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Increasing Parental Involvement through Internet Instruction

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ABSTRACT

INCREASING PARENTAL INVOLVEMENT

THROUGH INTERNET INSTRUCTION

by

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The purpose of the project was to develop a curriculum of Internet instruction for parents of Washington Middle School students. Through a review of the current literature it was found that the recurring lack of communication between parents, students and educators was identified as a barrier for involving families in their students' education. To overcome this barrier four sessions of instruction and practice were developed to increase the families' ability to communicate with their children's educators. The sessions introduce the basic layout and function of computers, the Internet, using email for communication, skills vital for finding information on the internet, and local, free access internet providers.

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Chapter I

Introduction

Parents and other family members are the first
educators of their children (Kelly-Lane, 1998). Parents
and siblings are responsible for the student's
socialization and for developing the child's mental and
emotional base. This base becomes the foundation on
which teachers build to assist students in their growth
and development. Educators and parents have a
significant role in students' development into successful
community members. Students respond to the environment
around them. Families that make education a part of that
environment encourage the student to learn and be
successful in school.

This is the project of a teacher of seventh grade
mathematics and science at Washington Middle School
Yakima, Washington. In this school 85% of students are
eligible for free and reduced lunch, and the student body
is 78% ethnic minority(Washington Middle School
Demographic Report,1998). Historically, family
attendance at school open house events is minimal, and
parent conferences are poorly attended (less than 25% of
parents of seventh grade parents of students attended
conferences in the 1999-2000 school year).

The author believes that parents of Washington
Middle School students want to be involved in their

student's education. Barriers such as time, money, training and home commitments keep the families from getting involved in school activities. Many of the same barriers keep educators from being accessible to the parents.

Purpose

This project outlines four workshops utilizing the Internet as a means for involving parents in their children's activities. The goals are to give parents a new tool for communicating with school staff and to increase parent's familiarity with a medium that their children use daily at school. Teachers will be able to send information to parents and students about school schedules and activities through the Internet. In addition, parents' knowledge about Washington Middle School will be increased.

Parents using this information supplied by the teachers, will be better able to offer support and encouragement regarding events at school, will know subject matter and timelines for studies and will have the opportunity to encourage students to complete homework and assignments.

Limitations

The curriculum has not yet been implemented with parents. The same barriers that this paper addresses such as lack of time and parents' shyness about interacting with the school will keep some families from participating in the workshops.

Although the workshops are designed for use with adults with no understanding of or experience with computers, simple lessons plans may not overcome some adults' inherent fear of computers.

Specific materials relating to Washington Middle School homepage are used for examples. Other educators using this workshop format would need to adapt some of the materials to their specific situation and context.

Conclusion

The project includes a review of literature on various aspects of parental involvement, a sampling of current programs illustrating attempts to encourage parents' participation and other examples of using technology to encourage family involvement. How the project came into being and the processes for developing the curriculum are the subject of Chapter 3. The Project is outlined and lessons plans are included in Chapter 4, and a summary of what was learned through developing this project is included in the final chapter.

For the purpose of this project, parents, other family members, and adult caregivers are used interchangeably to refer to the person(s) involved with the student.

Parent Involvement: Interaction of involved person with a student regarding the educational process (Balli, Demo, & Wedman, 1998).

Chapter II

Review of Literature

This review of literature focuses on students in kindergarten through eighth grade and the different individuals who are involved in their education. The review is organized into five sections: Parental involvement; the teacher's role; student perceptions, current models and the use of technology as a communication link between home and school.

Parental Involvement

Parents and family members are the first teachers a child encounters. It is important that family involvement continues as the child enters the classroom. There are many definitions of what constitutes involvement. Biological parents, adult caregivers, single parents and other family members such as siblings are considered in this project and the literature on parental involvement. (Balli et al., 1998; Standing, 1999). Parents, siblings, grandparents and other relatives are involved in helping a student at home (Bali et al.). Understandably, the amount of involvement from a single parent is influenced by the amount of support the parent has from other family members (Standing, 1999).

Parents and other family members have a positive effect in their child's educational experience when they

are involved (Greenough & Hughes, 1998, Bali et al.,

1998, Norwood, Atkinson, Tellez, & Saldana, 1997).

A study of 846 black inner city elementary school

children found that classes whose parents were intensely

involved in the program gained an estimated 1.1 grade

equivalents, while classes where parents were less

intensively involved gained only .5 grade equivalents.

What families do to help their children is more important

to their academic success than the economic well-being of

the family(Wang, Haertel, & Walberg, 1994).

In the report Strong Families Strong Schools (United

States Department of Education, 1994), Henderson and

Berla (1994) conclude that when families are active in

their children's learning, children earn higher grades,

test scores improve and they stay in school longer.

Parents' participation in their children's education

may be either home-based or school-based (Hoover-Dempsey

& Sandler, 1997). Home-based involvement encompasses

reviewing the child's work, monitoring progress, helping

with homework, discussing school events or course issues,

providing enrichment pertinent to school success and

communication with the teacher. School-based involvement

takes place at school functions and interacting in the

school environment. Examples of school-based involvement

include driving on field trips, staffing a concession

booth at athletic events, attending scheduled

conferences, volunteering in school or serving on a parent-teacher advisory board (Hoover-Dempsey & Sandler, 1997).

Another way to frame parental involvement is Epstein's Framework of Six Types of Involvement for Comprehensive Programs for Partnership cited in <u>School, Family, and Community Partnerships,</u> (Epstein, Coates, Salinas, Sanders & Simon, 1997, p. 8-10):

1. Parenting: parents' basic responsibility to provide an environment conducive to their child's learning

2. Communicating: Ongoing interchange of information from school-to-home and home-to-school.

3. Volunteering; Parents taking advantage of opportunities to participate in school activities

4. Learning at Home: Parents use information provided by the school to coordinate activities at home that relate to school curriculum.

5. Parent involvement in decision making: Parents involved in decision regarding curriculum development and classroom activities.

6. Collaborating with the community: Using commentary resources and services to strengthen school programs and family practice.

The first type of involvement, parenting, is clearly the responsibility of the parents. While types two

through six are dependent on educators to initiate the
programs, parents in each case must make the decision to
participate.

Epstein suggests (Epstein et al., 1997 p.10) that
parents expect the following results from their
participation in their children's education:

1. Feeling of support from school and other programs

2. Understanding of school program and policies

3. Awareness that families are welcomed and valued at
   school

4. Learning how to support and encourage the student
   at home each year

5. Input into policies that affect their child's
   education

6. Interactions with other families in community
   activities

Various factors affect whether parents participate
in their children's education. These factors include
family income level, social and cultural values, and
parents' education level. There are various factors that
make involvement by middle to upper class parents easier.
Schools tend to reflect social values of the upper middle
class (Griffith,1998). Cultural values and practices in
the traditional school systems are similar to those of
the predominantly white socioeconomic upper middle class.

Levels of involvement of upper income parents differ from those of parents with students on free or reduced lunch programs. Lower socioeconomic standing was associated with lower parent participation in school activities (Griffith, 1998).

Researchers suggest several reasons for this limited involvement. First, socioeconomically disadvantaged parents are less likely to be involved because of the demands on their time. Both parents in these households are more likely to be working one or more jobs and have less free time to be active in their student's school. Also, work hours are often in the evening or early morning (Griffith, 1998).

Second, shyness regarding the level of parental education is another factor limiting the involvement of parents in their students' education (Cotton & Wikelund, 1982). Parents' personal experience with schooling can influence their comfort in the school setting (Standing, 1999; Walker, 1998).

Third, parents also have assumptions regarding how the school views or perceives their lack of skills in helping their children learn. Many personal experiences cause parents to hesitate to become involved in their child's education. One child's stepfather had had some bad experiences at the school where he felt he had been making a point but had been badly misunderstood as

overbearing and interfering. Parents feel insecure that their ``lack of education is a minus point against them'' (Westphillip, Edge, & David, p.5, 1998).

Fourth, cultural differences between the parents' culture and language and the mainstream majority culture and language are another factor that affect parents' participation. Griffith (1998) found African-American, Hispanic and Asian American parents were less likely to be active in their child's education. Gavin & Greenfield (1998) found that lower socioeconomic minority parents refrained from being involved due to lack of encouragement by the teacher.

In Hispanics' countries of origin, the roles of parents and schools were sharply divided. Many low-income Hispanic parents view the United States school system as a ``bureaucracy governed by educated non-Hispanics whom they have no right to question'' (Nicolau & Ramos, 1990, p.13). Many school administrators and teachers misread the reserve, the non-confrontational manners, and the non-involvement of Hispanic parents to mean they are uncaring about their children's education--and this misperception has led to a cycle of mutual mistrust and suspicion between poor Hispanic parents and school personnel. Programs that increase and retain the involvement of Hispanic parents are based on the principle of making it easy for parents to participate.

The Hispanic Policy Development Project learned that before they join existing parent organizations, Hispanic parents want to acquire the skills and the confidence to contribute as equals (Nicolau & Ramos 1990).

Baker, Kessler-Sklar, Protrokowski, and Parker's (1999) research with African-American parents (many of whom were low income) found many of these parents face logistical barriers to involvement and information sharing with their children's teachers, including lack of time, money, child care, and transportation to attend school events. These parents may simply have fewer opportunities to drop by the school to chat with their children's teachers, attend events at the school and make their presence known to school staff.

Parental involvement and participation in their child's education and schooling experiences are key elements in a student's success. Hao and Bronstead-Bruns (1998) studied three Asian immigrant groups (Chinese, Filipino, and Korean) and one Hispanic immigrant group (Mexican), in comparison with native Mexican, black, and white children. Using data from the base year (1998) of the National Education Longitudinal Survey (NELS), the survey selected 25,000 eighth graders across the nation. NELS integrates surveys of students, parents, teachers and schools. The study looked at the effect of immigrant status on parent and child expectations for academic

achievement. Findings supported the conventional notion that immigrant's educational expectations exceed those of their native counterparts for Asian and much less for Mexican immigrants. In addition, Hao and Bonstead-Bruns note that parents' involvement in school learning at home has a strong, significant, positive effect on children's expectations for learning. Greater parent-child interaction leads to higher parent and children's expectations for achievement (Hao & Bronstead-Bruns 1998).

Students with support from a parent have a greater chance of having a positive school experience (Rosenfeld, Richmond, & Bowen, 1998). This positive experience includes better student adjustment, increased motivation, and academic and behavioral adjustment. Rosenfeld et al., (1998) found that students did not list their teachers as main support givers. They did, however, list their adult caregivers as their main source of support (Rosenfeld et al., 1998).

The Teacher's Role

Teachers are an integral part of the educational experience of every child. Teachers also play a critical role in encouraging parents to be a part of their child's learning experiences. Teachers can either motivate or discourage parents' active participation in school activities.

Joyce L. Epstein, in the book <u>School, Family and Community Partnerships</u>, (Epstein et al., 1997), encourages educators to change their view of the pupils with whom they work. If teachers view pupils as students, they separate the family from school. When they view the pupils as children the teacher is more likely to view the family and community as a partner.

The federal law Goals 2000 contains a section mandating that state reform efforts include strategies for how the state will involve parents and other community representatives in implementing education plans (Goals 2000, Sec 306). The Washington Administrative Code (WAC-180-78-210-2) requires educators to design activities that involve parents in the learning process of their children. Furthermore the WAC requires that teachers use community resources to enhance the school program (WAC, 1995).

Epstein et al., (1997 p. 8-10) in conjunction with the six types of involvement for parents, develops a similar list for professional educators. In each case, Epstein outlines the expected results of parental involvement. Teachers working in partnership with parents and students can expect the following results from the six types of involvement:

1. Parenting: teachers will understand families'
   background and culture and their views of their
   children.

2. Communication: teachers can use parents' networks
   to communicate and will have understanding of
   families' view of their child's progress.

3. Volunteering: teachers are aware of parents'
   skills and interests in school and children.

4. Learning at home: teachers can provide individual
   guidance to parents on how to supplement home
   learning.

5. Decision-making: teachers are aware of parents'
   perspectives and see them in positions of equal
   status on committees.

6. Collaborating with the community: teachers can
   connect families to community resources and
   services.

Baker et al. (1999) surveyed 190 teachers of
kindergarten and first grade students in 65 elementary
schools with a student population over 75 percent
minority to find out what type of parent involvement the
teachers consider important. Teachers identified fifteen
parent activities that promote children's skills and
cognitive development and foster high expectation for
school success. These activities were the parent (1)

calls the school, (2) discusses the child with the teacher, (3) shows respect for the school, (4) discusses the school day with the child, (5) oversees homework, (6) helps child practice skills, (7) writes stories with the child, (8) reads with the child, (9) works on projects with the child, (10) takes child to the library, (11) takes the child to cultural activities, (12) monitors child television viewing, (13) is interested in what happens in school, (14) responds to notes sent home, (15) facilitates transition to school.

While teachers identified these activities as important, they reported being able to observe only a few of the behaviors including how often parents called the school and/or discussed the child with the teacher, and how often the parents responded to notes sent home. In contrast, teachers reported not knowing about parents' involvement in other key areas such as helping with homework, taking the child to the library, and reading with the child. Significantly, these types of involvement are especially important to improving children's academic performance (Barton & Coley, 1992; Caplan, Choy & Whitmore, 1992; Tigard, Schofield & Hewison, 1982) These results are consistent with at least three explanations: insufficient opportunities for parents and teachers to share information, lack of effective communication skills on the part of parents and

teachers, and lack of motivation on the part of parents and teachers in sharing information (Baker et al.,1999.

While there has been an increased concern and focus on including parent participation in school-related activities, teachers' perceptions of parent involvement has stayed consistent for the last ten years. Seventy percent of teachers in urban, suburban, small town and rural settings gave parent-teacher relations a positive rating. Forty-four percent of teachers in inner city schools gave a fair rating and 11% gave a rating of poor to parent involvement (Louis Harris and Associates Opinion Survey, 1998).

Certainly one reason for teachers giving parent involvement low rating is that teachers are not being trained to facilitate parents' participation. Teachers and school administrators need to be proactive in their pursuit of parental participation. Waler (1998) suggests some guidelines to assist with efforts to promote parent involvement. Some of these guidelines are:

1. Foster a climate of hospitality and openness.

2. Focus more on the needs of the parents and less on the needs of the school and its personnel when creating opportunities

3. Develop and promote a plan for involving parents.

4. Train teachers to seek, welcome and use parental involvement effectively.

5. Respect cultural sensitivities and life experiences of parents and children.

6. Link involvement in educational opportunities with activities of interest to parents such as concerts or sporting events

7. Celebrate the accomplishments of parental involvement through personal and public recognition.

Merely encouraging parents to be involved does not raise the overall involvement of parents in a school (Gavin, & Greenfield, 1998). Teachers who encouraged home-school communication had parents who reported higher levels of involvement in this activity. This study suggests that although high-encouragement teachers do not necessarily encourage each area of parent involvement, they do effectively encourage parents to engage in specific involvement activities.

<u>Students' Perceptions</u>

Students are the benefactor of relationships between parents and educators. Students are more successful when they feel supported by parents and extended family. Individuals in supportive, caring environments function better and are free to develop as human beings. This is true in educational settings.

Epstein et al. (1997), in their book, <u>School,</u>
<u>Family, and Community Partnerships</u>, point to the results
students can expect when parents involvement increases:

1) parenting: students will have respect for parents

2) communicating: students will be aware of

    progress and of actions needed

        to maintain or improve grades

3) volunteering: students will have increased skill

    in communication with adults

4) learning at home: students will gain a positive

    attitude toward school work

5) decision making: students will see families

    engaged in policy development and decisions made

    at school

6) collaboration with community: students will have

    more awareness of careers and options for future

    education.

Rosenfeld et al. (1998) surveyed 1,000 students
identified as academically ``at risk'' along with other
low-income middle school students. Of the 664 returning
usable surveys, 278 were from students classified ``at
risk.'' This group was 32 percent white, non Hispanic
and the remaining students were ethnic minorities,
predominantly black. Results of his research indicated a
need for support from parents in the home.

Based upon this research, Rosenfeld et al. (1998) report that students need eight types of support from parents at home;

1. Listening support, the perception that another person is listening without giving advice or judgment.

2. Emotional support, the perception that another person is providing comfort and caring and is on the recipients' side.

3. Emotional challenge, the perception that another person is challenging the recipient to evaluate his or her attitudes feelings or values.

4. Reality confirmation support, the perception that another person is feeling the same way or similar to the recipient.

5. Task appreciation support, the perception that another person is appreciative and acknowledging the recipient's work.

6. Task challenge support, the perception that another person is challenging the recipient's way of thinking about a task or an activity in order to motivate and lead the recipient to greater levels of accomplishment.

7. Tangible assistance support, the perception that another person is providing the recipient with

either financial assistance, products and/or

gifts.

8. Personal assistance support, the perception that

another person is providing services or help.

Students receive seven of the eight reported types

of support from their parents or other adult caregivers.

Tangible assistance support is the one type students

receive from their friends. Because tangible assistance

support is routinely provided by parents, students expect

that it will always be present. Rosenfeld et al. (1998)

also reports that receipt of social support is related to

some positive school outcomes.

When students have a parent or other adult involved

in their education, they often take an observer's role in

the interaction between parents and teachers. For

example, secondary students at open houses often are not

encouraged to attend, or if they do attend they report

feeling ``ganged up on'', or on trial.  ``They're the

worst evenings of my life. It's three people who're older

than you and more articulate than you, talking about your

future when you're not there. How would you like it?''

(Walker, 1998 p.6). These perceptions of secondary

students help to explain some of the gaps between family,

student and educators.

Parents make a difference in their child's

educational experience when they are involved (Greenough

& Hughes, 1998; Bali et al., 1998, Norwood et al.,
1997). In a Louis Harris Opinion Survey (1998) 80% of
students with an A or B average indicated having involved
parents. The students having an average of C or lower
reported their parents having little interest in their
homework. Those students who are above a B average would
like to have their parents be involved at the same level
while those below a C average would like to have their
parents less involved. Students having academic problems
are more likely to feel that their parents are
disinterested in the rest of their lives as well.

<u>Current Programs Involving Parents</u>

There are currently many programs taking place that
are attempting to increase the levels of parental
involvement in education. The main goal of all the
following projects is to increase levels of involvement
families have in the education of their children. In each
project various methods are being used to increase
communication. The common theme is to reach and keep the
parents involved through communication between home and
school.

The United States Department of Education identifies
20 different programs that are overcoming barriers that
get in the way of parents being involved in their
students' schools. Barriers identified by the Department
of Education are:

1) Time and resources;

2) Information and training of parents and staff;

3) Restructuring of schools to support family involvement;

4) Bridging school-family differences, and;

5) Tapping external supports for partnerships.

The 20 schools identified made improvements that reduced one or more of the barriers listed above(United States Department of Education, 1997)

Project FAST (Families are Students and Teachers) in East Cleveland, Ohio involved five kindergarten classrooms in the public schools. This community is 99% African American. Sixty-nine percent of the students come from single parent households, and 49 % live at or below the poverty line. Project FAST was developed to help improve student achievement through the enhancement of school and family relationships by redefining school. School became an extended family for parents and students. Multi-year classrooms and summer enrichment allowed teachers and parents to develop a long term, meaningful relationship, fostering trust between parent and teacher. Student outcomes show considerable achievement differences between those who are participants and those who are not (Hampton, Mumford, & Bond 1998)

The Alamo Navajo Community school in Magaleno, New Mexico has a student population that is 100% Navajo. In order to address the school-family differences, the school broadcasts programs on an AM radio station in Navajo. Monthly parent meetings and open houses are combined with community events to increase attendance. Staff members have release time to visit with parents and students at home. Consequently three of the five barriers are lowered, time, and resources, bridging school and family differences, and tapping external support for partnerships (United States Department of Education, 1997)

Cane Run elementary school in Louisville, Kentucky has a student population of 450 composed of 50 % African American and 50 % White students. Students meeting free and reduced lunch qualification total 80 % of that population meeting Title One standards. Efforts by this school to increase family participation include the following; five family technology nights that provide hands-on training for students and parents, thus increasing parents' awareness of what types of technology are available to them in the community. The school maintains 30 laptop computers that parents and students can check out for overnight use. Evidence that the programs have been successful are demonstrated by an increase in Parent Teacher Association memberships since

1990, from 60 to 700. Other indicators are, visits by parents to school during the day rose from 4 to 30, and a modest but steady gain in the test scores over the last four years (United States Department of Education, 1997)

Maine School Administration District #3, Thorndike, Maine connects all of its schools via computer. The parents have access to the district computers to maintain communication with their children's classroom. Another program within the district is the Family Math and Science Night. This program introduces the parents to the curriculum taught. Potlucks held for all families in the district increased in attendance by 18 % over three consecutive years. The Family Math and Science Night reached 200 families district wide (United States Department of Education, 1997)

The Tool Kit for Developing Community Family Partnerships is used at Washington Middle School in Yakima, Washington, to increase parental involvement. This Tool Kit has a checklist for improving communication between parents and school. The first item on the list is the use of a variety of communication tools that increase the ability to disseminate and gather information. Providing positive feedback, notification of school, activities, homework assignments and school expectations are also on the checklist. Several articles

list the same areas as benefits of communicating via the
Internet. (WSSDA, 1999)

Using Technology to Involve Parents with Schools

Given the rapidly growing use of computers, using
this technology as a source of communication is
reasonable. In 1984, 27.3% of students in grades 1-12
used a computer at school and 11.5% used a computer at
home. That percentage more than doubled by 1993 when 69%
of students used a computer at school and 45.1% at home
(US Department of Commerce, Bureau of the Census, 1993).
In 1997, 68.8% of students report using a computer at
school and 45 % at home. When the 1997 percentages are
sorted by ethnicity of the user, a different picture
emerges: Hispanic students: 61 % use school computers,
21% use home computers; African American: 66% use school
computers, 21% use home computers; Caucasian students:
71% use school computers, 55% use home computers.
Although access to computers is rising rapidly,
availability of home computers is not equal among all
population groups (US Department of Commerce, Bureau of
the Census, 1998).

The Internet has become more accessible in America
during the latter part of the 1990s. At the end of 1998,
26.2% of households had access to the Internet (Falling
Through the Net 1998).

With the increase of access to the Internet in households there is also an increase in the access to the Internet outside the home. Libraries account for 8.2% of the access to the Internet. People accessing the Internet from their job or work site account for the remaining amount (Falling Through the Net, 1998)

Public libraries are used by certain groups with some regularity. Unemployed persons who access the Internet outside their homes are nearly three times more likely to use public libraries. Homemakers or those people not in the work force are also more likely to use the Internet at the Library. This increases in the more urban areas where libraries are more accessible (Falling Through the Net, 1998). According to this report, groups that are more likely to utilize the public library or community center include:

- Single mothers
- Head of Households without a high School education
- Native Americans in rural areas
- Blacks
- Hispanics

At the same time, students accessing the Internet from school has risen rapidly in the past five years. The National Center for Educational Statistics reports that the percentage of schools connected to the Internet has

risen from 35% in 1994 to 89% in 1998. Computers in classrooms increased from 3% in 1994 to 51% in 1998.

Students, teachers and parents utilize Electronic mail (e-mail) for communication purposes. Students can conduct research and receive feedback from actual scientists within 24 hours (Wyld & Eklund, 1997). Parents are able to communicate with teachers regarding activities, progress and school news (Thomas, 1999). Teachers are able to communicate with other professionals via the Internet.

Summary

Parents and teachers have key roles as participants in children's learning. The child benefits when parents and other family members are involved in school activities. The teacher's role is to encourage and to facilitate families' participation, but the parenting adult must decide to partner with school personnel.

Educators recognize the need for improvement in communication and parental involvement and various models have been and are currently in place, some are more sensitive to different cultural values than others.

Many different means of communication have been attempted in education. The World Wide Web is one way of dispersing information to parents. Electronic Mail (e-mail) is a more personal means of communication with parents because of two-way capabilities.

Chapter III

Procedures

The purpose of this project is to increase the involvement of middle school parents with their child's education. The project is a series of four two-hour workshops aimed at teaching parents and their children how to use the Internet for communication purposes. Curricular topics addressed are: 1) Introduction to the Internet, 2) Finding Information, 3) You've Got Mail, 4) Guided Practice.

Communication is the overwhelming desire of both educators and parents. Parents want to know how their students are progressing in school, educators want to tell parents what students are doing, and students want their parents involved but not always visible (USDE, 1997). Parent's expectations for educational achievement is a key motivation for student's achievement (Hao & Bonstead-Bruns 1998). Because communication between home and school is limited for Washington Middle School seventh graders, the author created this project to attempt to remedy that situation.

Resources for the information needed to conduct the classes were gathered from various sources. The Educational Review Information Center (ERIC), periodical reviews accessed via Proquest, and the Central Washington University Library were used to develop a review of the

literature in developing this project. In addition,
informal conversations with supervisors and colleagues
provided additional information to aid in the development
of these workshops.

In Ralph W. Tyler's book (1949), Basic Principles of
Curriculum and Instruction, he indicates that
contemporary life can be a means of deriving objectives.
The Internet, e-mail and information are very much a part
of contemporary life for the students at Washington
Middle School. Families and the students need to be able
to access this life outside of the normal school day.
The curriculum that follows in chapter four provides a
means of accessing this technology.

Tyler (1949) also promotes studying the learners
themselves looking at what interests them. The students
of Washington Middle School are very interested in
utilizing technology in their education. The low
socioeconomic level of Washington Middle School parents
and the small proportion of families owning home
computers required another access to technology. People
earning $20,000 or less are more than two times more
likely to get computer access at a public library or
community center (Falling Through the Net, 1998).
Because Washington Middle School has integrated
technology into students' curriculum, a project

connecting parents to this tool has promise for
increasing communication with families.

In order to teach adults to use the Internet as a
communication tool, it was necessary first to teach basic
computer operating skills. Secondly to build on those
skills so parents moved to email use and learned to
access the Internet. In addition, lessons were designed
to link parents with resources in the community where
access to the Internet is available to the public.

Chapter IV

The Project

Using Technology as a Communication Tool

The intent of this project is to introduce parents
and students of Washington Middle School to the Internet.
The Internet has the potential to be an effective means
of communication between parents and personnel in the
school. In a series of four classes, this project
introduces parents and students to how to use Internet,
sending and receiving e-mail and how to find access to
the Internet through community resources.

Washington Middle School has a wide variety of
technology available to all students. Twelve computer
labs with fifteen computers in each lab are available for
students' use. Each teacher has a computer on her/his
desk, and access to the Internet and email is constant
while school is in session. Administrative staff and
specialists utilize the Internet and email as a standard
method for all intra-school and intra-district
communication.

Access to the Internet by staff of Washington Middle
School led to the development of this project.
Introducing parents and families of Washington Middle
School students to this form of communication seems a
reasonable adjunct to intra-school use of email and

Internet and a method to increase parental involvement in education of students at the middle school.

Teachers at Washington have tried to reach out to parents to share with them their children's achievements and, sometimes, teachers' concerns and school schedules. The Washington Home Page and email are available at any hour of the day, and are an attempt to proactively reach out to students' families with information about their educational progress.

<u>Expectations</u>

It's assumed that the instructor has basic working knowledge of Macintosh computers, the Internet, and e-mail. It's also assumed that a computer lab with Internet access and a workstation for each participant is available. A presentation device such as an Averkey is necessary for the instructor's use. Access to an interpreter may be necessary for non-English speaking adults. The translation of the Home Page may be necessary depending on the English proficiency of the participants.

The session definitions, transparencies, activity sheets and questionnaires are found after each session plan. The vocabulary will be integrated throughout the instructional phase of the session.

<u>Lesson Format</u>

The workshops detailed in the project will follow

this format:

1) The sessions will be two hours in length.

2) The first 30 minutes will be spent in an informal

setting welcoming participants, eating and answering

the questionnaires.

3) Thirty minutes at the end of sessions 1, 2, and 3 will

be spent listening to a guest speaker.

<u>Definitions</u>

1.   **Active Window:** The window in front. Usually the window with the stripes showing on the title bar(Pogue, 1994).

2.   **All in one search tool:** A tool that provides search forms for several search engines and directories all in one site. Tool also provides hyperlinks, which allow you to go to the services directly.

3.   **Apple Menu:** The menu at the left of the menu bar, marked by the symbol of an apple(Pogue, 1994).

4.   **Application:** another term for program(Pogue, 1994).

5.   **Attachments:** A file which is 'attached' to an email message, and sent with the message(Jodi Jenkins,1996).

6.   **Bookmark:** A pointer to a particular Web site. Within browsers, you can bookmark interesting pages so you can return to them(Square one technology:Internet glossary, 1997).

7.   **Boot:** To start the computer(Pogue, 1994).

8.   **Browser:** A program used to read and interpret hypertext Markup Language(Pogue, 1994).

9.   **Browsing:** The process of going from one hyperlink to another on the World Wide Web.

10.   **Buttons:** there are two types of buttons, external ones on the computer and internal ones that you activate on the screen(Pogue, 1994).

11.   **Character:** A single typed letter, number space, or symbol(Pogue, 1994).

12.   **Click:** To point the cursor at an on: screen object and then press and release the mouse button(Pogue, 1994).

13.   **Close box:** The square in the upper left hand corner of an opened window. This box is used to close an active window(Pogue, 1994).

14.   **Command Key:** This is a key on the keyboard that you use in combination with other letters to perform tasks on the screen. The command key has this "æ" symbol on it(Progue, 1994).

15.   **Content area:** The part of the Web browser window that contains the current Web page, including images, text, or hyperlinks.

16.   **Cursor:** The pointer on the screen whose position you control by moving the mouse across the desk(Pogue, 1994).

17.   **Default:** The factory settings, or settings that a program has when you buy it(Pogue, 1994).

18.   **Desktop:** The home: based environment, where you see the trashcan, icons and all the folders stored on the desktop. Pogue, 1994).

19.   **Dialog box:** The message box that the Mac puts on the screen when it needs more information from you(Pogue, 1994).

20.   **Disk:** This is where large amounts of information are stored(Pogue, 1994).

21.   **Document:** A file that you create with a program(Pogue, 1994).

22.   **Domain name server:** The Internet name for a network or computer system. The name consists of a sequence of characters separated by periods, such as **www.ysd.wednet.edu.** The domain name is often the first part of a URL that follows ://. For example, the domain name in the URL **http://www.ysd.wednet.edu/washington** is www.ysd.wednet.edu(Levine, et al. 1995).

23.   **Double click:** Placing the pointer on an icon and pressing the mouse button twice quickly(Pogue, 1994).

24.   **Download:** To transfer a file from one computer to another over phone lines. If you are on the receiving end you download. If you are on the sending end you upload(Pogue, 1994).

25. **E-Mail:** Electronic mail messages sent by way of the internet to a particular person(Levine, Baroudi, & Young, 1995).

26. **Field:** A blank space on a form for you to put information(Pogue, 1994).

27. **Files:** Generic for the icons that you put on a desktop or in a folder. Two types, documents which you create or programs which create documents(Pogue, 1994).

28. **Folder:** An icon that represents a place for you to put files(Pogue, 1994).

29. **Frames:** A browser feature that displays several Web pages in the browser's content window(Adobe Pagemill Users Manual, 1998).

30. **Freeze:** This is when your pointer will not respond to mouse movements.

31. **Highlight:** To select, usually by clicking and dragging across the text or objects you wish to highlight.

32. **Home page:** The first screen or page of a site that is accessible through a web browser(Levine, et al. 1995).

33. **HTML (Hypertext Markup Language):** The format used for writing documents to be viewed with web browsers. Items in the document can be text, images, sounds, and links to other HTML documents, sites, services and resources on the web(Levine, et al. 1995).

34. **HTTP (Hypertext Transfer Protocol):** The standard protocol that the World Wide Web servers and clients use to communicate(Levine, et al. 1995).

35. **Hyperlink:** Words, phrases, images, or regions of an image that are often highlighted differently and that can be selected as part of a World Wide Web page. Each Hyperlink represents another page; a location in the current web page; an image audio, video or multimedia file; or some other resource on the World Wide Web. When the hyperlink is selected, it activates the resource it represents(Levine, et al. 1995).

36. **Internet:** A collection of networks throughout the world that agree to communicate using specific telecommunication protocols, the most basic internet protocol (IP) and transmission control protocol (TCP), and the services supplied by those networks (Levine, et al. 1995).

37. **Memory:** The electronic holding area that exists only when a Mac is turned on(Pogue, 1994).

38. **Menu bar:** The sequence of pull down menus across the top of the Web browser window. All browser commands are imbedded in the menu bar(Pogue, 1994).

39. **Monitor:** This is the computer screen(Pogue, 1994).

40. **Mouse:** The little control that you manipulate to move the pointer on the screen(Pogue, 1994).

41. **Mouse button:** The square or rounded button on the far end of the mouse(Pogue, 1994).

42. **Mouse pad:** A thin foam rubber pad that gives the mouse ball traction to manipulate the pointer(Pogue, 1994).

43. **Online:** This is when your computer is hooked to the Internet via a network or phone line(Pogue, 1994).

44. **Scroll:** To bring a different portion of a document into view(Pogue, 1994).

45. **Scrollbar:** The gray portion of your window on the right side that you can click in to move the document up or down(Pogue, 1994).

46. **Search engine:** A collection of programs that gather information from the web, index it and put it into a database so it can be searched. The search engine takes the key words or phrases you enter, searches the database for words that match the search expression, and returns them to you(Levine, et al. 1995).

47. **Search expression:** The keywords and syntax that you enter in a search form. With this expression, you ask a search tool to seek relevant documents a particular way.

48. **Shut down:** Command that turns the computer off(Pogue, 1994).

49. **Title bar:** The strip at the top of the window where the window's name appears(Pogue, 1994).

50. **Upload:** To send a file to another computer over a network(Pogue, 1994).

51. **URL (Uniform Resource Locator):** A way of describing the location of an item (document, service or resource) on the Internet and specifying the means by which to access that item(Levine, et al. 1995).

52. **Web Browser:** A program used to access the Internet services and resources available through the World Wide Web(Levine, et al. 1995).

53.   **WWW(World Wide Web):** A collection of different
        services and resources available on the
        internet(James, P., 1996).
54.   **Window:** A square view of Mac information(Pogue,
        1994).

INCREASING PARENTAL INVOLVEMENT

THROUGH INTERNET INSTRUCTION

A Project Report

Presented To

The Graduate Faculty

Central Washington University

In Partial Fulfillment

Of the Requirements for the Degree

Masters of Arts

Education

by

David Allen Chaplin

July, 2000

Expectations

It's assumed that the instructor has basic working knowledge of Macintosh computers, the Internet, and e-mail. It's also assumed that a computer lab with Internet access and a workstation for each participant is available. A presentation device such as an Averkey is necessary for the instructor's use. Access to an interpreter may be necessary for non-English speaking adults. The translation of the Home Page may be necessary depending on the English proficiency of the participants.

The session definitions, transparencies, activity sheets and questionnaires are found after each session plan. The vocabulary will be integrated throughout the instructional phase of the session.

Session One
Internet
Introduction

Contents

Session Plans
Overhead Transparencies
Participant Questionnaires
Session Vocabulary

Goals:

1.0, Participants will demonstrate a basic knowledge of external components of the computer

1.1, Participants will demonstrate basic computer operating skills.

1.2, Participants will be able to maneuver on the Internet

1.3, Participants will be able to use a homepage on the Internet.

Lab Expectations

This lesson is designed to be taught in a lab with capability of 1 computer per participant. The instructor will have access to a disassembled Macintosh computer as well as an assembled Macintosh. The instructor's computer will be connected to a presentation device and an overhead will be supplemental.

Welcome-30 Minutes

Welcome, Introductions and completing name tags for participants.
Food and beverages will be served.
Parents will fill out the questionnaire for session.
Informal conversation between teacher and parents regarding WMS and class activities.

Introduction-30 Minutes

Introduction to the external anatomy of a computer: Have a disassembled computer in front of the participants that has a detachable mouse, monitor and keyboard. Also have a computer that is assembled for comparison. Refer to both the assembled and disassembled computers during the introductory phase.

- Hold up the monitor (if it is separate from the CPU) and show the participants where the off-on switch is located.
- Hold up a Mouse that is disconnected. Show the participants where the Mouse Button is and the ball that initiates the pointer movements. Demonstrate a single and double click.
- Show the class an assembled computer.
- Show the participants where the CPU off/on switch is located and demonstrate how to turn the computer on.
- Allow the participants to start the computers themselves.
- Elevate the mouse to show the class how it fits into the palm of your hand.
- As the computer starts up, direct participants to move the mouse left, right, up and down to experience the skill.

Use the presentation device and transparency of the desktop to show the group what will appear on their monitors as the computer finishes the start-up phase. From the overhead, define the terminology and location of;
* The Desktop
* The Menu bar
* Icons
* File folders

The computer is finished starting up and the participants can experiment with moving the mouse.
* Explain the effects on the pointer when the mouse is moved. Effects: The pointer responds to the direction the mouse is moved when in contact with the mouse pad. If the mouse is lifted, the pointer will not respond
* Demonstrate the difference between clicking and double clicking. Emphasize that clicking is a means of selecting an object and double clicking is activating an object.
* During this phase allow practice time for the participants to become comfortable with the mouse.

Netscape-45 Minutes

The students will now select and activate Netscape Navigator Icon, refer to the presentation device and transparency. Inform the participants that this is the browser that they will be using.

When Netscape has opened and the Washington Middle School Homepage has loaded, explain the homepage. Use the presentation device and the transparency to show the class the features of the browser window and the Washington Home Page.
Back button
* Home button
* Forward button
* Scroll bar
* Location bar

Participants will practice:
* Scrolling up and down using the mouse and scroll bar
* Page up and page down keys on the keyboard.

The facilitator will introduce Hyperlinks. (See glossary)
* Participants will activate the hyperlinks and return to the previous page using the back button. (see transparency)
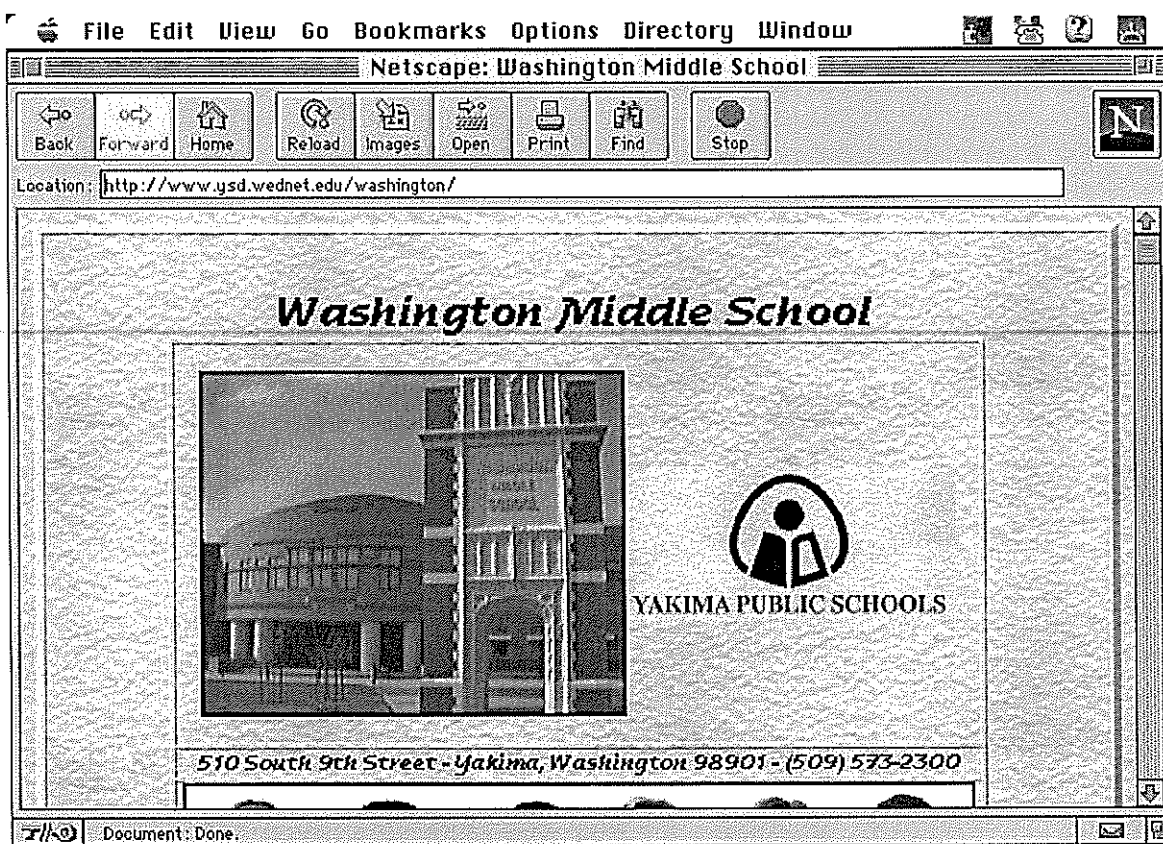* Include Hyperlinks that are words and graphics.

- The participants will remain on the Washington Middle School website. This will increase their awareness of the information available while they practice their skills.
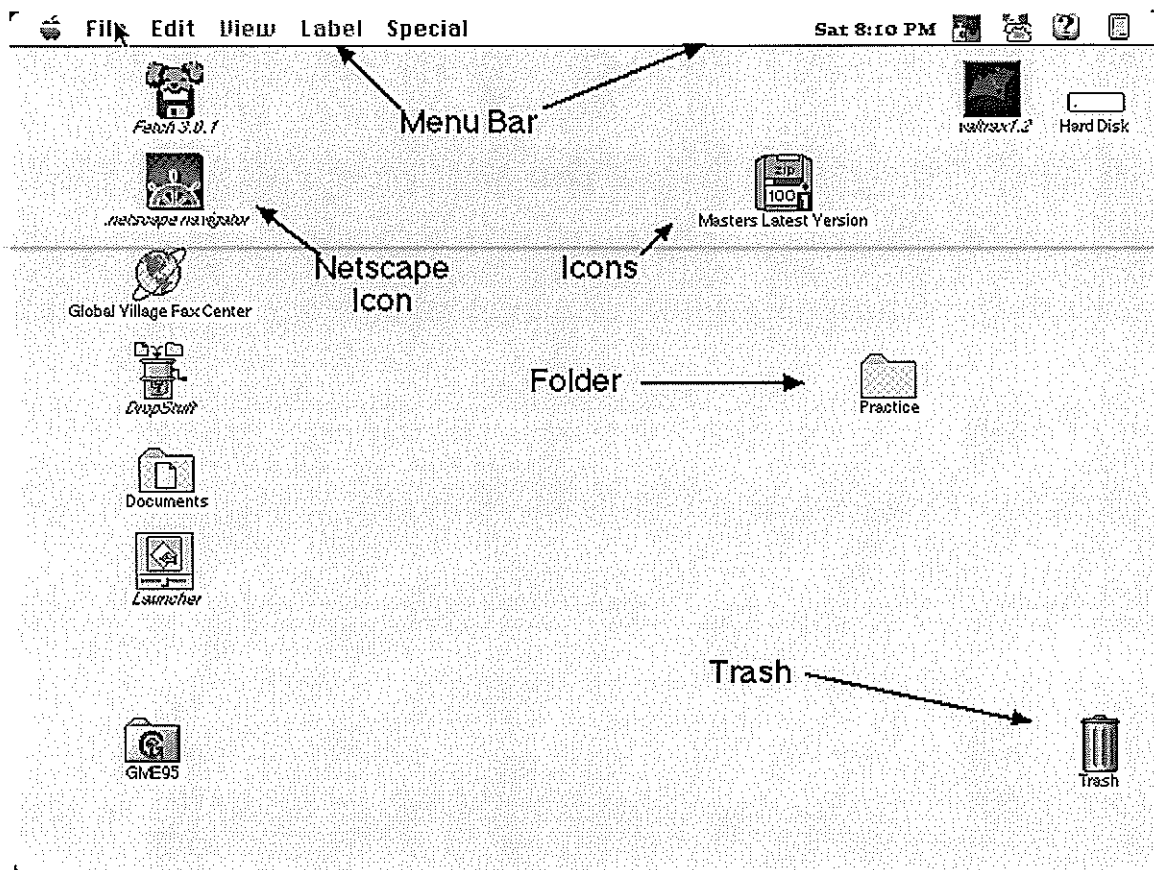
The participants' skill acquisition time will be varied. To increase the learning experience for participants, introduce the following topics:

- **Domain name**-The Internet name for a network or computer system. The name consists of a sequence of characters separated by periods, such as **www.ysd.wednet.edu.** The domain name is often the first part of a URL that follows ://. For example, the domain name in the URL **http://www.ysd.wednet.edu/washington** is www.ysd.wednet.edu
- Location Bar-A white area at the top of the browser that display's the current URL or address
- Upload-To send a file to another computer over a network.
- **URL (Uniform Resource Locator)**- A way of describing the location of an item (document, service or resource) on the Internet and specifying the means by which to access that item.

Exploration-15 Minutes

The last 30 minutes of the first session will be utilized for free practice by the participants and individualized tutoring for those who are still confused. Encourage the students to stay on the Washington Middle School site.

File Edit View Go Bookmarks Options Directory Window

Netscape: Washington Middle School

Back Forward Home Reload Images Open Print Find Stop

Location: http://www.ysd.wednet.edu/washington/

Washington Middle School

YAKIMA PUBLIC SCHOOLS

510 South 9th Street - Yakima, Washington 98901 - (509) 573-2300

Document: Done.

Session 1 Questionnaire

Name; _____ Date; _____

Please complete the answer the following questions so I am able to prepare for the next class.

- Where do you and your family have access to a computer, at home or in the community?

- How much computer experience do you have? Could you give me an example?

- How much experience with the use of the Internet do you have?

- If you had access to computers and the Internet at Washington Middle school would you use those resources?

- What organizations in the community are you aware of that provide access to the Internet and computers?

- How often do you visit Washington Middle School? What brings you to Washington Middle School, parent/teacher conferences, open house, volunteering in the classrooms?

Session 1 Glossary

1.   **Active Window:** The window in front. Usually the window with the stripes showing on the title bar.(Pogue, 1994)
2.   **Apple Menu:** The menu at the left of the menu bar, marked by the symbol of an apple.(Pogue, 1994)
3.   **Application:** another term for program.(Pogue, 1994)
4.   **Boot:** To start the computer.(Pogue, 1994)
5.   **Browser:** A program used to read and interpret hypertext Markup Language.(Pogue, 1994)
6.   **Browsing:** The process of going from one hyperlink to another on the World Wide Web.
7.   **Buttons:** there are two types of buttons, external ones on the computer and internal ones that you activate on the screen.(Pogue, 1994)
8.   **Character:** A single typed letter, number space, or symbol.(Pogue, 1994)
9.   **Click:** To point the cursor at/on a screen object and then press and release the mouse button.(Pogue, 1994)
10.   **Close box:** The square in the upper left-hand corner of an opened window. This box is used to close an active window.(Pogue, 1994)
11.   **Command Key:** This is a key on the keyboard that you use in combination with other letters to perform tasks on the screen. The command key has this "æ" symbol on it.(Pogue, 1994)
12.   **Content area:** The part of the Web browser window that contains the current Web page, including images, text, or hyperlinks.
13.   **Cursor:** The pointer on the screen which is controlled by moving the mouse across the mousepad.(Pogue, 1994)
14.   **Default:** The factory settings, that a program has when you buy it.(Pogue, 1994)
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18.   **Document:** A file that you create with a program.(Pogue, 1994)

19.   **Domain name server**: The Internet name for a network
        or computer system. The name consists of a
        sequence of characters separated by periods, such
        as **www.ysd.wednet.edu.** The domain name is often
        the first part of a URL that follows ://. For
        example, the domain name in the URL
        http://www.ysd.wednet.edu/washington is
        www.ysd.wednet.edu.(Levine, et al. 1995)

20.   **Double click**: Placing the pointer on an icon and
        pressing the mouse button twice quickly.(Pogue,
        1994)

21.   **Download**: To transfer a file from one computer to
        another over phone lines. If you are on the
        receiving end, you download. If you are on the
        sending end, you upload.(Pogue, 1994)

22.   **Field**: A blank space on a form for you in which
        enter information.(Pogue, 1994)

23.   **Files**: Generic for the icons that you put on a
        desktop or in a folder. Two types, documents which
        you create or programs which create
        documents.(Pogue, 1994)

24.   **Folder**: An icon that represents a place for you to
        put files.(Pogue, 1994)

25.   **Frames**: A browser feature that displays several
        Web pages in the browser's content window.(Adobe,
        1998)

26.   **Highlight**: To select, usually by clicking and
        dragging across the text or objects you wish to
        highlight.

27.   **Home page**: The first screen or page of a site that
        is accessible through a web browser.(Levine, et al.
        1995)

28.   **HTML (Hypertext Markup Language)**: The format used
        for writing documents to be viewed with web
        browsers. Items in the document can be text,
        images, sounds, and links to other HTML documents,
        sites, services and resources on the web.(Levine,
        et al. 1995)

29.   **HTTP (Hypertext Transfer Protocol)**: The standard
        protocol that the World Wide Web servers and
        clients use to communicate.(Levine, et al. 1995)

30.   **Hyperlink**: Words, phrases, images, or regions of an
        image that are often highlighted differently and
        that can be selected as part of a World Wide Web
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        location in the current web page; an image audio,
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34.   **Monitor:** This is the computer screen.(Pogue, 1994)

35.   **Mouse:** The little control that you manipulate to move the pointer on the screen.(Pogue, 1994)

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39.   **Scroll:** To bring a different portion of a document into view.(Pogue, 1994)

40.   **Scrollbar:** The gray portion of your window on the right side that you can click in to move the document up or down.(Pogue, 1994)

41.   **Shut down:** Command that turns the computer off.(Pogue, 1994)

42.   **Title bar:** The strip at the top of the window where the window's name appears.(Pogue, 1994)

43.   **Upload:** To send a file to another computer over a network.(Pogue, 1994)

44.   **URL (Uniform Resource Locator):** A way of describing the location of an item (document, service or resource) on the Internet and specifying the means by which to access that item.(Levine, et al. 1995)

45.   **Web Browser:** A program used to access the Internet services and resources available through the World Wide Web(Levine, et al. 1995)

46.   **WWW(World Wide Web):** A collection of different services and resources available on the internet.(James, P., 1996)

47.   **Window:** A square view of Mac information.(Pogue, 1994)

SESSION 2

FINDING

INFORMATION

Contents

Session Plans
Overhead Transparencies
Participant Questionnaires
Session Vocabulary

Goal:
- Participants will locate the Internet through the browser.
- Participants will locate the links to various search engines via the link from the Washington Middle School home page.
- Participants will demonstrate the ability to use a search engine to find basic information that they are seeking.

Lab Expectations

This lesson is designed to take place in a lab with capability of 1 computer per participant. The instructor's computer will be connected to a presentation device and an overhead will be supplemental.

Time Expectations

The duration of this session is 120 minutes. This session will include a speaker for 30 minutes, so actual instruction time will be 60 minutes

Welcome, 30 minutes

Welcome, Introductions and completing name tags for participants.

Parents will fill out the questionnaire for session 2.

Informal conversation regarding Washington Middle School activities, and information from last session.

Review of Session 1,20 minutes

Participants will begin starting up their computers and accessing the Internet when they have been assigned a station at which to work. The instructor will monitor this process to see the extent of the review that is needed.

The instructor will provide guided practice as needed on the presentation device.

Assess the participant's need for further review by their ability in getting to the Washington Middle School Homepage. Participants may demonstrate a need for additional support if this is their first session.

Learning to Search the Internet, 40 minutes

When all participants have the Washington Middle School Home Page opened in their browser:

- The participants will scroll to the bottom of the Washington Middle School Homepage and find the Search Engine Link. The participants will select this link and load the Search Engine page.

- The participants will select the Metacrawler® Search Engine

- Use the transparency and the presentation device to show participants what the page will look like. As the page loads on the computers, use the transparency to describe the features of the Metacrawler® website.

The participants will be instructed in the three different ways of performing a search, by all words in the phrase, any words in the phrase or the phrase only.

- **All**; The search engine will look for web page's that contain any of the words listed in the phrase you choose. Example, Yakima School District, The computer could find a page that has Yakima or School, or district. Tacoma **School District** or **Yakima**® bike racks.

- **Any**; the search engine will search for only the web pages that contain the words in your selection. Example, Yakima School District, This search would result in any web page with all three of your words in it. Selah **School District** by the **Yakima** River, or only one such as the **District** of Columbia.

- **Phrase**; The search engine will only find those pages that contain the exact phrase you type. Example Yakima School District would result in **Yakima School District.**

- Use the results transparency to demonstrate where to find the results of the search performed. Note; often result pages have additional phrases and words as suggestions. The results page also contains a large amount of advertising.

- Using the above

Encourage the participant to search for words, and phrases that are of interest to them.

Washington Middle School Search Activity,

10 minutes

The participants will receive the Washington Middle School web page scavenger hunt. This scavenger hunt will take the participant to various pages on the Washington Middle School web site as they perform their hunt. The sites will increase their knowledge about the school as well as increase their skills at moving through the Internet.

Computers in the Community, 30 minutes

This time will be devoted to a guest speaker from Yakima
School District #007 who will give a presentation. The
presentation will address the availability of computers to
the participants.

File   Edit   View   Go   Bookmarks   Options   Directory   Window   Help   Sun 10:06 AM

Netscape: MetaCrawler Results | Search Query = Washington Middle School

Back Forward Home   Reload Images Open Print Find   Stop

Location: http://search.metacrawler.com/crawler?general=Washington+Middle+School&method=2&redirect=web&rpp=20

metacrawler ®   Washington Middle School
○ any ○ all ● phrase   Search

The Web

Are you looking for:

School   Washington   Middle Schools Bush Middle School Washington
Washington Schools **Washington Middle School In** Middle
                Salinas, California

Instant Approval   Apply   0 %   VISA   Looking for
Instant Savings   Now   Intro   a great deal?
                          APR

Ask an Expert for Free Advice on washington middle school

View Related: Web Pages Directory Listings Audio/MP3 Images News Groups Auctions

Results for "Washington Middle School" 1 to 20 of 33   page: 1 - 2 **next**
results

View by: Relevance | Site | Source   Email results to a friend

 File Edit View Go Bookmarks Options Directory Window Help   Sun 10:05 AM

Netscape: MetaCrawler Results | Search Query = Washington Middle School

Back Forward Home Reload Images Open Print Find Stop

Location: http://search.metacrawler.com/crawler?general=Washington+Middle+School&method=2&redirect=web&rpp=20

Ask an Expert for Free Advice on washington middle school

View Related: Web Pages   Directory Listings   Audio/MP3   Images   News Groups   Auctions

Results for "Washington Middle School" 1 to 20 of 33 results

page: 1 - 2   **next**

View by: Relevance | Site | Source

Email results to a friend

Washington Middle School
Infoseek: Paricipate in the Grounds Committee Survey Take a Virtual Tour of
our school! Check out some Library Links! Student Center Class Information
Staff Directory Office Infomation Directions Sports
WebCrawler: **Washington Middle School** was built in 1969 as part of the
Olympia School District. WMS has proudly assisted in the learning of over
16,000 students.
DirectHit: Paricipate in the Grounds Committee Survey Take a Virtual Tour of
our school! Check out some Library Links ! Student Center Class Information
Staff Directory Office Infomation
Google: ...Virtual Tour of our school! Check out some Library Links! Student
Center...
999, http://kids.osd.wednet.edu/wms/wms_home.html (Infoseek, WebCrawler,
Direct Hit, Google) | More Like This

Diabetes, Nutrition, Asthma:
Credible healthcare info at
HealthAnswers.com

NextCard VISA
Great Savings
Apply today!

Washington Middle School Web Page
Infoseek: "HOME OF THE WILDCATS"   OUR MISSION OUR VISION OUR BELIEFS STUDENT CODE OF CONDUCT
Washington Middle School strives to meet the individual needs of its unique and ...

P-19

Washington Scavenger Hunt

Find the answer to the following questions using the
Washington Middle School Web pages.

1. Who developed the Washington Middle School Website?

2. How many students are in the picture on the Washington

    homepage?

3. What teachers have the penguins for a mascot?

4. How many teachers are in the "W" section of the staff

    directory?

5. Name three events occurring in May of the year 2000 at

    Washington.

6. What are five programs at Washington and who is in charge of

    them?

7. Who are the three secretaries in the office, what are their jobs,

    and their phone numbers?

8. Where can you find a person shooting baskets?

9. There are two staff members who are married, what picture

    moves at the bottom of their page?

10. Where is the biggest feline (cat) on the Washington Web site?

Questionnaire for session 2

Name, _____Date, _____

- During the time since the last session have you practice using a computer and the Internet?

- Where did you practice using a computer and the Internet? Or, what prevented you from using a computer and the Internet?

- Since the last session have you been to Washington Middle School? What was the purpose of this visit?

- Did you feel more comfortable using the computer than you did before the last session?

SESSION VOCABULARY

1. **Frames:** A browser feature that displays several Web pages in the browser's content window. (Adobe Pagemill Users Manual, <u>Getting Started 1998</u>, San Jose: CA)
2. **Search engine:** A collection of programs that gather information from the web, index it and put it into a database so it can be searched. The search engine takes the key words or phrases you enter, searches the database for words that match the search expression, and returns them to you. (Levine, et al. 1995)

SESSION 3: YOU HAVE MAIL!

Contents

Session Plans

Participant Questionnaires

Session Vocabulary

Overhead Transparencies

Goal:
3.0 Participants will sign up for an e-mail account through
  a free e-mail service on the Internet.
3.1 Participants will send an e-mail to at least four other
  participants in the class.
3.2 Participants will send an e-mail to at least four
  teachers at Washington Middle School.

Lab Expectations

This lesson is designed to be taught in a lab capable of
supplying 1 computer per participant. The instructor's
computer will be connected to a presentation device and a
overhead will be supplemental.

Time Expectations

The duration of this session is 120 minutes. This session
will include a speaker for 30 minutes, so the actual
instruction time will be 60 minutes

Welcome, 30 minutes

Welcome, Introductions and completing name tags for
participants. Parents will fill out the questionnaire for
session 3. Informal conversation regarding Washington Middle
School and class activities. The participants will also
receive a list of the Washington Middle School staff and
their e-mail addresses. The participants will also view the
transparency showing the questions to be answered when
registering for an e-mail account.

Review, 10 minutes

Participants will review what was covered the previous
session by turning on their computers and accessing the
Internet through their browsers.

- Once the participants have accessed the Washington Middle
  School Homepage, they will proceed to the search engine
  page.

- Here the participants will perform a search on their last
  name and see how many results they find.

- Assess the participant's need for further review by
  observing their ability to get to the Washington Middle
  School Homepage or a search engine. The instructor will
  need to make a visual scan to see if the participants are
  meeting expectations. Participants in need of assistance
  will be on different pages than those above, some
  participants will click on advertisements follow the

suggested variations of the search provided by the search engine.

- Some participants will need additional support if this is their first session.

Accessing E-mail, 30 minutes

Use the transparencies and presentation device to give the participants additional reference. The transparency that the participants viewed during the introductory session will be used at this time.

- The participants will follow the link to Metacrawler® Free E-mail page.

- The participants will use the information from the transparency to apply for their free e-mail account.

- It is important to remind the participants that an e-mail account comes with a name that only they will use. Different combinations of your last name can be used for your user name. It is a personal choice, but it should be easy to type and remember. Examples of usernames, chaplind, dchaplin, chappy, chaplinwms

- The password is another name that needs to be easy to remember. The participants will be unable to access their account if they do not remember their password. It is usually a short group of letters and/or numbers that have a special meaning. For example the date of your wedding anniversary, a birthday of a child or your own birthday.

- When the participants have their username and full e-mail address, they will proceed to the overhead and write their address on a transparency.

Using E-mail, 30 minutes

Use the transparency and presentation device to show the participants the steps to send an e-mail,

- Address, this is the username of the person to whom you are sending the message and their Internet service provider, username@isp.com.

- Subject, this is the title of the message that the receiver will see when checking for e-mail messages.

- Text, this is the main message that is being sent.

- Signature, is information about you at the bottom of each message. (some e-mail systems allow this, others do not)

Using the list of e-mail addresses which the participants wrote on the overhead to which the instructors' is added, the participants send an e-mail to another participant with

a brief message. The participants will also send an e-mail
to the instructor, so a group list can be developed. When a
person receives a message, he or she will then use the
"reply" button to send a message back.

The instructor will get a list of the e-mail addresses of
the school staff to distribute to the participants. The
participants will be expected to send an e-mail to their
children's instructors. Use the transparency with the
template for an e-mail as a guide.

Computers in the Community, 30 minutes

The second of three guest speakers will present information
regarding computer use at the Yakima Valley Regional
Library. The topic will be using the computers and
accessing the Internet from the library.

Questionnaire for session 3

Name, _____ Date, _____

- Estimate the number of times you have accessed a computer and/or the Internet since the last session. If you did not use a computer, please explain the reason.

- When you accessed the Internet did you go to the Washington Middle School Homepage? What parts of the homepage did you visit?

- Please list any comments that you have regarding the usefulness of the Washington Middle School Homepage.

- Did you use a search engine while you were accessing the Internet? For what purpose did you use the search engine?

- Did you visit Washington Middle School since the last session? What was your visit for?

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Netscape: [The Go2Net Network - Personalize]

Back Forward Home Reload Images Open Print Find Stop

Location: http://www.go2net.com/customize/registration_mc.gsp?from=&return=%2Fcustomize%2Fmcemail_signup.gsp

Metacrawler Registration

Choose a name and password for your Go2Net Personal account.

User name   [   ] (3-24 characters)

Password   [   ] (4-24 characters)

Confirm   [   ]

Remember my user name and password? ☒

If you share this computer, you should check "No", and log in and out each time you use the site.

Password Hint   [   ]

Enter a phrase that will remind you of your password. For example: "Same password as my voice mail system."

Enter your personal account information.

Email address   [   ]

First name   [   ]

According to our privacy policy, this information will be kept in the strictest confidence, and will be used to verify and maintain your account. It will also help us better understand our user

🍎 **File Edit View Go Bookmarks Options Directory Window**

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Location: http://www.go2net.com/customize/registration_mc.gsp?from=&return=%2Fcustomize%2Fmcemail_signup.gsp

				us better understand our user demographics.
Last name				
Birthdate	---	---	19??	We'll ask you for your birthdate if you forget your password.
Gender	○ Male ○ Female			
Zip/Postal code				Supports International codes up to 16 characters.
Country	United States of America			
Income range	---			

Would you like to receive periodic email notification of new services, features and special offers from Go2Net?

○ Yes ● No

Go2Net does not automatically sign you up for email lists. Let us know if you're interested.

Would you like to allow Go2Net to make the information that you provide available to selected companies?

○ Yes ● No

These companies would send you information on products and services that we think you might find interesting.

Would you like a free email account?

● Yes ○ No

Send and receive email from username@metacrawler.com!

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Location: http://www.go2net.com/customize/registration_mc.gsp?from=&return=%2Fcustomize%2Fmcemail_signup.gsp

of new services, features and special offers from Go2Net?

○ Yes ● No

Would you like to allow Go2Net to make the information
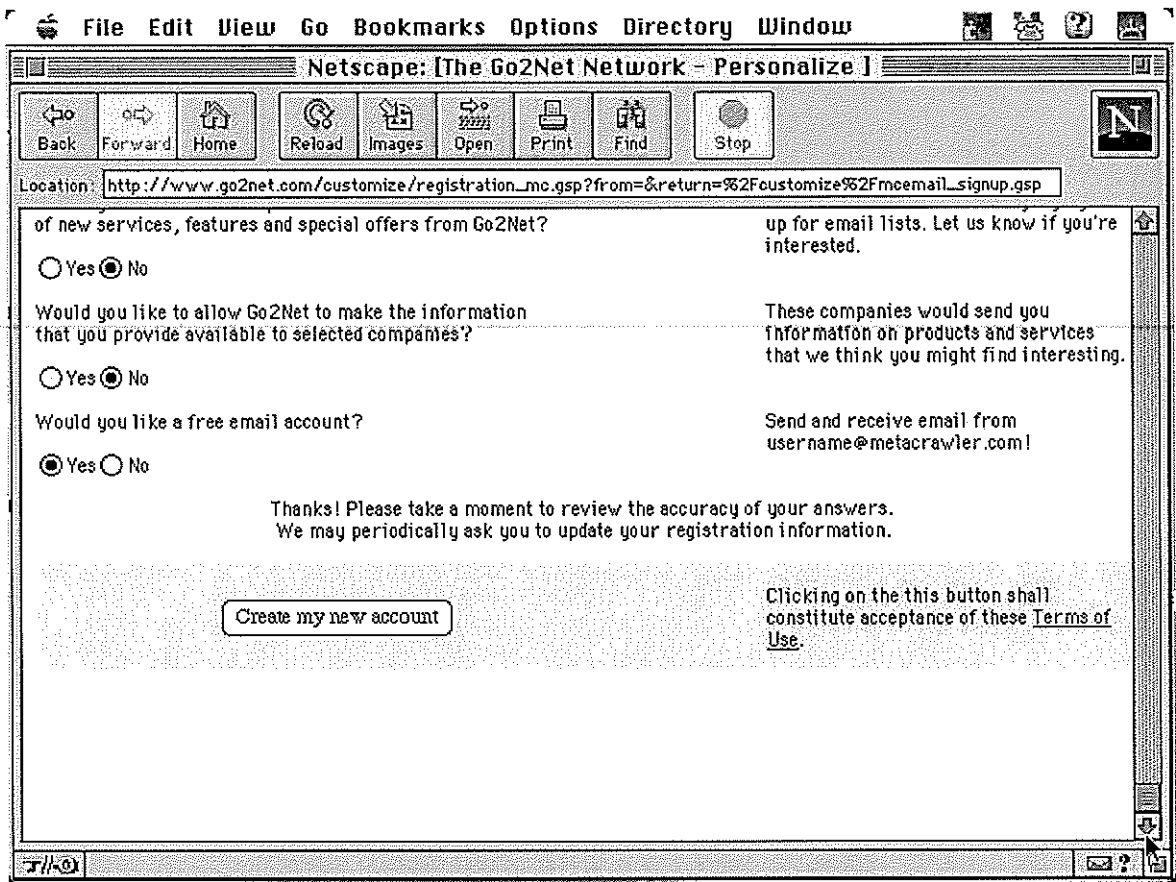that you provide available to selected companies?

○ Yes ● No

Would you like a free email account?

● Yes ○ No

up for email lists. Let us know if you're
interested.

These companies would send you
information on products and services
that we think you might find interesting.

Send and receive email from
username@metacrawler.com!

Thanks! Please take a moment to review the accuracy of your answers.
We may periodically ask you to update your registration information.

[Create my new account]

Clicking on the this button shall
constitute acceptance of these Terms of
Use.

Transparency Master Session 3;
E-mail template.

SUBJECT; Greeting and key word (example: Hello, about Juan)
TO; teacher@ysd.wednet.edu
FROM; Parent@metacrawler.com
Message: Dear Mr./Mrs. Teacher,

      I am currently participating in some training that is teaching me to use the computer. Tonight I have learned how to use and send e-mail. I would like to use e-mail to communicate with you regarding Juan's schoolwork. I hope this can help Juan be successful.

      Thank You, Your Name

SESSION 3, VOCABULARY

1.   **E-mail:** Electronic mail messages sent by way of the
   internet to a particular person.(Levine, Baroudi, &
   Young, 1995)
2.   **Field:** A blank space on a form for you to put
   information.(Pogue, 1994)

SESSION 4: Guided Practice

Contents:

Goal

4.0 Participants will review all skills taught during sessions

4.1 Participants will share experiences

Lab Expectations

This session is designed to be taught in a lab capable of supplying one 1 computer per participant. The instructor's computer will be connected to a presentation device and an overhead will be supplemental.

Time Expectations

The duration of this session is 120 minutes. This session will include a speaker for the 30 minutes so the actual instruction time will be 60 minutes

Welcome, 30 minutes

Welcome, Introductions and completing name tags for participants.

Food and beverages will be served

Informal conversation regarding Washington Middle School and class activities.

There will be an opportunity for participants to comment verbally about the classes as well as an informal evaluation of the sessions.

Review and practice, 20 minutes

Participants will review turning on their computers and accessing the Internet through their browsers covered the previous session.

- Once the participants have accessed the Washington Middle School Homepage they will check their e-mail accounts and have a chance to respond to any e-mails they have received.

- Participants who have not accessed their accounts between the previous session and this one will need assistance in accessing their accounts.

Exploration, 40 minutes

This last section will be used to increase the participants' use of a search engine.

- The participants will be given four scavenger hunts. The participants will use the remaining time to search for the information using the various skills that they have learned during the session.

- The participants may also use this time to search for items of individual interest.

Computers in the Community, 30 minutes

The third of three guest speakers will present information regarding computer usage at the South-East Community Center. The topic will be using the computers and accessing the Internet from the Community Center.

Questionnaire for session 4

Name, _____ Date, _____

- Estimate the number of times that you have accessed a computer and/or the Internet since the last session. If you did not use a computer please explain the reason why.

- Did you use your e-mail account while accessing the computer?

- When you accessed the Internet did you go to the Washington Middle School home page?

- Did you use the home page to find an e-mail address for a teacher or staff member?

- Did the staff member respond to your message? Was the response useful and informative regarding your or your student's progress?

- Did you visit Washington Middle School since the last session? What was your visit for?

Scavenger Hunt

All you have to do is locate as many of these sites, images, and/or items as possible. Record the URL of the web page where you found the answers and answer the questions if necessary.

1.   A picture of a $10.000 bill.

2.   A site where I can buy a box of Florida oranges.

3.   A site where you can get a dealer invoice price for a 2000 Honda Civic DX Hatchback. (any options are OK)

4.   A picture of the Blue Angles

5.   Lyrics for the song ``Little Red Corvette'' by Prince.

6.   An abstract/summary of Takedown by Tsutomu Shimomura.

7.   A picture of Kevin Mitnik.

8.   ISBN# for Takedown by Tsutomu Shimomura.

9.   A picture of an Egyptian AND a Peruvian pyramid.

10. A picture of Art Bell.Why is he famous?

Internet Search

Answer the question and finish the URL.

1.   How much does a ''Got Milk'' watch cost? _____
     http://_____

2.   Find a picture of a Klipsch KLF 20. What is it?_____
     _____http://_____
     _____

3.   Find the number Pi to the 100th digit. _____
     _____   http://_____
     _____

4.   Who designed the American Flag?_____
     http://_____

5.   What was the last book John Steinbeck wrote?_____
     http://_____

6.   What song is number 39 on the Billboard Top 50?_____
     http://_____

Internet Search

Answer the question and provide the URL(http://).

1. Basketball was invented by whom and where?

2. What is the average temperature on Mars?

3. What is the Dvorak keyboard, and how is it different?

4. Where was the 1936 Summer Olympics held?

5. Who won the 100-meter dash in the 1936 Olympics?

6. What is the deepest lake in the world?

7. How much did the new Star Wars: Episode 1 movie cost to make?

8. Who is the world's fastest typist, and how fast can he/she type?

Scavenger Hunt
Answer the question and provide the URL(http://).

1. Find a picture or photograph of the sculpture
    Savannah Bird Girl. Who is the artist who made it?
    It is used on the cover of what book and movie?

2. Find a picture of Celtic knot jewelry designs.

3. What is chiminea? Draw a picture of one.

4. Find a site that sell hot sauces. Name one of the
    sauces for sale. How much does it cost?

5. What is the birthstone for each month of the year?
    List the month then the stone. Write your answers
    on the back of this sheet.

6. Find a picture of Tiffany Dragonfly Lamp. How much
    would it cost to buy one?

7. Find a picture of ``The Beatles Yellow Submarine.''
    What are the names of the Beatles?

8. Find a photograph taken from the summit of Mount
    Everest. What mountain range is it located in?

9. Find an Egyptian Cartouche. What is a cartouche?

10. How much does a Black Forest Cuckoo Clock cost?
    Where is the Black Forest?

11. Find a building designed by Frank Lloyd Wright.

12. Find a photograph of the Statue of Liberty. Where
    is it located?

13. Find a photograph of the ``The Mad Bluebird.'' What
    magazine did it first appear in? What is the name
    of the person who took the photograph?

Chapter V

The purpose of the project was to increase
communication between families and educators at
Washington Middle School. In designing the curriculum,
some barriers had to be overcome: lack of access to home
computers, lack of time, and low level of computer skills
on the part of families.

The author learned Communication is key to families'
involvement . It doesn't matter if parents come into the
school, or if they help the student at home,
communication is necessary between school and parent for
in order for the parents efforts to be effective.

Literature on involving minority parents indicates
that intensive outreach is necessary. Experience in early
attempts to reach parents proved that mailing notices to
the home is not effective. Home visits, calls, and
personal contact are necessary to encourage parents to
take part in sessions of this nature. Repeated sessions
during different times of the year may also be necessary
to reach many parents.

In Yakima, the library, Southeast Community Center
and Washington Middle School provide free access to
computers for parents. For parents for whom income, work
schedule and access are barriers, these public facilities
give parents an opportunity interact with school using
the Internet.

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