

H e l e n C . B a r r e t t , P h . D .



# P o r t f o l i o

I n t r o d u c t i o n

T e a c h i n g

R e s e a r c h &  
C r e a t i v e A c t i v i t y

S e r v i c e

U n i v e r s i t y o f A l a s k a A n c h o r a g e  
S c h o o l o f E d u c a t i o n  
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## INTRODUCTION

This file is submitted for my annual retention review covering the 1999-2000 academic year. It has been prepared using "Faculty Review Procedures and Guidelines for the School of Education" as approved on May 20, 1994. I am confident that you will find evidence of successful teaching, research, creative activity, and service, which fulfills the criteria for tenure for a Tripartite assignment. I am also confident that this file illustrates a pattern of continual professional growth and commitment to the mission of the University of Alaska as required for the award of tenure.

Since this is my fourth review, I have pulled from the notebook most of the information from prior years (specifically syllabi and course content guides that I developed) but these items are all on the CD-ROM in the *artifact2K.pdf* file. The artifacts are organized in chronological order, but the bookmarks provide random access by type of document.

I have been in the School of Education since the fall semester, 1991, and am confident that I currently meet the standards for tenure and many of the qualifications for promotion to Associate Professor.

In the notebook, I have included the mandatory items for an annual review, such as syllabi for courses taught in the last year and student evaluations. In the interest of weight and space, I have included copies of all syllabi since the 1991-92 school year on the CD-ROM Portfolio, along with electronic versions of my distance course files and copies of the World Wide Web pages that I maintain on four different servers, which can be viewed with any WWW browser:

 <http://cwolf.uaa.alaska.edu/~afhcb/home.html> (*my faculty web site*)  
<http://transition.alaska.edu/> (*the School of Education's WWW server*)  
<http://www.uaa.alaska.edu/ed/> (*the SOE WWW files mirrored on CAMAI*)  
<http://portfolios.alaska.edu/> (*the web server in my office*)  
<http://electronicportfolios.com/> or <http://helenbarrett.com> (*my consulting web site*)

My electronic portfolio CD can be viewed on any computer (Windows or Macintosh) that has the Adobe Acrobat Reader and QuickTime installed, with at least 32 MB of RAM and minimum 4x CD-ROM drive (to view the QuickTime movies). The CD-ROM files include hypertext links from the summary pages (also reprinted in this notebook) to the supporting detail. Items that are not included on the CD-ROM but are included in this notebook include: Prior Reviews, Computer Summary Sheets and Student Comments, any original correspondence, and the verification of my terminal degree. I have included a brief QuickTime movie tour of my electronic portfolio to help you understand how to navigate the CD-ROM using the free Adobe Acrobat Reader (the Installers for both Macintosh and Windows 95 versions are also included on the CD).

I appreciate the time and effort that you will take reviewing this file, and I look forward to your critique and comments on my work.

**UNIVERSITY OF ALASKA  
FACULTY WORKLOAD  
ACADEMIC YEAR 1999-2000**

*Revised*

Faculty Member: Helen Barrett Rank: Assistant Professor of Foundations

MAU/School/College: UAA/SOE/CHESW Department: Teacher Education

**Proposed for Fall Semester 1999**

• **Teaching Activity**

<u>Course No.</u>	<u>Title</u>	<u>Credits</u>
ED A320-daytime	Educational Technology Foundations	2
ED A626-Campus	Technology in Teaching & Learning	3

\* ASD TLC Grant: One-course (three credit) course release to coordinate educational technology curriculum integration activities across the UAA SOE curriculum, including new Teacher and Administrator electronic portfolio development strategies which address the new Alaska Teacher and Administrator Performance Standards. Also coordinate statewide activities related to the new competency-based endorsement in educational technology.

3

**Proposed Workload Units: 8**

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• **Research/Creative Activity**

As one of the few national experts in the field of using technology to support alternative assessment, and specifically electronic portfolios, I will continue to publish a set of papers on the SOE WWW server on the topic of Technology Support for Alternative Assessment (<http://transition.alaska.edu/www/portfolios.html>).

I will submit a proposal to the National Educational Computing Conference to continue my annual series of presentations on the topic of electronic portfolios and alternative assessment, and will produce a paper for the conference proceedings.

I will submit a conference presentation proposal and a paper to the proceedings of the Society for Technology & Teacher Education Annual Conference in February, 2000.

**Proposed Workload Units: 3**

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• **University and Public Service Activity**

CHESW Course & Curriculum Committee  
Instructional Resource & Technology Committee (School of Education)  
Maintain the SOE WWW server.  
Faculty Senate Committee on Academic Computing, Distance Learning & Instructional Technology.  
University Technology Council.  
Collaborate with the Anchorage School District on their Technology Literacy Challenge Grant

**Proposed Workload Units: 3**

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<b>Proposed Total Fall Semester Workload Units:</b>	<u>14</u>
<b>Proposed Total Academic Year Workload Units:</b>	<u>30</u>
<b>Proposed Fall Semester Overload Workload Units (if any):</b>	<u>0</u>

Signature of Faculty Member \_\_\_\_\_ Date \_\_\_\_\_

Signature of Dept. Head/Chair \_\_\_\_\_ Date \_\_\_\_\_

**UNIVERSITY OF ALASKA  
FACULTY WORKLOAD  
ACADEMIC YEAR 1999-2000**

Faculty Member: Helen Barrett Rank: Assistant Professor of Foundations  
 MAU/School/College: UAA/SOE/CHESW Department: Teacher Education

**Proposal for Spring Semester 2000**

• **Teaching Activity**

<u>Course No.</u>	<u>Title</u>	<u>Credits</u>
ED A629-campus	Multimedia Tools for Learning	3
ED A626-101	Technology in Teaching & Learning (distance) - team teach	2 of 3
ED A320-daytime	Educational Technology Foundations	2
*(ASD TLC grant)	One-course (three credit) course release to coordinate educational technology curriculum integration activities across the UAA SOE curriculum, including new Teacher and Administrator electronic portfolio development strategies which address the new Alaska Teacher and Administrator Performance Standards. Also coordinate statewide activities related to the new competency-based endorsement in educational technology.	3

**Proposed Workload Units: 10**

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• **Research/Creative Activity**

I will submit a proposal to a national/international conference to continue my annual series of presentation on the topic of electronic portfolios and alternative assessment, and will produce a paper for the conference proceedings.

Turn one of the conference proceedings into an article for national publication.

Develop a funding proposal for DOE's preparing Tomorrow's Teachers to Use Technology (PTTT) Program.

As part of the Statewide endorsement in educational technology, I will complete an Electronic Portfolio Handbook for education students and teachers seeking the Alaska Educational Technology Endorsement.

As Formative evaluation of the Electronic Portfolio Handbook textbook publishing project, conduct informal workshop for UAA students on electronic portfolio development, and incorporate suggestions into the final publication.

**Proposed Workload Units: 3**

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• **University and Public Service Activity**

CHESW Course & Curriculum Committee

Instructional Resource & Technology Committee (School of Education)

Maintain the SOE WWW server

Faculty Senate Committee on Academic Computing, Distance Learning & Instructional Technology

University Technology Council

Collaborate with the Anchorage School District on their Technology Literacy Challenge Grant

Write up NCATE Folio for Ed Technology Endorsement

**Proposed Workload Units: 3**

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**Proposed Total Spring Semester Workload Units: 16**

**Proposed Total Academic Year Workload Units: 30**

**Proposed Overload Workload Units (if any): 0**

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Signature of Faculty Member \_\_\_\_\_ Date \_\_\_\_\_ Signature of Dept. Head/Chair \_\_\_\_\_ Date \_\_\_\_\_



**SERVICE**

1. List all University/Campus/Departmental service activities. Include service as chairperson and estimate the number of hours/week spent in this activity.

Coordinated SOE Instructional Technology planning with Lab Manager and served on the SOE Instructional Resources & Technology Committee 4 hours/month

CHESW Course & Curriculum Committee 4 hours/month

Faculty Senate Distance Learning & Instructional Technology Committee 4 hours/month

Served on University Technology Council (UTC) 4 hours/month

Maintain the School of Education WWW page and WWW server 8+ hours/month

2. List all PROFESSIONALLY related Community Service Activities and estimate the amount of time spent each week engaged in this activity.

Coordinated college credit for the annual ASTE Conference 10+ hours total

Anchorage School District presentations on electronic portfolios 6 hours total

Collaborated with Polaris K-12 school on Intensive session with students on Electronic Portfolios, May, 2000 3 weeks total

3. List all other community service activities and estimate the amount of time spent in that activity.

Special Olympics volunteer, March,2000. Co-chair Information Desk at Kincaid 15 hours total

4. List service to one's profession, memberships in professional societies, memberships in community; state, national organization; editorial boards, etc.

Participated in the ISTE National Forum on Educational Technology Standards for Teachers, December, 1999 2 days plus travel

Selected to serve on the Writing Team to revise the ISTE/NCATE National Educational Technology Standards for Teachers, January, 2000 in Phoenix, AZ. 4 days +

Selected to serve on the Leadership Team for the ISTE-NETS•T Writing Team to create a compendium of lessons to implement the new standards. Facilitated the team writing the Foundations lessons, July-August, 2000 in Wheeling, WV. 5 days +

Selected to serve as the ISTE NETS•T Coordinator of Assessment for the new Teacher Standards, August , 2000.

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**5. List all paid consulting activities.**

- ESSDACK training, Hutchinson, Kansas (2 days)- October, 1999  
Electronic Portfolios for Teachers & Electronic Portfolios for Students
- National-Louis University, Chicago, Illinois (3 days) - October, 1999  
Electronic Portfolio workshops
- Anchorage School District  
Grant Writing - Technology Literacy Challenge Fund grant - November, 1999
- Society for Information Technology & Teacher Education - February, 2000  
preconference workshop
- Southeast Kansas Education Service Center (Greenbush), Girard, Kansas (1 day) - April, 2000 - Electronic Portfolio workshop
- University of Central Florida & SEIR-TEC  
Videotape on Electronic Portfolio Development, April, 2000  
plus two follow-up teleconferences, May,2000
- Iona College, New York (1 day) - June, 2000  
Keynote Address for Summer Institute
- Montana State University-Northern- Havre (2 days) - June, 2000  
Consulting on implementing electronic portfolios in PT3 program
- National Educational Computing Conference  
Pre-conference workshops on Electronic Portfolios - June, 2000
- Clarion University, Clarion, PA (1/2 day) - July, 2000  
Videotape and live teleconference on Electronic Portfolio Development
- International Society for Technology in Education - January & July-August, 2000  
Paid service on Writing Team for National Educational Technology Standards Project,  
first as team member and then as part of Leadership Team.
- Indiana University of Pennsylvania, (1/2 day) - August, 2000  
Videotape and live teleconference on Electronic Portfolio Development

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Signature of Faculty

Date

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Signature of Director

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**CREATIVE ACTIVITY AND RESEARCH**

1. List current creative activity/research projects; estimate time involvement; list collaborating investigators; list any intra- and extra-mural funding.

--Received two Preparing Tomorrow's Teachers to use Technology (PT3) grants, from U.S. Department of Education.  
I. Capacity-Building Grant funded August, 1999. Proposal title: Alaska Consortium for Preparing Alaska's Teachers to Use Technology. Co-Principal Investigator: Dr. Ann McCoy, SOE Adjunct Faculty. Total: \$142,000 for one year  
II. Implementation Grant funded June, 2000. Co-Principal Investigator: Dr. Ann McCoy, SOE Term Faculty. Collaboratively written with UAF School of Education. Total: \$1,500,000 over three years, split with UAF.

--Wrote successful Technology Literacy Challenge Grant proposal for Anchorage School District:  
FY 2001 (\$1,015,000). **Contractual Services** to cover half-time technology specialist to assist faculty with technology integration plus one-half time buy-out each semester for me to conduct school-based research on integrating technology into assessment. Total: approx. \$80,000 for School of Education

--Published nationally-known WWW site on technology support for alternative assessment (electronic portfolios) including a new online tutorial on "How to Create a Standards-Based Electronic Portfolio using a variety of software"

-- \$2,000 mini-grant to revise Ed Tech foundation courses and curriculum to incorporate community-based, service learning.

2. List proposals currently under review or in preparation, funding sources(s), collaborating investigators, etc.

-- American Educational Research Association presentation proposal submitted Aug.2000  
-- AACE WebNet conference Poster Session submitted and approved, July, 2000

3. List products of research/creative activity. Include complete references of published material and status of material "in preparation," or "in review."

-- Invited to submit chapter for book on Electronic Portfolios to be published by American Association for Higher Education (AAHE), August, 2000 (in review).

-- Wrote lesson on "Becoming a Digital Packrat" for the ISTE NETS•T Writing Team, August, 2000 (to be published in a resource book for teacher educators, June, 2001) (in review).

-- Invited to submit article to ISTE SIGTE's Journal of Computing and Teacher Education, August, 2000 (in review).

-- Invited to submit chapter on Electronic Portfolios in *Educational Technology; An Encyclopedia* to be published by ABC-CLIO, an international publisher of reference books, serial abstracting indexing services, and interactive media.

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## 1999-2000 PUBLICATIONS

- Barrett, Helen C. (2000) "Create Your Own Electronic Portfolio (using off-the-shelf software)" *Learning & Leading with Technology*. (April, 2000)
- Barrett, Helen C. (2000) "Electronic Teaching Portfolios: Multimedia Skills + Portfolio Development = Powerful Professional Development" Published in the Proceedings of the Annual Conference of the Society for Information Technology & Teacher Education.
- Barrett, Helen C. (2000) "Design & Develop a Standards-Based Electronic Portfolio" Handouts published in the Proceedings of the National Educational Computing Conference.
- Barrett, Helen C. (2000) "Electronic Portfolio Development Process" a videotape recorded at University of Central Florida, edited with Final Cut Pro and self-produced to accompany Internet-based workshops.

## 1999-2000 CONFERENCE PRESENTATIONS

**NEW MEDIA CENTERS CONFERENCE** Santa Barbara; June 1999. **Conference presentation:** Multimedia Authoring Environments and Electronic Portfolios.

**SOCIETY FOR INFORMATION TECHNOLOGY & TEACHER EDUCATION (SITE)** San Diego; February, 2000. **Conference session:** Electronic Teaching Portfolios: Multimedia Skills + Portfolio Development = Powerful Professional Development  
**Pre-conference workshop:** Design & Develop a Standards-Based Electronic Teaching Portfolio

**ALASKA SOCIETY for TECHNOLOGY in EDUCATION (ASTE)** Anchorage, April, 2000. **Featured Speaker**  
**Conference sessions:** Electronic Teaching Portfolios;  
Competency-Based Educational Technology Endorsement

**SECOND ANNUAL SEIRTEC HIGHER EDUCATION INSTITUTES**, Orlando, April & May 2000.  
Videotaped presentation on Creating Electronic Teaching Portfolios with follow-up videoconferences over the Internet using CUSeeMe software.

**NATIONAL EDUCATIONAL COMPUTING CONFERENCE (NECC)** Atlanta, June, 2000.  
**Pre-conference workshops:** Electronic Portfolios & Alternative Assessment;  
Create your own Electronic Teaching Portfolio  
**Conference presentations:** Design & Develop a Standards-Based Electronic Portfolio  
NETS•T Assessment & Evaluation: component of presentation on electronic portfolios  
**PT3 Preconference presentation:** Electronic Portfolios in Teacher Education Programs  
as part of session on Assessment  
**Birds of a Feather Session:** Electronic Portfolios

### 1. List all honors or recognition.

Letter of Appreciation dated November 1, 1999, from the Faculty Senate recognizing my contribution to UAA students and faculty. They specifically appreciated my leadership in drafting the distance education report presented to Provost Johnson by the Faculty Senate Academic Computing, Distance Learning and Instructional Technology Committee.

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2. List all Professional Development.

PT3 Grant Coordinators Meeting, Cupertino, CA	September, 1999
ASCD Teaching & Learning Conference, Reno, NV	October, 1999
PT3 meeting and Improving America's Schools Conference, Salt Lake City, UT	November, 1999
Thinkquest Conference, Los Angeles, CA	November, 1999
MacWorld Conference, San Francisco, CA	January, 2000
Society for Information Technology and Teacher Education Conference San Antonio, TX	February, 2000
Alaska Society for Technology in Education Conference, Anchorage, AK	April, 2000
SEIRTEC Higher Education Institute, Orlando, FL	April, 2000
American Educational Research Association, New Orleans, LA	April, 2000
New Media Centers annual conference, Charlottesville, VA	June, 2000
National Educational Computing Conference, Atlanta, GA	June, 2000
Taught myself Final Cut Pro and iMovie video editing software	Spring, 2000

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Signature of Faculty

Date

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## Self-Review & Standards

### Self-Review

#### Teaching

1999-2000 was an important year for the Educational Technology program at UAA. Under my leadership and grant writing, I have been able to double the faculty to address the technology needs of the school. Under the TLCF grant I helped the Anchorage School District secure, along with the federal PT3 grant, UAA was able to hire a full time faculty member to assist the students and faculty with technology-related development. Dr. Ann McCoy has been a welcome addition to the school and has given me a full time colleague to share the technology responsibilities. The technology program is ready to support UAA's NCATE accreditation process, and I began the process of writing the folio supporting the ISTE/NCATE standards. Ann and I also facilitated the first Assessment Center for the competency-based Endorsement in Educational Technology for eight educators, four of whom were in UAA's M.Ed. Educational Technology Program.

A major effort during this year was the revision of the Educational Technology curriculum to more closely align with the ISTE/NCATE Standards:

- ED 626 (on-campus and distance versions) underwent a major overhaul, with a new textbook, addition of Blackboard to support course interaction, new assignments, and the requirement of an electronic portfolio at the end of the course, based on the old ISTE/NCATE standards
- ED 320 also underwent a major revision, adding the requirement for an electronic portfolio at the end of the course, based on the old ISTE/NCATE standards
- ED 655 became an on-line course, with Blackboard support for course interaction
- ED 657 was offered for the first time in August, 2000, and a weekend process was developed to assess the competencies based on an electronic portfolio
- Technology Integration: Ann McCoy designed an assessment of technology skills for the new cohort of students in the post-bac program, who will not take either ED 626 or ED 320. I am working with the ISTE NETS leadership team to develop a national assessment to address this technology skills assessment prior to admission to the Teacher Education program.

The challenge I see in the next year is to make sure that technology is fully integrated into the Teacher Education program to be able to meet NCATE standards, since there will no longer be a required course. My concern is that when there is no course, technology will be unevenly applied across the school, and we will find students slipping through without the necessary competencies. One of my goals this year will be to develop a web site to support technology integration into the pre-service teacher education program, based on the new ISTE and NCATE 2000 standards.

## Research & Creative Activity

I have made major progress over the year on my own research agenda, focusing my theory on how electronic portfolios are constructed, developing a five-stage strategy that integrates portfolio development and multimedia development. Through workshops conducted for several universities and courses redesigned at UAA, I have revised and expanded my personal understanding of this theory, and the message has received a lot of attention and affirmation. I was asked to produce a videotape for the University of Central Florida, to conduct workshops with universities in Montana, Illinois, Florida, New York and Pennsylvania and educational service districts in Kansas, and to participate in the leadership of the International Society for Technology in Education's National Educational Technology Standards for Teachers. My workshop at the National Educational Computing Conference led to my invitation to conduct a similar more in-depth workshop for the Ministry of Education in Singapore. My workshop at the Society for Information Technology and Teacher Education in February led to several other training opportunities, including a statewide training session to be offered in Nebraska in December, 2000.

I have become known nationally for my expertise in electronic portfolio development and my web site has attracted international attention as well. A representative of the American Association of Higher Education (AAHE) invited me to write a chapter for a new book they will be publishing on Electronic Portfolios. I was invited to submit an article to ISTE's Special Interest Group on Teacher Education Journal of Computing and Teacher Education. I was also invited to submit a chapter on Electronic Portfolios in *Educational Technology; An Encyclopedia* to be published by ABC-CLIO, an international publisher of reference books, serial abstracting indexing services, and interactive media. UAA also sponsors an international listserv on electronic portfolios, which has recently become a place for active dialogue on this topic.

My publications this year included an article in the April, 2000, issue of *Learning & Leading with Technology*; a refereed article published in the Proceedings of the 2000 Conference of the Society for Information Technology and Teacher Education; handouts published in the Proceedings of the National Educational Computing Conference; and a videotape produced for the University of Central Florida. My conference presentations included the New Media Centers Conference; the Society for Information Technology and Teacher Education (SITE); the Alaska Society for Technology in Education; and the National Educational Computing Conference.

The progress on my book contract has moved forward in terms of the research on what works in schools with students, beginning with the three weeks that I spent at Polaris in May, 2000. However, I am questioning whether a college textbook is the best forum for publishing this information. I am considering other options for publishing my work nationally, including a workshop handbook with videotapes and CD-ROMs.

One of my goals this year will be to make a decision on a potential new publisher for my work and to make substantial progress on developing the products for publication. One major outcome of my work this year on behalf of the University of Central Florida was to learn digital video editing using Final Cut Pro, and I intend to publish more of my work on videotape. I purchased my own digital video camera and have established digital video editing capacity in my home, to support these efforts.

## **Service**

My service this year included service on the CHESW Course & Curriculum Committee; the Faculty Senate Distance Learning & Instructional Technology Committee; the University Technology Council (UTC) and I maintain the School of Education WWW page and WWW server. I coordinated college credit for the annual ASTE Conference, and spent three weeks at Polaris K-12 school, working on an Intensive with a group of middle-school-aged students to assess the strategies that could be used to develop electronic portfolios. I also served as a Special Olympics volunteer in March, 2000. My work with the Faculty Senate Committee earned me a Letter of Appreciation from the Faculty Senate recognizing my contribution to UAA students and faculty. They specifically appreciated my leadership in drafting the distance education report presented to Provost Johnson by the Faculty Senate Academic Computing, Distance Learning and Instructional Technology Committee.

My national service primarily focused on the work of ISTE and the National Educational Technology Standards. I participated in their National Forum on Educational Technology Standards for Teachers in December, 1999. I was selected to serve on the Writing Team to revise the ISTE/NCATE National Educational Technology Standards for Teachers, January, 2000 in Phoenix, AZ. Subsequently, I was selected to serve on the Leadership Team for the ISTE-NETS•T Writing Team to create a compendium of lessons to implement the new standards. I facilitated the team writing the Foundations lessons, July-August, 2000 in Wheeling, WV. I was selected to serve as the ISTE NETS•T Coordinator of Assessment for the new Teacher Standards in August , 2000.

One of my goals this year is to work more on national efforts, to bring these efforts to benefit the School of Education program. I will also become more active in the Faculty Senate, to which I was elected an at-large representative in the Spring, 2000.

## **Philosophy**

I believe that all students can learn to use technology effectively to support their own teaching and learning. I am convinced that portfolios are powerful learning tools and want to share my enthusiasm for using this strategy to enhance professional development. I am committed to lifelong learning and modeling the process of my own professional development with my students. Having studied self-directed learning as part of my dissertation research, I believe that adults need to be in charge of their own learning, building their own mental models of the systems that they encounter in the world, including in my classroom. As a teacher, I view myself as a coach and a guide to a world that we are discovering together, especially as we explore emerging learning technologies. I am interested in the correlation between adult learning and constructivism. I am also a student of Systems Thinking in the broadest sense, in seeing the interconnectedness between the diverse aspects of our lives.

Based on these beliefs, and current best practices in teaching and learning, I am trying to integrate appropriate standards into my classes, as well as into my own professional development. Two years ago, I incorporated UAA's Standards for Promotion to Associate Professor into my annual review file. Last year, I included those standards, but realized that there are other, more appropriate standards for me to use to organize my portfolio. I used the Association for Technology Educators (ATE) Standards for the reflections on my progress. This year I integrated the ISTE/NCATE Foundation Standards for All Teachers into all of my

courses. My students now begin to develop their own portfolios that demonstrate achievement of those national standards.

I believe that I have a responsibility to share my knowledge and skills with my students and with the larger education community. I have changed the focus of my research and professional presentations to focus more on electronic teaching portfolios rather than on electronic portfolios for students. I have developed a new presentation: *Electronic Teaching Portfolios: Multimedia Skills + Portfolio Development = Powerful Professional Development*. This process of reflecting on achieving each standard, determining which artifacts best represent that achievement, and then setting goals for future learning, has been a powerful “aha” experience for me, as I reflect on my own professional development. I can also see where there are gaps in my own development, which have led to more relevant goal setting.

As a lifelong learner, I attend a minimum of four technology conferences a year, several of which I make presentations to cover the cost of travel and registration. In this ever-changing field, I am forced to be constantly reinventing myself and expanding my skills, which presents an interesting dilemma: as I scramble to expand my own skills, I need to try to understand why my colleagues may not share my enthusiasm or aren't willing to spend the time that I spend in this self-development endeavor. I have to constantly remind myself of the work of Everett Rogers and the research on the Change Process: that I am an “early adopter” of Instructional Technology and my “resistant” colleagues are in either the “early or late majority” (or even “laggard”) groups, and their concerns are different than mine. I have also studied the Concerns-Based Adoption Model and I facilitate the Change Game on a regular basis, but I still need to internalize these theories into my own practice and beliefs.

On the following pages are my new reflections on the ATE Standards for Teacher Educators. I have included my goals with my reflections on these new standards.

## ***ATE Standards for Teacher Educators***

In looking for appropriate standards for teacher educators to use as a basis for my own reflections in my portfolio, I located the following standards from the Association of Teacher Educators. I originally considered using the *Five Propositions of Accomplished Teaching* from the National Board of Professional Teaching Standards. However, those standards were designed for K-12 teachers, and these ATE standards seemed more appropriate for my current position.

### ***Master Teacher Educators:***

#### **STANDARD 1 -**

Model professional teaching practices that demonstrate knowledge, skills, and attitudes reflecting the best available practices in teacher education.

#### **STANDARD 2**

Inquire into and contribute to one or more areas of scholarly activity that are related to teaching, learning, and/or teacher education.

#### **STANDARD 3**

Inquire systematically into, and reflect on, their own practice and demonstrate commitment to lifelong professional development.

#### **STANDARD 4**

Provide leadership in developing, implementing, and evaluating programs for educating teachers that embrace diversity, and are rigorous, relevant, and grounded in accepted theory, research, and best practice.

#### **STANDARD 5**

Collaborate regularly and in significant ways with representatives of schools, universities, state education agencies, professional associations, and communities to improve teaching, learning, and teacher education.

#### **STANDARD 6**

Serve as informed, constructively critical advocates for high-quality education for all students, public understanding of educational issues, and excellence and diversity in the teaching and teacher education professions.

#### **STANDARD 7**

Contribute to improving the teacher education profession.

<b>Standard</b>	<b>Master Teacher Educators:</b>
1	Model professional teaching practices that demonstrate knowledge, skills, and attitudes reflecting the best available practices in teacher education.

**Reflection** Of all the standard areas, I know I need to work more on best teaching practices. I am very comfortable helping students learn to use technology, although I am frustrated with the size of my undergraduate classes. I have a lot of anxiety related to assessing student work. I would really like my technology classes to be ungraded, so that I can spend my energies on helping students gain competency and meet the national standards rather than on making qualitative judgements about their work.

Student feedback from my graduate courses have, for the most part, been close to the school average. However, student feedback from my undergraduate courses have been lower than average, although the ratings have improved significantly last year over the previous year. I have written a more in-depth self-evaluation of my student feedback, and have added reflections on other aspects of my teaching which are currently not reflected in the University's evaluation process.

**Artifact**

<b>Summary of Courses Taught</b>
<b>Analysis of Teaching Evaluation</b>
<b>3-Year Summary of Student Feedback Forms</b>
<b>Syllabi of Courses Taught</b>

**Future Goals**

I intend to work on my responsiveness to student evaluation, including refining my evaluation rubrics and a better reporting system to students. This semester, I am using an online gradebook using the Blackboard program, which has so far been positively received by my graduate class.

I will work with other faculty on helping me improve my evaluation strategies.

I will work with faculty and administration on the options for lower class sizes at the undergraduate level, and for changing the foundations courses to pass/no pass.

**Standard**

**Master Teacher Educators:**

**2**

Inquire into and contribute to one or more areas of scholarly activity that are related to teaching, learning, and/or teacher education.

**Reflection** I believe that my research agenda, developing and evaluating electronic portfolios, is a scholarly activity that contributes to teaching, learning, and teacher education. I have been considered an expert on this topic, and have been asked to lead staff development activities in school districts, and faculty development for several universities, including the first annual SEIRTEC Higher Education Institute held at the University of Central Florida in Orlando in May, 1999.

My web site is considered the most comprehensive on the topic (<http://transition.alaska.edu/www/portfolios.html> ). And I have been asked by Houghton-Mifflin to write a textbook on the topic.

**Artifact**

<b>Summary of Research &amp; Creative Activity</b>
<b>Summary of Publications</b>
<b>Summary of Grants Received</b>
<b>Supporting Correspondence - Communication about my leadership and research into Electronic Portfolios</b>

**Future Goals**

I will focus more on finding time in my schedule for writing my book, in addition to regular presentations at state and national conferences in spring 2000. I currently have proposals submitted for workshops at SITE 2000 and NECC 2000, as well as presentations at both conferences.

I will redesign my website to include working versions of chapters of my book which will also support the workshops that I will be conducting over the year.

To gather empirical data on electronic portfolio implementation in schools, I will implement a service learning opportunity for education students, to support electronic portfolio development in schools.

<b>Standard</b>	<b>Master Teacher Educators:</b>
3	Inquire systematically into, and reflect on, their own practice and demonstrate commitment to lifelong professional development.

**Reflection** In my field, if I am not committed to my own lifelong professional development, I would not be able to provide my students with relevant learning experiences. In fact, when asked what I do for a living, I most often say, "I LEARN!" Therefore, I am constantly learning and participating in professional development activities. My list of Professional Development activities illustrates that I not only participate in frequent professional conferences, but I also provide professional development opportunities for my fellow faculty members.

This document is also another example of my reflective practice, where I am seeking to model what I am asking my students to do, and to reflect on my own experience related to an established set of standards.

**Artifact**

<b>Summary of Professional Development Activities</b>
<b>Self-Reflection on Achieving University Standards for Promotion to Associate Professor</b>

**Future Goals**

I will continue to make proposals for presentation at national and state conferences, and will continue my own professional development activities, so that my knowledge and skills can remain current.

I will intentionally create instructional challenges that force me to learn new technologies, such as using a web-based course management system with my classes.

I will learn the new OS X server technology so that the School of Education can support streaming digital video to support our distance education courses.

<b>Standard</b>	<b>Master Teacher Educators:</b>
<b>4</b>	<b>Provide leadership in developing, implementing, and evaluating programs for educating teachers that embrace diversity, and are rigorous, relevant, and grounded in accepted theory, research, and best practice.</b>

**Reflection** I have provided leadership to the School of Education in the design and development of courses and strategies which integrate technology into all of the School of Education programs. My proposal for a competency-based endorsement in educational technology was just passed unanimously for the Alaska Board of Education. I hope to be involved in national efforts to revise and assess the national technology standards for teachers.

I devise a process to link every professional development technology course to national and local standards, a model which is now being adopted for other content areas by the Anchorage School District Training & Professional Development Department.

**Artifact**

<b>Course Content Guides created and approved</b>
<b>Professional Development Curriculum developed with the Anchorage School District</b>
<b>Plan for Competency-Based Endorsement in Educational Technology, approved by Alaska Board of Education, September, 1999</b>

**Future Goals**

I hope to become fully engaged with the design teams that are working to revise the Teacher Education program under the APTE program. I think I have a lot to offer, and I can learn a lot about effective teacher preparation programs.

I will also help UAA SOE pass NCATE accreditation for our technology program by 2002.

I plan to fully implement the Competency-based Endorsement in Educational Technology by summer, 2000.

**Standard**

**Master Teacher Educators:**

**5**

Collaborate regularly and in significant ways with representatives of schools, universities, state education agencies, professional associations, and communities to improve teaching, learning, and teacher education.

**Reflection** I have been actively involved with the Alaska Society for Technology in Education, serving as President, Conference Program Chair twice, and coordinating college credit for the last four years.

I have been actively collaborating with the Anchorage School District on the developing and implementing a professional development curriculum. The Anchorage Consortium for Technology & Teacher Training (ACT3) has been a collaboration between UAA (SOE and PACE) and ASD, and has resulted in successful federal grant funding for both SOE and ASD. I wrote ASD's successful proposals for the Technology Literacy Challenge Fund for the last three years.

I have been actively involved with the UAA Faculty Senate's Academic Computing, Instructional Technology and Distance Learning Committee (ASCLIT).

**Artifact**

**Summary of University Service**

**Summary of School District In-Services**

**Technology Learning Challenge Fund grant proposal prepared on behalf of the Anchorage School District - 1998-99**

**Report prepared for the Faculty Senate's ACDLIT Committee, on the statewide Distance Education program, September, 1999**

**Future Goals**

I will continue my involvement with the Alaska Society for Technology in Education.

I will also continue my collaboration with the ACT3 collaboration with the Anchorage School District on teacher training related to technology.

I hope to become involved with the national organization on developing technology standards and assessments for teachers.

I will work with the Faculty Senate committees and the Provost to address the problems with the revision of Distance Education statewide.

<b>Standard</b>	<b>Master Teacher Educators:</b>
<b>6</b>	<b>Serve as informed, constructively critical advocates for high-quality education for all students, public understanding of educational issues, and excellence and diversity in the teaching and teacher education professions.</b>

**Reflection** I have served on statewide committees that developed long-range Educational Technology Plans for the state. I have testified to several Alaska Legislature committees on the importance of technology in education.

I have been doing limited consulting to share my expertise with other members of the educational community.

**Artifact**

<b>Summary of Community Service</b>
<b>Summary of Paid Consulting</b>

**Future Goals**

Since I think I need to be more of an activist in this area, I will write an “opinion” piece on technology in education for a local or national publication, which discusses the role of technology in supporting lifelong learning.

I will continue using opportunities for consulting to expand my experiences and to share my expertise with others in the education profession.

<b>Standard</b>	<b>Master Teacher Educators:</b>
<b>7</b>	Contribute to improving the teacher education profession.

**Reflection** I believe that my expertise in developing electronic portfolios is making a contribution to the profession. Being asked by others to make presentations to international organizations (the Institute for Educational Research at the University of Jyväskylä, Finland) and other Schools of Education (University of Central Florida, National-Louis University) is further evidence of my contribution to Teacher Education.

I am also involved in two national organizations related to technology in education: the Society for Information Technology and Teacher Education (SITE) within the Association for the Advancement of Computing in Education (AACE), and the Special Interest Group on Teacher Education (SIGTE) within the International Society for Technology in Education (ISTE).

**Artifact**

<b>Summary of Conference Presentations</b>
<b>Summary of Professional Service and Affiliations</b>

**Future Goals**

My usual role in terms of political advocacy is to work quietly in the background. I decided this year to accept the nomination as Treasurer of ISTE's SIGTE, and will use my experience with the PTTT grant program to increase my advocacy for technology and teacher education.

**HELEN C. BARRETT**

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home page: <http://cwolf.uaa.alaska.edu/~afhcb/home.html>  
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6426 Village Parkway  
Anchorage, Alaska 99504  
home phone - (907) 337-4676

**EMPLOYMENT HISTORY**

**Assistant Professor** - University of Alaska Anchorage -- School of Education --September, 1991 to present  
Coordinator, Alternative (Distance) Education (1992-94); Coordinator, Educational Technology, (1994--);  
Principal Investigator, National Transition Demonstration Project [Project P/PRIDE] (1992-97) ; Title III  
Instructional Technology Specialist (1996-97); UAA New Media Center co-director (1996-98)

**Owner** - Micro Management Systems (Electronic Learning Training & Consulting)  
-- 1982 to present

**Staff Development Coordinator** - Fairbanks North Star Borough School District  
-- July, 1985 to June, 1991

**Part-time instructor - Computer Literacy classes** -- Tanana Valley Community College & University of Alaska  
Fairbanks  
-- September, 1982 to May, 1991

**Community Computer Lab Facilitator & Microcomputer trainer** -- Fairbanks North Star Borough School  
District (F.N.S.B.S.D.) - Community Schools program.  
-- April, 1983 to July, 1985

**Vice President, Administrative Services** -- Interior Village Association (I.V.A.), Fairbanks, Alaska  
-- June, 1976 to April, 1983

**Computerized Investment Accounting** -- Unigard Insurance Group (U.I.G.), Seattle, Washington  
-- June, 1971 to January, 1976

**EDUCATION**

**Doctor of Philosophy Degree (1991) in Human Development**, The Fielding Institute, Santa Barbara, California  
- Dissertation topic: *Adult self-directed learning, personal computer competency and learning style: Models  
for more effective learning*

**Master of Arts Degree (1988) in Human Development** with emphasis in **Adult Education** and a Professional  
Specialty in **Electronic Learning**, The Fielding Institute, Santa Barbara, California

**Ongoing Self-directed learning** about multimedia, personal computers, training and adult development

University of Alaska and TVCC: 1976-81 Economics, Computer Programming, Business Administration and  
Accounting

Whitman College, Walla Walla, Washington: 1963-64 - General academic studies

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## SUMMARY OF SKILLS AND ABILITIES

- Facilitating long-range technology planing
- Assessing needs for training and designing appropriate learning programs to meet continuing education needs of adult learners, especially in the area of technical skills training
- Teaching adults to become productive with various micro computers, primarily in using applications software, telecommunications, and multimedia technologies (CD-ROM and laserdiscs) in the learning process. Selecting and using software to achieve desired results from Apple II, IBM PC and Macintosh computers
- Innovation and creativity necessary to establish new systems and procedures in programs and organizations. Have an aptitude for systems design and problem solving
- Program Planning, Grant Proposal Writing and Grant Administration. Organizational Management skills: Planning, Organizing, Directing, Controlling
- Office Management and direct supervision of five employees. Full responsibility for fiscal control of non-profit corporation, with budget in excess of \$500K per year, including cash management, accounting, budgeting and long-range planning (IVA)
- Self-directed learner -- committed to the concept and practice of life-long learning

## AFFILIATIONS

International Society for Technology in Education (ISTE), National Educational Technology Standards for Teachers (NETS•T). Member of writing team to draft teacher standards, January, 2000  
Member of writing team to write curriculum materials to support teacher standards, July, 2000  
Selected to become part of ISTE NETS Leadership Team as Coordinator of Assessment, August, 2000

University of Alaska Anchorage (UAA)

University Technology Council (UTC) representative, 1998-present

Faculty Senate At-Large Representative, 2000-2002; Academic Computing, Distance Learning & Instructional Technology Committee Chair, 2000-2001

College of Health, Education & Social Welfare Course & Curriculum Committee, member 1999-2000  
Teaching, Learning & Technology Roundtable representative to national meeting, July 1995;

Co-Chair campus-wide committee, Spring, 1996-1998

Academic Computing Advisory Committee. member, 1995-98

Campus Diversity Task Force, Curriculum Committee, co-chair of Teaching/Learning Models sub-group, 1993-94

School of Education Instructional Resources and Technology Committee chair 1992-98;

School of Education Curriculum Committee, member 1994

Goals 2000 Technology Task Force (to put together statewide educational technology plan) – 1994-95

Anchorage School District Technology Planning Committee – Spring, 1994 to present

University of Alaska Learning Cooperative (UALC) – UAA Faculty Senate Representative, 1994-1998 and chair, Faculty Senate sub-committee on UALC (1994-95)

University of Alaska Education Colloquium, UAA representative on committee to develop statewide Educational Technology Masters and Credential Endorsement program, 1993-94

Alaska Society for Technology in Education (ASTE) [formerly Alaska Association for Computers in Education (AACED)] Conference Program Chair (1997) - **President (1992-93)**; Acting Director, Alaska Computer Consortium (1991-92); Conference Program Committee and Program Chair (1988-89); Treasurer and Interior Board Member (1983-86)

Anchorage School District & Anchorage Chamber of Commerce WISE Project (1991-92) [America 2000 educational restructuring planning project] - Strategy I (Curriculum Committee); Staff Development and Technology subcommittees

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Business and Education Partnership for the Access and Use of Educational Technology, formed by Governor Cowper, Planning Group Facilitator (1990)

Phi Delta Kappa, Farthest North Chapter, Newsletter Co-Editor (1989)

Greater Fairbanks Chamber of Commerce, Leadership Development Committee 1986-90 - Founding Committee Member, Leadership Institute-Fairbanks

## ACHIEVEMENTS

- Named Coordinator of Assessment, International Society for Technology in Education's National Educational Technology Standards for Teachers (NETS•T) Leadership Team, 2000-
- Wrote successful federal Preparing Tomorrow's Teachers to use Technology (PT3) grants (\$142,000 Capacity-Building Grant, 1999-2000; \$1,499,144 three-year Implementation Grant, 2000-2003)
- Wrote successful federal/state Technology Literacy Challenge Grant proposals (\$226,000 in 1997; \$600,000 in 1998, \$530,000 in 1999, \$1,015,000 in 2000) for Anchorage School District.
- Wrote successful proposal to establish University of Alaska Anchorage as a New Media Center, one of 23 new university sites selected in March, 1996.
- Selected by University of Alaska Anchorage to be the UAA **Instructional Technology Specialist** to develop a faculty development program to integrate instructional technology into the curriculum under the Title III Master Teacher Program, 1996-97.
- Established a WWW server for the Transition project (<http://transition.alaska.edu/>) and designed School of Education home page (<http://transition.alaska.edu/www/SOE/UAASOEHome.html>).
- Under a contract with Alaska Department of Education, coordinated electronically publishing DOE Curriculum Standards & Frameworks (in Math/Science, Language Arts & Social Studies), in WWW/HTML and CD-ROM/Adobe Acrobat format, 1995-97. Produced CD-ROM, Spring, 1997.
- Selected by University of Alaska Anchorage Faculty Senate as their representative on the University of Alaska Learning Cooperative (UALC), a cooperative effort of all three UA academic units to explore and expand distance education and alternative models of learning, 1994-97.
- Developed first UALC statewide distance-delivered course (ED 626--Technology in Teaching & Learning) integrating CD-Recordable technology, Spring Semester, 1995. Placed course on WWW, Spring, 1997.
- Principal Investigator, Project P/PRIDE: Organized and coordinated local evaluation efforts for the **National Head Start - Public School Transition Study** on behalf of the University of Alaska Anchorage for the Anchorage School District, one of 32 sites around the nation; September, 1992-July, 1997.
- Completed a study at the request of the Alaska Department of Education on the use of **technology to support and manage innovative assessment** (Technology-Supported Portfolios), and developed a dissemination process to share the information with educators throughout the state. September 1991-June, 1992.
- Selected by Alaska Department of Education, Public Broadcast Commission, and Commissioner of Administration to participate as member of statewide task force on **Satellite Interconnect Project**, 1993.
- Selected to participate on **Alaska 2000--System Accountability-Technology** task force, 1992.
- Coordinated and produced first "Images of Alaska" videodisc for Alaska Association for Computers in Education, 1990-1991.
- Requested by Governor Cowper to facilitate a meeting of educators and business leaders to design an Educational Technology Fund for K-12 schools in Alaska, October, 1990 (resulting in House bill legislation in 1991, 1993, and 1995).
- Awarded "**Computer Using Educator of the Year-1990**" by the Alaska Association for Computers in Education (AACED). Elected AACED [now ASTE] President for 1992-93.
- Organized two three-week **Summer Computer Institutes** for teachers in the Fairbanks North Star Borough School District and throughout Alaska, Summer, 1990, generating over 150 graduate-level credits earned.

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- Coordinated a **staff development program** for school district with 1400 employees. Achieved overall in-service evaluation ratings of 4.4 on a scale of 1 to 5, which, along with enthusiastic comments, provide evidence of a major positive attitude change toward district-wide in-service. Received an overall performance rating of "Outstanding" and the following comments on the evaluation: "I consider your performance this year as the finest I have seen by a first year administrator. You have gained acceptance and made significant positive change to the staff development program of the district." (FNSBSD)
  - Developed **Computer Literacy Competency Models**, which could be used in designing staff development training programs. These models outline personal computer competencies required at various levels for different professions and for the diverse functional uses of micro computers. (FNSBSD)
  - Developed a **self-paced computer literacy program** for Fairbanks North Star Borough School District Community Computer Lab. Assisted adult participants to identify their computer literacy learning needs and then designed an individualized program to meet those needs. Developed materials to aid adults in learning more about personal computer technology.
  - Developed and administered a summer computer camp for youth and adults in the Fairbanks community in Summers of 1983 and 1984 through the FNSBSD Community Schools program. Enrolled 90+ children in 1983 and 150+ children in 1984.
  - Developed Management Training programs** for village corporation board members and managers, both through workshop formats and one-on-one instruction. Installed computerized stockholder record keeping and computerized **general ledger system** for 20 village corporations and a small municipal government. Using Visicalc, instituted a **Decision Support System** which helped bring a non-profit organization from the brink of bankruptcy to solvency within a one-year period. (IVA)

## PUBLICATIONS

- Barrett, Helen C. (2000) "Create Your Own Electronic Portfolio (using off-the-shelf software)" *Learning & Leading with Technology*. (April, 2000)
- Barrett, Helen C. (2000) "Electronic Teaching Portfolios: Multimedia Skills + Portfolio Development = Powerful Professional Development" Published in the Proceedings of the Annual Conference of the Society for Information Technology & Teacher Education.
- Barrett, Helen C. (2000) "Design & Develop a Standards-Based Electronic Portfolio" Handouts published in the Proceedings of the National Educational Computing Conference.
- Barrett, Helen C. (2000) "Electronic Portfolio Development Process" a videotape recorded at University of Central Florida, edited with Final Cut Pro and self-produced to accompany Internet-based workshops.
- Barrett, Helen C. (1999) "Electronic Teaching Portfolios." Proceedings of the annual conference of the Society for Information Technology & Teacher Education.
- Bandle, Sharon; Helen Barrett & John Hart. (1999) "Anchorage Consortium for Technology & Teacher Training." Proceedings of the annual conference of the Society for Information Technology & Teacher Education.
- Barrett, Helen C. (1999) "Digital Portfolios in the High School" *Media & Methods* (Jan/Feb, 1999)
- Barrett, Helen C. (1998) "Electronic Portfolios and Standards." Proceedings of the annual Tel-Ed Conference of the International Society for Technology in Education.
- Barrett, Helen C. (1998, October) "Electronic Portfolios, School Reform and Standards." Posted October 15, 1998, online on the Public Broadcasting System World Wide Web Site:  
<http://www.pbs.org/teachersource/techknow/lounge.html>
- Barrett, Helen C. (1998) Feature Article: "Strategic Questions: What to Consider When Planning for Electronic Portfolios" *Learning & Leading with Technology*, (October, 1998)
- Alaska Society for Technology in Education (1997) *Teachers & Technology: Making the Connection* CD-ROM [designed and produced CD-ROM (in Adobe Acrobat with QuickTime videos) and World Wide Web pages (in HTML)]

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- Barrett, Helen C. (1997) "Collaborative Planning for Electronic Portfolios: Asking Strategic Questions" A paper published in the *Proceedings of the National Educational Computing Conference*.
  - Alaska Department of Education (1997) *Alaska Frameworks CD-ROM* [designed and produced electronic version on CD-ROM (in Adobe Acrobat with QuickTime videos) and World Wide Web pages (in HTML)]
  - Barrett, Helen C. (1995) "Technology-Supported Portfolio Assessment" in *Student Portfolios (1996)*, Robin Fogarty, ed. , IRI/Skylight Training & Publishing, pp. 127- 137.
  - Barrett, Helen C. (1995) ED 626 - Technology in Teaching and Learning. Self-paced course study guides & CD-ROM.
  - Laré; Barrett, Helen C. (1995) Local Evaluation Report 1994-95 (Report #6). National Head Start-Public School Transition Demonstration Project. University of Alaska Anchorage.
  - Barrett, Helen C. (1995) National Data Evaluation Report (Report #4 & # 5). National Head Start-Public School Transition Demonstration Project. University of Alaska Anchorage.
  - Greene, Loesch-Griffen & Rasher with Barrett, Everts, Gottlieb, Laré & Speth (1995) "Evaluating Systemic Change in the National Head Start-Public School Transition Project: Perspectives from Five States" prepared for AERA presentation, April 20, 1995.
  - Barrett, Helen C.; Laré (1995) Local Evaluation Report 1993-94 (Report #3). National Head Start-Public School Transition Demonstration Project. University of Alaska Anchorage.
  - Barrett, Helen C. (1994) National Data Evaluation Report (Report #2). National Head Start-Public School Transition Demonstration Project. University of Alaska Anchorage.
  - Barrett, Helen C. (1994) "Laptop Word Processors in the Classroom" *The Computing Teacher*. Eugene, Oregon: International Society for Technology in Education, October, 1994.
  - Barrett, Helen C. (1994) "Technology-Supported Portfolio Assessment" *The Computing Teacher*. Eugene, Oregon: International Society for Technology in Education, March, 1994.
  - Barrett, Helen C. (1994) ClarisWorks for Educators. Video-facilitated independent study credit course.
  - Barrett, Helen C.; Feldman, Kerry; Porterfield, Jan; Laré (1993) Local Evaluation Report 1992-93 (Report #1). National Head Start-Public School Transition Demonstration Project. University of Alaska Anchorage.
  - Barrett, Helen C. (1992) "Using Technology to Support Alternative Assessment" Alaska Department of Education.
  - Barrett, Helen C. (1991) *Adult Self-Directed Learning, Personal Computer Competency & Learning Style: Models for More Effective Learning*. Dissertation Abstracts.
  - Barrett, Helen C. (1990) "Adult Self-Directed Learning, Personal Computer Competency and Learning Style." A paper published in the *Proceedings of the National Educational Computing Conference*.
  - Barrett, Helen C. (1989) *The Alaska Writing Program Guide for Administrators*. Nenana, Alaska: Yukon Koyukuk School District.
  - Barrett, Helen C. (1989) *The Alaska Writing Program Training of Trainers Manual*. Nenana, Alaska: Yukon Koyukuk School District.

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## CONFERENCE PRESENTATIONS

**NATIONAL EDUCATIONAL COMPUTING CONFERENCE (NECC)** Atlanta, June, 2000.

**Pre-conference workshops:** Electronic Portfolios & Alternative Assessment;  
Create your own Electronic Teaching Portfolio

**Conference presentations:** Design & Develop a Standards-Based Electronic Portfolio  
NETS•T Assessment & Evaluation: component of presentation on electronic portfolios

**PT3 Preconference presentation:** Electronic Portfolios in Teacher Education Programs  
as part of session on Assessment

**Birds of a Feather Session:** Electronic Portfolios

**SECOND ANNUAL SEIRTEC HIGHER EDUCATION INSTITUTES**, Orlando, April & May 2000.

Videotaped presentation on Creating Electronic Teaching Portfolios with follow-up videoconferences over the Internet using CUSeeMe software.

**ALASKA SOCIETY for TECHNOLOGY in EDUCATION (ASTE)** Anchorage, April, 2000. **Featured Speaker**

**Conference sessions:** Electronic Teaching Portfolios;  
Competency-Based Educational Technology Endorsement

**SOCIETY FOR INFORMATION TECHNOLOGY & TEACHER EDUCATION (SITE)** San Diego; February, 2000. **Conference session:** Electronic Teaching Portfolios: Multimedia Skills + Portfolio Development = Powerful Professional Development

**Pre-conference workshop:** Design & Develop a Standards-Based Electronic Teaching Portfolio

**NEW MEDIA CENTERS CONFERENCE** Santa Barbara; June 1999. **Conference presentation:** Multimedia Authoring Environments and Electronic Portfolios.

**NATIONAL EDUCATIONAL COMPUTING CONFERENCE (NECC)** Atlantic City, June, 1999.

**Pre-conference workshops:** Electronic Portfolios & Alternative Assessment;  
Create your own Electronic Teaching Portfolio

**Birds of a Feather Session:** Electronic Portfolios

**FIRST ANNUAL SEIRTEC HIGHER EDUCATION INSTITUTE**, Orlando, May 1999.

Workshop on Creating Electronic Teaching Portfolios

**ALASKA SOCIETY for TECHNOLOGY in EDUCATION (ASTE)** Anchorage, April, 1999. **Featured Speaker**

**Conference sessions:** Electronic Teaching Portfolios;  
Electronic Portfolios for students: The State of the Art;  
Competency-Based Educational Technology Endorsement

**NORTHWEST COUNCIL for COMPUTER EDUCATION (NCCE)** Seattle, Washington, March, 1999.

**Conference Session:** "Electronic Portfolios: The State of the Art"

**Post-conference Workshop:** "Make Your Own Electronic Teaching Portfolio"

**SOCIETY FOR INFORMATION TECHNOLOGY & TEACHER EDUCATION (SITE)** San Antonio; March, 1999.

**Conference sessions:** Electronic Teaching Portfolios;  
Anchorage Consortium for Technology and Teacher Training – ACT<sup>3</sup>

**INSTITUTE FOR EDUCATIONAL RESEARCH**, University of Jyväskylä, Finland, December, 1998. A series of workshops and a research seminar entitled, "Toward Digital Portfolios."

**Workshop:** Constructing digital teaching portfolios [using Adobe Acrobat]

**Research Seminar Presentation:** Strategic Questions

**Workshop:** Constructing digital school portfolios [using HTML]

**TEL-ED (ISTE's SEVENTH INTERNATIONAL CONFERENCE on TELECOMMUNICATIONS and MULTIMEDIA in EDUCATION)** New Orleans, Louisiana; October, 1998.

**Conference session:** "Electronic Portfolios and Standards"

**NORTHWEST EDUCATIONAL TECHNOLOGY CONSORTIUM Fall Conference**, Missoula, Montana; September, 1998. Conference session: Electronic Teaching Portfolios

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- NATIONAL EDUCATIONAL COMPUTING CONFERENCE (NECC)** San Diego, California, June, 1998.  
**Pre-conference workshop:** Create an Electronic Teaching Portfolio with Adobe Acrobat  
**Conference Spotlight Session:** Electronic Portfolios: The State of the Art
- ALASKA SOCIETY for TECHNOLOGY in EDUCATION (ASTE)** Anchorage, April, 1998. **Featured Speaker**  
**Preconference Session:** Make Your Own Electronic Teaching Portfolio  
**Conference sessions:** Electronic Portfolios: Asking Strategic Questions; UAA's Proposed Educational Technology Endorsement
- SOCIETY FOR INFORMATION TECHNOLOGY & TEACHER EDUCATION (SITE)** Washington, D.C.; March, 1998. **Conference session:** "Electronic Teaching Portfolios"
- ALASKA FALL PRINCIPALS' CONFERENCE,** Anchorage, Alaska, October, 1997.  
**Conference session:** "Planning for Electronic Portfolios"
- NATIONAL EDUCATIONAL COMPUTING CONFERENCE (NECC)** Seattle, Washington, June, 1997.  
**Conference session:** Electronic Portfolios and Alternative Assessment  
**Conference Session:** Electronic Portfolios: What's New?
- ALASKA SOCIETY for TECHNOLOGY in EDUCATION (ASTE)** Anchorage, April, 1997.  
**Conference Program Chair & Conference session:** Collaborative Planning for Electronic Portfolios: Asking Key Questions
- NORTHWEST COUNCIL for COMPUTER EDUCATION (NCCE)** Portland, Oregon, March, 1997.  
**Featured Speaker:** Technology Support for Alternative Assessment
- AMERICAN ASSOCIATION FOR HIGHER EDUCATION (AAHE)** Washington, D.C.; March, 1997.  
Tutorial (Technology "Poster" Session) on Faculty-Developed CD-ROM projects
- NATIONAL EDUCATIONAL COMPUTING CONFERENCE (NECC)** Minneapolis, Minnesota, June, 1996.  
**Pre-conference workshop:** Multimedia Support for Alternative Assessment  
**Conference Session:** Recordable CD-ROM: Is it Time?
- NORTHWEST COUNCIL for COMPUTER EDUCATION (NCCE)** Portland, Oregon, April, 1996.  
**Featured Speaker & Conference Workshops:** Technology-Supported Portfolios, Multimedia Support for Alternative Assessment. **Conference sessions:** Recordable CD-ROM: Is it Time?; Technology Support for Alternative Assessment
- ALASKA STATEWIDE SPECIAL EDUCATION CONFERENCE** Anchorage, Alaska, February, 1996.  
**Conference Sessions:** Multimedia Support for Alternative Assessment; Results of Project P/PRIDE.
- WESTERN INTERSTATE COMMISSION ON HIGHER EDUCATION Distance Education Conference** Spokane, Washington, October, 1995. Evening roundtable presentation: Make your own "Just-in-QuickTime" Training CDs.
- HEAD START/PUBLIC SCHOOL TRANSITION DEMONSTRATION PROJECT** Washington, D.C., October, 1995. **Workshop:** Technology Support for Alternative Assessment. **Plenary Session** on setting up a WWW and CD-ROM electronic publishing system.
- NATIONAL EDUCATIONAL COMPUTING CONFERENCE (NECC)** Baltimore, Maryland, June, 1995.  
**Pre-conference workshop:** Technology Support for Alternative Assessment  
**Conference Session:** Affordable, Recordable CD-ROMs for Storing Student Portfolios
- AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (AERA)** San Francisco, California, April, 1995.  
**Evaluating Systemic Change in the National Head Start-Public School Transition Project: Perspectives from Five States --** on a panel with evaluators from five states.
- ALASKA SOCIETY for TECHNOLOGY in EDUCATION (ASTE)** Anchorage, April, 1995.  
**Pre-conference Sessions:** Technology-Support for Portfolios; laptop computers  
**Conference sessions:** CD-Recordable: Is It Time?; Electronic Portfolio Showcase; The Change Game
- NORTHWEST COUNCIL for COMPUTER EDUCATION (NCCE)** Bellevue, Washington, March, 1995.  
**Featured Speaker & Conference Workshop:** Technology-Supported Portfolios  
**Conference sessions:** Affordable, Recordable CD-ROMs; Technology Support for Alternative Assessment
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**NATIONAL EDUCATIONAL COMPUTING CONFERENCE (NECC)** Boston, Massachusetts, June, 1994.  
Pre-conference workshop: Technology Support for Alternative Assessment  
Conference session: Affordable, Recordable CD-ROMs for Storing Student Portfolios

**NORTHWEST COUNCIL for COMPUTER EDUCATION (NCCE)** Spokane, Washington, April, 1994.  
**Featured Speaker & Pre-conference Session:** Technology-Supported Portfolios

**ALASKA SOCIETY for TECHNOLOGY in EDUCATION (ASTE)** Anchorage, April, 1994.  
Pre-conference Sessions: Technology-Supported Portfolios & The Change Game  
Conference session on software to support alternative assessment

**PROFESSIONAL DEVELOPMENT CONFERENCE,** Anchorage, October, 1993.  
Conference session: Future Directions for Technology in Adult Education

**ALASKA PRINCIPALS' ASSOCIATION CONFERENCE,** Anchorage, October, 1993.  
Conference session: Technology and Restructuring

**ALASKA SOCIETY for TECHNOLOGY in EDUCATION (ASTE)** Anchorage, April, 1993.  
Pre-conference Sessions: Technology-Supported Portfolios & Making Change  
Conference Sessions: Images of Alaska: a teacher-made laserdisc; Notebook Computing: word processing for every student in a class

**NORTHWEST COUNCIL for COMPUTER EDUCATION (NCCE)** Portland, Oregon, January, 1993.  
Pre-conference Session: Technology-Supported Portfolios  
Conference Sessions: Images of Alaska: a teacher-made laserdisc; Technology-Supported Portfolios  
Notebook Computing: word processing for every student in a class  
Member of a panel on Future Directions for Technology in Education

**EDUCATIONAL PARTNERSHIPS CONFERENCE,** Anchorage, November, 1992  
Technology-Supported Portfolios

**ALASKA SCHOOL BOARDS ASSOCIATION,** Anchorage, November, 1992  
Roundtable presentation on Technology Planning

**COMPUTER-USING EDUCATORS (CUE)** Santa Clara, California, October, 1992.  
Images of Alaska: a teacher-made laserdisc; Technology-Supported Portfolios  
Notebook Computing: word processing for every student in a class

**ALASKA ASSOCIATION FOR COMPUTERS IN EDUCATION (AACED)** Anchorage, April, 1992.  
Integrating Laptop Computers into the Classroom

**ALASKA ASSOCIATION FOR COMPUTERS IN EDUCATION (AACED)** Anchorage, March, 1991.  
Laptop Computers and the Writing Process

**ADULT LITERACY and TECHNOLOGY CONFERENCE (ALTC)** St. Paul, July, 1990  
Adult Self-Directed Learning, Personal Computer Competency & Learning Style

**NATIONAL EDUCATIONAL COMPUTING CONFERENCE (NECC)** Nashville, June, 1990  
Adult Self-Directed Learning, Personal Computer Competency & Learning Style - including paper published in Conference Proceedings

**ALASKA ASSOCIATION FOR COMPUTERS IN EDUCATION (AACED)** Anchorage, April, 1990.  
Adult Self-Directed Learning, Personal Computer Competency & Learning Style  
Alaska Videodisc; District-level Technology Planning

**ALASKA ASSOCIATION FOR COMPUTERS IN EDUCATION (AACED)** Anchorage, April, 1989.  
Conference Program Chair.

**ALASKA ASSOCIATION FOR COMPUTERS IN EDUCATION (AACED)** Anchorage, April, 1988. New  
Methods for Transferring Data between Computers and a session on Administrative Computing

**ALASKA LIBRARY ASSOCIATION (AKLA),** Fairbanks, March, 1988. Desktop Publishing for Librarians

**NATIONAL STAFF DEVELOPMENT COUNCIL (NSCD)** Seattle, December, 1987. High Tech/High Touch:  
Desktop Publishing for Staff Developers

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- ALASKA STATE MUSEUM ASSOCIATION**, Fairbanks, October 22, 1987. Desktop Publishing for Museums
- ALASKA ASSOCIATION FOR COMPUTERS IN EDUCATION (AACED)** Anchorage, April, 1987.  
Networking Microcomputers
- ALASKA ASSOCIATION FOR COMPUTERS IN EDUCATION (AACED)** Anchorage, April, 1986.  
Overcoming Hardware Incompatibility
- ALASKA ASSOCIATION FOR COMPUTERS IN EDUCATION (AACED)** Anchorage, April, 1985.  
Microcomputer Literacy Competency Models: A Tool for Staff Development
- ALASKA ADULT EDUCATION ASSOCIATION (AAEA)** Anchorage, October 20, 1984. - Setting up a  
Community Computer Lab
- ALASKA ASSOCIATION FOR COMPUTERS IN EDUCATION (AACED)** Anchorage, April 7, 1984. Student-  
Operated Bulletin Boards and Telecommunications Networks within a School District
- ALASKA ASSOCIATION FOR COMMUNITY EDUCATION (AAEC)** Juneau, October 19, 1983. Setting up a  
Community Computer Lab

## *INSERVICE PRESENTATIONS*

### **ANCHORAGE SCHOOL DISTRICT**

- Macintosh for Teachers --Creekside Park Elementary, October, 1991; Aurora Elementary, August, 1992  
Technology Planning -- Three-hour awareness sessions, December, 1991; January, 1992; October, 1992  
Technology-Supported Portfolios -- Klatt Elementary, April, 1993; Chapter I staff, January, 1993  
Change Game facilitation, May, 1993; February, 1994;  
Technology & Restructuring, Bear Valley, 1995; Internet in Schools, Clark Jr. High, 1995  
Technology Supported Portfolios -- Muldoon & Williwaw Elementaries, 1995  
Integrating Technology Across the Curriculum (ED 565C) -- districtwide class, 1996-97  
Educational Technology Curriculum Integration (ED 655)-- districtwide class, 1997-98  
Electronic Portfolio class (ED 566V)-- August, 1998

### **CLARION UNIVERSITY, CLARION, PA**

- Videotape and live teleconference on Electronic Portfolio Development, July, 2000

### **INDIANA UNIVERSITY OF PENNSYLVANIA**

- Videotape and live teleconference on Electronic Portfolio Development, August, 2000

### **ESSDACK, HUTCHINSON, KANSAS**

- Electronic Portfolios for Teachers & Electronic Portfolios for Students, 1999

### **SOUTHEAST KANSAS EDUCATION SERVICE CENTER (GREENBUSH), GIRARD, KANSAS**

- Electronic Portfolio workshop, April, 2000

### **NATIONAL-LOUIS UNIVERSITY, CHICAGO, ILLINOIS**

- Electronic Portfolio workshops (3 days) October, 1999

### **IONA COLLEGE, NEW YORK**

- Keynote Address for Summer Institute, June, 2000

### **MONTANA STATE UNIVERSITY-NORTHERN- HAVRE**

- Consulting on implementing electronic portfolios in PT3 program, June, 2000

### **KENAI PENINSULA SCHOOL DISTRICT**

- Advanced HyperStudio/Multimedia -- Soldotna, Alaska, June, 1995  
Laserdiscs in the Classroom -- One-day inservice at Seward Elementary, January 15, 1993

### **WILLIAMSON COUNTY SCHOOLS, FRANKLIN, TENNESSEE**

- Technology Support for Alternative Assessment -- full day hands-on workshops, March & June, 1995  
Technology Support for Alternative Assessment -- two half-day workshops led via CUSeeMe desktop  
video conferencing program with teachers at Vanderbilt University, July, 1994

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**UNIVERSITY OF MICHIGAN**

Technology Support for Alternative Assessment -- full day workshop, Ann Arbor, June, 1994

**LAKE WASHINGTON SCHOOL DISTRICT**

Technology Support for Alternative Assessment -- full day workshop, January, 1994

**ISSAQUAH SCHOOL DISTRICT**

Technology Support for Restructuring -- full day workshop, February, 1994

**JUNEAU SCHOOL DISTRICT**

Technology Support for Alternative Assessment and Change Game-- February, 1994

**ALEUTIANS EAST BOROUGH SCHOOL DISTRICT**

Computers in the Classroom -- A total of three days of hands-on inservice, Sand Point, October 2-4, 1991.

**ADULT LEARNING CENTER, AVTEC, SEWARD** arranged through Nine-Star Enterprises

Two-day workshop in MicroSoft Works & HyperCard, January, 1992; One-day follow-up, June 1992

Two-day workshop in ClarisWorks & FileMaker Pro, June, 1993

**KODIAK BOROUGH SCHOOL DISTRICT**

Technology-Assisted Innovative Assessment One-day inservice, March 27-28, 1993

**ALASKA DEPARTMENT OF EDUCATION**

Portfolio Assessment Workshop, presentation on Technology-Supported Portfolios, November, 1992

**NINE-STAR ENTERPRISES**

Multimedia and Brain-Based Learning for Adult Education staff, February, 1992.

**KLAWOCK CITY SCHOOLS**

Technology Planning, half-day inservice, April, 1992

## **TEACHING EXPERIENCE**

(Complete Course Outlines available upon request)

### **UNIVERSITY OF ALASKA SYSTEM**

**FOUNDATIONS OF EDUCATIONAL TECHNOLOGY (ED 320)** -- Fall Semester, 1997; Spring & Fall Semesters, 1998; Spring & Fall Semesters, 1999; Spring Semester, 2000; UAA SOE (2 cr.)

**EDUCATIONAL TECHNOLOGY CURRICULUM INTEGRATION (ED 655)**-- Summer Session, 1998; Summer Session, 1999; Summer Session, 2000; UAA SOE (3 cr.).

**PORTFOLIO DEVELOPMENT & ASSESSMENT CENTER (ED 657)** -- Summer Session 2000; UAA SOE (3 cr.).

**EDUCATIONAL TELECOMMUNICATIONS AND THE INTERNET (ED 652)**--Spring Semester, 1998; Summer Session, 1998; Fall Semester, 1998; UAA SOE (3 cr.).

**MULTIMEDIA TOOLS FOR LEARNING (ED 629)**--Spring Semester, 1998; Summer Session, 1998; Spring Semester, 1999; Summer Session, 1999; Spring Semester, 2000; Summer Session, 2000; UAA SOE (3 cr.).

**TECHNOLOGY IN TEACHING AND LEARNING (ED 626)**-- Spring, 1992; Summer Session, 1992; Spring, 1993; Summer Session, 1993; Spring, 1994; Summer Session, 1994; Fall Semester, 1994; Spring Semester, 1995 (as self-paced distance-delivered, CD-R-based course); Fall Semester, 1995, 1996, 1997; web-based distance learning class every semester (fall, spring, summer, 1996-98); Fall Semester, 1999; interactive, Blackboard-based course Spring Semester, 2000; UAA SOE. (3 cr.).

**TEACHERS & COMPUTERS: INSTRUCTIONAL DESIGN FOR THE WWW USING HTML (ED 625M)**-- Summer Session, 1997; Spring Semester, 1997; UAA SOE. (1 cr.).

**TEACHERS & COMPUTERS: COMPUTERS & EDUCATIONAL RESEARCH (ED 625K)**-- Summer Session, 1995; Spring Semester, 1996; Spring Semester, 1997; UAA SOE. (1 cr.).

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**TEACHERS & COMPUTERS: TELECOMMUNICATIONS FOR EDUCATORS (ED 625A)**-- Summer Session, 1995; Summer Session, 1996; Spring Semester, 1996; Spring Semester, 1997; Summer Session, 1997; UAA SOE. (2 cr.).

**TEACHERS & COMPUTERS: MULTIMEDIA & BRAIN-BASED LEARNING (ED 625J)** -- Fall, 1993; University of Alaska Anchorage, School of Education (3 credit directed study); Summer Session, 1994; Spring Semester, 1995; Summer Session, 1995; Spring Semester, 1996; Summer Session, 1996; Spring Semester, 1997; Summer Session, 1997; UAA SOE. (3 cr.).

**ORGANIZATION & ADMINISTRATION OF ADULT & CONTINUING EDUCATION (ED 658)** - Fall Semester, 1991; Fall Semester, 1992; Fall Semester, 1993; Fall Semester, 1994; University of Alaska Anchorage, School of Education [UAA SOE] (3 cr.).

**INTRODUCTION TO WORKS FOR TEACHERS (ED 565B)**--June, 1993 (Staff Development inservice for Adult Learning Program, AVTEC, Seward, through 9-Star Enterprises); UAA SOE. (1 cr.).

**TECHNOLOGY-SUPPORTED PORTFOLIOS** -- March, 1993 (Staff Development inservice for Kodiak Borough School District); UAA SOE. (part of 3 cr. course).

**TEACHERS & COMPUTERS: INTERACTIVE MULTIMEDIA (ED 625I)**-- January, 1993 (Staff Development inservice & course for Seward Elementary, Kenai Peninsula Borough School District); UAA SOE. (1 cr.).

**TEACHERS & COMPUTERS: INTEGRATING LAPTOP COMPUTERS IN THE CLASSROOM (ED 625H)**-- November-December, 1992 (Staff Development course for Anchorage School District); UAA SOE. (1 cr.).

**INTERACTIVE MULTIMEDIA IN EDUCATION (ED 565D)**-- June, 1992 (Staff Development inservice for Chapter I Summer School); UAA SOE. (2 cr.).

**TEACHERS & COMPUTERS: TECHNOLOGY-SUPPORTED PORTFOLIOS (ED 625G)**-- April, 1995 (Anchorage School District); June, 1992 (Staff Development inservice for Chapter I Summer School); April-May, 1995 (Williwaw Elementary School); Summer Session, 1995; October-December, 1995 (Muldoon Elementary School); Summer Session, 1996; Summer Session, 1997; UAA SOE. (1 cr.).

**TEACHERS & COMPUTERS: TECHNOLOGY PLANNING (ED 625C)**-- Spring, 1992, UAA SOE. (Staff Development courses for various schools); Fall, 1997, for Anchorage School District. (1 cr.).

**TEACHERS & COMPUTERS: INTRODUCTION TO APPLICATIONS & HYPERMEDIA (ED625B)**-- Spring, 1992 & Fall, 1992; UAA SOE (Staff Development courses for various schools and adult learning organizations) (1 cr.).

**COMPUTERS FOR TEACHERS (ED 593)** -- October, 1991; (Staff Development workshop for Aleutians East Borough School District); University of Alaska Southeast (1 cr.).

**COMPUTER BUSINESS APPLICATIONS (CAPS 150)** - Fall and Spring (1 class each), 1988-89, 1989-90, and 1990-91 school years for University of Alaska Fairbanks, School of Career & Continuing Education [UAF CCCE] (3 cr.).

**INTRODUCTION TO PERSONAL COMPUTERS (CAPS 100)**- November 4-December 9, 1982 and July 11-15, 1983, for Tanana Valley Community College. Fall and Spring Semesters (3 classes each), 1988-89, 1989-90 school years for University of Alaska, School of Career & Continuing Education (1 cr.).

**MICROSOFT WORKS (MAC)** - Fall and Spring, 1987-88, for Tanana Valley Community College.

**MICROCOMPUTER APPLICATIONS IN SMALL RURAL BUSINESSES** - January 18- March 24, 1985, for University of Alaska, Nenana Rural Education Center.

**MICROCOMPUTER ACCOUNTING** - January 24-May 8, 1984, for Tanana Valley Community College (3 cr.).

**MICROCOMPUTERS AS A BUSINESS TOOL** - October 12-December 14, 1982; January 17-March 23, 1983; July 18-29, 1983; September 8-November 17, 1983, for Tanana Valley Community College (3 cr.).

**MICROCOMPUTERS IN ADULT EDUCATION** - February 18-May 6, 1983, for Adult Learning Programs of Alaska and Tanana Valley Community College.

**MICROCOMPUTERS IN BUSINESS EDUCATION** - April 22-23, 1983, for University of Alaska, Juneau (held in Fairbanks at Ryan lab) and State of Alaska's Rural Vocational Student Program.

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**MICROCOMPUTERS AS A LEARNING TOOL (APPLE II)** - January 18-May 3, 1983, and September 7-December 15, 1983, for Tanana Valley Community College [TVCC].

**TELECOMMUNICATIONS BY MICRO COMPUTER** - July 23-30, 1983, for TVCC.

**MICROCOMPUTERS FOR THE OFFICE STAFF** - September 10-October 8, 1984, for TVCC.

**INTRODUCTION TO MICROCOMPUTERS IN SCHOOL ADMINISTRATION** - July 6-21, 1983, for University of Alaska Fairbanks, Summer Sessions.

**VISICALC FOR ACCOUNTANTS** - November 22-December 6, 1982, for Interior Village Association and Main Hurdman.

**MICROCOMPUTERS FOR RURAL BUSINESSES** - January 4-8, 1983 and March 26-30, 1984, for Interior Village Association and TVCC.

**SMALL BUSINESS SYSTEMS FOR THE APPLE COMPUTER** - October 11-November 29, 1982, for TVCC.

### **ALASKA STAFF DEVELOPMENT NETWORK SUMMER ACADEMIES**

**INTRODUCTION TO TECHNOLOGY-SUPPORTED PORTFOLIOS** -- August 5, 1994 [Elementary Restructuring Institute (Anchorage)]

**TECHNOLOGY-SUPPORTED PORTFOLIOS** -- June 3-5, 1993 [Academy of Applied Research in Education-Juneau] & June 9-11, 1993 [Southcentral (Anchorage) Academy]

**MACINTOSH PRODUCTIVITY TOOLS IN THE LEARNING PROCESS** -- June 3-6, 1992 [Academy of Applied Research in Education-Juneau] & June 10-12, 1992 [Southcentral (Anchorage) Academy]

**ALASKA STUDIES & MULTIMEDIA: HIGHER ORDER THINKING** -- June 8-10, 1992 [Southcentral (Anchorage) Academy]

**INTEGRATING LAPTOP COMPUTERS INTO THE CLASSROOM**- June 5-7 [Rural and Interior (Fairbanks) Academy] & June 12-14, 1991 [Southcentral (Anchorage) Academy]

**MACINTOSH PRODUCTIVITY TOOLS IN THE LEARNING PROCESS and DESKTOP PUBLISHING (MAC)** - May 31-June 2 (Fairbanks Academy) & June 6-10, 1988 (Anchorage Academy)

**MULTIMEDIA SANDBOX** - May 29 - June 1, 1990 (Fairbanks Academy)

**COORDINATED Technology Strand, 1987 Rural Alaska Instructional Improvement Academy, Fairbanks, Alaska**

**DIRECTED 1990 and 1991 Interior Alaska Instructional Improvement Academies, Fairbanks, Alaska**

# Summary of Teaching

## Curriculum Development (on CD-ROM except \*1990-2000 )

### Undergraduate Program

ED 320 Foundations of Educational Technology  
ED 321 Instruction & Assessment

### Graduate Program

Master Teacher - Educational Technology  
Endorsement - Educational Technology  
ED 626 Technology in Teaching & Learning  
ED 629 Multimedia Tools for Teachers  
ED 652 Educational Telecommunications & the Internet  
ED 655 Educational Technology Curriculum Integration  
ED 657 Portfolio Development & Assessment Center

### Professional Development Courses

Developed with Anchorage School District 1996-97

## Course Syllabi (on CD-ROM except \*1999-00 school year)

### ED 320 Foundations of Educational Technology

Fall 97 - Spring 98 - Fall 98 - Spring 99 - Fall 99 - Spring 00

### ED 626 Technology in Teaching & Learning

Spring 1992 - Spring 1993 - Spring 1994 - Fall 1994  
Fall 1995 - Fall 1996 - Fall 1997 - Fall 1999  
Summer 1992 - Summer 1993 - Summer 1994  
Distance course outline revised Spring 2000

### ED 625J Multimedia & Brain-Based Learning

Spring 1995 - Spring 1996 - Spring 1997  
Summer 1994 - Summer 1995 - Summer 1996 - Summer 1997

### ED 625A Telecommunications for Educators

Summer 1995 - Summer 1996 - Summer 1997 - Spring 1997

### ED 625M Instructional Design for WWW using HTML

Summer 1996 - Summer 1997

### ED 625G Technology Support for Alternative Assessment

Summer 1995 - Summer 1996 - Summer 1997

### ED 625K - Computers & Educational Research

Summer 1995 - Spring 1996 - Spring 1997

### ED 629 - Multimedia Tools for Learning

Spring 98 - Summer 98 - Spring 99 - Summer 99 - Spring 00

### ED 652 - Educational Telecommunications and the Internet

Spring 1998 - Summer 1998 - Fall 1998

### ED 658 - Organization & Administration of Adult & Cont.Ed.

Fall 1991 - Fall 1992 - Fall 1993 - Fall 1994

## Student Evaluations

Computer Summary Sheets  
Student Comments

# Teaching

## Summary of Courses Taught

### 1991-92

<u>SEMESTER</u>	<u>COURSE NO &amp; TITLE</u>	<u>LEVEL</u>	<u>REQ/ELECT</u>	<u>CONTACT HRS</u>
Fall 91	Organization & Administration of Adult & Continuing Ed	GRAD	REQ	3
Spring 92	Intro to Computer-Assisted Instruction	GRAD	ELECT	3
Summer 92	Intro to Computer-Assisted Instruction	GRAD	ELECT	3

### 1992-93

<u>SEMESTER</u>	<u>COURSE NO &amp; TITLE</u>	<u>LEVEL</u>	<u>REQ/ELECT</u>	<u>CONTACT HRS</u>
Fall 92	Organization & Administration of Adult & Continuing Ed	GRAD	REQ	3
Spring 93	Technology in Teaching & Learning	GRAD	REQ	3
Summer 93	Technology in Teaching & Learning	GRAD	REQ	3

### 1993-94

<u>SEMESTER</u>	<u>COURSE NO &amp; TITLE</u>	<u>LEVEL</u>	<u>REQ/ELECT</u>	<u>CONTACT HRS</u>
Fall 93	Organization & Administration of Adult & Continuing Ed	GRAD	REQ	3
Spring 94	Technology in Teaching & Learning	GRAD	REQ	3
Summer 94	Technology in Teaching & Learning	GRAD	REQ	3
Summer 94	Multimedia & Brain Based Learning	GRAD	ELECT	3

### 1994-95

<u>SEMESTER</u>	<u>COURSE NO &amp; TITLE</u>	<u>LEVEL</u>	<u>REQ/ELECT</u>	<u>CONTACT HRS</u>
Fall 94	Organization & Administration of Adult & Continuing Ed	GRAD	REQ	3
Fall 94	Technology in Teaching & Learning	GRAD	REQ	3
Spring 95	Multimedia & Brain Based Learning	GRAD	ELECT	3
Spring 95	Technology in Teaching & Learning (distance for UALC)	GRAD	REQ	3
Summer 95	Technology in Teaching & Learning (distance)	GRAD	REQ	3
Summer 95	Multimedia & Brain Based Learning	GRAD	ELECT	3
Summer 95	Telecommunications for Educators	GRAD	ELECT	2
Summer 95	Teachers & Computers: Technology Support for Alternative Assessment	GRAD	ELECT	1
Summer 95	Teachers & Computers: Computers & Research	GRAD	ELECT	1
Summer 95	Intro to Educational Technology (first week in Whitehorse for UAS)	GRAD	REQ	1 of 3

**1995-96**

SEMESTER	COURSE NO & TITLE	LEVEL	REQ/ ELECT	CONTACT HOURS
Fall 1995	Technology in Teaching & Learning	GRAD	REQ	3
	Technology in Teaching & Learning (distance)	GRAD	REQ	3
Spring 1996	Teachers & Computers: Computers & Research	GRAD	ELECT	1
	Multimedia & Brain Based Learning	GRAD	ELECT	3
	Technology in Teaching & Learning (distance)	GRAD	REQ	3
Summer 1996	Multimedia & Brain Based Learning	GRAD	ELECT	3
	Teachers & Computers: Technology Support for Alternative Assessment	GRAD	ELECT	1
	Telecommunications for Educators	GRAD	ELECT	2
	Teachers & Computers: Instructional Design for WWW using HTML	GRAD	ELECT	1

**1996-97**

SEMESTER	COURSE NO & TITLE	LEVEL	REQ/ ELECT	CONTACT HOURS
Fall 1996	ED 626 Technology in Teaching & Learning	GRAD	REQ	3
	ED 626 Technology in Teaching & Learning (distance)	GRAD	REQ	3
Spring 1997	ED 625J Multimedia & Brain-Based Learning	GRAD	ELECT	3
	ED 625A Telecommunications for Educators	GRAD	ELECT	2
	ED 625M Instructional Design for WWW using HTML	GRAD	ELECT	1
	ED 626 Technology in Teaching & Learning (distance)	GRAD	REQ	3
Summer 1997	ED 625J Multimedia & Brain-Based Learning	GRAD	ELECT	3
	ED 625A Telecommunications for Educators	GRAD	ELECT	2
	ED 625M Instructional Design for WWW using HTML	GRAD	ELECT	1
	ED 626 Technology in Teaching & Learning (distance)	GRAD	REQ	3
	ED 625G Technology Support for Alternative Assessment	GRAD	ELECT	1

**1997-98**

SEMESTER	COURSE NO & TITLE	LEVEL	CONTACT HOURS	REQ/ ELECT	# Students
Fall 1997	ED 626 Technology in Teaching & Learning	GRAD	3	REQ	13
	ED 626 Technology in Teaching & Learning (Distance - 2 sections - Anchorage & Statewide)	GRAD	3	REQ	17 9
	ED 320 Educational Technology Foundations	UnderGrad	2	REQ	25
	ED 320 Educational Technology Foundations	UnderGrad	2	REQ	25
Spring 1998	ED 629 Multimedia Tools for Teachers	GRAD	3	REQ	6
	ED 652 Ed Telecomm & the Internet	GRAD	3	REQ	5+1

	ED 626 Technology in Teaching & Learning (Distance - Statewide)	GRAD	3	REQ	12
	ED 320 Educational Technology Foundations	UnderGrad	2	REQ	27
	ED 320 Educational Technology Foundations	UnderGrad	2	REQ	10
Summer 1998	ED 629 Multimedia Tools for Teachers	GRAD	3	REQ	
	ED 652 Ed Telecomm & the Internet	GRAD	3	REQ	
	ED 655 Ed Tech Curriculum Integration	GRAD	3	REQ	

### 1998-99

SEMESTER	COURSE NO & TITLE	LEVEL	REQ/ ELECT	CONTACT HOURS
Fall 1998	ED 652 Ed Telecommunications & The Internet	GRAD	REQ	3
	ED 320 Educational Technology Foundations	UNDERC	REQ	2
	ED 320 Educational Technology Foundations	UNDERC	REQ	2
Spring 1999	ED 629 Multimedia Tools for Learning	GRAD	REQ	3
	ED 320 Educational Technology Foundations	UNDERC	REQ	2
Summer 1999	ED 629 Multimedia Tools for Learning	GRAD	REQ	3
	ED 655 Ed Tech Curriculum Integration	GRAD	REQ	3
	ED 626 Technology in Teaching & Learning (distance) - shared course	GRAD	REQ	1.5

### 1999-2000

SEMESTER	COURSE NO & TITLE	LEVEL	REQ/ ELECT	CONTACT HOURS
Fall 1999	ED 626 Technology in Teaching & Learning - team teach	GRAD	REQ	3
	ED 320 Educational Technology Foundations	UNDERC	REQ	2
	ED 320 Educational Technology Foundations	UNDERC	REQ	2
Spring 2000	ED 629 Multimedia Tools for Learning	GRAD	REQ	3
	ED 320 Educational Technology Foundations	UNDERC	REQ	2
	ED 626 Technology in Teaching & Learning (distance)-team teach including complete revision of on-line course content	GRAD	REQ	3
Summer 2000	ED 629 Multimedia Tools for Learning	GRAD	REQ	3
	ED 655 Ed Tech Curriculum Integration	GRAD	REQ	3
	ED 657 Portfolio Development & Assessment Center - team teach	GRAD	REQ	3

## Syllabus - Summer 2000

### ED 655 Educational Technology Curriculum Integration

Instructor: Dr. Helen Barrett (w) 786-4423, (UACN) [AFHCB@UAA.ALASKA.EDU](mailto:AFHCB@UAA.ALASKA.EDU)  
 Class hours: Mondays (May 22 - July 31, 2000) 5:30-8:15 p.m. - Online after June 1, 2000  
 Office hours (K222G): (by appointment in June; 1:00-2:30 p.m., Tuesday, Wednesday, Thursday in July)  
 Blackboard web site: <http://blackboard.uaa.alaska.edu/courses/ed655/>

#### Text Books

- the ACOT longitudinal study ([Teaching with Technology](#)) - textbook
- the [SRI report](#) (The Role of Technology in Education Reform) (on WWW)
- the OTA report ([Teachers and Technology: Making the Connection](#)) (on ASTE '97 CD)
- the NCREL publication ([Plugging In](#)) (on ASTE '97 CD)
- [National Educational Technology Standards for Students](#) [Connecting Curriculum and Technology](#) from the International Society for Technology in Education

#### Readings & Online Bibliography

- [Educator's Guide to Evaluating the Use of Technology in Schools and Classrooms](#)
- ISTE's [National Educational Technology Standards \(NETS\) Publication](#) (available in PDF form on the WWW)
- [Northwest Educational Technology Consortium \(NETC\)](#)
- [Anchorage School District's Instructional Technology Web Site](#)

## Content Outline

### A. The role of Technology in Teaching & Learning

The role of technology in implementing the national and state standards - using the Alaska Department of Education Frameworks CD-ROM (and other electronic resources)

### B. The Research

The research that has been conducted that informs the planning for integrating technology into education; i.e., the ACOT longitudinal study, the SRI report, OTA report.

### C. The Standards

1. Standards for Basic Endorsement in Educational Computing and Technology Literacy developed by International Society for Technology in Education for NCATE
2. Alaska Department of Education regulation on Technology Performance Standards for students [4AAC 04.130]
3. Alaska Department of Education regulation on Teacher Education [04 AAC 004.0200 (h)]
4. Alaska Department of Education Frameworks (Math/Science, English/Language Arts & Social Studies)

### D. Technology tools

- The technology tools (hardware and software) and current trends in the application of these tools into the curriculum
- Software and online resources to select curriculum software to address the standards (Media Seek's Curriculum Orchestrator)

### E. Instructional Strategies and supporting tools

1. Selecting appropriate instructional media to match desired learning outcome.
2. Grouping students for effective use of available technology resources (supporting and applying principles of cooperative learning)
3. Presentation hardware and software, including CD-ROM and laserdiscs
4. Individualizing learning through appropriate use of instructional technology
5. Supporting interdisciplinary instruction using instructional technology
6. Using Technology to support student assessment

## ED 655 Outcomes

Participants will gain skills, knowledge, attitudes and processes in the following areas:

1. Understanding some of the significant research studies that have been conducted over the last decade related to the effective integration of technology in education
2. Curriculum planning and development related to the implementation of technology in support of the Alaska Frameworks.
3. Planning for the use of technology in appropriate and pedagogical sound ways
4. Designing student learning activities that integrate technologies in the curriculum to support the Technology Performance Standards: Operate, Inquire, Synthesize, Communicate, Appreciate
5. Understanding the ethical, environmental, multi-cultural, and equity of access issues implied in the expanding use of technology
6. Understanding the importance of technology skills in the market place
7. Identifying resources for staying current in the field of educational technology.
8. Expand skills gained in previous courses or experiences to demonstrate the level 2 and level 3 ISTE Technology competencies for endorsement:

Level 2. Demonstrate specialty content preparation in educational computing and technology

Level 3. Integrate teaching methodologies with knowledge about use of technology to support teaching and learning.

## Policies & Procedures

Many learning activities will consist of reading with learners reflecting on the ideas in online discussion. Participants will be responsible for completing all reading assignments in a timely manner to facilitate group learning and discussion. Participants are expected to identify key concepts, ideas, and questions which will comprise the basis for the online discussion.

Assessment of class participation will be based on the frequency, relevance, and quality of the student's participation in online discussions. Participants are expected to log on a minimum of twice per week, with substantive contributions to the online discussion. Simply saying "right on" or "I agree" is not considered a substantive contribution to the discussion.

All assignments will be posted electronically, either as online contributions to the forum discussions, or file attachments in e-mail to the instructor.

Forums have been set up to address questions that come up between class sessions, and the instructor will log in to the forums on a daily basis. However, participants should feel free to call the instructor regarding any issues that cannot be resolved online or by e-mail.

Use good "netiquette" such as:

- Check the discussion frequently and respond appropriately and on subject.
  - Focus on one subject per message and use pertinent subject lines.
  - Capitalize words only to highlight a point or for titles--Capitalizing otherwise is generally viewed as SHOUTING!
  - Be professional and careful with your online interaction.
  - Cite all quotes, references and sources.
  - When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
  - It is considered extremely rude to forward someone else's messages without their permission.
  - It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism).
- Feel free to use emoticons such as :) or ;) to let others know that you're being humorous.

[The above "netiquette" guidelines were adapted from Arlete H. Rinaldi's article "The Net User Guidelines and Netiquette" published by Florida Atlantic University, 1994, and quoted in Paloff & Pratt (1999) [Building Learning Communities in Cyberspace](#), Jossey-Bass]

**Topic Outline****May 22, 2000**

<b>Course Topics:</b> Theme: Getting started/philosophy Introduction, set agenda, goals, needs assessment	<b>Activities:</b> Register for <a href="#">Blackboard web site</a> for online discussions Learn to use tools	<b>Reading Assignment:</b> Developing an educational technology electronic teaching portfolio: <a href="http://www.uaa.alaska.edu/ed/tech/elport.html">http://www.uaa.alaska.edu/ed/tech/elport.html</a> Review Dr. Barrett's latest articles on Electronic Portfolio Development at: <a href="http://transition.alaska.edu/www/portfolios.html">http://transition.alaska.edu/www/portfolios.html</a>
<b>Assignment #4:</b> Assess achievement of each Level 2 and Level 3 competency (see <a href="http://www.uaa.alaska.edu/ed/tech/ed655self-assmt.html">http://www.uaa.alaska.edu/ed/tech/ed655self-assmt.html</a> )		

**May 29, 2000**

<b>Course Topics:</b> Electronic Portfolio Development - the ISTE/NCATE standards for a Basic Endorsement in Educational Computing and Technology Literacy <a href="http://www.uaa.alaska.edu/ed/tech/basic.htm">http://www.uaa.alaska.edu/ed/tech/basic.htm</a>	<b>Activities:</b> Discuss the revision of ISTE Teacher Standards (Foundations).	<b>Reading Assignment:</b> Reading Assignment: ISTE's <a href="#">National Educational Technology Standards (NETS) Publication</a> (available in PDF form on the WWW)
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**June 5, 2000**

<b>Course Topics:</b> Choose strategy for completing Assignment #1 (awareness and discussion of National and State Standards)	<b>Activities:</b> <ul style="list-style-type: none"> <li>Choose strategy for completing <a href="#">Assignment #1</a> (awareness and discussion of National and State Standards)</li> <li>Begin on-line discussion related to Assignment #1</li> </ul>	<b>Reading Assignment:</b> Reading Assignment: Educator's Guide to Evaluating the Use of Technology in Schools and Classrooms - <a href="http://www.ed.gov/pubs/EdTechGuide/Educator's%20Guide%20to%20Evaluating%20the%20Use%20of%20Technology%20in%20Schools%20and%20Classrooms">http://www.ed.gov/pubs/EdTechGuide/Educator's Guide to Evaluating the Use of Technology in Schools and Classrooms</a>
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**June 12, 2000**

<b>Course Topics:</b> Assignment #2: What do students need to know and do with technology? Look up school districts around the country who have established student technology competencies. Post to the Assignment #2 Forum a good site (or two) that you found, and then visit other sites that your classmates identified and discuss what they found.	<b>Activities:</b> Group project work. Continue online discussion Self-evaluation of Anchorage School District Student Technology Framework with Performance Standards - <a href="http://tech.asd.k12.ak.us:8080/classrm/framework.html">http://tech.asd.k12.ak.us:8080/classrm/framework.html</a>	<b>Reading Assignment:</b>
<b>Assignment Due this week: Assignment #4 - Electronic Portfolio Framework and completed self-assessment of ISTE/NCATE educational technology endorsement standards</b> <a href="http://www.uaa.alaska.edu/ed/tech/elport.html">http://www.uaa.alaska.edu/ed/tech/elport.html</a>		

**June 19, 2000**

<b>Course Topics:</b> Review of Research on Educational Technology	<b>Activities:</b>	<b>Reading Assignment:</b> Read SRI Report (on ASTE97 CD) or online: <a href="http://www.uaa.alaska.edu/ed/ed626readings/SRI/index.html">http://www.uaa.alaska.edu/ed/ed626readings/SRI/index.html</a>
Assignment Due this week: Assignment #2 (Student Technology Outcomes self-assessment) and online postings.		

**June 26, 2000**

Integrating technology into the curriculum. Creating Units of Practice. You will find the ASD template at: <a href="ftp://transition.alaska.edu/public/ed655/Learning.pdf">ftp://transition.alaska.edu/public/ed655/Learning.pdf</a> I have also posted a web page about the comparison between Learning Quests and Units of Practice under the Learning Links Lessons Anchorage School District server: <a href="http://tech.asd.k12.ak.us/">http://tech.asd.k12.ak.us/</a> All about Learning Quests (best of Units of Practice and WebQuest): <a href="http://tech.asd.k12.ak.us:8080/classrm/LQ/default.html">http://tech.asd.k12.ak.us:8080/classrm/LQ/default.html</a> MediaSeek's ExploraSource for information about software that meets specific standards: <a href="http://www.explorasource.com/educator/">http://www.explorasource.com/educator/</a> California Clearinghouse <a href="http://clearinghouse.k12.ca.us/">http://clearinghouse.k12.ca.us/</a>	<b>Activities:</b>	<b>Reading Assignment:</b> the ACOT longitudinal study (Teaching with Technology)
<ul style="list-style-type: none"> <li>Assignments:</li> </ul>		

**July 10, 2000**

<b>Course Topics:</b> Play The Change Game in class. Discuss the change process as it relates to integrating technology into the curriculum. Review of Research on Educational Technology -	<b>Activities:</b>	<b>Reading Assignment:</b> Review Lucas Education Foundation's "Live and Learn", either with book and videotape OR <a href="http://www.glef.org/learnlive/toolkit/toolkit.html">http://www.glef.org/learnlive/toolkit/toolkit.html</a>
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**July 17, 2000**

<b>Course Topics:</b> Work on group project development. Continue online discussion (Teaching with Technology) NCREL Profile Assessment using online or stand-alone assessment tool. <a href="http://www.ncrel.org/tplan/tplanB.htm">http://www.ncrel.org/tplan/tplanB.htm</a> <a href="http://www.ncrtec.org/capacity/profile/profile.htm">http://www.ncrtec.org/capacity/profile/profile.htm</a>	<b>Activities:</b>	<b>Reading Assignment:</b> Reading Assignment: NCREL publication (Plugging In) (on ASTE '97 CD)
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**July 24, 2000**

<b>Course Topics:</b>	<b>Activities:</b>	<b>Reading Assignment:</b>
Assignment Due this week: Assignment #3 - Unit of Practice		

**July 31, 2000**

<b>Course Topics:</b> Demonstrations of all student projects	<b>Activities:</b> Last day for forum discussion. Last day to submit assignments to instructor (in pdf format) as attachment to e-mail OR post to anonymous FTP server at: <a href="ftp://transition.alaska.edu/public/ed655/">ftp://transition.alaska.edu/public/ed655/</a>	<b>Reading Assignment:</b>
• Assignments Due this week: Final portfolio framework.		

**Grading Rubric - ED 655**

**1. The role of technology in implementing the national and state standards**

Review the research that has been conducted that informs the integration of technology into education. Read the following books:

- the ACOT longitudinal study (Teaching with Technology) - textbook
- the SRI report (The Role of Technology in Education Reform) (on WWW)
- the OTA report (Teachers and Technology: Making the Connection) (on CD)
- the NCREL publication (Plugging In) (on CD)

Write a one-page synopsis of each research reports read and reviewed.  
**OR** Actively participate in on-line written discussion on these various reports

**Grading Rubric**

<b>A</b>	<b>B</b>	<b>C</b>
Three of four reports plus three additional research results identified, either on-line or ERIC	Two of four reports plus two additional research results identified, either on-line or ERIC	Only textbook read. No additional research identified.

**2. Student Technology Outcomes - Select either activity, as appropriate:**

a. Working on a team, develop student competencies and benchmarks by grade level and computer skill area, adapted from the Alaska State Technology Standards and the National Educational Technology Standards Project. Review work of other school districts.

**Grading Rubric**

<b>A</b>	<b>B</b>	<b>C</b>
Provide leadership in group process: either assist with formatting final product or identify on-line examples of other district standards	Actively participate as group member.	Limited participation in group process.

or b. As an individual:

1. Compare and contrast the Alaska State Student Technology Standards and the National Educational Technology Standards Project
2. Find a group of fellow students, teachers, parents, and conduct an NETS Town Meeting (see video and handout materials) (2 1/2 hours)
3. Review at least three different school district student outcomes related to the use of instructional technology. The following are some examples:

Fairbanks School District: <http://www.northstar.k12.ak.us/>  
 Butte County (California) Shared Technology Benchmarks -- <http://ben.bcoe.butte.k12.ca.us/isd/irc/bcic/techmatx.html>

4. Identify at least three new WWW sites that illustrate examples or state or local school district standards. Write a critique (compare and contrast) of these student standards.
5. Select one model to use as you work on the curriculum integration activities. Write a brief rationale for selecting the specific standard you will use.

**Grading Rubric**

<b>A</b>	<b>B</b>	<b>C</b>
Document all five activities completed	Document three of the five activities completed	Only item #5 completed.

**3. Develop Units of Practice - Individually, or on a team, develop Units of Practice that incorporate:**

- a. outcomes in at least one curriculum area at a specific age/grade level (prefer interdisciplinary units at the elementary level)
- b. the technology skills that are to be mastered at that age/grade level
- c. links (cross-reference) to the following curriculum standards:
  1. Curriculum Standards & Benchmarks at one of the following levels:
    - National Content Area Standards (available on-line)
    - State Curriculum Standards (available on-line and on CD)
    - District Curriculum Standards
  2. Technology Standards & Benchmarks (developed or selected in item #2 above)
  3. SCANS Skills
- d. the availability of hardware (i.e., one-computer classroom, computer lab setting, five computers in classroom) and software requirements
- e. individual teaching style (suggest North Central Regional Educational Laboratory's Learning With Technology Profile Tool - uses "Plugging In" framework)
- f. Find relevant software to support instructional goals and national content standards with MediaSeek's Curriculum Orchestrator software.

**Grading Rubric**

<b>A</b>	<b>B</b>	<b>C</b>
Five+ quality UOPs -multidisciplinary unit -covering all main categories of technology skills in Tech Standards - addresses all SCANS Skills - a variety of hardware availability and software applications	Four UOPs -single curriculum area -covering two categories of technology skills in Tech Standards - addresses some of SCANS Skills	Three UOPs -single curriculum area - covering only one category of technology skills in Tech Standards - addresses none of SCANS skills

**4. Begin to develop an electronic portfolio (videotape and digital storage of portfolio items in computer-based files) in preparation for an exit portfolio to receive endorsement.**

This includes a self-assessment of your own technology skills based on the ISTE/NCATE standards. (see web link)

Complete the individual teaching style assessment (using North Central Regional Educational Laboratory's Learning With Technology Profile Tool). Describe your results and any personal development plans you have for modifying your Indicators of Engaged Learning or Indicators of Technology Usage.

**Grading Rubric**

<b>A</b>	<b>B</b>	<b>C</b>
Framework for Electronic Portfolio (outline) developed using hypertext format (HTML, Acrobat or HyperStudio). Begin digital storage of portfolio samples Completed self-assessment of ISTE/NCATE educational technology endorsement standards NCREL Profile Assessment completed with thoughtful self-assessment.	Framework for Electronic Portfolio (outline) developed using word processor. No portfolio samples. Limited self-assessment of ISTE/NCATE educational technology endorsement standards NCREL Profile Assessment completed	Limited Framework for Electronic Portfolio (outline). No portfolio samples. No self-assessment of ISTE/NCATE educational technology endorsement standards No NCREL Profile Assessment completed

**5. Self-assessment -**

Complete a self-evaluation of each of the four projects above, relating each activity in the class with your own self-rating based on the grading rubric. (What grade do you think you earned on each project and why).

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revised 5/21/00 by Helen C. Barrett, Ph.D.

## Syllabus - Summer 2000

## ED 629 Multimedia Tools for Learning

Instructor: Dr. Helen Barrett (w) 786-4423, (UACN) [AFHCB](#)  
 Class hours: Tuesday/Wednesday/Thursday (July 5 - August 8, 2000) 2:30-5:15 p.m.  
 Office hours (K222G): Tuesday/Wednesday/Thursday, 1-2 p.m. (others by appointment)

[UAA School of Education Conceptual Framework](#)**Text Books**

Caine & Caine (1994) *Making Connections: Teaching & the Human Brain*  
 Ivers, Karen, and Barron, Ann E. (1998) *Multimedia Projects in Education*. Englewood, Co.: Libraries Unlimited, Inc. (pp.# references)  
 Optional: various CDs & books of Multimedia, QuickTime  
 Stern, Judith, and Lettieri, Robert. (1998) *Visual QuickStart Guide - QuickTime and MoviePlayer Pro 3 [or 4]*. Peachpit Press

**Daily Assignments**

Keep a learning journal of activities covered in class - you are encouraged take notes on a computer in class during lectures and demonstrations.

**Readings & Online Bibliography**

A variety of readings are reserve in the LRC under ED 626 or Barrett. These articles are also in the lab. They can be used to develop final paper. Some significant WWW-based readings:

- o [Bass, Randall \(1997\) A Brief Guide to Interactive Multimedia and the Study of the United States.](#)
- o [Hoogeveen, Martijn \(1997\) Towards a Theory of the Effectiveness of Multimedia Systems.](#) In: International Journal of Human Computer Interaction, 9(2), 151-168.
- o WWW sites: **Multimedia/Audio/Video** - [Tips - Audio on the Macintosh: The Benefits of Visual & Audio Media](#); [Enhancing Student Learning](#); [Graystone Multimedia Design Group: What is Multimedia?; Why Use Multimedia?](#); Marshall University's Multimedia web site: [What is Multimedia?](#) (advantages/disadvantages), [Using Text](#), [Using Graphics](#), [Using Sound](#), [Using Animation](#), [Using Video](#).
- o WWW sites: **QuickTime**: [Codec Central](#), [The Little QuickTime Page](#), [Making Multimedia Movies - Introduction](#)
- o WWW sites: **DVD** - [Software Architects, Inc. Home Page](#), [DVD WWW Sites \(Links\)](#), [DVD Video Group](#).

**Final Outcome**

A CD-ROM designed and developed by class members that cover the content determined by class-selected projects.

**ISTE/NCATE Standards addressed in this class**

- 2.2.1 use advanced features of word processing, desktop publishing, graphics programs and utilities to develop professional products.
- 2.2.5 identify, select, and integrate video and digital images in varying formats for use in presentations, publications and/or other products.
- 2.3.1 access and use telecommunications tools and resources for information sharing, remote information access and retrieval, and multimedia/hypermedia publishing.
- 2.4.1 identify basic principles of instructional design associated with the development of multimedia and hypermedia learning materials.
- 2.4.2 develop simple hypermedia and multimedia products that apply basic instructional design principles.
- 2.4.3 select appropriate tools for communicating concepts, conducting research, and solving problems for an intended audience and purpose.
- 2.4.4 participate in collaborative projects and team activities.
- 2.4.5 identify examples of emerging programming, authoring, or problem solving environments.
- 2.4.7 use a computer projection device to support and deliver oral presentations.
- 2.4.10 conduct research and evaluate on-line sources of information that support and enhance the curriculum.
- 3.1.4 design and practice methods and strategies for teaching problem solving principles and skills using technology resources.
- 3.2.8 configure a computer system and one or more software packages.

**Topic Outline****July 5, 2000**

Course Topics:	Activities:	Reading Assignment:
Theme: Getting started/philosophy Introduction, set agenda, goals, needs assessment Competency Model & Learning Contract - <a href="#">WEB Project Multimedia Self-Assessment</a> Multimedia in Education; Brain Research & Learning Theories ISTE/NCATE Standard: 2.4.2, 2.4.5	<ul style="list-style-type: none"> <li>● Hands-On Activities: Hands-On Activities: <b>HyperStudio</b> &amp; basics of Hypermedia Project Design (pp.103-108, 145-166)</li> </ul>	Ivers & Barron, Chapter 1 & 2
<ul style="list-style-type: none"> <li>● <a href="#">1999 Secretary's Conference on Educational Technology - Evaluating the Effectiveness of Technology</a></li> <li>● <a href="#">Connecting Student Learning and Technology</a></li> <li>● <a href="#">Teaching and Learning as Multimedia Authoring ...</a></li> <li>● <a href="#">Internet Resources on Brain-Based Learning</a></li> <li>● <a href="#">ASCD's Selected ERIC Abstracts on Brain Based Education</a></li> <li>● <a href="#">Caine Learning Brain Based Learning Teaching New Education</a> Handouts: <a href="#">Principles</a></li> <li>● <a href="#">Jensen Learning Corporation</a></li> <li>● <a href="#">Brain-Based Learning: Practical Classroom Applications of Current Brain Research for secondary and elementary teachers.</a></li> </ul>		

**July 6, 2000**

Course Topics:	Activities:	Reading Assignment:
Introduction to multimedia - Optical storage media (laserdiscs, CD-ROM, DVD) ISTE/NCATE Standard: 2.4.3,	<ul style="list-style-type: none"> <li>● Controlling a laserdisc with a computer using hypermedia software &amp; barcodes</li> <li>● Using <b>Inspiration</b> for project design</li> </ul>	Visual Almanac - Part 1
<ul style="list-style-type: none"> <li>●</li> </ul>		

**During the week of July 9-15, Dr. Barrett has jury duty and may need to schedule a make-up session (or delay the class for several hours)**

### July 11, 2000

<p><b>Course Topics:</b>                  Theme: Review of multimedia - <a href="#">audio recording</a> - Sound Companion - <a href="#">scanning graphics</a>  <i>ISTE/NCATE Standard: 2.2.5, 2.4.1, 2.4.2</i></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>● Digitize sound - incorporate sounds from CD (pp. 84-90)</li> <li>● Digitize graphics, use clip art, digital cameras</li> </ul>	<p><b>Reading Assignment:</b>                  Ivers &amp; Barron, Chapters 3-6</p>
<p>● Assignments: (sent to instructor by e-mail): General idea for a theme that will integrate all multimedia assignments that can all be written to CD-ROM. Possible options:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> your own digital portfolio</li> <li><input type="checkbox"/> a digital story telling project</li> <li><input type="checkbox"/> a multimedia curriculum unit</li> </ul>		

### July 12, 2000

<p><b>Course Topics:</b>                  Theme: Multimedia product development</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>● Work session in lab</li> </ul>	<p><b>Reading Assignment:</b>                  Caine &amp; Caine, Parts I &amp; II                  Ivers &amp; Barron, Chapter 7</p>
<p>● Assignment #1 (hypermedia stack w/ sound &amp; graphics &amp; laserdisc interaction) due this week</p>		

### July 13, 2000

<p><b>Course Topics:</b>                  Course Topics: HyperStudio Project Presentations  <i>ISTE/NCATE Standard: 2.2.1, 2.2.5, 2.4.2, 2.4.7</i></p>	<p><b>Activities:</b></p>	<p><b>Reading Assignment:</b>                  WWW readings</p>
<p>● Assignment #2 - Visual Almanac review</p>		

### July 18, 2000

<p>CD-ROM/DVD for data storage and multimedia presentations                  Discussion: Application to educational environments, Principles of brain-based learning and multimedia  <i>ISTE/NCATE Standard: 2.2.5, 2.2.1</i></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>● Reviewing various CD-ROMs/DVD resources</li> <li>● Linear presentation software (<b>PowerPoint</b> or <b>ClarisWorks</b> slide show) (pp.99-103, 181-190)</li> </ul>	<p><b>Reading Assignment:</b></p>
<p>●</p>		

### July 19, 2000

<p><b>Course Topics:</b>                  Various Multimedia authoring environments                  On-screen publishing - Adobe Acrobat &amp; WWW publishing  <i>ISTE/NCATE Standard: 2.2.1, 2.2.5, 2.4.1, 2.4.2,</i></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>● Work session: converting graphics &amp; slide shows to <b>Acrobat</b> publishing.</li> <li>● Creating Links, Bookmarks, navigation in Acrobat</li> <li>● <a href="#">The Basics of PDF</a></li> <li>● <a href="#">PDF Research/Tutorials/How To Use Adobe Acrobat</a></li> </ul>	<p><b>Reading Assignment:</b>  <a href="#">Adobe Magazine article on Making Portable &amp; Engaging Presentations with Acrobat (in PDF format)</a></p>
<p>● Planning your presentation (see form) (Intro to Assignment #6)</p>		

### July 20, 2000

<p><b>Course Topics:</b>                  Theme: <a href="#">QuickTime</a>  <i>ISTE/NCATE Standard: 2.2.5, 2.4.1</i></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>● Playing back and editing QuickTime movies with MoviePlayer Pro (QuickTime 4) (pp.90-92)</li> <li>● <a href="#">Codec Central</a>,</li> <li>● <a href="#">The Little QuickTime Page</a>,</li> <li>● <a href="#">The QuickTime FAQ</a>,</li> <li>● <a href="#">Making Multimedia Movies - Introduction</a></li> </ul>	<p><b>Reading Assignment:</b>  <a href="#">Observing Classroom Processes in Project-Based Learning Using Multimedia</a></p>
<p>●</p>		

### July 25, 2000

<p><b>Course Topics:</b>                  Theme: QuickTime  <i>ISTE/NCATE Standard: 2.2.5,</i></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>● Digitizing full motion video and editing compressed video</li> <li>● Avid Cinema or iMovie or Avid VideoShop or Final Cut Pro - non-linear video editing</li> </ul>	<p><b>Reading Assignment:</b></p>
<p>● Assignments Due: Learning Contract for research paper</p>		

### July 26, 2000

<p><b>Course Topics:</b>                  Instructional Design  <i>ISTE/NCATE Standard: 2.4.2, 2.4.3</i></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>● Hands-On Activities - Titles &amp; Effects</li> <li>● Introduction to <a href="#">QuickTimeVR</a> (Assignmenty 7b)</li> </ul>	<p><b>Reading Assignment:</b></p>
<p>● Assignment #3 - Emerging Digital Technologies Paper - WWW Bibliography - Shared with class members after Spring Break</p>		

**July 27, 2000**

<p><b>Course Topics:</b>  <i>ISTE/NCATE Standard: 2.3.1, 2.4.7, 2.4.10, 3.1.4</i></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>● <b>Share Emerging Digital Technologies Paper with class members (key themes/links - 5 minutes)</b></li> <li>● <b>Cameraman Movie Production (Assignment 7a)</b></li> </ul>	<p><b>Reading Assignment:</b></p>
<p>● <b>Assignment #5a (QuickTime editing projects)</b></p>		

**August 1, 2000**

<p><b>Course Topics:</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>● <b>Work session (instructor out of town)</b></li> </ul>	<p><b>Reading Assignment:</b></p>
<p>● <b>Assignment #4 - Linear slide show project (PowerPoint or ClarisWorks)</b></p>		

**August 2, 2000**

<p><b>Course Topics:</b>                  Finalize multimedia product development</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>● <b>Work session (instructor out of town)</b></li> </ul>	<p><b>Reading Assignment:</b></p>
<p>● <b>Assignment 5b</b> (Original QuickTime movie)                  ● <b>Assignment #6</b> (Instructional design project)                  ● <b>Assignment #7</b> (Instructional Design Multimedia Module in Cameraman or QTVR module)</p>		

**August 3, 2000**

<p><b>Course Topics:</b>                  Finalize multimedia product development  <i>ISTE/NCATE Standard: 2.4.4</i></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>● <b>CD-ROM mastering, final proof of project links, QuickTime movies</b></li> </ul>	<p><b>Reading Assignment:</b></p>
<p>●</p>		

**August 8, 2000**

<p><b>Course Topics:</b>                  Demonstrations of all student projects                  Write CDs for class participants  <i>ISTE/NCATE Standard: 2.4.7, 2.4.3,</i></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>	<p><b>Reading Assignment:</b></p>
<p>● <b>Assignments Due this week:</b>                  ● <b>Assignment #8 Multimedia module</b> in Adobe Acrobat, incorporating graphics files, sound &amp; QuickTime movies, organized with navigational hypertext links, bookmarks,                  ● <b>Assignment #10 Self-Assessment</b> - All assignments identified on <a href="#">PDF form</a>.                  ● <b>Assignment #9 Due by August 9, 2000 Final Paper</b></p>		

## Grading Rubric

Assignment	% of grade	"A" level work	"B" level work	"C" level work
Assignment #1 Hypermedia stack incorporating sound & graphics & laserdisc interaction	(10%)	An extensive set of cards with a consistent format, easy navigation, a few sounds, extensive graphics, extensive laserdisc interaction that relates to a curriculum objective.	Limited number of cards; limited sound or graphics; limited laserdisc interaction; limited relation to a curriculum objective.	A few cards, limited sound or graphics, one or two laserdisc links; little relation to a curriculum objective.
Assignment #2 Visual Almanac activities (exploration & HyperCard activity file)	(5%)	An extensive exploration of the Visual Almanac HyperCard stack and activities. 2-3 page summary (in PDF).	An in-depth exploration of the Visual Almanac HyperCard stack and activities. 1-2 page summary.	A limited exploration of the Visual Almanac HyperCard stack and activities. >1 page summary.
Assignment #3 Emerging Digital Technologies Paper - a WWW Annotated Bibliography adding to those listed in syllabus	(10%)	A summary of digital multimedia development trends. 3-5 page summary with at least ten new WWW links. Presented to class.	A summary of digital multimedia development trends. 2-3 page summary with at least five new WWW links.	A summary of digital multimedia development trends. 1-2 page summary with no new WWW links.
Assignment #4 Linear presentation with slide show software (PowerPoint or ClarisWorks)	(10%)	10+ screens with extensive graphics and style in layout.	7 screens with some graphics and style in layout.	4 screens with few graphics or limited style in layout.
Assignment #5 QuickTime editing projects 1. simple edit of existing files  2. digitize an original QuickTime movie from video tape	(5%)	Creative use of existing quicktime resources, edited into an engaging format (no more than 30 seconds) -no broken links	Several clips edited together (15-30 seconds)	A single edit incorporating two different files (15 seconds). Broken links.
	(10%)	At least 30 seconds of digitized video that tells an interesting story, with titles and credits.	Up to 30 seconds of digitized video with a coherent theme.	Less than 15 seconds or a video that doesn't reflect a coherent theme. Broken links
Assignment #6 Instructional design for Assignment #4, #7a and/or #8	(5%)	Several pages that include all of the instructional design elements, including a focus on instruction and learning outcomes. Includes navigation structure in Inspiration.	1-2 pages that include some of the instructional design elements, and limited focus on learning outcomes.	Less than a page that focuses on the technology without the focus on instruction.
Assignment #7a Instructional Module Development (with CameraMan) for class CD-ROM	(5%)	2+ minute Cameraman QuickTime movie that effectively illustrates a computer skill to be learned (or "tour" of CD-ROM).	1-2 minute Cameraman QuickTime movie that briefly illustrates a computer skill to be learned.	Less than 1 minute QuickTime movie that barely demonstrates a skill
Assignment #7b (alternative) QuickTime VR project	(5%)	Design and develop QuickTimeVR movies (both object and panorama) and incorporate instructional design for a project using QTVR in a learning project into Assignment #6.	Design and develop QuickTimeVR movies (either object or panorama) and a brief description of using QTVR in education into Assignment #6.	Assist with QTVR development. Limited description of QTVR use in education.
Assignment #8 Multimedia module created with ClarisWorks or PowerPoint converted to Adobe Acrobat, incorporating images & QuickTime movies, and sound, organized with navigational links, bookmarks. Possible projects:  <ul style="list-style-type: none"> <li>● your own digital portfolio</li> <li>● a digital story telling project</li> <li>● a multimedia curriculum unit</li> </ul>	(15%)	At least 10 Acrobat screens/pages incorporating images, sounds, and QuickTime movies into an engaging presentation showing projects based on a consistent theme that runs through all previous assignments. Includes bookmarks and navigational links. Demonstrates the various skills learned in class, becoming a multimedia portfolio of student's accomplishments to date in the class.	5-10 screens with more images, movies or sound, with limited theme, incomplete demonstration of skills. Either links or bookmarks.	A few screens with limited images, movies or sound, with no theme, limited demonstration of skills.
Assignment #9: Final Research Paper **  <a href="#">Citing Web References</a>	(20%)	7-10 pages that illustrate examples from the literature and on-line resources, using at least 10 references, clearly shows an understanding of the research and implications of using multimedia in education and brain-based learning	5-7 pages with 4-7 references and limited examples from the literature and on-line resources	3-5 pages with 2-4 references and little or no reference to the research.
Assignment #10: Self-Assessment - All assignments identified on <a href="#">PDF form</a> .	(5%)	Self-rating assigned. Linked to files on server. No broken links. Brief reflections on each assignment.		Broken links.

## Syllabus - Spring 2000

## ED 629 Multimedia Tools for Learning

Instructor: Dr. Helen Barrett (w) 786-4423, (UACN) [AFHCB](#)  
 Class hours: Tuesdays (January 18 - May 2, 2000) 5:30-8:15 p.m.  
 Office hours (K222G): Tuesday, 3-5 p.m.; Wednesday, 3-5 p.m.; Friday, 12-1 p.m. (others by appointment)

**Text Books**

Caine & Caine (1994) *Making Connections: Teaching & the Human Brain*  
 Ivers, Karen, and Barron, Ann E. (1998) *Multimedia Projects in Education*. Englewood, Co.: Libraries Unlimited, Inc. (pp.# references)  
 Optional: various CDs & books of Multimedia, QuickTime  
 Stern, Judith, and Lettieri, Robert. (1998) *Visual QuickStart Guide - QuickTime and MoviePlayer Pro 3 [or 4]*. Peachpit Press

**Daily Assignments**

Keep a learning journal of activities covered in class - you are encouraged take notes on a computer in class during lectures and demonstrations.

**Readings & Online Bibliography**

A variety of readings are reserve in the LRC under ED 626 or Barrett. These articles are also in the lab. They can be used to develop final paper. Some significant WWW-based readings:

- o [Bass, Randall \(1997\) A Brief Guide to Interactive Multimedia and the Study of the United States.](#)
- o [Hoogeveen, Martijn \(1997\) Towards a Theory of the Effectiveness of Multimedia Systems.](#) In: International Journal of Human Computer Interaction, 9(2), 151-168.
- o WWW sites: [Multimedia/Audio/Video - Tips - Audio on the Macintosh](#); [The Benefits of Visual & Audio Media](#); [Enhancing Student Learning](#); [Graystone Multimedia Design Group](#); [What is Multimedia?](#); [Why Use Multimedia?](#); Marshall University's Multimedia web site: [What is Multimedia?](#) (advantages/disadvantages), [Using Text](#), [Using Graphics](#), [Using Sound](#), [Using Animation](#), [Using Video](#).
- o WWW sites: [QuickTime](#): [Codec Central](#), [The Little QuickTime Page](#), [The QuickTime FAQ](#), [Making Multimedia Movies - Introduction](#)
- o WWW sites: [DVD - Software Architects, Inc. Home Page](#), [C-Cube Microsystems - Technology](#), [DJ Flux's DVD Page](#), [DVD info](#), [DVD WWW Sites \(Links\)](#), [DVD Video Group](#).

**Final Outcome**

A CD-ROM designed and developed by class members that cover the content determined by class-selected projects.

**Topic Outline****January 18, 2000**

Course Topics:	Activities:	Reading Assignment:
Theme: Getting started/philosophy Introduction, set agenda, goals, needs assessment Competency Model & Learning Contract - <a href="#">WEB Project Multimedia Self-Assessment</a> Multimedia in Education; Brain Research & Learning Theories	<ul style="list-style-type: none"> <li>● Hands-On Activities: Hands-On Activities: <b>HyperStudio</b> &amp; basics of Hypermedia Project Design (pp.103-108, 145-166)</li> </ul>	Ivers & Barron, Chapter 1 & 2
●		

**January 25, 2000**

Course Topics:	Activities:	Reading Assignment:
Introduction to multimedia - Optical storage media (laserdiscs, CD-ROM, DVD)	<ul style="list-style-type: none"> <li>● Controlling a laserdisc with a computer using hypermedia software &amp; barcodes</li> <li>● Using <b>Inspiration</b> for project design</li> </ul>	Visual Almanac - Part 1
●		

**February 1, 2000**

Course Topics:	Activities:	Reading Assignment:
Theme: Review of multimedia - <a href="#">audio recording</a> - Sound Companion or Kaboom! - <a href="#">scanning graphics</a>	<ul style="list-style-type: none"> <li>● Digitize sound - incorporate sounds from CD (pp. 84-90)</li> <li>● Digitize graphics, use clip art, digital cameras</li> </ul>	Ivers & Barron, Chapters 3-6
<ul style="list-style-type: none"> <li>● Assignments: (sent to instructor by e-mail): <b>General idea for a theme that will integrate all multimedia assignments that can all be written to CD-ROM. Possible options:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> your own digital portfolio</li> <li><input type="checkbox"/> a digital story telling project</li> <li><input type="checkbox"/> a multimedia curriculum unit</li> </ul> </li> </ul>		

**February 8, 2000**

Course Topics:	Activities:	Reading Assignment:
Theme: Multimedia product development	<ul style="list-style-type: none"> <li>● Instructor out of town</li> <li>● Work session in lab</li> </ul>	Caine & Caine, Parts I & II Ivers & Barron, Chapter 7
● <b>Assignment #1 (hypermedia stack w/ sound &amp; graphics &amp; laserdisc interaction) due next week</b>		

**February 15, 2000**

Course Topics:	Activities:	Reading Assignment:
Course Topics: HyperStudio Project Presentations		WWW readings
● <b>Assignment #2 - Visual Almanac review</b>		

**February 22, 2000**

CD-ROM/DVD for data storage and multimedia presentations Discussion: Application to educational environments, Principles of brain-based learning and multimedia	<b>Activities:</b> <ul style="list-style-type: none"> <li>● Reviewing various CD-ROMs/DVD resources</li> <li>● Linear presentation software (<b>PowerPoint</b> or <b>ClarisWorks</b> slide show) (pp.99-103, 181-190)</li> </ul>	<b>Reading Assignment:</b>
●		

**February 29, 2000**

<b>Course Topics:</b> Various Multimedia authoring environments On-screen publishing - Adobe Acrobat & WWW publishing	<b>Activities:</b> <ul style="list-style-type: none"> <li>● Work session: converting graphics &amp; slide shows to <b>Acrobat</b> publishing.</li> <li>● Creating Links, Bookmarks, navigation in Acrobat</li> <li>● <a href="#">The Basics of PDF</a></li> <li>● <a href="#">PDF Research/Tutorials/How To Use Adobe Acrobat</a></li> </ul>	<b>Reading Assignment:</b> <a href="#">Adobe Magazine article on Making Portable &amp; Engaging Presentations with Acrobat (in PDF format)</a>
●		

**March 7, 2000**

<b>Course Topics:</b> Theme: <a href="#">QuickTime</a>	<b>Activities:</b> <ul style="list-style-type: none"> <li>● Playing back and editing QuickTime movies with MoviePlayer Pro (QuickTime 4) (pp.90-92)</li> <li>● <a href="#">Codec Central</a>.</li> <li>● <a href="#">The Little QuickTime Page</a>.</li> <li>● <a href="#">The QuickTime FAQ</a>.</li> <li>● <a href="#">Making Multimedia Movies - Introduction</a></li> </ul>	<b>Reading Assignment:</b> <a href="#">Observing Classroom Processes in Project-Based Learning Using Multimedia</a>
<ul style="list-style-type: none"> <li>● <a href="#">1999 Secretary's Conference on Educational Technology - Evaluating the Effectiveness of Technology</a></li> <li>● <a href="#">Connecting Student Learning and Technology</a></li> <li>● <a href="#">Teaching and Learning as Multimedia Authoring ...</a></li> <li>● <a href="#">Internet Resources on Brain-Based Learning</a></li> <li>● <a href="#">Brain Based Learning</a></li> <li>● <a href="#">- Caine Learning Brain Based Learning Teaching New Education Handouts: Principles</a></li> <li>● <a href="#">Jensen Learning Corporation</a></li> <li>● <a href="#">Brain-Based Learning: Practical Classroom Applications of Current Brain Research for secondary and elementary teachers.</a></li> </ul>		

**March 14, 2000**

<b>Course Topics:</b> Theme: QuickTime	<b>Activities:</b> <ul style="list-style-type: none"> <li>● Digitizing full motion video and editing compressed video</li> <li>● Avid Cinema or iMovie or Avid VideoShop or Adobe Premiere or Final Cut Pro - non-linear video editing</li> </ul>	<b>Reading Assignment:</b>
● <b>Assignments Due: Learning Contract for research paper</b>		

**March 21, 2000**

<b>Course Topics:</b> Instructional Design	<b>Activities:</b> <ul style="list-style-type: none"> <li>● Hands-On Activities - Titles &amp; Effects</li> <li>● Introduction to QuickTimeVR (Assignmenty 7b)</li> </ul>	<b>Reading Assignment:</b>
● <b>Assignment #3 - Emerging Digital Technologies Paper - WWW Bibliography - Shared with class members after Spring Break</b>		

**March 28, 2000**

<b>Course Topics:</b>	<b>Activities:</b> <ul style="list-style-type: none"> <li>● Spring Break - No class</li> </ul>	<b>Reading Assignment:</b>
●		

**April 4, 2000**

<b>Course Topics:</b> ASTE Conference	<b>Activities:</b> <ul style="list-style-type: none"> <li>● Share Emerging Digital Technologies Paper with class members (key themes/links - 5 minutes)</li> </ul>	<b>Reading Assignment:</b>
● <b>Assignment #5a (QuickTime editing projects)</b>		

**April 11, 2000**

<b>Course Topics:</b> Various	<b>Activities:</b> <ul style="list-style-type: none"> <li>●</li> </ul>	<b>Reading Assignment:</b>
● <b>Assignment #4 - Linear slide show project (PowerPoint or ClarisWorks)</b>		

### April 18, 2000

Course Topics:	Activities:	Reading Assignment:
Finalize multimedia product development	<ul style="list-style-type: none"> <li>● Cameraman Movie Production (Assignment 7a)</li> </ul>	
<ul style="list-style-type: none"> <li>● <b>Assignment 5b</b> (Original QuickTime movie)</li> <li>● <b>Assignment #6</b> (Instructional design project)</li> <li>● <b>Assignment #7</b> (Instructional Design Multimedia Module in Cameraman or QTVR module)</li> </ul>		

### April 25, 2000

Course Topics:	Activities:	Reading Assignment:
Finalize multimedia product development	<ul style="list-style-type: none"> <li>● <b>CD-ROM mastering, final proof of project links, QuickTime movies</b></li> </ul>	
<ul style="list-style-type: none"> <li>●</li> </ul>		

### May 2, 2000

Course Topics:	Activities:	Reading Assignment:
<b>Demonstrations of all student projects</b> <b>Write CDs for class participants</b>	<ul style="list-style-type: none"> <li>●</li> </ul>	
<ul style="list-style-type: none"> <li>● <b>Assignments Due this week:</b></li> <li>● <b>Assignment #8 Multimedia module</b> in Adobe Acrobat, incorporating graphics files, sound &amp; QuickTime movies, organized with navigational hypertext links, bookmarks,</li> <li>● <b>Assignment #10 Self-Assessment</b> - All assignments identified on <a href="#">PDF form</a>.</li> <li>● <b>Assignment #9 Due by May 5, 2000 Final Paper</b></li> </ul>		

## Grading Rubric

Assignment	% of grade	"A" level work	"B" level work	"C" level work
Assignment #1 Hypermedia stack incorporating sound & graphics [color PICT files] & laserdisc interaction	(10%)	An extensive set of cards with a consistent format, easy navigation, a few sounds, extensive graphics, extensive laserdisc interaction that relates to a curriculum objective.	Limited number of cards; limited sound or graphics; limited laserdisc interaction; limited relation to a curriculum objective.	A few cards, limited sound or graphics, one or two laserdisc links; little relation to a curriculum objective.
Assignment #2 Visual Almanac activities (exploration & HyperCard activity file)	(5%)	An extensive exploration of the Visual Almanac HyperCard stack and activities. 2-3 page summary (in PDF).	An in-depth exploration of the Visual Almanac HyperCard stack and activities. 1-2 page summary.	A limited exploration of the Visual Almanac HyperCard stack and activities. >1 page summary.
Assignment #3 Emerging Digital Technologies Paper - a WWW Annotated Bibliography adding to those listed in syllabus	(10%)	A summary of digital multimedia development trends. 3-5 page summary with at least ten new WWW links. Presented to class.	A summary of digital multimedia development trends. 2-3 page summary with at least five new WWW links.	A summary of digital multimedia development trends. 1-2 page summary with no new WWW links.
Assignment #4 Linear presentation with slide show software (PowerPoint or ClarisWorks)	(10%)	10+ screens with extensive graphics and style in layout.	7 screens with some graphics and style in layout.	4 screens with few graphics or limited style in layout.
Assignment #5 QuickTime editing projects 1. simple edit of existing files  2. digitize an original QuickTime movie from video tape	(5%)	Creative use of existing quicktime resources, edited into an engaging format (no more than 30 seconds) -no broken links	Several clips edited together (15-30 seconds)	A single edit incorporating two different files (15 seconds). Broken links.
	(10%)	At least 30 seconds of digitized video that tells an interesting story, with titles and credits.	Up to 30 seconds of digitized video with a coherent theme.	Less than 15 seconds or a video that doesn't reflect a coherent theme. Broken links
Assignment #6 Instructional design for Assignment #4, #7a and/or #8	(5%)	Several pages that include all of the instructional design elements, including a focus on instruction and learning outcomes. Includes navigation structure in Inspiration.	1-2 pages that include some of the instructional design elements, and limited focus on learning outcomes.	Less than a page that focuses on the technology without the focus on instruction.
Assignment #7a Instructional Module Development (with CameraMan) for class CD-ROM	(5%)	2+ minute Cameraman QuickTime movie that effectively illustrates a computer skill to be learned (or "tour" of CD-ROM).	1-2 minute Cameraman QuickTime movie that briefly illustrates a computer skill to be learned.	Less than 1 minute QuickTime movie that barely demonstrates a skill
Assignment #7b (alternative) QuickTime VR project	(5%)	Design and develop QuickTimeVR movies (both object and panorama) and incorporate instructional design for a project using QTVR in a learning project into Assignment #6.	Design and develop QuickTimeVR movies (either object or panorama) and a brief description of using QTVR in education into Assignment #6.	Assist with QTVR development. Limited description of QTVR use in education.
Assignment #8 Multimedia module created with ClarisWorks or PowerPoint converted to Adobe Acrobat, incorporating images & QuickTime movies, and sound, organized with navigational links, bookmarks. Possible projects:  <ul style="list-style-type: none"> <li>● your own digital portfolio</li> <li>● a digital story telling project</li> <li>● a multimedia curriculum unit</li> </ul>	(10%)	At least 10 Acrobat screens/pages incorporating images, sounds, and QuickTime movies into an engaging presentation showing projects based on a consistent theme that runs through all previous assignments. Includes bookmarks and navigational links. Demonstrates the various skills learned in class, becoming a multimedia portfolio of student's accomplishments to date in the class.	5-10 screens with more images, movies or sound, with limited theme, incomplete demonstration of skills. Either links or bookmarks.	A few screens with limited images, movies or sound, with no theme, limited demonstration of skills.
Assignment #9: Final Research Paper **  <a href="#">Citing Web References</a>	(25%)	7-10 pages that illustrate examples from the literature and on-line resources, using at least 10 references, clearly shows an understanding of the research and implications of using multimedia in education and brain-based learning	5-7 pages with 4-7 references and limited examples from the literature and on-line resources	3-5 pages with 2-4 references and little or no reference to the research.
Assignment #10: Self-Assessment - All assignments identified on <a href="#">PDF form</a> .	(5%)	Self-rating assigned. Linked to files on server. No broken links. Brief reflections on each assignment.		Broken links.

\*\* MAT students taking ED 629 as a substitute for ED 626 must substitute a paper (7-10 pages that illustrate examples from the literature and on-line resources, with at least 7 references, clearly shows an understanding of the research and implications of using technology in education) that incorporates the SRI reading and others from ED 626 (module 1) plus a diskette-based portfolio that demonstrates proficiency using ClarisWorks word processing, database, spreadsheet, and graphics modules.

<b>Assignments</b>	<b>Rubric</b>	<b>Portfolio</b>	<b>Journals</b>	<b>Standards</b>	<b>Textbook Web Site</b>
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## ED 320 - Foundations of Educational Technology

### SYLLABUS - Spring 2000

**Class hours:** Tuesdays, 10:00 a.m.-12:45 p.m., Room 234  
Thursday evenings, Eagle River (Chugiak High School)

[Week 1](#) - [Week 2](#) - [Week 3](#) - [Week 4](#) - [Week 5](#) - [Week 6](#) - [Week 7](#) - [Week 8](#) - [Week 9](#) - [Week 10](#) - [Week 11](#) - [Week 12](#) - [Week 13](#) - [Week 14](#) - [Week 15](#)

#### Instructors

<p style="text-align: center;"><u>Dr. Helen Barrett</u> work phone: 786-4423 e-mail: <a href="mailto:AFHCB@UAA.ALASKA.EDU">AFHCB@UAA.ALASKA.EDU</a> <b>Office hours (K222G)</b> Tuesday, 1-3 p.m.; Wednesday, 3-5 p.m.; Friday, 12-1 p.m.</p>	<p style="text-align: center;">Andy Rabung (Eagle River Class) (work phone) 787-3093 e-mail: <a href="mailto:rabung_andy@msmail.asd.k12.ak.us">rabung_andy@msmail.asd.k12.ak.us</a></p>
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#### Text Books

**Newby, Stepich, Lehman & Russell (2000). *Instructional Technology for Teaching and Learning*. Merrill/Prentice Hall**

Keep a learning journal of activities covered in class and textbook readings- you are encouraged take notes during lectures and demonstrations. These notes should be integrated with notes from reading assignments and organized to demonstrate achievement of technology standards. Journal entry numbers will be cross-referenced by Standard and textbook chapter

#### Topic Outline

Class meeting is 2.25 hours (minimum per week) and Lab Activities will include a minimum of 2 hours per week. Extra Credit available for doing some of the hands on activities in real classrooms with children.

**We will be integrating four themes: Active Learning, Cooperative Learning, Interdisciplinary Learning, Individualized Learning and the changing role of the teacher.**  
[Course Content Guide](#)

**The primary activities of the class will revolve around constructing [an electronic portfolio](#) based on the ISTE/NCATE Foundation Competencies in Educational Computing and Technology Literacy.**

#### January 18, 2000 (January 13 in Eagle River)

<p style="text-align: center;"><b>Course Topics:</b></p> <p>Basic Overview of the Instructional Process and Orientation to the Course Outcomes and begin developing personal electronic teaching portfolio <a href="#">Anchorage School District Minimum Competencies</a></p>	<p style="text-align: center;"><b>Activities:</b></p> <ul style="list-style-type: none"> <li>● Set up the electronic portfolio disk and folder on server -</li> <li>● Use Mavica camera to take everyone's picture</li> <li>● Set up folders on the server to organize portfolio items: Tasks, Standards, Portfolio Items</li> <li>● <a href="#">Self-Assessment and Electronic Portfolio Outline</a></li> </ul>	<p style="text-align: center;"><b>Reading Assignment:</b></p> <p>Front inside Cover and Chapter 1 &amp; 9 AND <a href="#">Electronic Teaching Portfolios</a> <a href="#">Make your own Electronic Portfolio</a></p>
<p>Orientation to the Internet:</p>	<p>● Internet orientation - Find class web page</p> <p>● Using Netscape to access course information and E-mail to communicate with instructor</p> <p>● Find and Run WWWSim on computer</p>	<p>Log into the textbook support web site. Password: <b>ewolf</b></p>
<p>● Assignments:</p> <ul style="list-style-type: none"> <li>○ 2.1. Send <a href="#">e-mail message to instructor</a>, with a paragraph describing yourself (what is your major, goals at UAA, etc.) suitable for putting onto a class web page</li> <li>○ 5.0 Set up folders on the server to organize portfolio items: Tasks, Standards, Portfolio Items</li> <li>○ Complete (outside lab) Introduction to the Internet, WWW <a href="#">Using Netscape and the Internet</a>, <a href="#">Training Capsules Session 3</a> AND Using Netscape <a href="#">Email</a> and <a href="#">Bookmarks</a></li> </ul>		

#### January 25, 2000 (January 20 in Eagle River)

<p style="text-align: center;"><b>Course Topics:</b></p> <p>Computer Tools for Teaching and Learning Basic Orientation to the Computer and Instructional Media Basic Orientation to ISTE/NCATE Foundation Competencies in Computer/Technology Literacy &amp; the <a href="#">Electronic Portfolio (in PDF)</a></p>	<p style="text-align: center;"><b>Activities:</b></p> <ul style="list-style-type: none"> <li>● Introduction to Electronic Portfolios</li> <li>● Introduction to Databases</li> <li>● Set up journal entry database for chapter readings.</li> <li>● Set up journal entry database for ISTE/NCATE Standards</li> <li>● Setting up databases - <a href="#">Database Training</a></li> </ul>	<p style="text-align: center;"><b>Reading Assignment:</b></p> <p style="text-align: center;">Chapter 2</p>
<p>● Assignments:</p> <ul style="list-style-type: none"> <li>○ 6.2 Pre-Assessment for Portfolio Development- Using the <a href="#">ISTE/NCATE Core Competencies</a> and the database program we set up in class, ask yourself 3 questions for each outcome: What do I already know about this? How did I learn it? and What more do I need to learn? Place pre-assessment in your portfolio folder.</li> <li>○ A graphical overview of the class assignments and portfolio artifacts using Inspiration</li> </ul>		

#### February 1, 2000 (January 27 in Eagle River)

<p style="text-align: center;"><b>Course Topics:</b></p> <p>Theoretical Foundations Review and Instructional Approaches Preplanning (Purpose, Participants and Place)</p>	<p style="text-align: center;"><b>Activities:</b></p> <ul style="list-style-type: none"> <li>● Transferring text from web pages into word processing documents</li> <li>● Copying <a href="#">web graphics</a></li> <li>● Digital Cameras and Scanning Activities: Intro to Quick Cam &amp; Scanners</li> <li>● Drawing and Painting Tools in ClarisWorks</li> </ul>	<p style="text-align: center;"><b>Reading Assignment:</b></p> <p style="text-align: center;">Chapter 3</p>
<p>● Assignments:</p> <ul style="list-style-type: none"> <li>○ 4.2 QuickCam or Scanning Activity - <a href="#">Task description</a></li> </ul>		

**February 8, 2000** (February 3 in Eagle River)

Course Topics:	Activities:	Reading Assignment:
Field trip to <a href="#">SESA</a> : adaptive devices for students with special needs 2217 E. Tudor Suite 1 9:30 OR 11:00 a.m.	<ul style="list-style-type: none"> <li>• <i>Dr. Barrett out of town</i></li> <li>• See demonstrations of assistive technology</li> </ul>	<a href="#">Dr. Barrett's article on laptop word processors</a>
<ul style="list-style-type: none"> <li>• Assignments: <ul style="list-style-type: none"> <li>○ 3.1b Using a word processing program, write up notes about adaptive devices for students with special needs</li> </ul> </li> </ul>		

**February 15, 2000** (February 10 in Eagle River)

Course Topics:	Activities:	Reading Assignment:
Developing a Learning Plan and Technology Applications of Various Theories Introduction to Word Processing	<ul style="list-style-type: none"> <li>• Review of Word Processing skills - formatting</li> <li>• Set up portfolio - begin working on Word Processing and Graphics components of portfolio</li> </ul>	Chapter 4
<ul style="list-style-type: none"> <li>• Assignments: <ul style="list-style-type: none"> <li>○ 3.1a Use Microsoft Word - create your resume using specific formatting commands (<a href="#">Task description</a>)</li> <li>○ 7.1. EXTRA CREDIT - Visit a classroom that is using portable word processors or where a computer lab is used for writing - Write up in your journal.</li> </ul> </li> </ul>		

**February 22, 2000** (February 17 in Eagle River)

Course Topics:	Activities:	Reading Assignment:
Identifying Methods and Media for Learning Where to find lesson plans and educational software, including how to evaluate it. Data bases in the classroom	<ul style="list-style-type: none"> <li>• Searching databases of educational resources: Search the <a href="#">California</a> site or the <a href="#">Children's Software Review</a> or other links available from <a href="#">NETC's Software Evaluation Online Resources</a></li> </ul>	Chapter 5 Software Selection Process ( <a href="#">ERIC Digest - Seven Steps to Responsible Software Selection</a> )
<ul style="list-style-type: none"> <li>• Assignments: <ul style="list-style-type: none"> <li>○ 3.2b. Set up a sample database for maintaining student/parent information (<a href="#">Task description</a>). Here are some online resources for learning more about databases: <a href="#">Database tutorials index</a> and <a href="#">ClarisWorks Tutorials</a> and <a href="#">Joanne's Place</a></li> </ul> </li> <li>• <b>DEADLINE:</b> <a href="#">Assignments and Journals</a> on chapters assigned to date due on server (<a href="#">Grading Criteria</a>)</li> </ul>		

**February 29, 2000** (February 24 in Eagle River)

Course Topics:	Activities:	Reading Assignment:
Selecting Methods, Media & Materials	<ul style="list-style-type: none"> <li>• Using ClarisWorks Graphics to create a <a href="#">short slide show</a> with clip art. Save in portfolio.</li> </ul>	Chapter 6 & 7
<ul style="list-style-type: none"> <li>• Assignments: <ul style="list-style-type: none"> <li>○ 3.4a Slide show illustrating a lesson used for classroom presentation (<a href="#">Task description</a>). Here are some online resources for learning more about Graphics tools and slide shows: <a href="#">How to Use a ClarisWorks Slide Show</a> or <a href="#">Slide Show Set up</a> or <a href="#">Slide Shows Made Simple</a> .</li> </ul> </li> </ul>		

**March 7, 1999** (March 2 in Eagle River)

Course Topics:	Activities:	Reading Assignment:
Using Methods and Media in the Classroom	<ul style="list-style-type: none"> <li>• Concept Mapping with Inspiration</li> <li>• <a href="#">Troubleshooting</a> (from ASD Web Site)</li> <li>• Watch Tom Snyder Video and Pioneer Videodisc Video - enter brief entry into journal.</li> </ul>	Chapter 8
<ul style="list-style-type: none"> <li>• Assignments: <ul style="list-style-type: none"> <li>○ 5.1 Set up a database of technology terms and definitions you are learning, and add to the database throughout the semester</li> <li>○ 5.2 A basic chart to guide troubleshooting a classroom computer and peripherals (using graphics tools OR Inspiration)</li> <li>○ 9.1 Midterm Take-home Exam on server and handed out in class.</li> </ul> </li> </ul>		

**March 14, 2000** (March 9 in Eagle River)

Course Topics:	Activities:	Reading Assignment:
Using Computers in Schools: Taylor's "Tutor, Tool, Tutee" classification	<ul style="list-style-type: none"> <li>• Finding and adding simulations, tutorials, CAI, tool software applications to "toolkit"</li> <li>• Finding online web sites about lesson plans: <a href="#">Ask Jeeves</a> - <a href="#">Kathy Schrock's web site</a> - <a href="#">Gleason Sackman's links</a> - <a href="#">Apple Learning Interchange Links</a></li> </ul>	
<ul style="list-style-type: none"> <li>• Assignments: <ul style="list-style-type: none"> <li>○ 9.1 Midterm portfolio review</li> <li>○ <a href="#">3.1d</a> Review lesson plans, curriculum materials available on CD-ROM (electronic books) and quoting from online encyclopedias (<a href="#">Encyclopedia Britannica</a>)</li> <li>○ 6.4 Begin developing a personal philosophy statement on the use of technology in education, supported by textbook readings and Internet searches - to be included in portfolio</li> </ul> </li> </ul>		

**March 21, 2000** (March 16 in Eagle River)

Course Topics:	Activities:	Reading Assignment:
HyperStudio - Online Tutorials: <ul style="list-style-type: none"> <li>• <a href="#">HyperStudio Workshop</a></li> <li>• <a href="#">HyperStudio Overview</a></li> <li>• <a href="#">HyperStudio Tutorial (Australia) with lots of links</a></li> <li>• <a href="#">HyperStudio Tutorials (U of Alberta)</a></li> <li>• <a href="#">HyperStudio Tutorial (Iowa State)</a></li> </ul>	<ul style="list-style-type: none"> <li>• Intro to HyperStudio - use HyperStudio to prepare a presentation</li> <li>• Discuss electronic portfolio preparation</li> </ul>	Chapter 10
<ul style="list-style-type: none"> <li>• Assignments: <ul style="list-style-type: none"> <li>○ 4.1 A simple HyperStudio stack, supporting an instructional unit or an electronic portfolio (Task description)</li> <li>○ Optional: <a href="#">Work in Schools on Electronic Portfolio Development</a></li> </ul> </li> <li>• <b>DEADLINE:</b> Midterm Portfolio Review - Assignments and Journals on chapters assigned to date due on server (<a href="#">Grading Criteria</a>)</li> </ul>		

### March 28, 2000

<b>Course Topics:</b> NO Class - Spring Break	<b>Activities:</b> •	<b>Reading Assignment:</b>
<ul style="list-style-type: none"> <li>• Assignments: <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul>		

### April 4, 2000

<b>Course Topics:</b> Evaluating Student Learning & Alternative Assessment Strategies - Portfolios, Observational Assessment, and Using Video in Assessment	<b>Activities:</b> <ul style="list-style-type: none"> <li>• Spreadsheet: Set up spreadsheet for the purchase of possible classroom materials OR software evaluation OR cash flow.</li> <li>• Gradebooks -</li> </ul>	<b>Reading Assignment:</b> Chapter 11
<ul style="list-style-type: none"> <li>• Assignments: <ul style="list-style-type: none"> <li>○ 3.3a. A spreadsheet showing a classroom application or personal budget used for modeling, problem-solving and/or decision-making (<a href="#">Task description</a>) Here are several sites for tutorials on using the AppleWorks spreadsheet: <a href="#">Joanne's Place</a> or <a href="#">Spreadsheet tutorials Index</a></li> <li>○ 3.3b A sample gradebook (<a href="#">Task description</a>)</li> <li>○ EXTRA CREDIT: Attend ASTE Conference at Egan Center, April 1-4, 1999</li> </ul> </li> </ul>		

### April 11, 2000

<b>Course Topics:</b> Web page development workshop (optional but highly recommended)	<b>Activities:</b> <ul style="list-style-type: none"> <li>• How to convert Microsoft Word documents into web pages and <a href="#">post a WWW page to your user ID.</a></li> </ul>	<b>Reading Assignment:</b> <a href="#">HTML for Educators</a>
<ul style="list-style-type: none"> <li>• Assignments: <ul style="list-style-type: none"> <li>○ 7.2. Personal Web Page (Extra Credit applied to mid-term or final exam grade for personal home page posted: up to 30 points, depending on quality of product)</li> </ul> </li> </ul>		

### April 18, 2000

<b>Course Topics:</b> Issues and Directions in Instructional Technology	<b>Activities:</b> <ul style="list-style-type: none"> <li>• Final Portfolio Review</li> </ul>	<b>Reading Assignment:</b>
<ul style="list-style-type: none"> <li>• Assignments: <ul style="list-style-type: none"> <li>○ 6.2. <a href="#">Self-Assessment and Electronic Portfolio Outline</a> - <a href="#">Standards cross-reference</a> - <a href="#">Electronic Portfolio Tutorial</a> - This is based on the ISTE/NCATE standards and is more in-depth - not only a self-rating, but reflections, list of artifacts, and future direction/projection (learning goals) for each indicator, with some formatting.</li> <li>○ 6.3 Write a brief plan about how you will integrate technology into your upcoming methods blocks and further develop your electronic teaching portfolio - include in your Portfolio. This plan should be a paragraph to address each of the eight <a href="#">Alaska State Teaching Standards</a>.</li> <li>○ 7.3 Extra Credit (up to 50 points): Design a framework for your electronic portfolio demonstrating the <a href="#">Alaska State Teaching Standards</a>, using any of the software we have used in class (word processor, draw program, slide show, web page or HyperStudio). This part of the assignment is a "mock-up" of what the first two levels of your portfolio might look like (level 1: table of contents; level 2: a page/screen/card for each of the 8 standards, set up like you are doing for Assignment 6.3)...style and graphics are important here. <a href="#">Task Description</a></li> <li>○ <b>DEADLINE:</b> <a href="#">Tasks due on server</a> . (See <a href="#">Grading criteria</a>)</li> </ul> </li> </ul>		

### April 25, 2000

<b>Course Topics:</b>	<b>Activities:</b> <ul style="list-style-type: none"> <li>• Make-up day (if needed)</li> </ul>	<b>Reading Assignment:</b>
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### May 2, 1999

<b>Course Topics:</b>	<b>Activities:</b> <ul style="list-style-type: none"> <li>• <a href="#">Final exam</a> (performance-based)</li> </ul>	<b>Reading Assignment:</b>
<ul style="list-style-type: none"> <li>• Assignments: <ul style="list-style-type: none"> <li>○ 5.4 Portfolio due</li> <li>○ <a href="#">All assignments due</a></li> </ul> </li> </ul>		

### Grading Rubric

Assignments/Tasks	% of grade	"A"	"B"	"C"
Standards-Based Technology Portfolio Development (19 items in 8 portfolio sections) <a href="#">Grading Criteria</a>	75%	15 or 30 points per item (full credit) Activities and Journals completed	10 or 20 points per item	5 or 10 points per item
Class Participation and Attendance	5%	There is opportunity for extra credit through extra projects.		
MidTerm Take-Home Exam	10%	This is a criterion-referenced text (multiple-choice).		
Final Exam/Performance Assessment	10%	This is a criterion-reference text (multiple choice) plus a performance assessment (tasks to complete in lab)		
Extra Credit		There are three opportunities for extra credit		

## UAA's grading policy is:

**A** = outstanding, exemplary work which goes beyond the aspects in originality, scholarship, or critical thinking. In all aspects, the work is considered excellent.

**B** = above average work as expected from practicing certified educators: complete, comprehensive, well prepared; work that clearly indicates that considerable time and intellectual effort was expended in preparing the assignment.

**C** = average work for practicing certified educators; work is completed as required, on time, and in appropriate format

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revised 9/5/99

[Assignments](#)[Grading Rubric](#)[Portfolio](#)[Textbook homepage](#)[Online Course web site  
\(Blackboard\)](#)

## ED 626 - Spring 2000 - Distance Course Syllabus

### Technology in Teaching & Learning

#### Instructors:

<p style="text-align: center;"><a href="#">Dr. Helen Barrett</a> (w) 786-4423 Room 222G (e-mail) <a href="mailto:afhcb@uaa.alaska.edu">afhcb@uaa.alaska.edu</a></p> <p>Office hours: Tuesday, 1-3 p.m.; Wednesday, 3-5 p.m.; Friday, 12-1 p.m.</p>	<p style="text-align: center;"><a href="#">Dr. Ann H. McCoy</a> (w) 786-4427 Room 215 (e-mail) <a href="mailto:afahm@uaa.alaska.edu">afahm@uaa.alaska.edu</a></p> <p>Office hours: by appointment</p>
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#### Text Books

**Required:** Shelly, Cashman, Gunter (1999) *Teachers Discovering Computers* [book web site](#)

**Optional:** a textbook on the software you will be using in this class (see Class Overview) - We encourage you to order one other book with specific "how-to's" on the productivity software you will be using (AppleWorks, Microsoft Works, or Microsoft Office).

#### Readings

*Using Technology to Support Education Reform*, published by SRI. This is available [on-line](#) and is also on reserve at the LRC and the Consortium Library. Other information is available on the Internet.

#### Overall Course Goal

The primary activities of the class will revolve around constructing [an electronic portfolio](#) demonstrating the [ISTE/NCATE Foundation Competencies in Educational Computing and Technology Literacy](#). All activities will focus on developing that portfolio.

### Getting Started

#### Theme: Getting started/philosophy

- Introduction to class web page, listserv & e-mail
- Order your books from the UAA [bookstore](#)

#### Hands-On Activities:

Set up lab account and folders, e-mail account  
Sign up for class listserv

#### Reading Assignment for next week:

Class web pages

**Assignment 2-1A: SIGN UP FOR BLACKBOARD COURSE.** Log on to the [Blackboard website](#) (see instructions on Week 1) and ENROLL in class ED626D - the Enrollment Access Code is: **626y2k**. (**Due 1/25/00**)

**Assignment 2-1B: SIGN UP FOR CLASS LISTSERV:** Send an email message to [mailserv@uaa.alaska.edu](mailto:mailserv@uaa.alaska.edu) in the body of the message write "SUBSCRIBE ED626 (YOUR NAME)". (**Due 1/31/00**) We will use this listserv to send out announcements about class activities.

**Assignment 2-2:** Create a web page on the Blackboard website: go to Student Tools, select Edit Your Home Page, and complete the two fields (Intro Message and Personal Information) telling about yourself: who you are (a brief biography) and your special interests, such as what you do for relaxation, all suitable for using as an on-line class directory. Extra Credit for uploading a digital picture without any assistance! (**Due 1/31/00**)

### January 24, 2000 - Week 1

#### Theme: Getting started/philosophy

- Introduction to Class
- Video: NETC's "New Tools: Classrooms in Transformation"
- Technology Standards: [National Foundation Standards for Teachers](#)
- [Creating a Portfolio](#) to demonstrate achievement of ISTE standards
- Alaska Student Content Standards - [Technology](#)
- [NCSS Technology Standards](#)
- [ASD Draft Competencies](#)
- Introduction to class web page, listserv & e-mail

#### Hands-On Activities:

ISTE/NCATE pre-assessment.

#### Reading Assignment for next week:

[Internet Basics \(NETC\)](#)  
[NETS](#)

#### Chapter 1

Explore Chapter 1 Textbook Links:

[In Brief](#)  
[Key Terms](#)  
[Check Point - Vocabulary](#)  
[\\*Online Tutorials](#) (\* Optional)

Browse the Timeline (pp.1.36-1.45)

**Assignment 6-1:** Pre-Assessment for [Portfolio Development](#) - Using the [ISTE/NCATE Core Competencies](#) and a word processing program, ask yourself 3 questions for **each** outcome: What do I already know about this? How did I learn it? and What more do I need to learn? This document will be used later in the semester, to review your progress to date on achieving the standards. Upload your assignment to BlackBoard/Student Tools/Drop Box. (**Due: 1/31/00**)

**Assignment 1-1:** Read Chapter 1. Pick a topic from Teacher Time or Ed Issues for Chapter 1, follow the links to find out more about the topic, and write up a brief response suitable for sharing online. Post to class online discussion group. (**Due 1/31/00**)

### January 31, 2000 - Week 2

#### Theme: Telecommunications

Internet Basics including WWW and e-mail  
Information Literacy  
Educational resources on the Internet  
Publishing on the Internet  
Intro to online discussion group  
Video: U.S. West Foundation's "Will Our Children Be Ready?"

#### Hands-On Activities:

Exploring [Internet](#)  
WWWSim  
Collect bookmarks

#### Reading Assignment:

#### Chapter 2

Explore Chapter 2 Textbook Links:

[In Brief](#)  
[Key Terms](#)  
[Check Point - Vocabulary](#)  
[\\*Online Tutorials](#) (\* Optional)

Explore the Guide to World Wide Web sites (pp2.50-2.55)

**Assignment 1-2:** Read Chapter 2. Pick a topic from Teacher Time or Ed Issues for Chapter 2, follow the links to find out more about the topic, and write up a brief response suitable for sharing with class. Post to class online discussion group. (**Due 2/7/00**)

**Assignment 5-1:** Begin to gather evidence of demonstrated use of terminology related to computers and technology, using a format of student's choice, such as database of technology terms and their definitions OR a crossword puzzle, developed with a teacher utility program, that uses technology terms and definitions OR ... (**Due 5/1/00**)

## February 7, 2000 - Week 3

### Theme: LAN & Computer, Information, Integration Literacy

FTP, Submitting Assignments  
U. S. Department of Ed (E-Rate)  
Internet Helper Applications  
Using Netscape Bookmarks

### Hands-On Activities:

[Internet explorations](#),  
Annotate bookmarks  
Import & Export bookmarks

### Reading Assignment:

Begin reading [SRI Chapters 1-4](#)  
[Parents Guide to the Internet](#)

**Assignment 3-1:** Information literacy is an important skill for students to acquire. After reading textbook and suggested websites, write a paper on "computer, information, and integration literacy" strategies. Use a word processing program to create the paper. (Paper will be peer edited prior to submission.) Criteria include: double spaced text, headers, APA style, at least 2-3 pages for body, reference page, for peer editing. Post to class online discussion group. [Citing Web Resources](#). **(First Draft Due 2/14/00)**

**Assignment 2-3:** A personal annotated list (bookmarks) of favorite web sites to support specific curriculum objectives. **(Due 3/7/00)**

## February 14, 2000 - Week 4

### Theme: Computer applications and their impact

Introduction to word processing as a tool for personal productivity and classroom use.  
Restructuring Education with Technology

### Hands-On Activities:

Word processing & peer editing  
Using the Server and LAN  
Accessing the server from home

### Reading Assignment:

**Chapter 3**  
Explore Chapter 3 Textbook Links:  
[In Brief](#)  
[Key Terms](#)  
[Check Point - Vocabulary](#)  
[\\*Online Tutorials \(\\* Optional\)](#)

**Assignment 1-3:** Pick a topic from Teacher Time or Ed Issues for Chapter 3, follow the links to find out more about the topic, and write up a brief response suitable for sharing at the next class. Post to class online discussion group. **(Due 2/21/00)**

**Assignment 3-1:** Final version due in uploaded. **(Due: 2/21/00)**

## February 21, 2000 - Week 5

### Theme: Distance Education and Publishing on the Web

Web Publishing  
Video: On Wings of Tomorrow  
Distance Education

### Hands-On Activities:

Creating a Teacher Web Page with Netscape Communicator (pages 3.44-3.57)  
[Transferring files with Fetch](#)  
[Filamentality](#)

### Reading Assignment:

**Assignment 2-4:** A simple personal web page written in HTML. Link to annotated bookmarks web page. **(Due 3/7/00)**

## February 28, 2000 - Week 6

### Theme: Research on Educational Technology and Productivity Tools - Spreadsheets

New Tools: Classrooms in Transformation  
Managing numbers and problem solving  
Introduction to spreadsheets for personal productivity and classroom use

### Hands-On Activities:

Spreadsheet development, project development

### Reading Assignment:

SRI Reading, Chapters 5-6

**Assignment 3-2:** Spreadsheet projects: A classroom application or personal budget used for modeling, problem solving and/or decision making. An electronic portfolio artifact/standards grid **(Due 4/3/00)**

## March 6, 2000 - Week 7

### Theme: Problem Solving

Managing information and problem solving  
Introduction to data bases as tools for personal productivity and classroom use.

### Hands-On Activities:

Data base planning activities. Begin data base activities.

### Reading Assignment:

**Assignment 3-3:** Database projects: Database of portfolio artifacts, or the plan for achieving competency. Sample database for maintaining student/parent information. Database of potential curriculum resources **(Due 4/3/00)**

## March 13, 2000 - Week 8

### Theme: Troubleshooting, Computer Systems, Hardware, Software

Hardware & maintenance issues  
Troubleshooting classroom computers

Inspiration exercise on Troubleshooting  
Hardware & maintenance issues

### Hands-On Activities:

Go to the [Inspiration website](#) and download a 30-day trial version of their software for your computer (Inspiration is also available in the School of Education computer lab) .

Using Inspiration, create a Troubleshooting guide for the classroom.

[Anchorage School District's Troubleshooting tips](#).

### Reading Assignment:

**Chapter 4**  
Explore Chapter 4 Textbook Links:  
[In Brief](#)  
[Key Terms](#)  
[Check Point - Vocabulary](#)  
[\\*Online Tutorials \(\\* Optional\)](#)

Buying a Personal Computer  
(pp. 4.47-4.58)

**Assignment 1-4:** Pick a topic from Teacher Time or Ed Issues for Chapter 4, follow the links to find out more about the topic, and write up a brief response suitable for sharing at the next class. Post to class online discussion group. **(Due 3/20/00)**

**Assignment 5-2:** Develop a basic chart to guide troubleshooting a classroom computer and peripherals (using desktop publishing capabilities OR Inspiration) **(Due: 4/3/00)**

## March 20, 2000 - Week 9

### Theme: Visual Literacy & Intro to Multimedia

#### [Visual literacy](#)

Graphics: drawing, painting, clip art, other  
Desktop publishing design issues  
Integration of tool software  
Video: Multimedia in Education, Spooner High School

### Hands-On Activities:

Explore graphics features in AppleWorks including "draw" and "paint" applications. Utilize library and other sources of clip art. Digitize images with camera/scanner. AppleWorks integration. Continue with projects. Drawing & Painting - Clip art -

### Reading Assignment:

Complete SRI reading  
Review SRI section on multimedia (pps. 36-39)

**Assignment 3-4:** Using graphics applications: Several examples of using illustrations to support classroom applications, such as a seating chart, or other graphics application **(Due 4/10/00)**

**Assignment 1-5:** Pick a topic from Teacher Time or Ed Issues for Chapter 5, follow the links to find out more about the topic, and write up a brief response suitable for sharing at the next class. Post to class online discussion group. **(Due 4/3/00)**

## April 3, 2000 - Week 10

### Theme: Multimedia Strategies, HyperStudio

Video: Mr. Peach  
Introduction to Multimedia  
HyperStudio  
Multimedia strategies  
Input/output devices  
More HyperStudio activities

### Hands-On Activities:

HyperStudio activities - Creating a HyperStudio Project (Chapter 5, pages 5.40-5.51)

### Reading Assignment:

**Chapter 5**  
Explore Chapter 5 Textbook Links:  
[In Brief](#)  
[Key Terms](#)  
[Check Point - Vocabulary](#)  
[\\*Online Tutorials](#) (\* Optional)

**Assignment 4-1:** A HyperStudio stack, supporting an instructional unit with images that were either scanned from paper documents or digitized directly with digital cameras, including student's picture **(Due 5/1/00)**

## April 10, 2000 - Week 11

### Theme: Education & Technology Integration

Integrating technology into instruction.  
Learning Theories  
Curriculum Standards  
ASSURE Instructional Models for Integration  
Video: One Computer Classroom  
Re-visit Portfolio Development

### Hands-On Activities:

Locate resources to support technology integration; Slide shows and sequential presentations (ClarisWorks slide show or PowerPoint)

### Reading Assignment:

**Chapter 6**  
Explore Chapter 6 Textbook Links:  
[In Brief](#)  
[Key Terms](#)  
[Check Point - Vocabulary](#)  
[\\*Online Tutorials](#) (\* Optional)

**Assignment 1-6:** Pick a topic from Teacher Time or Ed Issues for Chapter 6, follow the links to find out more about the topic, and write up a brief response suitable for sharing at the next class. Post to class online discussion group. **(Due 4/17/00)**

**Assignment 3-5:** Develop a sample lesson plan for integrating technology into teaching specialty. Create a slide show illustrating that lesson for classroom presentation. Here is a [tutorial on how to use AppleWorks \(ClarisWorks\) to create a slide show](#). **(Due 5/1/00)**

## April 17, 2000 - Week 12

### Theme: Integrating Educational Technology into the Curriculum

Evaluating educational technology  
[Software review](#). Review Teacher Utilities  
Link to ED 626 Distance pages: [Software Overview](#), [Selecting Software and Hardware](#)  
George Lucas Education Foundation  
Integration Strategies  
Funding Issues

### Hands-On Activities:

Review Software. Continue with projects.

[NETC Classrooms@Work](#)

[California Clearinghouse for Educational Technology to search for software](#)

### Reading Assignment:

**Chapter 7**  
Explore Chapter 7 Textbook Links:  
[In Brief](#)  
[Key Terms](#)  
[Check Point - Vocabulary](#)  
[Explore "Net Stuff"](#)  
[Explore GLEF "Live & Learn Digital Toolkit"](#)

**Assignment 1-7:** Pick a topic from Teacher Time or Ed Issues for Chapter 7, follow the links to find out more about the topic, and write up a brief response suitable for sharing at the next class. Post to class online discussion group. **(Due 4/24/00)**

**Assignment 5-3:** Select a software evaluation instrument and evaluate a piece of software to include in lesson plan. **(Due 5/1/00)**  
There are several software evaluation forms that you can use: the one in the book (page 7.7-7.8) and online at the [Childrens' Software Review](#) site or the [PEP web site](#)

## April 24, 2000 - Week 13

### Theme: Security Issues & Ethics,

[Computer ethics & equity issues](#).  
[Copyright](#), piracy, privacy  
Project development

### Hands-On Activities:

Organizing your portfolio around the ISTE/NCATE Foundation Standards  
[Standards Cross-reference with class assignments](#)

Web activities. Project development.  
Portfolio Review

### Reading Assignment:

**Chapter 8**  
Explore Chapter 8 Textbook Links:  
[In Brief](#)  
[Key Terms](#)  
[Check Point - Vocabulary](#)  
[\\*Online Tutorials](#) (\*Optional)  
[Dr. Barrett's web site on Technology Support for Alternative Assessment](#)

**Assignment 1-8:** Pick a topic from Teacher Time or Ed Issues for Chapter 8, follow the links to find out more about the topic, and write up a brief response suitable for sharing at the next class. Bring 1-2 page paper in electronic form on a diskette to the next class (or post to class online discussion group). **(Due 5/1/00)**

**Assignment 6-2:** Reflect on your own technology skills (using the [ISTE/NCATE Foundations Standards](#)) and identify future learning goals, creating a framework for an electronic teaching portfolio demonstrating these standards. For assistance, review [tutorial on creating your own electronic portfolio](#). **(Due 5/1/00)**

## May 1, 2000 - Week 14

### Theme: Emerging Technologies

Video: Knowledge Navigator  
Self Assessment,

### Hands-On Activities

Web activities. Project Development. Portfolio Development.

### Reading Assignment:

none

**Assignment 6-3:** Develop a personal philosophy statement on the use of technology in education, supported by textbook readings, online discussions and Internet activities. For pre-service students: develop a plan for integrating technology into the rest of your methods courses, including the further development of an electronic portfolio to demonstrate the [Alaska State Teaching Standards](#). **(Due 5/1/00)**

## May 5, 2000 - Week 15 - Final

**Theme: HyperStudio Demonstrations, Assessment Hands-On Activities**  
Class assessment Complete assessments

**Reading Assignment:**

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[Assignment Summary](#) - [Topic Summary](#) - [Portfolio Contents](#) - [Grading Rubric](#) -

**All work is due 5/5/2000.**

**Make sure you have completed all assignments and put them in the appropriate folder on the server.**

**If you are unable to get them on the server, please make prior arrangements with the instructor.**

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[Assignments](#)

[Grading Rubric](#)

[McCoy Home Page](#)

[Barrett Home Page](#)

*Revised 1/19/00*

## ED 320 - Foundations of Educational Technology SYLLABUS - Fall 1999

**Class hours:** Wednesdays, 10:00 a.m.-12:45 p.m.. Room 234  
Thursday evenings, Eagle River (AlpenGlow Elementary School)

[September 1/2](#) - [September 8/9](#) - [September 15/16](#) - [September 22/23](#) - [September 29/30](#) - [October 6/7](#) - [October 13/14](#) - [October 20/21](#) - [October 27/28](#) - [November 3/4](#) - [November 10/11](#) - [November 17/18](#) - [November 24/25](#) - [December 1/2](#) - [December 8/9](#) - [December 15/16](#) - [Grading Rubric](#)

### Instructors

<p style="text-align: center;"><a href="#">Dr. Helen Barrett</a> work phone: 786-4423 e-mail: <a href="mailto:AFHCB@UAA.ALASKA.EDU">AFHCB@UAA.ALASKA.EDU</a> <b>Office hours (K222G)</b> Tuesday, 12-2 p.m.; Wednesday, 3-5 p.m.; Friday, 12-1 p.m.</p>	<p style="text-align: center;">Andy Rabung (Eagle River Class) (work phone) 787-3093 e-mail: <a href="mailto:rabung_andy@msmail.asd.k12.ak.us">rabung_andy@msmail.asd.k12.ak.us</a></p>
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### Text Books

Newby, Stepich, Lehman & Russell (1996). *Instructional Technology for Teaching and Learning*. Merrill/Prentice Hall

### Assignments & Grading Rubric

Keep a learning journal of activities covered in class - you are encouraged take notes during lectures and demonstrations. These notes should be integrated with notes from reading assignments and organized to demonstrate achievement of technology standards.

### Topic Outline

Class meeting is 2.25 hours (minimum per week) and Lab Activities will include a minimum of 2 hours per week. Extra Credit available for doing some of the hands on activities in real classrooms with children.

**We will be integrating four themes: Active Learning, Cooperative Learning, Interdisciplinary Learning, Individualized Learning and the changing role of the teacher.**  
[Course Content Guide](#)

The primary activities of the class will revolve around constructing [an electronic portfolio](#) based on the ISTE/NCATE Foundation Competencies in Educational Computing and Technology Literacy.

### September 1, 1999 (September 2 in Eagle River)

<b>Course Topics:</b> Basic Overview of the Instructional Process and Orientation to the Course Outcomes <a href="#">Anchorage School District Minimum Competencies</a>	<b>Activities:</b> <ul style="list-style-type: none"> <li>● Set up the electronic portfolio disk and folder on server - (<a href="#">Task description</a>)</li> <li>● Begin developing personal electronic teaching portfolio</li> <li>● Use Mavica camera to take everyone's picture</li> </ul>	<b>Reading Assignment:</b> Front inside Cover and Chapter 1 AND <a href="#">Electronic Teaching Portfolios</a> <a href="#">Make your own Electronic Portfolio</a>
Orientation to the Internet:	<ul style="list-style-type: none"> <li>● Internet orientation - Class web page</li> <li>● Using Netscape to access course information and E-mail to communicate with instructor - <a href="#">Task description</a></li> <li>● Find and Run WWWSim on computer</li> </ul>	
<ul style="list-style-type: none"> <li>● Assignments:                             <ul style="list-style-type: none"> <li>○ <a href="#">6.1. Complete Technology Skills Assessment Checklist</a></li> <li>○ 2.1. Send e-mail message to instructor, with a paragraph describing yourself (what is your major, goals at UAA, etc.) suitable for putting onto a class web page</li> <li>○ 5.0 Set up folders on the server to organize portfolio items</li> </ul> </li> </ul>		

### September 8, 1999 (September 9 in Eagle River)

<b>Course Topics:</b> Computer Tools for Teaching and Learning Basic Orientation to the Computer and Instructional Media Basic Orientation to ISTE/NCATE Foundation Competencies in Computer/Technology Literacy	<b>Activities:</b> <ul style="list-style-type: none"> <li>● Introduction to the Internet, WWW</li> <li>● Transferring text from web pages into word processing documents</li> </ul>	<b>Reading Assignment:</b> Chapter 4 Continue to write in your word processor journal about readings throughout the time of the class
<ul style="list-style-type: none"> <li>● Assignments:                             <ul style="list-style-type: none"> <li>○ 6.2 Pre-Assessment for Portfolio Development- Using the <a href="#">ISTE/NCATE Core Competencies</a> and a word processing program, ask yourself 3 questions for each outcome: What do I already know about this? How did I learn it? and What more do I need to learn? Place pre-assessment in your portfolio folder.</li> </ul> </li> </ul>		

### September 15, 1999 (September 16 in Eagle River)

<b>Course Topics:</b> Theoretical Foundations Review and Instructional Approaches Introduction to Word Processing & Graphics Preplanning (Purpose, Participants and Place)	<b>Activities:</b> <ul style="list-style-type: none"> <li>● Review of Word Processing skills - formatting</li> </ul>	<b>Reading Assignment:</b> Chapter 5 <a href="#">Dr. Barrett's article on laptop word processors</a>
<ul style="list-style-type: none"> <li>● Assignments:                             <ul style="list-style-type: none"> <li>○ 3.1a Use Microsoft Word - create your resume (<a href="#">Task description</a>)</li> <li>○ 7.1. EXTRA CREDIT - Visit a classroom that is using portable word processors or where a computer lab is used for writing - Write up in your journal.</li> </ul> </li> </ul>		

### September 22, 1999 (September 23 in Eagle River)

<b>Course Topics:</b> Field trip to <a href="#">SESA</a> : adaptive devices for students with special needs  2217 E. Tudor Suite 1 9:30 OR 11:00 a.m.	<b>Activities:</b> <ul style="list-style-type: none"> <li>● See demonstrations of assistive technology</li> <li>● Set up portfolio - begin working on Word Processing and Graphics components of portfolio</li> </ul>	<b>Reading Assignment:</b>
<ul style="list-style-type: none"> <li>● Assignments:                             <ul style="list-style-type: none"> <li>○ 3.1b Using a word processing program, write up notes about adaptive devices for students with special needs</li> </ul> </li> </ul>		

**September 29, 1999** (September 30 in Eagle River)

<p><b>Course Topics:</b> Developing a Learning Plan and Technology Applications of Various Theories and Individualized Instruction</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Digital Cameras and Scanning Activities: Intro to Quick Cam &amp; Scanners</li> <li>Drawing and Painting Tools in ClarisWorks</li> </ul>	<p><b>Reading Assignment:</b> Chapter 2-3</p>
<p>● Assignments:</p> <ul style="list-style-type: none"> <li>4.2 QuickCam Activity - <a href="#">Task description</a></li> </ul>		

**October 6, 1999** (October 7 in Eagle River)

<p><b>Course Topics:</b> Identifying Methods and Media for Learning Where to find lesson plans and educational software, including how to evaluate it. Data bases in the classroom</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Searching databases of educational resources: Search the <a href="#">California</a> site or the <a href="#">Children's Software Review</a> or other links available from <a href="#">NETC's Software Evaluation Online Resources</a></li> <li>Setting up databases</li> </ul>	<p><b>Reading Assignment:</b> Chapter 6 Software Selection Process (<a href="#">ERIC Digest - Seven Steps to Responsible Software Selection</a>)</p>
<p>● Assignments:</p> <ul style="list-style-type: none"> <li>5.3 Select a software evaluation format and use it to evaluate at least one educational software package (<a href="#">Task description</a>)</li> <li>3.2a. Set up a Teacher Productivity database of Curriculum Materials (<a href="#">Task description</a>)</li> <li>3.2b. Set up a sample database for maintaining student/parent information (<a href="#">Task description</a>)</li> </ul> <p>● <b>DEADLINE:</b> <a href="#">Assignments and Journals</a> on chapters assigned to date due on server by end of week (<a href="#">Grading Criteria</a>)</p>		

**October 13, 1999** (October 14 in Eagle River)

<p><b>Course Topics:</b> Selecting Methods, Media &amp; Materials</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Using ClarisWorks Graphics to create a <a href="#">short slide show</a> with clip art. Save in portfolio.</li> </ul>	<p><b>Reading Assignment:</b> Chapter 7</p>
<p>● Assignments:</p> <ul style="list-style-type: none"> <li>3.4a Slide show illustrating a lesson used for classroom presentation (<a href="#">Task description</a>)</li> </ul>		

**October 20, 1999** (October 21 in Eagle River)

<p><b>Course Topics:</b> Using Methods and Media in the Classroom</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Concept Mapping with Inspiration</li> <li><a href="#">Troubleshooting</a> (from ASD Web Site)</li> <li>Watch Tom Snyder Video and Pioneer Videodisc Video - enter brief entry into journal.</li> </ul>	<p><b>Reading Assignment:</b> Chapter 8</p>
<p>● Assignments:</p> <ul style="list-style-type: none"> <li>5.1 Set up a database of technology terms and definitions you are learning, and add to the database throughout the semester</li> <li>5.2 A basic chart to guide troubleshooting a classroom computer and peripherals (using graphics tools OR Inspiration)</li> <li>9.1 <a href="#">Midterm Take-home Exam on server</a> and handed out in class.</li> </ul>		

**October 27, 1999** - Dr. Barrett will be out of town (October 28 in Eagle River)

<p><b>Course Topics:</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>NO CLASS</li> </ul>	<p><b>Reading Assignment:</b></p>
<p>● Assignments:</p> <ul style="list-style-type: none"> <li></li> </ul>		

**November 3, 1999** (November 4 in Eagle River)

<p><b>Course Topics:</b> Using Computers in Schools: Taylor's "Tutor, Tool, Tutee" classification Using the Internet for Distance Education</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Finding and adding simulations, tutorials, CAI, tool software applications to "toolkit"</li> <li>Finding online web sites about distance education</li> </ul>	<p><b>Reading Assignment:</b> Chapter 9, 10</p>
<p>● Assignments:</p> <ul style="list-style-type: none"> <li>9.1 Midterm due at first class meeting (enter into WWW page)</li> <li>3.1c. A summary of distance learning applications observed or used (include WWW search results)</li> <li>3.1d. Review curriculum materials available on multimedia encyclopedias (<a href="#">Task description</a>)</li> <li>3.1e. Review curriculum materials available on CD-ROM books (<a href="#">Task description</a>)</li> <li>6.5. Begin developing a personal philosophy statement on the use of technology in education, supported by textbook readings and Internet searches - to be included in portfolio</li> </ul> <p>● <b>DEADLINE:</b> Midterm Portfolio Review - <a href="#">Assignments and Journals on chapters assigned to date due</a> on server by end of week (<a href="#">Grading Criteria</a>)</p>		

**November 10, 1999** (November 11 in Eagle River)

<p><b>Course Topics:</b> HyperStudio</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Intro to HyperStudio - use HyperStudio to prepare a presentation</li> <li>Discuss electronic portfolio preparation</li> </ul>	<p><b>Reading Assignment:</b> Chapter 8</p>
<p>● Assignments:</p> <ul style="list-style-type: none"> <li>4.1 A simple HyperStudio stack, supporting an instructional unit or an electronic portfolio (Task description)</li> <li>Optional: Work in Schools on Electronic Portfolio Development</li> </ul>		

**November 17, 1999** (November 18 in Eagle River)

<b>Course Topics:</b> Evaluating Student Learning & Alternative Assessment Strategies - Portfolios, Observational Assessment, and Using Video in Assessment	<b>Activities:</b> <ul style="list-style-type: none"> <li>Spreadsheet: Set up spreadsheet for the purchase of possible classroom materials OR software evaluation OR cash flow.</li> <li>Gradebooks -</li> </ul>	<b>Reading Assignment:</b> Chapter 12, 13
<ul style="list-style-type: none"> <li>Assignments: <ul style="list-style-type: none"> <li>3.3a. A spreadsheet showing a classroom application or personal budget used for modeling, problem-solving and/or decision-making (<a href="#">Task description</a>)</li> <li>3.3b A sample gradebook (<a href="#">Task description</a>)</li> </ul> </li> </ul>		

**November 24, 1999** - No class - Thanksgiving Holiday (November 25 in Eagle River)

<b>Course Topics:</b>	<b>Activities:</b>	<b>Reading Assignment:</b>
Happy Thanksgiving!		

**December 1, 1999** (December 2 in Eagle River)

<b>Course Topics:</b> Issues and Directions in Instructional Technology	<b>Activities:</b> <ul style="list-style-type: none"> <li>Final Portfolio Review</li> </ul>	<b>Reading Assignment:</b> Chapter 11, 14
<ul style="list-style-type: none"> <li>Assignments: <ul style="list-style-type: none"> <li>6.3. <a href="#">Self-Assessment and Electronic Portfolio Outline</a> - <a href="#">Standards cross-reference</a> - <a href="#">Electronic Portfolio Tutorial</a> - This is based on the ISTE/NCATE standards and is more in-depth - not only a self-rating, but reflections, list of artifacts, and future direction/projection (learning goals) for each indicator, with some formatting.</li> <li>6.4 Write a brief plan about how you will integrate technology into your upcoming methods blocks and further develop your electronic teaching portfolio - include in your Portfolio. This plan should be a paragraph to address each of the eight <a href="#">Alaska State Teaching Standards</a>.</li> <li>7.3 Extra Credit (up to 50 points): Design a framework for your electronic portfolio demonstrating the <a href="#">Alaska State Teaching Standards</a>, using any of the software we have used in class (word processor, draw program, slide show, web page or HyperStudio). This part of the assignment is a "mock-up" of what the first two levels of your portfolio might look like (level 1: table of contents; level 2: a page/screen/card for each of the 8 standards, set up like you are doing for Assignment 6.3)...style and graphics are important here. <a href="#">Task Description</a></li> <li><b>DEADLINE:</b> <a href="#">Tasks due on server</a> by end of weekend. (See <a href="#">Grading criteria</a>)</li> </ul> </li> </ul>		

**December 8, 1999** (December 9 in Eagle River)

<b>Course Topics:</b> Web page development workshop (optional but highly recommended)	<b>Activities:</b> <ul style="list-style-type: none"> <li>How to convert Microsoft Word documents into web pages and <a href="#">post a WWW page to your user ID</a>.</li> </ul>	<b>Reading Assignment:</b>
<ul style="list-style-type: none"> <li>Assignments: <ul style="list-style-type: none"> <li>7.2. Personal Web Page (Extra Credit applied to mid-term or final exam grade for personal home page posted: up to 30 points, depending on quality of product)</li> </ul> </li> </ul>		

**December 15, 1999** (December 16 in Eagle River)

<b>Course Topics:</b>	<b>Activities:</b> <ul style="list-style-type: none"> <li>Final exam (performance-based)</li> </ul>	<b>Reading Assignment:</b>
<ul style="list-style-type: none"> <li>Assignments: <ul style="list-style-type: none"> <li>5.4 Portfolio due</li> <li><a href="#">All assignments due</a></li> </ul> </li> </ul>		

**Grading Rubric**

Assignments/Tasks	% of grade	"A"	"B"	"C"
Standards-Based Technology Portfolio Development (19 items in 8 portfolio sections) <a href="#">Grading Criteria</a>	75%	15 or 30 points per item (full credit) Activities and Journals completed	10 or 20 points per item	5 or 10 points per item
Class Participation and Attendance	5%	There is opportunity for extra credit through extra projects.		
MidTerm Take-Home Exam	10%	This is a criterion-referenced text (multiple-choice).		
Final Exam/Performance Assessment	10%	This is a criterion-reference text (multiple choice) plus a performance assessment (tasks to complete in lab)		
Extra Credit		There are three opportunities for extra credit		

**UAA's grading policy is:**

**A** = outstanding, exemplary work which goes beyond the aspects in originality, scholarship, or critical thinking. In all aspects, the work is considered excellent.

**B** = above average work as expected from practicing certified educators: complete, comprehensive, well prepared; work that clearly indicates that considerable time and intellectual effort was expended in preparing the assignment.

**C** = average work for practicing certified educators; work is completed as required, on time, and in appropriate format

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## ED 626 - Fall 1999 - Syllabus

### Technology in Teaching & Learning

[September 1](#) - [September 8](#) - [September 15](#) - [September 22](#) - [September 29](#) - [October 6](#) - [October 13](#) - [October 20](#) - [October 27](#) - [November 3](#) - [November 10](#) - [November 17](#) - [November 24](#) (no class due to Thanksgiving Holiday) - [December 1](#) - [December 8](#) - [December 15](#)

Class hours: Wednesday, 5:30-8:15 PM (8/30-12/19/98)

#### Instructors:

<p><a href="#">Dr. Helen Barrett</a> (w) 786-4423 Room 222G (e-mail) <a href="mailto:afhcb@uaa.alaska.edu">afhcb@uaa.alaska.edu</a> Office hours: Tuesdays, Noon-2 p.m.; Wednesdays, 1-3 p.m.; Fridays Noon-1 p.m.</p>	<p><a href="#">Dr. Ann H. McCoy</a> (w) 786-4427 Room 215 (e-mail) <a href="mailto:afahm@uaa.alaska.edu">afahm@uaa.alaska.edu</a> Office hours: by appointment</p>
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#### Topic Calendar - Fall 1999

<u>September</u>	<u>October</u>	<u>November</u>	<u>December</u>
<u>1</u> Chapter 1	<u>6</u>	<u>3</u> Chapter 5	<u>1</u> Chapter 8
<u>8</u> Chapter 2	<u>13</u>	<u>10</u> Chapter 6	<u>8</u>
<u>15</u>	<u>20</u> Chapter 4	<u>17</u> Chapter 7	<u>15</u>
<u>22</u> Chapter 3	<u>27</u>	24 (no class)	
<u>29</u>			

#### Text Books

**Required:** Shelly, Cashman, Gunter (1999) *Teachers Discovering Computers* [book web site](#)  
**Optional:** *ClarisWorkshop for Teachers*

#### Readings

*Using Technology to Support Education Reform*, published by SRI. This is available [on-line](#) and is also on reserve at the LRC and the Consortium Library.

Other information is available on the Internet.

#### Daily Assignments

Keep a daily reflective learning journal of activities covered in class and information learned from readings. Send your journal to the instructor via e-mail when requested.

You are encouraged take notes on a computer in class during lectures and demonstrations.

### September 1, 1999

<p>Theme: Getting started/philosophy</p> <ul style="list-style-type: none"> <li>● Introduction to Class</li> <li>● Video: NETC's "New Tools: Classrooms in Transformation"</li> <li>● Technology Standards: <a href="#">National Foundation Standards for Teachers</a></li> <li>● <a href="#">Creating a Portfolio</a> to demonstrate achievement of ISTE standards</li> <li>● <a href="#">Alaska Teacher Standards</a></li> <li>● Alaska Student Content Standards - <a href="#">Technology</a></li> <li>● <a href="#">NCSS Technology Standards</a></li> <li>● <a href="#">ASD Draft Competencies</a></li> <li>● Introduction to class web page, listserv &amp; e-mail</li> </ul>	<p>Reading Assignment for next week:</p> <p><a href="#">Internet Basics (NETC)</a>  <a href="#">NETS</a>  <b>Chapter 1</b></p> <p>Explore Chapter 1 Textbook Links:  <a href="#">In Brief</a>  <a href="#">Key Terms</a>  <a href="#">Check Point - Vocabulary</a>  <a href="#">*Online Tutorials</a> (* Optional)</p> <p>Browse the Timeline (pp.1.36-1.45)</p>
<p><b>Hands-On Activities:</b> Set up lab account and folders, e-mail account, sign up for class listserv, assign groups, <a href="#">needs assessment</a>, ISTE/NCATE pre-assessment. The primary activities of the class will revolve around constructing <a href="#">an electronic portfolio</a> based on the <a href="#">ISTE/NCATE Foundation Competencies in Educational Computing and Technology Literacy</a>.</p> <p><b>Assignment 2-1: SIGN UP FOR CLASS LISTSERV:</b> Send an email message to <a href="mailto:mailserv@uaa.alaska.edu">mailserv@uaa.alaska.edu</a> in the body of the message write "SUBSCRIBE ED626C (YOUR NAME)". (Due 9/3/99)</p> <p><b>Assignment 2-2:</b> Post a message to the class listserv, telling about yourself: who you are (a brief biography) and your special interests, such as what you do for relaxation, all suitable for posting to an on-line class directory. (Due 9/8/99)</p> <p><b>Assignment 1-1:</b> Pick a topic from Teacher Time or Ed Issues for Chapter 1, follow the links to find out more about the topic, and write up a brief response suitable for sharing at the next class. Bring 1-2 page paper in electronic form on a diskette to the next class. (Due 9/8/99)</p> <p><b>Assignment 6-1:</b> Pre-Assessment for Portfolio Development - Using the ISTE/NCATE Core Competencies and a word processing program, ask yourself 3 questions for each outcome: What do I already know about this? How did I learn it? and What more do I need to learn? Place pre-assessment in your portfolio folder. (Due: 9/8/99)</p>	

## September 8, 1999

Theme: Telecommunications	Reading Assignment:
Internet Basics including WWW and e-mail Information Literacy Educational resources on the Internet Publishing on the Internet Intro to online discussion group Video: U.S. West Foundation's "Will Our Children Be Ready?"	<b>Chapter 2</b> Explore Chapter 2 Textbook Links: <a href="#">In Brief</a> <a href="#">Key Terms</a> <a href="#">Check Point - Vocabulary</a> <a href="#">*Online Tutorials (* Optional)</a>
Explore the Guide to World Wide Web sites (pp2.50-2.55)	
<b>Hands-On Activities:</b> Exploring <a href="#">Internet</a> , WWWSim, Collect bookmarks	
<b>Assignment 1-2:</b> Pick a topic from Teacher Time or Ed Issues for Chapter 2, follow the links to find out more about the topic, and write up a brief response suitable for sharing at the next class. Bring 1-2 page paper in electronic form on a diskette to the next class (or post to class online discussion group). (Due 9/15/99)	
<b>Assignment 5-1:</b> Begin to gather evidence of demonstrated use of terminology related to computers and technology, using a format of student's choice, such as database of technology terms and their definitions OR a crossword puzzle, developed with a teacher utility program, that uses technology terms and definitions OR ... (Due 12/15/99)	

## September 15, 1999

Theme: LAN & Computer, Information, Integration Literacy	Reading Assignment:
UAA's Local Area Network FTP, Submitting Assignments U. S. Department of Ed (E-Rate) Internet Helper Applications Using Netscape Bookmarks Restructuring Education with Technology	Begin reading <a href="#">SRI Chapters 1-4</a>  <a href="#">Parents Guide to the Internet</a>
<b>Hands-On Activities:</b> Internet explorations, Annotate, Import & Export Bookmarks Using the Server and LAN. Transferring files with Fetch, Accessing the server from home.	
<b>Assignment 3-1:</b> Information literacy is an important skill for students to acquire. After participating in class activities, write a paper on "computer, information, and integration literacy" strategies. Use a word processing program to create the paper. (Paper will be peer edited prior to submission.) Criteria include: double spaced text, headers, APA style, at least 2-3 pages for body, reference page, for peer editing. Bring to next class in electronic form on floppy diskette. (First Draft Due 9/22/99)	
<b>Assignment 2-3:</b> A personal annotated list (bookmarks) of favorite web sites to support specific curriculum objectives. (Due 10/27/99)	

## September 22, 1999

Theme: Computer applications and their impact	Reading Assignment:
Introduction to word processing as a tool for personal productivity and classroom use. (Possible field trip to SESA: adaptive devices for students with special needs)	<b>Chapter 3</b> Explore Chapter 3 Textbook Links: <a href="#">In Brief</a> <a href="#">Key Terms</a> <a href="#">Check Point - Vocabulary</a> <a href="#">*Online Tutorials (* Optional)</a>
<b>Hands-On Activities:</b> Word processing & peer editing	
<b>Assignment 1-3:</b> Pick a topic from Teacher Time or Ed Issues for Chapter 3, follow the links to find out more about the topic, and write up a brief response suitable for sharing at the next class. Bring 1-2 page paper in electronic form on a diskette to the next class (or post to class online discussion group). (Due 9/29/99)	
<b>Assignment 3-1:</b> Final version (Due: 9/29/99)	

## September 29, 1999

Theme: Distance Education and Publishing on the Web	Reading Assignment:
Web Publishing Video: On Wings of Tomorrow Distance Education	
<b>Hands-On Activities:</b> Creating a Teacher Web Page with Netscape Communicator (pages 3.44-3.57)	
<b>Assignment 2-4:</b> A simple personal web page written in HTML. Include annotated bookmarks. (Due 10/27/99)	

## October 6, 1999

Theme: Research on Educational Technology and Productivity Tools - Spreadsheets	Reading Assignment:
New Tools: Classrooms in Transformation Managing numbers and problem solving Introduction to spreadsheets for personal productivity and classroom use	SRI Reading, Chapters 5-6 (do link)
<b>Hands-On Activities:</b> Spreadsheet development, project development	
<b>Assignment 3-2:</b> Spreadsheet projects: <ul style="list-style-type: none"> <li>• A classroom application or personal budget used for modeling, problem solving and/or decision making</li> <li>• An electronic portfolio artifact/standards grid (Due 11/3/99)</li> </ul>	

### October 13, 1999

Theme: Problem Solving	Reading Assignment:
Managing information and problem solving Introduction to data bases as tools for personal productivity and classroom use.	
<b>Hands-On Activities:</b> Data base planning activities. Begin data base activities.	
<b>Assignment 3-3:</b> Database projects: <ul style="list-style-type: none"> <li>• Database of portfolio artifacts, or the plan for achieving competency</li> <li>• Sample database for maintaining student/parent information</li> <li>• Database of potential curriculum resources (<b>Due 11/3/99</b>)</li> </ul>	

### October 20, 1999

Theme: Troubleshooting, Computer Systems, Hardware, Software	Reading Assignment:
Hardware & maintenance issues Troubleshooting classroom computers  Inspiration exercise on Troubleshooting Hardware & maintenance issues	<b>Chapter 4</b> Explore Chapter 4 Textbook Links: <a href="#">In Brief</a> <a href="#">Key Terms</a> <a href="#">Check Point - Vocabulary</a> <a href="#">*Online Tutorials (* Optional)</a>  Buying a Personal Computer (pp. 4.47-4.58)
<b>Hands-On Activities:</b> Using Inspiration, create a Troubleshooting guide for the classroom.	
<b>Assignment 1-4:</b> Pick a topic from Teacher Time or Ed Issues for Chapter 4, follow the links to find out more about the topic, and write up a brief response suitable for sharing at the next class. Bring 1-2 page paper in electronic form on a diskette to the next class (or post to class online discussion group). ( <b>Due 10/27/99</b> )	
<b>Assignment 5-2:</b> Develop a basic chart to guide troubleshooting a classroom computer and peripherals (using desktop publishing capabilities OR Inspiration) ( <b>Due: 11/3/99</b> )	

### October 27, 1999

Theme: Visual Literacy & Intro to Multimedia	Reading Assignment:
<a href="#">Visual literacy</a> Graphics: drawing, painting, clip art, other Desktop publishing design issues Integration of tool software Video: Multimedia in Education, Spooner High School	Complete SRI reading Review SRI section on multimedia (pps. 36-39)
<b>Hands-On Activities:</b> Explore graphics features in AppleWorks including "draw" and "paint" applications. Utilize library and other sources of clip art. Digitize images with camera/scanner. AppleWorks integration. Continue with projects. Drawing & Painting - Clip art -	
<b>Assignment 3-4:</b> Using graphics applications: <ul style="list-style-type: none"> <li>• Several examples of using illustrations to support classroom applications, such as a seating chart, or other graphics application (<b>Due 11/10/99</b>)</li> </ul>	

### November 3, 1999

Theme: Multimedia Strategies, HyperStudio	Reading Assignment:
Video: Mr. Peach Introduction to Multimedia HyperStudio Multimedia strategies Input/output devices More HyperStudio activities	<b>Chapter 5</b> Explore Chapter 5 Textbook Links: <a href="#">In Brief</a> <a href="#">Key Terms</a> <a href="#">Check Point - Vocabulary</a> <a href="#">*Online Tutorials (* Optional)</a>
<b>Hands-On Activities:</b> HyperStudio activities - Creating a HyperStudio Project (Chapter 5, pages 5.40-5.51)	
<b>Assignment 1-5:</b> Pick a topic from Teacher Time or Ed Issues for Chapter 5, follow the links to find out more about the topic, and write up a brief response suitable for sharing at the next class. Bring 1-2 page paper in electronic form on a diskette to the next class (or post to class online discussion group). ( <b>Due 11/10/99</b> )	
<b>Assignment 4-1:</b> A HyperStudio stack, supporting an instructional unit with images that were either scanned from paper documents or digitized directly with digital cameras, including student's picture ( <b>Due 12/15/99</b> )	

### November 10, 1999

Theme: Education & Technology Integration	Reading Assignment:
Integrating technology into instruction. Learning Theories Curriculum Standards ASSURE Instructional Models for Integration Video: One Computer Classroom Re-visit Portfolio Development	<b>Chapter 6</b> Explore Chapter 6 Textbook Links: <a href="#">In Brief</a> <a href="#">Key Terms</a> <a href="#">Check Point - Vocabulary</a> <a href="#">*Online Tutorials (* Optional)</a>
<b>Hands-On Activities:</b> <b>Locate</b> resources to support technology integration	
<b>Assignment 1-6:</b> Pick a topic from Teacher Time or Ed Issues for Chapter 6, follow the links to find out more about the topic, and write up a brief response suitable for sharing at the next class. Bring 1-2 page paper in electronic form on a diskette to the next class (or post to class online discussion group). ( <b>Due 11/17/99</b> )	
<b>Assignment 3-5:</b> Develop a sample lesson plan for integrating technology into teaching specialty. Create a slide show illustrating that lesson for classroom presentation ( <b>Due 12/15/99</b> )	

## November 17, 1999

Theme: Integrating Educational Technology into the Curriculum	Reading Assignment:
Evaluating educational technology <a href="#">Software review</a> . Review Teacher Utilities Link to ED 626 Distance pages: <a href="#">Software Overview</a> , <a href="#">Selecting Software and Hardware</a> George Lucase Education Foundation Integration Strategies Funding Issues	<b>Chapter 7</b> Explore Chapter 7 Textbook Links: <a href="#">In Brief</a> <a href="#">Key Terms</a> <a href="#">Check Point - Vocabulary</a>  <a href="#">Explore "Net Stuff</a> <a href="#">Explore GLEF "Live &amp; Learn Digital Toolkit"</a>
<b>Hands-On Activities:</b> Review Software. Try out grade book demos. Evaluate teacher utilities. Continue with projects.	
<b>Assignment 1-7:</b> Pick a topic from Teacher Time or Ed Issues for Chapter 7, follow the links to find out more about the topic, and write up a brief response suitable for sharing at the next class. Bring 1-2 page paper in electronic form on a diskette to the next class (or post to class online discussion group). (Due 12/1/99)	
<b>Assignment 5-3:</b> Select a software evaluation instrument and evaluate a piece of software to include in lesson plan. (Due 12/15/99)	

## December 1, 1999

Theme: Security Issues & Ethics,	Reading Assignment:
<a href="#">Computer ethics &amp; equity issues</a> . <a href="#">Copyright</a> , piracy, privacy Project development	<b>Chapter 8</b> Explore Chapter 8 Textbook Links: <a href="#">In Brief</a> <a href="#">Key Terms</a> <a href="#">Check Point - Vocabulary</a> <a href="#">*Online Tutorials (*Optional)</a>
<b>Hands-On Activities:</b> Web activities. Project development. Portfolio Review	
<b>Assignment 1-8:</b> Pick a topic from Teacher Time or Ed Issues for Chapter 8, follow the links to find out more about the topic, and write up a brief response suitable for sharing at the next class. Bring 1-2 page paper in electronic form on a diskette to the next class (or post to class online discussion group). (Due 12/8/99)	

## December 8, 1999

Theme: Emerging Technologies	Reading Assignment:
Video: Knowledge Navigator Self Assessment,	<a href="#">Dr. Barrett's web site on Technology Support for Alternative Assessment</a>
<b>Hands-On Activities:</b> Web activities. Project Development. Portfolio Development	
<b>Assignment 6-2:</b> Reflect on your own technology skills (using the <a href="#">ISTE/NCATE Foundations Standards</a> ) and identify future learning goals, creating a framework for an electronic teaching portfolio demonstrating these standards. (Due 12/15/99)	
<b>Assignment 6-3:</b> Develop a personal philosophy statement on the use of technology in education, supported by textbook readings, online discussions and Internet activities. For pre-service students: develop a plan for integrating technology into the rest of your methods courses, including the further development of an electronic portfolio to demonstrate the <a href="#">Alaska State Teaching Standards</a> . (Due 12/15/99)	

## December 15, 1999

Theme: HyperStudio Demonstrations, Assessment	Reading Assignment:
HyperStudio demonstrations (5 min each) Class assessment	none
<b>Hands-On Activities:</b> HyperStudio demonstrations, complete assessments.	

**All work is due 12/15/99.**

**Make sure you have completed all assignments and put them in the appropriate folder on the server.**

**If you are unable to get them on the server, please make prior arrangements with the instructor.**

Assignments

Grading Rubric

[McCoy Home Page](#)[Barrett Home Page](#)

Revised 9/1/99

## **Overview of Curriculum Development**

Below are Course Content Guides that I developed for the School of Education's new Undergraduate Foundations Program .

### **Undergraduate Program**

ED 320 Foundations of Educational Technology

ED 321 Instruction & Assessment

Below are Course Content Guides that I developed for the School of Education's new Graduate Program in Educational Technology.

### **Graduate Program**

Master Teacher - Educational Technology

Endorsement - Educational Technology

ED 626 Technology in Teaching & Learning

ED 629 Multimedia Tools for Teachers

ED 652 Educational Telecommunications & the Internet

ED 655 Educational Technology Curriculum Integration

ED 657 Portfolio Development & Assessment Center

Below are courses that were developed under a course that I taught for the Anchorage School District Instructional Technology Program (1996-97), where we first developed

Minimum Educational Technology Competencies for new teachers

and then a whole series of 500-level

### **Professional Development Courses**

to help teachers meet those competencies.

# Summary of Research & Creative Activity

## Research/Creative Activity Focus: Electronic Portfolios for Teachers and Students

### Publications (on CD-ROM)

- Barrett, Helen C. (in press) " Electronic Portfolios = Multimedia Development + Portfolio Development: The Electronic Portfolio Development Process." A chapter in *Electronic Portfolios*. American Association for Higher Education (AAHE).
- Barrett, Helen C. (2000) "Create Your Own Electronic Portfolio (using off-the-shelf software)" *Learning & Leading with Technology*. (April, 2000)
- Barrett, Helen C. (2000) "Electronic Teaching Portfolios: Multimedia Skills + Portfolio Development = Powerful Professional Development" Published in the Proceedings of the Annual Conference of the Society for Information Technology & Teacher Education.
- Barrett, Helen C. (1999) "Electronic Teaching Portfolios." Published in the Proceedings of the Annual Conference of the Society for Information Technology & Teacher Education.
- Barrett, Helen C. (1998, October) "Electronic Portfolios, School Reform and Standards." Posted October 15, 1998, online on the Public Broadcasting System World Wide Web Site: <http://www.pbs.org/teachersource/techknow/lounge.html>
- Barrett, Helen C. (1998) Feature Article: "Strategic Questions: What to Consider When Planning for Electronic Portfolios" *Learning & Leading with Technology*, (October, 1998)
- Barrett, Helen C. (1997) "Collaborative Planning for Electronic Portfolios: Asking Strategic Questions" A paper published in the *Proceedings of the National Educational Computing Conference*.
- Barrett, Helen C. (1995) "Technology-Supported Portfolio Assessment" in *Student Portfolios* (1996), Robin Fogarty, ed. , IRI/Skylight Training & Publishing, pp. 127-137.
- Barrett, Helen C. (1994) "Laptop Word Processors in the Classroom" *The Computing Teacher*. Eugene, Oregon: International Society for Technology in Education, October, 1994.
- Barrett, Helen C. (1994) "Technology-Supported Portfolio Assessment" *The Computing Teacher*. Eugene, Oregon: International Society for Technology in Education, March, 1994.
- Barrett, Helen C. (1992) "Using Technology to Support Alternative Assessment" Alaska Department of Education.

### Conference Presentations (on CD-ROM)

### Multimedia Products

- Alaska Society for Technology in Education (1997) Conference CD
- Alaska Department of Education (1997) *Alaska Frameworks CD-ROM* [designed and produced electronic version on CD-ROM (in Adobe Acrobat with QuickTime videos) and World Wide Web pages (in HTML)]
- Barrett, Helen C. (1995) ED 626 - Technology in Teaching and Learning. Self-paced course study guides & CD-ROM. Revised in 1999 and 2000.
- Published nationally-known WWW site on technology support for alternative assessment (electronic portfolios)  
(<http://transition.alaska.edu/www/portfolios.html>)

### Funded Research

AK PT3 - Alaska Consortium for Preparing Teachers to Use Technology  
Project P/PRIDE

Research

# Summary of Research/Creative Activity

## 1991-92

Completed study with funding from Alaska Department of Education on the use of technology to support and manage innovative assessment ("Technology-Supported Portfolios"). September 1991–March, 1992

Developed a dissemination process to share the "technology-supported portfolio" information with educators throughout the state under funding from the Alaska Department of Education, as a follow-up to the original report. March–June, 1992.

## 1992-93

Principal Investigator, Project P/PRIDE: Organized and coordinated local evaluation efforts for the **National Head Start to Public School Transition Study** on behalf of the University of Alaska Anchorage for the Anchorage School District, one of 32 sites around the nation; September, 1992–September 1994. This is a 50% FTE commitment. Total funding for 1992-93 fiscal year: \$153,223.00

Completed a study with funding from the Alaska Department of Education on the use of technology to support and manage innovative assessment ("Technology-Supported Portfolios"), and developed a dissemination process to share the information with educators throughout the state.  
September 1991–November, 1992

Received finding from UAA for matching technology grant program, March, 1993.

With Dr. Kathleen Schwartz, wrote and received funding for a President's Special Projects Fund grant on evaluating her Discipline-Based Art Education program, which complements the distance education course development.

## 1993-94

Principal Investigator, Project P/PRIDE: Organized and coordinated local evaluation efforts for the **National Head Start to Public School Transition Study** on behalf of the University of Alaska Anchorage for the Anchorage School District, one of 32 sites around the nation; September, 1992–September 1994. This is a 50% FTE commitment. Total funding for 1993-94 fiscal year: \$143,200.00

Continued the study initiated by the Alaska Department of Education on the use of **technology to support and manage innovative assessment** ("Technology-Supported Portfolios"), and developed a dissemination process to share the information with educators throughout the state.

## 1994-95

Principal Investigator, Project P/PRIDE: Organized and coordinated local evaluation efforts for the **National Head Start to Public School Transition Study** on behalf of the University of Alaska Anchorage for the Anchorage School District, one of 32 sites

around the nation; September, 1992–July, 1995. This is a 50% FTE commitment. Total funding for 1994-95 fiscal year: \$135,000.00

Continued the study initiated by the Alaska Department of Education on the use of **technology to support and manage innovative assessment** ("Technology-Supported Portfolios"), and continued to update process to share the information with educators throughout the state and country.

Secured Internet/World Wide Web Server for the School of Education as part of Project P/PRIDE and developed WWW home pages for School of Education

## 1995-96

Principal Investigator, Project P/PRIDE: Organized and coordinated local evaluation efforts for the **National Head Start to Public School Transition Study** on behalf of the University of Alaska Anchorage for the Anchorage School District, one of 32 sites around the nation; September, 1992–July, 1996. This is a 50% FTE commitment. Total funding for 1995-96 fiscal year: \$140,000.00

Continued the study initiated by the Alaska Department of Education on the use of **technology to support and manage innovative assessment** ("Technology-Supported Portfolios"), and continued to update process to share the information with educators throughout the state and country.

Department of Education, State of Alaska, a project to electronically publish Standards & Frameworks on WWW pages and CD-ROM (\$40,000 in 1995-96).

University of Alaska Learning Cooperative to develop course in Foundations/Essentials of Educational Technology - (funded \$15,000 in 1994-95, \$10,000 in 1995-96) - grant funds administered from UAS

Wrote successful proposal to establish University of Alaska Anchorage as a New Media Center, one of 23 new university sites selected in March, 1996.

## 1996-97

--Wrote successful Technology Literacy Challenge Grant proposal (\$226,000) for Anchorage School District with graduate assistant for UAA SOE educational technology program.

--Principal Investigator, Project P/PRIDE. Organized and coordinated local evaluation efforts for the National Head Start-Public School Transition Demonstration Project on behalf of the University of Alaska Anchorage for the Anchorage School District, one of 32 sites around the nation; September, 1992–July, 1997. Total funding for 1996-97 fiscal year: \$100,000

--Published nationally-known WWW site on technology support for alternative assessment (electronic portfolios)  
(<http://transition.alaska.edu/www/portfolios.html>)

--Developed plans for collaborative writing project on an Electronic Portfolio Handbook with Carol Race, New Media Center director from Truman State College in Missouri.

--Published entire graduate course on WWW with videotape & CD-ROM support  
(<http://transition.alaska.edu/www/SOE/ed626/>).

## 1997-98

- Wrote successful Technology Literacy Challenge Grant proposal (\$600,000) for Anchorage School District.
- Anchorage School District (Federal Technology Literacy Challenge Fund) FY 1998. Received \$7,496 for CD-R duplicator/printer for Faculty Instructional Media Center
- Anchorage School District (Federal Technology Literacy Challenge Fund) FY 1999. **Contractual Services** to cover release time (course buy-outs) of UAA elementary and secondary ed faculty to work with [ASD] STAT team one day a week and integrate technology into their course curricula plus one course buy-out each semester to integrate technology into the counseling and school administration programs- 9 three-credit course releases @\$2,550 (with benefits) plus 25% indirect rate. Total: \$28,688 for School of Education
- Published nationally-known WWW site on technology support for alternative assessment (electronic portfolios) (<http://transition.alaska.edu/www/portfolios.html>)
- Developed first draft outline for book proposal to Houghton-Mifflin for an Electronic Portfolio Handbook.
- Natural Resources Fund - requested funding to support Faculty Instructional Media Center, including new software and graduate assistant support for training. Submitted application in December, 1996. Funding received, November, 1997. Total: \$70,000 for Faculty Instructional Media Center
- Student Technology Fee - funding for Faculty Instructional Media Center - support for Faculty Instructional Media Center infrastructure and faculty training. Funding received, November, 1997. Total: \$56,000 + \$22,000 for Faculty Instructional Media Center

## 1998-99

- Wrote successful Technology Literacy Challenge Grant proposals for Anchorage School District: FY 1999-2000 (\$535,000). **Contractual Services** to cover half-time technology specialist to assist faculty with technology integration plus one course buy-out each semester for me to integrate technology into the counseling and school administration programs. Total: approx. \$35,000 for School of Education
- Implemented Technology Literacy Challenge Grant proposals for Anchorage School District: FY 1998-99 **Contractual Services** to cover release time (course buy-outs) of UAA elementary and Secondary Ed faculty to integrate technology into their course curricula; plus one course buy-out each semester for me to integrate technology into the counseling and school administration programs - 9 three-credit course releases @\$2,550 (with benefits) plus 25% indirect rate. Total: \$28,688 for School of Education
- Published nationally-known WWW site on technology support for alternative assessment (electronic portfolios) (<http://transition.alaska.edu/www/portfolios.html>)

- Signed a book contract with Houghton-Mifflin for a textbook entitled, Learning with Electronic Portfolios, January, 1999. Projected copyright date: 2001
- Natural Resources Fund - managed funding to support Faculty Instructional Media Center, including new software and graduate assistant support for training. Total: \$70,000 for Faculty Instructional Media Center expended over two fiscal years. Funds finally expended June, 1999, and report presented to Statewide, May, 1999.
- Student Technology Fee - funding for video equipment to support Student Portfolio Development in School of Education Computer Lab. Total: \$9,000
- \$2,000 mini-grant to revise Ed Tech foundation courses and curriculum to incorporate community-based, service learning.

## 1999-2000

- Co-authored successful proposal: Preparing Tomorrow's Teachers to use Technology Implementation Grant, U.S. Department of Education.  
Proposal title: Alaska Consortium for Preparing Alaska's Teachers to Use Technology. Co-Principal Investigator: Dr. Ann McCoy, SOE Adjunct Faculty.  
Proposal Total: \$1,500,000 over 3 years. Funded June, 2000: \$1,499,144
- Co-authored successful proposal: Preparing Tomorrow's Teachers to use Technology, Capacity Building Grant, U.S. Department of Education.  
Proposal title: Alaska Consortium for Preparing Alaska's Teachers to Use Technology. Co-Principal Investigator: Dr. Ann McCoy, SOE Adjunct Faculty.  
Proposal Total: \$174,301. Funded September, 1999: \$142,101
- Wrote successful Technology Literacy Challenge Grant proposals for Anchorage School District: FY 2000-2001 (\$1,000,011). **Contractual Services** to cover half-time technology specialist to assist faculty with technology integration plus half-time buy-out each semester for me to provide training in Electronic Portfolio Development. Total: approx. \$71,400 for School of Education
- Conducted action research on Electronic Portfolio Development with students and faculty at Polaris K-12 School, May, 2000.
- Published nationally-known WWW site on technology support for alternative assessment (electronic portfolios) (<http://transition.alaska.edu/www/portfolios.html>)

# Summary of Publications

## Multimedia Products

- Barrett, Helen C. (2000) "Electronic Portfolio Development Process" a videotape recorded at University of Central Florida, edited with Final Cut Pro and self-produced to accompany Internet-based workshops.
- Barrett, Helen C. and McCoy, Ann H. (updated 1999) ED 626 – Technology in Teaching and Learning. Web site and CD-ROM with digital video added.
- Alaska Society for Technology in Education (1997) *Teachers & Technology: Making the Connection* CD-ROM [designed and produced CD-ROM (in Adobe Acrobat with QuickTime videos) and World Wide Web pages (in HTML)]
- Alaska Department of Education (1997) *Alaska Frameworks* CD-ROM [designed and produced electronic version on CD-ROM (in Adobe Acrobat with QuickTime videos) and World Wide Web pages (in HTML)]
- Barrett, Helen C. (1995) ED 626 - Technology in Teaching and Learning. Self-paced course study guides & CD-ROM.

## Articles

- Barrett, Helen C. (2000) "Create Your Own Electronic Portfolio (using off-the-shelf software)" *Learning & Leading with Technology*. (April, 2000)
- Barrett, Helen C. (2000) "Electronic Teaching Portfolios: Multimedia Skills + Portfolio Development = Powerful Professional Development" Published in the Proceedings of the Annual Conference of the Society for Information Technology & Teacher Education.
- Barrett, Helen C. (2000) "Design & Develop a Standards-Based Electronic Portfolio" Handouts published in the Proceedings of the National Educational Computing Conference.
- Barrett, Helen C. (1999) "Electronic Teaching Portfolios." Published in the Proceedings of the Annual Conference of the Society for Information Technology & Teacher Education.
- Bandle, Sharon; Helen Barrett & John Hart. (1999) "Anchorage Consortium for Technology & Teacher Training." Published in the Proceedings of the Annual Conference of the Society for Information Technology & Teacher Education.
- Barrett, Helen C. (1999) "Digital Portfolios in the High School" *School Executive* (Jan/Feb, 1999, p.8)
- Barrett, Helen C. (1998, October) "Electronic Portfolios, School Reform and Standards." Posted October 15, 1998, online on the Public Broadcasting System

World Wide Web Site:

<http://www.pbs.org/teachersource/techknow/lounge.html>

- Barrett, Helen C. (1998) Feature Article: "Strategic Questions: What to Consider When Planning for Electronic Portfolios" *Learning & Leading with Technology*, (October, 1998)
- Barrett, Helen C. (1997) "Collaborative Planning for Electronic Portfolios: Asking Strategic Questions" A paper published in the *Proceedings of the National Educational Computing Conference*.
- Barrett, Helen C. (1995) "Technology-Supported Portfolio Assessment" in *Student Portfolios* (1996), Robin Fogarty, ed. , IRI/Skylight Training & Publishing, pp. 127-137.
- Greene, Loesch-Griffen & Rasher with Barrett, Everts, Gottlieb, Laré & Speth (1995) "Evaluating Systemic Change in the National Head Start-Public School Transition Project: Perspectives from Five States" prepared for AERA presentation, April 20, 1995.
- Barrett, Helen C. (1994) "Laptop Word Processors in the Classroom" *The Computing Teacher*. Eugene, Oregon: International Society for Technology in Education, October, 1994.
- Barrett, Helen C. (1994) "Technology-Supported Portfolio Assessment" *The Computing Teacher*. Eugene, Oregon: International Society for Technology in Education, March, 1994.

## Reports

- Barrett, Helen C. (1992) "Using Technology to Support Alternative Assessment" Alaska Department of Education.

Various Project P/PRIDE Evaluation Reports (See Grants Section)

## Dissertation

# Summary of Grants Received - Abstracts

## Preparing Teachers to use Technology, 1999-2000

Co-authored proposal under Preparing Tomorrow's Teachers to use Technology program, U.S. Department of Education. Proposal title: Alaska Consortium for Preparing Alaska's Teachers to Use Technology. Co-Principal Investigator: Dr. Ann McCoy. Proposal Total: \$174,301 – Funded: \$142,101

## Preparing Teachers to use Technology, 2000-2003

Co-authored proposal under Preparing Tomorrow's Teachers to use Technology program, U.S. Department of Education. Proposal title: Alaska Consortium for Preparing Alaska's Teachers to Use Technology. Co-Principal Investigator: Dr. Ann McCoy. Proposal Total: \$1,500,000 over 3 years– Funded: \$1,499,144

## Service Learning Grant

\$2,000 mini-grant to revise Ed Tech foundation courses and curriculum to incorporate community-based, service learning.

## Student Technology Fee

Funding for video equipment to support Student Portfolio Development in School of Education Computer Lab. Total: \$9,000 – Fall 1998

## Microsoft Training Grant, 1998-2000

I wrote UAA's application to become a "teacher.training@microsoft" training site. This grant provides free software licenses and access to Microsoft training and reference materials. To maintain the grant, I must post annually one "promising practice" and a project evaluation. The grant was renewed for the 1999-2000 school year, even through the University has a site license for Microsoft products. The additional reference materials and software will benefit the lab.

## Technology Literacy Challenge Fund Application on behalf of the Anchorage School District, 1997 - 1998.

The Anchorage School District and the University of Alaska Anchorage received funds to provide a multi-level program of training and technical assistance to help Anchorage teachers effectively integrate technology into the K-12 curriculum. ASD Curriculum Coordinators, UAA faculty (including adjuncts), and UAA pre-service students and administrators-in-training will also be included in these training activities. UAA's School of Education will establish a competency-based endorsement in educational technology; and a series of WWW and CD-ROM-based curriculum integration support materials will be made available on-line and on CD-ROM at the cost of duplication.

Funding for 1997: \$226,000 - UAA's share: \$7,496  
Funding for 1998: \$600,000 - UAA's share: \$28,688  
Funding for 1999: \$530,000 – UAA's share: \$39,125  
Funding for 2000: \$1,000,011 - UAA's share: \$71,400

## **Natural Resources Fund**

Managed funding to support Faculty Instructional Media Center, including new software and graduate assistant support for training.

Total: \$70,000 for Faculty Instructional Media Center expended over two fiscal years. Funds finally expended June, 1999, and report presented to Statewide, May, 1999.

## **New Media Center Proposal, 1996-1998**

I wrote UAA's application to become a New Media Center, a collaboration between Universities and the private sector. UAA's New Media Center will initially focus on faculty development in using new technologies to facilitate instruction, providing a showcase for technology applications in education and a laboratory for students interns in advanced educational programs. The Center will also support distance education, train K-12 educators in the use of New Media, increase faculty productivity, which will hopefully result in more effective student learning.

1998 Natural Resources Funding: \$70,000

1998 Student Technology Fee Funding: \$78,000

## **Project P/PRIDE, 1992-1997**

Project P/PRIDE (Parents and Partners Responsibly Involved in Development and Education) was funded through a grant from the Administration for Children & Families, U.S. Department of Health and Human Services: Grant #90-CD-0870. The Anchorage School District is one of 32 sites throughout the country selected in 1991 to participate in the National Head Start/Public School Transition Demonstration Project. The University of Alaska Anchorage School of Education provided the evaluation for the Alaska site, with Dr. Helen Barrett serving as the Principal Investigator between 1992 and 1997.

## **President's Special Projects Fund, 1993**

With Dr. Kathleen Schwartz, wrote and received funding for a President's Special Projects Fund grant on evaluating her Discipline-Based Art Education program, which complemented the distance education course development.

# Conference Presentations

## International

### 1998-99

**INSTITUTE FOR EDUCATIONAL RESEARCH**, University of Jyväskylä, Finland, December, 1998. A series of workshops and a research seminar entitled, "Toward Digital Portfolios."

**Workshop:** Constructing digital teaching portfolios [using Adobe Acrobat]

**Research Seminar Presentation:** Strategic Questions

**Workshop:** Constructing digital school portfolios [using HTML]

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## National

### 1993-94

**NATIONAL EDUCATIONAL COMPUTING CONFERENCE (NECC)** Boston, June, 1994.

Pre-conference workshop: Technology Support for Alternative Assessment

Conference session: Affordable, Recordable CD-ROMs for Storing Student Portfolios

### 1994-95

**NATIONAL EDUCATIONAL COMPUTING CONFERENCE (NECC)** Baltimore, June, 1995.

Pre-conference workshop: Technology Support for Alternative Assessment

Conference Session: Affordable, Recordable CD-ROMs for Storing Student Portfolios

**AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (AERA)** San Francisco, April, 1995.

Evaluating Systemic Change in the National Head Start-Public School Transition Project:

Perspectives from Five States -- on a panel with evaluators from five states.

### 1995-96

**NATIONAL EDUCATIONAL COMPUTING CONFERENCE (NECC)** Minneapolis, June, 1996.

Pre-conference workshop: Multimedia Support for Alternative Assessment

Conference Session: Recordable CD-ROM: Is it Time?

**HEAD START/PUBLIC SCHOOL TRANSITION DEMONSTRATION PROJECT** Washington, D.C.,

October, 1995. Workshop: Technology Support for Alternative Assessment. Plenary Session on setting up a WWW and CD-ROM electronic publishing system.

### 1996-97

**NATIONAL EDUCATIONAL COMPUTING CONFERENCE (NECC)** Seattle, June, 1997.

Pre-conference workshop: Electronic Portfolios and Alternative Assessment

Conference Session: Electronic Portfolios: What's New?

**AMERICAN ASSOCIATION FOR HIGHER EDUCATION (AAHE)** Washington, D.C.; March, 1997.

Tutorial (Technology "Poster" Session) on Faculty-Developed CD-ROM projects

## 1997-98

**NATIONAL EDUCATIONAL COMPUTING CONFERENCE (NECC)** San Diego, June, 1998.

**Pre-conference workshop:** Create an Electronic Teaching Portfolio with Adobe Acrobat

**Conference Spotlight Session:** Electronic Portfolios: The State of the Art

**SOCIETY FOR INFORMATION TECHNOLOGY & TEACHER EDUCATION (SITE)** Washington,

D.C.; March, 1998. **Conference session:** "Electronic Teaching Portfolios"

## 1998-99

**NEW MEDIA CENTERS CONFERENCE** Santa Barbara; June 1999. **Conference presentation:**

Multimedia Authoring Environments and Electronic Portfolios.

**NATIONAL EDUCATIONAL COMPUTING CONFERENCE (NECC)** Atlantic City, June, 1999.

**Pre-conference workshops:** Electronic Portfolios & Alternative Assessment;

Create your own Electronic Teaching Portfolio

**Birds of a Feather Session:** Electronic Portfolios

**SOCIETY FOR INFORMATION TECHNOLOGY & TEACHER EDUCATION (SITE)** San Antonio;

March, 1999. **Conference sessions:** Electronic Teaching Portfolios;

Anchorage Consortium for Technology and Teacher Training – ACT<sup>3</sup>

**TEL-ED (ISTE's SEVENTH INTERNATIONAL CONFERENCE on TELECOMMUNICATIONS and MULTIMEDIA in EDUCATION)** New Orleans, Louisiana; October, 1998.

**Conference session:** Electronic Portfolios and Standards

## 1999-2000

**SOCIETY FOR INFORMATION TECHNOLOGY & TEACHER EDUCATION (SITE)** San Diego;

February, 2000. **Conference session:** Electronic Teaching Portfolios: Multimedia Skills + Portfolio Development = Powerful Professional Development

**Pre-conference workshop:** Design & Develop a Standards-Based Electronic Teaching Portfolio

**NATIONAL EDUCATIONAL COMPUTING CONFERENCE (NECC)** Atlanta, June, 2000.

**Pre-conference workshops:** Electronic Portfolios & Alternative Assessment;

Create your own Electronic Teaching Portfolio

**Conference presentations:** Design & Develop a Standards-Based Electronic Portfolio

NETS•T Assessment & Evaluation: component of presentation on electronic portfolios

**PT3 Preconference presentation:** Electronic Portfolios in Teacher Education Programs

as part of session on Assessment

**Birds of a Feather Session:** Electronic Portfolios

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## Regional

### 1992-93

**NORTHWEST COUNCIL for COMPUTERS in EDUCATION (NCCE)** Portland, Oregon, January, 1993.

**Pre-conference Session:** Technology-Supported Portfolios

**Conference Sessions:** Images of Alaska: a teacher-made laserdisc;

Technology-Supported Portfolios

Notebook Computing: word processing for every student in a class

Member of a panel on Future Directions for Technology in Education

**COMPUTER-USING EDUCATORS (CUE)** Santa Clara, California, October, 1992.  
Images of Alaska: a teacher-made laserdisc; Technology-Supported Portfolios  
Notebook Computing: word processing for every student in a class

## **1993-94**

**NORTHWEST COUNCIL for COMPUTERS in EDUCATION (NCCE)** Spokane, April, 1994.  
Featured Speaker & Pre-conference Session: Technology-Supported Portfolios

## **1994-95**

**NORTHWEST COUNCIL for COMPUTERS in EDUCATION (NCCE)** Bellevue, March, 1995.  
Featured Speaker & Conference Workshop: Technology-Supported Portfolios  
Conference sessions: Affordable, Recordable CD-ROMs; Technology Support for Alternative Assessment

## **1995-96**

**NORTHWEST COUNCIL for COMPUTERS in EDUCATION (NCCE)** Portland, April, 1996.  
Featured Speaker & Conference Workshops: Technology-Supported Portfolios, Multimedia Support for Alternative Assessment. Conference sessions: Recordable CD-ROM: Is it Time?; Technology Support for Alternative Assessment

**WESTERN INTERSTATE COMMISSION ON HIGHER EDUCATION Distance Education Conference**  
Spokane, October, 1995. Evening roundtable presentation: Make your own "Just-in-QuickTime" Training CDs.

## **1996-97**

**NORTHWEST COUNCIL for COMPUTERS in EDUCATION (NCCE)** Portland, March, 1997.  
Featured Speaker: Technology Support for Alternative Assessment

## **1998-99**

**FIRST ANNUAL SEIRTEC HIGHER EDUCATION INSTITUTE**, Orlando, May 1999.  
Workshop on Creating Electronic Teaching Portfolios

**NORTHWEST COUNCIL for COMPUTER EDUCATION (NCCE)** Seattle, Washington, March, 1999.  
Conference Session: "Electronic Portfolios: The State of the Art"  
Post-conference Workshop: "Make Your Own Electronic Teaching Portfolio"

**NORTHWEST EDUCATIONAL TECHNOLOGY CONSORTIUM Fall Conference**, Missoula, Montana; September, 1998. Conference session: Electronic Teaching Portfolios: The State of the Art

## **1999-2000**

**SECOND ANNUAL SEIRTEC HIGHER EDUCATION INSTITUTES**, Orlando, April & May 2000.  
Videotaped presentation on Creating Electronic Teaching Portfolios with follow-up videoconferences over the Internet using CUSeeMe software.

# Alaska

## 1991-92

**ALASKA ASSOCIATION FOR COMPUTERS IN EDUCATION (AACED)** Anchorage, April, 1992.  
Integrating Laptop Computers into the Classroom

## 1992-93

**ALASKA SOCIETY for TECHNOLOGY in EDUCATION (ASTE)** Anchorage, April, 1993.  
Pre-conference Sessions: Technology-Supported Portfolios & Making Change  
Conference Sessions: Images of Alaska: a teacher-made laserdisc; Notebook Computing: word processing for every student in a class

**EDUCATIONAL PARTNERSHIPS CONFERENCE**, Anchorage, November, 1992  
Technology-Supported Portfolios

**ALASKA SCHOOL BOARDS ASSOCIATION**, Anchorage, November, 1992  
Roundtable presentation on Technology Planning

## 1993-94

**ALASKA SOCIETY for TECHNOLOGY in EDUCATION (ASTE)** Anchorage, April, 1994.  
Pre-conference Sessions: Technology-Supported Portfolios & The Change Game  
Conference session on software to support alternative assessment

**PROFESSIONAL DEVELOPMENT CONFERENCE**, Anchorage, October, 1993.  
Conference session: Future Directions for Technology in Adult Education

**ALASKA PRINCIPALS' ASSOCIATION CONFERENCE**, Anchorage, October, 1993.  
Conference session: Technology and Restructuring

## 1994-95

**ALASKA SOCIETY for TECHNOLOGY in EDUCATION (ASTE)** Anchorage, April, 1995.  
Pre-conference Sessions: Technology-Support for Portfolios; laptop computers  
Conference sessions: CD-Recordable: Is It Time?; Electronic Portfolio Showcase; The Change Game

## 1995-96

**ALASKA STATEWIDE SPECIAL EDUCATION CONFERENCE** Anchorage, Alaska, February, 1996.  
Conference Sessions: Multimedia Support for Alternative Assessment; Results of Project P/PRIDE.

## 1996-97

**ALASKA SOCIETY for TECHNOLOGY in EDUCATION (ASTE)** Anchorage, April, 1997.  
Conference Program Chair & Conference session: Collaborative Planning for Electronic Portfolios:  
Asking Key Questions

## 1997-98

**ALASKA SOCIETY for TECHNOLOGY in EDUCATION (ASTE)** Anchorage, April, 1998.  
Featured Speaker - Preconference Session: Make Your Own Electronic Teaching Portfolio  
Conference sessions: Electronic Portfolios: Asking Strategic Questions  
UAA's Proposed Educational Technology Endorsement

**ALASKA FALL PRINCIPALS' CONFERENCE**, Anchorage, Alaska, October, 1997.  
Conference session: "Planning for Electronic Portfolios"

## **1998-99**

**ALASKA SOCIETY for TECHNOLOGY in EDUCATION (ASTE) Anchorage, April, 1999.**

**Featured Speaker - Conference sessions:** Electronic Teaching Portfolios;  
Electronic Portfolios for students: The State of the Art;  
Competency-Based Educational Technology Endorsement

## **1999-2000**

**ALASKA SOCIETY for TECHNOLOGY in EDUCATION (ASTE) Anchorage, April, 2000. Featured Speaker**

**Conference sessions:** Electronic Teaching Portfolios;  
Competency-Based Educational Technology Endorsement

# Summary of Service

## University of Alaska School of Education

Instructional Resources & Technology Committee  
Curriculum Committee

## UAA

University Technology Council  
Academic Computing Advisory Committee  
Faculty Senate Academic Computing, Distance Learning &  
Instructional Technology Committee

## Statewide

University of Alaska Learning Cooperative  
Faculty Alliance Committee on Faculty Development

## Community Service

Alaska Society for Technology in Education  
Anchorage School District's WISE Curriculum Committee  
Alaska 2000 Technology Committee  
Alaska Department of Education's Curriculum Cabinet  
Satellite Interconnect Project statewide task force  
Anchorage School District Technology Planning Committee  
Coordinator of Assessment, ISTE National Educational Technology  
Standards for Teachers (NETS•T) Leadership Team, 2000-

## Professional Service - Consulting

**Alaska:** Anchorage School District  
Kenai Peninsula School District, AK  
Juneau School District, AK  
Aleutians East Borough School District, AK  
Kodiak Borough School District, AK  
Nine Star Enterprises & Adult Learning Program, AVTEC, Seward, AK  
Klawock City Schools, AK

**National:** Williamson County Schools, Franklin, TN  
University of Michigan  
Lake Washington School District, Kirkland, WA  
Issaquah School District, Issaquah, WA  
University of Central Florida & SEIR-TEC  
Iowa State University, Ames, IA  
Clarion University, Clarion, PA  
Indiana University of Pennsylvania  
Montana State University-Northern- Havre, MT  
Iona College, New York  
Southeast Kansas Education Service Center (Greenbush), Girard, KS  
National-Louis University, Chicago, IL  
ESSDACK, Hutchinson, KS

**International:** University of Jyväskylä, Finland  
Ministry of Education, Singapore

# Service

# University of Alaska Service Summary

## 1992-93

Coordinated the Alternative Education program for UAA School of Education, serving over 200 students throughout the state taking distance-delivered course offerings from the School of Education. Redesigned publicity and streamlined registration procedures.

Served as Chair of the School of Education's Instructional Resources & Technology Committee - estimated average 2 hours per week

Worked with outside educational organizations to develop Course Action Requests and guided those CAR's through the SOE approval process. Coordinated CAR approval process with CCCE. Developed process flow charts and checklist/forms.

Working with Jason Ohler, University of Alaska Southeast, developed a draft proposal to provide distance courses statewide leading to an Educational Technology endorsement.

## 1993-94

Coordinated the Alternative Education program for UAA School of Education, serving over 200 students throughout the state taking distance-delivered course offerings from the School of Education. Redesigned publicity and streamlined registration procedures.

Served as Chair of the School of Education's Instructional Resources & Technology Committee - estimated average 2 hours per week - worked with ED 150 instructor to restructure course and rewrite lab manual.

Served on SOE Course & Curriculum Committee, Spring Semester

Served as co-facilitator, Teaching/Learning Models Subcommittee, Curriculum Committee, campus-wide Diversity initiative

Served as University of Alaska Anchorage Faculty Senate representative on the University of Alaska Learning Cooperative (UALC). April-June, 1994

Under a charge from the UA President's Teacher Education Colloquium, and working with Jason Ohler, University of Alaska Southeast, wrote the plan to provide statewide Educational Technology endorsement & Masters Degree.

Worked with outside educational organizations to develop Course Action Requests and guided those CAR's through the SOE approval process. Coordinated CAR approval process with CCCE. Developed process flow charts and checklist/forms.

Official liaison between School of Education and Alaska Staff Development Network for purpose of planning and facilitating approval of summer institutes.

## 1994-95

Coordinated the Computer Lab program for UAA School of Education. Redesigned lab manual and developed plan to implement a technology fee to maintain/update lab hardware & software.

Official liaison between School of Education and Alaska Staff Development Network for purpose of planning and facilitating approval of summer institutes.

Continued to work with Jason Ohler, University of Alaska Southeast, to develop statewide Educational Technology endorsement & Masters Degree.

Served as Chair of the School of Education's Instructional Resources & Technology Committee - worked with ED 150 instructor to restructure course and rewrite lab manual. Developed Long Range Technology Plan for School of Education.

Served on SOE Course & Curriculum Committee, Spring Semester -

Served as chair, Faculty Senate UALC Committee (re-named Distance Learning & Instructional Technology Committee)

Served as University of Alaska Anchorage Faculty Senate representative on the University of Alaska Learning Cooperative (UALC). Made presentation to Board of Regents on CD-ROM and course development, June 1, 1995 - served September 1994–June, 1995

## 1995-96

Coordinated the Computer Lab program for UAA School of Education. Redesigned lab manual, posted it to WWW server, developed a CD-ROM to support the lab, and developed plan to implement a technology fee to maintain/update lab hardware & software.

Liaison between School of Education and Alaska Staff Development Network for purpose of planning and facilitating approval of summer institutes.

Continued to work with Jason Ohler, University of Alaska Southeast, to provide statewide Educational Technology endorsement & Masters Degree.

Served as Chair of the School of Education's Instructional Resources & Technology Committee - worked with ED 150 instructor to restructure course and rewrite lab manual. Developed Long Range Technology Plan for School of Education.

Served on Faculty Senate Distance Learning & Instructional Technology Committee  
Helped coordinate first Faculty Technology Symposium, May, 1996

Served as University of Alaska Anchorage Faculty Senate representative on the University of Alaska Learning Cooperative (UALC). Served September 1995–June, 1996 Re-appointed to 1996-97 academic year

University of Alaska Anchorage, Teaching, Learning & Technology Roundtable representative to national meeting, July 1995; co-chair of committee during Spring Semester, 1996.

Selected by University of Alaska Anchorage Title III committee to be the UAA **Instructional Technology Specialist** to develop a faculty development program to integrate instructional technology into the curriculum under the Title III Master Teacher Program, 1996-97.

## 1996-97

Served on SOE Instructional Resources & Technology Committee.

Served on Faculty Senate Distance Learning & Instructional Technology Committee.  
Helped coordinate Faculty Technology workshops, January & May, 1997

Served as UAA Faculty representative to the University of Alaska Learning Cooperative (UALC)

Served as co-chair of the University of Alaska Anchorage Teaching, Learning & Technology Roundtable

Served on Faculty Senate's Professional Development Committee

Served on campus Diversity Committee

Coordinated the computer curriculum implementation for UAA School of Education. Helped develop the new Foundations curriculum in the fall, 1996. Wrote two of the CCGs.

Developed curriculum for Educational Technology specialty within the M.Ed. Master Teacher with Specialty Options degree program. Approved by SOE faculty in spring, 1997.

Developed a competency-based endorsement in educational technology. Approved by SOE faculty in spring, 1997.

Coordinated faculty development training on instructional technology for Title III (separate reports submitted monthly to Title III)

Produced a 5-minute videotape about the School of Education for a SOE grant proposal to Ilisagvik College (Barrow).

### **1997-98**

Coordinated SOE Instructional Technology planning with Lab Manager and served on the SOE Instructional Resources & Technology Committee

Developed curriculum for Educational Technology specialty within the M.Ed. Master Teacher with Specialty Options degree program. Approved by GAB in September, 1997.

Developed a competency-based endorsement in educational technology. Approved by SOE faculty in spring, 1997. To be presented to Department of Education, October, 1998.

Served on Faculty Senate Distance Learning & Instructional Technology Committee.

Served on Academic Computing Advisory Committee (ACAC)

Served as co-chair, Teaching, Learning & Technology Roundtable

Served as UAA Faculty representative to the University of Alaska Learning Cooperative (UALC)

Coordinated planning for Summer Faculty Development Institute (March, 1998) plus conducting three half-day, week-long workshops (May, 1998)

Maintain the School of Education WWW page and WWW server

### **1998-99**

Coordinated SOE Instructional Technology planning with Lab Manager and served on the SOE Instructional Resources & Technology Committee

Faculty Senate Distance Learning & Instructional Technology Committee

Served on University Technology Council (UTC), including selection committee for UAA's Chief Information Officer

Maintain the School of Education WWW page and WWW server

Chair of New Media Center advisory group

## **1999-2000**

Coordinated SOE Instructional Technology planning with Lab Manager and served on the SOE Instructional Resources & Technology Committee

CHESW Course & Curriculum Committee

Faculty Senate Distance Learning & Instructional Technology Committee

Served on University Technology Council (UTC)

Maintain the School of Education WWW page and WWW server

## Professional Service & Affiliations

### 1991-92

Alaska Society for Technology in Education (ASTE) (*president-elect*)  
International Society for Technology in Education (ISTE)  
Association for Supervision & Curriculum Development (ASCD)  
Phi Delta Kappa (PDK)  
National Staff Development Council (NSDC)  
Boston Computer Society

### 1992-93

Alaska Society for Technology in Education (ASTE)  
Northwest Council for Computers in Education (NCCE)  
Computer Using Educators of California (CUE)  
International Society for Technology in Education (ISTE)  
Association for Supervision & Curriculum Development (ASCD)  
Phi Delta Kappa (PDK)  
National Staff Development Council (NSDC)  
Mac Pak of Anchorage  
Association for the Advancement of Computing in Education, sub-memberships  
in Educational Multimedia and Hypermedia and STATE (Society for  
Technology and Teacher Education)

### 1993-94

Alaska Society for Technology in Education (ASTE) (*past-president*)  
Northwest Council for Computers in Education (NCCE) (*featured speaker*)  
Computer Using Educators of California (CUE)  
International Society for Technology in Education (ISTE)  
Association for Supervision & Curriculum Development (ASCD)  
American Educational Research Association  
Phi Delta Kappa (PDK)  
National Staff Development Council (NSDC)  
Mac Pak of Anchorage  
Boston Computer Society  
Berkeley Macintosh Users Group  
Association for the Advancement of Computing in Education, sub-memberships  
in Educational Multimedia and Hypermedia and STATE (Society for  
Technology and Teacher Education)

### 1994-95

Alaska Society for Technology in Education (ASTE) (*past-president*)  
Northwest Council for Computers in Education (NCCE) (*featured speaker*)  
International Society for Technology in Education (ISTE)  
Association for Supervision & Curriculum Development (ASCD)  
American Educational Research Association  
Phi Delta Kappa (PDK)  
National Staff Development Council (NSDC)  
Mac Pak of Anchorage  
Boston Computer Society  
Berkeley Macintosh Users Group

## 1995-96

Alaska Society for Technology in Education (ASTE) (*past-president*)  
Northwest Council for Computers in Education (NCCE) (*featured speaker*)  
International Society for Technology in Education (ISTE)  
Association for Supervision & Curriculum Development (ASCD)  
American Educational Research Association  
Phi Delta Kappa (PDK)

## 1996-97

Alaska Society for Technology in Education (ASTE) - Conference Program  
Chair  
Northwest Council for Computers in Education (NCCE) - featured speaker  
International Society for Technology in Education - SIGTE - Pre-conference co-  
chair  
Association for Supervision & Curriculum Development (ASCD)  
American Educational Research Association  
Phi Delta Kappa

## 1997-98

National Educational Computing Association (NECA) - NECC 98 Proposal  
Review Chair  
Alaska Society for Technology in Education (ASTE) - **Featured Speaker** -  
Preconference session and two conference sessions  
International Society for Technology in Education - SIGTE - Presented as part  
of pre-conference  
Association for Supervision & Curriculum Development (ASCD)  
American Educational Research Association (AERA)  
Phi Delta Kappa  
Association for Advancement of Computing in Education (AACE)

## 1998-99

Coordinated college credit for the annual ASTE Conference  
Anchorage School District presentations on electronic portfolios  
Elected Treasurer of the Special Interest Group on Teacher Education (SIGTE) of the  
International Society for Technology in Education (ISTE) at the National  
Educational Computing Conference, June 1999  
Association for Supervision & Curriculum Development (ASCD)  
American Educational Research Association (AERA)  
Phi Delta Kappa  
Association for Advancement of Computing in Education (AACE)

## 1999-2000

Participated in the ISTE National Forum on Educational Technology Standards for  
Teachers, December, 1999  
Selected to serve on the Writing Team to revise the ISTE/NCATE National  
Educational Technology Standards for Teachers, January, 2000 in Phoenix, AZ.  
Selected to serve on the Leadership Team for the ISTE-NETS•T Writing Team to  
create a compendium of lessons to implement the new standards. Facilitated the  
team writing the Foundations lessons, July-August, 2000 in Wheeling, WV.  
Selected to serve as the ISTE NETS•T Coordinator of Assessment for the new  
Teacher Standards, August, 2000.  
Coordinated college credit for the annual ASTE Conference

Collaborated with Polaris K-12 school on Intensive session with students on  
Electronic Portfolios, May, 2000  
Association for Supervision & Curriculum Development (ASCD)  
American Educational Research Association (AERA)  
Phi Delta Kappa  
Association for Advancement of Computing in Education (AACE)

# Community Service Summary

## 1991-92

- Served as President-elect of the Alaska Association for Computers in Education [name changed to Alaska Society for Technology in Education (ASTE)] (September-April)
- Served as part of the planning/coordinating committee for the annual ASTE computer conference - for the months of February, March & April, 1992
- Served on the Anchorage School District's WISE Curriculum Committee
- Served on the Alaska 2000 Technology Committee from January 1992 through June, 1992
- Worked with the WISE Committee of the Anchorage School District to prepare a proposal to the New American Schools Development Corporation, Jan-Feb, 1992
- Served on the Alaska Department of Education's Curriculum Cabinet, representing the Alaska Association for Computers in Education, December, 1991
- Coordinated and produced first "Images of Alaska" videodisc for Alaska Association for Computers in Education, June 1990-May, 1992

## 1992-93

- Served as President of the Alaska Society for Technology in Education (ASTE) (September-April)
- Served as part of the planning/Anchorage coordinating committee for the annual ASTE computer conference - for the months of February, March & April, 1993
- Served on the Anchorage School District's WISE Curriculum Committee - for the fall months, 1992
- Served on the Satellite Interconnect Project statewide task force in March, 1993
- Served on the Alaska 2000 Technology Committee from January 1992 through September, 1992 - time in September 1992
- Testified to a Legislative Committee on the Satellite Interconnect Project
- In-service for Anchorage School District Chapter I staff, January, 1993

## 1993-94

- Served as Past-President of the Alaska Society for Technology in Education (ASTE) (September-April)
- Served as part of the planning/Anchorage coordinating committee for the annual ASTE computer conference - for the months of February, March & April, 1993
- Wrote Apple grant proposal on behalf of UAA and Anchorage School District (during two weeks in February, 1994)
- Facilitated Change Game with Anchorage School District Principals, Feb. 1994
- Facilitated Change Game at Early Childhood Conference, Juneau, Feb. 1994

Served as member of Anchorage School District Technology Planning Committee writing a long-range technology plan, February-May, 1994

Served on the Satellite Interconnect Project statewide task force in October, 1993

Testified to House Finance Committee on the Educational Technology Bill, February, 1994

Served on AnchorNet Steering Committee (setting up a community free-net/BBS sponsored by Municipality of Anchorage)

#### **1994-95**

Served as part of the planning/Anchorage coordinating committee for the annual ASTE computer conference, handling college credit for conference attendees- for the months of March, April & May, 1993

Wrote two Apple grant proposal on behalf of UAA and Anchorage School District (during two weeks in January, 1995)

Facilitated Change Game at Early Childhood Conference, Anchorage, Feb. 1995

Served as member of Anchorage School District Technology Planning Committee writing a long-range technology plan

Served on AnchorNet Steering Committee (setting up a community free-net/BBS sponsored by Municipality of Anchorage)

Goals 2000 Technology Task Force (to put together statewide educational technology plan)

#### **1995-96**

Coordinated college credit for the annual ASTE computer conference, April & May, 1996

Served as member of Anchorage School District Technology Planning Committee writing a long-range technology plan and helping promote their technology bond issue

#### **1996-97**

Conference program chair for annual Alaska Society for Technology in Education (ASTE) conference. Published entire conference program on WWW site and produced a CD-ROM proceedings for the conference. (one of their best conferences ever!)

Coordinated college credit for the annual ASTE Conference

Co-chair preconference session for Special Interest Group on Teacher Education (SIGTE) of the International Society for Technology in Education (ISTE) at the National Educational Computing Conference, June 1997

Provided inservice (Standards, Technology & the Future) for Tyson Elementary School, August, 1996.

Developed Educational Technology Professional Development Curriculum with Anchorage School District "technology" teachers

## **1997-98**

National Educational Computing Conference (NECC) - Proposal Review Chair  
Alaska Society for Technology in Education (ASTE) - **Featured Speaker** -  
Preconference session and two conference sessions

Produced CD-ROM proceedings for the 1997 Alaska Society for Technology in Education (ASTE) conference. Made additional copies of CD-ROM, containing the Alaska Frameworks, available to all faculty statewide

Coordinated college credit for the annual ASTE Conference

Invited to present at preconference session for Special Interest Group on Teacher Education (SIGTE) of the International Society for Technology in Education (ISTE) at the National Educational Computing Conference, June 1998

## **1998-99**

Alaska Society for Technology in Education (ASTE) - **Featured Speaker** - Three conference sessions  
Coordinated college credit for the annual ASTE Conference

Elected Treasurer of the Special Interest Group on Teacher Education (SIGTE) of the International Society for Technology in Education (ISTE) at the National Educational Computing Conference, June 1999

Anchorage School District presentations on electronic portfolios

## **1999-2000**

Coordinated college credit for the annual ASTE Conference

Anchorage School District presentations on electronic portfolios

Collaborated with Polaris K-12 school on Intensive session with students on Electronic Portfolios, May, 2000

Special Olympics volunteer, March, 2000. Co-chair Information Desk at Kincaid

# School District In-Services

## **KENAI PENINSULA SCHOOL DISTRICT**

Advanced HyperStudio/Multimedia -- Soldotna, Alaska, June, 1995

Laserdiscs in the Classroom -- One-day inservice at Seward Elementary, January 15, 1993

## **WILLIAMSON COUNTY SCHOOLS, FRANKLIN, TENNESSEE**

Technology Support for Alternative Assessment -- full day hands-on workshops, March & June, 1995

Technology Support for Alternative Assessment -- two half-day workshops led via CUSeeMe desktop video conferencing program with teachers at Vanderbilt University, July, 1994

## **UNIVERSITY OF MICHIGAN**

Technology Support for Alternative Assessment -- full day workshop, Ann Arbor, June, 1994

## **LAKE WASHINGTON SCHOOL DISTRICT**

Technology Support for Alternative Assessment -- full day workshop, January, 1994

## **ISSAQUAH SCHOOL DISTRICT**

Technology Support for Restructuring -- full day workshop, February, 1994

## **JUNEAU SCHOOL DISTRICT**

Technology Support for Alternative Assessment and Change Game-- February, 1994

## **ANCHORAGE SCHOOL DISTRICT**

Macintosh for Teachers --Creekside Park Elementary, October, 1991; Aurora Elementary, August, 1992

Technology Planning -- Three-hour awareness sessions, December, 1991; January, 1992; October, 1992

Technology-Supported Portfolios -- Klatt Elementary, April, 1993; Chapter I staff, January, 1993  
Change Game facilitation, May, 1993; February, 1994;

Technology & Restructuring, Bear Valley, 1995; Internet in Schools, Clark Jr. High, 1995

Technology Supported Portfolios -- Muldoon & Williwaw Elementaries, 1995

Integrating Technology Across the Curriculum -- districtwide class, 1996-97

Ed Tech Curriculum Integration--districtwide class, 1997-98

## **ALEUTIANS EAST BOROUGH SCHOOL DISTRICT**

Computers in the Classroom -- A total of three days of hands-on inservice, Sand Point, October 2-4, 1991.

## **ADULT LEARNING CENTER, AVTEC, SEWARD** arranged through Nine-Star Enterprises

Two-day workshop in MicroSoft Works & HyperCard, January, 1992; One-day follow-up, June 1992

Two-day workshop in ClarisWorks & FileMaker Pro, June, 1993

## **KODIAK BOROUGH SCHOOL DISTRICT**

Technology-Assisted Innovative Assessment One-day inservice, March 27-28, 1993

## **ALASKA DEPARTMENT OF EDUCATION**

Portfolio Assessment Workshop, presentation on Technology-Supported Portfolios, November, 1992

## **NINE-STAR ENTERPRISES**

Multimedia and Brain-Based Learning for Adult Education staff, February, 1992.

## **KLAWOCK CITY SCHOOLS**

Technology Planning, half-day inservice, April, 1992

# Paid Consulting

## 1991-92

### **ANCHORAGE SCHOOL DISTRICT**

Macintosh for Teachers --Creekside Park Elementary, October, 1991;  
Aurora Elementary, August, 1992  
Technology Planning -- Three-hour awareness sessions, December, 1991; January, 1992;  
October, 1992  
Staff Development inservice for Chapter I Summer School, June-July, 1992

### **ALEUTIANS EAST BOROUGH SCHOOL DISTRICT**

Computers in the Classroom -- A total of three days of hands-on inservice, Sand Point, October 2-4, 1991.

### **ADULT LEARNING CENTER, AVTEC, SEWARD** arranged through Nine-Star Enterprises

Two-day workshop in MicroSoft Works & HyperCard, January, 1992; One-day follow-up, June 1992

### **NINE-STAR ENTERPRISES**

Multimedia and Brain-Based Learning for Adult Education staff, February, 1992.

### **KLAWOCK CITY SCHOOLS**

Technology Planning, half-day inservice, April, 1992

## 1992-93

### **ANCHORAGE SCHOOL DISTRICT**

Technology Planning -- Three-hour awareness session, October, 1992  
Technology-Supported Portfolios -- Klatt Elementary, April, 1993; Chapter I staff, January, 1993  
"Laptop computers" -- Fairview Elementary School Chapter I staff

### **KENAI PENINSULA SCHOOL DISTRICT**

Laserdiscs in the Classroom -- One-day inservice at Seward Elementary, January 15, 1993

### **ADULT LEARNING CENTER, AVTEC, SEWARD** arranged through Nine-Star Enterprises

Two-day workshop in ClarisWorks & FileMaker Pro, June, 1993

## 1993-94

### **LAKE WASHINGTON SCHOOL DISTRICT**

Technology support for portfolios - January 31, 1994

### **ISSAQUAH SCHOOL DISTRICT**

Technology & Restructuring - February 1, 1994

### **JUNEAU SCHOOL DISTRICT**

Change Game & Technology-supported portfolios - February 11, 1994

### **NORTHWEST COUNCIL FOR COMPUTER EDUCATION**

Workshop on Technology-supported portfolios - April, 1994

### **UNIVERSITY OF MICHIGAN, ANN ARBOR**

Workshop on Technology Support for Portfolio Assessment - June, 1994

### **HARPETH VALLEY SCHOOL DISTRICT (TENNESSEE)**

Live, two-way interactive video conference (over the Internet with participants in a computer lab at Vanderbilt) on Technology Support for Alternative Assessment - July, 1994

**NATIONAL EDUCATIONAL COMPUTING CONFERENCE**

Workshop on Technology Support for Alternative Assessment - June, 1994 (expenses only)

**ALASKA STAFF DEVELOPMENT NETWORK**

Workshop on Technology Support for Alternative Assessment - August, 1994

**1994-95**

**NORTHWEST COUNCIL FOR COMPUTER EDUCATION**

Workshop on Technology-supported portfolios - March, 1995

**KENAI PENINSULA SCHOOL DISTRICT**

Advanced HyperStudio/Multimedia -- Soldotna, Alaska, June, 1995

**WILLIAMSON COUNTY SCHOOLS, FRANKLIN, TENNESSEE**

Technology Support for Alternative Assessment -- full day workshops, March & June, 1995

**NATIONAL EDUCATIONAL COMPUTING CONFERENCE**

Workshop on Technology Support for Alternative Assessment - June, 1995 (expenses only)

**ANCHORAGE SCHOOL DISTRICT**

Credit class for Williwaw Elementary on Technology Support for Alternative Assessment

**CIVITAN INTERNATIONAL RESEARCH CENTER**

Site Visit to New York City Transition project - Write up evaluation component of site visit report

**1995-96**

**NORTHWEST COUNCIL FOR COMPUTER EDUCATION**

Workshop on Technology-supported portfolios - April, 1996

**NATIONAL EDUCATIONAL COMPUTING CONFERENCE**

Workshop on Technology Support for Alternative Assessment - June, 1996 (expenses only)

**ANCHORAGE SCHOOL DISTRICT**

Credit class for Muldoon Elementary on Technology Support for Alternative Assessment

**CIVITAN INTERNATIONAL RESEARCH CENTER**

Site Visit to New York City Transition project - Write up evaluation component of site visit report

**1996-97**

**Northwest Council for Computer Education**

Presentations on Electronic Portfolios - March, 1997

**National Educational Computing Conference**

Preconference workshop on Electronic Portfolios - June 1997

**Anchorage School District**

Credit class for Instructional Technology on Integrating Technology into Staff Development - October, 1996 to May, 1997

Title I teacher training on Grady Profile & Newton, April-May, 1997

Grant Writing - Technology Literacy Challenge Fund grant application - June, 1997

**1997-98**

**National Educational Computing Conference**

Preconference workshop on Electronic Portfolios - June 1998

**Anchorage School District**

Credit class for Instructional Technology (ED 655- Ed Tech Curriculum Integration) - October, 1997 to May, 1998  
Grant Writing - Technology Literacy Challenge Fund grant application - February, 1998  
Electronic Portfolio class (ED 566V) - August, 1998

**1998-99**

**University of Central Florida & SEIR-TEC**

Workshop on Electronic Teaching Portfolios, May, 1999

**National Educational Computing Conference**

Pre-conference workshops on Electronic Portfolios - June, 1999

**Northwest Council for Computer Education**

Post-conference workshop - March, 1999

**Anchorage School District**

Grant Writing - Technology Literacy Challenge Fund grant - November, 1998

**University of Jyväskylä, Finland**

A series of workshops and a research seminar - December, 1998

**Public Broadcasting System - October, 1998**

Article written for PBS web site

**1999-2000**

**ESSDACK training, Hutchinson, Kansas (2 days)- October, 1999**

Electronic Portfolios for Teachers & Electronic Portfolios for Students

**National-Louis University, Chicago, Illinois (3 days) - October, 1999**

Electronic Portfolio workshops

**Anchorage School District - Grant Writing - Technology Literacy**

Challenge Fund grant - November, 1999

**Society for Information Technology & Teacher Education -**

February, 2000 preconference workshop

**Southeast Kansas Education Service Center (Greenbush), Girard,**

Kansas (1 day) - April, 2000 - Electronic Portfolio workshop

**University of Central Florida & SEIR-TEC**

Videotape on Electronic Portfolio Development, April, 2000  
plus two follow-up teleconferences, May, 2000

**Iona College, New York (1 day) - June, 2000**

Keynote Address for Summer Institute

**Montana State University-Northern- Havre (2 days) - June, 2000**

Consulting on implementing electronic portfolios in PT3 program

**National Educational Computing Conference**

Pre-conference workshops on Electronic Portfolios - June, 2000

**Clarion University, Clarion, PA (1/2 day) - July, 2000**

Videotape and live teleconference on Electronic Portfolio Development

**International Society for Technology in Education - January & July-**

August, 2000 - Paid service on Writing Team for National Educational Technology Standards Project, first as team member and then as part of Leadership Team.

**Indiana University of Pennsylvania, (1/2 day) - August, 2000**

Videotape and live teleconference on Electronic Portfolio Development

# Summary of Professional Development

## 1991-92

Educational Technology Institute, Bellevue	August, 1991
Minnesota Educational Computing Conference (MECC), Minneapolis	November, 1991
Alaska Association for Computers in Education (AACED), Anchorage	April, 1992
National Educational Computing Conference (NECC), Dallas	June, 1992

## 1992-93

Educational Technology Institute, Seattle, Washington	August, 1992
Computer-Using Educators Conference, San Jose, California	October, 1992
National Staff Development Council, Washington, D.C. 3-day preconference session on Facilitation Skills	December, 1992
Northwest Council for Computer Education Conference Portland, Oregon	January, 1993
Alaska Society for Technology in Education, Anchorage	April, 1993
American Educational Research Association, Atlanta	April, 1993
National Educational Computing Conference (NECC), Orlando	June, 1993
World Conference on Educational Multimedia & Hypermedia, Orlando, Florida	June, 1993

## 1993-94

Technology Leadership Retreat, sponsored by Alaska Society for Technology in Education, Anchorage	October, 1993
Tel-Ed (International Conference on Telecommunications in Education), Dallas, Texas	November, 1993
MacWorld Expo, San Francisco, California	January, 1994
Mat-Su School District Inservice on Technology & Assessment Palmer, Alaska	February, 1994
Multi-Dimensional Assessment, Alaska Staff Development Network, Anchorage	March, 1994
Northwest Council for Computer Education Conference, Spokane, Washington	April, 1994
Alaska Society for Technology in Education Conference, Anchorage	April, 1994
Meisel's Work Sampling System, Ann Arbor, Mich. (workshop held in Framingham, MA.)	May, 1994
Secretary's Conference on Educational Technology, Washington, D.C.	May, 1994
National Educational Computing Conference, Boston	June, 1994

## 1994-95

Technology Leadership Retreat, sponsored by Alaska Society for Technology in Education, Anchorage	September, 1994
NSBA Technology & Learning Conference, Dallas, Texas	October, 1994
EDUCOM, San Antonio, Texas	October, 1994
MacWorld Expo, San Francisco, California	January, 1995
Northwest Council for Computer Education Conference, Bellevue, Washington	March, 1995
Alaska Society for Technology in Education Conference, Anchorage	April, 1995

American Educational Research Association Conference	April, 1995
National Educational Computing Conference, Baltimore	June, 1995
Teaching, Learning & Technology Roundtable Conference	July, 1995
World Wide Web page development self-directed learning project	August, 1995
<b>1995-96</b>	
Technology Leadership Retreat, sponsored by Alaska Society for Technology in Education, Anchorage	September, 1995
EDUCOM, Portland, Oregon	October, 1995
WICHE Conference, Spokane, Washington	October, 1995
Tel-Ed International Conference, Ft. Lauderdale, Florida	December, 1995
MacWorld Expo, San Francisco, California	January, 1996
Florida Educational Technology Conference, Orlando	February, 1996
Northwest Council for Computer Education Conference, Bellevue, Washington	April, 1996
Alaska Society for Technology in Education Conference, Anchorage	April, 1996
New Media Centers Conference, Ann Arbor	May, 1996
National Educational Computing Conference, Minneapolis	June, 1996
Teaching, Learning & Technology Roundtable Conference	July, 1996
<b>1996-97</b>	
WebNet Conference, San Francisco, California	October, 1996
Executive Briefing, Apple Computer, Cupertino, California	November, 1996
Tel-Ed Conference, Tampa, Florida	December, 1996
MacWorld Conference, San Francisco, California	January, 1997
Florida Educational Technology Conference, Orlando, Florida	February, 1997
American Association for Higher Education, Washington, D.C.	March, 1997
Northwest Council for Computer Education, Portland, Oregon	March, 1997
Alaska Society for Technology in Education, Anchorage, Alaska	April, 1997
New Media Centers annual conference, Pomona, California	June, 1997
National Educational Computing Conference, Seattle, Washington	July, 1997
Formal Professional Development activities conducted for faculty:	
Fall Convocation on "Status of Technology at UAA"	August, 1996
Media Center Dedication	October, 1996
Civil Rights Day on "easy WWW page development"	January, 1997
Spring Technology Workshops on "Page Mill, Acrobat, Netscape"	May, 1997
<b>1997-98</b>	
Western Cooperative for Educational Telecommunications	October, 1997
Educom Conference, Minneapolis, Minnesota	October, 1997
WebNet Conference, Toronto, Ontario	November, 1997
MacWorld Conference, San Francisco, California	January, 1998
AK DOE Standards Conference, Anchorage, Alaska	February, 1998
Florida Educational Technology Conference, Orlando, Florida	March, 1998
Society for Information Technology and Teacher Education Washington, D.C.	March, 1998
Alaska Society for Technology in Education, Anchorage, Alaska	April, 1998
New Media Centers annual conference, Boston, Massachusetts	June, 1998
National Educational Computing Conference, San Diego, California	June, 1998
Fielding Institute Alumni Professional Development Session (including book publishing workshop), Washington, D.C.	July, 1998

Formal Professional Development activities conducted for faculty:

Fall Convocation on "Web-Based Distance Education" August, 1997  
Summer Technology Workshops on Acrobat, QuickTime & CD-ROM May, 1998  
(coordinated schedule and conducted three week-long sessions)

### 1998-99

NETC Conference, Missoula, MT September, 1998  
Tel-Ed Conference, New Orleans, LA October, 1998  
MacWorld Conference, San Francisco, CA January, 1999  
Society for Information Technology and Teacher Education Conference  
San Antonio, TX Feb-March, 1999  
Northwest Council for Computer Education Conference, Seattle, WA March, 1999  
Alaska Society for Technology in Education Conference, Anchorage, AK April, 1999  
SEIRTEC Higher Education Institute, Orlando, FL May, 1999  
New Media Centers annual conference, Santa Barbara, CA June, 1999  
National Educational Computing Conference, Atlantic City, NJ June, 1999  
Fielding Institute Alumni Professional Development Session (including workshop  
on Creating Learning Communities in Cyberspace), Washington, D.C. July, 1999

Formal Professional Development activities conducted for faculty:

Summer Technology Workshops on Acrobat, QuickTime & CD-ROM May, 1999  
(conducted two week-long sessions)

### 1999-2000

PT3 Grant Coordinators Meeting, Cupertino, CA September, 1999  
ASCD Teaching & Learning Conference, Reno, NV October, 1999  
PT3 meeting and Improving America's Schools Conference,  
Salt Lake City, UT November, 1999  
Thinkquest Conference, Los Angeles, CA November, 1999  
MacWorld Conference, San Francisco, CA January, 2000  
Society for Information Technology and Teacher Education Conference  
San Antonio, TX February, 2000  
Alaska Society for Technology in Education Conference, Anchorage, AK April, 2000  
SEIRTEC Higher Education Institute, Orlando, FL April, 2000  
American Educational Research Association, New Orleans, LA April, 2000  
New Media Centers annual conference, Charlottesville, VA June, 2000  
National Educational Computing Conference, Atlanta, GA June, 2000  
Taught myself Final Cut Pro and iMovie video editing software Spring, 2000

## Supporting Correspondence

### E-mails

- From Ann Thompson, Iowa State University, regarding the feedback received from my presentations on electronic portfolios (11/1/00)
- From Sister Lynn Lester, Clarke College on my alignment of the INTASC Principles and the NETS•T Standards (9/2/00)
- From my director, on the usefulness of the electronic portfolio CD created for her (8/27/00)
- From NSW Department of Education and Training (Australia) asking permission to "whack" my site for training purposes (6/23/00)
- From Ruben G. Mendoza, California State University Monterey Bay (6/10/00) on the value of my website materials as he developed his portfolio for P & T
- From Donna Baumbach, University of Central Florida, regarding evaluations of my presentation at the SUNRAY Institute (5/4/00)
- From Angela Womack, one of my graduate students, (2/2/00) on the impact of my graduate courses on her teaching practice
- From Nancy Dubetz, Lehman College, CUNY, (1/5/00) regarding quality of my website
- From Mike Groeneveld, ASD Data Processing, regarding quality of workshop on Acrobat
- From John Exeter, Western Australia (3/1/99) on Portfolio web site
- From Will Richardson (5/28/97) on quality of Portfolio web site
- From Bill Mitchell (4/24/97) on quality of Portfolio web site
- From Dr. Larry Pearson (1/21/98) on Student Praise
- From Louisiana principal on value of Tel-Ed presentation
- From Co-NECT Site Director on quality of Portfolio web site

### Letters

- From Jeff Jones (first Ed Tech Masters student) on support (Aug, 98)
- From Donna Baumbach, University of Central Florida, to my Dean regarding my participation in the SUNRAY Higher Education Institute, 5/10/00

Wednesday, November 1, 2000

Re: visit to ISU

**Subject: Re: visit to ISU**

**Date:** Wed, 1 Nov 2000 08:59:41 -0600

**From:** "[Ann D. Thompson](mailto:Ann.D.Thompson@iastate.edu)" <[eat@iastate.edu](mailto:eat@iastate.edu)>

**To:** [afhcb@uaa.alaska.edu](mailto:afhcb@uaa.alaska.edu)

**CC:** [dschmidt@iastate.edu](mailto:dschmidt@iastate.edu)

**References:** [1](#), [2](#), [3](#)

Helen,

On behalf of the Department of Curriculum and Instruction, I want to thank you for your brilliant (Niki's word) visit. Your presentations and strong vision for using portfolios to improve student learning were very useful to us and will help provide direction for both faculty and students. I can't remember hearing so many positive reactions to an external consultant.

We look forward to working with you in the future.

Ann

And I am delighted that Halloween worked for you. I thought of you last night and I will send you a picture of my little halloween puppy/grandson.

Ann

--

Ann Thompson

Chair, Department of Curriculum and Instruction

Iowa State University

N131 Lagomarcino Hall

Ames, IA 50011-3192

515-294-5287 FAX: 515-294-6206

[eat@iastate.edu](mailto:eat@iastate.edu)

Monday, September 4, 2000

Thank you

**Subject: Thank you**

**Date:** Sat, 02 Sep 2000 14:04:02 -0500

**From:** [Lynn Lester <llester@clarke.edu>](mailto:llester@clarke.edu)

**Organization:** @Home Network

**To:** [afhcb@UAA.ALASKA.EDU](mailto:afhcb@UAA.ALASKA.EDU)

Dear Helen,

I am on the PT3 listserv and want to thank you for sharing your resources. I have been exploring your website. All I can say is: WOW! I really think you completed an excellent job on aligning the INTASC standards with the NETS/ISTE standards.

Sincerely,

Sister Lynn Lester, BVM  
Clarke College  
Dubuque, Iowa 52001-3198

Monday, August 28, 2000

CD

**Subject:** CD

**Date:** Sun, 27 Aug 2000 19:41:41 -0800

**From:** [Claudia Dybdahl <afcsd@UAA.ALASKA.EDU>](mailto:afcsd@UAA.ALASKA.EDU)

**Organization:** School of Education

**To:** [Helen Barrett <afhcb@UAA.ALASKA.EDU>](mailto:afhcb@UAA.ALASKA.EDU)

Helen,

I had a chance this weekend to review the CD ROM on the Mac. It is just what I need! I am making my last trip to Albania (hopefully, the doctor ill let me go) over Labor Day week and I want to demonstrate how they can do portfolios to meet standards. Holly's is gerat - yes, I do remember seeing it and yours is terrific. The movies will be a hit, even if they don't have a clue what you are saying. They are both very professional and will be wonderful models for our Albanian teacher colleagues. Thank you again. I will let you know if I have any problems running this on the PC, but the Mac worked beautifully. Claudia

Friday, June 23, 2000

Use of website material

**Subject: Use of website material**

**Date:** Fri, 23 Jun 2000 09:41:40 +1000

**From:** "Pensini, Michael" <[Michael.Pensini@det.nsw.edu.au](mailto:Michael.Pensini@det.nsw.edu.au)>

**To:** "[afhcb@uaa.alaska.edu](mailto:afhcb@uaa.alaska.edu)" <[afhcb@UAA.ALASKA.EDU](mailto:afhcb@UAA.ALASKA.EDU)>

Dear Helen,

We are writing to you on behalf of the NSW Department of Education and Training to seek your permission to copy materials from your site to a CD we are compiling. This material will be put onto about 50 CDs to be distributed to our Technology Advisers around the state for use in professional development activities.

We would like to whack from your site page:  
[transition.alaska.edu/www/portfolio.html](http://transition.alaska.edu/www/portfolio.html) and one level from this.

Should you require more detailed information in relation to our project please e-mail  
[carolyn.mccormack@det.nsw.edu.au](mailto:carolyn.mccormack@det.nsw.edu.au) or fax Australia 02 9561 8301

Yours sincerely,

Carolyn McCormack  
Assistant Manager Educational Technologies

Michael Pensini  
Researcher

Saturday, June 10, 2000

Re(2): Acrobat 4 Portfolios

**Subject: Re(2): Acrobat 4 Portfolios**

**Date:** Sat, 10 Jun 2000 15:01:17 -0700

**From:** [Ruben Mendoza@monterey.edu](mailto:Ruben_Mendoza@monterey.edu) (Ruben Mendoza)

**To:** [afhcb@UAA.ALASKA.EDU](mailto:afhcb@UAA.ALASKA.EDU)

**References:** [1](#), [2](#)

Dear Helen,

Thank you for your prompt and informative response to my query regarding the use of Adobe Acrobat for Online Portfolio development. The website and electronic portfolio links that you provided should prove invaluable in assisting me with the development of an electronic portfolio for my forthcoming review. In addition, I wanted to let you know that the CSU Monterey Bay administrators interested in your work have been provided with additional info regarding your web site and online portfolios. In addition, I just wanted to say that I reviewed your online portfolio...and was every bit as impressed with that work as I was with your New Media Conference presentation of last year. Your efforts on behalf of faculty undergoing review are most appreciated.

With Utmost Regards,

Ruben G. Mendoza, Ph.D., Institute Director & Founding Faculty  
Institute of Archaeological Science, Technology, and Visualization  
Center for Social and Behavioral Sciences  
California State University Monterey Bay  
100 Campus Center  
Seaside, CA 93955-8001

Email: [ruben\\_mendoza@monterey.edu](mailto:ruben_mendoza@monterey.edu)

Internet: <http://archaeology.monterey.edu>

Voice: 831-582-3760

Fax: 831-582-3566

Thursday, May 4, 2000

Thank You!

**Subject: Thank You!**

**Date:** Thu, 04 May 2000 17:32:33 -0400

**From:** [Donna Baumbach <baumbach\\_d@popmail.firn.edu>](mailto:baumbach_d@popmail.firn.edu)

**Organization:** University of Central Florida

**To:** [Helen Barrett <afhcb@UAA.ALASKA.EDU>](mailto:afhcb@UAA.ALASKA.EDU)

Thank you so much for your outstanding presentation at the SUNRAY Institute last week. Evaluations showed you were definitely the hit of the event! Gail is summarizing them and we will send you results if you remind me!

Thanks for the tape, too, and for the loan of your microphone, your expertise in the Acrobat activity, and more.....

You are a treasure!

I'll send a letter of thanks and praise to your dean or department chair or whomever if you send me a name and address....

See you soon!

donna

Wednesday, February 2, 2000

Thank You

**Subject: Thank You**

**Date:** Wed, 02 Feb 2000 16:44:33 -0900

**From:** [Angela Womack <jawomack@alaska.net>](mailto:Angela.Womack@alaska.net)

**To:** [AFHCB@UAA.ALASKA.EDU](mailto:AFHCB@UAA.ALASKA.EDU)

Dear Dr. Barrett,

I have received my M.Ed/Master teacher degree and would like to thank you for the excellent classes you taught which contributed to my learning experience at UAA. I learned an amazing amount from your technology classes (internet and multimedia). The class discussions and projects assigned were challenging and stimulating. The research papers assigned greatly helped me in preparing for my comprehensive exams as well. In addition, you had a tremendous amount of patience for those of us who had to "catch up" with technology before learning current things. Thank you for that!

I am now very eager to put my knowledge to use in the classroom. Thanks to you, I have many ideas for developing quality projects utilizing technology to use with primary students.

Again, my deepest appreciation--and grateful thanks for being on my graduate committee as well.

Sincerely,

Angela Womack

Wednesday, January 5, 2000

Thank you

**Subject: Thank you**

**Date:** Wed, 05 Jan 2000 17:39:02 -0500

**From:** [Nancy Dubetz <ndubetz@alpha.lehman.cuny.edu>](mailto:ndubetz@alpha.lehman.cuny.edu)

**To:** [afhcb@UAA.ALASKA.EDU](mailto:afhcb@UAA.ALASKA.EDU)

Helen,

I wanted you to know how helpful your website was to me as I begin to explore ways to develop one section of an electronic portfolio for our preservice students that will allow them to demonstrate their understanding of standards for inclusive practice. David Fletcher is our technology expert in the Division of Education at Lehman College, and he is working with a team of faculty to develop a division-wide template for an electronic portfolio. My contribution to that effort involves developing suggested ways for students to demonstrate their knowledge of the standards in an electronic portfolio and an evaluation rubric. I am just beginning my explorations into the world of electronic portfolios and your on-line library was extremely helpful. Thanks again.

Nancy Dubetz  
Department of Early Childhood and Elementary Education  
B-32 Carman Hall  
Lehman College, CUNY  
250 Bedford Park Blvd. West  
Bronx, NY 10463

[ndubetz@alpha.lehman.cuny.edu](mailto:ndubetz@alpha.lehman.cuny.edu)

Thursday, December 9, 1999

FW: Thanks

**Subject: FW: Thanks**

**Date:** Wed, 08 Dec 1999 10:20:52 -0900

**From:** [Goltz\\_Carol <goltz\\_carol@msmail.asd.k12.ak.us>](mailto:goltz_carol@msmail.asd.k12.ak.us)

**To:** [Helen Barrett <afhcb@UAA.ALASKA.EDU>](mailto:afhcb@UAA.ALASKA.EDU)

**CC:** [Bandle Sharon <bundle\\_sharon@msmail.asd.k12.ak.us>](mailto:bundle_sharon@msmail.asd.k12.ak.us)

fyi...

---

From: Groeneveld\_Mike on Wed, Dec 8, 1999 10:17 AM

Subject: Thanks

To: Goltz\_Carol

Carol,

Thanks for including me in the Adobe Acrobat workshop yesterday. I feel that the content was valuable and the presenter did an excellent job. She knew her topic and covered the aspects that I felt were important and relevant.

The workshop forum seems like a good one to me. A short session like the one we had is just the kind of commitment that many of us are able to make and as folks learn something well it benefits everyone when that hard work is shared.

Please pass my thanks on to Dr. Barrett.

Mike

Tuesday, March 2, 1999

Video Portfolio Reporting

**Subject: Video Portfolio Reporting**

**Date:** Mon, 01 Mar 1999 08:37:54 +0800

**From:** [John Exeter <espawa@inet.net.au>](mailto:espawa@inet.net.au)

**Organization:** iiNet Technologies

**To:** [afhcb@UAA.ALASKA.EDU](mailto:afhcb@UAA.ALASKA.EDU)

Dear Helen. I have just visited your extremely interesting and exciting site. At my school which caters for students with severe/multiple disabilities, we are looking at reporting students progress by video - a video portfolio. Perhaps this isn't the right term even? Can you suggest any resources on this topic as I notice that most discussion is about students producing their own portfolios and for my students this is not possible. Thanks for any help you can give. John Exeter Western Australia.

**Subject: Electronic Portfolios**

**Date:** Wed, 28 May 1997 12:07:48 -0400

**From:** Will Richardson <will@ravenrock.com>

**To:** afhcb@UAA.ALASKA.EDU

**CC:** laurie@webspan.com

Dear Dr. Barrett,

Greetings from New Jersey! My name is Will Richardson, and I am an English teacher at Hunterdon Central Regional High School in Flemington, NJ. A colleague and I are currently on sabbatical researching and developing an implementation plan for a 4-year student portfolio that would potentially be a graduation requirement at our school. Since we are fortunate enough to teach at a very well wired school, we are also looking into the potentials of electronic and/or web portfolios. Our searches on the Internet for other programs like these brought us to your site.

Just the information and links that you have posted on the web has helped us a great deal. In fact, yours is far and away the most comprehensive website on the topic that we have found (and we've been looking hard!) Yet, since we are still in our information gathering stage (our proposals are due in November) we still have a lot of questions about assessment philosophy, implementation and technology.

So, we are looking for sources, and that's why I'm writing. I'm hoping we might use you as a resource/sounding board/guide from time to time throughout this process. I know that unsolicited requests like this are not always welcome, but I promise, we won't take up much of your time.

If you would be willing to assist us in any way, please let me know. I look forward to hearing from you.

Sincerely,

Will Richardson

cc: Laurie Kavanagh

**Subject: WOW!**

**Date:** Thu, 24 Apr 1997 14:55:23 +0000

**From:** Bill Mitchell <bmittchell@athens.net>

**To:** afhcb@UAA.ALASKA.EDU

Dr Barrett-

I am overwhelmed with the webpages you have created concerning portfolios, portfolio assessment, and electronic portfolios! You have created an absolutely fantastic set of resources for school change.

Currently, I am a student in the PhD program of Instructional Technology at the University of Georgia. I am writing you for several reasons.

1) My research interest is in identifying teachers' perceived inhibitors to the adoption of an electronic portfolio system for reflection and assessment. If you can point me in what you feel would be a logical direction, I will greatly appreciate it.

2) Between 1990-96, I was Director of The Blue Ridge Project! in Greer, South Carolina. Due to jealousies and funding, the project is running down at this time. Take a look at -  
<http://itech1/coe.uga.edu/Students/BMitchell/BRPMaster.html>

3) Finally, I am going to propose what I would call a "project-based" dissertation to my faculty advisor. The idea I have is to rapidly prototype an electronic portfolio framework while working with several middle school teachers. The process would be design-implement-assess-redesign then cycle the last three until a satisfactory (meaning other teachers could adopt it without reservation) working model has been developed.

What advice can you give me about challenging a somewhat traditional structure of dissertation?

Thanks for any guidance!

And, again. . . WOW!

Bill Mitchell  
bmittchell@athens.net

**Subject: Student Praise**

**Date:** Wed, 21 Jan 1998 12:54:40 -0800

**From:** [AFLLP@UAA.ALASKA.EDU](mailto:AFLLP@UAA.ALASKA.EDU) (Larry Pearson)

**To:** [AFHCB@UAA.ALASKA.EDU](mailto:AFHCB@UAA.ALASKA.EDU)

Helen,

I thought you'd like the following excerpt from a paper recently submitted by one of the Honors Seminar students:

"Professor Barrett's lecture on distance education and demonstrations of various educational tools truly changed my life. I am seriously considering taking graduate school courses, if not attaining my degree via the Internet. Because of her demonstration of the CD portfolio, I also plan to put that together as my resume when I return to the working world."

--

I bought a Mac G3 just before Christmas and am enjoying it. Have had trouble with Softwindows though; downloaded a 4.01 upgrade the other day and it's going better now. Have you encountered Softwindows glitches? I'm adding another 32 mb of RAM this week and perhaps that will help, too.

Larry

Larry Pearson, University of Alaska Anchorage

e-mail to: [AFLLP@uaa.alaska.edu](mailto:AFLLP@uaa.alaska.edu) or [lpearson@pobox.alaska.net](mailto:lpearson@pobox.alaska.net)

URL: <http://local.uaa.alaska.edu/~afllp/Larry.html>

Department URL: <http://www.uaa.alaska.edu/jpc>

**Subject: TelEd conference**

**Date:** Sat, 07 Nov 1998 22:34:08 -0600

**From:** [gclement@stcharles.k12.la.us](mailto:gclement@stcharles.k12.la.us)

**Organization:** Breland J. Clement Sr.

**To:** [afhcb@UAA.ALASKA.EDU](mailto:afhcb@UAA.ALASKA.EDU)

Dr. Barrett,

I was delighted to have the opportunity to hear you at TelEd in New Orleans. Your presentation was exciting and exactly what I needed to hear. Fortunately, one of my best teachers attended with me and is eager to share what she learned with the rest of my faculty. Thank you for your generous posting of clear, concise and informative articles about electronic portfolios. Your information will provide the boost we needed to make our goal of schoolwide electronic portfolios a reality in the near future.

Sincerely,

Gayle P. Clement

Principal

Mimosa Park Elementary

222 Birch Street

Luling, LA 70070

**Subject: Excellent articles**

**Date:** Mon, 09 Nov 1998 22:28:26 -0600

**From:** [Luis Flores <lflores@bbn.com>](mailto:lflores@bbn.com)

**To:** ["Dr. Helen Barrett" <afhcb@UAA.ALASKA.EDU>](mailto:afhcb@UAA.ALASKA.EDU)

Hello Dr. Barrett,

My name is Luis Flores and I thought I'd take the time to let you know that the work you are doing is fascinating to me. I was wondering if you could include me in you mailings. I really have a need for all the material you are creating. I work as a site director for a company called Co-NECT Schools, [www.co-nect.com](http://www.co-nect.com) and would like your permission to share with my co-workers your article on Electronic Portfolios and all the others.

Sincerely,

Luis Flores  
lflores@bbn.com  
Co-NECT Site Director  
7999 Potranco #1911  
San Antonio, TX 78251  
210-543-7105  
fax 2105431658

Jeff Jones  
1426 Orca St. #3  
Anchorage, AK.  
99501

Dr. Barrett,

I was just reading through some letters from my former students. Their effort to go out of there way to show appreciation is extremely gratifying to me. It makes me feel good about what I do for a living. I feel that you deserve this same courtesy from me.

As the first to be admitted into the Educational Technology Program, I can honestly say that I have come a long way under your instruction. Just a year ago I had very few technological skills. Now I have enough skills to have local principals calling me about filling Technology Coordinator positions in their around the district.

I realize that you are pretty well known in your field. You have written articles for magazines, your working on a book, and you are being sought after now internationally to give presentations. To be honest with you, as a student, I could care less about that stuff. What I care about is the fact that you have been nothing but good to me and you have helped me to attain skills that I did not previously have.

I have dealt with many arrogant professors in the past, but you have proven to be a down to earth human being. You have demonstrated a lot of patience and flexibility in dealing with myself and other students.

I just thought you ought to know that there is soemone out there that appreciates your effort.

Sincerely,

Jeff Jones

May 10, 2000

Dr. Alex McNeill, Dean  
College of Health, Education & Social Welfare  
University of Alaska Anchorage  
3211 Providence Dr.  
Anchorage, AK 99508

Dear Dean McNeill:

Dr. Helen Barrett was a guest presenter at our SUNRAY Higher Education Institute held in Orlando at the University of Central Florida, April 26-29, 2000. Helen was invited to present to this group of teacher educators because of her reputation and expertise in the area of electronic portfolios. The evaluations of Helen's session were extremely positive, and as a result, Helen will also be "appearing" at two future institutes, May 17-20 and May 24-27 through technology. Helen has produced a videotape and a CD-ROM for us to use during the session. She has also kindly agreed to field follow-up questions from participants via a conference phone and/or CUSeeMe technology.

The focus of these institutes is on integrating technology into teacher education programs. Funded by a PT3 Grant (Preparing Tomorrow's Teachers to Use Technology) and our local R\*TEC, topics included planning tools, assessment tools, tools for discussion, collaboration, & active learning, electronic portfolios, web-based tools, and information seeking tools.

We sincerely appreciate Helen Barrett's time and expertise and thank you for your ongoing support as well as for giving her the opportunity to be with us in Orlando. It is a pleasure for us to be associated with such an outstanding professional.

Sincerely,

Donna J. Baumbach, Ed. D., Director  
Florida Instructional Technology Resource Center  
University of Central Florida