

# TOC GUIDE NOTES

Fall 2004  
Revised August 20, 2004

## GENERAL INFORMATION:

Prior to Tech Camp you should review the agenda and the materials that will be covered. The latest information can always be found at:

<http://tech4teachers.net/guides/>  
*username: guides Password: tocguides*

### **Contact information**

Chris' cell phone # is: (562) 307-5404

### **Prior to start of the day Guides arrive at 8am**

#### *Check out the Center*

The Academic Computing folks in each center have been alerted about what will be happening during camp. It is still a good idea to do a quick run through with the items on the Agenda just to make certain everything will go smoothly. Check to make sure that you have all of the equipment/supplies needed:

- Video Cameras (including firewire cables, video tapes, Blank CDs)
- iBooks
- Extension cords and Surge Protectors
- Post-It Poster Paper and Colored Pens
- Userid and Password sheets for each student
- Nametags
- iBook Video Projector Adapter

NOTE: Students at every center are required to have their own laptops, wireless card, and their computer configured properly for TOC.

### **Welcome and Introductions 8:30am-9:00am**

Make certain that all students sign in. This is our way of knowing that students have attended Technology Orientation Camp. This is important because it is mandatory that they attend the entire session. We will verify that they have attended the full camp by the completion of the evaluation at the end of the TOC.

Most of you will have a key person who will kick off this event. Please introduce them; let them give the welcome. After they are done, introduce yourselves and explain what will be happening during the TOC. Next introduce the Academic Computing representative and/or let students know where to find them. Make certain students understand that there are many help resources out there for them to utilize and touch on the following:

- They should contact their Internet Service Provider if they are unable to connect to the

## Internet

- They should contact Academic Computing if they have questions about connecting their laptops at any of the Pepperdine Centers,
- They should contact 1-TRAC at (310) 506-HELP for assistance with usernames, passwords, PepperdineXpress issues
- Students can also refer to the Help & Assistance Page on the TOC website for more detailed help.

### **Installing Microsoft Office**

Because students will be using Office during camp, they need to have it installed and ready. This includes launching it once and inputting the serial key. The serial key numbers are located on the back of the CD jewel case.

Show the web site for Tech Camp (<http://tech4teachers.net>) on the big screen and remind learners that this is their reference for information about TOC. Have students bookmark the site for use throughout the session.

### **DOWNLOAD/INSTALL NETSCAPE**

***THIS STEP IS ONLY NECESSARY IF THE STUDENTS WERE UNABLE TO HAVE NETSCAPE INSTALLED PRIOR TO TOC BY ACADEMIC COMPUTING.***

Because Netscape can take about 20 minutes to download because of network traffic, please direct your participants to <http://www.tech4teachers.net/netscape/> to begin their download of Netscape. If the participants already have Netscape installed on their computer, they DO NOT have to re-install!

### **Section I: How has technology changed your life? 9:00am-10:00am**

Ice Breaker, First Technological Wonder

As a *get to know you* activity, students are going to share ideas about their first technological wonder. Introduce the idea by sharing one of your own. What piece of technology really grabbed your attention, sparked your curiosity and why? Do our classroom students today even think of a mechanical pencil, graphing calculator, push-button telephone or computer as something special?

Have the students break into small groups and discuss their first technological wonders. Leave time at the end for each group to share their names and a small part of their discussion.

Wrap up the discussion by focusing on the Essential Questions for TOC.

#### *Essential Questions:*

What does it mean to be a professional educator in the 21st century?

What role does technology play in the 21st century classroom?

Introduce students to Jamie McKenzie's, "The Questioning Toolkit" site (the link is located on the student website) and discuss the meaning of Essential Questions. Within the small groups have students use butcher paper and colored pens to reflect upon the first guiding question, "What does it mean to be a professional educator in the 21st century." Tell the students that they can represent their ideas in any fashion (graphically or text-based) on the poster. When students are finished, have them attach the posters to the walls for display during the first break.

### **BREAK 10:00am - 10:15am**

During the break, ask students to walk around the room and look at the different butcher paper responses to the first essential question.

## **Section II: Finding Quality Information on the 'Net 10:15am-10:55am**

For this activity, students will need to go to the Pepperdine Libraries link. Because of past problems using the PepperdineXpress link for incoming students, please have them use the link on the webpage: <http://library.pepperdine.edu/>. Briefly introduce the library's website which includes....

- Library Locations
- Library Catalog
- Journal Title Search
- Select A Database (two different methods)
- Subject Guides
- Ask-A-Librarian
- Online Request Forms
- Services for GSEP Students

Students should be broken up into small groups to search for information on the Internet and in the Pepperdine University Library's Education Databases. Be sure to have them start out by reading the online article entitled "The ABC's of Website Evalaution" Each group will choose one educational topic such (examples are available on the student website). You will then compare search results using one of the educational databases from the library and their favorite search engine. Make sure that students look for special features such as full text, peer reviewed, sort features, and email options in the library databases). For their convenience search guides are included for both the search engines and databases.

After the groups have finished have them share the topic that they were researching along with the search engine and library database that they used and which type of search yielded more pertinent information.

## **Section III: Teacher Resources on the 'Net 10:55am-11:35pm**

Now that students have had an opportunity to search and evaluate different websites, they will use their skills to create an annotated bibliography of internet websites with links to post on their Teacher Profile page and share with two of their peers via an emailed Word attachment.

Let students know that there are many quality websites with teacher resources. Students can find content standards, lessons plans, classroom tools, and so much more. Have students use the webpage links to get started in their searches. Be sure to have them visit the California Department of Education site on content standards and ISTE for student and teacher technology standards.

Have students create a simple document in Word with some of the web links and annotations.

They will:

- Save this document and attach it in an e-mail message during the PeppperdineXpress activity. Make sure that all students know how to copy and paste links from a browser into Word and add text.
- They will also take the information from their word document and paste it into their links.html page from the Web Page activity earlier in the day!

## **Section IV: Teacher Profiles 11:35am-12:20pm**

Using Netscape Composer to create a digital portfolio

In this activity, students will use Netscape Communicator/Composer (available from the website) to begin their digital portfolios IMPORTANT: Please emphasize that the purpose of this activity is to help them start thinking about their electronic portfolio. Point out to students that Composer and other

presentation software such as PowerPoint offer ways to create electronic portfolios. Portfolios can be uploaded to a webpage or burned to a CD for distribution.

Check out the resource links for Copyright & Fair Use, and PDF before you have them meet with their groups. Briefly touch upon these topics as you work through the webpage activity with your students. Refer them to the links for more in depth information.

Students will create a two page website today. Page one (often referred to as the index page) will contain their Personal Profile (similar to a digital cover letter) which may include a brief self-introduction, an explanation of why they have chosen teaching as their profession. This page will be named index.html. They will also create a second page where they will paste information from another activity later on in the day. This page should be called links.html. Their two web pages should include navigational links back and forth from each page.

Students can use the tutorial from the website to review the basics that you present:

- Saving pages
- Modify Text for size, color, justification
- Placing a picture
- Inserting a Horizontal Line
- Create a link to an external web site or a local page

BEFORE BEGINNING THIS ACTIVITY HAVE STUDENTS CREATE A SUB-FOLDER IN THEIR MY DOCUMENTS OR DOCUMENTS FOLDER CALLED "Web" AND HAVE THEM SAVE THEIR NEWLY CREATED WEB PAGES INTO THIS FOLDER.

### **LUNCH 12:20pm - 1:00pm**

Emphasize that students must return on time!

#### **Section V: PepperdineXpress 1:00pm-1:20pm**

For this activity, because we will not be able to log into PepperdineXpress ourselves, please have a student log-in from the computer hooked into the projector. That student can help us as we demonstrate the PepperdineXpress interface.

In this activity, show students how to log in, check mail, attach their annotated bibliographies to an email and send it to three of their peers. Remember to point out where their full email addresses are in PepperdineXpress.

Please point out that there are full instructions for using PepperdineXpress on the student website.

#### **Section VI: Movie Making Workshop-Using Digital Video In The Classroom 1:20pm-4:20pm**

In this activity, students get introduced to using a digital video camera. IMPORTANT: The purpose of this activity is to give students a feel for using digital video in the classroom, to consider digital media as a creative tool to add content for their electronic portfolios. It is also worth mentioning that videotaping is an essential component of national teacher credentialing requirements.

The content of this activity is up to each group. Some possible routes might be group interviews, where each participant in a group takes turns filming and being filmed. They may be asked questions like "Why did you choose teaching as a profession?" "How do you see using technology in the classroom?"

You might also decide to have them do a skit to demonstrate some teaching practice, such as cooperative learning, etc. The skit could be from the point of view of the student as well.

### ***Demonstration of Equipment/Making The Video – 1:20pm-2:20pm***

After passing out video cameras to each group, demonstrate the basic use of the camera including:

- Loading a Video Tape
- Turning the Camera to VCR or PLAY mode and RECORD mode
- Starting & Stopping the Recording using the red button
- Zooming In & Out

After you feel comfortable that the groups understand how the camera works, give them XX minutes to record their video. When all groups have returned continue to the *Demonstration of iMovie*.

### ***Demonstration of iMovie 2:20pm-2:40pm***

Using the video projector and an iBook, share iMovie basics. You can use the demo movie that comes with the application, or share another one that you may have done yourself. Please remember that you will need the video adapter cable from Academic Computing to hook the iBook up to the projector. This demonstration will lead them into the actual use of iMovie in the next activity.

### ***Turning Your Video into an iMovie 2:40pm-3:40pm***

Students may view the iMovie tutorial on the website. Using the video they filmed in groups, have them work in those same groups to put together a two to three minute video piece. With the time allotted to doing this activity, you may want them to focus on:

- Importing Video clips
- Deciding what clips will go into their video
- Creating one or two transitions
- Creating a Title
- Exporting their work to a QuickTime file

### ***iMovie Wrap-up & Discussion 3:40pm-4:10pm***

Remember to leave enough time for groups to burn their videos onto CD. You will most likely need to show them how to do this. The finale of this activity will be the sharing of group movies and the group discussion question, "What are the pros and cons of using this technology as a teaching and a learning tool?"

### **Section VII: LessonLab Configuration 4:10-4:30**

While we will not introduce LessonLab to the students during the TOC, we will assist them in making sure that they are ready to use LessonLab during the first few weeks of classes.

Every Student Must:

1. Open up Netscape and visit the LessonLab page at <http://pepperdine.lessonlab.com> and click on the browser check link below the log-in and password box. If your browser passes all checks, then you are ready to use LessonLab. If not, ask a guide for a LessonLab CD or download the missing components by clicking on the appropriate link.
2. After you have successfully installed all components, you can order your LessonLab Materials by visiting <http://pepperdine.lessonlab.com/orders.htm>

(THIS SHOULD BE DONE AFTER THE TOC)

**Section VIII: How will you use technology in your classroom? 4:30pm-4:50pm**

In this activity, students will reflect on the final essential question.

Within the small groups, students will use the butcher paper and colored pens to reflect upon the second essential question, "What role does technology play in the 21st century classroom?" Again, ideas may be reflected in any fashion (graphically or text-based).

Ask for volunteers to share some of their group's key thoughts on the reflection.

**Section IX: TOC Evaluation 4:50pm-5:00pm**

To end the day and to provide valuable feedback, we ask that all participants take the web-based evaluation located at <http://www.tech4teachers.net/students/eval.html>.

**IMPORTANT:** There is also a guide evaluation that needs to be filled out after all of the students have left. The guide evaluation needs only to be completed once for each center. You will find the guide evaluation at <http://www.tech4teachers.net/guides/eval.html>