and you will again, be taken to another site. A screen will appear like the one in Figure 34. Scroll down the page by clicking the mouse key while over the down arrow key at the right edge of the page, and you will see, “Live Chatrooms.”

![Figure 34](image)

j) Click one time on “Live Chatrooms,” and you will be taken to a screen which appears similar to the one in Figure 35. This window will show you the available chat rooms, as well list the nicknames of the other participants.

![Figure 35](image)
k) When you decide on a room in which to chat, you need only click one time on the name of the room in the list. Once you do this, you will be asked to “Agree” to have proper conduct during live chat by pressing the \textit{Enter Chatroom} icon, as in the example in Figure 36. Notice at the bottom of the screen in Figure 36, the text boxes you will fill out: \textit{Nickname} (which allows you to choose a name by which you will be known during this chat session only), \textit{e-mail} (which is optional and will make your e-mail address available to the other participants in the room), and \textit{Text Color} (which allows you to change your text to a different color, increasing readability on the computer screen). When you have filled these text boxes out to your satisfaction, slide the mouse on the pad over to the \textit{Join Chat} icon, and you will be able to start conversing with the other members of the chat room.

![Figure 36](image)

1) Notice that new text boxes appear, as in Figure 37 on the next page. If you want to talk in the chat room, you will need to slide the mouse pointer to the middle text box. It does not have a title. Click the mouse button one time,
and begin typing. If your text is long, and you notice some of it disappearing as you write, do not fear, it is still there, it just will not fit in the text box. If the text stops, and you are still typing, then you should go back to the last complete thought, slide the mouse over to the *Update* button (next to the text box), and click the mouse button. Your entry will appear at the top and move down as new entries come in. Notice that in the chat room window, “Katie” has an entry that says, “I’m recommending this site to teachers at my school as a way to experience live Internet Relay Chat with other teachers. It’s part of my thesis!”

![Figure 37](image)

m) When you are finished chatting, you may wish to say, “Good-bye,” just as if you were hanging up, or walking away from another person to whom you were speaking. After saying, “Good-bye,” you will slide your mouse on the pad so the pointer is over the *Logoff* button, which is at the bottom of the screen as in Figure 37, in the middle of this page. Click the mouse button, and you will be taken back to another window.
n) Slide the mouse to the top of the screen. Click and hold on the word, “File.”

Slide the mouse on the pad so the pointer is on the word, “Quit,” and release the mouse button. Wait for the screen to appear like the one in Figure 25, on page 43. When you see this screen, click the **Disconnect** button.

You have successfully experienced Internet Relay Chat, also known as IRC.

This is not the only “IRC chat room” for teachers, many others exist. You may need to do some exploring in order to find one that suits you. You may wonder, how some teachers have time to “chat,” with all the papers to grade, and other miscellaneous paperwork to do. Have you ever had a question about something work-related for which you really wanted a quick answer? Have you ever had a problem in the classroom with a particular child, or group of children, and wished you could talk to someone with a similar situation? That’s what teacher chat rooms are about. It is also a lot easier to get a penpal class in a teacher chat room, because you do not have to wait for someone to read your message on a message board, and then respond to you. You can immediately find out if someone is interested.
EDUCATIONAL SOFTWARE EVALUATION SHEET

Title__________________________________________

Publisher__________________________ Copyright _____ Cost _____

Subject Areas of Use________________________________________

Appropriate Grade Level Usage: (circle) Pk K 1 2 3 4 5 6 7 8 9 10 11 12

Educational Value:

1) Are the required skills challenging for a variety of students? YES NO
2) Are divergent thinking skills required for use? YES NO
3) Are the learning activities setup in a logical sequence? YES NO
4) Do the activities reinforce district curriculum objectives? YES NO

Economical Value:

1) Are a variety of skills reinforced through different activities? YES NO
2) Can the program be customized (added to/changed) YES NO
3) Does the publisher allow a discount for upgrading versions? YES NO

Enjoyment:

1) Are the graphics visually appealing? YES NO
2) Are the sound effects appropriate? YES NO
3) Does the game run properly (quick access) on computer? YES NO
4) Are the activities fun? YES NO
5) Are the activities/visuals free from bias? YES NO
GLOSSARY

Application: the type of job or task needing to be accomplished such as word processing, spreadsheets, drafting and many others

Bulletin-board: (BBS) an electronic device accessed via computer, over the phone lines (sometimes via the internet, sometimes by a separate phone number)

CD-ROM: (Compact Disc - Read Only Memory) software available on a Compact Disc which requires a CD-ROM drive on the computer being used. Until recently, CD drives were unable to save (write) information for the user; it was only able to read the information from a CD. However, new writable CD drives have become available which will allow the user to save files onto a CD.

Central Processing Unit: (CPU) the encased parts of the computer

Electronic-mail: (e-mail) mail sent or received online

File: item such as a document or picture used on the computer

Hardware: any physical part of the computer typically including: central processing unit, monitor, keyboard, mouse, and printer.

Hyperlink: text embedded in a file which directs the user to another location in the Internet

Hyper Text Markup Language: (HTML) a particular type of word processing that is generally used in the Internet.

Hyper Text Transmit Protocol: (Http) the initial part of every address in the Internet (similar to the title of a person’s name… it is just there)

Internet: a vast array of information that can be accessed via computer
Internet Relay Chat: (IRC) simultaneous "chat" between two or more people via the internet

Search engine: a program on the Internet allowing the user to search for a specific topic, theme, word, etc.

Server: a company which provides online/internet service

Software program: any type of program on the computer allowing the user to use the computer

Uniform Resource Locator: (url) a type of address used on the Internet

World Wide Web: (WWW) another name for the Internet
CHAPTER 5

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

The purpose of this project was to initiate a hands-on experience for teachers and interested staff members by creating a computer manual that could be used conveniently at their classroom computer to familiarize themselves with specific tasks pertinent to the teaching profession.

Summary

Spriggs (1995), shows that an independent study which includes progress or achievement checkpoints, and an ending assessment prove to be a key component in the education of technology use. Additionally, Compaq, a computer production company, also includes an individual course model for educating learners in computer-use (Business Wire, 1998). Continuing education has shown the importance of individuals learning at their own pace, on a familiar computer, by offering “Open-Entry, Open Exit” classes. The demand for these classes has shown that individuals prefer a hands-on approach, in which they are in control of the speed at which progress continues (Glendale Community College, 1998).
Conclusion

In the Starlight Park School Staff Computer Training Manual (chapter 4), a series of ten lessons was presented in an effort to educate teachers, as well as any other interested staff members who assist Starlight Park students, in effective computer usage for teaching and learning.

Recommendations

A manual may seem intimidating to many. However, it is hoped that interested personnel will find the manual’s content completely non-threatening, and try the tutorial in the privacy of their own classroom, on the very computer they would use with their own students. Problems may arise due to product upgrades, misinterpretation, or a lack of clarification. It is suggested that the users of this manual refer to the site computer representative, who is Bonnie Heathman as of January 1999, in room 12, for clarification or troubleshooting assistance.

A manual of basic lessons should not be the last resort, but rather an excellent first resort toward completing a desired task on the computer. It would be advantageous for an in-service or teacher technology-training class to be offered in addition to the manual, in order to better provide service to the large number of teachers at this site. Excellent plans of technology-education for teachers are available. A list of suggested resources for staff-development in technology education will be listed in the Appendix.
REFERENCE LIST


*Using technology to improve teaching and staff development: An interview with Kathleen Fulton.* *The Journal of Staff Development, (19) 1.*


Schwartz, J. (1994). Lost in cyberspace as they race along the information highway kids may wander into a bad neighborhood and need help finding their way out. *Newsday.* (March).


APPENDIX A

EDUCATIONAL SOFTWARE EVALUATION SHEET
EDUCATIONAL SOFTWARE EVALUATION SHEET

Title

Publisher ___________________________ Copyright ___ Cost _____

Subject Areas of Use ______________________________________

Appropriate Grade Level Usage: (circle)  Pk K 1 2 3 4 5 6 7 8 9 10 11 12

Educational Value:

1) Are the required skills challenging for a variety of students? YES NO
2) Are divergent thinking skills required for use? YES NO
3) Are the learning activities setup in a logical sequence? YES NO
4) Do the activities reinforce district curriculum objectives? YES NO

Economical Value:

1) Are a variety of skills reinforced through different activities? YES NO
2) Can the program be customized (added to/changed) YES NO
3) Does the publisher allow a discount for upgrading versions? YES NO

Enjoyment:

1) Are the graphics visually appealing? YES NO
2) Are the sound effects appropriate? YES NO
3) Does the game run properly (quick access) on computer? YES NO
4) Are the activities fun? YES NO
5) Are the activities/visuals free from bias? YES NO
APPENDIX B

EDUCATIONAL SOFTWARE IN USE AT STARLIGHT PARK SCHOOL

AS OF JANUARY 1999
150 Years of America’s Smithsonian
1994 Grolier Master Encyclopedia Index
3-D Atlas
3-D Dinosaur Adventure with Guide and Glasses
Aesop’s Fables
America Rock
Animals 2.0 (San Diego Zoo)
Atomic Age
Book Shelf ’95
Children’s Atlas of World Wildlife (Rand McNally)
Claris Works 3.0
Discussions
Destination: Neighborhood
Dinosaurs
Encarta Encyclopedia 98 Disc 1 and 2

Encyclopedia of Nature
Grammar Games
Grolier Multimedia Encyclopedia 1996
Grolier Multimedia Encyclopedia 1997
Hollywood

Incredible Machine
Insects
Jump Start First Grade
Kids Culture
Making Music
Maps and Facts
Math Blaster Ages 6-9
Math Rock
Message in a Fossil
More Bugs in Boxes
Musical Instruments
My Amazing Human Body
Nautilus the Multimedia Magazine
New Grolier Multimedia Encyclopedia
Nine Worlds with User’s Guide
Oceans Below
Planet Earth
Reader Rabbit’s Reading Journey
Research Organizer Disc 3
Scary Poems for Rotten Kids
Silly Noise House
Time Multimedia Almanac
Time Trip, USA
U.S. Atlas
Web Workshop
Wide World of Animals
With Open Eyes: Images from the Art Institute
World Atlas and Almanac

World Book Multimedia Encyclopedia
1998
World of Nature
World of Reptiles, Whales and Dolphins Geographic
Zurk's Rainforest Lab (English, Spanish, French)
PROGRAMS ON DISK

Backyard (Program guide only)
Big Book Maker: Cute & Cuddly
Big Book Maker: Favorite Fairy Tales and Nursery Rhymes
Decisions Decisions, the most Amazing Discussions
Dinosaur Days
Fizz & Martina
Graph Power
Hands-On Math Vol. 1
Hands-On Math Vol. 2
Kid Phonics 2 (Teacher materials only)
Kid Works 2
Kids Math
Living Things (Science Court)
Math Blaster Mystery
Math Town
Money Town/ Computer Disk 1
Once Upon a time Volume 1, 2, 3 & 4
Opening Night
Particles in Motion (Science Court)
Rainforest Lab
Reading Blaster Ages 6-9 (Teacher materials only)
Reading Maze
Sim City, The City Simulator
Seasons
Sound (Science Court)
Stanley’s sticker Stories (Preschool - 2nd Grade)
Super Solvers Out-Numbered
Talking Tiles
Monsters and Make Believe
Where in Time is Carmen Sandiego
Writing Center
Zip Zap Map (USA) National Geographic
Zip Zap Map (World ) National Geographic
APPENDIX C

CARTWRIGHT SCHOOL DISTRICT STUDENT AUTHORIZED

INTERNET-USE AGREEMENT FORM
CARTWRIGHT SCHOOL DISTRICT STUDENT AUTHORIZED
INTERNET-USE AGREEMENT FORM

All Cartwright School District Internet users are required to sign the Authorized Internet Use Agreement Form and to abide by the terms and conditions of Board Policy IRNDB-E and the corresponding regulations. The Board of Education does not authorize any use of the Internet that is not conducted strictly in compliance with this policy. Your signature on this document indicates that you have read the terms and conditions carefully and understand their significance.

The Board of Education believes that the Internet offers vast, diverse, and unique resources for students, teachers, and other users. The District’s goal in providing this service to staff and students is to promote educational excellence in schools by facilitating resource sharing, innovation, and communication.

The District may not be able to technologically limit access to services through the district’s Internet connection to only those that have been authorized for the purpose of instruction, study, and research related to the curriculum. Parents/guardians are advised that a determined user may be able to gain access to services on the Internet which the District has not authorized for educational purposes. Parents/guardians are also advised that not all communications on the Internet can be restricted by the District. Those sites that are known to be inappropriate will be blocked so that they cannot be accessed. However, it is impossible to restrict access to all inappropriate sites because new ones are added everyday. Therefore, by participating in the use of the Internet, students may gain access to information and communications which they or their parents/guardians may find inappropriate, offensive, or controversial. Parents/guardians assume this risk by consenting to allow their students to participate in the use of the Internet. Parents/guardians are also advised that all computers in Cartwright District may be monitored for inappropriate use.

Users who disregard the district's Authorized Internet Use Policy and regulations may have their use privileges suspended or revoked and will be subject to be disciplined as found in the District Student-Parent Handbook. Users granted access to the Internet through the Cartwright School District assume personal responsibility and liability, both civil and criminal, for uses of the Internet not authorized by District policy.

**Personal responsibility.** I will never agree to meet with someone I do not know. I will inform my parent, teacher or school administrator if any attempt is made to do so. I will report any misuse of the information service to a parent, teacher, or the system administrator, as appropriate.

I understand that many services and products are available for a fee and **acknowledge the responsibility for any expenses incurred without district authorization.**
Network etiquette. I am expected to abide by the generally acceptable rules of network etiquette. Therefore, I will:

- Be polite and use appropriate language. I will not send, or encourage others to send, abusive messages.
- Respect privacy. I will not reveal any home addresses or personal phone numbers.
- Avoid disruptions. I will not use the network in any way that would disrupt use of the systems by others.
- Observe these other considerations:
  - Be brief
  - Try to use correct spelling and make messages easy to understand.
  - Use short and descriptive for my articles.
  - Post only to known groups.

Please complete the following information:

Student’s Name ______________________ School ______________________

As the sponsoring teacher, I have read the Authorized Internet use Form and have explained this agreement to the student. I certify that the student has received instruction on network etiquette.

Teacher’s Signature: ______________________ Date: ______________

Parent or Guardian Cosigner

As the parent/guardian of this student, I have read this agreement and discussed it with my child. I understand that the Internet access is designed for educational purposes. I will not hold the District responsible for materials acquired by use of the information services. I also agree to report any misuse of the information services to a School District administrator. (Misuse may come in many forms but can be viewed as any messages sent or received that indicate or suggest pornography, unethical or illegal solicitation, racism, sexism, inappropriate language, or other issues described in the agreement.) I hereby give permission for my child to have access to the Internet at Cartwright School District. I certify that the information contained on this form is correct.

Parent/Guardian’s Signature: ______________________ Date: ______________

Student’s Signature: ______________________ Date: ______________

* Complete documents are on file with the Cartwright Elementary School District #83:
  1.572.1 USE OF TECHNOLOGY RESOURCES IN INSTRUCTION IIIBA -R
      (APPROPRIATE USE OF ELECTRONIC INFORMATION SERVICES)
  1.573.1 USE OF TECHNOLOGY RESOURCES IN INSTRUCTION IIIBA -E
      (ELECTRONIC INFORMATION SERVICES USER AGREEMENT)
APPENDIX D

SUGGESTED RESOURCES: STAFF-DEVELOPMENT IN COMPUTER/TECHNOLOGY EDUCATION
SUGGESTED RESOURCES:

STAFF-DEVELOPMENT IN COMPUTER/TECHNOLOGY EDUCATION

Apple Classrooms of Tomorrow (ACOT) Teacher Development Center
1-800-800-APPL or check their Internet site: http://education.apple.com/
Discusses a project-based workshop in which teachers explore, learn, and use
technology to create a unit of study which will ultimately be implemented into the
classroom.

This article provides pertinent research to providing staff development in
technology.

Compaq’s Online Education Store. www.compaq.com/education

Compaq Professional Development Programs. Information about or to order
Advance Trainers Kit or Train the Trainers Kit as of 1998 these packages
range in price from $200 to $4000 based on number of courses and delivery
medium chosen. 1-800-88-TEACH

http://www.lft.k12.la.us/grants/chal/res.htm). This address leads to an article which
describes a type of hand-holding through the process of training which
encourages teachers to become involved with technology.

Fund and Manage a Transition to Technology-run Learning Environments.*
*THE Journal (Technological Horizons in Education)*. Vol. 25, 11/01/97
This article discusses 5 strategies used to transition a Louisiana school district into a technology-run learning environment.


This article discusses how a Florida school district brought about significant change in technology by implementing a plan to purchase the equipment and train the teachers on proper use.

*T H E Journal (Technological Horizons in Education)*. Vol. 24, 10/01/96

*IBM's Teaching and Learning with Computers Makes the Grade.*

(Company Business and Marketing).

This article discusses a *Teaching and Learning with Computers* (TLC), a program developed by IBM to integrate technology into the classroom as implemented by Clear View Charter School in Southern California.


*T H E Journal (Technological Horizons in Education)*. Vol. 23, 8/01/95

This article discusses the benefits for educators from such commercial online services as CompuServe, America Online (AOL), Prodigy, eWorld, and Delphi Internet Services.

U.S. Congress, Office of Technology Assessment.

*Teachers and technology: Making the Connection*. OTA-HER-616 (database online). Available at:

Katherine R. Kosier attended numerous schools in Arizona during her elementary years including schools in the Paradise Valley School District and Peoria Unified School District, Western Christian School, and Northwest Community Christian School. During junior high and high school, she attended schools in the Deer Valley Unified School District where she graduated from Deer Valley High School in June of 1990. Although Katherine practiced the piano for many years, she focused her musical talent on learning to play the oboe. While in junior high, Katherine earned a place in the junior high All-State orchestra, and began playing with the Phoenix Symphony Guild Symphonette, under the direction of Carlo Veronda. Upon entering high school, Katherine earned the honor of Who’s Who in Music in 1989, for her abilities on the oboe, and earned places in the All-State Band and Orchestra several years. She performed with the Phoenix Symphony Guild Youth Orchestra, under the direction of James Sedaress, for three seasons performing concerts throughout the year including the Music Memory Concerts performed for elementary students throughout the state of Arizona. While performing with the Phoenix Symphony Guild Youth Orchestra, she traveled to New York City to perform a concert in Carnegie Hall. In the fall of 1990, she immediately began her collegiate career at Grand Canyon University having received a partial scholarship for her musical talent. Katherine pursued a degree in Elementary Education with a minor in Music Education. She graduated in December of 1995, from Grand Canyon University with a Bachelor’s of Science degree in Elementary Education and a provisional endorsement in English as a Second Language (ESL). Upon entering the workforce in August 1996, Katherine was hired in the Cartwright Elementary School District as a traveling music teacher. She completed her first year traveling to three schools, but decided her heart was in a regular education classroom. She moved to a permanent third grade ESL position at Starlight Park Elementary School, where she has been ever since. Continuing her education was very important to Katherine. Upon beginning her teaching career, she felt the desire to go back to school and earn a Master’s Degree. She learned that Ottawa University would recognize the schooling used to achieve a provisional ESL endorsement and allow her to continue with the courses to earn the full ESL endorsement from the state. By completing her endorsement at Ottawa, she would bring herself within five classes of earning a Master’s Degree in ESL. The only thing holding her back was a required thesis to complete the degree. Although she always enjoyed writing, a thesis seemed difficult. She began the classes, and found that through the classes she was learning how to put the thesis together. Several topics seemed interesting, but nothing grabbed her attention like computers. Primarily from her experience in the field, Katherine felt the need for some type of manual or training course in computer technology that would help teachers learn to implement the computer into their curriculum. She decided that by making a computer manual specifically for her school, she would help some teachers find new ways to use the computer, and others would learn how to use the computer. Katherine R. Kosier earned her Master of Arts in ESL Education in January 1999, through the writing of this thesis. Katherine R. Kosier lives in Peoria, Arizona, with her husband of seven and a half years, and three children - James, Sara, and Joseph, and the fourth expected in early July, 1999.