

Web Wilderness Resource Kit ...



*A Survivalist's
Guide to
Establishing a
Web Presence*

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Why Web It?

Understanding the value of the Web as an instructional tool can be a key element in helping teachers overcome their fear of the Internet. FTC, Inc. believes that if teachers can see an instructional benefit to using Web tools, they will be more likely to take the time to research its potential. We also believe that if simple-to-use tools are made readily available to teachers, they will be more likely to venture into the Web Wilderness with confidence.

In an attempt to give teachers this confidence, we've provided the following information on our web site:

http://teachnet.edb.utexas.edu/~christie_jester/wildweb/

✓ **Introducing Yourself:**

- Introduce yourself to your students, parents, colleagues and others.
- Create a class "yearbook" so that you and your students can get to know each other.

For Example:

➤ **Vital Statistics**

- ◆ Mrs. Carillo, the new music teacher, tells of her experience playing the French Horn in the city orchestra and teaching music to Kenyan children while she was in the Peace Corps.
- ◆ Mr. Greenspon links to his former college department webpage and to professional science organizations in which he has membership so that his Honors Chemistry students can explore career opportunities in science and learn about their teacher's professional interests.

Why Web It?

➤ Details

- ◆ Miss Burnett posts lists of her favorite books, hobbies, pets, and games so that her new K-1-2 students can get acquainted with her before school starts in the fall.
- ◆ Mr. Chukwu has his 7th-grade students pair up and introduce each other by posting each others' first names, favorite food, and one unique fact.

➤ Photos

- ◆ Mr. Bump uses photos and drawings to introduce himself in a virtual autobiography he created.
- ◆ Dr. Qin, the Principal, posts photos of all the faculty and staff members at his school so that the parents and children will know who everyone is.
- ◆ Mr. Chukwu has his 7th-grade students pair up and introduce each other by posting each others' first names, favorite food, and one unique fact.

✓ Sharing Expectations:

- Invite your students, parents, colleagues and others to find out what's happening in your classroom. Allow students and parents access to valuable information during the day, at night, and even on weekends.

For Example:

➤ Syllabi

- ◆ Mrs. Sato piques her students' interest by posting her syllabus for each unit in advance.
- ◆ Mr. Petersen keeps his parents informed of how his students are meeting the state objectives in each of his units.

Why Web It?

➤ **Rubrics & Assignments**

- ◆ To give her students every chance to turn in that “perfect research paper,” Miss Martin makes sure they have constant access to her rubric throughout their project.
- ◆ To help her students remember what captions to include in their artistic project about “Discovering New Planets,” Ms. Washington posts the students’ work on the Web, along with her expectations for project completion.

➤ **Calendars**

- ◆ Mrs. Wonderly posts her reading schedule and thought-provoking questions for Charlotte's Web to help her students stay on track.
- ◆ Dr. Marshall publishes a calendar of future quiz and test dates so that his high school students can plan their work schedules.

✓ **Providing Instructional Support:**

- Let students and parents access information relating to the day-to-day activities in your classroom. Allow them to take advantage of extension and/or remediation information.

For Example:

➤ **Class Resources**

- ◆ Ms. Fischer includes her spelling lists with tips and activities to help students learn their words.
- ◆ Mr. Redwine posts URL's offering similar reference material on the presidents as used in class for students who were absent or unable to finish their work in class.
- ◆ Miss Mai posts her “Book Talk” worksheet for students to download as they read independently.
- ◆ Mrs. Olivares maintains a library of class notes for students who are absent and to help her whole class in reviewing for tests.

➤ **Additional Resources**

- ◆ Mrs. Singh invites students to try a simple “kitchen chemistry” experiment at home for extra credit.
- ◆ Mr. Rodriguez offers students and parents the opportunity to work together on additional assignments to improve his students' read aloud skills.

Why Web It?

- ◆ Ms. Bradford points students to even more resources on oceans, including interactive web sites.

✓ **Building A Community:**

- Use tools to give students and parents a voice in your classroom after hours. Gain new perspectives from both inside and outside your school's community.

For Example:

➤ **Bulletin Boards**

- ◆ Mr. Harrison lets his students engage in discussions in cyberspace about current events as they watch the evening news or read the newspaper.

➤ **Chats**

- ◆ Miss Featherstone encourages her students to talk to each other online as they work on group projects.

➤ **Electronic Portfolios**

- ◆ Mrs. Mimms tracks her class projects and lesson plans in an online portfolio that she then shares with her administrator as part of her annual teacher assessment.
- ◆ Ms. Holcomb tracks student progress from year-to-year by organizing a student portfolio project among the English teachers in grades 6-8. Through this process, students learn how to create an online resume while also gaining insight into the value of having an online presence. Teachers are able to review samples of real student work to assist them in their planning of future instruction.

✓ **Publishing Student Work:**

- Save time and energy used for parent-teacher conferences. Let your students express themselves to the world. Don't wait until the next parent-teacher conference to show off each student's accomplishments.

For Example:

➤ **Written**

- ◆ Mrs. Morini makes her students sonnets available to other high school students.

➤ **Drawn**

- ◆ Miss Albers sends the Earth Day cards that her students drew to the world in honor of the holiday.

Why Web It?

➤ Computer-created

- ◆ Ms. Visnic includes links to the graphs and charts her classes made about the soil in their community.

✓ Publishing Your Work:

- Share those really creative lessons that you are famous for in your school with a much wider audience.

For Example:

➤ Instructional Units

- ◆ Mr. Bomash publishes his innovative, multi-disciplinary unit plan, The Virtual Odyssey for other teachers to use.

➤ Classroom Helps & Hints

- ◆ Mrs. Lopez-Costilla, in order to help other teachers, shares her hints about how to get students to complete reading assignments outside of class.

The following table provides a quick visual summary of the previous information:

Functions of a Teacher Web Page		Technology Skills Needed to Maximize the Functionality of a Personal Web Page														
		Create/Open A New	Add Text	Add Graphics	Create a Hyperlink	Create an E-Mail	Insert / Link to Files	Collect Feedback	Create a Table	Format a Table	Save Changes	Create a Thumbnail	Change the	Change Font	Find Graphics	Convert Files to
Posting Vital Statistics	X	X			X					X		X	X			
Posting Personal Details	X	X	X	X		X				X			X			
Posting Pictures	X		X	X				X	X	X	X				X	
Sharing Syllabi	X	X		X		X		X	X	X		X	X			X
Posting Grades	X					X				X						X
Sharing Grading Rubrics	X	X		X		X		X	X	X						X
Sharing Calendars	X	X		X		X		X	X	X						X
Providing Class Resources	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Providing Project Requirements	X	X				X		X	X	X						X
Providing Additional Resources	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Publishing Student Written Work	X					X				X						X
Publishing Student Drawings	X	X	X	X				X	X	X	X					
Publishing Student, Computer-Created Work	X	X		X		X				X						X
Participating in a Discussion Group	X						X			X						

Why Web It?

Participating in a Chat	X						X			X					
Participating on a Bulletin Board	X						X			X					
Publishing Curriculum Plans	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Publishing Instructional Plans	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Audience Analysis

Every teacher knows that it's a jungle out there! Designing creative instruction for students growing up in today's media-rich society can be a real challenge. If you're a "creative, instructional survivalist" who may be trying to overcome a tinge of Technophobia, then the **Web Wilderness Resource Kit** is for you. This site is designed primarily for K-12 teachers, but can be used by anyone who is new to establishing a web presence.

Minimal technical expertise is required in order to access these **Web Wilderness Resources**. Before beginning this learning journey, please check to see that you have the following skills:

✓ **Basic Computer Skills:**

- demonstrates a working knowledge of computer and Internet terminology (i.e. keyboard, mouse, select, icon, button, file menu, click, double-click, open, menu bar, dialogue box, browser, search engine, bookmark, gif, tif, other file formats)
- maneuvers a mouse to select desired application features
- uses a word processor to create text documents
- selects application features from menus

✓ **File Management Skills:**

- retrieves files from storage
- saves files to specific locations

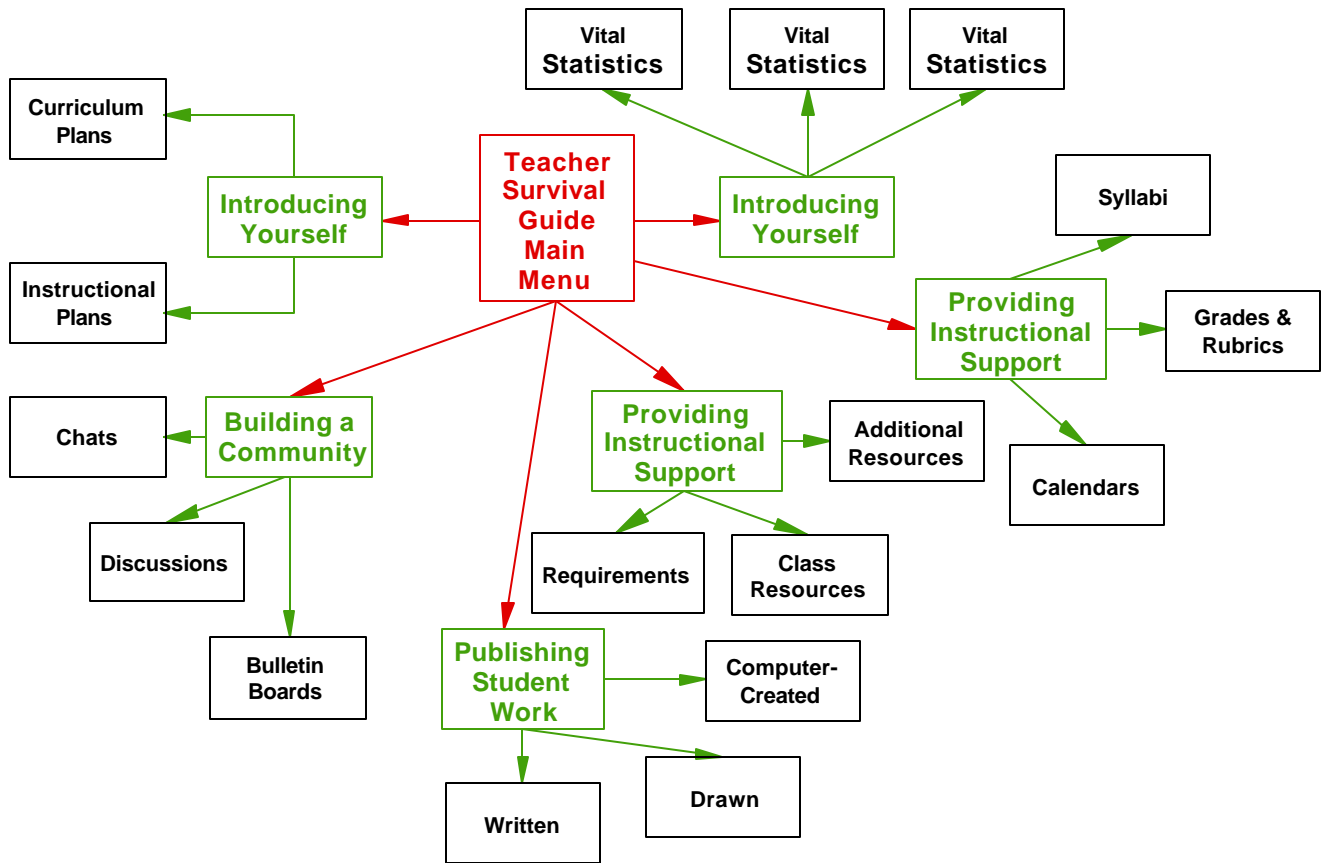
✓ **Basic Internet Skills:**

- connects to the Internet
- sends and receives e-mail
- uses a browser to locate Internet sites
- uses a search engine to locate information

Goal Statement

Learners will identify the benefits of delivering content via the web and will access the resources available in the ***Web Wilderness Survival Kit*** to build and maintain web-based resources that incorporate effective design principles.

Flowchart of Goal Analysis



Performance Objectives

1. Learners will compare content delivery via the web with content delivery via traditional methods and will identify three to five instructional benefits for posting content on the web.
2. Learners will identify content to be delivered via the web.
3. Learners will navigate the ***Web Wilderness Resource Kit*** to locate and utilize the resources necessary to design and post their identified content.
4. Learners will navigate the ***Web Wilderness Resource Kit*** to locate and utilize the resources necessary to maintain and update their identified content.
5. Learners will navigate the ***Web Wilderness Resource Kit*** to locate and utilize the resources necessary to implement advanced communication and presentation techniques as desired.

Instructional Strategy

Metaphor:

The overall metaphor for the ***Web Wilderness Resource Kit*** will be that of a pocketknife. Like the handy pocketknife, we will design a guide containing specific tools to assist learners with very specific, authentic tasks involved in the construction of a personal web page.

Just as if using a real pocketknife, we expect that learners will:

- ✓ explore each tool that is a part of the pocketknife
- ✓ initially see the value of only a few of the tools presented
- ✓ informally note the functionality of each tool
- ✓ come back to specific tools when they encounter a need to use them

FTC, Inc. will develop a web site containing:

- ✓ a printable packet of instructions for creating web-based resources
- ✓ a list of reasons for creating a web presence: "Why Web It?"
- ✓ sample web pages
- ✓ free Internet tools
- ✓ instructional resources

Instructional Overview

This project is being developed in phases.

Phase 1 – Attitude Adjustment: This phase will focus on developing the “Why Web It?” sections of the ***Web Wilderness Resource Kit***. The purpose of “Why Web It?” is to provide teachers with examples of how establishing a personal web page can be a valuable instructional tool. FTC, Inc. believes that until you change teachers’ perceptions of the Web, you cannot impact change in their utilization of it as a tool for instruction.

Phase 2 – Sample Web Page: This phase will focus on the development of a mock web page that incorporates the elements outlined in the “Why Web It?” section.

Phase 3 – How To / Help: This phase will provide printable instructions for the technical aspects related to web page development. It will also provide an extensive list of **FREE** Web resources that are currently in existence.

Task Analysis & Timeline

Project Management:

- ✓ Documentation
- ✓ People Management
- ✓ Gantt Chart

Research:

- ✓ Determine Needed Web Development Skills
- ✓ Investigate Free Online Resources
- ✓ Server Space
- ✓ Development Tools
- ✓ Add-ons (counters, forms, chat)
- ✓ User Testing

Development:

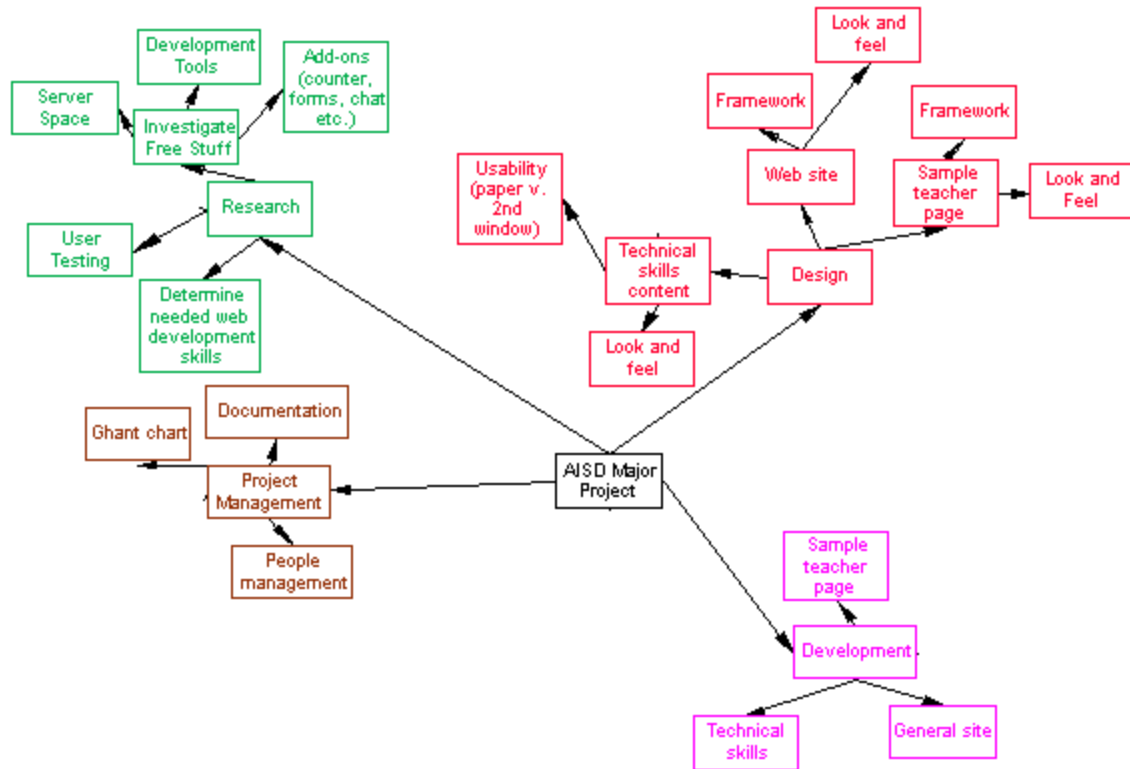
- ✓ General Site
- ✓ Technical Skills
- ✓ Sample Teacher Page

Design:

- ✓ Technical Skills Content
- ✓ Look and Feel
- ✓ Usability(Paper vs Second Window)
- ✓ Web Site
- ✓ Look and Feel
- ✓ Framework
- ✓ Sample Teacher Page
- ✓ Look and Feel
- ✓ Framework

Please see the following flowchart for a visual representation of tasks to be completed by FTC, Inc.:

Task Analysis & Timeline

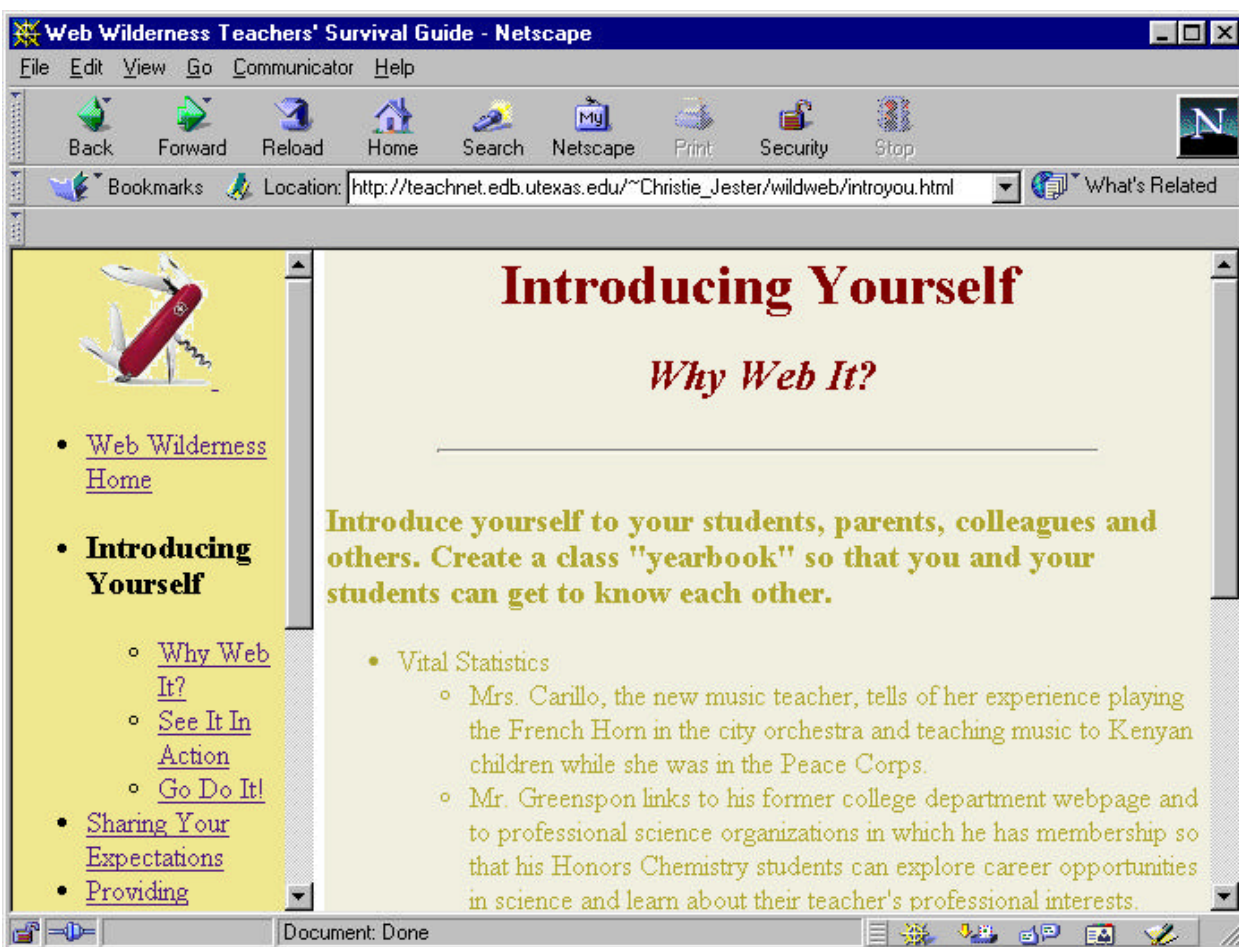


Instructional Materials

The following URL will take you directly to the opening page of the **Web Wilderness Resource Kit**.

http://teachnet.edb.utexas.edu/~christie_jester/wildweb/

From the opening page, you use the pocketknife image map to navigate through the site. The following screenshot is a sample of the standard navigation utilized throughout the **Web Wilderness Resource Kit**.



Evaluation

FTC has developed an online evaluation/feedback survey for our users through Zoomerang.com. The URL is:

<http://www.zoomerang.com/recipient/survey-intro.zgi?ID=V3GEWPQFJKN9&PIN=L8VXQ816X2SM>

We will also be providing a feedback loop for those individuals using the **Web Wilderness Resource Kit** to have their web sites evaluated by fellow survivalists.

In addition to these evaluation components, we are currently in the process of conducting formative evaluations with teachers working in the public school system. Specifically, we are looking at attitudinal learning.

The main focus of our evaluation is to determine whether or not teachers have a higher propensity to develop personal web pages after using the **Web Wilderness Resource Kit** than they had prior to using it. We are also evaluating the navigation structure, the usefulness of the content to teachers in the classroom, and the time efficiency of using the **Web Wilderness Resource Kit** as opposed to standard Web Searches and printed documentation.

Meet the Design Team



Instructional Designer – Courtney Glazer

Education:

- ✓ BA, English History – Emory University
- ✓ MA, Learning, Design, & Technology – Stanford
- ✓ Ph.D., IT, expected Summer 2003

Expertise:

- ✓ Teaching technology to children & adults
 - ✓ Designing and evaluating educational technology programs
-



Instructional Designer – Christie Jester

Education:

- ✓ Materials Science & Engineering – Penn State
- ✓ MA, Chemistry – University of Texas, Austin
- ✓ MEd, IT, expected Summer 2000 – UT, Austin

Expertise:

- ✓ Web-based instruction with emphasis in supported collaborative writing
 - ✓ Designing and evaluating educational technology programs
-



Project Manager – Kathy Leopold

Education:

- ✓ Bachelor of Science in Education – Southwest Texas State University
- ✓ MEd, IT, expected Summer 2000 – UT, Austin

Expertise:

- ✓ Teaching technology to children & adults
 - ✓ Designing and evaluating educational technology programs
-



Editor – Jan McSorley

Education:

- ✓ Bachelor of Magazine Journalism – UT, Austin
- ✓ Bachelor of Science in Education – UT, Austin
- ✓ MEd, IT, expected Summer 2001 – UT, Austin

Expertise:

- ✓ Assistive Technology
 - ✓ Designing and evaluating educational technology programs
-

Appendices

Appendix A	Copyright Information
Appendix B	Instructional Plan / Gagne
Appendix C	Project Development / GANTT Chart
Appendix D	Pilot Testing / Copy of Survey
Appendix E	Results of Pilot Testing
Appendix F	Project Reflections
Appendix G	Marketing Sample

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APPENDIX A

COPYRIGHT INFORMATION

COPYLEFT



http://teachnet.edb.utexas.edu/~christie_jester/wildweb

All FTC, Inc. Materials are considered Public Information in line with the copyleft movement of the Free Software Foundation. Please see the following URL for information related to the Free Software Foundation and the GNU Public License:

<http://www.gnu.org/copyleft/gpl.html>

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Any commercial entity that wishes to use these materials ***must*** provide a link to FTC, Inc. Please contact Courtney Glazer for more information: cglazer@mail.utexas.edu.

APPENDIX B INSTRUCTIONAL PLAN GAGNE

Initial Review of Instructional Project

Satisfying Gagne's Nine Events of Instruction:

1. Gain Attention	Web Site Design Web Pages
2. Inform Learners of Objectives	Why Web It?
3. Stimulate Recall of Prior Learning	Go To It!
4. Present the Content	Why Web It? See It In Action Go To It!
5. Provide "Learning Guidance"	See It In Action Go To It!
6. Elicit Performance (Practice)	Go To It!
7. Provide Feedback	User Survey Teacher E-mail on Web Pages
8. Assess Performance	User Survey
9. Enhance Retention and Transfer	Printable Instructions Sample Pages – "See It In Action"

APPENDIX C PROJECT DEVELOPMENT GANTT CHART

APPENDIX D PILOT TESTING COPY OF SURVEY

Web Wilderness User Survey

<http://www.zoomerang.com/recipient/survey.zgi?ID=V3GEWPQFJKN9>

1. How often do you visit our site?

- ☐ All the time - it's my start-up page
- ☐ Every day
- ☐ A couple times a week
- ☐ A couple times a month
- ☐ Once a month
- ☐ Less than monthly
- ☐ This is my first visit

2. After visiting Web Wilderness, could you do the following tasks?

- | | | | | |
|-----------------------|------------------------|--------------|--------------|--------------------|
| <div>1</div> | <div>2</div> | <div>3</div> | <div>4</div> | <div>5</div> |
| No,
Definitely Not | Possibly,
with help | Not Sure | Most likely | Yes,
definitely |

a. List activities or features that add functionality to your class web site.

- | | | | | |
|--------------|--------------|--------------|--------------|--------------|
| <div>1</div> | <div>2</div> | <div>3</div> | <div>4</div> | <div>5</div> |
|--------------|--------------|--------------|--------------|--------------|

b. Create a class web site, if you don't already have one.

- | | | | | |
|--------------|--------------|--------------|--------------|--------------|
| <div>1</div> | <div>2</div> | <div>3</div> | <div>4</div> | <div>5</div> |
|--------------|--------------|--------------|--------------|--------------|

c. Implement one or more of these activities on your web site.

- | | | | | |
|--------------|--------------|--------------|--------------|--------------|
| <div>1</div> | <div>2</div> | <div>3</div> | <div>4</div> | <div>5</div> |
|--------------|--------------|--------------|--------------|--------------|

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- d. Use free web services to add features such as surveys or chat rooms to your site.

1

2

3

4

5

3. After viewing Web Wilderness, are you thinking about either creating a web site for your class or adding any of the activities/features listed on our site to your web site?

Yes

No

4. Which section or feature do you enjoy the most?

5. How useful are the following features/sections of the site for helping you create a class web site? Please answer using the rating scale where 5 means "Extremely Useful," and 1 means "Not Useful."

1

Not Useful

2

Somewhat Useful

3

Don't Know

4

Very Useful

5

Extremely Useful

- a. Why Web It?

1

2

3

4

5

- b. See It In Action

1

2

3

4

5

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c. Go To It!

1

2

3

4

5

d. Printable Instructions

1

2

3

4

5

e. Web Goodies

1

2

3

4

5

f. Sample Web Site

1

2

3

4

5

6. How useful do you find the following features/sections of the site for helping you design activities for your class web site? Please answer using the rating scale where 5 means "Extremely Useful," and 1 means "Not Useful."

1

Not Useful

2

Somewhat Useful

3

Don't Know

4

Very Useful

5

Extremely Useful

a. Introducing Yourself

1

2

3

4

5

b. Building a Community

1

2

3

4

5

c. Sharing Expectations

1

2

3

4

5

d. Providing Instructional Support

1

2

3

4

5

e. Publishing Student Work

1

2

3

4

5

f. Publishing Your Work

1

2

3

4

5

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7. Do you have one or two specific suggestions on new features or sections we could add to improve the site?
8. Which Web browser do you use?
 - ☐ Netscape 4.0 or more
 - ☐ Netscape 3.0 or less
 - ☐ Internet Explorer 4.0 or more
 - ☐ Internet Explore 3.0 or less
 - ☐ AOL 4.0 or more
 - ☐ AOL 3.0 or less
9. What's your modem access speed to the Internet?
 - ☐ 14.4
 - ☐ 28.8
 - ☐ 33.6
 - ☐ 56K
 - ☐ DSL
 - ☐ T1

APPENDIX E

RESULTS OF PILOT

Responses to the Web Wilderness User Survey

1. How often do you visit our site?

All the time - it's my start-up page
Every day
A couple times a week
A couple times a month
Once a month
Less than monthly
This is my first visit – 3

2. After visiting Web Wilderness, could you do the following tasks?

a. List activities or features that add functionality to your class web site.

33% - Most likely

67% - Yes, definitely

b. Create a class web site, if you don't already have one.

67% - Most likely

33% - Yes, definitely

c. Implement one or more of these activities on your web site.

67% - Most likely

33% - Yes, definitely

d. Use free web services to add features such as surveys or chat rooms to your site.

67% - Most likely

33% - Yes, definitely

3. After viewing Web Wilderness, are you thinking about either creating a web site for your class or adding any of the activities/features listed on our site to your web site?
3 - YES

4. Which section or feature do you enjoy the most?

See It In Action

I really enjoyed the organization and structure of this site

Not a “most” but the “chick” theme appears at its best at the “communicate” page... is it “4 tired chicks” or “one dead chicken?”

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5. How useful do you find the following features/sections of the site for helping you create a class web site? Please answer using the rating scale where 5 means "Extremely Useful" and 1 means "Not Useful."

Why Web It?	33% - Very Useful	67% - Extremely Useful
See It In Action	33% - Very Useful	67% - Extremely Useful
Go To It!	33% - Very Useful	67% - Extremely Useful
Printable Instructions	33% - Don't Know	67% - Extremely Useful
Web Goodies	33% - Don't Know	67% - Extremely Useful
Sample Web Site	33% - Very Useful	67% - Extremely Useful

6. How useful do you find the following features/sections of the site for helping you design activities for your class web site? Please answer using the rating scale where 5 means "Extremely Useful," and 1 means "Not Useful."

Introducing Yourself	33% - Very Useful	67% - Extremely Useful
Building a Community	67% - Very Useful	33% - Extremely Useful
Sharing Expectations	33% - Very Useful	67% - Extremely Useful
Providing Instructional Support	33% - Very Useful	67% - Extremely Useful
Publishing Student Work	67% - Very Useful	33% - Extremely Useful
Publishing Your Work	67% - Very Useful	33% - Extremely Useful

7. Do you have one or two specific suggestions on new features or sections we could add to improve the site?

Include a section for extra credit, alternative assignments, and summer extension activities on the site.

8. Which Web browser do you use?

Netscape 4.0 or more – 2
Netscape 3.0 or less
Internet Explorer 4.0 or more
Internet Explore 3.0 or less

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AOL 4.0 or more – 1
AOL 3.0 or less

9. What's your modem access speed to the Internet?

14.4
28.8 – 1
33.6
56K – 2
DSL
T1

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Additional Feedback on the Web Wilderness Resource Kit

http://teachnet.edb.utexas.edu/~christie_jester/wildweb/introyou.html : Last paragraph Miss Sakurai takes pictures of herself, the class pets, and other important objects in the to allow her Pre-K students to become familiar with her and their new classroom surroundings.

In the “Go To It”: Add a comment or piece about how easy it can be to update your pages

Issue of those who do not have Netscape: Can still view pages but can't use the Netscape Composer Component to develop Web pages

http://teachnet.edb.utexas.edu/~christie_jester/wildweb/

I guess the image on the 2nd page is the one that needs replaced?

On the two pages where I see FTC group members, you need to add a space b/t the p and the m

I am not sure why you guys went from non-frames to frames

The frame background is a weird mustard color

http://teachnet.edb.utexas.edu/~christie_jester/wildweb/pubstudent.html

Early Inventors' Project (project will open in Micorsoft PowerPoint)

Microsoft is misspelled on Ms Chickery's Page

http://teachnet.edb.utexas.edu/~christie_jester/wildweb/introyou.html

The text is too light on this page, choose a different color

I would consider adding some paragraphs at the end of your pages, they are pretty tight.

Your printable instructions would look better if you had BLOCKQUOTES around all the text, (or if you put it up in PDF format.

http://teachnet.edb.utexas.edu/~christie_jester/wildweb/pinstructions.html

You could make all the links active on this page, even though they are the printable instructions.

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Overall looks like lots of work and planning, organization. Useful, though.

Some small items-

1. Color on "Introducing Yourself" hard to read against white background.
2. Formatting problems (signature line) on the "Roan Inish" syllabus (use PDF to view the file as created)
3. Hard to tell where you are when the file opens in a new window. Since I can't see the window below, it is confusing.
4. On "Redwine" URL's should be URLs.
5. On "Analogies," what is the user to do with the samples? Answer them? if so, need answers or error checking. What are the directions for that page? or is it information only?
6. Kohlberg- should it be "Ethical Principles" or as it is, "Ethical Principals?"
7. Student publications... what if I don't have Word? Again, PDF or RTF might work.
8. The sample Web site, being the same link as the "Introducing Yourself" link could be confusing, again, since it is in a new window, I wasn't sure if I had clicked on the wrong link or where I was, since I couldn't see the first column for navigation.
9. I had some consistency feelings when the second page with the knife had the topics for the page and returning to the WW Home would give me options similar to the actual tabled pages, but looking differently. Maybe not a problem, but a full screen page, followed by a navigation table format, then a new window at times, all this seemed a little "off center".

Good package... these are minor things.... and I can see why the chicks are tired....and no Colonel Sanders jokes at all- or ...why did the tired chick cross the web page...

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Looks great...I really think the organization and structure is excellent!

Suggestions:

- Color of text on Mac is really hard on eyes.
- Under Go To It--make links active for ease of use.
- It isn't going to be obvious to new users of the web that samples are links or that some items open as windows which show no back button or Go menu items.

Response to Additional Feedback on the Web Wilderness Resource Kit

http://teachnet.edb.utexas.edu/~christie_jester/wildweb/introyou.html : Last paragraph Miss Sakurai takes pictures of herself, the class pets, and other important objects in the to allow her Pre-K students to become familiar with her and their new classroom surroundings. **Corrected**

http://teachnet.edb.utexas.edu/~christie_jester/wildweb/

I guess the image on the 2nd page is the one that needs replaced? **Corrected**

On the two pages where I see FTC group members, you need to add a space b/t the p and the m. **Corrected**

The frame background is a weird mustard color. **Changed**

http://teachnet.edb.utexas.edu/~christie_jester/wildweb/pubstudent.html

Early Inventors' Project (project will open in Micorsoft PowerPoint)

Microsoft is misspelled on Ms Chickery's Page. **Corrected**

http://teachnet.edb.utexas.edu/~christie_jester/wildweb/introyou.html

The text is too light on this page, choose a different color. **Changed**

http://teachnet.edb.utexas.edu/~christie_jester/wildweb/pinstructions.html

You could make all the links active on this page, even though they are the printable instructions. **To be considered at a later date.**

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Overall looks like lots of work and planning, organization. Useful, though.

Some small items-

- Color on "Introducing Yourself" hard to read against white background. **Changed**
 - On "Redwine" URL's should be URLs. **Corrected**
 - On "Analogies," what is the user to do with the samples? Answer them? if so, need answers or error checking. What are the directions for that page? or is it information only? **To be considered at a later date.**
 - Kohlberg- should it be "Ethical Principles" or as it is, "Ethical Principals?" **Corrected**
 - I had some consistency feelings when the second page with the knife had the topics for the page and returning to the WW Home would give me options similar to the actual tabled pages, but looking differently. Maybe not a problem, but a full screen page, followed by a navigation table format, then a new window at times, all this seemed a little "off center". **Considered and decide to keep design.**
-

- Color of text on Mac is really hard on eyes. **Changed**
- Under Go To It--make links active for ease of use. **Was incomplete; Links now active.**
- It isn't going to be obvious to new users of the web that samples are links or that some items open as windows which show no back button or Go menu items. **To be considered at a later date.**

APPENDIX F

PROJECT REFLECTIONS

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Courtney's Reflections:

Overall my experience as a member of the FTC, Inc. was very positive. The team was both conscientious and responsible. We also worked well to keep our feet on the ground in this project even though our heads were well in the clouds. We quickly trimmed down our lofty aspirations to make a manageable task fitting the goals of the project. Given the time and concerted effort, we would love the opportunity to lead a reforming effort regarding technology in schools.

As a team, we all held very similar views regarding our work. In addition to the elements I mentioned previously, we were all very practically minded when considering our audience of classroom teachers. We also agreed that it was not a valuable use of our time to reinvent the wheel when it came to writing the instructional how-to's.

Our work seemed to divide itself in a very natural way, as we all had different skills. We each were responsible for some technical skills, some writing, and even some project manager. Our biggest challenge was coping with all of our different schedules.

Each group member took the lead for a different portion of the work, a plan that served us well. Our lines of communication were always open including face-to-face meetings, chats on TeachNet, use of the 4 Tired Chicks folder and collaborative documents, and sometimes even passing notes during class.

This project was a rewarding one for me since our collaboration was natural and successful. My feelings of success were increased in my strong beliefs that this product is a beginning step toward helping teachers learn new attitudes about using technology for their classrooms. I hope that our evangelical message can be heard by many.

Christie' Reflections:

Working on the Web Wilderness resource with Courtney, Jan , and Kathy has been a blast. It was a lot of hard work, and I've learned a lot through this experience. Besides learning about budgeting both time and money (I can't believe how much this would have cost if we weren't students!), I learned some great teamwork skills.

This was the first time I have ever had a "client" when designing a web site. Usually, I have an idea and a carte blanche from my coworkers and/or supervisor, so the site design is completely mine. For this project, though, Courtney had come up with the original design and the pocketknife metaphor and had her own ideas about the look and feel of the site. It was interesting for me to see how we achieved a balance in getting ideas from each of the four of us incorporated into the site while maintaining a uniform style and intuitive navigation. Mostly this was done with brainstorming and votes, but it worked. I think this is partially due to the fact that we're all friends, so we trust and respect each other's work, and also because our skills and preferences are quite diverse, so we weren't really stepping on each other's toes. Another aspect that

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made this group project work so well was that, although we were all serious when it came to getting the work done and done well, we allowed ourselves to have a lot of fun throughout the process. And we weren't too *chicken* to let the fun come through in our web site!

Kathy's Reflections:

My reflections on this project focus on both the process and the individuals I had the opportunity to work with. The structure of the process and the experience of the group members made this project development a smooth progression through each stage of creation. There were no hysterics, breakdown of communication, or roadblocks due to personality or process issues. That says a great deal for group dynamics and process.

Each group member was allowed to concentrate on her area of strength and the team, as a whole, focused on the project development. There was a sense of independence in component development but an essence of interdependence was always maintained by quality assurance checks. Communication was ongoing to insure that the target goals and objects were always in the forefront during the development of each component of the project.

This dedication could possibly be attributed to the project that we chose to develop. While brainstorming the original assignment of RFP development, I was part of a group that wanted to assist teachers in the classroom to develop a Web presence. Courtney, as a member of the group who developed the Response to the RFP document, proposed a "big picture" project that would meet the requirements of the original request. It was this desire to create something that would be encouraging, productive, and visionary that could be used in the classroom, that drew all four team members to the project.

Within the first team meeting, we quickly realized that given the amount of time and the other commitments in our lives (thus the "4 Tired Chicks"), it would be necessary to narrow our focus for this project. We decided to focus on the "attitude" component of instruction, feeling that it was the most important component in our desire to entice the classroom teacher to the Web. We hoped that in the future one of us would have the opportunity to continue the development of the "big picture".

We quickly went to work in our individual areas of strength; carrying the baton, picking up the baton, and passing the baton as was required by the project development. We were allowed to draw on our areas of expertise and actually share that experience with the group. In reality, we learned from each other. There was no stress, just a realistic determination to create a useable product. We had a focus and the confidence in our own abilities and knowledge to guide us in the development of a viable Web site that appealed to the classroom teacher and that would entice them to appreciate the value of a Web presence.

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Jan's Reflections:

Working on the FTC project has been a wonderful learning experience. I am thankful that I was able to work with the other 3 tired chicks (Courtney, Christie, & Kathy) throughout this process. Not only did I learn a tremendous amount about teamwork and process, I felt that I was able to learn it in one of the most supportive environments I've yet experienced in graduate school. It's always refreshing and uplifting to work with people who take their work seriously and who care about producing a quality product. I can openly and freely say that my team members had the highest of work ethics. This commonality helped us accomplish our goals, at a quality level that none of us anticipated could be done within the timeframe we were given to work.

At the beginning of the project, we were overwhelmed by how much actually needed to be done to complete the "Big Picture." In weaker collaborative groups, this might have caused dissention, but with our group, we were able to quickly prioritize and assign tasks for those things that we determined we could accomplish by the end of the semester.

It was interesting to see what our various past experiences brought to the design table and how those experiences impacted the final outcome. I was amazed at the diversity of skills that each of us displayed when the time called for it. At various points throughout the process, we each wore the hat of manager, encourager, creator, writer, editor, and of course, ... teacher. We shared a passion for our topic and we all hope that the **Web Wilderness Resource Kit** will actually be a real, functional tool for teachers in the classroom. We don't want to see this work go to waste.

Humor was a constant element that was present during the development of our project. Without it, I believe that we would have been less productive and less able to support one another. The theme of the "Four Tired Chicks" kept us going during those lagging times. At least we could laugh at how much we were trying to juggle and this helped us put forth our best effort in spite of it all. I will walk away from this experience with new insights and a long-term appreciation for my team members. If I were ever able to collaborate with the Four Tired Chicks again, I would jump at the chance.

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APPENDIX G

MARKETING SAMPLE

Teachers, ... it's a jungle out there!

To survive the demands of today's classroom, you need the right tools and the right attitude.

We all know that designing creative instruction for students growing up in today's media rich society can be a real challenge. Let FTC Inc. help you take the edge off of Technophobia by cutting to the core of the problems that keep you from putting the Web to work in your classroom.

Here's what you'll find when you visit this **FREE** Web site:

http://teachnet.edb.utexas.edu/~christie_jester/wildweb/



- ◆ **Why Web I t?** – If you're tired of always hearing the "what" without the "why," then check out these instructional reasons for adding the Web to your teaching tactics.
- ◆ **See I t I n Action!** – Real examples for real teachers.
- ◆ **Go to it!** – Easy-to-follow instructions for the teacher with too much to do to wade through a sea of techno-babble!