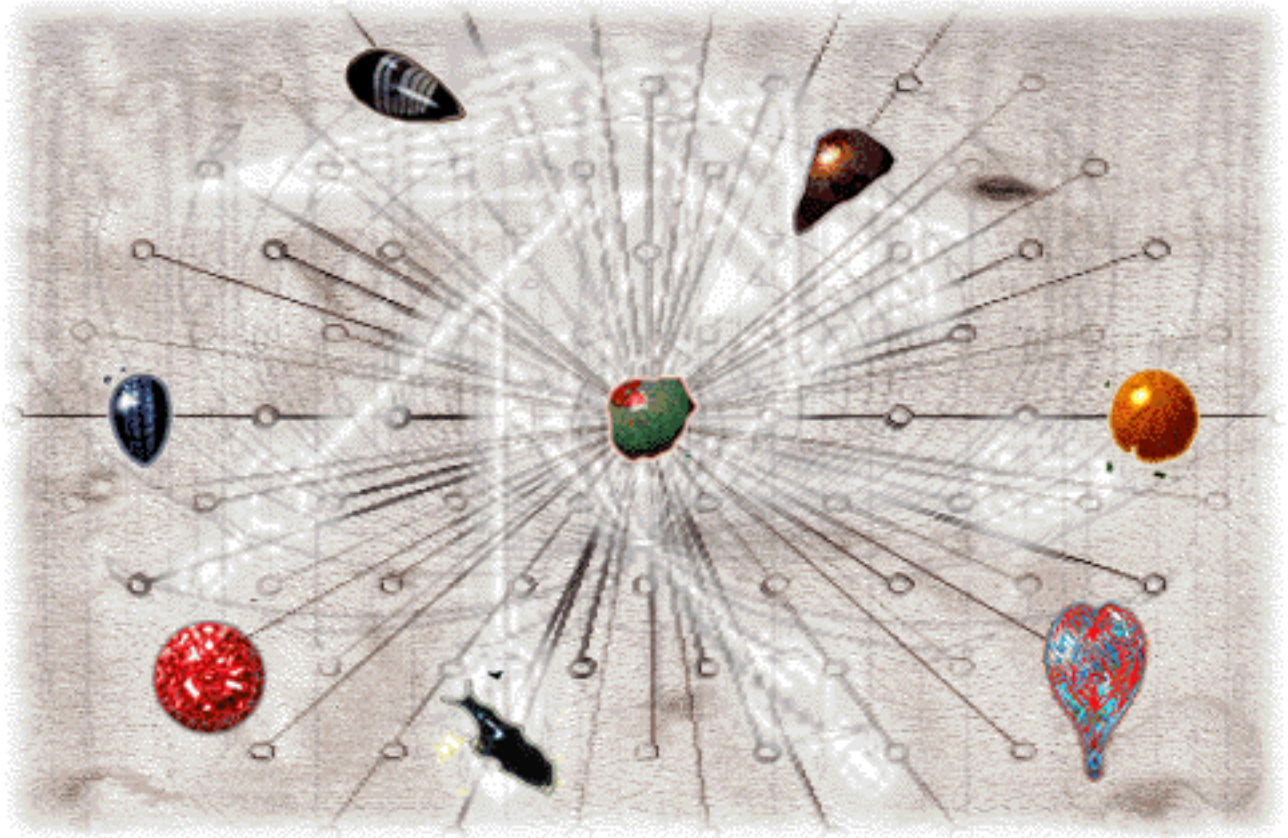


I*EARN AUSTRALIA

Youth Making a difference through the use of telecommunications



“The flood of instant information in the World today- at least in the Western Industrialized World- sometimes seems not to further but retard education; not to excite but to dampen curiosity; not to enlighten but merely to dismay.”

**William Shawcross
“The Quality of Mercy”**

May 1996

I*EARN AUSTRALIA

A Classroom Telecommunications Manual

April 1996

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The Whalesong Foundation is a registered limited liability not-for-profit Educational Foundation (ACN 066599988), operating the I*EARN Australia Centre as a full member of the International Education and Resource Network (I*EARN).

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Contributions

I*EARN International with thanks to Ed Graggert

I*EARN Australia

“Roadmap “ The Internet Training workshop-Patrick Crispin



I*EARN Australia is a foundation member of I*EARN, the International Education and Resource Network

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Welcome to I*EARN Australia and the Global Family of the International Education and Resource Network. As of March 1996, I*EARN International reportedly consisted of over 1500 schools and youth organisations in over 30 countries, working together to make I*EARN a global model for the use of telecommunications in the classroom.

It is the wish of all I*EARN participants to actively work to EMPOWER the youth of the world using telecommunications and associated technologies, to gain a better and fuller understanding of the world around them. It is with this understanding, and the skill to apply their knowledge, that students will ultimately be empowered to make a meaningful difference for the future health and welfare of all the inhabitants of our planet.

At the joint I*EARN teachers and management meeting in Puerto Madryn Argentina from July 1st to 14th 1994, I *EARN became a fully operational non-profit global organisation dedicated solely to the goals stated above.

We facilitate projects designed to assist young people to empower themselves to work together in different parts of the world through a global telecommunications network (I*EARN). I*EARN has worked with schools in the US, former USSR, China, Costa Rica, Israel, Australia, Belgium, Korea, Canada, New Zealand, Argentina, Mexico, England, Finland, Japan, Mexico, Netherlands, Indonesia, Brazil, Kenya, Spain, Nicaragua, Eastern Europe, Cuba, Singapore and Zimbabwe. We are growing daily and you are part of that growth.

We invite you to join us in the I*EARN Network and help demonstrate that elementary and secondary students can make a meaningful contribution to the health and welfare of people and the planet. We want to see students go beyond simply being “pen-pals” to use telecommunications in joint student projects as part of the educational process. The paradigm shift in education, needed to lead us positively into the 21st century, will come at the hands of the youth of today, working confidently, without the political, social or geographical barriers of the past.

We look forward to working with you all in this most exciting educational initiative and we suggest you take a few minutes to look through this manual to gain an insight into the operation of I*EARN Australia and how best you may go about participating in the Network.

William A.J.Coppinger and Andrew Hocking
Centre Co-ordinators: I*EARN Australia

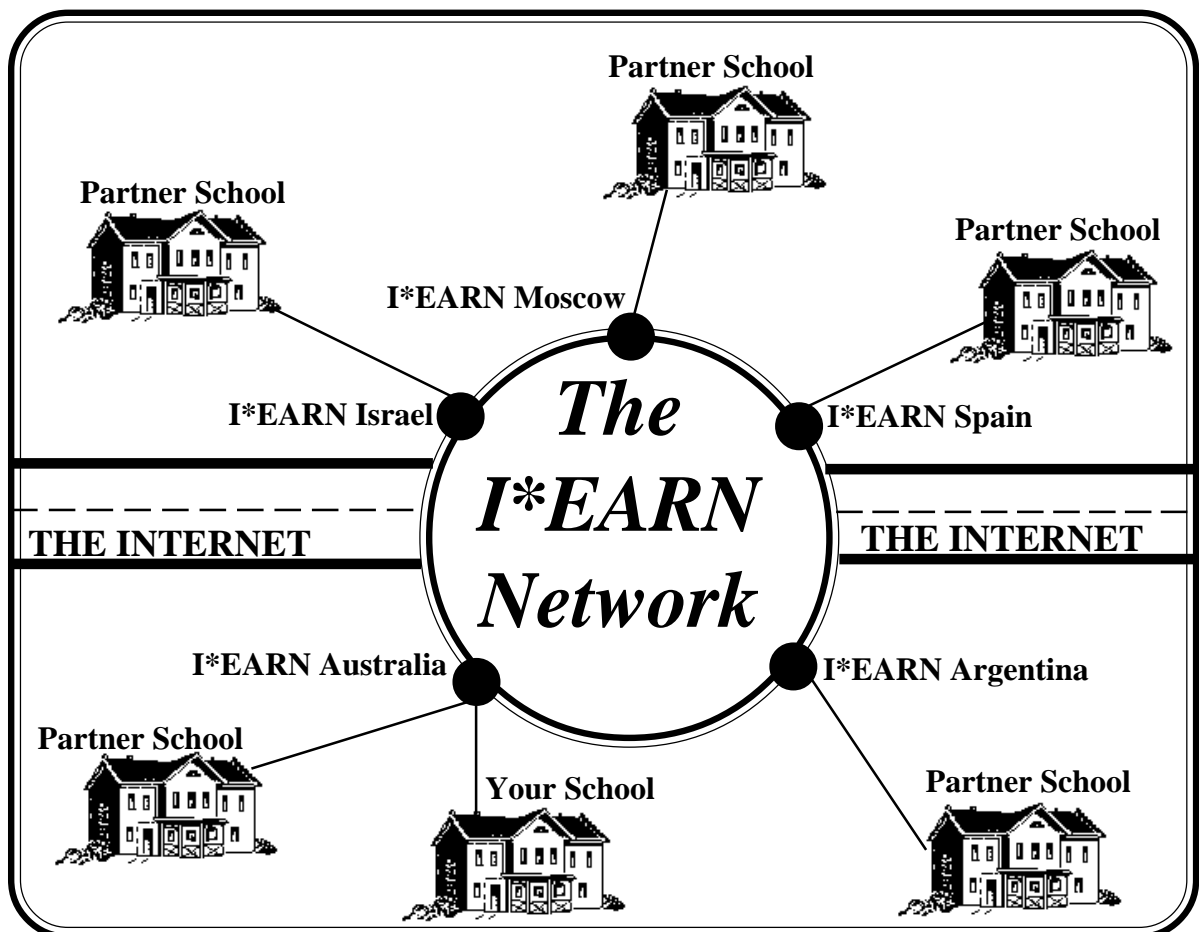
THE I*EARN WORLD.....

The International Education and Resource Network consists of people exactly like yourselves. Teachers / educators and students from across the globe who are all trying to find ways of working with others from around the world to address and re-dress many of the problems facing us.

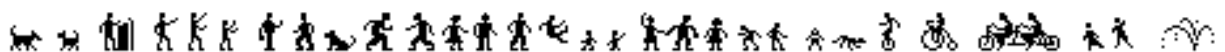
The I*EARN Network is a people network first, a telecommunications network second. We are working to assist people to work and learn together. At times, and with many of the limited resources available to some school communities around the world, we rely on any form of communication that we can sustain. Ultimately, the work of I*EARN is focussed on the needs of people worldwide.

With this in mind, we hope you will embark on your journey on the “Internet” using the I*EARN network to guide you. I*EARN provides a map that helps you find like minded colleagues from across the state, the country or the globe.

We hope that your journey will take you on the information superhighway and that it takes you “off the beaten track” to communities and schools a world away. Meeting and “travelling” with these people along the way will, we hope, be an enormously rewarding experience. Below is a simple representation of the I*EARN WORLD...



METHODS AND EXAMPLES OF INTEGRATING TELECOMMUNICATIONS INTO THE CLASSROOM



How Do I connect??

Well, before launching in to a telecommunications project at school, you may need to solve the dreaded **CONNECTION PROBLEM**.

I*EARN resides on the APC network, the Association for Progressive Communication. The node for this network in Australia is PEGASUS.

You must have a Pegasus ID and Password to be able to enter the I*EARN "closed Newsgroups". I*EARN has closed these groups to ensure a consistent and "friendly" environment is created for all I*EARN members world-wide. To get to I*EARN, you need to have access to the internet. You can do this by subscribing to ANY INTERNET SERVICE PROVIDER. Pegasus Networks provides these services as do many other ISP's. Which ever you choose, you will still need a PEGASUS/I*EARN ID to participate in online projects.

If you already have an ISP or can get cheaper access with a local provider, then PAX is the answer for you.....

What is PAX?

PAX is a new way to access the online facilities, content, communities and features of Pegasus Networks, for anyone who already has access to the Internet. If your Internet access is provided by a University or school network, a corporate LAN, a Government department, or a commercial ISP, PAX allows you to access selected Pegasus-based services, on a simple, flat annual-charge basis of \$60 per year, without paying extra time or carriage fees.

<http://www.peg.apc.org/PAX/faq-pax.htm>

PAX is designed for those who already have access to the Internet. Pegasus can provide this if you don't have it, but PAX allows you to use whichever Internet service is most convenient for you. That might be a regional or local provider, your place of work, school, university, coffee shop, a public access point (in any country), or another commercial Internet provider. You then need a PAX account as well. Unlike many commercial accounts, PAX is charged a flat annual fee only. Conference access on Pegasus is via the standard "NNTP" protocol, supported by software such as Netscape and Free Agent. Email access is via the POP and SMTP protocols, and FTP access is available as standard. After you get your PAX account, you are ready to access Pegasus. For conferences, simply point your NNTP software to **nntp.peg.apc.org**, while for email, point your POP mailer to **pop.peg.apc.org**; and enjoy the extra facilities available.

So? Now I am connected, what next?

Once you have chosen a service provider, established an I*EARN membership and created your PAX or Pegasus ID, you are ready to go.. Extensive online support is available to all I*EARN members. For I*EARN related matters, you may wish to scan this manual or contact the I*EARN Australia support office. For more technical advice, you may wish to view the Pegasus Support Web Site that provides a great deal of useful information;

URL: <http://www.peg.apc.org/support>

[NETNEWS](#) | [COMMUNITY](#) | [CONFS](#) | [SERVICES](#) | [SUPPORT](#) | [CONTACT](#)



Pegasus Networks Support

- [Support Online](#) - Using Your Pegasus Access
- [PAX Support Page](#) - Information for PAX Users
- [Pegasus Web Resources](#) - W/W/W on Pegasus
- [Using the Internet](#) - Information on Internet services
- [Software Information](#) - Home Pages for Software
- [Modems](#) - Help with Modem use and hardware
- [PC's and the Internet](#) - PC Links
- [Mac's and the Internet](#) - Mac Links
- [Pegasus Manuals](#) - Documentation for Pegasus Networks
- [Pegasus InterACT](#)
- [Email Support](#)

The settings for your MAIL and NEWS clients can be found BELOW.

This is a version of Netscape 2.0©

Mail

Outgoing Mail (SMTP) Server :

Incoming Mail (POP) Server :

POP user ID :

Mail Directory : Maintosh HD :System Fo...nces :Netscape f:Mail

Maximum Message Size : None 40K (Extra lines are left on the server)

Messages are copied from the server to local disk, then:

Removed from the server Left on the server

Check for mail every : minutes Never

News

News (NNTP) Server :

Get : Messages at a time. (Maximum 3500)

Please note: On Netscape 2, to bring the changes into effect you need to click the apply button at the bottom of the dialogue box.

METHODS AND EXAMPLES OF INTEGRATING TELECOMMUNICATIONS INTO THE CLASSROOM

Technology on its own provides little meaning. However, when it is put into a curriculum and global context which allows students to participate fully in projects of interest to them and provide a means of empowerment, we tend to see changes within students and their learning outcomes. Students benefit greatly when they are able to participate, communicate and act on what they are involved in. It is then that we can hopefully prepare them to participate in and understand the world around them more effectively. The technology of telecommunications, well designed collaborative theme based projects and enquiry based learning can allow students and teachers to achieve very meaningful outcomes. Electronic conferences provide the medium for this to occur....

Electronic Conferencing

Communication is the essence of being a part of I*EARN and to facilitate this communication we utilize electronic conferences. Through the use of electronic conferences, students and teachers can participate and initiate projects which they are interested in. Conferences allow all the participants from around the world to see what is going on and to take part in any of the projects, discussion and activities on offer.

What is a conference?

A conference is like an electronic room which is designated to deal with a given area of interest, for example, student writing or water quality management. In a “conference room” people can designate parts of the room to deal with specific areas of interest. These different areas are called topics. Once you enter a conference, you can propose a new topic, read and respond to existing topics or just take note of what is going on. The conferences encourage people to discuss issues in a public forum and by their nature, they are inclusive and tend to draw people into the projects and issues of discussion. Conferences also save the participants a great deal of time by organizing the information and by allowing for quick, easy and selective viewing of the content. This is a major benefit in the participation and management of a telecommunications project.

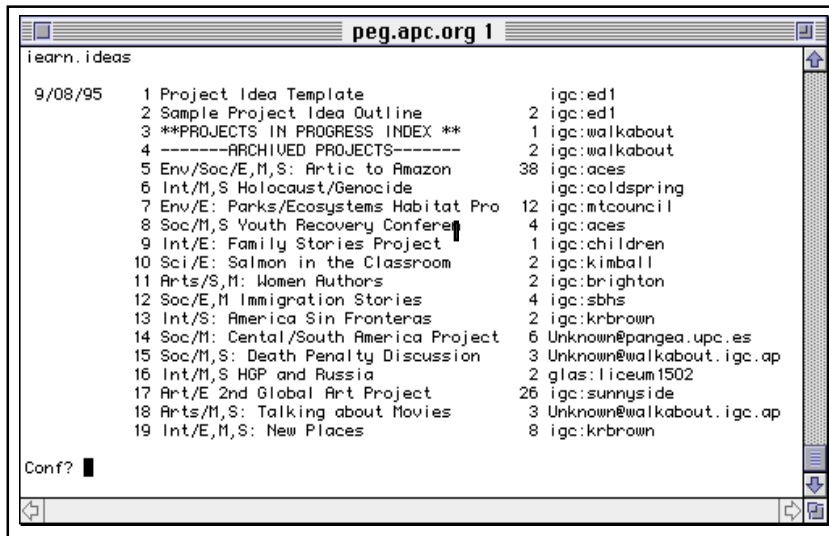
- Conferences encourage collaboration
- Conferences allow interaction between many users
- Conferences act as “archives” of discussions
- Conferences allow “selective” discussions, avoiding “floods” of e-mail
- Conferences support good teaching and learning practice.

The Different Methods of Accessing the I*EARN Conferences

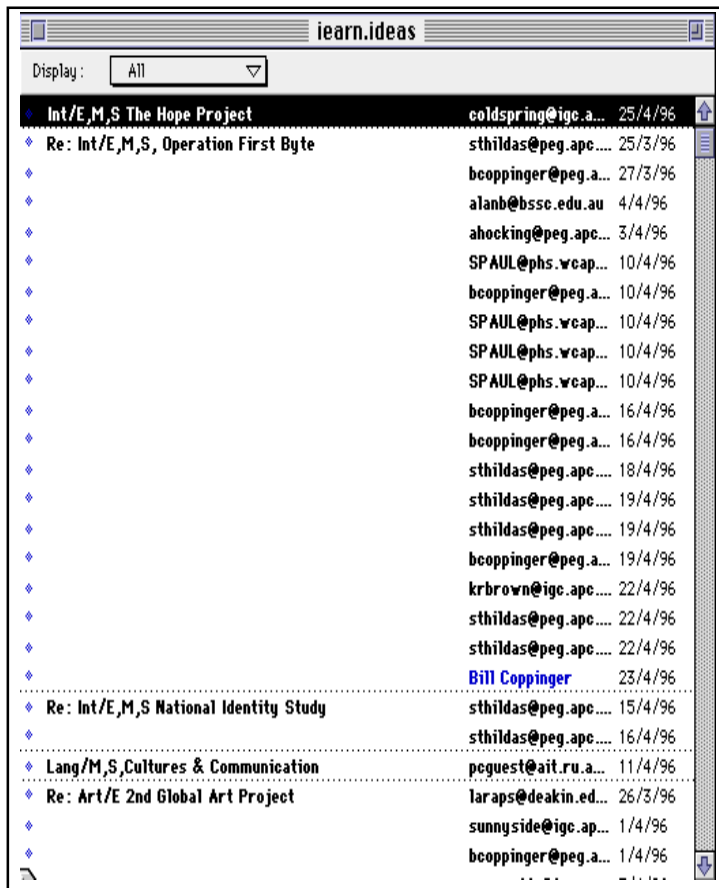
At the heart of the I*EARN Model are Conferences or Newsgroups.

What you see on the right is a "text window" or "terminal" version of a conference. Originally, the internet standard only supported TEXT, but as things have developed, we are now able to transmit much more complex and thus ultimately, more "user friendly" interfaces. It

should be remembered that in MANY COUNTRIES of the I*EARN Network, users are only able to "see" a text version of the conference.



If you are using a "terminal connection" to view the I*EARN Network, such as Z-term© or ProComm© then this is the style of conference you will "see". If you are "telnetting" into the I*EARN Network, then you may also be viewing the conferences in a terminal window.

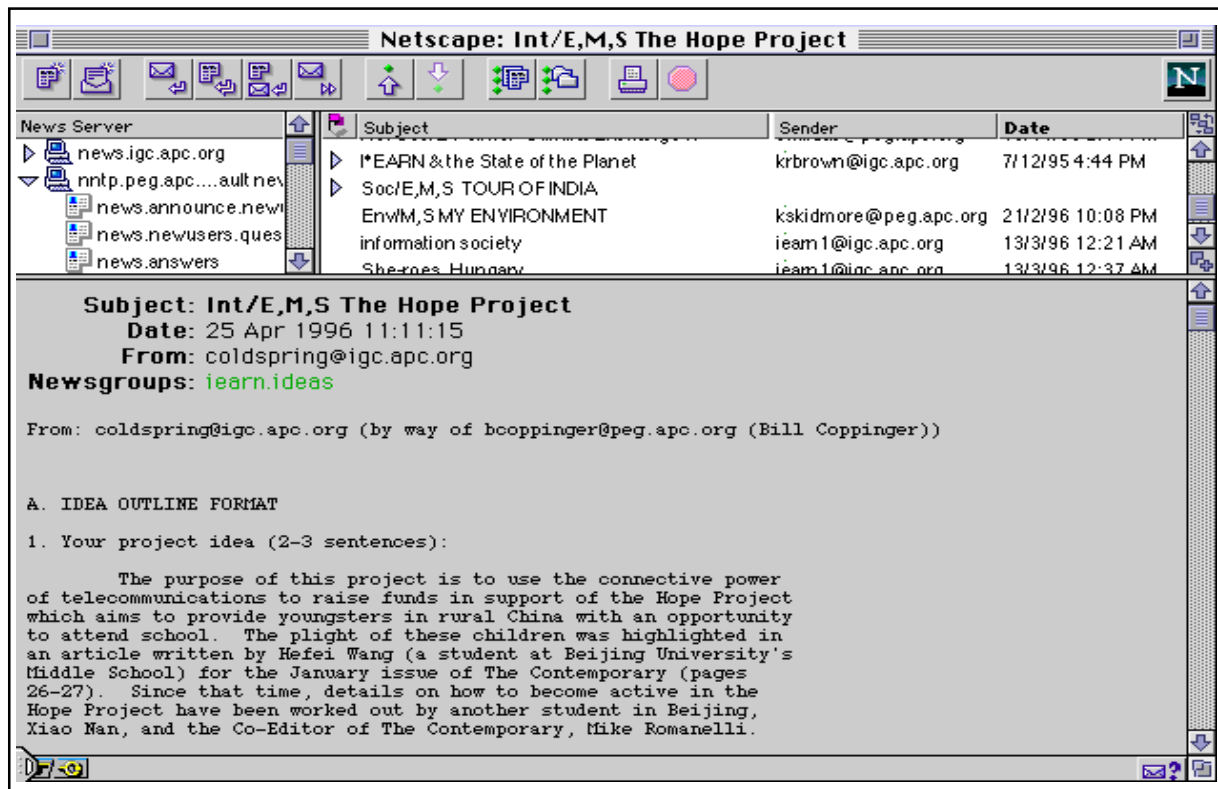


In the example on the left, we are viewing EXACTLY the same type of information, but using a different connection method and software.

In this case, we are using OFFLINE READER SOFTWARE. This greatly reduces the amount of time online and allows you to respond at your leisure.

This particular example is NewsHopper 1.2© but you may also be using Free Agent or other OFFLINE readers.

You can see here that the STRUCTURE is different, the content is the same..



In the example above, we have entered the Conference iearn.ideas ONLINE via a Web Client, in this case, NETSCAPE 2.0©. Netscape 1.1© shows a "Web Page" format when viewing conferences. Once again, the same conference, different software and a different "view".

Schools that have a LAN connected to the Internet may find this view, the most efficient, as many users could access the conferences simultaneously.

Schools with a single or a few "un-networked" machines, may find the cost benefits of Offline readers, and thus the ability to share conference access with many people on one machine, the most effective access method.

Using Eudora to post to a conference

Eudora can be used to post new topics and responses to existing topics within conferences and can be a very useful way of providing students with the ability to respond to a conference.

The conference you wish to post to has an address which you can enter in the "To:" area. For example if I want to send e-mail to the iearn.teachers conference the address is

iearn.teachers@conf.peg.apc.org

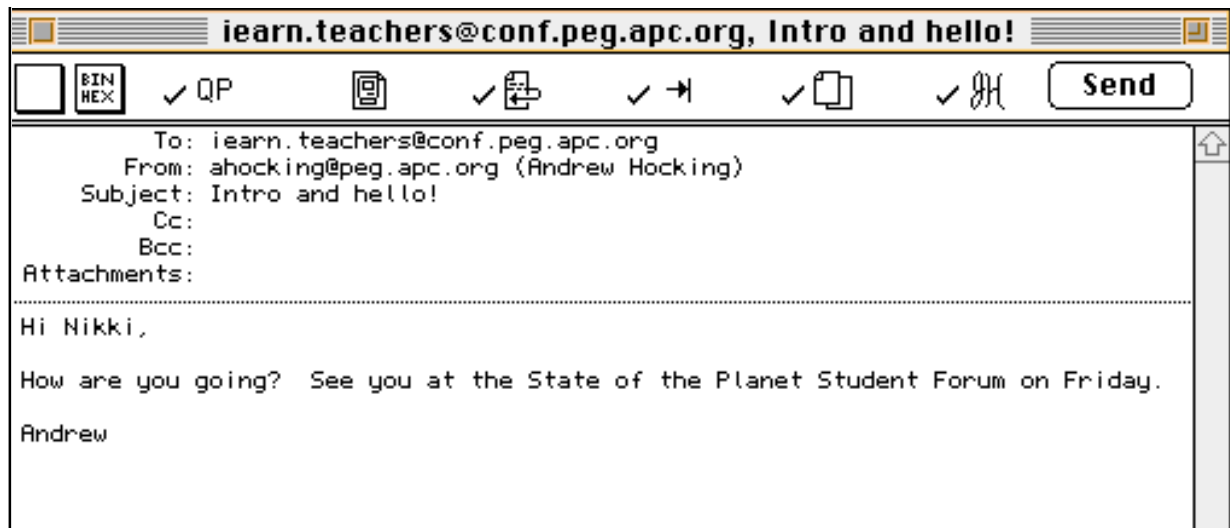
If I wanted to send something to the iearn.tc conference the address would be

iearn.tc@conf.peg.apc.org

In essence the e-mail address for a conference is the conference name followed by

@conf.peg.apc.org

You can enter what ever subject you want if you wish for the posting to go in as a new topic. However, if you wish for your posting to go in as a response to an existing topic then you need to be very careful that your "Subject" line is **EXACTLY** the same as that of the topic in the conference you wish to respond to. The example below shows that the message is going to the iearn.teachers conference and is going in as a response to the existing topic, "Intro and hello!" To ensure that you get the subject exactly the same, it is often worthwhile copying it from the conference and pasting it straight into the subject line.



*Please Note: To send email to an I*EARN conference you must have Eudora configured to your Pegasus mail account. This is a precautionary measure to prevent anyone posting to the I*EARN conferences.*

Conference Access in Summary

- ∞ Conferencing SUPPORTS collaboration far better than EMAIL or LISTServs
- ∞ The way conferences "look" depends on your connection method and software
- ∞ Conference Topics are universal. Always refer to projects by the EXACT TOPIC
- ∞ Different countries may not "see" what you "see" in the same order/format
- ∞ Making changes to a conference entry will NOT CHANGE entries that have been networked to other countries.
- ∞ If in doubt, contact the Conference facilitator or I*EARN Australia

Where to Begin....

To follow are conferences which you should take the time to visit and familiarize yourself with the methodology of the I*EARN Network collaborative theme based projects and the use of conferences.....



IEARN HELP

A conference which is worth visiting is the IEARN.HELP conference. The I*EARN Australia Centre set up the conference, specifically for newcomers, to answer some of those questions that we all face when we come online. It also contains specific curriculum suggestions for integrating telecommunications into the classroom, as well as practical suggestions for making the most of your Internet connection. This is a moderated and read only conference which means that you will not be able to directly write to or upload messages here.

You can also use the URL <http://www.peg.apc.org/~iearn/help.htm>

IEARN.YOUTH

This is an informal meeting place for students involved in the I*EARN Network. Students can form pen-pal relationships with students from all over the world. It is also a place where students can discuss issues which are important to them and develop project ideas which can then be placed on IEARN.IDEAS. Well worth a visit by students, and teachers who can get a sense of what is going on.

IEARN.TEACHERS

This conference is an informal place for teachers and students involved in the I*EARN Network. It is often used by teachers wishing to introduce themselves and is a good place to develop contacts with teachers from around the world.

IEARN.IDEAS

This conference is a place for participants to discuss new topics and project ideas on a more formal basis. This conference acts as a place for projects to operate under particular topics and if a topic gets enough interest it may develop into a separate conference. This was the case with the conferences [iearn.uv](#) and [iearn.aqua](#). Both project ideas were originally posted to [iearn.ideas](#) and because of the interest generated they developed into their own conferences. Some projects/activities may only run for a limited time and operate only on the [iearn.ideas](#) conference under the set topic.

On the following page is the format in which new project ideas should be prepared and posted in.

IDEA OUTLINE FORMAT

Please use the following Outline and Topic Title format when submitting your project idea outlines to the conference facilitator. This will provide a clear and concise description of your Project idea which will make it easier for others in I*EARN to clearly understand your Project.

The iearn.ideas facilitator posts all formal ideas to the ideas conference. You can also do this by submitting your idea VIA the WEB.

You can find the template at.

<http://www.peg.apc.org/~iearn/themes/projform.htm>

1. Your project idea (2-3 sentences):
2. Year and age level of project participants:
3. Will this project fit into the school curriculum, be extra-curricular, or occur outside of the school? Please describe.
4. Proposed starting date:
5. Proposed ending date:
6. Expected outcomes/products:
7. How will this project make a contribution to others and the planet? Please describe.
8. Will this project involve individual students or an entire class
9. Approximate number of other participants needed to make a successful project (minimum & maximum)
10. Email address of project proposer:
11. Name of project contact person:

THE TOPIC TITLE

After you upload the description of your project idea, the system will prompt you for a TOPIC TITLE. Each TOPIC TITLE must be prefaced by a subject prefix so that readers will easily know the subject category of your project--without having to read the entire description.

- ENV.** = **Environmental or Natural Sciences**
- SOC.** = **Social Studies, Politics and Economics**
- ARTS.** = **The Arts and Literature**
- LANG.** = **Language-based Projects**
- OTHER.** = **Other/Interdisciplinary Projects**

For example, the TOPIC TITLE of an environmental project on acid rain might look like this.....**ENV.Acid Rain Study.**

When beginning in I*EARN Projects, it is often a good idea to participate in other peoples projects for a while before proposing your own. Through participating in other peoples projects you are able to get a sense of how a project may operate.

<http://www.peg.apc.org/~iearn/themes/projform.htm>

THEME BASED PROJECTS

Project Idea Template

Please use the following Outline and Topic Title format when posting your project idea outlines to I*EARN Australia. This information will be sent to the facilitator of the conference, [iearn.ideas](#). This will provide a clear and concise description of your Project idea which will make it easier for others in I*EARN to clearly understand your Project.



A. IDEA OUTLINE FORMAT

1. **Your project idea (2-3 sentences):**

2. **Grade and age level of project participants:**

3. **Will this project fit into the school curriculum, be extra-curricular, or occur outside of the school? Please describe.**

4. **Proposed starting date:**

5. **Proposed ending date:**

6. Expected outcomes/products:

7. How will this project make a contribution to others and the planet? Please describe.

8. Will this project involve individual students or an entire class?

9. Approximate number of other participants needed to make a successful project(minimum & maximum):

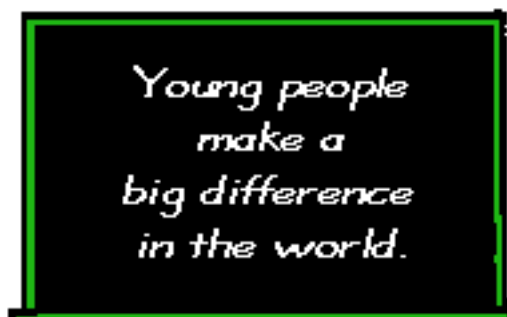
10. Username of project proposer:

11. Name of project contact person:

Submit Project Proposal

Reset

NOTE: Topic 4 or [learn.ideas](#) is an example of one *hypothetical* project idea outline.



First Steps

In some ways, telecommunications and the use of the Internet, are no different to any new initiative in school. It takes a lot of planning, resources, the right people and just an ounce or two of good luck. In other ways, it is like nothing you will have done before at school and it has the potential to turn the learning environment “upside down.”

Having been involved in telecommunications projects at the secondary level for the past six years, we have made most of the mistakes that can be made. Below are a few of the “Always” and “Nevers”.

ALWAYS

Δ **Communicate....** Even if you cannot meet the requirements of a project you have started and get “bogged” down, always send some kind of message to the people you are working with to explain the situation. It is imperative that you don’t remain silent. Silence is impossible to interpret and in some cultures it is considered very rude.

Δ **Assess....** Ensure that you assess your capabilities. Look at your technical resources and curriculum demands and decide what is manageable. Two computers and 150 students is not a recipe for immediate success. Assess your own computer prowess and take a little time to familiarize yourself with the ins and outs of email, conferencing and the World Wide Web.

Δ **Start small....** A few students, a couple of teachers and a project that the group is comfortable with is the best way to start. Over a number of years we have gone from individual communication, to small group projects to whole class projects. This progression is a realistic one to follow and will hopefully present the best outcomes.

NEVER

Δ **Overcommit....** Don’t overcommit your resources. In the rush to get involved in national or global projects, it is very easy to stretch your resources too far and end up disappointing yourselves and those you are working with. Better to have one or two small successes, than a number of huge failures.

Δ **Let the technology drive the project....** In all cases, try to identify how the technology can be used to enhance what you are already doing well. Let the curriculum that you value be the driving force of how and when you use the technology.

Considerations

There is nothing more exciting than communicating with people from another country or culture. Although the project will begin in the classroom as a simple computer mail programme, it has the potential to develop a life of its own as students and educators begin to 'speak' with each other and real relationships form. Ideally, this is what will occur. To facilitate this, certain key elements must be considered:

- 1. The student:computer ratio.** Two to three students per computer is the ideal in order to minimize frustration and boredom and maximize collaboration. Obviously each school environment/country will be different. It may be that the students do not use the computers a great deal in their participation of the project or activity, but instead utilize the results of the communication.
- 2. Individual disks versus networking systems.** Without a complete network it will be easier and more cost effective to have students complete work on individual disks using a simple text editor program and then transferring (uploading) that completed document or file to a network for transmission. Each student should have their own personal disk on which to work. Software such as Eudora and Offline Conference Readers can greatly enhance the student access time with limited computer resources and student monitors and management teams are also very useful.
- 3. Opportunity for 1:1 exchanges.** The opportunity for pairing students one on one from the participating schools or matching classes is important and should be considered. Just as individual friendships would form if the school groups were actually visiting each other, so they also can be formed over the I*EARN Network. The matching of individuals and classes over the I*EARN Network takes a great deal of planning and most importantly it requires the use of the medium to **communicate** with the intended partners.
- 4. Preparation and transmission.** Preparation and transmission should be seen as two separate tasks. Preparing the transmission, researching and creating material to be transmitted, is a very important part of the whole process.
- 5. Technical support.** To participate in a telecommunications project, an existing knowledge of computer skills is obviously required. It is important for each participating school to have technical support in place and available either via the system or in the school building so that the natural flow and enthusiasm for the project does not become thwarted by technical questions or difficulties.
- 6. Planning time.** All electronic exchange programmes will take extra planning time. Educators are advised to give themselves a period of time each week to plan, try ideas, read messages and respond. Educators may also discover that 1:1 communication with their foreign counterpart is an exciting and rewarding activity in itself, outside of what the students are doing.

7. Sharing the project with entire school community. It is important that the students/classes involved share their project outcomes and successes with the entire school community. Ideally, students involved will take on the role of “ambassadors” of their school and community and assist others to become involved.

8. Ensure language is cross cultural. How much of what is described in the transmissions needs explanation or description for an audience from a different culture? Slang or colloquial terminology needs to be used carefully. What does the following mean to a group of Asian students, “We were flying down the road flat stick”? This question makes for interesting class discussion.

9. Student Feedback. Students will be writing with real purpose for a very real audience. The presence of this audience provides an incentive for students to produce the most effective communications possible. Educators may want to incorporate a feedback process prior to transmission, where students have the opportunity to comment on each others work and then revise accordingly.

10. Changes. As relationships develop and the electronic exchange programme comes to life, it is possible that it will become the centre of class interest. Be aware of the changes that may need to take place to sustain this.



CLASSROOM ORGANIZATION

When organizing a collaborative theme based project utilizing telecommunications, considerable thought needs to be given to the way we organize our classes and the people in it. Such projects have many different components to them and if people have defined roles and responsibilities this will greatly enhance the project and give participants a higher level of involvement and ownership. This is by no means the only way, but may act as a useful guide.

The following responsibilities and roles maybe considered when participating in a telecommunications project.



Project Coordinator

Tends to be the teacher, but not necessarily so. Needs to be in contact with the facilitator (person controlling the conference or who developed the topic) of the project on regular basis.



Conference Readers

Designation of individuals or groups to be responsible for the monitoring of conferences. The teacher may be the person to take on this role or may select a few interested students to assist in the completion of this task.

Students may be given access to a computer and modem, in or out of 'classtime' and may need some specific training as to the skills required to complete conference monitoring and collection of mail.

The conference readers will need to print and/or download all information relevant to the project and where required may also need to maintain communication with the other groups



Information Disseminators

The information regarding the project needs to be disseminated to the relevant groups effectively and efficiently. This is usually the role of the teacher and the conference readers. The information can be disseminated via personal printed copies, on a general noticeboard, via computer disk copies, file served on a computer network, etc.

Action Planning



On receiving outlines of the project and required steps involved in participating, planning as to what action needs to be taken should occur. This may be solely the responsibility of the teacher but collaboration between the conference readers and the group completing the project is encouraged. This obviously develops a sense of ownership of the project by all involved.



Response Preparation

Once participation in the project has been discussed, the required course of action needs to be completed. Whatever this may involve, it is important that the actions are communicated to others in the projects and hence placed for all to see on the conferences. Time needs to be set aside for the students to prepare their correspondence.

Depending on the facilities available there are a number of options:

- Δ students handwriting responses and then others preparing them on computer and posting them to the conference

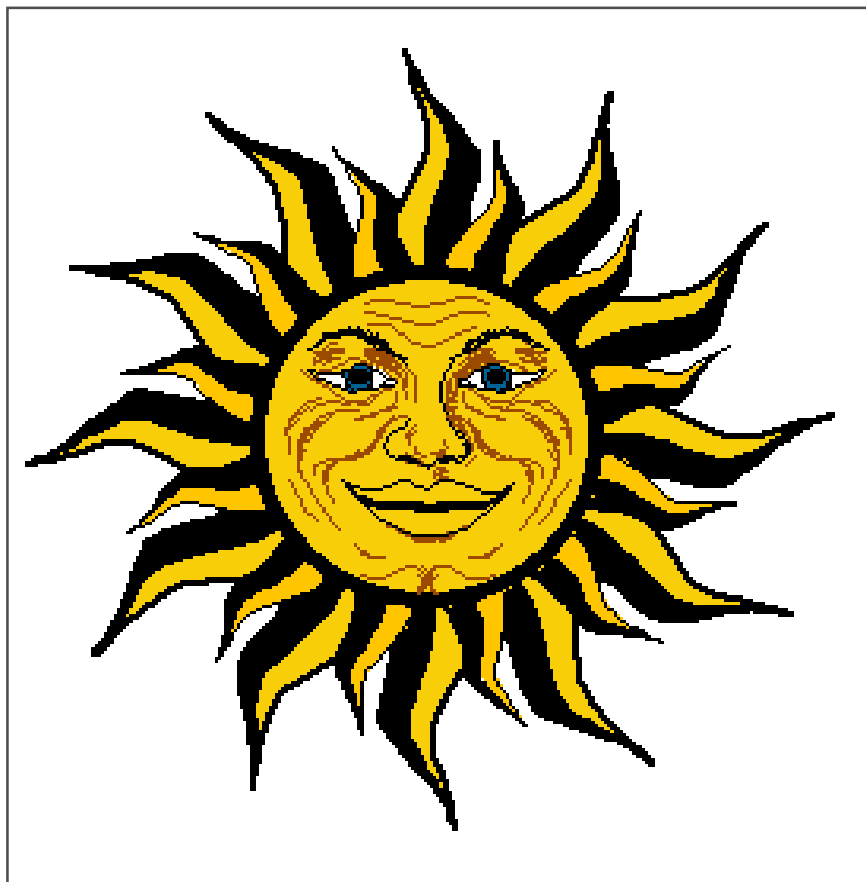
- Δ students working on their own computer and saving to disk then chosen people posting these to the conference

- Δ students working on a LAN with full Internet access and posting directly to the appropriate conference.

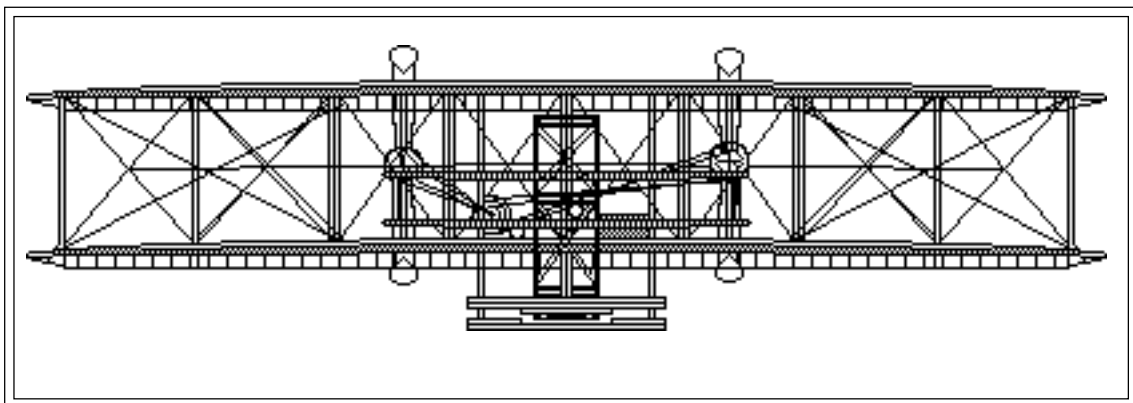


Reporting

Regular reporting and meetings between the various groups. By regular feedback and updates all concerned stay aware of their responsibilities, roles and progress.



***SUGGESTIONS
FOR GETTING
STARTED
QUICKLY AND
EASILY***



Getting Started

The following outline acts as a guide to help newcomers become involved in the I*EARN Network quickly and easily. We refer to it as the ‘welcome phase’ and it is very important as it serves several purposes. These are:

- Δ to have teachers and students become more familiar with the technology and the methodology of using conferences
- Δ to allow teachers and students to get to know each other and develop working partnerships
- Δ to help prepare the participants for the more extensive and intensive collaborative theme based projects.

Obviously first impressions tend to be very important and given that telecommunications can not convey your tone of voice, body language, personality traits or general appearance, it is important that you use the this first phase to make the impression you really want to make!!!



To follow is an outline that we would like you to consider or adapt when participating in the I*EARN Network. It evolved out of the work completed by the Copen Family Fund/I*EARN with its New York State-Moscow Telecommunications Project back in 1987-88.



Activity 1: Teacher Introductions

Conference: iearn.teachers

Objectives:

1. For teachers to become familiar and comfortable with the technology and methodology before taking it to a class.
2. For teachers to introduce themselves to their counterparts.
3. For teachers to develop partnerships with other teachers/students and to make plans for the first student transmission.

To begin the teacher may write a short letter of introduction to the iearn.teachers conference. It is a good idea to write your letter of introduction to an existing posting on the conference. By having visited the conference and spend some time reading other entries from other teachers you will find someone who interests you and who you would like your students to work with. By introducing yourself in reply to someone else’s introduction you increase the possibility of developing contacts. Don’t just limit yourself to replying to one person either, post your introduction in reply to several people. Be careful to check the dates of the letters you are replying to though as the person may have moved on if it is an old posting.

Once you have posted your replies, be sure to check the conference regularly for any correspondence to you. Be sure also to reply to new people who have posted on the conference as you can also develop many contacts this way and also make these peoples transition all that much more successful and interesting. By continually visiting the conference you will soon develop

the necessary contacts to develop a student project.

Once you have developed a partnership with another teacher and wish to get your students exchanging introductions there are a few details you may like to sort out before the students start transmitting messages across the network. These may include:

- Number of students in respective classes?
- How the respective teachers plan to incorporate the exchanges into their classroom activities?
- School holiday schedules.
- How much time will be spent on planning and preparing the first transmission?
- Who will initiate transmission and when?
- Date by when responses will follow?
- Etc.....

The planning between the partner schools is very important and will help your introduction to telecommunications be much more successful and fun if it is done thoroughly. It is a good idea to do this on the conference as it really helps show people the correct procedure and also draws others in.

Activity 2: Student Introductions

Conference: iearn.youth, iearn.teachers

Objectives:

1. Students to become familiar with the technology and methodology of conferences.
2. For students to make initial contact with their partner school and students.

The teachers prior to student introductions may have swapped class lists and designated students a person (keypal) who they will be corresponding with, thus ensuring everyone gets a reply. The teacher also needs to know if their class is responding to introductions or initiating the contact and where on the iearn.youth conference they wish all of the information to go. An existing topic may be used or a new one created for it.

Given the above issues are agreed upon your class may like to introduce itself to the other participating class(es). Students could work together to create a half page description of their class. Such a class introduction may include such things as what they are studying, the size of the class, the length of the class, three things they like about the class, what the room looks like, what a class sounds like, the names of the students in the class, a description of the school, etc.... Such information is also very useful for the teachers of the classes.

A very important part of this activity is the students preparing their initial introduction/responses. Each student can write a 1 page introduction of themselves, including such information as their name, age, appearance, description of their family, their hobbies and how they spend their spare time, what they like and dislike about school, favourite foods, a description of their neighbourhood, questions they may have of their keypal, etc....



This first introduction phase on the iearn.youth conference is a very important one as it may well be the students first experience of telecommunications and if successful helps motivate the students to develop their relationship beyond simply being penpals. The students tend to take more pride in their work when the audience is not just a teacher but a peer and it is a great opportunity for all concerned.

With this in mind it is very important that students respond to other students and receive responses. The conference iearn.youth is the best place for this to occur and we encourage you to utilize the conference system.

Once the initial 'welcome phase' has been completed, students and teachers may like to develop the partnership further by exploring other common areas of interest. The remaining activities are suggestions of what partner schools may do. We encourage you to experiment with these ideas and develop your own. Some groups may wish to enter straight into an existing I*EARN project (see the section on "Getting Started in I*EARN Projects") with their partner schools. It is totally up to those involved.

Activity 3: Tell Us About Your Country

Conference: iearn.youth, iearn.teachers

Objectives:

1. Students are to learn about each others country through textual exchanges based on first hand experiences..
2. To develop interaction between the partner schools.

Students can prepare a report on some aspect of their country or some aspect of the partner schools country. Hopefully discussion will develop from the reports. A questionnaire could be part of the interaction.



There are many things I would like to learn about yourr country. What do you do do in your spare time? What do you hope to get out of this project? What is your school like? What is the neighbourhood like? Do you have any concerns for the future? What sort of career are you considering?

Bayi: China

Activity 4: Our School

Conferences: [iearn.youth](#), [iearn.teachers](#), [iearn.kidscan](#)

Objectives:

1. Students to exchange varied and detailed descriptions of their school and the people within.
2. To develop interaction between the partner schools.

The students and teachers decide what components of school should be described to create a 'whole picture' of the school. In small groups, students may interview school community members, write descriptive essays on different aspects of school life, develop questionnaires for their partner schools to answer, visit and report on what other classes are doing, report on student rights and responsibility.... Basically anything they wish.



Activity 5: Our Community

Conference: [iearn.youth](#), [iearn.teachers](#), [iearn.kidscan](#),
[iearn.heroes](#), [iearn.family](#)

Objectives:

1. Students to describe and/or facilitate descriptions of the town or city where they live.
2. To develop interaction between the partner schools.

Students can discuss key places within their community and decide on the most important ones. Then individually or in groups they visit these places for a set period of time observing the activity as well as interviewing individuals and preparing a report for transmission to the partner school. Hopefully this will lead to the discussion between the groups and perhaps even a hardcopy or electronic publication of the student work.

The possibilities are endless:

- Reports and discussion of little known aspects of the community that show its spirit.
- Students in small groups or individually interview community leaders and prepare reports for transmission.
- Students interview their parents about why they chose to live in their community and what they hope the community will provide for kids.
- Students interview the 'locals' and prepare reports for transmission.

Activity 6: Our Families

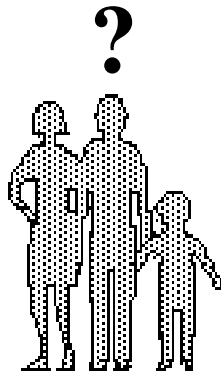
Conferences: [iearn.teachers](#), [iearn.youth](#), [iearn.family](#)

Objectives:

1. For students to describe or facilitate description of families in class or school.
2. To develop interaction between the partner schools.

There are many different activities that partner schools can collaborate on:

- Students could go to work with a parent and observe what they do.
- Students discuss a favourite holiday or celebration with consideration to customs, rites and special foods and costumes.
- Students discuss the family structure in which they live.
- Students develop a survey which looks at family values and attitudes.
- Students describe an early childhood memory.
- Students collect family legends.
- Students could debate the pros and cons of marriage online.
- Students discuss the issues faced by families in the various countries.



Activity 7: Friends

Conferences: [iearn.youth](#), [iearn.teachers](#), [iearn.kidscan](#)

Objectives:

1. Students to discuss what issues are associated with friendship.
2. To develop interaction between the partner schools.

Students could produce a poem describing a friendship that means a great deal to them or a story which discusses a lesson they have learnt about being a friend. Students can discuss issues of peer group pressure or what it is they look for in a friend. Hopefully students can develop friendships with their partner school and maintain a high level of correspondence.



Activity 8: Beyond Stereotypes

Conferences: [iearn.youth](#), [iearn.teachers](#), [iearn.kidscan](#),
[iearn.fp](#), [iearn.ventures](#)

Objectives:

1. Students will explore the stereotypes that exist about their country and that of their partner schools.
2. To develop interaction between the partner schools.

Students may wish to complete some of the following tasks:

- Devise a questionnaire which seek attitudes about their country.
- Prepare a questionnaire to find out about their partner schools country.
- Prepare a report on what students have learnt about their partner schools.
- Organize a teleconference to interview their partner schools, allowing students to listen in and contribute to a 'student summit' on particular issues.

Activity 9: Hobbies

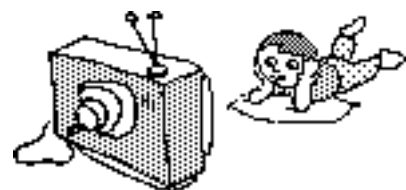
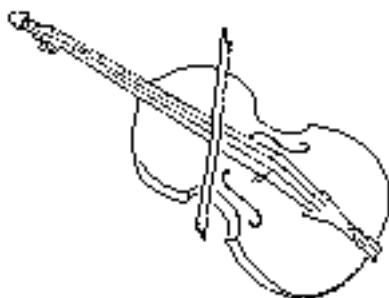
Conferences: [iearn.youth](#), [iearn.teachers](#), [iearn.kidscan](#),
[iearn.oneday](#)

Objectives:

1. Students to communicate about the kinds of hobbies they enjoy.
2. To develop interaction between the partner schools.

Students may wish to complete a number of activities:

- Write a story describing a favourite hobby and what they have learnt about themselves by being involved in it.
- Write about a special experience they have had.
- Students to read and respond to their partner schools accounts and prepare a booklet of different hobbies from around the world.
- Develop a questionnaire about the partner schools hobbies to find out more about them and to assist with the production of the booklet.



Activity 10: Pets

Conferences: iearn.youth, iearn.teachers, iearn.kidscan,
iearn.oneday

Objectives:

1. Students will discuss their pets and the relationships they have with them.
2. To develop interaction between the partner schools.

Students could describe their pets including the type of animal, their name, age, size, colour, favourite activities, etc. They could also discuss something that their pet did which was funny or caused a commotion in the family. Students could complete artwork of their pets and these could be sent to their partner school via regular mail (snail mail) or via electronic transmission. The writing and pictures could be produced into a booklet and be representative of all those involved. A school could take on the responsibility of doing this or all of the partner schools could help.



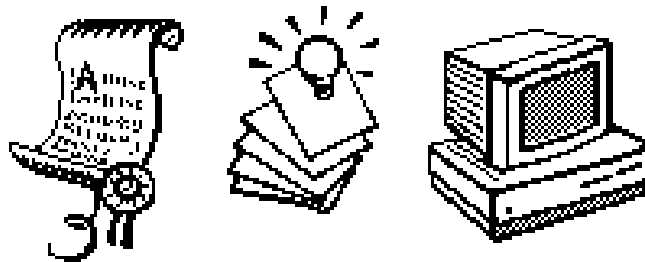
The possibilities are endless...

As you can see the possibilities for partner schools to develop some sort of rapport are endless. The key is communication and the conferences tend to assist this greatly.

They allow all participants to see what is going on, they maintain a record of what has occurred and they set an example of good practice and tend to draw others into the projects.

It is also apparent that the outcomes of activities and projects is limited only by our imagination. The outcomes may be purely to have students write and communicate with other people developing a relationship over a period of time. Other outcomes may be to produce a magazine of student writing and artwork, planned student activities or to produce a series of Web pages. Some outcomes may go as far as physical exchanges where the students actually visit their partner school.

GETTING STARTED IN THE I*EARN PROJECTS



Getting Started in the I*EARN Projects

On the previous pages we have discussed the values of using conferences when entering into a collaborative theme based project. To follow are descriptions of the I*EARN projects and the conferences that relate to these projects. It may help you to consider the following aspects when selecting, assessing and entering into any of these projects and conferences.....

△ Before entering into a collaborative theme based project for the first time, it is important to ensure that the project you wish to become involved in has a strong curriculum basis.

△ Make sure that there are clear outcomes of the project and that these are achievable. These outcomes may simply be access to information, communication between students, coordination of actions or a publication of some description.

△ Be aware of the timeline for the project and be sure that you are able to meet the requirements. A project may have different components to it and therefore different timelines.

△ Make sure there is a core of participants who will be involved in the project and that you will not be the only ones involved.

△ Projects should be well resourced and self explanatory and it really helps if the project has a facilitator. A facilitator is the person who helps guide the participants and has a large presence on the conference ensuring that goals are met and also to give assistance were needed.

△ It is a good idea for the teacher or project coordinator in your school to read the “Purpose” topic of the particular conference. All conferences have information as to what the purpose of the conference and project is; and it is vital that you read this to get all the relevant information and direction. It may be worthwhile to download this material or print it out.

There most likely will also be links to other resources which will be of assistance to becoming involved and participating in the project. The I*EARN Australia Web site is an excellent place to look for information concerned with the project and can help provide methods of getting started in the projects. This site can be found at <http://www/peg.apc.org/~iearn>

In a later section of this manual we explain how to best use this Web site and we strongly encourage the use of these web pages to assist you in all facets of project work.

△ When beginning in a conference, “Lurking” is highly recommended aswell. Teachers and students are encouraged to read several of the topics and responses prior to posting. This will help the participants to get an insight into how the conference is operating and what it may have to offer you.

Δ When you make your initial postings to the conference, participants are strongly encouraged to respond to existing topics and responses. It is hoped that participants will identify groups within the relevant topics who they may like to work closely with and to respond to these groups directly. It is a good idea to make contact with the other participants so that they are aware of your involvement and what you will be doing over the course of the project. Communication is the key.

Please take the time to have a look at the project outlines on the following pages and visit the conferences to see what is happening within them. Please remember that the conferences are a great place to start and when used in conjunction with the many other facets of the Internet make a very valuable learning tool.

THEME BASED PROJECTS



| [Env/Sci](#) | | [Soc](#) | | [Arts/Lit](#) | | [Lang](#) | | [Other](#) | | [Search](#) | | [Submit a Project Proposal](#) |

<http://www.peg.apc.org/~iearn/themes/themes.htm>

A Vision **iearn.vision**

http://www.peg.apc.org/~iearn/themes/al_proj.htm

Description: A Vision (AV) is an international literary magazine that publishes art, poetry, and prose created by primary and secondary school students. Its purpose is to use art and the medium of creative writing to demonstrate that despite linguistic, cultural, ethnic and racial differences, teenagers around the world share the same hopes, fears, interests and concerns.

Please visit the iearn.vision conference and read the "Purpose of this Conference" topic.

Ages: 5 and up.

Languages: Work may be submitted to AV in any language.

Dates: A publication of all student writing, project development and communication will be produced. We are interested in schools volunteering to help with the production of this.

Atmospheric Project **iearn.uv**



http://www.peg.apc.org/~iearn/themes/es_proj.htm

Description: In the past this conference has been dedicated to the study of the effects of ultraviolet radiation and the depletion of the ozone layer. Although we are still very much concerned with ultraviolet radiation, we are now broadening the focus of the conference <iearn.uv> and the magazine Icarus. Students and teachers are invited to post and discuss ideas/issues concerning all aspects of the atmosphere, such as the greenhouse effect, acid rain, air pollution, ozone depletion, UV radiation, skin cancer, weather patterns and any other related topics. We encourage interested teachers and students to participate in the activities that have been outlined on the conference and also play a role in developing the project and its direction.

Icarus will be produced this year by students at Broadford Secondary College and hopefully involve all other interested students. Please feel free to raise topics and project ideas of interest around the theme of the atmosphere and the editorial team will respond and incorporate these into the magazine.

Ages: All

Languages: English, but we welcome help in translating other languages.

Dates: Ongoing with an edition of Icarus produced each year. Consult the conference for details of other activities and the timelines.

A Day in the Life: Cross-Cultural Comparisons

iearn.oneday

http://www.peg.apc.org/~iearn/themes/sh_proj.htm

Description: The iearn.oneday conference now has a new broader focus. We invite you to share on this conference, descriptions and cross-cultural comparisons not only of typical days but also of special days and events for you and your family. This writing might include accounts of holidays or celebrations, vacation or leisure days, memorable occasions such as a birthday, graduation, the day you were born, or other experiences that have left an imprint in your memory and on your life.

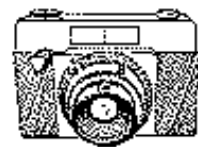
We are relying on participants in the project to help develop existing and new ideas which will help involve a wide range of participants.

Please visit the iearn.oneday conference and read the “Purpose of this Conference” topic.

Ages: All

Languages: All, but we welcome help translating languages other than English.

Dates: A publication of all student writing, project development and communication will be produced. We are interested in schools volunteering to help with the production of this.



Young Authors

iearn.authors

<http://www.peg.apc.org/~iearn/themes>

Description: This project is designed to act as a WINDOW on the organisation and development of a student writing project taken from the iearn.ideas topic, 'War and Peace'. This conference wants to demonstrate every aspect of the development of an online Literature project. The planning discussions, editorial/writing issues, classroom organisation, funding and publication issues, in fact everything that goes in to this project will be displayed here.

You can watch and contribute to every aspect of the publication process. Everyone within the I*EARN community worldwide has read and answer priveledges to this conference. This means you can read and answer **existing topics**.

Ages: All ages

Languages: All languages are accepted as is help with translations.

Dates: Ongoing, please visit the conference for updates project activities and timelines.

First Peoples

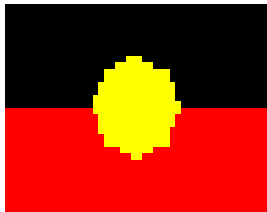
iearn.fp

http://www.peg.apc.org/~iearn/themes/sh_proj.htm

Description: This project is designed to highlight the cultures, histories and current issues facing the First Peoples from around the World. It is hoped that students (from both First People's Communities and non-indigenous communities) will be encouraged to develop an awareness of First Peoples by actively involving themselves in the efforts to resolve many of the concerns being raised by representatives of indigenous peoples from around the world. Emphasis will be placed on developing links within/with First People's communities. A variety of exchanges (artistic, in person, by phone, in song or in words) will be highly encouraged as methods of participation. Indigenous groups in Canada, Australia, the United States, and Argentina have all expressed an interest in this project.

The conference aims to provide a resource for participants and encourages the future development of project areas. Please take the time to visit the conference, in particular, the "Purpose of the Conference" and "Conference Development Area".

Ages: All. This project is open to any age group from primary/elementary students to senior high school or tertiary students, as well as to entire communities.



Languages: English, Spanish, and others

Dates: Ongoing, with the hope of publishing a Newsletter. Please consult the conference for outlines of other activities and their timelines.

Operation First Byte Project

iearn.ideas

<http://www.peg.apc.org/~iearn/themes>

Description: St Hildas Girls School in Queensland who produces the "Observer" initiated the First Byte Project at the beginning of 1995. The purpose of this project is to provide computers and modems for schools that do not have easy access to technology at the present time. We urge you to help gain donations of equipment from organizations in your own communities to send to schools in designated under-developed areas. The initial phase of the project focuses on schools in the Cape Town of South Africa.

Ages: All

Languages: English but we welcome help in translating other languages. English does not need to be perfect to communicate.

Dates: Ongoing

Global Art Exchange

iearn.globlart

<http://www.peg.apc.org/~iearn/themes>



Description: The second Global Art Project focuses on the creation of artwork around a given theme. Children create two-dimensional artwork around set themes. The theme for this year is to be announced soon on the conference and on the I*EARN Australia Web site. A narrative text in the first language is added to each student's art piece. Each school keeps some of their artwork and evenly distribute the rest by mail among the other participating schools. Students may also extend the project by sending messages to each school/or artist on the iearn.globlart conference. The project will culminate with a school-wide Global Art Show at each site featuring the artwork from this project. Participating schools are encouraged to extend their participation by choosing a meaningful project for their school that can make a difference in the world. These projects can be developed and discussed on the iearn.globlart conference.

Please take the time to visit the iearn.globlart conference and read the introductory topics and the new theme developments.

Ages: Primarily 5 to 13, but interested teachers are invited to help organize parallel projects for students of other ages.

Languages: All. Students write in their own languages. The receiving schools are responsible for translating using community volunteers or other local resources.

Dates: The dates for the exchange of art will be advertised and all participants notified. It is hoped that a Web site of all the artwork and associated writing will be developed.

Holocaust/Genocide Project

iearn.hgp

http://www.peg.apc.org/~iearn/themes/sh_proj.htm

Description: The Holocaust/Genocide Project (HGP) is an interdisciplinary project (art, history, literature, music) involving schools from Australia, Argentina, Israel, Russia, Germany, Romania, and the U.S., with new schools joining each year. The goals of this project are to promote respect for human rights by studying the lessons of the Holocaust and other genocides and taking action to make our world a better place. Students and teachers meet on the iearn.hgp conference to discuss common readings, current events, and issues related to this topic. On the HGP Gopher, teachers and students can find bibliographical information and many helpful on-line resources. A two-week study mission to Poland/Israel is offered as part of this project and an international student magazine, An End to Intolerance, is published each year to further the project's goals.

Age: 12 and up

Languages: English, but we welcome help in translating other languages. English does not need to be perfect to communicate.

Dates: Ongoing

Sahara to Antarctica

iearn.goforit

http://www.peg.apc.org/~iearn/themes/es_proj.htm

Description: This year world class explorers Helen and Bill Thayer will be embarking on new adventures as they trek 6,000 miles across six of the world's most prominent deserts, from the hottest to the coldest. In this expedition, as in previous journeys, the Thayers will be the eyes and ears of students and teachers around the world by sharing their remarkable story with I*EARN participants. Aces High School in Washington State will coordinate the posting of the Thayers' journal entries as they describe their adventure first hand. We encourage you to pick up the trail and follow the journey. During the next three months, as Helen and Bill prepare for their trek through Morocco and across the Sahara, they will be on-line to answer students' questions. Post your questions in the conference iearn.goforit (a title selected by Helen to capture the unflagging spirit of their project, "Dare to dream and never give up").

Please visit the iearn.goforit conference and read the "Purpose of this Conference" topic. There is also additional resources of the project available at:

Ages: All

Languages: English and Spanish

Dates: September 1995 to December 1997



Kids Can Make a Difference

iearn.kidscan

http://www.peg.apc.org/~iearn/themes/al_proj.htm

Description: This conference will be used by primary, elementary, and middle school children and teachers as a meeting place within I*EARN. Here, you will have the chance to get to know other teachers and students at these grade levels, engage in projects, and find out about activities taking place elsewhere on the network for young students. We invite all primary, elementary, and middle school teachers to introduce themselves on this conference and to help design new projects. A newsletter will be published featuring selected writing from this conference and other primary, and middle school projects.

We are relying on participants in the project to help develop existing and new ideas which will help involve a wide range of participants.

Please visit the iearn.kidscan conference and read the "Purpose of this Conference" topic.

Ages: 5-13

Languages: All

Dates: A newsletter of all student writing, project development and communication will be produced. We are interested in schools volunteering to help with the production of this.

Recovery

iearn.recovery

http://www.peg.apc.org/~iearn/themes/o_proj.htm

Description: This conference facilitates cooperative interaction among young people in recovery from alcohol and/or drug abuse. Conference discussion will be among students who are interested in recovery or students who have been in recovery for a period of time, have an empathetic understanding of other youth who are entering recovery programs and would encourage them to remain in recovery. An adult facilitator will provide managerial assistance for the conference and a drug and alcohol counsellor will guide participating youth in the discussion process.

Ages: 13 and up

Languages: English and Spanish

Date: Ongoing



Stop Violence

iearn.violence

http://www.peg.apc.org/~iearn/themes/sh_proj.htm

Description: The new focus of the iearn.violence conference will be on stopping violence. This new project is designed to stimulate in-depth discussion of the causes of violence and ways of addressing and preventing those it. The activities come from curricula on conflict resolution and violence prevention written by the Massachusetts Prevention Centre, Educators for Social Responsibility, and other reputable educators in the field. Topics include Coping with Anger; Alcohol, Other Drugs, and Violence; Cross-Cultural Awareness, Public Health Prevention Model; Finding Win-Win Solutions; Communication Skills; The Violence of Discrimination; Warning Signs of Dating Violence; and more. The goal of this project is to promote further understanding of the problem of violence and to take action to make our schools and communities more just and peaceful places. Students and teachers are also invited to add new topics for discussion relative to violence and its prevention.

This conference has not had a great deal of action over the last few years but we are encouraging participants to visit the conference iearn.violence, and indicate whether they would be interested in participating in developing existing and/or new project ideas.

Ages: 10 and up

Languages: All

Dates: Looking for participants to develop outcomes for this project and meaningful partnerships.

Planetary Notions

iearn.environ

http://www.peg.apc.org/~iearn/themes/es_proj.htm

Description: Planetary Notions was established three years ago as a telecommunications project geared towards providing students with a way to share their views and concerns about the condition of the earth's environment and the wildlife that inhabits our planet. As an annual I*EARN project, Planetary Notions (PN) solicits articles from students round the world for publication in its bi-annual newsletter. The newsletter is distributed free of cost to contributing schools and is available for a small fee to others. The conference was set up by the student editors of Planetary Notions to provide a central listing place for articles, postings from other teleconferences, and assorted information related to the earth's environment/ecology that is submitted to PN or gathered by students at Cold Spring Harbor High School (New York) where PN is managed, and to encourage the discussion of environmental and ecological issues in the form of responses to the topics posted on iearn.environ.

Languages: All languages may be posted to the conference.

Ages: Open

Dates: Ongoing. Please consult the conference for project dates.

The Contemporary

iearn.tc

http://www.peg.apc.org/~iearn/themes/al_proj.htm

Description: The Contemporary (TC) is a global news magazine project that provides students with an opportunity to learn about issues of national and world importance and to promote cultural understanding as a step toward encouraging youth to have an impact on the direction taken by our world. Articles submitted to TC are placed in the iearn.tc conference for the purpose of generating discussion about the issues being considered for inclusion in the magazine. Suggested topics for discussion will be placed on the <iearn.tc> conference. You are also invited to post other topics of interest.

Please take the opportunity to visit the conference and read the “Purpose of this Conference” topic and read the many other topics of interest. It is advisable to note the dates on the topics to ensure that the discussion is still active and ongoing.

Ages: Students as well as adults are welcome to submit articles to TC or take part in the discussions that go on within the conference.

Languages: Articles may be submitted to TC in English, Spanish or Russian.

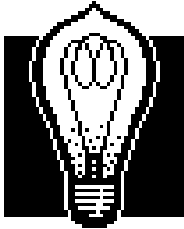
Dates: Ongoing. The project functions from September to June. Issues of the magazine are published in January and May. St Hildas Girls School in Queensland also produces a newspaper which is distributed to all of the participants..



Tolerance

iearn.tolerance

http://www.peg.apc.org/~iearn/themes/sh_proj.htm

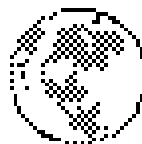


Description: The United Nations declared 1995 as the Year of Tolerance with the goals of “helping children and young people grow in a climate of understanding and openness toward other people, their cultures and their histories” and of “teaching them that it is important to reject violence and adopt nonviolent means for resolving disagreements and conflicts”. This project is designed to help students get to know and appreciate people of the many different cultures and social groups on our planet. In communities where intolerance exists, students will be encouraged to take action to reverse such attitudes. On the conference you will find a number of suggested activities including the creation of a multilingual affective dictionary, discussion questions in which students examine tolerance and intolerance in their own lives, an expansion of the “No Child Without Smiles” project in which clowns report on their visits to war-torn areas of the world, and more. You are also invited to propose other activities. Selected student writing will be published in the magazine *An End to Intolerance*. This promises to be an extremely important exchange for promoting world understanding. We hope you will join us.

Ages: All

Languages: English, Spanish, French, Catalan, and other languages represented in the I*EARN network.

Dates: We will complete the first round of activities by November 30, 1995, but hope to continue this project as long as there is interest.



Ventures

iearn.ventures

<http://www.peg.apc.org/~iearn/themes>

Description: The recently established conference <iearn.ventures> provides a new location for several successful projects organized by teachers and students from Lake Bolac Secondary College in Australia: War and Peace, National Identity Projects and Tour of India. A magazine will be published in June, 1996 and forwarded to any contributing schools globally. The War and Peace Project encourages students to interact globally and to see how history, culture, and politics shape the way issues of war and peace are handled. The National Identity project examines the myths and realities of national identities. A global survey will collect data from I*EARN youth in other countries on national images and identities. We will also organise a global art exhibition to display students' work on the theme. A Tour of India will allow students to experience a journey through a fascinating country by accessing personal journal entries of the participants on the Asian Education Foundations Fellowship. The journal entries will be posted commencing April 23rd 1996 for a period of 3 weeks.

Please visit the iearn.ventures conference and read the "Purpose of this Conference" topic.

Ages: All

Languages: English, but we welcome help in translating other languages.



Dates: A magazine will be produced and project work will be ongoing.



Global Water Monitoring Project

iearn.aqua

<http://www.peg.apc.org/~iearn/themes>

Description: Freshwater is our most valued and sought after renewable resource. Clearing and subsequent land use, urban developments, and changes to the natural flow of our rivers have effected the physical, biological and chemical characteristics of freshwater and contributed considerable quantities of sediment, salts, nutrients and toxic chemicals to our waterways and wetlands.

Through the study of our waterways and rivers, schools and community groups, landowners, councils and water authorities are brought together. From these partnerships water quality can be assessed so that practical action can be taken to maintain and improve water quality. I*EARN Australia has been working with GREEN to develop a telecommunications component to the already excellent water testing work being conducted by students in Australia, Canada, and other countries around the globe. The conference <iearn.aqua> provides a forum for discussing and reporting on the different stages of water monitoring and includes suggestions for teachers interested in getting started with a water watch program.

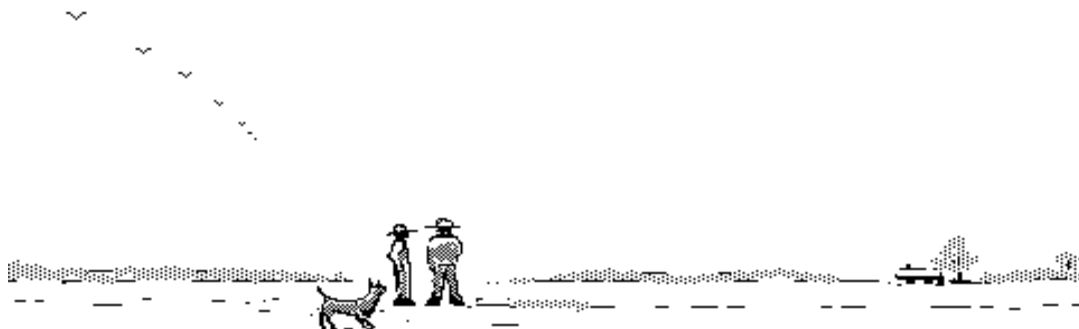
The objectives of the iearn.aqua project are for participants to communicate and act on the information they attain. From all of the work which is posted to the conference and on the World Wide Web, students will produce an electronic publication on the World Wide Web called "Waterworld". This will be a reflection of what has occurred within the project.

Please take the opportunity to visit the iearn.aqua conference and read the "Read First: Purpose of Conference" topic. There a case study of the project which can be found on the World Wide Web at <http://www.peg.apc.org/~ahocking/~casestudy>. This information should assist you in getting started and participating in the project in a meaningful way.

Ages: All

Languages: English, but we welcome help in translating other languages.

Dates: Waterworld will be produced in Web and hardcopy format. Actions resulting from the project work are ongoing and will be reported in "Waterworld".



USE OF THE I*EARN AUSTRALIA WEB SITE



USE OF THE I*EARN AUSTRALIA WEB SITE

The I*EARN Australia Centre has and is continuing to develop, an extensive World Wide Web site which aims to assist students and teachers to participate efficiently and effectively in the I*EARN Network.

The Web site is intended to be a useful resource which covers all aspects of the I*EARN Network and we strongly recommend that members take the time to explore, print out and download the relevant and useful components.

The site gives project descriptions and associated curriculum material, and is a gateway to the I*EARN conferences which are the backbone of any collaborative theme based project. Participants, who are members of I*EARN, are able to read and respond to the I*EARN conferences from their Web browser, such as Netscape.

**The location/address of the I*EARN Australia Network
homepage is:
<http://www.peg.apc.org/~iearn>**

To assist people to work through the I*EARN Australia site we have included some of the pages from the site.

They are as follows:

The I*EARN Australia Network Homepage <http://www.peg.apc.org/~iearn>

This provides access to all pages of the I*EARN site and can be a good place to start to get an overview of the whole site.

The I*EARN Help page <http://www.peg.apc.org/~iearn/help.htm>

This page provides information on where to find help, how the site is designed and how to use the Web site. Only a portion of the page has been included and we strongly recommend that you visit this page and if required print out or download the very useful information.

The Universal Index Page <http://www.peg.apc.org/~iearn/index.htm>

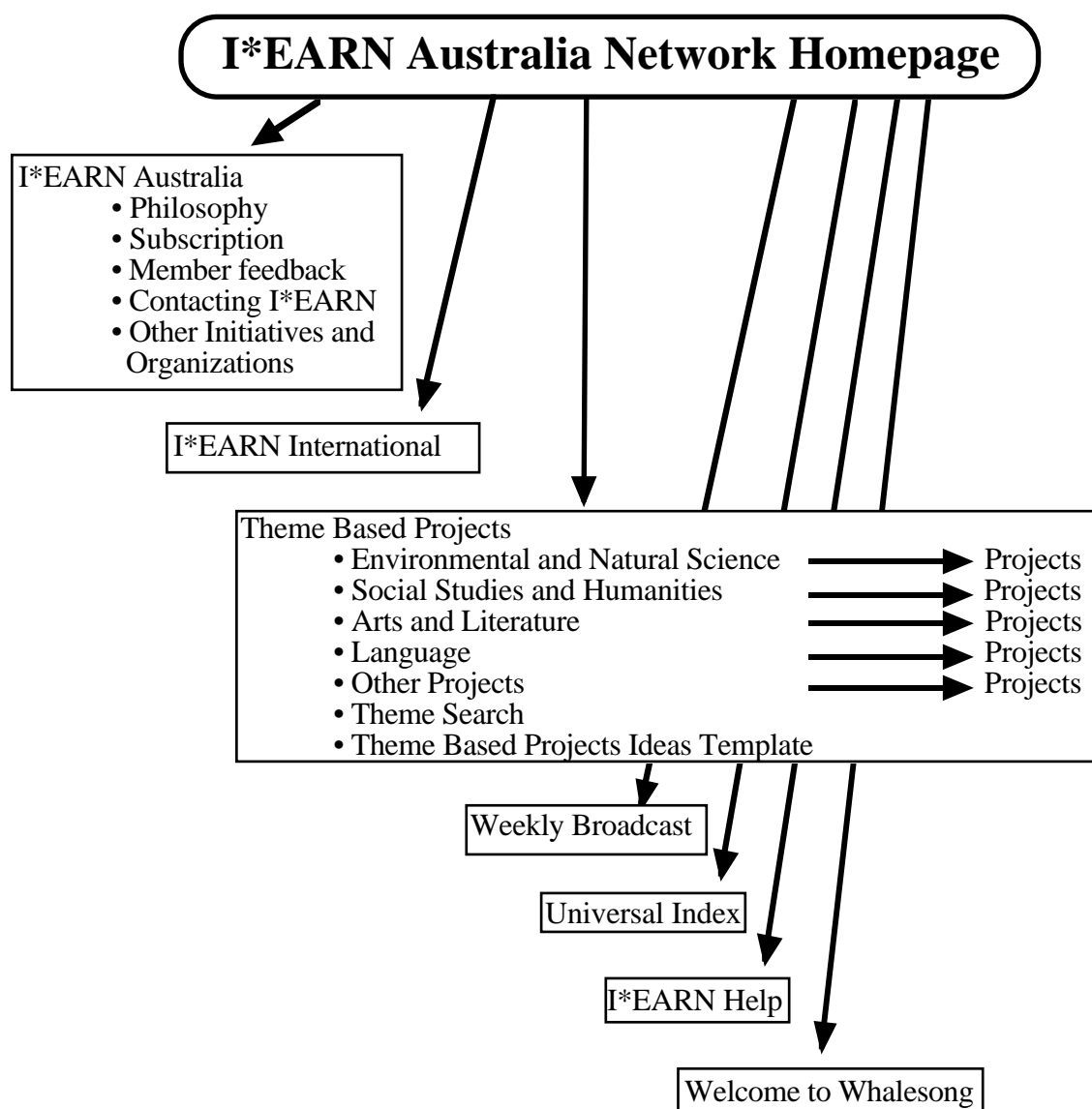
This page is very useful as it provides an indexed list of all the main pages making up the site which can be directly followed. It also provides a list of all the I*EARN conferences and these links can be followed to visit and participate in the conference.

The I*EARN Australia Network Search Page
http://www.peg.apc.org/~iearn/srch_all.htm

This page allows the entire I*EARN Australia Web site to be searched. A clickable list of references which are available are returned. This search page allows easy navigation of the site and the finding of resources that otherwise may go unnoticed.

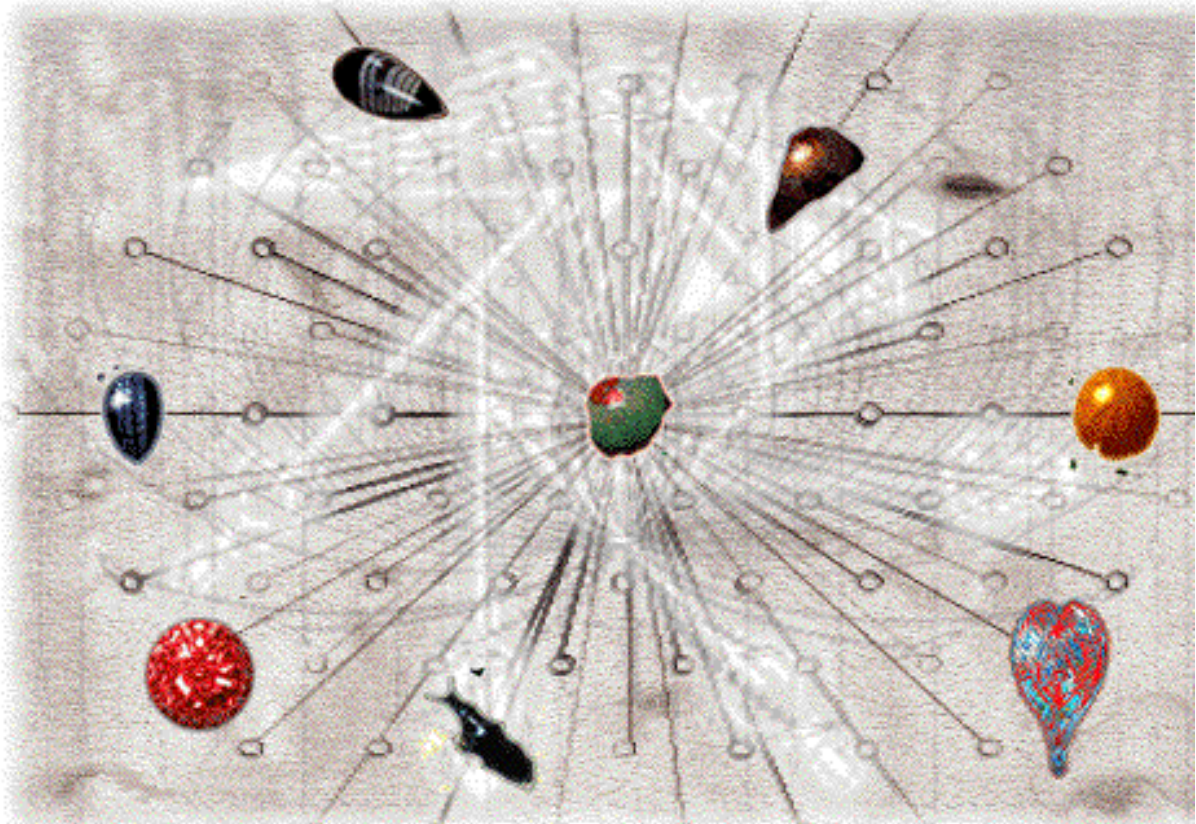
Take a few minutes to have look at the following pages to get an idea of what is available at the site and then please take the opportunity to point your Web browser to the I*EARN Web pages.

We have also included below a concept map of the whole site which may also be useful when navigating your way through.



Please note though that the Web pages printed here may have changed from those on-line as the Web site is continually being updated.

I*EARN AUSTRALIA NETWORK



APPEAL FROM AN I*EARN SECONDARY SCHOOL IN ENGLAND 1996 Study Mission to Israel

| [I*EARN Australia](#) | | [I*EARN International](#) | | [Theme Based Projects](#) | | [Weekly Broadcasts](#)
| [Universal Index](#) | | [I*EARN Help](#) | | [Search I*EARN Aust. Network](#) | | [Whalesong Foundation](#) |

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Designed by
[Toy Satellite](#)



I*EARN HELP



Where to find help

For personal assistance with this Web site contact the I*EARN Australia coordinators via iearnaust@peg.apc.org.

If you are looking for specific information on this site, try the [search](#) tools available from the [Home](#) and [Theme](#) Project pages. The following online conferences (available to I*EARN members only) may also be of assistance.

[iearn.help](#) - A Read Only Help Conference

The I*EARN Australia management team suggests you take time to look through this conference IEARN.HELP and the excellent Pegasus "Network Manual and Reference Guide" to gain a clearer understanding of the "workings" of the International Education And Resource Network.

[test](#) - A conference for you to practice on

A conference to test/practice your conference facilities.

How to use this site?

This site is divided up into four major areas:

1. Home page - access to all primary tools and content areas
2. I*EARN Australia - information about I*EARN Australia, contact details and an online subscription form
3. I*EARN International - international content resources, centre contact details
4. Theme based projects - divided into theme project categories

Each page comes supplied with either an image map or icon-buttons to enable you to navigate through the site. The image map and icons are designed in such a way as to foster exploration of the I*EARN Australia content. Each section has had a specific icon designed for it. As you move through the site you will discover and uncover, much like a search for fossils, the inner-body of each of the icons.

The list below will assist you in identifying each icon/fossil with the section/theme it had been designed for. Please ensure that your web browser is capable of handling forms.



UNIVERSAL INDEX



I*EARN Australia Network

- [I*EARN Australia](#)
- [I*EARN International](#)
- [Theme Based Projects](#)
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- [Whalesong Foundation](#)



I*EARN Australia

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- [Member Feedback](#)
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- [Other Initiatives and Organisations](#)

I*EARN International



- [I*EARN Gopher](#)
- [Global Secretariat](#)
- [Feedback to Global Secretariat](#)
- [International Newsletter](#)
- [I*EARN Centres](#)

Theme Based Projects

- [Environmental/Natural Science Projects](#)
- [Social Studies / Humanities](#)
- [Arts / Literature Projects](#)
- [Language Projects](#)
- [Other Projects](#)
- [Search Theme Projects](#)
- [Submit your Theme Project Proposal](#)

Environmental/Natural Science Projects

- [iearn.aqua](#) - International Water Monitoring Projects
- [iearn.environ](#) - Planetary Notions Environmental Newsletter
- [iearn.rainforest](#) - Belize Rain Forest Project
- [iearn.uv](#) - Ultraviolet Radiation Ozone Depletion/ Atmosphere
- [iearn.goforit](#) - Virtual Field Trip Deserts of the World
- [iearn.youthcan](#) - Youth CaN Environmental Action Project

Social Studies / Humanities

- [iearn.pump](#) - Clean Water for Nicaragua
- [iearn.family](#) - Cross-cultural Family Project
- [iearn.heroes](#) - Cross-cultural Heroes
- [iearn.hgp](#) - The Holocaust/Genocide Project
- [iearn.tolerance](#) - Global "Beyond Tolerance" Project
- [iearn.oneday](#) - One Day in the Life Cross-cultural Comparison
- [iearn.violence](#) - Violence By and Against Youth
- [iearn.ventures](#) - Cross Cultural Projects and Exchanges

Arts / Literature Projects

- [iearn.kidscan](#) - Kids Can Elementary/Middle Newsletter
- [iearn.tc](#) - The Contemporary Global Newsmagazine

Language Projects

- [iearn.latina](#) - Spanish Project Conference

Other Projects

- [iearn.math](#) - The Power of Math
- [iearn.newplace](#) - Making Schools Better Places
- [iearn.recovery](#) - Recovery/Substance Abuse
- [iearn.circles](#) - AT&T Learning Circles

I*EARN Project Conferences

- [iearn.ideas](#) - Project Ideas submitted Here
- [iearn.projects](#) - Archive of completed projects
- [iearn.aqua](#) - Global Water Quality monitoring and action research
- [iearn.environ](#) - Planetary Notions Environmental Newsletter
- [iearn.family](#) - Cross-cultural Family Project
- [iearn.fp](#) - First/Indigenous Peoples
- [iearn.globlart](#) - Global Art Project
- [iearn.heroes](#) - Cross-cultural Heroes
- [iearn.hgp](#) - The Holocaust/Genocide Project
- [iearn.kidscan](#) - Kids Can Elementary/Middle Newsletter
- [iearn.math](#) - The Power of Math
- [iearn.newplace](#) - Making Schools Better Places
- [iearn.oneday](#) - One Day in the Life Cross-cultural Comparison
- [iearn.pump](#) - Clean Water for Nicaragua
- [iearn.rainforest](#) - Belize Rain Forest Project
- [iearn.recovery](#) - Recovery/Substance Abuse
- [iearn.tc](#) - The Contemporary Global Newsmagazine
- [iearn.tolerance](#) - Global "Beyond Tolerance" Project
- [iearn.uv](#) - Ultraviolet Radiation Ozone Depletion/Atmosphere
- [iearn.violence](#) - Violence By and Against Youth
- [iearn.vision](#) - The Vision Literary Anthology
- [iearn.youthcan](#) - Youth CaN Environmental Action Project
- [iearn.authors](#) - Young Writers and Editors

I*EARN Conferences for Linking People and Resources

- [iearn.teachers](#) - Faculty lounge - all teachers welcome!
- [iearn.youth](#) - Meeting place for students & young people
- [peg.test](#) - Practice posting messages to a conference
- [iearn.options](#) - Discussions about alternative education
- [iearn.circles](#) - AT&T Learning Circles/Related Projects



| [Home](#) | | [Projects](#) | | [Help](#) |

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I*EARN AUSTRALIA NETWORK SEARCH



Search for:

Search

Clear



The Search Criteria

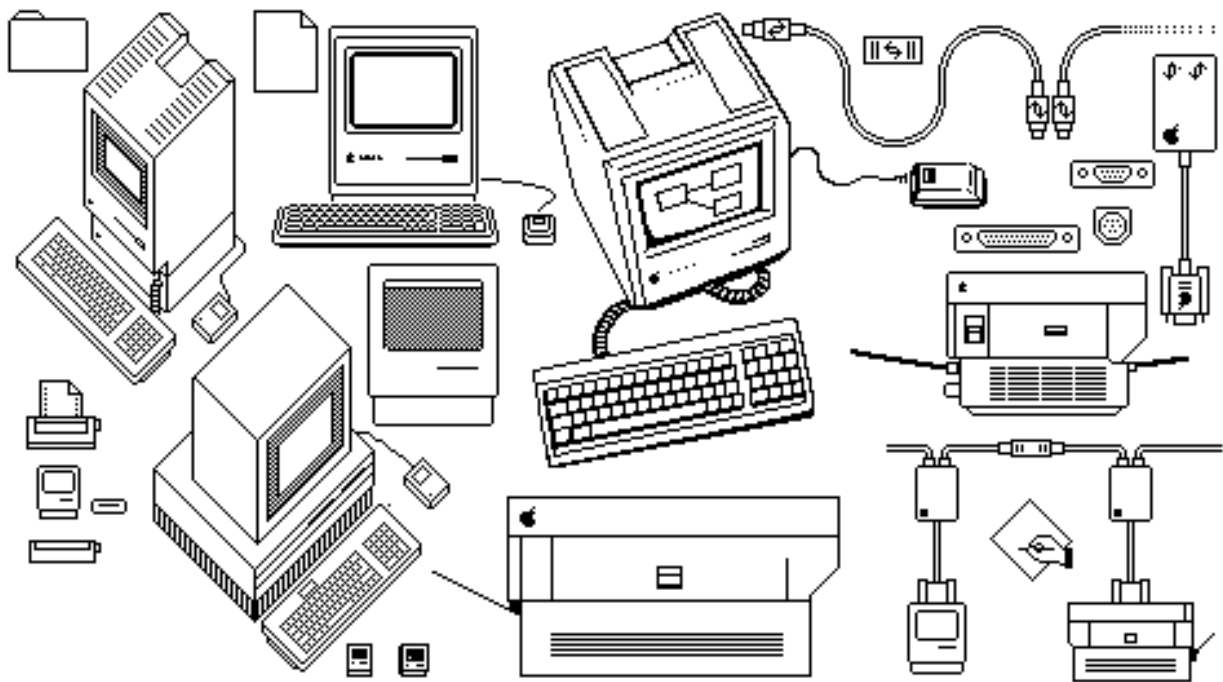
Enter the words you wish to search for in the search box. Choose your words carefully. Entering one or more words will source pages containing any of these words.

If you wish to refine your search criteria you may do so with the use of **and**, **or** and **not** between key words and by enclosing phrases in parentheses to clarify the meaning. For example:

(Science and water) or water not river.

If you require assistance with the I*EARN projects keyword search, email the I*EARN WWW [manager](#).

WHAT IS THE INTERNET?



WHAT IS THE INTERNET?

The Internet consists of lots of different computer networks joined together to produce the world's largest group of connected computers. It is easy to think of it as lots of networks that are interconnected. Some of these networks belong to government bodies, some to universities, some to business, some to local communities, and some to schools.

These many networks consist of millions of computers all linked together talking a common language. By connecting your computer to the Internet through the telephone network you are able to contact any other computer on the Internet. It does not matter what type of computer you have as long as it has the right software on it. By connecting to the Internet you are able to send and receive information in the form of text, sounds, images and video.

The origins of the Internet were in the system of computer networks developed by the US Defence Department that would work even if portions of it were destroyed by a nuclear war. Over time, access was given to educational bodies, research institutes and government bodies; and in the 1990's commercial companies started giving individuals Internet access. Today it is expanding exponentially with over 30 million people connected.

How to get on the Internet from home.

To get on the Internet you obviously require a computer. It doesn't matter whether the computer is a Macintosh, an IBM compatible or an Amiga. It is the software which allows you to access the Internet and talk to other computers within this huge computer network. The next requirements are a modem and a phone line. A modem converts the digital information on your computer into something that can travel along telephone lines and when it gets to its destination another modem converts the received information back into digital information.

There are many different types of modems, but it is wise to get the fastest one possible. The speed of a modem, refers to the speed at which they can send and receive information. This is measured in kilobits per second (kbs). You should not buy anything less than a 14.4 kbs modem as this will make using certain aspects of the Internet very slow and hence will cost you money in waiting time.

Once you have all of this you are nearly ready to venture onto the Internet. The only thing required now is an Internet Service Provider (ISP). If you like, this provides you with the on ramp to the Internet's Super Information Highway. An ISP is like a Telecom or an Optus, that is, they are your chosen carrier to give you access. There are many ISP's about and all offer different price structures, services and support. When selecting one take into consideration the following:

- Is there a local phone number to access your Internet account or will you have to pay STD rates?
- What software and support does the ISP provide to set you up and get you going?
- What are the costs associated with setting up your account and how will you be charged for the time you are on-line?
- Will there be a charge for the amount of material which you download?

- Does the ISP provide full Internet access?
- Is there support and what hours is it available?
- How many users can your ISP provide access to at any given time?

What does the Internet provide?

PEOPLE TO PEOPLE



The Internet also allows for people to participate in Newsgroups or Conferences. Conferences tend to be centred around a given theme or interest and are divided up into separate topics which anyone who enters the conference can read and respond to at any time. Conferences allow for discussion to be held in an orderly, logical and manageable fashion and the contents of the discussion are recorded within the structure of the conference.

We tend to call this type of communication people to people as anyone who has access to the conference can enter the “electronic room” and participate. Conferences are the backbone of I*EARN as this is where students and teachers and collaborate on projects. There are thousands of conferences on the Internet ranging from I*EARN ones to discussion groups on cookie recipes.

There is also the capacity on the Internet to participate in real time chat. People are able to enter “chat rooms” where they can type messages on their machine which appear on the screens of the other participants in the same “chat room” In turn these people are able to respond. This is referred to as Internet Relay Chat (IRC) and is live, hence at times an unpredictable environment.

Another type of people to people interaction is in such things as Multi-user dungeons (MUDS) and object-orientated MUDs (MOOS). These are on-line fantasy games played by a group of people at the same time. The participants take on a persona and interact with one another in the designed fantasy world.

PERSON TO PERSON CONTACT:



Electronic mail (e-mail) is the sending of information, in a matter of seconds, from your computer to another person on the Internet anywhere in the world. The only people who see your message are those you actually post it to, hence we tend to term this aspect of the Internet as person to person.

By using e-mail you are able to send different types of files via such as a simple text file, a Word 6 file, a graphic, a programme and a video. One message can be copied to a number of people at once, hence, the posting of a single document to multiple recipients. If you receive a document which you think would be of interest to another person you are also able to forward this on to them.

By using e-mail you are also able to belong to what is called a mailing list or a list server. By belonging to a list server you will receive mail from other participants or the list server

manager in a chosen area of interest. For example, you may belong to a list server which is concerned with educational issues.

To have access to e-mail you require an account with an Internet Service Provider (ISP) such as Pegasus. When you sign up with an ISP you will receive an e-mail address. For example, a Pegasus e-mail account will be something like this: jbloggs@peg.apc.org

PERSON TO COMPUTER



There is a great deal of information available on the many computers making up the Internet and this information through various ways can be identified and returned to your computer.

The World Wide Web (WWW) is like a huge book whose pages are scattered around the computers of the world. The pages of information contain clickable links (hypertext) within them which allow you to move around the worlds computers in search of information that may be of interest to you.. These pages of information called Web pages can contain text, graphics, sounds and video and they are becoming more interactive as they are developed.

To navigate the World Wide Web you require a Web Browser which is a piece of software which presides on your computer and once a connection to the Internet is established through your ISP you boot up the browser and it provides an interface and method for navigating the Web. Netscape is a Web browser which is widely used.

For more information on the Web, please consult the Web section in this manual.

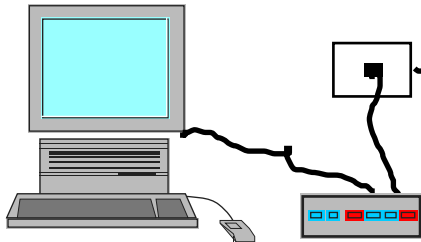
On the many computers that make up the Internet there is a large assortment of software that can be downloaded from remote computers to your computer. Much of this software is Freeware and there is no cost associated to its use, except of course the cost of the time on-line required to download it. Other software is Shareware that can be used for a trial period after which you must register it with the developer and pay a small fee.

To get these files you at first need to know where they are. That is, you need to know the address of the computer that has the file and which directory (folder) it is stored in. These locations are often called FTP sites and as such one method of transferring files to your computer is by using File Transfer Protocol (FTP). There is software available which allows this transfer to be done easily. For example on the Macintosh Fetch and Anarchy find and retrieve FTP sites and for the PC there is Many Web browsers also have an FTP function built in.

When finding information on the Internet there are a number of tools which can assist you. To search the WWW there are search engines such as Infoseek, Lycos, Vista and Savvy Search. There are also text based tools such as Archie and Gopher. Archie, for example, is a database of FTP sites which is searchable and Gopher is a hierarchical system of directories (folders) and files which is easily navigated and searched.

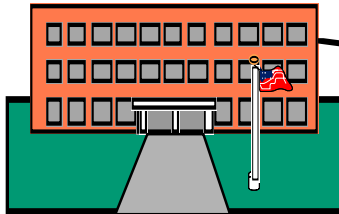
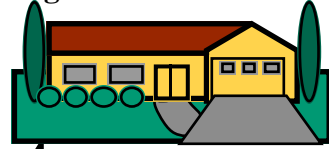
As is apparent there are many different components to the Internet. We have tended to divide them under the various headings of “person to person”, “people to people” and “person to computer”. By thinking of the Internet as a people network you will be taking a step in the right direction. Good luck.....

THE INTERNET

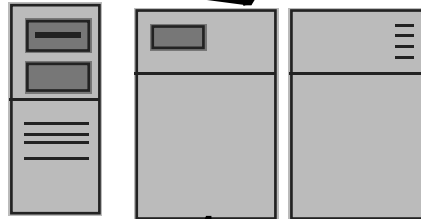


Your computer, modem and phone connection allows you access to the Internet through your Internet Service Provider

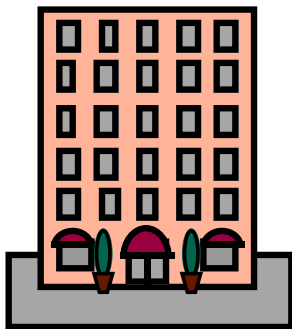
You are able to exchange email with your friend Mary in Argentina.



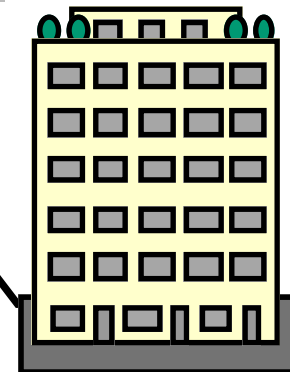
You are able to communicate with classes of students in Canada.



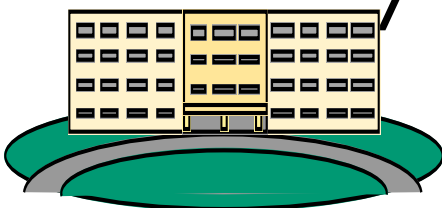
An Internet Service Provider allows access to the Internet and hence all machines connected to it.



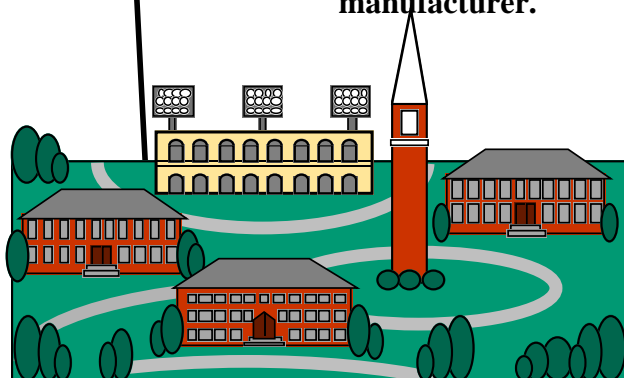
You are able to check on tariffs of a Hotel in France.



Get information about a commercial product from the manufacturer.

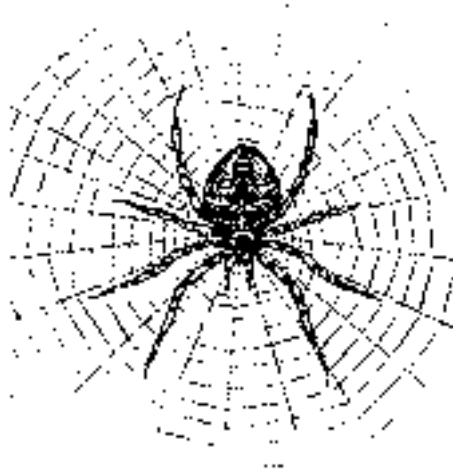


Access the latest research from a Research Institute



Get course advice from a University and enroll.

WWW



“THE WEB”

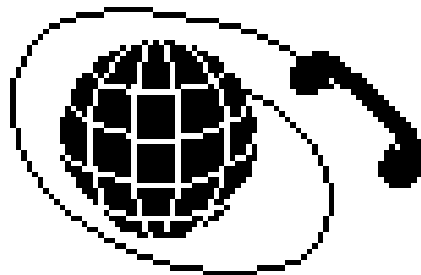
THE WORLD WIDE WEB (WWW)

The World Wide Web, often called the ‘Web’, is one of the fastest growing and exciting aspects of the Internet. It allows users to ‘surf’ the Internet with very little effort and trouble.

The Web is like the biggest book ever written with millions of pages residing on the different computers throughout the world. The ‘book’ contains any topic of information you can possibly imagine and it is constantly growing with people adding their pages to it all the time.

The Web, however, is unlike a linear book, as each page of the Web can contain key words which provide links to other pages of the Web no matter where they may reside. The linking of keywords or phrases to other documents is referred to as hypertext links. Hypertext is a concept that allows the user to navigate the Web with a great deal of ease and flexibility. By using a mouse to click on hypertext links, you can be taken on a virtual journey following pathways from page to page, skipping from computer to computer around the globe in search of information.

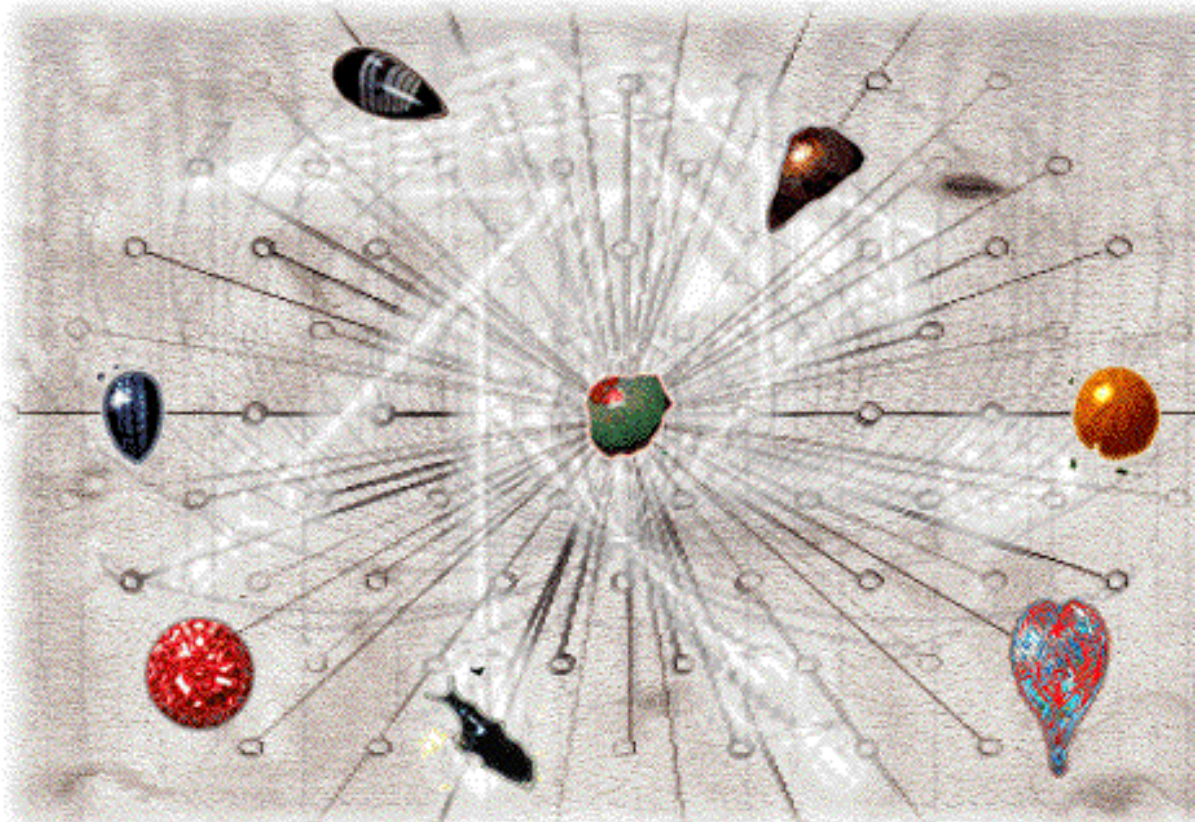
The Web is unlike any other Internet component as it gives the user access to different styles of text, graphics, sound, video and animation. Through the use of Web browser software such as Netscape, a graphical user interface (GUI) is provided and allows a very user friendly means of exploring the Web and its multitude of information. It is important to add, that the Web and Web browsers are continually developing at break neck speed and the types and presentation of information is changing dramatically.



I*EARN Australia Homepage

The I*EARN Australia 'homepage' is a place you can use as a launch pad to other I*EARN pages and related information. The term 'homepage' indicates that the page is a useful starting point in the exploration of the given topic and related topics. A 'homepage' could potentially lead to 1000's of other Web pages or in fact other 'hompages'. When people develop a Web site they tend to start with a homepage and build the site around this.

I*EARN AUSTRALIA NETWORK



APPEAL FROM AN I*EARN SECONDARY SCHOOL IN ENGLAND

1996 Study Mission to Israel

| [I*EARN Australia](#) || [I*EARN International](#) || [Theme Based Projects](#) || [Weekly Broadcasts](#)
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Designed by
[Toy Satellite](#)

Following Hypertext Links.....

When moving the mouse over the hypertext links (usually different colour and underlined) on the Web page you will notice that the arrow turns into a hand. See below.



This indicates that the words or graphics are a hypertext link and by clicking the mouse a link is followed, wherever it may take you. The journey could be to another spot within the Web page in front of you, or it could be to another computer anywhere in the world. By clicking on a hypertext link, you send a message to the linked computer and you request the information contained as specified in the hypertext link. The information then is brought back to you and displayed via your Web browser software, such as Netscape, on your computer. Just by clicking on text or an image you can put in a request within seconds to anywhere in the world.

URL's

Each page on the Web has a physical address which describes where the page actually resides. This address, location or netsite is called a URL which stands for Uniform Resource Locator and provides you with information on how to access the information, the machine it is present on and the full pathway to the information.

The URL for the I*EARN Homepage is

<http://www.peg.apc.org/~iearn/>

The **http** refers to the protocol used to access the information which in this case is Hypertext Transfer Protocol.

The **www** indicates that the information is in the World Wide Web section of the server.

The **peg.apc.org** indicates where the computer with the information requested is. In this case, it is Pegasus which is part of an organization called the Association of Progressive Communication (APC).

The **~iearn** refers to the directory the page is in.

If you know the URL of a Web site then you can go directly there by entering it into your Web browser. For example, in Netscape you are able to click on the 'Open' button and type in the URL. You will find that many magazines, newspapers and TV shows now mention URL's. They make it very easy to visit a site efficiently and quickly.

Making Your Own Web Pages

To make your own Web pages is not difficult. With a little bit of effort and some experimenting it won't be long until you are creating them. There are several locations on the World Wide Web which provide details of creating your own Web pages and advice on their design. See the end of this section for a list of references and their location. There are also many books now available on Web page design and construction.

One good way to introduce yourself to the production of Web pages is to find a simple page which you like the design of. For example, the one below:

(Please Note: This example is shown using Netscape 2 as the Web browser)

The purpose of IEARN.AQUA is for students and teachers to discuss all areas of their water monitoring project with others from around the Globe. The conference has been based on the program of water quality management as developed by [Water Watch](#) in the manual [A Community Water Quality Monitoring Manual for Victoria](#)

The IEARN.AQUA conference is designed to enhance the existing curriculum models which have been developed in schools. Many schools are presently monitoring their local watersheds and completing great work in reporting back to their communities.

By adding the component of telecommunications, students can discuss their area, not only locally, but nationally and globally; and draw on the huge resource of those involved in water watch projects. Students and teachers can gain a great deal by developing links throughout the world with other like minded people and hopefully make a meaningful difference in the water quality issues. Please take the time to view the [CASE STUDY](#) of the project to date.

Some other sites to check out :

- o EcoNet's [Seas & Waters Resources Directory](#)
- o Australian [Environmental Resources](#) Information Network
- o About [Landcare](#) Web
- o Global Rivers Environmental Education Network, [GREEN](#)

http://www.igc.apc.org/green/green.html

Once you have the page displayed, you can easily print it out by clicking on the 'Print' button on the Netscape browser. Then to view the language the page is written in you can select 'View' from the menu bar and then select 'Document Source'.



It is a good idea to print this out as well so that the actual Web page and the language it is written in can be compared.

The language Web pages are written in is called Hypertext Markup Language (HTML). This language is used to 'mark up' text files with styles and links so that they can be used with the World Wide Web. Below is the HTML for a portion of the Web page on the previous page.

```
<IMG SRC="people.GIF"> <P>
```

```
<H4>By adding the component of telecommunications, students can discuss
their area, not only locally, but nationally and globally; and draw on the
huge resource of those involved in water watch projects. Students and
teachers can gain a great deal by developing links throughout the world
with other like minded people and hopefully make a meaningful difference in
the water quality issues. Please take the time to view the <A HREF="http://
www.peg.apc.org/~ahocking/casestudy.html">CASE STUDY</A> of the project to date.</H4>
</center> <P><hr>
```

```
<H2> <I> Some other sites to check out :</H2> </I> <P>
```

```
<ul type=circle> <li> EcoNet's <A HREF="http://www.igc.apc.org/igc/www.water.html">Seas &
Waters Resources Directory </A>
```

```
<li> Australian <A HREF="http://kaos.erin.gov.au/">Environmental Resources </A>
Information Network
```

```
<li> About <A HREF="http://www.agfor.unimelb.edu.au/LCweb/about.HTML">Landcare Web </A>
```

```
<li> Global Rivers Environmental Education Network, <A HREF="http://
www.igc.apc.org/green/green.html">GREEN</A>
</ul>
```

```
<P> <hr>
```

This source has highlighted in it the various 'HTML tags'. These describe to the Web browser, for example Netscape, how it should display the text, graphics, what links to other documents it will have, etc. The tags basically set the page up. You can actually upload simple text to the Web area of your Internet Service Provider and it will appear in this raw form. If you wish for it to have certain attributes and contain links, then you must use HTML tags. It is possible to prepare Web pages in simple text editors/ applications and there are several HTML editors available which make creating Web pages very easy. For example, for the Mac there is a programme called 'Pagemill' and for the PC there is 'Hot Dog'. Remember that you can view the pages you are working on through Netscape or through the HTML editor without going online. This is a good way to make sure that it all works.

The 'source' of Web pages can help you start to see how Web pages are designed and give you an indication of what the various tags do within a Web page. By using all of the available resources you will be designing Web pages before you know it....

Some useful resources on the Web.....

Publishing on the Web

<http://www.des.vic.gov.au/loti/publish.htm>

RMIT's Sunrise Laboratory Professional Development and Guides to Write HTML

<http://www.caffelatte.srl.rmit.edu.au/websites/PD/INDEX.HTM>

A Beginner's Guide to HTML

<http://www.ncsa.uric.edu/demoweb/html-primer.html>

A Comprehensive List of WWW Resources

http://www.yahoo.com/Computer_and_Internet/World_Wide_Web/Authoring

Please remember that you are able to search the Internet for further resources. See over the page and when you are ready to launch your Web site on the Internet you need to speak to your Internet Service Provider in regards to how you can place it on their Web server.



Finding Information on the Web.....

It is often a daunting task when posed with finding specific information on the Web. However, don't despair as the Web has the capability of searching the many pages for keywords. By clicking on Net Search on the Netscape Browser, you are able to access the search page and choose from a number of search engines (see below). The method of completing a search is self explanatory and when the search is complete, you are presented with a list of Web sites in response to your keywords. These findings are clickable and will take you directly to the particular Web page. It is a very effective and efficient way to find information and if you find a page you would like to visit again, you are able to add this to your bookmarks. Searching and bookmarking Web sites is useful in building up lists of easy accessible resources for yourself and your students. Bookmarks can help direct people in the correct direction and save them time online.



BROADFORD SECONDARY COLLEGE'S

If you are online and viewing a PDF File then Click the Image below to go to
Broadford's Web Site



Broadford Secondary College is arguably Australia's most innovative computer literate secondary school, launching several of its own GLOBAL education projects

Warren Bond "Macuser April 1995"

THE BROADFORD EXPERIENCE

History:

The development of telecommunications as part of the learning process at Broadford Secondary College has taken over half a decade to achieve the status and respect it currently enjoys. There is a belief among the majority of the teachers at Broadford that the experiences over the last 7-8 years have been genuinely positive and of benefit to both the students and teachers.

Curriculum:

The curriculum at Broadford has long reflected the belief in the benefit of non-competitive goal based assessment and the opportunities for enhanced learning when 'alternative' teaching methodologies were employed to overcome many of the constraints of traditional schooling organizational structures.

Students have long been encouraged to see the wider community as something they belong to, something to work within. Students have a tradition of community involvement and participation, making the integration of and transition to the use of telecommunications a relatively painless activity.

The Imperative:

As an end in itself, telecommunications and computers are at best a novelty, at worst a technology that is often misapplied and misunderstood. We have developed simple rules at Broadford to judge the effectiveness of the technology we use:

- Δ Will this technology better equip our students to understand and participate effectively in the world around them, today and in the future?*
- Δ Will this technology enhance current curriculum that we value?*
- Δ Is this technology accessible to all and will it be over time?*

Above all else, we have found that this telecommunications technology demands that teachers and students be able to deal with the unexpected, prepare for challenging experiences and realize that perhaps not all learning can, will and should necessarily take place within the four walls of a classroom between the hours of 9am and 3.30pm.

What Happens when a Modem knocks on your classroom door???

Our experience began with two or three students who were keen to share some writing. We endeavoured to assist them by transmitting this, via the new medium (for us) of electronic mail, to a group of students who were in a very different situation to ourselves.

You can imagine our surprise when we actually had replies to our messages and requests for further contact!!! Within weeks, what was a 2-3 student “one-off” activity, had become an entire class of year 9 students wanting to write to their new friends in Seattle Washington.

One computer, 25 students and a frazzled teacher, who didn’t really have time for excited and motivated students wanting to come back and work extra hours at recess and lunchtime, was not an ideal recipe for success.

Within a term, this first contact and subsequent “hail of letters” from overseas, had transformed what we understood to be the potential of “computers”!! Within six months we had organised and confirmed the College’s FIRST ever international excursion to Vancouver, Canada and Seattle Washington; students linked via a teleconference to students in four other countries and had 23 geography students contributing to 3 separate international student publications that were read in some 8 countries. For the first 18 months this happened in a back office of a geography store room with a Macintosh SE, a notepad and three floppy disks.. Oohh.. And a modem!

We now had the task of actually dealing with our success?? People were writing to us from all over the world?? In 1991-92 we had major projects in a year 8 and 9 geography classes running with students at the Middle School attached to Beijing University, students from Argentina and even regular weekly “conversations” with members of the United Nations committee on Ozone Depletion.

As the coup attempts in the former Soviet Union unfolded, our students were sitting by a map of the world at a computer and downloading mail messages from Moscow School 67 and Coldspring Harbour High School in New York..... My Geography class was NEVER going to be the same again..

From this point we seemed to have daily miracles, from year 9 students casually announcing that they had been conversing with the members of the US Senate Sub-Committee on Space, Science and Technology to (and I quote) “help me with my homework”, through to year 10 and 11 Japanese L.O.T.E. students using e-mail to organise “native speaker” sessions where they would assemble as a class around a speaker phone and hold conversations with their “friends” in Ibaraki Prefecture in Japan. The role of the learner, the teacher, what was being learned, when it was being learned and WHO was actually learning was changing at an exponential rate!!

Since this time we have had visitors from Japan, China, Korea and Indonesia. Students from Broadford have travelled to Canada, The USA, Poland and Israel, working to expand and further the links created through telecommunications technology.

On the next page we have outlined what this “looked like” when we first started and what it looks like now. Obviously the structures we put in place are trying to encourage and enhance this “hyperlearning”.. Not always experiencing success, but always learning.

The World contracted thus.....



The Broadford Experience:

1989



- △ All class communication handled by the teacher
- △ Student's shared floppy disk
- △ All mail printed and distributed by hand

1990-91



- △ Establishment of small core of student group
- △ Student management team established
- △ Independent access to computer and e-mail
- △ First students get own e-mail accounts
- △ Info-Tech Dept provides greater access to departments

1992-94



- △ Student demand for Internet access grows
- △ Projects become more difficult to manage
- △ Extension of student management team and teacher facilitators to coordinate theme based projects
- △ Heavy demand to integrate telecommunications into the curriculum areas traditionally seen as 'computer deserts'.
- △ Increased demand for computer resources
- △ A range of curriculum imperatives established to purchase computer network
- △ Machines and phone lines spread around school in classrooms and staffroom

1995



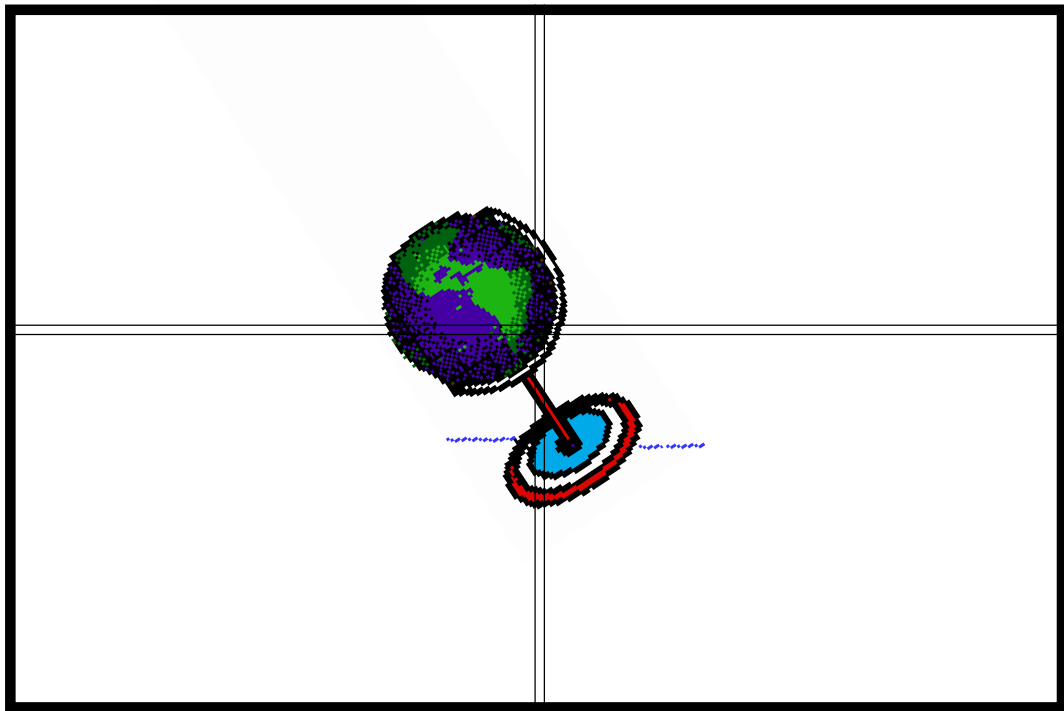
- △ Extensive investigation of networking options
- △ Complex curriculum projects requiring scheduling flexibility, access to facilities
- △ Reduced dominance of 'Computer Labs'
- △ Diversification of computer resources
- △ Multiple connections for users on the LAN
- △ Establishment of Global Classroom Project to assist other schools

1996



- △ Network connected to the Internet established
- △ Development of LAN
- △ Dial up access to school granted to teachers and some students
- △ Establishment of a Resource/Learning Centre for teachers and students
- △ Continuation of Global Classroom Project

A WINDOW ON THE WORLD



A Window on the World:

Schooling, Learning and Telecommunications for the 21st Century

Notes for the Closing Keynote Address presented to the Annual Conference of the International Education Agency of Papua New Guinea on Friday 21st April 1995

Bill Coppinger

A thought:

- 60% of the Jobs students currently in Grade 3 will gain employment in when they leave school have not been invented yet?
- 20th Century education is using 19th Century methodologies to equip students to live in the 21st Century

In his book, *The Quality of Mercy*, William Shawcross makes the observation,

“The flood of instant information in the world today- at least in the Western Industrialised World- sometimes seems not to further, but to retard, education; not to excite but to dampen, curiosity; not to enlighten, but merely to dismay”.

It is a feeling, we particularly, as educators know well. Our sense of impotence seems to grow in direct proportion to the so-called “spread of our knowledge”. I assert that in many cases, this “feeling” prevails in many classrooms across our state, our country, if not the globe. The destruction of memory, the inability to re-call, identify or act is a direct result of the information revolution. William Shawcross goes on to point out Archibald Macleish saying; We are deluged with facts but have lost or are losing our human ability to feel them”.

The reference to Milan Kundera’s work is most appropriate here. “the bloody massacre in Bangladesh quickly covered the memory of the Russian invasion of Czechoslovakia; the assassination of Allende drowned out the groans of Bangladesh; the war in the Sinai made people forget Allende, the Cambodian massacre covered Sinai and so on and so forth...Ultimately everyone lets everything be forgotten”.

As Global Educators, as environmentalists, such words, such truths, should challenge and confront us. As teachers, we have a profound responsibility to our students, to provide them with the necessary skills and knowledge to understand and participate in an ever complex and changing world. We must be part of the window to the world.

“Modern” education (I assert) faces a true challenge over the next six to ten years. There is truly change and revolution across the globe, obvious in many fundamental changes, “Global Power-blocs collapse, South Africa elects Mandela President, unprecedented nuclear disarmament”.

ment..... The list is endless.. Change is a state of being. How does one make sense of these changes? How does one find the means and space to examine what these changes mean for a specific individual, let alone an entire generation of school children, or for that matter an entire society??

A case in point would be what I call the “CNN-ization” of world news... Mass-mono media, the world’s perception of itself is through the increasingly myopic vision of the three or four Global news agencies. Susan George was ringing the alarm bells 18 years ago when she said;

“Here is what the mass media give us everyday about the world food shortages,

- 1.The World’s resources,including food, are limited.
- 2.There are too many “poor” people, they have the highest birth rate;
- 3.Therefore. It is the poor who are consuming the world’s resources.”

George rightly points out that “this is not worthy of third rate editorial page... Do we “forget” just one country, the USA, 6% of the Globe’s population consumes 35% of the world’s energy?? Extrapolate.....

The solutions to such troubling questions are monotonously predictable. In many cases, those that we look to for answers, tell us..... computers!!!

I would like to spend the time I have with you today to outline my experiences as a full time geography teacher, specifically addressing the ways I and my colleagues in the International Education and Resource Network (I*EARN) have attempted to create meaningful and lasting alternatives to current educational policy and practice with the hope of addressing the real educational questions of our time..

The advent of telecommunications and associated technologies to everyday life is fundamentally changing the way we live and more importantly changing the way we relate to the world around us, even changing what we may define as “our world” . So fast in fact, that few if any, really understand or even begin to comprehend the implications...

If the picture I have painted here, one of confusion, if not insecurity and fear, is indeed adequate or accurate, then it begs the question; what is the role of the educators and education systems in this metamorphosis?

The greatest barrier to the integration of Telecommunications into the classrooms and schools of Australia, if not the world, is a combination of the historical role of schooling in society and the often awkward interpretation of “technology” as simply another educational tool. Herein lie the fatal errors that quite often relegate educators to a peripheral comprehension of telecommunication technology and more importantly, its role in the learning process.

The perception of, and the use of computers and telecommunications technology in this environment, is, in many cases clearly creating the fundamental misunderstandings many educators have regarding the most appropriate path to plot for themselves and their students in to the 21st century.

How best do we equip our students in the present world to participate in the future world??

Over the last two decades we have looked at the computer and its use in the classroom as another educational tool, much like a set of books, charts or video material. In many many cases, this has been paralleled by a subsequent rise to prominence in the field of education by the reductionist learning theories. In essence, students learn that meaning and understanding are gained by reducing knowledge to often theoretical compartments and components of the “whole”; mastery of a compartment makes you an “expert”. This is where much so called technology is valued the most, providing a ready means of mechanically sifting, sorting and deleting the vast “oceans” of information that are now available to us... Contrary to this, I believe the primary role of the teacher is to promote the “realisation of self” in their students and to provide them with a framework that will allow them to question, understand and participate meaningfully in the world around them.

A world, I must say, that will be profoundly different from the world we currently live and work in. This is in stark contrast to those that would have “graduating students” masters of a single or narrow set of saleable skills. Ready to trade their “wares” on a national or global “market”.

Chris Bigum, from Deakin University in Victoria, Australia, put the issue succinctly when he said;

“ In the early experiments, computers were seen in terms of adding to existing structures of a school.. what was not understood is that new information technologies are not good for constructing walls. They act more like doors or gates”

I think teachers must understand this fundamental difference; when they make a commitment to use telecommunications in a format such as the I*EARN experiment, they are taking on the methodology AND tools that will begin to de-couple curriculum from schooling.

In practical or day to day terms, this is the tension and often confusion that manifests itself as “ not enough time to get things done”, noisy classrooms, greater demands on school resources (such as faxes, phones, office space, and photocopiers) that were once the domain of “administrators and Staff”.

What greater stress can be placed on a traditional school than to have both students and teachers achieve the realisation that the four walls of the classroom are no longer particularly relevant to the goals of the students it is supposedly there to support? (See appendix)

The technology is, in a very definite way, making its own demands of the traditional teacher/school/community relational structure. I assert that a traditional schooling structure will, by its very nature, inherently inhibit the growth of “global projects” unless modifications are made to all of the teacher/school/student relationships.

Teachers will automatically violate the grammar of the medium if they attempt to introduce such technology as simply “another classroom tool”.

“The discrete architectural space of schools begins to be replaced by the temporal differences of technological time, and accordingly curriculum begins to de-couple from schooling” .

Schools and teachers using global telecommunications technology must look to a pedagogical framework that releases and intensifies, not restrains and dilutes. The inherent worth of the technology for students and their development, hence the value to humanity, is beyond question. Friere has much to offer in this context.

To be truly literate, one must not simply possess the means of coding and de-coding information or known facts, they must be able to go “ way beyond a simple facility with words to probe the very relationship of people with their world” .Friere hits the mark, saying that literacy must be “a human act implying reflection AND action”. (Friere 1972).

Two words, reflection and action, best sum up the worth and role of telecommunications technology, yet paradoxically they are the two words that for many schools and educational theorists in Australia, are a virtual anathema (I use the word in the religious sense!!)

It is imperative that Australian, in fact, all educators, gain this insight and work to modify both teacher practice and institutional frameworks to truly maximise the worth of such technology in the learning process.

Again, the work of the academic and economic rationalists have much in common. They are certainly working in concert(although, I am sure , without any organised intention) to create untenable situations in schools and educational institutions. The emphasis has clearly been and unfortunately to date, continues to be, one that rewards reductionism, praises, if not glorifies financial productivity and honours the quantifiable. Emphasis on the structure of schools and schooling, resource allocation and the like have left little place for the educators involved with their students to actually create a co-herent and valuable framework for the *learner*.

If learning is to be useful and relevant for the student, and thus ultimately the planet, then what is learned must have value for the student.

Some of my favourite writing in , Zen and the Art of Motorcycle Maintenance contains the glorious observation that “value, the leading edge of reality, is no longer an irrelevant offshoot of structure. Value is the predecessor of structure” .

In essence I am saying that we must value , value!! We must hold this over structure, over curriculum, over schooling.

A reflective enquiry approach must underpin the integration of telecommunication in the classroom. As I have stated earlier, in very simple terms, to see this technology as something to learn about RATHER than to learn with, is to miss the whole point.

At best, the teachers and school community will understand and expect the pressure that such liberating technology brings to the traditionally organised school curriculum. Teachers must be allowed to develop an enquiry sequence with their students, a sequence that may not necessarily have the outcomes originally intended. Schooling must be designed to facilitate the learning, not direct it! I re-call the words I used to begin our short meeting today...

“The flood of instant information in the world today- at least in the Western Industrialised World- sometimes seems not to further, but to retard, education; not to excite but to dampen, curiosity; not to enlighten, but merely to dismay”.

Given the state of our planet and the future the vast majority of its inhabitants face, a Global Classroom *can not*, and *will not* allow this to happen.

Bill Coppinger Broadford, Victoria. Australia September 1993.

*Please note that this paper is NOT a transcript of the presentation made to the G.T.A.V. conference but a “concept paper” of the key ideas put forward in support of the changes I believe are required to enhance the learning environment through the use of modern computer and multimedia technology.

Bill Coppinger



The Global Classroom 1995-1996

Research and Evaluation Centre

As you are aware, during the course of 1995 and 1996, the Whalesong Foundation closely evaluated and researched the Global Classroom project.

If you are interested in the history of the project, from the early beginnings at Broadford Secondary College in 1989, to the creation of the I*EARN Australia Centre in 1991 and the subsequent planning of the then, “Global Campus” project which became, in the December of 1994, the “Global Classroom Project”, then you will find the links below to be of some interest.

All of these links are “clickable” and hyper-linked to the World Wide Web...
Please be online when you click these links..

- The Whalesong Home Page
- Department of Education
- Global Classroom Home Page
- GCP Resources Page
- Research and Evaluation Resources 1994-1997