LOGIN

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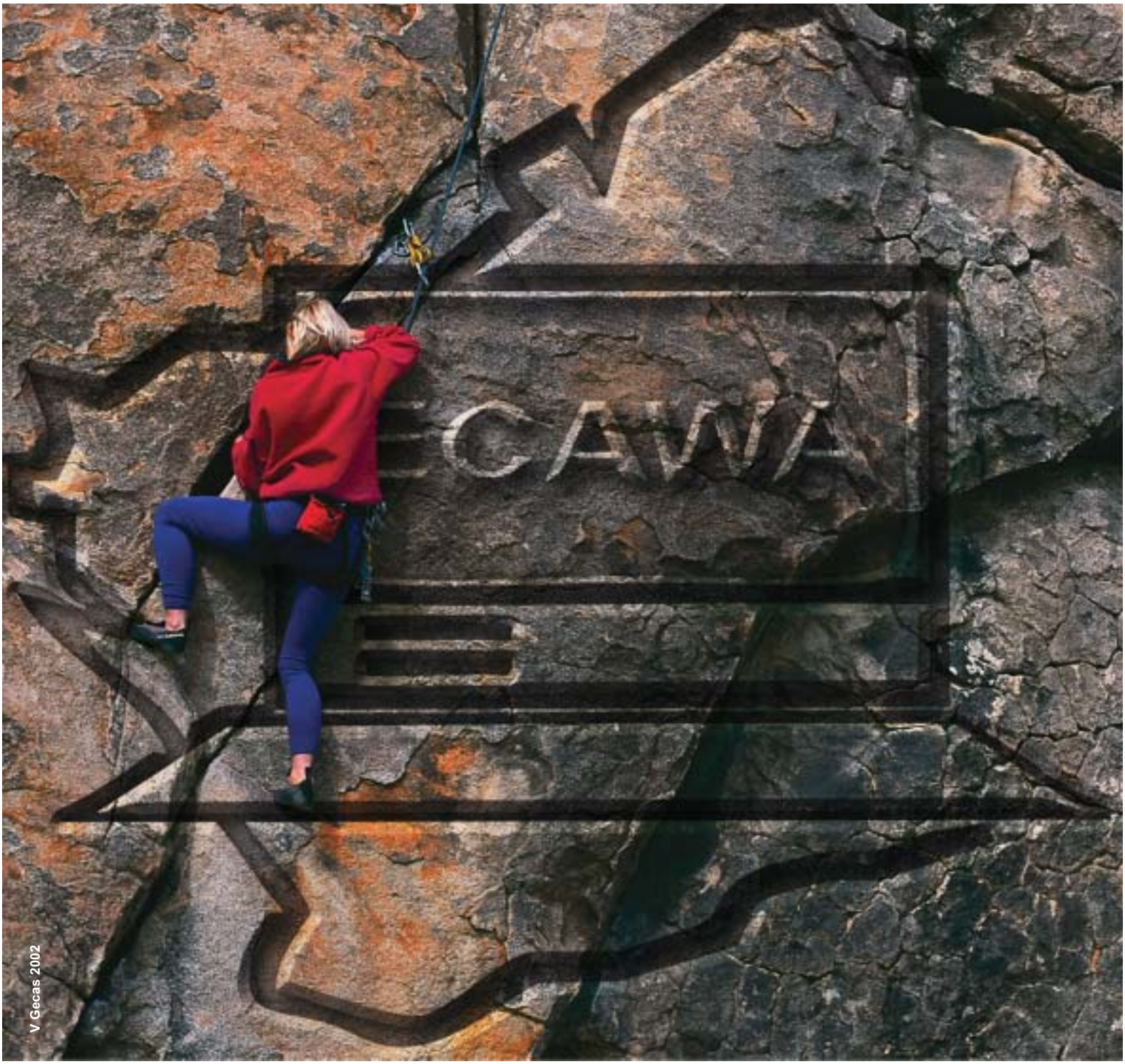

V Gecas 2002

Affiliates of the Australian Council for Computers in Education

In This Issue

Login is the journal of the Educational Computing Association of WA. All contributions should be sent via email to the editor **login@ecawa.asn.au**. These can be in the form of original articles, letters, reviews and reports. To join ECAWA visit **www.ecawa.asn.au** for full details.

From the President

By the time you read this, I hope that many of you have had a Happy Easter and are not feeling too many after effects of all that chocolate. As President, I trust you have all had a good start to the term and are overcoming the "challenges" of the new year as the honeymoon period with new students wears off.

As many of you may already have heard, all ECAWA members can celebrate that yet another of our own (Harry Clements-Sheperd, CBC Fremantle) has been recognised by being voted the winner of the prestigious ACS/ACCE Computer Educator Of The Year earlier this month. This makes it a hat trick for WA with Ray Cilia (Broome) winning last year and Jim Fuller (Mandurah) winning in 1999. With Mike Leishman (Newman College) winning in 1997, that makes it four out of five years straight for ECAWA.

The other states must be wondering what it is we put in the food here, because no other State comes close to matching our members' achievements.

Congratulations to Harry and well done.

Whilst on the topic, you will find an entry form in the next LOGIN for the ECAWA EOTY award – start thinking about someone you know (or even yourself) that should be nominated. After all, the results show that winning our state award is a strong indication that you're a National leader too.

As part of his prize, Harry has his expenses paid to the ACEC National Conference in Hobart in July, where his official presentation will take place. Delivered along with this edition of LOGIN, you should also find the current edition of Australian Educational Computing, the journal of our parent body, the Australian Council for Computers in Education (ACCE). You should also find the ACCE flyer promoting the Australian Computers in Education Conference (ACEC), July 11-13, being held at the Wrest Point Casino, Hobart.

ECAWA provides some financial support to individual members, who wish to travel to the ACEC and are prepared to meet some simple criteria such as writing a LOGIN article and presenting a report at the ECAWA Conference. Look for the details and application form if you wish to take advantage of this opportunity.

Further towards meeting our goal of "advocacy" on behalf of ECAWA members, I recently represented ECAWA at the State forum for "Making Better Connections", a Federal DEST (Department of Education, Science and Training) project which is part of the Teachers for the 21st Century: Quality Teacher Program (QTP). Making Better Connections is about developing and implementing good models of Teacher Professional Development in the use of ICTs. We all know how important PD in this area is, and along with a representative from the Department of Education, it is likely I will be the voice of classroom teachers and professional associations at the National Forum in Canberra later this year. More information at www.teacherpd.org

If you have an opinion or view about models/practices of Professional development in using Information and Communications Technologies in Education that you would like to express, email me at president@ecawa.asn.au so it can be incorporated in my report.

Lastly, please check out page 7 of this edition as it contains our first ever attempt at an annual "PD Calendar" and place it in a readily viewable position. Unfortunately, the details of many PD events have not yet been finalised, but hopefully this calendar will help you plan for PD this year in terms of timing and financial resources.

Also, note our new "Introduce a Friend and Save" membership offer. If you send a completed paid up, (new) membership for a friend using the enclosed brochure, along with your own membership fees for this year, you'll receive 10% off your own membership. Now ECAWA membership is even better value.

Enjoy a well earned rest after a longer than usual term and I hope to see each of you at an ECAWA event during the year.

Brett Clarke

The Reporting Season

Harry Clements-Shepard
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...for Education as well as Commerce

This article explores changes to the accepted practices of twice yearly reporting. It argues the case for 'Developmental' reporting processes that examine the students growth of ability to develop and refine thinking/doing processes. Consequently the reporting of levels is not accepted as desirable in this context. Some strategies that have been used in the author's learning area for student centred reporting as well as teacher reporting are discussed and the results coming from them are briefly reported on.

Those of you that follow the share market to divest yourself of surplus dollars will be familiar with the commercial language of 'Reporting Season'. You will be even more familiar with the pressures of educational reporting, probably twice per year in a formal document to students and parents. Is the need for this likely to change as a result of CAF and OBE?

If your understanding follows the pathway that reporting should be *'Developmental'* and I will argue a case that it should, then at what point in the year are our students ready to be formally reported on? Is the formal half year report that we at this school and many others currently provide really necessary? Would parents be better informed by a system in which assessed work is seen by them 'on demand' and where their off-spring are present to show them through their assessed work, held in either hard copy or electronic portfolios at what is now the mid year teacher parent evening? This would then allow for the opportunity of assessing the *developmental* processes that take place over the year and validate reporting on the amount of *development* that has taken place over a period of time. Young adults mature at differing rates and also reflect in their day by day interactions with school and each other, the outside of school influences that are occupying much of their conscious time. Puberty is not the least of these and also paradoxically this comes at a time when the adult world, in our society, is saying concentrate on study not young adulthood. We should not be surprised when their 'listening systems' are tuned out to such messages and tuned in to more primitive ones. So given a *developmental* approach to reporting, a report that reflects a full years progress of high points and perhaps low ones, becomes realistic and reflects a greater reliability of reporting *the application of process* towards achieving outcomes. This developing ability to apply process to bring about the resolution of a problem is to be valued above the actual task accomplishment. If we attempt to measure (grades, marks, levels call it by any name) at what point in the developmental process does the measurement have most value? The beginning, the mid-point, the end or perhaps it has more relevance if we can present a progression of the development over a time span? Developmental reporting argues in favour of the latter case. The argument against judging by levels becomes even more persuasive when one observes the development of reasoning from hammer to scalpel over a period of time. Outcomes are about flexibility of learning and encouraging students to develop their own particular learning styles through the application of thinking and reasoning. That they should collaborate and work together is an implicit part of the outcomes approach. Does student 'A' get more 'points' from putting the concepts into a pattern and so resolving a difficulty encountered by the group, when in fact the group had been the contributors of the data that he/she turned into knowledge? The developmental approach would argue that the functioning of the group in a cohesive manner to achieve a successful outcome is to be valued ahead of the personal outcome for one individual (which is of value though as a part of their own personal growth).

What follows from acceptance of the developmental argument is the knotty problem of record keeping. OBE does place more acceptance on teacher judgement and reporting from observed behaviours rather than the empirical right now evidence whilst the developmental argument supports a range of observations from teachers, students and student peers. Student centred learning also supports involvement by students in the record keeping process.

The observations that have been made regarding developmental reporting led us in this school's ICT department to explore what sort of record keeping we wished to have. Certainly our comfort with having particular common pieces of work assessed and recorded for a whole group was strong. Yet over a period of time we have also become as comfortable to allow a lot of student choice about topics, so long as there is a process, or set of these that are following the theme of the learning plan. Time spent actually engaged and 'on task' has improved since students are involved in choice and also because of a strategy of being awarded small increments of points for desirable behaviours. These points are for exhibiting 'on task' behaviours and not academic excellence, so they are within the reach of every student. Five consecutive weeks of being 'on task' is rewarded by a Departmental Gold Form. Don't doubt the power of this persuasion, Year Ten boys covet them as much as Year Eight. We now have records of this strategy for the last two years with our middle school classes and are convinced of its effectiveness. The record sheets are kept in the classroom and handed out at the beginning of each learning period and are available on the desk so the student is actively involved with the process. We also have a skills list attached to the record. This details the various skills that it is expected that the student will achieve in a given period of time (Semester or thirteen week Opterm). As they are achieved and this can be in any order, ie student centred approach, the student records commencement of the learning and the date that they consider that they have achieved a level of mastery.

Many of these are peer validated which again centres the learning process back with the student. There is also room for the teacher/ facilitator to record assistance given in the process of the students learning each skill.

When these student based records are added to the teacher assessment of completed work (where the student demonstrates knowing how to apply the skill to a problem) and to general teacher's observations, a broad picture comprising many small pieces is possible. We have found that because we are placing some of the recording back at the students level of responsibility our actual time involvement in this aspect has decreased, yet the level of confidence that we have with our gauging of developmental progress has in fact increased. Our reporting format is still evolving however our judgements of students are more firmly based on their *approach and development* of student centred and collaborative learning as well as their achievement of necessary skills.

This is an ongoing work, consequently our processes change as we develop our model and we are always open to advice or comment.

Technology and Enterprise Learning Area Statement

Definition & Rationale

The Technology and Enterprise learning area relates to the processes of applying knowledge, skills and resources to satisfy human needs and wants, extending capabilities and realising opportunities.

Technology uses resources, including materials (both raw and processed), tools and machines, knowledge, skills and experiences, as well as investment of time, energy and money. It involves systems for collecting, transporting and transforming materials, for storing and processing information and resources, and for communicating and marketing the outcomes. Technology also includes the processes and products that result from the technological enterprise. Enterprise involves the development and application of skills and attitudes that enable people to actively respond to and be involved in social and economic change. Finally, technology has consequences, costs and benefits that need to be considered carefully and responsibly before decisions are made.

Technology and Enterprise Learning Outcomes

For: Year Eight Computing in the Department of Information and Communications Technology

Year Eight Computing OpTerm. *Student:*

1. Technology Process Evaluating, Investigating, Devising, Producing. Creation, modification of products, systems or processes to meet human needs. *The students activity towards this outcome has been:* WWW investigations & transport of data to files.	**2. Materials** Select and use software/hardware as appropriate, for achieving solutions to technological problems. *The students activity towards this outcome has been:* Selection of appropriate software and use of techniques to solve set problems.	**3. Information** Use, design, adapt and present information to report solutions to technological problems. *The students activity towards this outcome has been:* Finding, using and presenting information in a relevant format to the task.	**4. Systems** Design adapt and use systems for achieving solutions to technological problems. *The students activity towards this outcome has been:* Establish and proficiently use Web Based Email
5. Enterprise Persue and realise opportunities through development of strategies. *The students activity towards this outcome has been:* Communicating and collaborating with peers.	**6. Technology Skills** Organisational, operational and manipulative skill use appropriate to task. *The students activity towards this outcome has been:* Effective use of the CBC Local Area Network and maintaining personal area on LAN.	**7. Technology in Society** Appreciation of cultural beliefs, values and ethical positions. *The students activity towards this outcome has been:* Ethical and personal issues in using the CBC LAN appropriately.	**Evaluative Codes:** **EP *Excellent Progress.*** Working collaboratively and also independently. Mostly uses appropriate processes. **GP *Good Progress.*** Collaborates with peers and seeks appropriate assistance. Generally uses appropriate processes. **WW *Working Well.*** Frequently consults with peers and also uses teacher support. Understanding use of appropriate processes developing satisfactorily. **SDS *Still Developing Skills*** and needs frequent assistance. Needs to strengthen collaborative interaction with peers.

Personal Assessment Record

Students Full Name: Class Group:

Intro To Email

Systems Design adapt and use systems for achieving solutions to technological problems.	Tick as Done	Skill Start Date Here	Skill Finish Date Here	Teacher Records the assistance given for each skill here
Launch Web Browser (Netscape)				
Find Enrolment form for web based email (eg ePals)				
Complete successful user registration				
Send email to peer group members			Receiving peer signs here.	
Sends attachment to peer			Receiving peer signs here.	
Teacher Assistance Level				
Teacher's Assessment				

Intro To Word Processing

Materials Select and use software/hardware as appropriate, for achieving solutions to technological problems.	Tick as Done	Skill Start Date Here	Skill Finish Date Here	Teacher Records the assistance given for each skill here
Create a New Document				
Name and save it to H:				
TAB key in auto mode				
Cut				
Paste				
Copy				
Spell Check				
Proof Read				
Saving while working				
Insert text from WWW				
Insert image from WWW				
Use Print Preview				
Insert Header				
Insert Footer				
Print document on a nominated printer				
Teacher Assistance Level				
Teacher's Assessment				

Students Teaching Teachers

Dr Peter Carey
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Integrating Technology Across the Learning Areas was the title of the first of a series of professional development days conducted by the Secondary Curriculum and Teaching Team, Catholic Education Office held at the School for Isolated and Distant Education (SIDE) in Leederville recently. The aim of the workshop was to assist teachers from other subject areas other that computing develop the confidence, skills and pedagogical support to use the Information and Communication Technologies in the classroom to aid student learning.

A particular aspect of that day was the Year 11 and 12 students of Trinity Catholic College teaching teachers how to use hardware devices and software applications in the afternoon. The teachers present valued the assistance given by the students and the knowledge they brought to bare. The students taught the teachers present how to use a digital camera, scan photos, construct a PowerPoint display and edit a video on a PC machine. The knowledge, familiarity and confidence students bring to the technology has potential for schools that should not be overlooked. By empowering students with the authority, ability and trust to assist, also helps students develop inter-personal skills, management techniques and responsibility - all of which are part of the student's curriculum. This has implications for decision making and governance within classrooms and schools, which is at the heart of the Curriculum Framework- students and teachers as collaborators working in partnership for teaching and learning.

The day also provided teachers with an opportunity to learn how to:
- construct their own WebQuest,
- explore thousands of hyperlinks appropriate to their learning areas, and
- export a movie from a digital video camera to an iMac and edit the movie clips using the software package iMovie.

The importance of choosing the most appropriate technologies and instructional strategies to meet the schools goals was also discussed. The next workshop at SIDE on 31st May will focus on online learning and student community participatory projects using video conferencing.

The Necessity of Ongoing Professional Development

Students cannot be expected to benefit from technology if their teachers are neither familiar nor comfortable with technology. Teachers need to be supported in their efforts to use technology. The primary reason teachers do not use technology in their classrooms is a lack of experience with technology. Ongoing professional development is necessary to help teachers learn not only how to use technology but also how to provide meaningful instruction and activities using technology in the classroom. Teachers must be offered training in using computers, but their training must go beyond that to the instructional strategies needed to infuse technological skills into the learning process.

It is hoped that the series of professional developments days will assist teachers with ongoing support on practical applications of technology. Our reasoning is that teachers cannot be expected to learn how to use educational technology in their teaching after a one-time workshop. They need in-depth, sustained assistance not only in the use of the technology but in their efforts to integrate technology into the curriculum. Skills training becomes peripheral to alternative forms of ongoing support that addresses a range of issues, including teachers; changing practices and curricula, new technologies and other new resources, and changing assessment practices. This time spent ensuring that teachers are using technology to enrich their students' learning experiences is an important piece in determining the value of technology to their students.

Besides pedagogical support to help students use technology to reach learning goals, teachers also need time to become familiar with available products, software, and online resources. They also need time to discuss technology use with other teachers. Professional collaboration includes communicating with educators in similar situations and others who have experience with technology. This activity can be done in face-to-face meetings or by using technology such as email or videoconferencing. The new Catholic Education Network will enable these opportunities. The effects of introducing technology on teacher professionalisation include increased collaboration among teachers within a school and increased interaction with external collaborators and resources.

A Tool for Learning

Information and Communication Technology is an important tool for student learning. This tool can be used in many ways, as:
- a tutor (examples are drill-and-practice software, tutoring systems, instructional television, computer-assisted instruction, and intelligent computer-assisted instruction);
- a means to explore (examples are CD-ROM encyclopedias, simulations, hypermedia stacks, network search tools, and microcomputer-based laboratories);
- a tool to create, compose, store, and analyse data (examples are word processing and spreadsheet software, database management programs, graphic software, desktop publishing systems, hypermedia, network search tools, and videotape recording and editing equipment); and
- a means to communicate with others (examples are email, interactive distance learning through satellite systems, computer and modem, and cable links).

Similarly, the tools, techniques, and applications of Information and Communication Technology can support integrated, inquiry-based learning to engage students in exploring, thinking, reading, writing, researching, inventing, problem-solving, and experiencing the world. This technology can also be seen as media with four different focuses:
- media for inquiry (such as data modeling, spreadsheets, access to online databases, access to online observatories and microscopes, and hypertext),
- media for communication (such as word processing, e-mail, synchronous conferencing, graphics software, simulations, and tutorials), media for construction (such as robotics, computer-aided design, and control systems), and
- media for expression (such as interactive video, animation software, and music composition).

Whichever way a school decides to define Information and Communication Technology use, educators need to determine if the specific purpose of these

tools addresses the school's goals for student learning. Only then can plans be made for purchasing equipment and materials, and for assessing how well the technology helps achieve the goals.

What do students need to learn, and how can Information and Communication Technology promote those learning goals?

To answer these questions, the school can convene a technology planning team comprising administrators, teachers, technology coordinators, students and parents. This team first develops a clear set of goals, expectations, and criteria for student learning based on the schools educational goals, the student population, and community concerns. Next, it determines the types of technology that will best support efforts to meet those goals. The viewpoints of parents and community members are helpful in presenting a broader perspective of skills that students need to succeed after school. In fact, community wide involvement in determining the school's technology goals benefits the entire educational process. Rather than using technology for technology's sake, the planning team ensures that particular educational objectives are achieved more efficiently, in more depth, or with more flexibility through technology. All students need opportunities to use technology in meaningful, authentic tasks that develop higher-order thinking skills.

Our PD Calendar - 2002

TERM 2

DATES	EVENT	VENUE	START	FINISH
Sun, 19 May 2002 to Mon, 20 May 2002 COST $295.00	Transforming Learning Conference 2002	Novotel, Vines Resort		
The Computerlec Transforming Learning Conference will address the needs of principals, curriculum co-ordinators and classroom teachers on the issues associated with the successful implementation of student notebook programs. Based on the popular format of Computerlec's Expanding Learning Horizons conferences, the TLC program addresses the powerful ideas and challenging issues facing today's learners - both students and teachers. Visit www.hotsource.com.au/whatson to download a full course brochure and registration form.				
Sat, 25 May 2002 COST TBA	ECAWA BIG DAY OUT #1	Murdoch Dve, Bateman	9:00 AM	4:00 PM
A one day wonderland of hands and minds on workshopping on a wide range of topics/applications of computers in education. If ever there was an opportunity to have those pesky questions answered, to try new things, talk to the experts or chat about the meaning of life, ECAWA's BDO is the choice! Watch the ECAWA website for more details as the date nears. (www.ecawa.asn.au)				
Sun, 30 Jun 2002 to Tue, 2 Jul 2002 COST $320.00	Inovative Technology in Schools Conference	Edith Cowan University - Mt Lawley		
The Innovative Technology in Schools Conference is presented by Apple Computer and ECAWA. This is a 3-day "hands-on" conference for those integrating technology into the curriculum. Whether you use Macs or not, this conference opens your mind as well as your eyes to ground breaking applications of computer technologies in education. It is workshop based with participants spending most of the three days working on a project in the area of their choice, alongside experts in their respective fields. Some of these are: digital portfolios, video (beginner & advanced), primary curriculum, multimedia, intranet development/web publishing and more.				
Thu, 11 Jul 2002 to Sat, 13 Jul 2002 COST $395.00	"LINKING LEARNERS" Australian Computers in Education Conference	Wrest Point Casino Hobart, TASMANIA		
The ACEC is the National Conference of the Australian Council for Computers in Education. Held bi-anually, it is a showcase event of international standing, attracting delegates from all over Australia, New Zealand and many parts of Asia. This year, keynote speakers include Gilly Salmon form the UK, a specialist in on-line learning. In addition, Michelle Williams, ACCE president, will speak on developing models for online learning and community building. In addition, ECAWA's own Harry Clement-Shepard will be crowned the ACCE/ACS National Computer Educator Of The Year at this event. More details are available by visiting: www.lasnie.tas.edu.au/acec2002				

TERM 3

DATES	EVENT	VENUE	START	FINISH
Fri, 13 Sep 2002 to Sat, 14 Sep 2002 COST TBA	ECAWA STATE CONFERENCE 2002	THE ATRIUM HOTEL Mandurah		
This is the Annual Conference of the Educational Computing Association of WA, and it is widely recognised as one of the best of its type in Australia. Presentations from local, interstate and international speakers are accompanied by workshops by local educators and a vendor showcase. This event incorporates the ECAWA Annual General Meeting and the announcement of the Educator Of The Year (EOTY) at the Gala Conference Dinner. Don't miss it!				

TERM 4

DATES	EVENT	VENUE	START	FINISH
Mon, 2 Dec 2002 to Thu, 5 Dec 2002 COST $550.00	INNOVATIVE TECHNOLOGY SCHOOLS CONFERENCE	University of Wollongong NSW		
The ITSC is now in its 10th year and is widely recognised as the best "Hands On" computer education PD in Australia. For those that didn't get enough at the Perth edition in July, attend the one that started it all. Sponsored by Apple Computer (though not just for Mac users), it attracts delegates from Australia wide, New Zealand and as far away as Japan and China. Visit http://www.itsc.uow.edu.au/ to check out last year's program!				
Sat, 7 Dec 2002 COST TBA	ECAWA BIG DAY OUT #2		9:00 AM	4:00 PM
A one day wonderland of hands and minds on workshopping on a wide range of topics/applications of computers in education. If ever there was an opportunity to have those pesky questions answered, to try new things, talk to the experts or chat about the meaning of life, ECAWA's second BDO is the choice! Watch the ECAWA website for more details as the date nears. (www.ecawa.asn.au)				

Introducing Schools Agreement 3.0

Please note that EDWA schools, TAFE's and University's are currently under existing contracts and this information although may be of interest, **will not yet** effect your institution.

Over the past year the Microsoft Schools Agreement has undergone some significant changes. These changes will affect current Schools Agreement holders and has become an attractive option for non agreement holders.

The current Master Schools Agreement held by CEO and AISWA expires at the end of March and April respectively. Now is the time for existing schools to re-sign for the next 12 months and for new schools to further investigate this as an option for the software management of your school. For further information click here.

For additional information whether be on Schools Agreements or any of your software requirements, please contact the Algar Burns Education Account Manager, Peta Evans on 9201 0011 or via email peta@algarburns.com.au

Useful articles that will help you decide if a Schools Agreement is for your school are online at

http://www.algarburns.com.au/AlgarShop/shop.asp?articleid=31&usertype=2

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ECAWA News Article

Over the past year the Microsoft Schools Agreement has undergone some significant changes. These changes will affect current Schools Agreement holders and has become an attractive option for non agreement holders.

Below you will find some usful articles that will help you decide if a Schools Agreement is for your school.

Microsoft Schools Agreement Brief (MS Word Document)
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Microsoft Schools Agreement FAQ Sheet (MS Word Document)
Download

Microsoft Schools Agreement Comparison by Version (MS Word Document)
Download

Algar Burns Summary of Microsoft Schools Agreement (MS Word Document)
Download

If you are still undecided or have any questions please do not hesitate to contact our Education Sales Team:

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Canning College: A Web Based Information System

Michael McCracken
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Canning College has introduced a web based information system over the past year that takes advantage of the recent improvements in web interoperability. A web infrastructure has been developed to allow teachers, clerical staff, librarians and students to carry out their day to day work directly on the Intranet without the need to use specialised web applications such as FrontPage.

Prior to 2001, Canning College Intranet site was managed in the traditional way with a webmaster creating, editing and maintaining the site. While this provided control over content and structure it limited the involvement that was possible by the staff who created and worked with the information on a day to day basis. It also resulted in an information bottleneck and made it difficult to keep information current and accurate.

In 2001 a server was purchased and Microsoft IIS installed as the first step in developing a system where users could take direct control of information on the net, essentially cutting out the webmasters roll. Initially StaffNet, our staff information web, was created and clerical staff began placing information on the site. This proved to be successful and clerical staff soon adjusted to working with documents live on the web. The site quickly replaced many paper based systems including planners, bookings, administrative documents, minutes to meetings and social club news. Clerical staff also easily took over the intranet tasks previously carried out by the web master. The clerical staff are now responsible for managing all the information on StaffNet.

During the latter half of 2001, StudentNet, our second IIS web site was created. StudentNet is designed to provide all information relevant to students including learning material, administrative information and social news. This site is managed directly by lectures, administrators and clerical staff along the same principles as StaffNet. A priority in the design of StudentNet has been to ensure that from a lecturer's point of view the structure appears similar to existing paper based systems. To achieve this each lecturer has a folder called their "subect eTeaching folder" where they can save resources for their classes in a subject. Each subject also has a "subject eResources folder" for shared resources such as the syllabus, course outlines and assessment guides.

A second priority has been to ensure that lecturers can create online materials for their classes using applications they were familiar with – Word, Excel, PowerPoint and Publisher. Placing the materials online should require little more understanding than that required to create and save a standard document. This was achieved using the office integration with the web available with Microsoft Office 2000. There is no need to use FrontPage, it was simply a matter of saving directly from the application that created the information.

As an example of how easy it is to place material online, imagine a lecturer at Canning College decides to create a PowerPoint presentation to deliver a teaching concept to their class. The lecturer wants to display the presentation with a multimedia projector during the lesson and they want the presentation to be available later for revision or for students who missed the class. The lecturer opens PowerPoint and creates the presentation in the normal way. Rather than saving it to their C: drive, though, the lecturer saves it directly to their eTeaching folder on StudentNet. They then create a link from their eTeaching home page to the presentation using Word. The presentation is now available to their students on StudentNet.

To use the PowerPoint display in the classroom the lecturer opens Internet Explorer, surfs to their eTeaching Home page and clicks on the link to the presentation. The presentation runs full screen with animations. Later the students can revise the concepts using a computer in the library to access the presentation. If the lecturer needs to edit a paragraph in the presentation they open it directly from their eTeaching folder in PowerPoint, make the changes and choose Save. The changes are immediately on the Web.

I call the approach used at Canning College a "web based information system". A web based information system uses the web as the operational zone where people work with everyday information. This is a holistic approach where the web is integrated into the day to day information systems in the organisation and becomes the work area for anybody who needs to share information.

Understanding the potential of a web based information system requires a shift in the way we see the web. A web site does not have to only be a place where information is carefully managed by a web master and kept separate from the working information in the organisation. With a well-designed structure, it can also be a place where all members of the organisation save the day to day information they need to disseminate to others. They control the information directly using similar information management procedures to paper based methods.

The development of a web based information system at Canning College has been very successful. Aside from the involvement of clerical staff, many teaching staff with no previous web experience have started to place materials online for their students. Gradually staff are discovering that it can be easier to save an item to StudentNet for their students than it is to print, photocopy, and hand out a paper version. The web based information system provides a place where staff can work without specialist skills. It has provided an infrastructure around which individuals can improve their IT skills and experiment with technology in the classroom.

Michael McCracken
Manager, Learning Technologies

Girls & Technology in Secondary Schools

Dr Peter Carey
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Addressing the issue through the Quality Teacher Programme

The Quality Teacher Programme (QTP) is a three-year Commonwealth funded programme is available to eligible teachers from all Catholic schools in Western Australia. There is a total of 107 primary and 48 secondary and composite schools, with 55 of these schools being located in non-metropolitan locations. Many of these schools are located in remote areas, with teachers involved with significant numbers of Aboriginal and Torres Strait Islander students. Over the past 10 years, teachers have been faced with significant changes in primary and secondary curriculum, changes in pedagogy, changes in student needs, vocational education and training imperatives and in particular the impact of Information Technology.

The Commonwealth Government has identified Information Technology as one of the targeted areas of the Quality Teacher Programme. The expected outcomes of this QTP project are to update teacher skills and understandings and to identify and seek to address the inequalities for girls in this priority area. A discouraging new gap has emerged, as Computer Science seems to be a 'boys only club'. The failure to include girls in advanced-level Computer Science courses threatens to make women bystanders in the technological 21st century. Little attention has been given to how Information Technology is affecting the educational gap between girls and boys. We need to assess the role of Information Technology in schools to ensure that it promotes equality and collaboration among all students.

The report *Girls and Technology in Secondary Schools* (2001) encompasses the desired outcomes of the QTP funded project. The key elements of this report are:

- a comprehensive, briefly annotated bibliography,
- results of student and teacher questionnaires and surveying, and
- recommendations for intervention and strategies for equity for girls in Information Technology.

Currently, teachers receive little or no training in how to use technology to create an innovative, engaging, and equitable learning environment. Extensive research also indicates:

- girls have fewer female role models and mentors in the classroom, in computer games and the software industry,
- school software programs often reinforce gender bias and stereotypical gender roles,
- girls use computers less often outside of school and boys enter the classroom with more prior knowledge and experience with Information Technologies, and
- girls consistently rate themselves significantly lower than boys on computer ability.

Data collected recently from nine hundred and sixty nine (969) students of whom seven hundred and eight (708) students were girls and sixteen (16) teachers confirms the technology gender gap still remains an impediment to the movement of girls into fields that require the use of technologies. Numerous programs have been designed to counter this, but few have addressed the need to build a lasting sense of community within the curriculum that accommodates each girl's individual interest. The findings suggest you can intervene with a number of strategies for getting girls interested in computers. These include:

- increased role models and mentors for girls,
- career awareness focusing on the impact and place of Information Technology in the workforce,
- careful attention given to school software purchases to meet the needs of girls,
- examination of present Information Technology courses offered to students,
- greater opportunities for collaboration and negotiation in the classroom aided by open-ended technology tasks and student oriented tasks,
- a conscious effort towards encouraging girls to undertake Computer Science and Information Technology type courses,
- greater collaboration between schools and parents to increase the awareness for the need for greater computers literacy for girls,
- on-going research in the school monitoring the retention rates for girls in Technology subjects, and
- increased funding and support for IT Professional Development for teachers.

The Next Phase of the Project

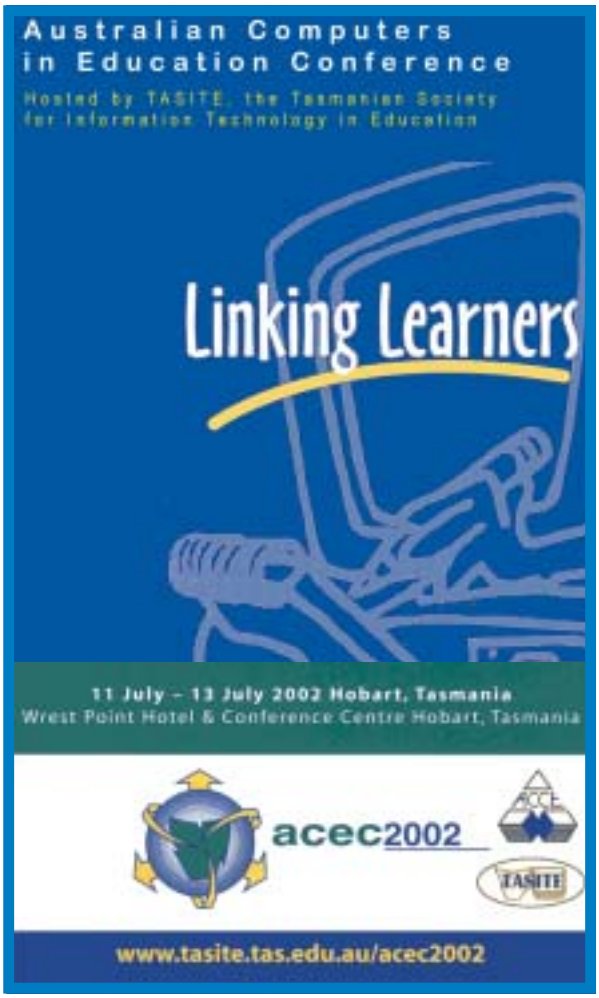
In 2002, delivery of professional development will target teachers of Information Systems and Information Technology courses to overcome gender antipathies of girls to these courses. Evaluation procedures will be established to determine the rate of change in enrolment in the same courses in the participating schools. Assistance will also be given to schools to write courses and programs for students that encourage girls to participate in Information Systems and Information Technology courses.

Dr Peter Carey

A detailed report of the review of literature, data collection results and recommendations are available from the Catholic Education Office of Western Australia by emailing the author.

Conferences

ECAWA
Annual
Conference
Atrium
Mandurah
Sept 13/14



TLC 2002

The Computelec
Transforming Learning Conference

- Are you considering offering your staff and students access to a technology rich environment?
- Are you a school leader looking for some inspiration and vision?
- Are you a classroom teacher searching for innovative curriculum ideas?

Based on the popular format of Computelec's Expanding Learning Horizons conferences, the TLC program addresses the powerful ideas and challenging issues facing today's learners – both students and teachers.

The conference theme centres around how to provide students with access to technology in such a way as to allow them to use, think and create with it as a routine part of their learning. The highest level of keynote speakers and session presenters will be there including Gary Stager - Pepperdine University (USA), Bruce Dixon – Executive Director of Computelec, Jenny Little – Consultant to Victorian Independent Schools, Nils Ahbel – Academic Technology Coordinator at Deerfield Academy in Massachusetts (USA) and David Nettlebeck – Innovative Classroom Teacher at Whitefriars College in Victoria.

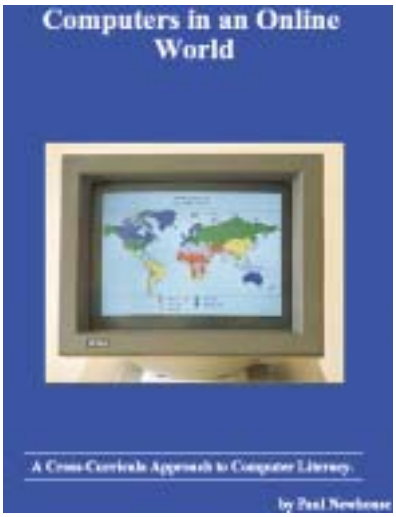
The Transforming Learning Conference will be held over two days: from Sunday afternoon 19th May to Monday evening 20th May at the Vines Resort to ensure minimal impact to your working week and maximum benefit to your school.

For further information and conference registration contact:
BRAD HOWARD on 9368 8740 or via email bhoward@computelec.com.au

Computelec.com

The Very Useful Resource Section

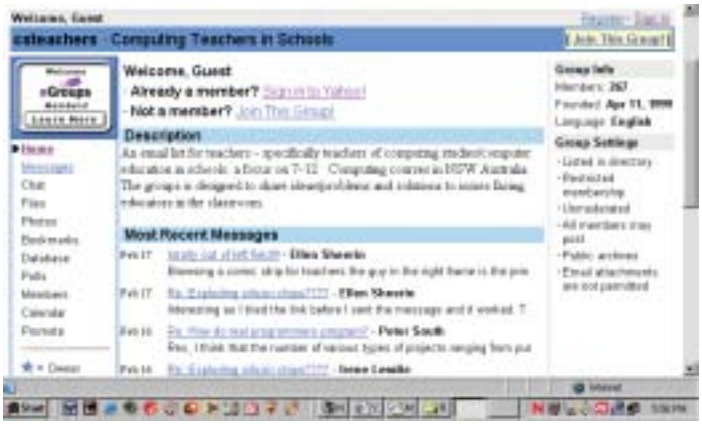
"Computers in an Online World" by Paul Newhouse



Technology will not make any difference in the qualtity of student education unless teachers learn how to use it as a tool to enhance learning. This book by Paul Newhouse introduces the various tools and provides the resources teachers can use to evaluate the appropriateness of technology integration. Newhouse clearly presents a number of different theoretical and linked practical strategies for integrating information technology in the classroom. He has created subject specific examples of curriculum activities that can be picked up and used easily by teachers (even novices to computers and Computing) so that teachers and students can effectively try to integrate technology into their curriculum. Teachers may download a free copy of the book (in PDF format) from:

http://www.users.bigpond.com/specialist_ed/cinow.html

A paper based edition suitable for suitable for student use is also available at $15 per copy. Visit the website for further details.



http://yahoo.groups.com/group/csteachers/

Although this is an email list specifically for Eastern States teachers of Computing Studies/Education from Years 7 to 12 it does provide useful tips and links to sites that may be of benefit to WA teachers. This sharing of ideas, solutions and problems have a revelance to all computing teachers Australia wide. There is an area within this Yahoo Group for the uploading and downloading files (could this be a idea for the ECAWA or Echalk lists in the future?)

http://www.designer.com

CorelDraw has been one of my favourite graphics suites since about version 2 in the early 90's! As many schools are starting to see the great value in participating in the reasonably priced site wide licensing (see Algar Burns for details) this site is useful not only for teachers, but can provide tutorials for students in Digital Media, Interactive Media and general Computing/Graphics courses.

welcome to soundbyte.org

soundbyte.org allows visitors to discover electronic and computer music production through a range of tutorials; upload and listen to music created at school or in community organisations; and participate in online virtual jam sessions with other musicians in remote locations using a specially developed unique dasie v2.0 software.

http://soundbyte.org

As part of the Powerhouse Museum, soundbyte.org provides a wealth of information/resources on electronic and computer music production through a range of tutorials, glossary of technical terms and uploads of music. There is also the ability to participate in online virtual jam sessions on free software. Teachers can join and gain access to a host of lesson plans and classroom resources eg. how to record using the sound recorder in Windows.

Wanted: Good websites, books, software reviews.
Email the Editor - login@ecawa.asn.au