

1996

## Basic Internet training for educators

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## Basic Internet training for educators

### Abstract

Basic Internet Training for Educators is an instructional design project for training the members of the staffs at Bloomer and Hoover Elementary Schools to use the Internet. It discusses the process of accessing the needs of the staff, development of the content, learner analysis, objectives, instructional design, and means of evaluation. It includes the design for three inservices in the use of Email, Telnet, and Yahoo! to search the World Wide Web.

BASIC INTERNET TRAINING FOR EDUCATORS

A Graduate Project

Submitted to the

Division of Educational Technology

Department of Curriculum and Instruction

in Partial Fulfillment

of the Requirements for the Degree

Master of Arts in Education

UNIVERSITY OF NORTHERN IOWA

by

Mary Newman

July 1996

This project by: Mary Newman

Titled: Basic Internet Training for Educators

has been approved as meeting the research requirement for the  
Degree of Master of Arts in Education.


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## ABSTRACT

Basic Internet Training for Educators is an instructional design project for training the members of the staffs at Bloomer and Hoover Elementary Schools to use the Internet. It discusses the process of accessing the needs of the staff, development of the content, learner analysis, objectives, instructional design, and means of evaluation. It includes the design for three inservices in the use of E-mail, Telnet, and Yahoo! to search the World Wide Web.

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# CHAPTER I

## INTRODUCTION

The Council Bluffs School District will be connecting a computer in all of the schools' media centers to the Internet. After security problems have been resolved, the Local Area Networks (LANs) will be connected and all of the computers in each school will have a direct connection to the Internet. Much planning has gone into purchasing equipment, wiring buildings, writing a usage policy, but not faculty training to use the Internet. This project is the design for teaching staff members the basic skills needed to start using the Internet. The project focuses on working with the faculty at two elementary schools, and further results will be shared with the district technology coordinators and other schools' system operators (SYSOPs).

The target schools' computers were wired to a network six years ago. All teachers in the district were required to attend an inservice on how to use the network with their classes. The SYSOPs at each school were trained to use the software on the LAN and were then to train their fellow teachers. Training for using the new software was provided weekly during the first year. The training taught how to use the software but did not include ways to incorporate its use into the curriculum. All of the SYSOPs were classroom teachers, and the SYSOP

responsibilities were additional duties. One drawback was the inability of the SYSOPs to work with teachers as they tried to use new software with a class.

One of the responsibilities of the elementary media specialist is to get teachers and students to use all available resources and to help the staff move from a textbook and worksheet type of instruction to instruction that uses a wide variety of resources. Teachers can request individual help for themselves or a student, class instruction, or small group support. Now everyone will have the Internet as another tool. Most of the staff members have no experience with the Internet. They have heard about the pornographic materials on the Internet and are worried about students accessing those materials. They are not sure learning to use the Internet is something they need to try to add to their busy days.

To plan the instruction, literature ranging in topics from usage of the Internet to teaching educators to integrate technology in their curriculum was reviewed. One advantage in having access to the Internet after other schools have used it is the opportunity to learn from their experiences, positive and negative. The review of materials showed that to successfully incorporate technology into their curriculum, educators need a reason to change their method of instruction, an example of using technology to follow, hands-on training, and a mentor or group for follow-up support. These suggestions were incorporated into the plan to accomplish three objectives:



1. Excite the staff about the resources available on the Internet.
2. Teach the staff the basic skills needed to access the resources on the Internet.
3. Encourage the use of technology in classrooms.

## CHAPTER II

### DESIGN

To create this instructional design the model developed in The Systematic Design of Instruction was followed (Dick: Carey, 1990). A goal was established and the information needed in the areas of environment, resources, constraints, and learners was assessed. The content was broken down to determine if it would build step-by-step. A survey of the staff members was conducted to determine what experience they had using the Internet, what they wanted to learn, and what concerns they had about using the Internet with their students (Appendix A). With the results of the survey, plus the media specialist's knowledge of the faculty, objectives for the learners were developed. Three inservices were planned to meet the objectives. Different types of media were used to provide the staff with an example of using technology with students. Evaluations were shared with the SYSOPS and media specialists who will be conducting the training in other schools. The instruction will be continuously revised as the usage of the Internet in the curriculum is taught to other staff members.

#### Needs Analysis

All staff members have been trained to use IBM computers on the Local Area Network (LAN) with their classes. About two-thirds of the faculty stated

that they are comfortable using computers and use them for their own personal use. Of the seventy five members surveyed, only fourteen had ever used the Internet (Appendix A). Four of those fourteen had only used the Internet during a three hour training.

Each classroom has a computer connected to the LAN and there is a classroom size lab of computers, also on the LAN, that the teachers use with their classes one to three times a week. One computer in the lab is connected to a modem and phone line. Each Media Center has one computer with a direct connection to the Internet. At the beginning of the year thirty-five to forty staff members will be limited to those two computers to use the Internet. Later in the year the LAN will be connected to the Internet via a direct connection. Staff accounts will be available for home use.

Staff members, including the principals, need to be shown ways the Internet can be used with the curriculum to build enthusiasm about learning the skills. Most of their exposure to the Internet has been from the news media which has been highlighting only the pornographic materials on the Internet. In the questionnaires many people expressed doubt that there would be anything on the Internet that they could use with their students. The staff will be instructed in this training to use E-mail, Telnet, and Yahoo! to search the World Wide Web (WWW).

### Learner Analysis

At the end of the instruction, the staff members were able to independently use the Internet applications of E-mail, Telnet, and Netscape. The staff had access to the Internet through the computer directly connected to the Internet in the Media Center, the modem-equipped computer in the lab, modem-equipped computers at home, and in the spring semester, all computers in the classrooms and in the computer lab.

The instruction was primarily for teachers; but principals, associates, clerks, substitute teachers, and parents also attended (Bailey: Lumley, 1994). At the beginning of the training staff members were comfortable logging in and out of the LAN, searching for material using the on-line media center catalog, and using word processing programs, but only fourteen out of seventy-five staff members had ever used the Internet.

Most staff members have been at Bloomer and Hoover Elementary Schools for over ten years. The average age is around forty years. The size of classes range from twenty-five to thirty-five students. Bloomer has around six hundred fifty students, and Hoover has around six hundred students. Many of the teachers feel that they have less parental support now than in the past. Students are coming to school less ready to learn than they did five to ten years ago. Most

of the teachers felt they did not have enough time in a day to do everything they needed to do.

These teachers, historically, have been open to learning new computer skills when it was clear how the skill could make their job easier or improve student learning. Only about five percent of the staff members chose to attend optional paid technology inservices at the district level. Most of the teachers preferred to have one-on-one or small group instruction at their own school.

### Goals and Objectives

#### Goal:

After completing this unit of study, staff members will use the Internet to locate materials to use with their classes.

#### Objectives:

1. Using E-mail, the student will send a message to a colleague in five minutes.
2. Using Telnet, the student will use an on-line service to locate a database with information about a topic of interest in twenty minutes.
3. Using Netscape and Yahoo! the student will locate on the World Wide Web ten sources of information related to their curriculum in fifteen minutes.

4. Given the use of a computer connected to the Internet, the student will appreciate the access to current information, experts in different fields, and fellow educators who are willing to share ideas and expertise.

### Instructional Strategy

Each of the inservices included five parts: an anticipatory set, the instruction, demonstration of the skill, practice by the participants, and follow-up activities to be completed after the session. The instruction was patterned after models developed in Telecommunications and education: Surfing and the art of change (Frazier, 1994) and Introducing the internet: A trainer's workshop (Jaffe, 1994). Both authors stressed hands-on activities during instruction of new technology skills. Another important element was the follow-up assignments to ensure the participants practiced the new skill(s).

To analyze the content of the instruction, flow charts were developed (Appendix B). By using this process the instructor was able to locate possible problems the future learner might encounter and incorporate steps to resolve them. The instruction is a step-by-step progression all users must follow to access the Internet and use its different applications.

### Media selection

E-mail. For the anticipatory set The Amazing Internet produced by Classroom Connect was used to create interest in the Internet and show the faculty how the

Internet can help them teach (Giagnocavo, 1995 b). This video shows sites on the Internet and how to incorporate them into the curriculum. Seeing a video of other students and teachers using the Internet got the faculty interested.

For the remainder of the anticipatory set and the instructional input section, a Powerpoint presentation was prepared. The participants were taught to read an E-mail address; send, read and delete a message; and Netiquette - good manners to use on the Internet (Lamb: Johnson, 1995). While learning how to use E-mail, the faculty also saw a model of teaching with a computer (Steinberger, 1995). The class took place in the computer lab which had a direct connection to the Internet. During the modeling section the computer was connected to the Internet. Each participant was on a computer and had already been assigned a user name. They logged on to the Internet to practice using E-mail. When they signed up to take the class the participants provided one fact about themselves that most people would not know. For the guided practice each student was given a sheet of these facts and sent E-mail messages to each other to determine who matched what fact. At the end of twenty minutes a prize was given to the person with the most correct identifications (Bailey: Bailey, 1994).

To get the teachers to continue sending E-mail messages, they were required to send at least one message each week for the next three weeks to the media specialist. In the messages they shared any problems or triumphs they had

had using E-mail. For the first semester, the computer most of the staff used to get on the Internet was in the Media Center, and the media specialist was close at hand to answer questions.

### Media Selection

Telnet. For the anticipatory set print versions of the Reader's Guide to periodical literature were used. Volunteers looked up a topic. After finding the topic they discussed the next steps someone would need to take to find a print version of the periodical article. How Telnet could be used to locate library databases on-line was then presented (Benson, 1995).

For the rest of the instruction a computer, a Powerpoint presentation, and the Internet were used. Again modeling how to teach with a computer was incorporated. Each class participant was on a computer connected to the Internet. Different Telnet addresses were available (Giagnocavo, 1995 a), and each person selected an address and tried to locate information about the topic searched using the print versions of Reader's Guide to periodical literature.

For the "test" each person drew a Telnet address from a hat and a topic from another hat. They tried to locate information on their topic in twenty minutes. To get the participants to continue to use their new skills they were asked to send an E-mail message about their Telnet site to the members of the group during the next week.



## Media Selection

Netscape and Yahoo! To grab everyone's interest the CD Educator's WWW Tour Guide created by Classroom Connect was used to show examples of sites on the Web (Giagnocavo, 1995 b). By using the CD it was possible for the instructor to connect with the site when needed and not worry that the site would be busy. The graphics and point and click commands impressed everyone.

Then going live on the Internet to model how to get on the WWW, the instructor explained how it is different from other parts of the Internet. How to search for topics using Yahoo! was demonstrated. Each participant was on a computer connected to the Internet. After practicing how to use Yahoo! together, each person researched a topic and found ten sites with information about that topic. They shared their favorite site with the group.

Each person searched during the next week for a topic they address in their curriculum. They sent, by E-mail, ten addresses related to their curriculum which the media specialist posted next to the computer in the media center.

These sites were then available to other staff members.

## Evaluation

Learner Evaluation. All of the staff members who took the training reached the mastery level of performance and were able to use their new skills as needed.

Most of the adults had basic computer skills and are able to do the necessary steps

to use the Internet. They needed to be motivated to use the Internet and assured that it will be worth their time to learn how.

Evaluation of the learners was in the form of worksheets, follow-up activities, and observation (Appendix D). After the instruction the learners practiced what they had just learned. To use the Internet in the future, the faculty will be using the computer in the media center. The media specialist is able to observe the users and offer help as needed. During the first year a core group was trained. As people started using the Internet, others saw the possibilities and wanted to learn to use it too.

Formative Evaluation. At the University of Northern Iowa, classes spent two weeks learning to use Internet resources. Students met everyday for ninety minutes. It was intense but the group was interested in technology, enjoyed the experience, and spent extra time developing their skills. At the University of Nebraska at Omaha, a group of educators were selected to learn how to incorporate the Internet into the curriculum. They met three times a month for fourteen months. Again, these people enjoyed using technology and spent a great deal of their own time practicing what was learned. It was learned from these experiences that: 1) it takes time and practice to incorporate the use of the Internet into the curriculum, and 2) classes that build on previous learning should be no more than one week apart.

The staff at Hoover and Bloomer Elementary Schools are made up of adults with widely varying levels of technology skills and interest. Few of them have the time or inclination to spend hours learning to use the Internet. In the training the basic skills needed to start using the Internet were taught. The classes were video taped to enable the participants to review the material as many times as needed (Zeitz, 1995). The instructor showed them resources that could be used immediately. The same class was offered twice a week. The staff choose to attend a morning or afternoon class. The next level of training was offered the following week. They then had time to practice the skills learned in one session before they met for the next class.

The instruction will be continuously revised as needed. The feedback from the E-mail was very helpful. Being able to observe people in the media center as they used the Internet also helped the media specialist learn what to revise in the instructions.

Summative Evaluation. The summative evaluation was in the form of a report sent to the technology department of the Council Bluffs School District. The technology coordinators conduct monthly meetings with the system operators from all of the schools in the district. The system operators train teachers in their buildings to use technology. By sharing the results of this training, better Internet training should be possible in the future.

### CHAPTER III

#### THE PROJECT

The instruction covered three applications of the Internet: E-mail, Telnet, and searching the World Wide Web using Yahoo! All training was done in a computer lab directly connected to the Internet. Each participant had a computer to use for the practice part of the training. After the end of the instruction each participant was required to do a follow-up activity to encourage continued usage of the new skill. One-on-one or classroom help after the initial training was made available.

E-Mail was the first skill to be taught. It was an easy skill for staff members with previous computer experience to learn. Once they learned to send E-mail the participants were able to use the Internet to communicate with other classes, take part in cooperative studies on the migration of the Monarch butterfly (Barron: Orwig, 1993), send questions to scientists at NASA (Leshin, 1995), and join groups to share information with fellow educators (Bracey, 1996).

The second inservice taught the learners how to Telnet to other networks and use those databases for research. Due to limited budgets the schools are unable to buy materials on every subject students choose to research. With Telnet teachers and students can search for current materials on any subject. Textbooks

that are used for seven years can have information that is out of date. Being able to use other libraries' databases to locate information will be an advantage for schools.

The third inservice taught the staff how to use Yahoo! to search the World Wide Web (WWW). Students are growing up in a visual world. The WWW provides graphics with the information. The point and click menu makes the WWW easy to use. This is a positive aspect for students and adults who are not interested in spending hours learning how to get information, but the future users were taught to use the information carefully (Farmer, 1996).

At the end of the three sessions the faculty had the basic skills needed to use the Internet. They were exposed to the resources available and had ideas on how to use them with their students. They will be surveyed again to see what else they want to learn. During the first year the staff was exposed to the possibilities of the Internet and forty percent of the faculty were trained to use it. As these people used the resources found on the Internet with their classes, more of the faculty became interested and learned how to surf the Internet. This pattern of learning new technology fit in with findings detected by other researchers (Harris, 1994).

## CHAPTER IV

### CONCLUSIONS

Most of the staff at Hoover and Bloomer have been teaching for ten or more years. They have developed lesson plans to go with the curriculum and only made minor changes each year. They saw themselves as the center of learning in their classroom. None of the staff members used computers in elementary school and few used them at the secondary or college level. They needed a good reason to change their method of teaching. This is a common problem in all schools (McDowell, 1996). Using computer technology in the classroom was a big step that most of the educators at Bloomer and Hoover made. Learning how to search the Internet was easy for them. Integrating the Internet resources into the curriculum was more difficult. They needed time to practice, explore, and experiment. New users needed support as they learned and as they taught new technology skills to their students. Part of the role of the media specialist was to show the staff how to use the Internet, introduce them to some of the resources, and suggest ways to infuse this tool into the curriculum. The media specialist's biggest responsibility was to provide support for the faculty as they incorporated the use of this tool into their curriculum (Doyle, 1995).

The most common concern mentioned by the staff members was the possible student access to inappropriate materials. A future inservice might be teaching the faculty how to download a site and save it on the hard drive (Sturm, 1995). Thus a site would be ready at anytime and students would not be able to leap to other sites because they would not be connected to the Internet. The teacher could keep the students on task using only the selected materials. The sites could be used as created or adapted with questions or activities for the students as they go through the sites. Another possible variation might be creating a simulation activity using graphics, text, video and/or sound from the Internet (Heller, 1994).

Personal and professional web pages are popular on the Internet. Schools in this district will want to create one. An inservice on making home pages might be offered in the future (Symons, 1996). Individual classes may want to create their own page to highlight what they are learning in school. Teachers could showcase student work.

What the faculty at Bloomer and Hoover Elementary Schools can do using the Internet and other forms of technology is limited by their time and interest in learning to use these tools and the support given to them by the administration. When a district decides to invest in technology, it must also invest in training for the people who will be using the technology (Mather, 1996). To get staff

members to integrate the use of technology into the curriculum the administration needs to provide: leadership, encouragement, support, release time for staff development, hands-on training, time to explore possible uses, daily access to the equipment, and mentors (Kinnaman, 1994).



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## APPENDIX A

Needs Assessment and Analysis

## Questionnaire

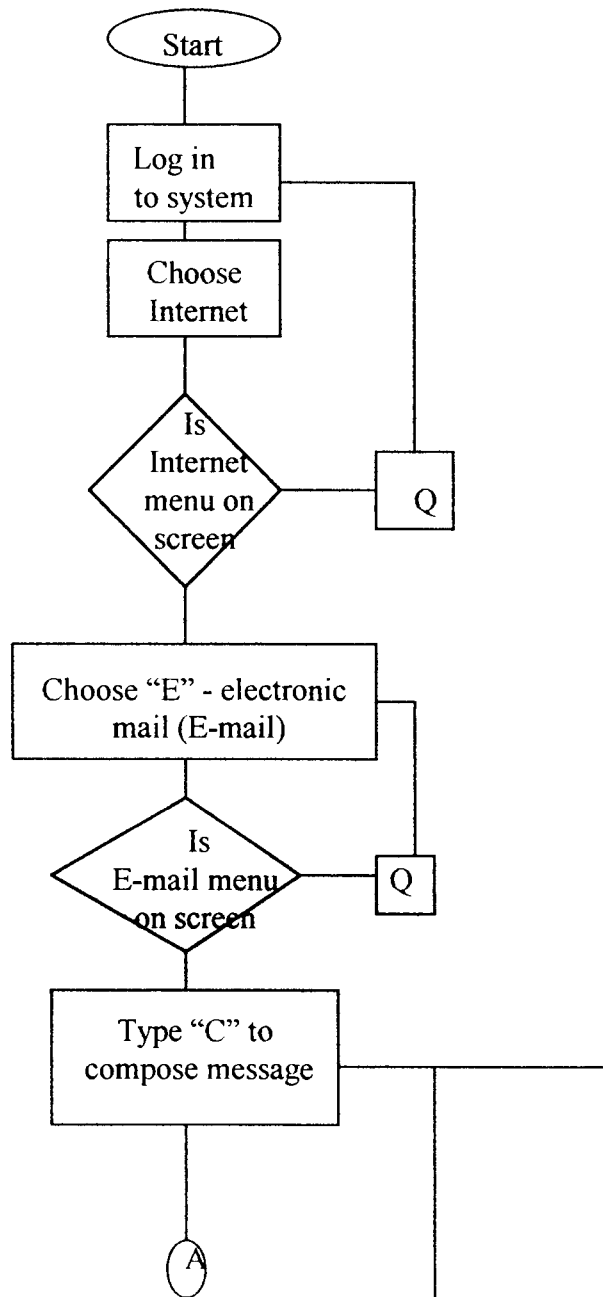
1. Have you ever used the Internet?  

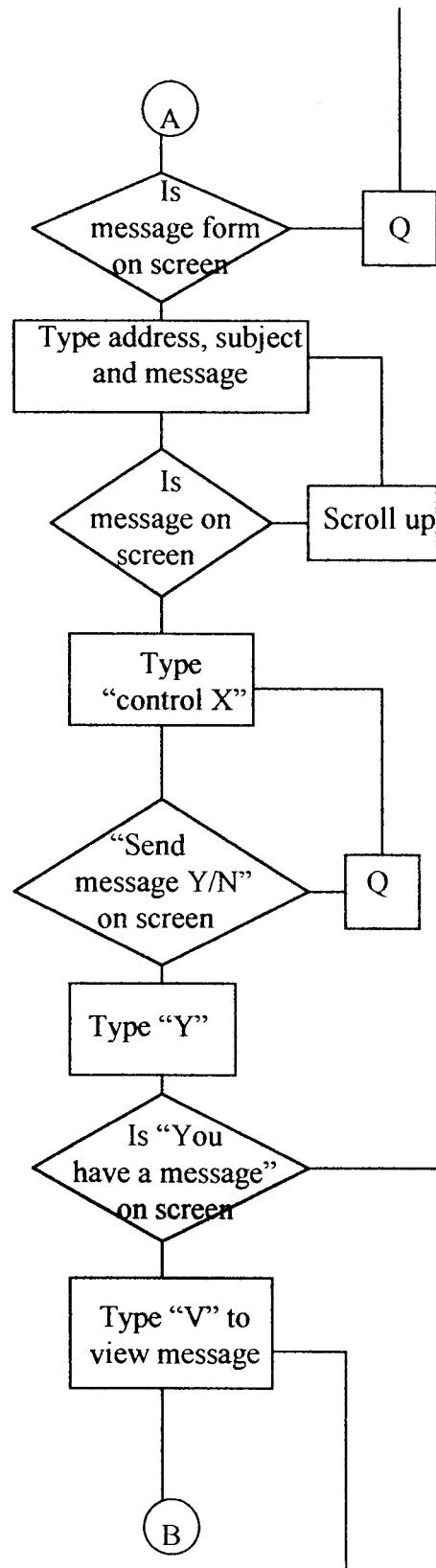
Yes	14	No	45
-----	----	----	----
  
2. If you have used the Internet, please circle the applications you have used.
  - A. E-mail (electronic mail) 12
  
  - B. LISTSERV (messaging program created around a particular theme/topic) 4
  
  - C. FTP ( File Transfer Protocol - used to send or receive large files) 2
  
  - D. On-line library catalogs 3
  
  - E. Archie 0
  - Veronica 0
  - Jughead 0
  - Gopher 3
  - WWW (World Wide Web) 10
  
3. What applications would you like to learn more about?  
 Since most of the people have never used the Internet they did not know what applications would be most useful. In general, they wanted to learn a little about everything and then decide what they would like to learn more about.
  
4. What are some concerns you have about using the Internet with your students?  
 The number one concern was students accessing inappropriate materials - how could one teacher monitor a classroom of students. This was closely followed by the concern of when teachers were going to have time to learn to use the Internet and what support would be available. Those who have used the Internet have some different concerns: Internet ethics and teaching students how to determine what material is appropriate.

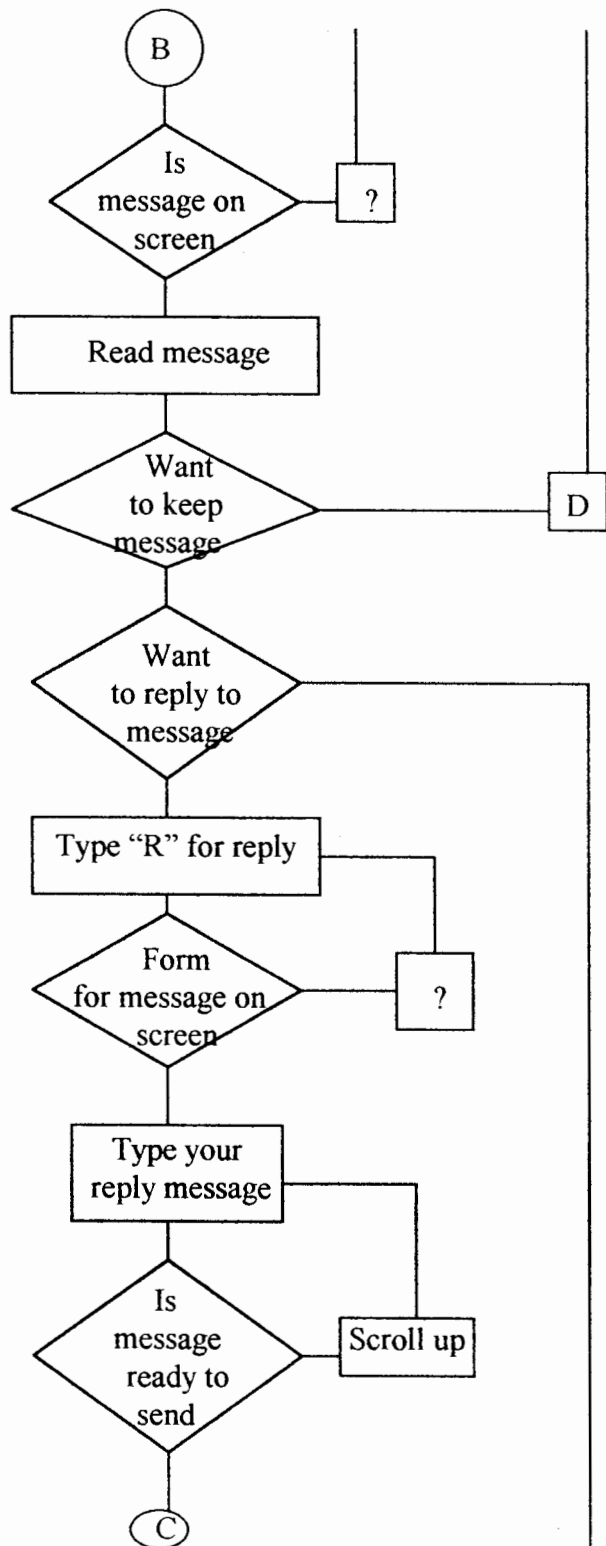
## APPENDIX B

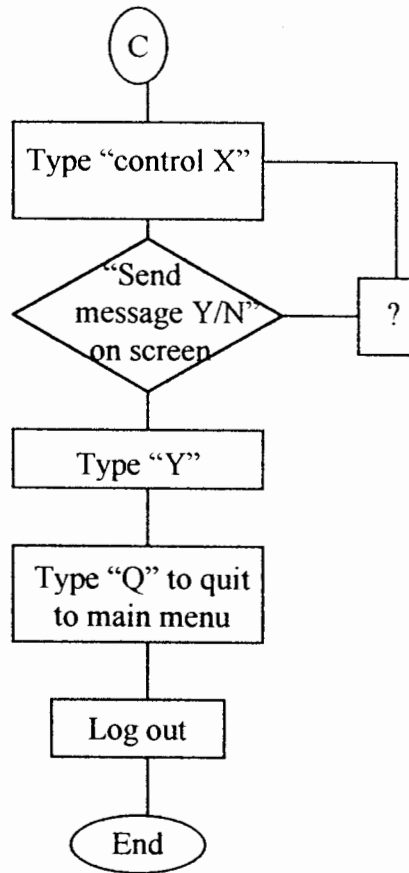
Content AnalysisFlow chart: E-Mail

Student  
will know  
how to log in

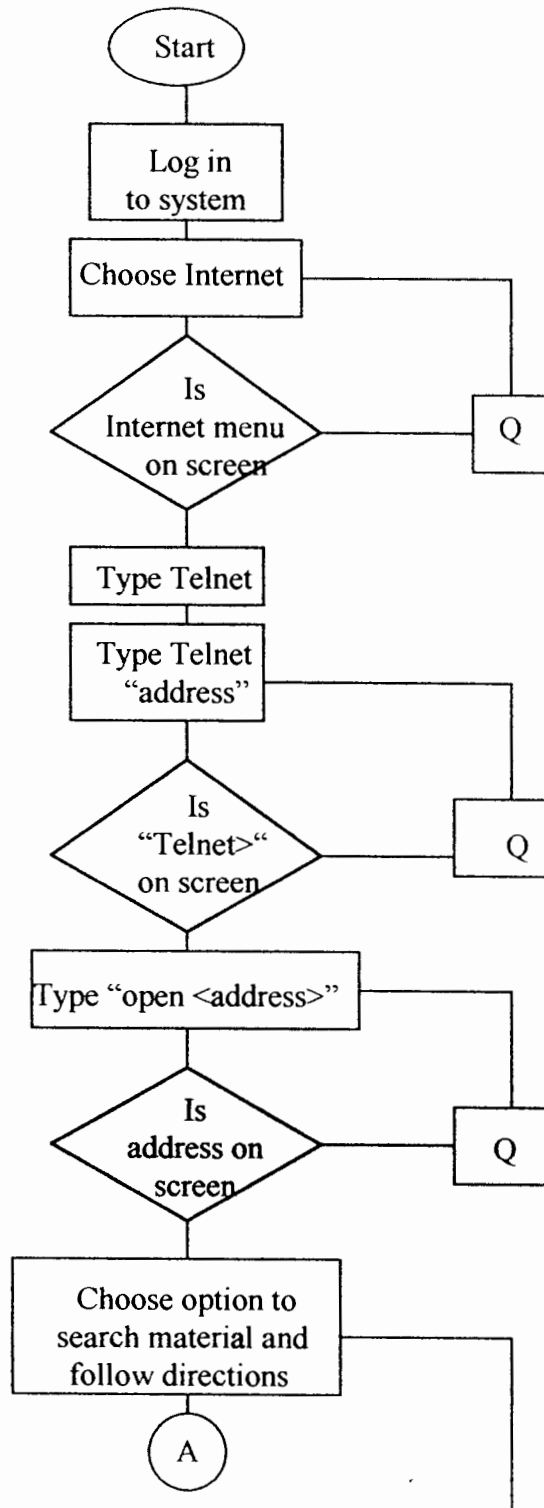
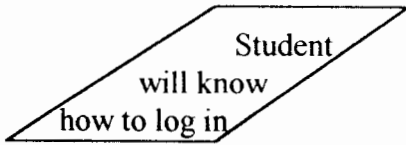




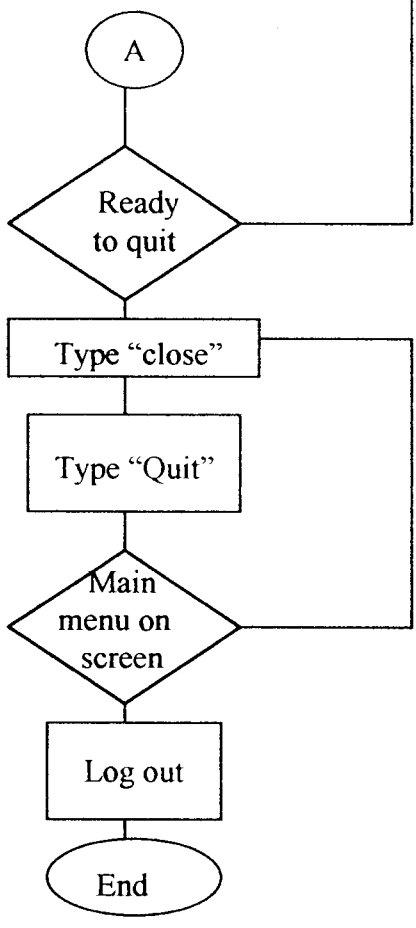




## Flow chart - Telnet

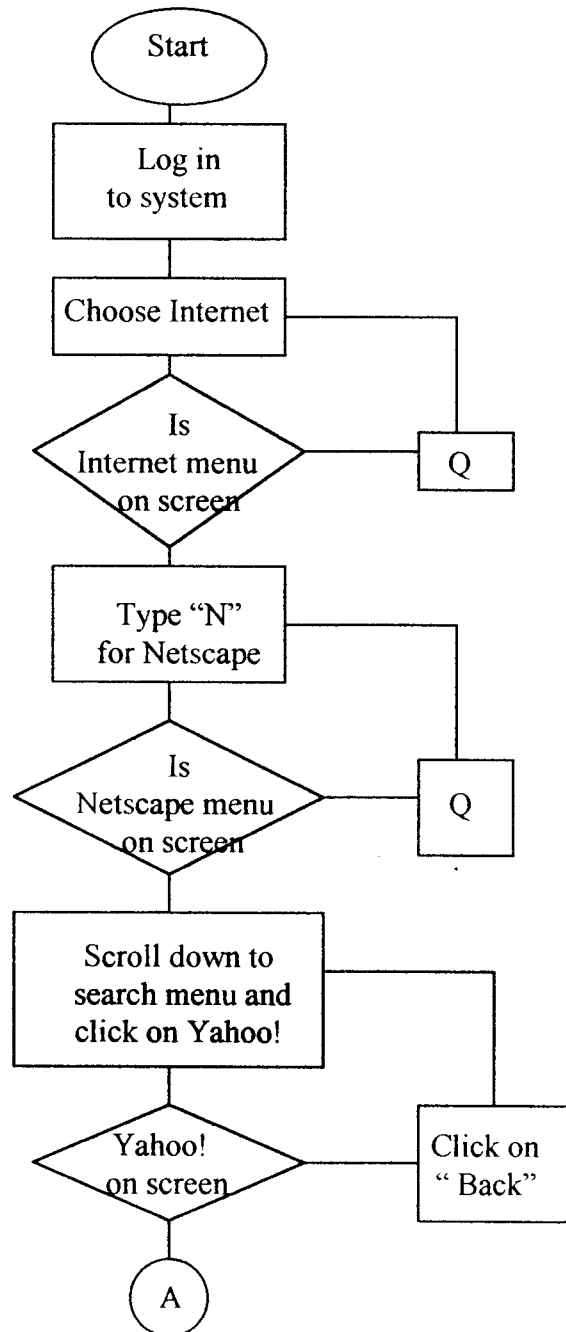


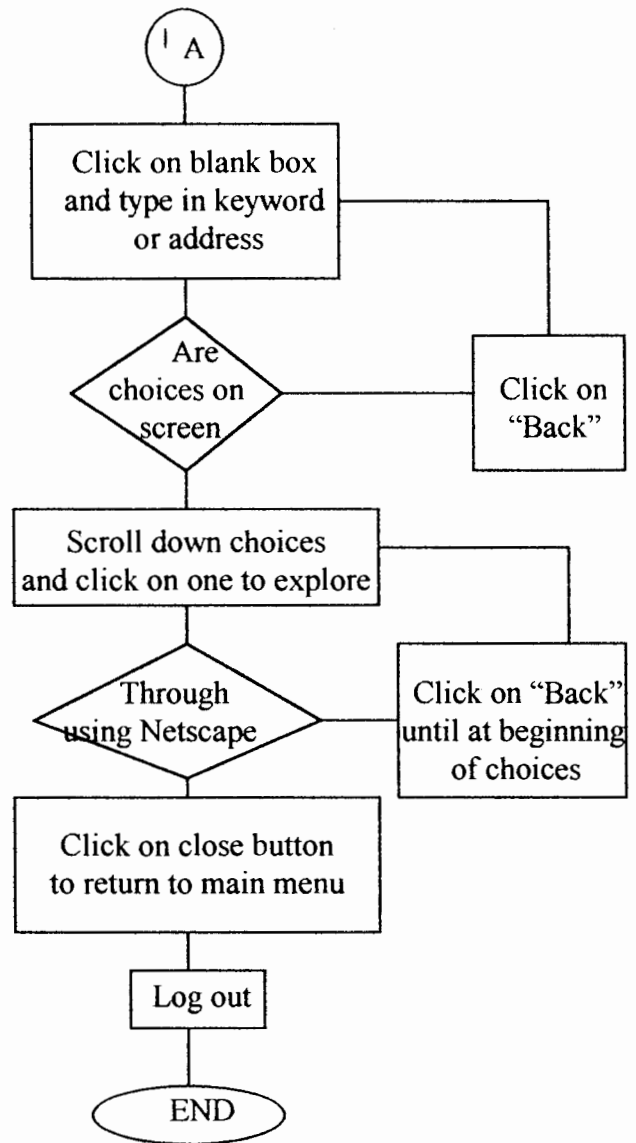




Flow chart - Netscape and Yahoo!

Student  
will know  
how to log in





## APPENDIX C

Design - Instructional Strategy: E-mail Session

Instructional event	Objective	Instructional Strategy	Media
<u>Anticipatory set</u> (Show uses of the Internet for teachers and students.)	4	Preinstructional activity	video
Inform learner of objectives and purpose (Instructor verbally goes over objectives & purpose)	1 & 4	Preinstructional activity	slide on computer
<u>Instructional input</u> (Briefly explain history of Internet, what different addresses mean, personal address parts)	1	Information presentation	slide on computer
<u>Modeling</u> (Demonstration of how to compose and send message, reply and delete a message)	1	Information presentation	Internet & computer
<u>Check for understanding</u> (Students will go through the steps with the instructor's guidance)	1	Student participation	Internet & computer
<u>Guided practice</u> (Students will be given a worksheet with information about participants & using E-mail match person with fact)	1	Testing	computer & worksheet
<u>Independent practice</u> (Students will weekly send 1 E-mail message to the instructor for the next 3 weeks.)	1 & 4	Follow-through activities	computer & Internet

Design - Instructional Strategy: Telnet

Instructional Event	Objectives	Instructional Strategy	Media
<u>Anticipatory set</u> (Have volunteers look up a topic in the <u>Reader's Guide</u> .)	4	Preinstructional activity	Stack of <u>Reader's Guides</u> , print version
Inform learner of objectives and purpose (Instructor verbally goes over objectives and purpose)	2 & 4	Preinstructional activity	Slide on computer
<u>Instructional input</u> (Explain how Telnet works, what other networks offer, how to get to sources)	2	Information presentation	Slides on computer
<u>Modeling</u> (Demonstration of using Telnet on the Internet)	2	Information presentation	Internet & computer
<u>Check for understanding</u> (Students will go through the steps to use Telnet with the instructor's guidance)	2	Student participation	Internet & computer
<u>Guided practice</u> (Students will be given a Telnet address for practice.)	2	Testing	Internet & computer
<u>Independent practice</u> (Students will send an E-mail message to the group telling about their experience using a Telnet address.)	2	Follow-through activities	Internet & computer

Design - Instructional Strategy: Netscape and Yahoo!

Instructional Event	Objective	Instructional Strategy	Media
<u>Anticipatory set</u> (Show the students a commercially produced CD of sites on the WWW)	4	Preinstructional activity	CD-ROM & computer
Inform learner of objectives and purpose (Instructor verbally goes over objectives and purpose.)	3 & 4	Preinstructional activity	Slide on computer
<u>Instructional input</u> (Explain how the WWW is different from other applications on the Internet, how to get in the WWW, and how to use Yahoo! & Netscape to search the WWW.)	3	Information presentation	Internet & computer
<u>Modeling</u> (Demonstrate using WWW and search engines)	3	Information presentation	Internet & computer
<u>Check for understanding</u> (Students will go through the steps to get on the WWW and search a topic.)	3	Student participation	Internet & computer
<u>Guided practice</u> (Students will locate 10 sites on a topic of their choice and show one to the group.)	3	Testing	Internet & computer
<u>Independent practice</u> (Student will send by E-mail a list of 10 sites that will work with their curriculum.)	3 & 4	Follow-through activities	Internet & computer

## APPENDIX D

Evaluation: E-mail

## Sample worksheet

Listed below are facts about the people taking this class. Send E-mail messages to your fellow students and ask them questions to try to determine who matches the facts. You must answer truthfully to all questions! The person with the most correct answers at the end of twenty minutes wins a prize!

1. I lived in Korea for 2 years.
2. I once shook Richard Nixon's hand.
3. I won \$20,000 in the lottery.
4. I once worked for the FBI.
5. My goal after retirement is to travel around the world.
6. I made a CD of songs I wrote.
7. My hobby is making wooden puzzles.
8. I sang with Up With People for 2 years.
9. I also speak German.
10. I repair watches on the side.

Evaluation: Telnet

## Sample worksheet

Write your topic and Telnet address in the space below. Search for your topic using your Telnet address. Write down what type of information you were able to locate.

Topic \_\_\_\_\_

Telnet address \_\_\_\_\_

Information located:



Evaluation: Yahoo!

## Sample worksheet

You are going to look for information on a topic of your choice. Locate at least ten sites on your topic. Let the instructor know when you are ready to demonstrate your favorite site.

Topic \_\_\_\_\_

## Site addresses

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.