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The Internet for Professional Communication: A Workshop Curriculum for Secondary Teachers

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ABSTRACT

THE INTERNET FOR PROFESSIONAL COMMUNICATION: A WORKSHOP CURRICULUM FOR SECONDARY TEACHERS

by

Ian James Loverro

May, 1998

Educators and administrators have begun to place a high priority on connecting classrooms to the Internet. However, classroom computer use remains at least one step removed from teachers and is used to sustain existing curricula rather than serving as a catalyst for educational improvement. Professional communication is a major instrument for initiating and implementing educational reform; the Internet represents a primary computer-based forum for professional development. The purpose of the project was to develop a sample in-service curriculum focusing on the use of e-mail, newsgroups, and listservs as tools for professional development and communication among secondary educators.

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Chapter I

Background of the Project

Introduction

Computers are no longer the exclusive domain of scientists and mathematicians. Increasingly, schools are including computer education in the curriculum. President Clinton campaigned for "a bridge to the twenty-first century . . . where computers are as much a part of the classroom as blackboards" (Oppenheimer, 1997, p. 45). Clinton's program is estimated to cost \$40 billion to \$100 billion over the next five years (Oppenheimer, 1997). Unfortunately, only a minority of teachers are sufficiently experienced in the available technology to make effective use of the many computers in their schools. Those who are computer users are not necessarily aware nor trained to synthesize their computer competence and their instructional training. Few know exactly how to incorporate computers into their daily planning and instruction (Kerr, 1996).

Over the last 15 years, educators and administrators have begun to place high priority on the purchase of computer technology for our schools. In recent years, the focus has been on connecting to the Internet, in some cases, at the expense of music, art, and physical education programs (Oppenheimer, 1997). Unfortunately, an equal priority has not been placed on training teachers how to use these tools to improve instruction and student learning. Most funds are marked for purchasing, not training. While some training does exist, it primarily targets university students enrolled in teacher

education programs. In-service education for established teaching staff is largely ignored (Moursund, Bielefeldt, & Underwood, 1997).

Teachers are often faced with new "high-tech" computers with Internet connections in their classrooms, and yet receive little or no training with regard to their implementation and use. As a result, effective application of computer technology (particularly Internet use) tends to be noticeably limited in most classroom instruction, despite the respectable computing power. Although many teachers often lack specific training in computer use, they have somehow adopted the opinion that "we need more computers." Kerr (1996) suggests that Americans assume technology is good, value free, and should find application in many fields. "If technology makes it possible to do something, then that thing should be done" (Kerr, 1996, p. 1). Still, little thought, time, energy or resources are dedicated to the development of the teachers' skills with interactive computer technology after the Internet connection is established.

According to Oppenheimer (1997), Apple Computer, Inc. found that simply donating computer equipment to schools had little effect on student achievement. Teachers needed to change their classroom approach before student skills improved. Without appropriate teacher teaching, the computers were simply a distraction for both students and teachers (Oppenheimer, 1997).

Computers in the classroom certainly have their critics. Stoll (1995) considers computers the filmstrips of the 1990s. Teachers, parents and students all love them. According to Stoll, with computers in the classroom, students do not have to think, teachers do not have to teach, and parents like the idea of a high-tech school

(Stoll, 1995). Despite the criticisms, a task force composed of business executives, technology experts, teachers, and parents urged the state of California to spend \$11 billion on computers. According to the task force, "more than any other single measure, computers and network technologies . . . offer the greatest potential to right what's wrong with our public schools" (Oppenheimer, 1997 p. 53).

Is this image of the Internet as the "educator's panacea" widespread? According to one author, "it is being said that if all schools were 'hooked up,' then many of their major problems would be alleviated" (Maddux, 1994 p. 38). Clearly the notion of "being hooked up" implies something more than a phone-jack and a modem. Yet, that "something" is getting lost in the shuffle to purchase, purchase, purchase. The mythology surrounding Internet use has compounded sufficiently that a deliberate retraining of in-service teachers is necessary to put the true power of the Information Super Highway into America's schools. Fortunately, the most critical component in the equation is already in place: the teachers.

Purpose of the Project

America's teachers are well trained in writing curricula, presenting lessons, creating assignments, and evaluating students. We need only train them in how computers can be added to their collection of educational tools. The purpose of the present project is to develop a sample in-service curriculum focusing on the use of e-mail, newsgroups & listservs as tools for professional development and communication.

Need for the Project

Our information age provides new opportunities for professional communication which is no longer limited by geography; nor is it limited by the availability of computer technology. Many teachers have access to computers and to the Internet but they lack the skills needed to utilize them. With appropriate training, a teacher can quickly access digests, newsletters, and numerous opportunities for professional exchange with other educators from around the world, almost instantly. A basic curriculum focusing on newsgroups and listservs would facilitate continued teacher exploration of the Internet, even after the workshop has ended.

The proposed curriculum will provide teachers with the basic skills needed to begin the exploration process. These skills can help teachers with numerous important professional development issues such as: establishing a dialogue with experts in their field; collaborating with other teachers world-wide; maintaining current knowledge of recent developments within their major field of study; and taking an active role in reform and public policy related to education. Furthermore, the same basic skills acquired in the workshop may generalize to other aspects of instruction, including lessons and projects designed to be both teacher- and student-driven. Ultimately, the creative process, resulting from skills developed within the workshop, remain in the hands of the participants instead of being the domain of the author/workshop instructor alone.

The current project emphasizes the use of e-mail, newsgroups, and listservs, not the World Wide Web (WWW) for three reasons. First, much attention is already paid to the resources available on the WWW. Second, a web browser and search engine take only a matter of hours to master. After only a brief four hour workshop, teachers can immediately begin to use their new knowledge to discover a wealth of easily accessible information. Third, e-mail is less "consumer" oriented. WWW pages tend to present information, but do not allow for individual expression by the user. With e-mail, a teacher may compose his or her thoughts and pose a question to peers or experts. E-mail is one of the oldest and most widely used elements of the Internet. Newsgroups and listservs allow many teachers with e-mail accounts to converse within either narrowly or widely defined topic areas.

When designing an introduction to the Internet, e-mail can play a valuable role, especially for an audience that is potentially reluctant to use computers. "Professional development is more effective if it specifically addresses the concerns of the educators and builds on their current levels of knowledge and use" (Moursund, et al., 1997, p. 6) Although web pages are colorful, interactive, and easy to access, they are not necessarily inviting or useful to everyone. In-service participants who are first introduced to e-mail have a basic tool with which they may converse with colleagues, peers, and experts. Proficient use of e-mail should facilitate the transition to finding more useful information on the WWW, without having to filter through massive amounts of superfluous information. For example, a teacher who participates in a listserv

conversation concerning inclusion of special education students in elementary classes may be interested in finding additional information from particular districts regarding policies for full or partial inclusion. The address of a web page containing information or "links" of specific interest to special education teachers may be included in a newsgroup "post". With this address, the new Internet user will have a specific goal for using the WWW, rather than simply web browsing in the hope of finding anything useful.

The present American educational system already has its hands on the two most important components in the computer technology revolution: computers and teachers. For decades, school districts have invested in computer hardware. Nearly every school in America has access to computer technology for their classrooms. Yet the technological gap continues to widen. Our students continue to use computers primarily for entertainment purposes; teachers use them simply to generate materials. It is time for educational institutions to dedicate the time and energy needed to bring our teachers up to speed on the effective integration of computer technologies, and the world of discovery they can bring into the classroom. The bridge between the computer and the teacher need not be elaborate; but it needs to be effective (Beaver, 1990; Bentley, 1994).

Limitations of the Project

The curriculum for the proposed workshop targets secondary educators. Elementary educators would be better served by a modified version of the curriculum which would focus on content-specific issues relevant to their particular training and needs. However, the framework for the proposed project could be easily modified to accommodate such a transition.

The proposed workshop is designed to be conducted over a two-session period. In some cases, it may be more effective or convenient to either extend or compress the time frame of the workshop.

The proposed workshop requires access to a modern computer laboratory with Internet connections for each computer. It would be best conducted in an environment where every teacher has access to his or her own computer station.

Finally, the proposed workshop targets those teachers with intermediate computer skills (i.e. word processing, grade management, basic e-mail skills). However, the basic workshop format could be modified to accommodate novices or those with more advanced skills with little effort.

Definition of Terms

1. article: A message posted to a Usenet newsgroup (Steen, Roddy, Sheffield, & Stout, 1995). Also called a "post."
2. distribution list: A group of e-mail addresses that can automatically be inserted into an e-mail message to allow the user to send the same message to multiple addresses (Ryder & Hughes, 1998). Used by listservs to distribute e-mail to subscribers.
3. domain name: The mnemonic address used to make the Internet addresses used by most computers more intelligible to humans or the second half of an e-mail address (found to the right of the @ sign) based on the name of your e-mail account provider or server (Steen et al., 1995).
4. edutainment: Computer programs that are designed to be educational and entertaining. Although these programs are supposed to be educational in content and disguised as games, many are actually games, disguised as instructional tools.
5. electronic mail (e-mail): The oldest and most widely used form of communication on the Internet. Using an e-mail program, you can send messages, documents, even pictures, to other computer users around the globe (Steen et al., 1995).
6. FAQ: A list of Frequently Asked Questions and their answers, maintained so that participants do not repeatedly answer the same set of questions (Serim & Koch, 1996).

7. flame: An inflammatory or insulting message sent over the Internet. Send such files is known as "flaming," and when two people begin flaming each other it is called a "flame war."
(Steen et al., 1995).
8. Internet (or Net): A worldwide network of computer networks that enables people who connect to it to do research and to communicate online (Steen et al., 1995).
9. listserv: A type of electronic mailing list that acts like a newsletter or bulletin. It compiles and edits notices and news items from subscribers about a particular subject, and then e-mails this information to subscribers (Steen et al., 1995). Also called a "mailing list."
10. lurking: Monitoring a Usenet newsgroup, or a listserv without posting a message or article (Steen et al., 1995).
11. mailing list: See listserv.
12. netiquette: Etiquette on the Internet (Steen et al., 1995).
13. newsgroup: A conference/discussion group where readers post and read messages at the public newsgroup site rather than in a private mailbox (Serim & Koch, 1996).
14. newsreader: A software program used to read and post articles to a Usenet newsgroup (Steen et al., 1995).
15. post: An individual article sent to a Usenet newsgroup, or the act of sending an article to a Usenet newsgroup (Serim & Koch, 1996).

16. professional communication: Communication to enhance professional growth and productivity (International Society for Technology in Education, 1998).
17. spam: A term to describe "junk mail" on the Internet. Any off-topic advertisement, especially those which are posted repeatedly are considered spam and are disliked by most veteran Internet users.
18. subscribe: To join a listserv to read and send messages to the group (Serim & Koch, 1996).
19. thread: A series of articles in a newsgroup, all pertaining to the same topic. If one person posts an article, and another posts a follow-up article, and still another posts a follow-up to that follow-up, these articles are considered a thread (Steen et al., 1995).
20. unmoderated: A newsgroup or listserv that does not have a person screening the messages coming in before they are forwarded to subscribers (Serim & Koch, 1996).
21. Usenet: Users Network. More than 10,00 forums focusing on different topics. Usenet predates the Internet, but these days, the Internet is used to transfer much of the Usenet's traffic (Serim & Koch, 1996).
22. user name: The name given to identify an account on an Internet host computer. Usually a person's user name is constructed from their real name (first initial and last name, for instance), and can be found to the left of the @ sign in an e-mail address (Steen et al., 1995).

Chapter II

Review of the Related Literature

During the past year, the Internet has left the realm of research labs and higher education, and entered the consciousness of mainstream America. Everyone, it seems, is seeking onramps to an information superhighway. Among educators, there is a growing urgency to hop on the Internet bandwagon (Serim & Koch, 1996, p. 3).

Introduction to Changing Views

Despite the bandwagon effect in our public schools, there is clear evidence that expertise with computer technology among our teachers has not kept pace with district purchasing (Beaver, 1990; Bentley, 1994). While surveys have revealed that computers and related technology (such as tutorial workstations, and electronic activity centers) can improve attendance, literacy and learning among students (Scrogan, 1989; The Wirthlin Group, 1989), most studies have focused exclusively on student skills and performance. Little attention has been paid to improvements in teacher-related computer skills and the potential benefits that such literacy might bring (Kerr, 1996).

Until only recently few states required any sort of computer technology preparation for teacher certification (Bruder, 1989). In 1993, the National Council for the Accreditation of Teacher Education (NCATE) defined computer technology requirements for pre-service instruction of student teachers, yet there remain no

national standards for practicing teachers. The International Society for Technology in Education (ISTE) has recommended a set of foundation standards in technology for all teachers. The three categories include basic computer/technology operations and concepts; personal and professional use of technology; and application of technology in instruction (Moursund, et al., 1997). The ISTE recommendations are intended to guide professional development, for both pre-service and practicing teachers, in ways which facilitate the application of computer technology in educational settings. One current ISTE project, "The Road Ahead," suggests methods of improving professional development related to information technologies. Various methods of in-service instruction designed to meet ISTE recommended goals have been proposed.

Current Practices in Teacher Training

Although universities are incorporating computer technology into teacher education programs, there is a distinction between using technology to prepare teachers and preparing teachers to use computer technology (Harrington, 1991). When examining the typical computer technology program currently offered, only a cursory exploration of computers and the Internet as tools for professional communication is found (Beaver, 1990; Bentley, 1994; Kerr, 1996).

The primary focus of many university-level computer-training courses involve teacher preparation of worksheets, tests, grade management systems. In truth, word processing and hypertext projects should be demoted to the trivial. They do not improve a teacher's computing expertise nor do they promote familiarization with contemporary educational methods and issues. Professional

exchange with other educators familiar with current and relevant information is simply not addressed by learning to word process or create hypertext projects (Kerr, 1996).

Implications for Change

An increased use of computer technology within our schools will mandate changes in our curriculum and evaluation methods (Harrington, 1991; Taitt, 1993; Wiburg, 1991). New student assignments, in-class activities and learning objectives will require modification to accommodate the use of computers as informational resources. Evaluation of both content and technical skills will become essential to a comprehensive student assessment protocol. In order to make these changes, teachers first must feel competent in using classroom computer technology themselves. Studies have shown the amount of experience teachers have using computers directly influences their feelings of comfort, their competence, and their willingness to incorporate the computer in normal classroom activities (Amico, 1995; Borchers, 1992; Dori & Barnea, 1994; Kinzie, 1991; Jordan & Follman 1993; Williams-Robertson, 1992). Furthermore, students rely on both the competence and confidence of their instructors. As a model, the ease with which a teacher maneuvers within the computing environment sets the standard for students' curiosity, persistence and competence. Only with well-trained models will children begin to view computers in the classroom as something greater than mere "Edutainment." Getting the child's attention with a snappy new program will not automatically lead to advanced computer skills.

While the university community is quick to respond to the changing needs of our educational community, their audience is restricted to the new, unemployed teacher-trainee. It will be years before the computer-literate student teachers of today represent the majority within a particular school or district. At the current rate, integration of complex and effective computer-based learning systems into the regular curricula could take years (Armstrong & Jones-Yang, 1994). ISTE is concerned with reaching teachers currently in the classroom. Since professional development generally takes the format of in-service programs, ISTE has targeted their recommendations to assist in training practicing teachers.

"The history of technology in education is that schools have been relatively impervious to the invasion of technology into the routines of teaching" (Kirst, quoted in Armstrong & Jones-Yang, 1994). This is largely the result of a punctuated and pervasive neglect of the in-service teacher (Diem, 1982; N. Carolina State Department of Public Instruction, 1992; Ragsdale, 1989). As technology changes and new computers are added to schools, teachers cannot be expected to intuitively know how to use the new equipment to its fullest potential. The most common obstacle to use of electronic information resources is a lack of knowledge of what is available, how to use it, and a lack of time, rather than a lack of funds (Adams, 1993). Is the true priority to purchase computer technology or to learn how to use it? In isolation, neither is of much value for the teacher or the student. The computers have been

purchased. It is time to invest in the education of the teachers using these computers.

ISTE Guidelines for Interventions

Upon planning an in-service program, participant comfort and expertise should be addressed on various levels. According to the ISTE, there are eight general stages of concern and levels of knowledge that teachers have about information technology.

According to Moursund, et al. (1997), in-service interventions should touch specifically upon one or several of these levels of knowledge and/or stages of concern:

(1) Awareness: an awareness of microcomputers and other information technologies but a failure to integrate that knowledge into professional use; a failure to engage students in discussions about information technologies even when such discussions would be relevant to the topic at hand; also described as technophobic.

(2) Informational: novice level of skill with microcomputers and other information technologies; limited personal use and inadequate skill for professional use; would benefit from additional general information about potential use of technology.

(3) Personal: limited use of microcomputers and other information technologies; interest or concern about how the use of these technologies will affect career as an educator.

(4) Time: concerned about the time needed to learn about and keep up with rapid changes in information

technologies as they relate to education; may occasionally feel overwhelmed by how much there is to learn and the time required to master new changes.

(5) Consequences: regular use of computer technologies; concern over how use of microcomputers and information technologies are having on students and on professional work.

(6) Collaboration: may occasionally intervene on behalf of a colleague regarding a hardware or software problem in an informal one-on-one setting; interest in or concern about increasing such professional interactions.

(7) Refocusing: comfortable making routine professional use of information technologies and with helping colleagues acquire such skills; actively engaged in learning new applications for previously mastered skills.

(8) Leadership: perceived as a technology leader and high-level facilitator by colleagues; concern about maintaining and improving leadership and professional development skills among colleagues at both the school and district level.

A second criteria for interventions include the goals set by the ISTE, regarding personal and professional use of technology.

Specifically, interventions should enhance professional growth and productivity. Technology instruction should promote communication collaboration, and problem-solving (ISTE, 1998). The current project targets teachers in the informational, personal and collaboration stages. Furthermore, each element of the in-service curriculum is

designed to help teachers meet the ISTE goals. The purpose of the in-service workshop is to instruct participants in using Internet technologies, specifically e-mail, newsgroups and listservs, as they relate to professional development.

Chapter III

Procedures of the Project

The purpose of the project was to develop a workshop curriculum for secondary teachers regarding the use of e-mail, newsgroups and listservs for professional communication.

Procedures

To obtain background information and curriculum materials regarding the use of Internet elements (such as e-mail, newsgroups and listservs) for professional communication among secondary educators, a literature review was conducted. The author performed a search on the Educational Review Information Center (ERIC) and on the Internet to identify and review current literature and materials in journals, books and websites which would prove useful in a workshop setting. Various resources, available from the library and pre-service center at Central Washington University in Ellensburg, Washington, were explored for information on curriculum construction and computer technology instructional methods. Materials not immediately available in the library at Central Washington University were requested via interlibrary loan.

Chapter IV

Results of the Project

E-mail, Newsgroups, and Listservs for Teachers:
A Two Session Workshop

E-mail, Newsgroups, and Listservs for
Teachers:
A Two Session Workshop

Instructor Manual

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Introduction for Workshop Instructors

The Internet is a powerful tool for professional communication among teachers. This two-session workshop is designed to provide secondary teachers the skills necessary to use e-mail, Usenet newsgroups, and listservs to enhance their professional development. Although a basic familiarity with computers is assumed of the participants, this curriculum may be modified either in scope or pace to allow non-computer users to participate. This curriculum may also be incorporated into a larger staff development model, to include other uses of computers by teachers. As this workshop focuses on teacher use of e-mail and related tools, other likely topics to be included in a larger workshop series might include the World Wide Web, and student use of computers in the classroom.

The curriculum format is designed to guide the instructor regarding background information, demonstrations and in-class activities. Follow-up "homework" assignments are included as well. Each activity is intended to allow the participants to practice the basic skills being taught. There is sufficient flexibility in the schedule to allow for additional demonstrations, if desired.

Before You Begin

Prior to commencing the first workshop session, there are a few necessary preparations. First, arrange for the workshops to be held in a computer lab that provides enough computers and chairs for each participant to either have a computer to themselves, or to share with one other participant. Be certain that the lab has an Internet connection for each computer, and that the necessary software is already installed and working correctly. The particular newsreading program to be used is not important, however, the instructional handouts provided are based upon using the Netscape web browser as a newsreader. It can be downloaded at no cost (<http://www.netscape.com>). Any e-mail program will do. Be sure that you are familiar with the basic operations and use of the program you intend to use. Netscape may also serve as an e-mail

program. Second, arrange for each participant to have their own e-mail account. You may elect to issue school district accounts (if available), or create free accounts with web-based providers such as Hotmail (<http://www.hotmail.com>), Yahoo (<http://www.yahoo.com>), or Geocities (<http://www.geocities.com>). If you elect to use district accounts, it is important to process all accounts far enough in advance that they are available to participants when the first session begins. Some districts may require a week or more processing time, in addition to completion of a district Acceptable Use Policy (AUP). If you are not employed by the district, and are serving as a consultant, be certain to have your district contact arrange for the participant accounts well in advance. Otherwise, your participants will be unable to complete their assignments. Third, arrange for the lab to have either an overhead projector palette, or data projector to display your computer screen for the entire audience.

Workshop #1
Plan

Introduction to E-mail and Newsgroups
Time: 2 hours

Materials: Participant's Packet
Overhead Transparencies
Workshop Plan

10 Min.: Welcome. Introduce yourself. Distribute Participants' Packets. Explain general goals of the workshop.
(Overhead #1)

1. Learn how to use electronic mail (e-mail).
2. Select and participate in a Usenet newsgroup.
3. Subscribe and participate in an Internet listserv.
4. Determine when to use each of these three tools for professional development.

15 Min.: Introduction to e-mail
E-mail is the most widely used service of the Internet. Over 1 billion e-mail messages are sent each month. Like standard mail, e-mail has certain requirements:

1. something to write with,
2. the address of the recipient,
3. a method to send the message.

1. E-mail messages are written using a mailer program. A variety are available for free. These range from sophisticated programs like Eudora, which can store frequently used addresses, spell check outgoing messages, and sort incoming mail based on the sender's identity or the subject of the message, to simpler programs with only the basic

features of sending, receiving, forwarding, and replying. Whichever program you use, you will still need the address of the recipient and a method to send your message.

2. E-mail addresses are composed of both a user name and a domain name. For example, an e-mail address might be georgew@whitehouse.gov. It would be read: georgew "at" whitehouse "dot" gov. In this case, georgew is the individual's user name. Some Internet providers allow you to select your user name, others create one based on your first and last name or some other scheme. Whitehouse.gov is the domain name. The Internet account provider identifies itself with the domain name, following the @ sign. Actually, computers use a series of numbers to identify the domain, but domain names are easier for humans to remember. Any incoming mail is first sent to the domain, where it is then routed to the account of the user, based on the user name. The message will wait in the recipient's mailbox until he or she checks it for new mail. A domain name may be able to tell you something about a user. If the domain name ends with a .com, the account provider is a commercial business. If the domain name ends with a .gov, it is a government institution. If the domain ends with a .edu, it is an educational institution. Other suffixes exist: .mil for military, .org for an organization, etc. All of the suffixes mentioned so far assume the domain is in the United States, after all, the Internet first developed in the US. Any foreign domain will have an additional suffix to designate its country of origin: .uk for the United Kingdom, .fr for France, .nz for New Zealand. Interestingly, the abbreviations are based on English, not the native

language, so Japan is abbreviated as .jp. There is no abbreviation based on "Nippon."

3. Once you have an e-mail program and an account with an Internet provider, you will need a connection to the Internet. The Internet is a world-wide network of smaller computer networks. You can connect either by using a modem and using your telephone to connect with your local provider, or you may have a more expensive, direct connection through your school or business. After composing your message and specifying the address of its recipient, you can instruct the program to mail your message. The message is then transferred to your providers computer which proceeds to send it on its way to the recipient's mailbox. If the message is undeliverable or the address is incorrect, an automated message will be sent to you explaining the problem.

If you do not have the e-mail address of the person to whom you want to write, there are three simple ways to get it.

1. Ask them on the telephone or by standard mail.
2. If you know their domain, and you are familiar with the WWW, check the domain's homepage for a list of user names.
3. Try the WWW based "White Pages."

15 min.: Composing your first e-mail
Demonstrate on your computer (projected for the audience to see) how to compose an e-mail message. Complete the "To:", and "Subject:" fields. Explain that "CC:" refers to the office practice of sending a carbon copy to another recipient. Some programs offer the "BCC:"

field, which sends a blind carbon copy, without informing the original recipient. If you like, you may explain and demonstrate the procedure for attaching a file or document to an e-mail message. Send the message when you are finished.

Instruct the participants to compose an e-mail to the person to their right. At the end of each row, the last person will write to the first person in the next row. The last person, in the back of the room will write to the first person in the first row. Circulate and answer questions during this time. There may be confusion as to typing the address correctly and sending the completed message. Eventually, everyone will have composed and sent an e-mail to someone else in the class. Within a few minutes, the messages should arrive in their recipients' mailboxes.

15 min.: Replying and Forwarding e-mail

Return to your computer to demonstrate how to reply to an e-mail, including all or part of the original message. Also demonstrate how to forward a message to another address, including a comment or two.

Instruct the participants to reply to their e-mail and forward a copy to the person on their right. Within a few minutes, the replies and forwarded messages, with comments should arrive in their recipients' mailboxes. Time for a break.

15 min.: Break

15 min.: Discussion of e-mail: Pro's and Con's

Pro's: (Overhead #2)

Fast; inexpensive; does not require both parties to be present; earlier messages may be included; messages can be saved, printed, forwarded, or deleted easily; allows for brief communication, as opposed to the telephone or standard mail; all Incoming messages include a return address. For teachers: despite busy schedules, and geographical location, teachers can converse with peers and experts for professional development.

Cons: (Overhead #3)

The recipient's address must be known; the recipient must have access to e-mail, and check for new mail fairly regularly; messages are only as private as a postcard, they may be viewed by any computer that handles the message while it is in transit, including district personnel, if the account is issued by the district; e-mail messages may be forwarded to individuals who you do not want to see the message; some things are better said in private, leaving no permanent record; e-mail tends to be impersonal, without any visual or vocal cues to signal sarcasm or humor; misunderstandings are common. For teachers: not all peers have e-mail, topics which might jeopardize employment should not be discussed on a district-issued account; finding experts and peers interested in a particular topic may be difficult.

15 min.: Usenet Newsgroups: Demonstrate on your screen while explaining the structure and use of newsgroups.

Usenet newsgroups actually predate the Internet, as does e-mail, however, we generally refer to them together because the Internet is the method by which they are

sent. Usenet is a shortened version of the phrase "users' network." In the early days before the Internet, only military research institutions were connected. If a user wanted to have a conversation on a particular topic across facilities, but did not know the e-mail addresses of every other interested researcher, they couldn't write to each other. Newsgroups were developed to provide forums on specific topics that readers could browse from time to time, and join in on the conversation when they wanted. The different forums were organized according to a hierarchy, with the general category listed first, followed by more and more specific topics, each separated with a period. For example: k12.lang.russian is a newsgroup where the general category is k-12 education. The next category is language. Finally, the most specific category is russian. There are a number of other k12.lang newsgroups, such as japanese, francais, deutsch-eng, and esp-eng. These groups focus of conversation in the particular language.

Once a particular newsgroup is selected, readers will find a variety of discussions taking place simultaneously, with many adding their comments, and even more simply reading along. In order to keep the conversations from becoming shuffled, a program called a newsreader is used to divide the conversations up into conversation strands called threads. Threads allow readers to follow one conversation, reading or skipping each response in the order in which it was written, while ignoring the other conversations going on. The subject line of a newsgroup message, or article allows the reader to quickly decide if he or she wants to read it or not. If a reader has a particular comment or question which he or she wants to send to any interested readers, all that is required is to send an e-mail to the newsgroup address. The message will be automatically sent to all

Internet providers who have chosen to include the particular newsgroups in their services, where it will be available for reading by any account holder who wishes. Generally, it is recommended to "lurk" in a newsgroup, before posting any messages of your own. Lurking means reading without posting for a while. By lurking, you can get a feel for what sort of topics are discussed, and the type of people who are participating. Off topic questions, including test messages are strongly discouraged and sometimes generate nasty replies called flaming. Also keep in mind a few rules of netiquette, which is etiquette on the Internet. Behave as you would in person. Do not write things that you would not dare say to someone's face. Somehow, the anonymity of e-mail brings out the worst in some people and small differences turn into long, heated "flame wars." Be careful, such small mistakes as typing in all capital letters is considered SHOUTING, and can lead to flaming.

If you would like to reply to a previously posted comment, the procedure is simple. Your new message will begin by selecting "reply" from the newsreader menu. Keep in mind, any replies or posts to newsgroups are published world-wide for all to see. They are also permanently archived at DejaNews (<http://www.dejanews.com>). If you are likely to regret sending this message, do not send it. If you want to reply privately to a particular individual who posted, simply compose a new message in your e-mail program using the individual's e-mail address, which is listed in their posted article. Most newsreaders will allow either private replies to a particular article, or a public post to the entire newsgroup. Before replying, consider your options.

A feature of newsgroups, designed for newcomers is called a FAQ, standing for Frequently asked questions. Regular participants to a particular newsgroup collect the most commonly asked questions in the forum and compile them with the answers generally given. The purpose is to provide a single location for common questions and answers and reduce the "traffic" of the newsgroup to topics that are of more interest to the regular participants. When lurking, reading a newsgroup's FAQ can be very helpful.

20 min.: Practice using a newsreader

Draw the participants' attention to the newsreader instructions in their packets. The diagrams and text guide the user through the process of using Netscape as a newsreader, including adjusting each window to allow the subject lines to be read.

Each participant is to begin working on their Usenet Newsgroup Assignment. Only the first question requires the use of the computer. For this reason, it is suggested that they begin with number one in the lab and continue to answer as many of the remaining questions before the workshop session ends. Any unanswered questions may be completed by the participant on their own, before the next session. During the second session, a short debriefing discussion will highlight any difficulties encountered, as well as any interesting discoveries. Pro's and Con's for teachers will be addressed.

Workshop #2 Plan

Introduction to Listservs
Time: 2 hours

Materials: Participant's Packet
Overhead Transparencies
Workshop Plan

20 Min.: Debrief of Usenet newsgroup assignment

Ask for volunteers to describe their experiences lurking. Which newsgroups did they read? What threads were present? Did they find anything particular useful? What about off-topic advertisements, "spam?"

How can a teacher use Usenet newsgroups for professional development? What advantages does it hold over private e-mail?

Although newsgroups are helpful for organizing many different conversations into distinct forums with clearly defined threads, there may be too many people involved, or simply too many off-topic posts.

15 min.: Pro's and Con's of Usenet Newsgroups

Pro's: (Overhead #4)

Over 10,000 different groups exist; one message can be posted to thousands of readers at once; older messages can be found at DejaNews; FAQ's answer common questions; other's with similar interests can be found, without knowing their e-mail address; reader has control over which messages and groups to read; conversations

are threaded by the newsreader. For teachers: many k12 and subject area groups exist. It is easy to find teachers around the world who may be interesting in collaborating on a project.

Con's: (Overhead #5)

Spam; not all servers carry every newsgroup; older messages can be found at DejaNews; conversations are not private; not every follows netiquette; threads are not always interesting. For teachers: salespeople tend to haunt newsgroups; some are more aggressive than others. Posts which may jeopardize one's employment can be retrieved at any time in the future. Sometimes there is not a great deal of activity on a newsgroup.

15 min.: Listservs- electronic newsletters

Listservs were designed to fill a niche between private e-mail and public newsgroup posts. The general idea is similar to an electronic newsletter. Individuals subscribe to the listserv and add their e-mail address to the distribution list. Any message sent to the listserv address will be sent to every address on the distribution list. Some list are moderated by an individual who reviews each post and decides if they are appropriate for distribution, others are unmoderated and a computer handles all submissions and distribution. Generally, the person who runs the listserv has the option of compiling incoming messages into a single, larger digest or to simply distribute each message as it is submitted. Digests are popular because they reduce the sheer number of e-mail messages that arrive each day. This is especially helpful to those who are subscribed to several listservs.

Listservs may be run by organizations, businesses, or individuals. The process of creating a listserv is much simpler than establishing a new newsgroup, however, it requires maintenance, much of which can be handled by computer programs on your Internet providers system. There are usually two e-mail addresses associated with each listserv. One is for administrative tasks such as subscribing and unsubscribing. The other handles all posts to the list. Confusing the two is a very common problem. When you first subscribe to a listserv, a welcome message containing the general rules, FAQ's and e-mail addresses associated with the list is usually sent. It is wise to save this message, as it provides directions for unsubscribing. Unsubscribing is wise when you are about to go on vacation or be unable to collect you e-mail for an extended period of time. Listservs have a tendency to fill up mailboxes. Another case for unsubscribing is when you discover that you either can't keep up with the volume of mail being sent or the topic no longer interests you.

10 min.: Demonstrate locating and subscribing to a listserv (Overhead #6)

Using the list found in the participant's packet, subscribe yourself to a listserv. This should only take a matter of minutes. The welcome message may be slow to arrive, if subscription is not automated.

Instruct each participant to select a listserv or two and subscribe to it. Warn them not to subscribe to the whole list, or else their mailboxes will be overflowing.

15 min.: Break

10 min.: Check for any welcome messages.

If any participant's have received a welcome message, a digest, or an individual message from the listserv, share it with the class. Compose a message to introduce yourself to the other subscribers. Generally, an introduction is not considered off-topic, especially if the new subscriber has something to offer to the conversation.

Depending upon the number of responses that have been received, you may elect to spend more time reading, and replying.

15 min.: Pro's and Con's of listservs

Pro's: (Overhead #7)

More private than a newsgroup, only subscribers can read or post; much less spam; forums tend to be more focused than newsgroups; fewer FAQ's get asked; most participants practice netiquette, those who do not, may be removed by the list owner; easy to start your own. For teachers: subscribers tend to be more helpful and very experienced; on-line collaborations are easy to establish; your school or district can start its own listserv.

Con's: (Overhead #8)

Mailboxes fill quickly with large amounts of mail; it can be difficult to unsubscribe; only subscribers can post or read messages; conversations are not completely private; conversations may not be threaded; a FAQ may not be available. For teachers: the sheer amount of incoming mail can be burdensome. Many new subscribers unsubscribe within a month.

10 min.: Closure

Professional development includes communicating and collaborating with peers and experts. It is up to the Internet using teacher to decide which method to use and when. Each has strengths and weaknesses. The best policy may be to begin with a newsgroup or listserv and establish a conversation that continues into private e-mail.

Although the Internet allows users to communicate around the world, it is not a substitute for actual contact. The Internet is only part of one's professional development. Meet with other teachers, observe them in the classroom, attend conferences, keep up with your subject area, enroll in continuing education classes. By remaining active learners, we continue to be better teachers.

10 min.: Evaluate workshop

Instruct participants to complete the evaluation form at the back of their packets. Collect the forms, as participants leave.

Follow-Up

After the Workshop has ended

Quite often, workshop participants will be excited about the content of an in-service, but will lose interest shortly after the program has ended. In order to encourage participants to use the skills learned, and to monitor their progress, a follow-up survey will be sent to each participant at least a month after completion of the second session. Simply receiving responses will indicate those who are still using their e-mail accounts. The answers to the survey questions will demonstrate to what extent the workshop skills are being used the participants.

Survey

Dear workshop participant:

Please take a moment to reply to this survey. It is intended to gauge how you are using e-mail, newsgroups, and listservs for professional development. Also, any additional feedback to improve the in-service program in the future would be appreciated.

1. Since the workshop ended, are you using e-mail, newsgroups, or listservs for your professional development?
2. If so, how often? If not, why?
3. Have you found any particular newsgroups or listservs that you like to use?
4. Have you had any difficulties since the workshop ended?

5. Are there any topics you feel should be addressed in future in-service programs?
 6. Any other comments?
-

Chapter V

Summary, Conclusions, and Recommendations

Summary

The purpose of this project was to develop a sample in-service curriculum focusing on the use of e-mail, newsgroups & listservs as tools for professional development and communication. The in-service workshop addressed three of the eight general stages of concern and levels of knowledge that teachers have about information technology, as defined by the International Society for Technology in Education. Furthermore, the workshop sessions were designed to meet the goals set by the ISTE, regarding personal and professional use of technology, specifically, enhancement of professional growth and productivity through communication, collaboration, and problem-solving. To accomplish this, a review of professional development and education technology literature was conducted.

The workshop manual includes various activities and materials which focus on teachers using e-mail, newsgroups, and listservs. Support materials for the workshop instructor include overhead masters, a participant's packet, and a detailed instructor's manual. The instructor's manual consists of timed activity directions, and background information that may be used as a script. Workshop goals and the advantages and disadvantages of e-mail, newsgroups, and listservs are included in the overhead packet. The participant's packet includes copies of each overhead, a tutorial outlining the use

of the Netscape web browser as a newsreader, and a "take-home" newsreading assignment. A detailed, but non-comprehensive list of available newsgroups and listservs of interest to teachers is also provided.

Conclusions

Based upon the literature reviewed, a dispute among educators is apparent. Whereas some educators are pushing for continued investment in the latest computer equipment and software, others are focusing on the need to train teachers to use the existing computer technology in their classrooms. Furthermore, the primary focus of computer literacy training has targeted students and student teachers. However, the majority of practicing teachers are underprepared to fully exploit Internet resources, particularly for professional growth purposes.

In-service training workshops can provide cost-effective and expedient forums for practicing teachers to develop productive communications with other professionals. Internet elements such as e-mail, newsgroups, and listservs can facilitate world-wide communication and professional development opportunities. Teachers who develop both competence and confidence in using interactive computer technologies will be more likely to incorporate the computer in everyday classroom activities. The ease with which a teacher maneuvers within the computing environment sets the standard for students' curiosity, persistence and competence. Only with well-trained models will children begin to view computers in the classroom as something greater than mere "Edutainment."

Recommendations

As a result of this project, the following five recommendations are made:

1. When making computer purchasing decisions, allocate sufficient funds to train classroom teachers to use computers not only for direct classroom application, but for professional development as well.
2. When designing in-service workshops, implement ISTE guidelines regarding the general stages of concern and levels of knowledge, as well as the goals regarding personal and professional use of technology. Professional technology instruction should promote communication, collaboration, and problem solving.
3. Professional in-service workshops should seek to integrate interactive computer technologies rather than emphasizing their "stand-alone" capabilities.
4. Further research is needed to clarify how teachers, fluent in interactive Internet communication, can begin to integrate these skills into their classrooms in a manner which promotes a philosophy of lifelong learning among students.
5. Computer-related professional development may lead to substantive changes in classroom activities. Such changes will mandate further research regarding curriculum development and evaluative processes.

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Appendices

Appendix A:

Overhead Packet

Appendix B:

Participant Packet

Appendix A: Overhead Packet

E-mail, Newsgroups, and Listservs for
Teachers:
A Two Session Workshop

Overhead Packet

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Goals of the Workshop

1. Learn how to use electronic mail (e-mail).
2. Select and participate in a Usenet newsgroup.
3. Subscribe and participate in an Internet listserv.
4. Determine when to use each of these three tools for professional development.

Advantages of e-mail

- Fast
- Inexpensive
- does not require both parties to be present
- Earlier messages may be included
- Messages can be saved, printed, forwarded, or deleted easily
- Allows for brief messages, as opposed to the telephone or standard mail
- All incoming messages include a return address.

For teachers: Despite busy schedules, and geographical location, teachers can converse with peers and experts on teaching issues for professional development.

Disadvantages of e-mail

- Recipient's address must be known
- Recipient must have access to e-mail, and check for new mail fairly regularly
- Messages are only as private as a postcard
- E-mail messages may be forwarded to individuals who you do not want to see the message
- Some things are better said in private, leaving no permanent record
- E-mail tends to be impersonal

For teachers: Not all peers have e-mail, finding experts and peers interested in a particular topic may be difficult.

Advantages of Usenet newsgroups

- Over 10,000 different groups exist
- One message can be posted to thousands of readers at once
- Older messages can be found at DejaNews
- FAQ's answer common questions
- Other's with similar interests can be found, without knowing their e-mail address
- Reader has control over which messages and groups to read
- Conversations are threaded by the newsreader

For teachers: For teachers: Many k12 and subject area groups exist. It is easy to find teachers around the world who may be interesting in collaborating on a project.

Disadvantages of Usenet newsgroups

- Spam
- Not all servers carry every newsgroup
- Older messages can be found at DejaNews
- Conversations are not private
- Not every follows netiquette
- Threads are not always interesting

For teachers: Salespeople tend to haunt newsgroups; some are more aggressive than others. Posts which may jeopardize one's employment can be retrieved at any time in the future. Sometimes there is not a great deal of activity on a newsgroup.

Listservs for Teachers

ALTLEARN Alternative approaches to learning
APPL-L Computer applications in science and education
BIOPI-L Secondary Biology teacher enhancement
CACI Children Accessing Controversial Information
CHATBACK St. Johns University planning group
CREWRT-L Creative writing in education for teachers and students
DEOS-L Distance Education Online Symposium
ECENET-L Early Childhood education/young children (0-8)
edAD-L Educational administration
edLAW Law and education
edNET Issues and resources in education
edSTYLE Learning styles theory and research
edTECH Education and technology
EFFSCHPRAC Association for direct instruction
ELed-L Elementary education
HSJOURN High School Scholastic Journalism
HYPERedU Hypertext in education
IECC International E-mail Classroom Connection
INSEA-L International society for education through art
ITD-TOC Information and technology for the disabled
JTE-L Journal of Technology in Education
KIDCAFE Youth dialog
KIDSPHERE International network for children and teachers
MATHedCC Technology in math education
MEMO-NET Educational media
MIDDLE-L Middle level education/early adolescence (10-14)
MULTC-ed Multi-cultural education
MULTI-L Multi-lingual education
MUSIC-ed Music education
NCPRSE-L Reform for science education
SIGTEL-L Special Interest Group: Telecommunications
SUSIG Teaching Mathematical sciences with spreadsheets
TAG-L Talented and Gifted education
TALKBACK Discussion group for children
TAWL Teachers Applying Whole Language
VOCNET UC Berkeley: vocational education
WWWedU World Wide Web in Education

Advantages of listservs

- More private than a newsgroup
- Only subscribers can read or post
- Much less spam
- Forums tend to be more focused than newsgroups
- Fewer FAQ's get asked
- Most participants practice netiquette, those who do not, may be removed by the list owner
- Easy to start your own

For teachers: subscribers tend to be more helpful and very experienced; on-line collaborations are easy to establish; your school or district can start its own listserv.

Disadvantages of listservs

- Mailboxes fill quickly with large amounts of mail
- Can be difficult to unsubscribe
- Only subscribers can post or read messages
- Conversations are not completely private
- Conversations may not be threaded
- a FAQ may not be available

For teachers: The sheer amount of incoming mail can be burdensome. Many new subscribers unsubscribe within a month.

Appendix B: Participant Packet

E-mail, Newsgroups, and Listservs for
Teachers:
A Two Session Workshop

Participant Packet

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Goals of the Workshop

1. Learn how to use electronic mail (e-mail).
 2. Select and participate in a Usenet newsgroup.
 3. Subscribe and participate in an Internet listserv.
-
4. Determine when to use each of these three tools for professional development.

Advantages of e-mail

- Fast
- Inexpensive
- does not require both parties to be present
- Earlier messages may be included
- Messages can be saved, printed, forwarded, or deleted easily
- Allows for brief messages, as opposed to the telephone or standard mail
- All incoming messages include a return address.

For teachers: Despite busy schedules, and geographical location, teachers can converse with peers and experts on teaching issues for professional development.

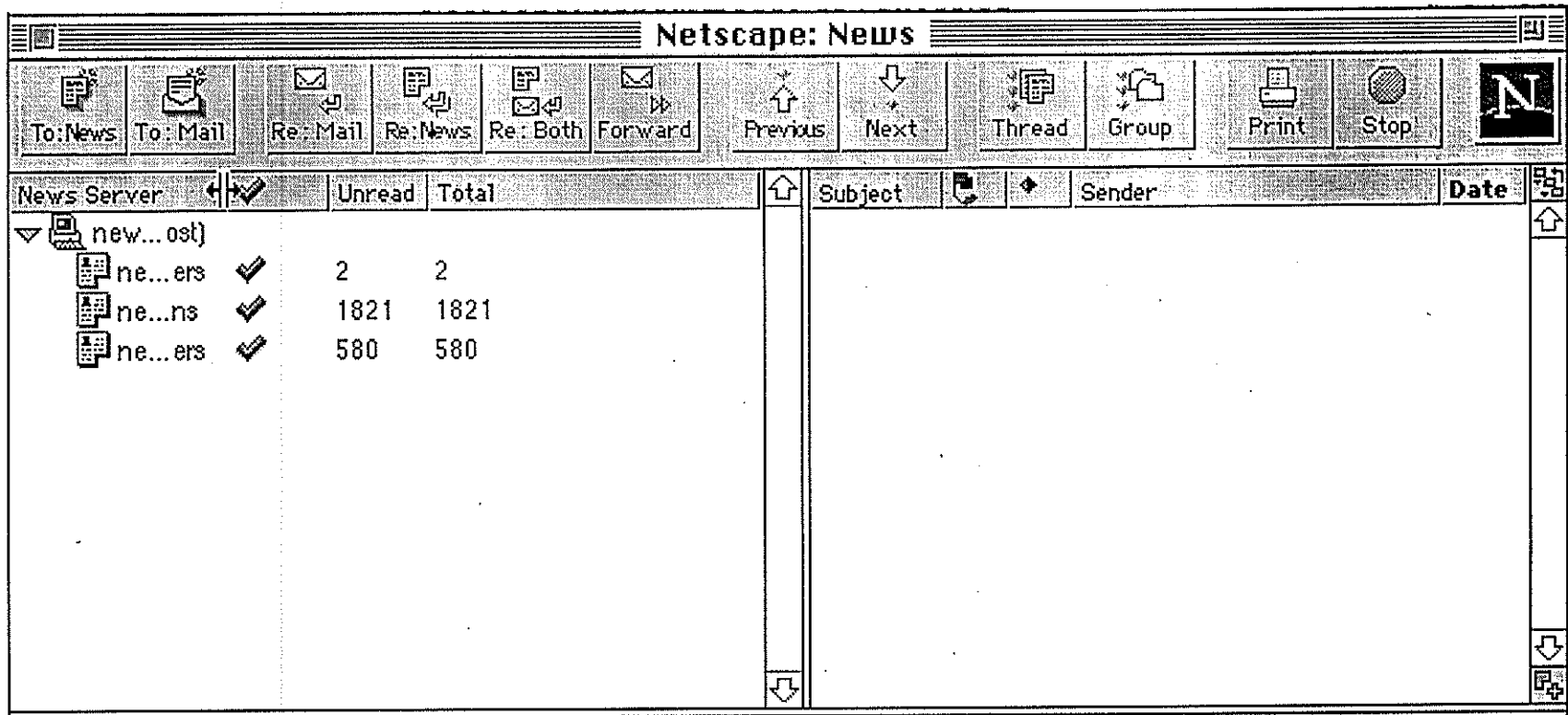
Disadvantages of e-mail

- Recipient's address must be known
- Recipient must have access to e-mail, and check for new mail fairly regularly
- Messages are only as private as a postcard
- E-mail messages may be forwarded to individuals who you do not want to see the message
- Some things are better said in private, leaving no permanent record
- E-mail tends to be impersonal

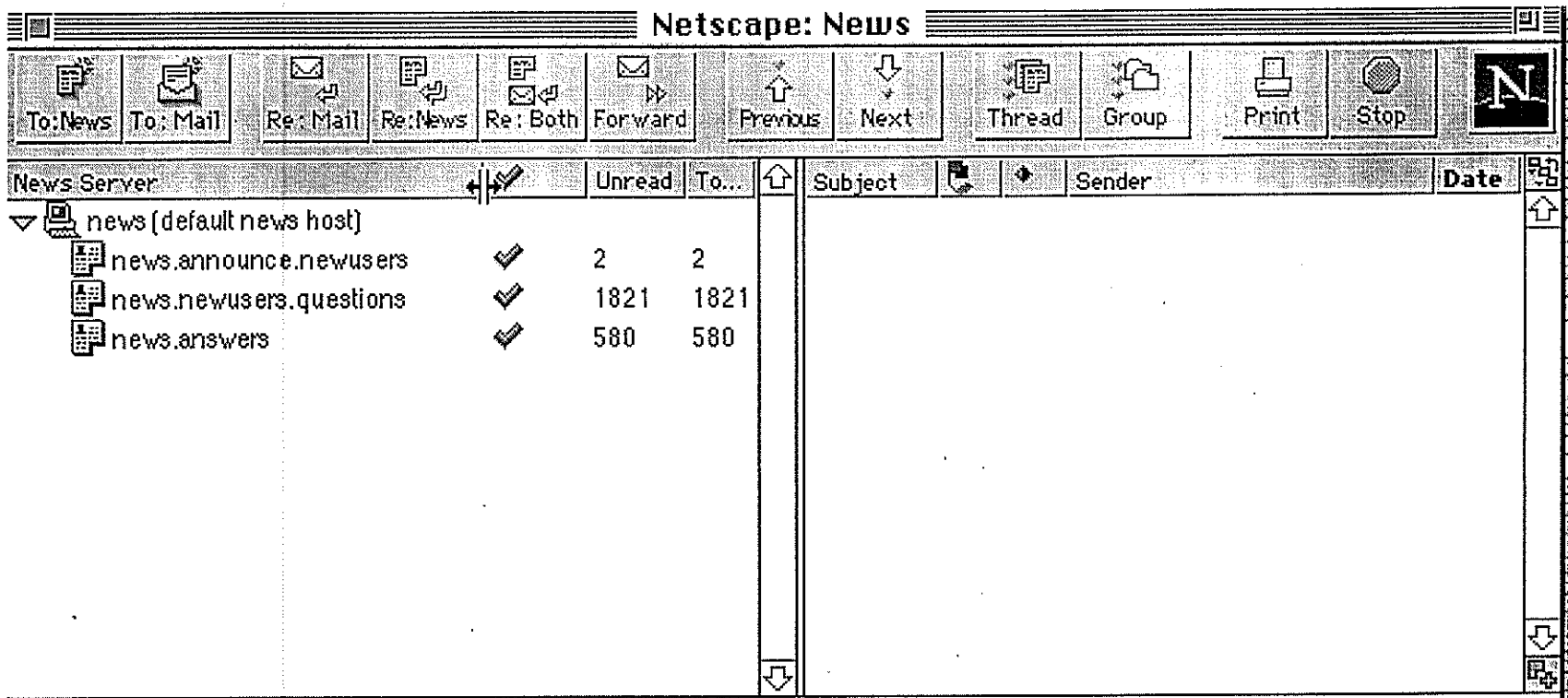
For teachers: Not all peers have e-mail, finding experts and peers interested in a particular topic may be difficult.

K-12 Newsgroups

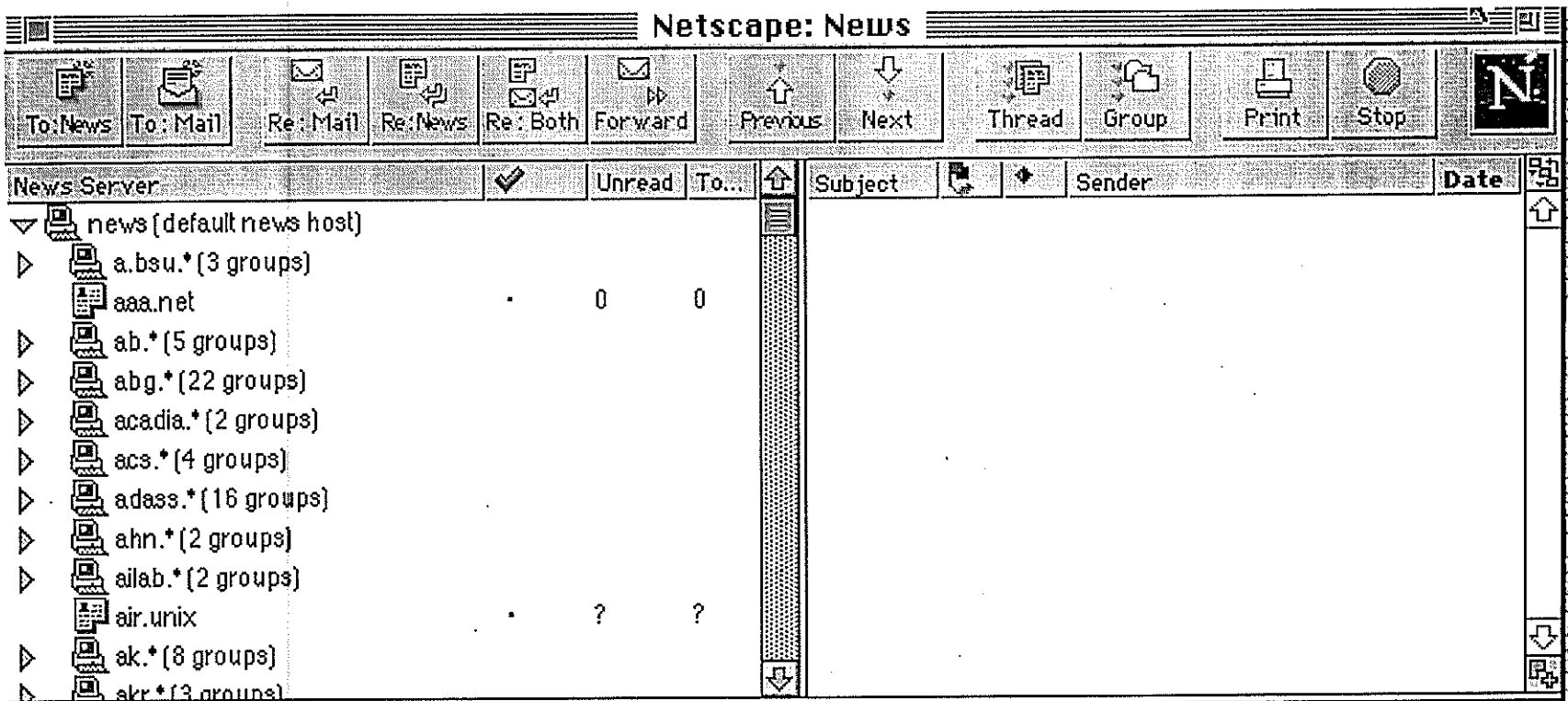
k12.chat.elementary	Elementary Student Chat
k12.chat.junior	Junior High Student Chat
k12.chat.senior	Senior High Student Chat
k12.chat.teacher	Teacher Chat
k12.ed.art	Art Education
k12.ed.business	Business Education
k12.ed.comp.literacy	Curricular Computing
k12.ed.health-pe	Health & Physical Education
k12.ed.life-skills	School Counseling
k12.ed.math	Math Education
k12.ed.music	Performing Arts Education
k12.ed.science	Science Education
k12.ed.soc-studies	Social Studies Education
k12.ed.special	Special Education
k12.ed.tag	Talented and Gifted
k12.ed.tech	Technical/Vocational Education
k12.lang.art	Language Arts Education
k12.lang.deutsch-eng	German Conversation
k12.lang.esp-eng	Spanish Conversation
k12.lang.francais	French Conversation
k12.lang.japanese	Japanese Conversation
k12.lang.russian	Russian Conversation



Once you have selected "Netscape News" from the "Window" menu, you might find that you can't read the list of newsgroups in the left window. Place your mouse arrow on the line between "News Server" and the check. Press and drag until you can read the names of the groups as seen in the next picture.



Now that you can read the name, you will want to get the full list of newsgroups. From the "Options" menu, select "Show All Newsgroups". You may get a message explaining that it will take a while. That's O.K. Eventually, you will get a list of all the newsgroup headings, like the next picture.



From here, you can scroll down until you find the general category of the newsgroup(s) you want to read. If it is a K12 newsgroup, scroll down until you see "K12." From there, you can click the triangle or the name to get a list of groups under that category. The next picture shows several of the K12 groups and the number of messages in them.

Netscape: News

To: News
 To: Mail
 Re: Mail
 Re: News
 Re: Both
 Forward
 Previous
 Next
 Thread
 Group
 Print
 Stop

News Server	<input checked="" type="checkbox"/>	Unread	To...	Subject	Sender	Date
jpmcd.basic.misc	<input type="checkbox"/>	0	0			
junk	<input type="checkbox"/>	4	4			
jyu.hotflash	<input type="checkbox"/>	0	0			
▼ k12.*(41 groups)						
▶ k12.chat.*(5 groups)						
▼ k12.ed.*(13 groups)						
k12.ed.art	<input type="checkbox"/>	0	0			
k12.ed.business	<input type="checkbox"/>	3	3			
k12.ed.comp.literacy	<input type="checkbox"/>	1	1			
k12.ed.health-pe	<input type="checkbox"/>	0	0			
k12.ed.lang.esp-eng	<input type="checkbox"/>	0	0			
k12.ed.life-skills	<input type="checkbox"/>	0	0			
k12.ed.math	<input type="checkbox"/>	5	5			

Now, select a newsgroup to read, by clicking on its name. If there are any messages in the newsgroup, they will be listed in the window on the right.

Netscape: News

To: News
 To: Mail
 Re: Mail
 Re: News
 Re: Both
 Forward
 Previous
 Next
 Thread
 Group
 Print
 Stop

News Server	✓	Unread	To...	Subject	Sender	Date
<ul style="list-style-type: none"> k12.ed.soc-studies k12.ed.special k12.ed.tag k12.ed.tech ▶ k12.lang.*(6 groups) k12.library k12.news k12.projects ▶ k12.sys.*(14 groups) ▶ ka.*(16 groups) kaiwan.general ▶ kanto.*(11 groups) kaz.paper.kst.chance 				<ul style="list-style-type: none"> Is Cathey ... Cathey K-... Clarus Music, Ltd. N... Wendy E. Belts A... Fred Bortz N... Alan L. Brown Id... Teresa C. Saunders ... 0 ... Steve Smith D... Fred Bortz "... Rob Slade, doting grandpa of ... 		

The list of articles on the right might be difficult to read. Again, adjust the width of the "Subject" column.

Netscape: News

To: News
 To: Mail
 Re: Mail
 Re: News
 Re: Both
 Forward
 Previous
 Next
 Thread
 Group
 Print
 Stop

News Server	✓	Unread	To...	Subject	Sender
k12.ed.soc-studies	•	0	0	Is nonfiction literature?	
k12.ed.special	•	1	1	Re: Is nonfiction literature?	Cathey
k12.ed.tag	•	1	1	Re: Is nonfiction literature?	Cathey
k12.ed.tech	•	2	2	K-12 Spring Musical & Free Cata...	Clarus Mus
▶ k12.lang.*(6 groups)				Notes from the Windowsill, Feb. ...	Wendy E. I
k12.library	•	11	11	Accuracy in children's science b...	Fred Bortz
k12.news	•	3	3	New Resources for February 1, ...	Alan L. Bro
k12.projects	•	0	0	I disagree Re: EFC: Public librari...	Teresa C. S
▶ k12.sys.*(14 groups)				Re: I disagree Re: EFC: Public...	0
▶ ka.*(16 groups)				Re: I disagree Re: EFC: Public...	Steve Smit
kaiwan.general	•	0	0	Dotting the eyes or glazing the e...	Fred Bortz
▶ kanto.*(11 groups)				"Oxford Family Encyclopedia", G...	Rob Slade
kaz.paper.kst.chance	•	0	0		

Now that you can read the subjects of the posts, click on one, and it will be displayed in the bottom window.

You can scroll down to read the entire message. If you would like to reply to the author directly or to the newsgroup in general, you can select from the "Re:" buttons across the top of the screen. Remember, any replies to the entire newsgroup are not private. They may be accessed and archived by anyone. Be careful not to send a message that you would prefer to keep private, or may later regret sending.

Netscape: Dotting the eyes or glazing the eyes

To: News To: Mail Re: Mail Re: News Re: Both Forward Previous Next Thread Group Print Stop

News Server	Unread	To...	Subject	Sender
k12.ed.soc-studies	0	0	Is nonfiction literature?	
k12.ed.special	1	1	Re: Is nonfiction literature?	Cathey
k12.ed.tag	1	1	Re: Is nonfiction literature?	Cathey
k12.ed.tech	2	2	K-12 Spring Musical & Free Cata...	Clarus Mus
k12.lang.*(6 groups)			Notes from the Windowsill, Feb. ...	Wendy E. I
k12.library	10	11	Accuracy in children's science b...	Fred Bortz
k12.news	3	3	New Resources for February 1, ...	Alan L. Bro
k12.projects	0	0	I disagree Re: EFC: Public librari...	Teresa C. S
k12.sys.*(14 groups)			Re: I disagree Re: EFC: Public...	0
ka.*(16 groups)			Re: I disagree Re: EFC: Public...	Steve Smit
kaiwan.general	0	0	Dotting the eyes or glazing the e...	Fred Bortz
kanto.*(11 groups)			"Oxford Family Encyclopedia", G...	Rob Slade
kaz.paperkst.chance	0	0		

Subject: Dotting the eyes or glazing the eyes
Date: Thu, 05 Feb 1998 10:32:00 -0400
From: "Fred Bortz" <DrFredB@worldnet.att.net>
Organization: Alfred B. Bortz, Ph.D., Writer & Consultant
Newsgroups: rec.arts.books.childrens, k12.ed.science, k12.library, misc.kids

A new thread entitled "More on 'i-dotting'" has been started in the children's science book discussion area of my website.

You can join in by going to <http://www.cherryvalleybooks.com/DrFred>

We've had some interesting discussion of accuracy and how to connect

Document: Done.

Usenet Newsgroup Assignment:

1. Browse (lurk) in three different newsgroups relating to education, or a secondary subject area. You may use the list provided on the next page.

For each newsgroup: in a paragraph or two, describe the general discussion threads that are currently taking place. To whom might these be interesting or useful? What is the general tone of the conversation? Are there any examples of "spam" (unrelated junk mail advertisements)? List one interesting idea/fact/suggestion that you learned from an article in the newsgroup. Did any articles include web page addresses?

2. Why is "lurking" a good idea when encountering a new newsgroup?

3. Why are test messages discouraged?

4. How private is a newsgroup message/conversation?

5. Explain why a teacher might want to use newsgroups AND why a teacher might not want to use newsgroups.

6. Explain how using all capitals or sarcasm can lead to flaming.

7. Define the following terms:

netiquette:

FAQ:

lurking:

thread:

post:

moderated vs. unmoderated:

flaming:

Advantages of Usenet newsgroups

- Over 10,000 different groups exist
- One message can be posted to thousands of readers at once
- Older messages can be found at DejaNews
- FAQ's answer common questions
- Other's with similar interests can be found, without knowing their e-mail address
- Reader has control over which messages and groups to read
- Conversations are threaded by the newsreader

For teachers: For teachers: Many k12 and subject area groups exist. It is easy to find teachers around the world who may be interesting in collaborating on a project.

Disadvantages of Usenet newsgroups

- Spam
- Not all servers carry every newsgroup
- Older messages can be found at DejaNews
- Conversations are not private
- Not every follows netiquette
- Threads are not always interesting

For teachers: Salespeople tend to haunt newsgroups; some are more aggressive than others. Posts which may jeopardize one's employment can be retrieved at any time in the future. Sometimes there is not a great deal of activity on a newsgroup.

Listservs for Teachers

To subscribe, send an e-mail to the listed address, containing the word "subscribe" , the name of the listserv, and your e-mail address.

- ALTLEARN Alternative approaches to learning
listserv@sjvm.stjohns.edu
- APPL-L Computer applications in science and education
listserv@vm.cc.torun.edu.pl
- BIOPI-L Secondary Biology teacher enhancement
listserv@ksuvm.ksu.edu
- CACI Children Accessing Controversial Information
caci-request@media.mit.edu
- CHATBACK St. Johns University planning group
listserv@sjvm.stjohns.edu
- CREWRT-L Creative writing in education for teachers and students
listserv@mizzou1.missouri.edu
- DEOS-L Distance Education Online Symposium
listserv@psuvm.bitnet
- ECENET-L Early Childhood education/young children (0-8)
listserv@uiucvmd.bitnet
- edAD-L Educational administration
listserv@mvnvm.wvnet.edu
- edLAW Law and education
listserv@ukcc.uky.edu
- edNET Issues and resources in education
listserv@lists.umass.edu
- edSTYLE Learning styles theory and research
listserv@sjvm.stjohns.edu
- edTECH Education and technology
listserv@msu.edu
- EFFSCHPRAC Association for direct instruction
mailserv@oregon.uoregon.edu
- ELed-L Elementary education
listserv@ksuvm.ksu.edu
- HSJOURN High School Scholastic Journalism
listserv@vm.cc.latech.edu
- HYPeRedU Hypertext in education
listserv@itocsivm.bitnet
- IECC International E-mail Classroom Connection
iecc-request@stolaf.edu

INSEA-L International society for education through art
listserv@unbvm1.csd.unb.ca

ITD-TOC Information and technology for the disabled
listserv@sjuvm.stjohns.edu

JTE-L Journal of Technology in Education
listserv@vtvm1.cc.vt.edu

KIDCAFE Youth dialog
listserv@vm1.nodak.edu

KIDSPHERE International network for children and teachers
kidsphere@vms.cis.pitt.edu

MATHedCC Technology in math education
listserv@vm1.mcgill.ca

MEMO-NET Educational media
listserv@vax1.mankato.msus.edu

MIDDLE-L Middle level education/early adolescence (10-14)
listserv@vmd.cso.uiuc.edu

MULTC-ed Multi-cultural education
listserv@umdd.umd.edu

MULTI-L Multi-lingual education
listserv@barilvm.bitnet

MUSIC-ed Music education
listserv@vm1.spcs.umn.edu

NCPRSE-L Reform for science education
listserv@ecuvvm1.bitnet

SIGTEL-L Special Interest Group: Telecommunications
listserv@unmvma.unm.edu

SUSIG Teaching Mathematical sciences with spreadsheets
listserv@miamiu.bitnet

TAG-L Talented and Gifted education
listserv@vm1.nodak.edu

TALKBACK Discussion group for children
listserv@sjuvm.stjohns.edu

TAWL Teachers Applying Whole Language
listserv@listserv.arizona.edu

VOCNET UC Berkeley: vocational education
listserv@cmsa.berkeley.edu

WWWedU World Wide Web in Education
listproc@kudzu.cnidr.edu

Advantages of listservs

- More private than a newsgroup
- Only subscribers can read or post
- Much less spam
- Forums tend to be more focused than newsgroups
- Fewer FAQ's get asked
- Most participants practice netiquette, those who do not, may be removed by the list owner
- Easy to start your own

For teachers: subscribers tend to be more helpful and very experienced; on-line collaborations are easy to establish; your school or district can start its own listserv.

Disadvantages of listservs

- Mailboxes fill quickly with large amounts of mail
- Can be difficult to unsubscribe
- Only subscribers can post or read messages
- Conversations are not completely private
- Conversations may not be threaded
- a FAQ may not be available

For teachers: The sheer amount of incoming mail can be burdensome. Many new subscribers unsubscribe within a month.

Workshop Evaluation

1. How useful was the workshop, in general?

Not Useful 1----2----3----4----5 Very Useful

Comments?

2. How useful will e-mail be to you in the future?

Not Useful 1----2----3----4----5 Very Useful

Comments?

3. How useful will newsgroups be to you in the future?

Not Useful 1----2----3----4----5 Very Useful

Comments?

4. How useful will listservs be to you in the future?

Not Useful 1----2----3----4----5 Very Useful

Comments?

5. Which activities did you find most helpful?

6. Which activities did you find least helpful?

7. Recommendations for future workshops?