

# **Put Excitement into the Classroom Connect with Technology**

## **Session 1: Connect to Fun!**

Participant Guide and Workbook

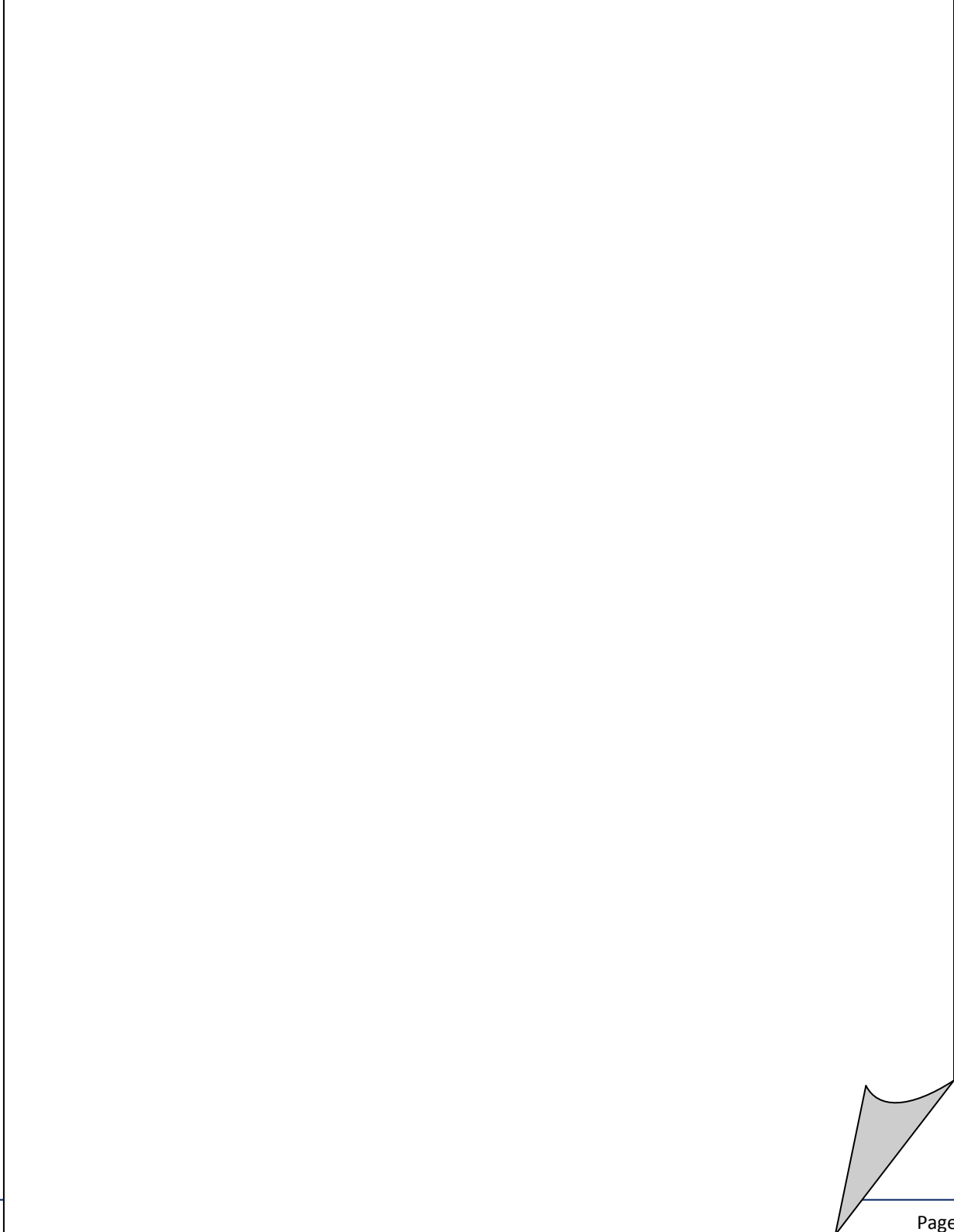
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**Activity 1: In the past week, I used the following types of technology in my daily life . . .**



## Activity 2: What Do You Think?

With your table partners, make a list of reasons to use technology in the classroom and reasons that educators do not use technology in the classroom.

<b>Reasons to Use Technology in Today's Classroom</b>	<b>Reasons <u>Not</u> to Use Technology in Today's Classroom</b>

### Activity 3: Who Shares Your Birthday?

When were you born?

Check out the following website that will tell you about others who were born on that date, but not necessarily in the same year!

When you have gained access to the Internet, key in this URL in the location bar:

<http://www.biography.com/search/botd.do>

Follow the directions at this site and insert your birth month and day. Think about the following questions:

- How many people are listed as having the same birth date?
- How far back in time does the list go?
- Who decides what names to include on this list?

Choose the name of one person on this list. Find out more information about the person. You will probably want to check some other places online or do a search of the person.

Communicate this information to someone else, either via e-mail, journal, letter, or discussion.

Consider the following questions:

- Did you have trouble finding the information?
- Who decides what makes a person “famous”?

### Activity 4: Be a Detective: Decoding and Evaluating URLs

Here are several URLs. Some are rather easy to decode, and others might surprise you. For each one, decode the URL: before you go to the site.

URL	This is what I think I'll find by using this URL.	This is what I actually found.
<a href="http://www.whitehouse.gov">http://www.whitehouse.gov</a>		
<a href="http://www.defenselink.mil/">http://www.defenselink.mil/</a>		
<a href="http://www.accuweather.com/">http://www.accuweather.com/</a>		
<a href="http://www.travlang.com/">http://www.travlang.com/</a>		
<a href="http://postalmuseum.si.edu/">http://postalmuseum.si.edu/</a>		
<a href="http://www.ucsus.org/">http://www.ucsus.org/</a>		
<a href="http://www.researchpaper.com/">http://www.researchpaper.com/</a>		
<a href="http://owl.english.purdue.edu/">http://owl.english.purdue.edu/</a>		
<a href="http://www.nps.gov/">http://www.nps.gov/</a>		

### Activity 5: Searching the Web - Test Driving Search Engines

Name of Search Tool	Number of Hits/Sites Accessed	Easy to Use?
<a href="http://www.google.com">www.google.com</a>		___ Yes ___ No
<a href="http://www.altavista.com">www.altavista.com</a>		___ Yes ___ No
<a href="http://www.alltheweb.com">www.alltheweb.com</a>		___ Yes ___ No
<a href="http://www.metacrawler.com">www.metacrawler.com</a>		___ Yes ___ No
<a href="http://www.ixquick.com">www.ixquick.com</a>		___ Yes ___ No
<a href="http://lii.org">http://lii.org</a>		___ Yes ___ No
<a href="http://infomine.ucr.edu/">http://infomine.ucr.edu/</a>		___ Yes ___ No
<a href="http://www.yahoo.com/">http://www.yahoo.com/</a>		___ Yes ___ No
<a href="http://www.dogpile.com/">http://www.dogpile.com/</a>		___ Yes ___ No
<a href="http://www.academicinfo.net">http://www.academicinfo.net</a>		___ Yes ___ No

## Activity 6: It's Time for Trivial Pursuit!

Use your internet searching skills to find the answers to each of the following questions?

1. Who thought of Daylight Saving Time?
2. What is the smallest republic in the world?
3. Who invented Coca-Cola?
4. What was the first known mathematical puzzle?
5. What is the world's largest fish?
6. What is the world's smallest primate?
7. What were the first animals to fly in a manmade device?
8. How many settlers sailed from England in 1620 on the *Mayflower*?
9. What is the deepest lake in the world?
10. What was the per acre price Russia received for Alaska in 1867?
11. How long did Sputnik I circle the Earth?
12. Who invented ice cream?
13. How big are the numbers on Big Ben?
14. Who discovered penicillin?
15. Where was the first traffic light installed?
16. Who wrote *Happy Birthday to You*?

## Activity 7: Evaluating the Web

### Evaluating Websites/Online Materials

URL \_\_\_\_\_

<b>Relevance and Appropriateness</b>		
	<b>Yes/No</b>	<b>Comments</b>
1. Is the site's content relevant to your needs?		
2. Is the Web medium appropriate and necessary for your needs?		
3. Is the target age group clearly indicated and consistent with the age range of your students?		
4. Are the mission and the scope of the site clearly indicated and relevant to your purposes?		
5. Are graphic images appropriate for your students' age group?		
6. Is the content timely and updated reasonably often? Does it include the date?		
<b>Credibility</b>		
	<b>Yes/No</b>	<b>Comments</b>
1. Is the author of the site clearly indicated?		
2. Is the author's experience in the content area sufficient?		
3. Is the site author and/or sponsor a known entity?		
4. Is there evidence of quality control?		
5. Is the site or site author affiliated with an identified educational organization?		
<b>Bias Identification</b>		
	<b>Yes/No</b>	<b>Comments</b>
1. Does the site include a statement about the author or sponsoring organization that helps identify potential bias?		
2. Is the site authored or sponsored by some person or organization with a known position regarding the content? If not, is his/her position clearly stated?		
3. Is the primary purpose of the site commercial, and if so, how might this interest be informing content?		
4. Does the site include forums for users to discuss its content and present divergent perspectives?		
<b>Accuracy</b>		
	<b>Yes/No</b>	<b>Comments</b>
1. Does the site contain obvious content errors or omissions?		

2. If information on the site is time-sensitive, is it routinely updated to incorporate new and follow-up information?		
3. Does the site provide or invite diverse perspectives, or does it rely a tightly defined single view for understanding its topic?		
4. Are sources within the site clearly cited?		
<b>Accessibility</b>		
	<b>Yes/No</b>	<b>Comments</b>
1. Does the site load reasonably fast?		
2. Is the author or sponsoring organization accessible to answer your questions, or those of your students, via email or online form?		
3. Is contact information provided for the author or sponsoring organization?		
4. Does the site take into consideration the needs of students with disabilities (e.g. non-frames version and other considerations)?		
<b>Navigability</b>		
	<b>Yes/No</b>	<b>Comments</b>
1. Is the site organization intuitive?		
2. Is the necessity of scrolling kept to a minimum?		
3. Is navigation simple and obvious?		
4. Are navigation bars provided to allow users to jump to different places within the site?		

Would you use this website in class or recommend it to a fellow teacher or friend? Why or why not?

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Can this website be used to enrich your students' learning experience? How?

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What specific skill will you cover using this website?

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Evaluation form based on **A Multicultural Model for Evaluating Educational Web Sites** by Paul Gorski. Retrieved from the World Wide Web on at: <http://www.edchange.org/multicultural/net/comps/model.html>.

## The 5 Ws and an H of Web Site Evaluation

### Who

Who wrote the pages and are they experts?

Is a biography of the author included?

How can you find out more about the author?

### What

What does the author say is the purpose of the site?

What else might the author have in mind for the site?

What makes the site easy to use?

### When

When was the site created?

When was the site last updated?

### Where

Where does the information come from?

Where can I look to find out more about the producer/sponsor?

### Why

Why is this information useful for my purpose?

Why should I use this information?

Why is this page better than another?

### How

How will I use the information in the classroom to improve instruction?

How will my students use the site?

How will the information make a difference?



**Activity 9: Prepositions of Movement** <http://www.teflclips.com/?p=67>  
**Sentences in Order**

The man goes back into his flat and leaves everyone else outside

They go over a swimming pool

He leaves his flat

They go in one phone box and out another

They go through an office and the people in the office join them

The postman drops his letters and joins him

He goes past the postman

They go through some bushes

They go around a monster made of cardboard boxes

A man's breakfast tells him to go

He stands up

They go past a bus stop and the people waiting at the bus stop join them

# Worksheet

Can you remember the missing words?

1. A man's breakfast \_\_\_\_\_ him to \_\_\_\_\_.
2. He stands \_\_\_\_\_.
3. He \_\_\_\_\_ his flat.
4. He goes \_\_\_\_\_ the postman.
5. The postman \_\_\_\_\_ his letters and joins him.
6. They go \_\_\_\_\_ some bushes.
7. They go \_\_\_\_\_ a swimming pool.
8. They go \_\_\_\_\_ a bus stop and the people waiting at the bus stop join them.
9. They go \_\_\_\_\_ an office and the people in the office join them.
10. They go \_\_\_\_\_ one phone box and \_\_\_\_\_ another.
11. They go \_\_\_\_\_ a monster made of cardboard boxes.
12. The man goes \_\_\_\_\_ into his flat and leaves everyone else \_\_\_\_\_.

## Activity 10: Locating a Video for My Classroom

Answer the 5 Ws and H for the video that you selected.

Who created the video/audio?	
What does the video/audio cover (include the name and url)?	
When was the video/audio created?	
Where will you use the video/audio (include the name of the lesson and the type of classroom in which you will use the video)/	
Why will you use the video/audio (include objectives that the video will assist you in covering)?	
How will the video/audio enhance your lesson?	

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### Activity 11: My Jeopardy Worksheet

Category	Points	Answer Slide	Question Slide
Category 1			
One (1)	\$100		
One (2)	\$200		
One (3)	\$300		
One (4)	\$400		
Category 2			
Two (1)	\$100		
Two (2)	\$200		
Two (3)	\$300		

Two (4)	\$400		
Category 3			
Three (1)	\$100		
Three (2)	\$200		
Three (3)	\$300		
Three (4)	\$400		
Category 4			
Four (1)	\$100		
Four (2)	\$200		
Four (3)	\$300		
Four (4)	\$400		

Final Jeopardy	Wager		
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# Text Messaging Dictionary

*Text Messaging* has evolved its own language abbreviations and Shorthand. Here are examples of the most commonly used text lingo.

:-)	happy face
:(	sad face
:/	confused
:-D	surprised
@	at
1	one
2	to/too/two
2 B	to be
2DAY	today
2MORO	tomorrow
2NITE	tonight
3SUM	threesome
4	for/four
4EVER	forever
AFAIK	as far as I know
AFK	away from keyboard
ASAP	as soon as possible
ATB	all the best
ATTN	attention
B	be, bee
B2B	back to back
B4	before
BAW	bells and whistles
BBL	be back later
BCAME	became
BCNU	be seeing you
BG	big grin
BION	believes it or not
BLVD	boulevard
BN	being
BOT	back on topic
BRB	be right back
BROS	brothers
BTW	by the way
BWD	backward
BYE	goodbye
C	see, sea
CEO	Chief Executive Officer
CN	can
CJ	see you
CJL	see you later
CYA	see ya
CZIN	season
D	the
DAT	that
DIS	this/these
DOIN	doing

DTSL	don't talk so loud
EG	evil grin
F	if
F2T	free to talk
FCFS	first come, first served
FM	from memory
FOAF	friend of a friend
FONE	phone
FWD	forward
FYA	for your amusement
FYI	for your information
GFC	going for coffee
GIV	give
GMZA	give us a
GDNA	going to
GR8	great
GUDAM	good morning
GUDNITE	good night
GUDPM	good afternoon/good evening
HB	hate
H4V	have
HHOJ	ha ha only joking
HRU	How are you?
HTH	hope this helps
HV	have
I	I/aye/eye
IAE	in any event
IMCO	in my considered opinion
IMHO	in my humble opinion
IMO	in my opinion
IOW	in other words
K	okay
KISS	keep it simple and stupid
LB	late
LBR	later
LCH	lunch
LO	hello
LOL	laughing out loud
LUV	love
LUVU	I love you
MHOTY	my hat's off to you
MOB	mobile
MDM	moment
MSG	message
MTNG	meeting
N	an/and/in
NE	any

NE1	anyone
NETHNG	anything
NO1	no one
NUTN	nothing
OFIS	office
OIC	oh I see
OTOH	on the other hand
PCM	please call me
PLS	please
PMJI	pardon me for jumping in
Q	queue
R	are
RCVD	received
RGDS	regards
ROTFL	rolling on the floor laughing
RTFM	read the flipping manual
RJOK	are you ok
S	is
SCNR	sorry could not resist
SEZ	says
STRA	stray
SUM1	someone
T	tea, tee
THNQ	thank you
THX	thanks
TIA	thanks in advance
TNX/TY	thanks/thank you
TXTME	text me
U	you
UR	you're / your
W	with, were, where
W/O	without
WAN2	want to
WB	write back
WEN	when
WENJA	when do you
WERJA	where do you
WK	week
WKND	weekend
WL	will
WRU	where are you
XFER	transfer
XING	crossing
XLNT	excellent
XMAS	Christmas
XOXOX	hugs and kisses
XTRA	extra

## Activity 9 AFK or BRB? – Time Out for Text Messaging

Be the first to decode the following common text message abbreviations by writing the phrase next to the abbreviation!

1. **AIMB**
2. **B2B**
3. **CU**
4. **CZIN**
5. **FCFS**
6. **G4I**
7. **HAGD**
8. **IDK**
9. **ISTM**
10. **JOOTT**
11. **PLS HD**
12. **RL**
13. **ROFL / ROTFL**
14. **TA**
15. **TAW**
16. **UG2BK**
17. **WTG**
18. **YW**
19. **YSK**

## Activity 6 Answers: Trivial Pursuit on the Net with Answers

1. **Q. Who thought of Daylight Saving Time?**

A. The idea for Daylight Saving Time, or Summer Time as it is known in Europe, was first introduced by Benjamin Franklin while in Paris in 1784. His essay, *An Economical Project for Diminishing the Cost of Light*, was a humorous discourse on the thrift of natural versus artificial lighting. Other ideas in the essay were levying a tax on all windows built with shutters to keep the sun out, rationing candles to one pound per family per week, and forbidding coach traffic after sunset except for physicians, surgeons and midwives. The first serious supporter of Daylight Saving Time was William Willett, a London builder. In 1907 he wrote the pamphlet, *Waste of Daylight*, in which he proposed advancing the clock by 20 minutes each Sunday in April and then subtracting 20 minutes each Sunday in September. A bill was drafted by Sir Robert Pearce and introduced, several times, in the House of Commons. During World War I, the idea finally caught hold as a way to save energy. Germany was the first country to institute the change on May 1, 1916. Britain followed with the introduction of Summer Time on May 21, 1916. In the US, an *Act to preserve daylight and provide standard time for the United States* was enacted March 19, 1918, which established the standard time zones across the country and called for Daylight Saving Time to begin the end of March.

2. **Q. What is the smallest republic in the world?**

A. The smallest independent republic in the world is Nauru, a one-island country in Oceania, south of the Marshall Islands. Independence was achieved from Australia in 1968 and it joined the UN in 1999. The country measures 21 sq km or 8.1 sq miles, about 0.1 times the size of Washington, DC. Vatican City and Monaco are smaller but are not republics.

3. **Q. Who invented Coca-Cola?**

A. According to the Coca-Cola Company, Coca-Cola was invented by John Pemberton in 1886. Mr. Pemberton, a Civil War veteran and Atlanta pharmacist, was trying to make a quick cure for headache. He took this mixture to Jacobs' Pharmacy where it was mixed with carbonated water and served to patrons. Frank Robinson, Mr. Pemberton's accountant, is credited with naming the product Coca-Cola. The famous product logo is said to be the name in Mr. Robinson's distinctive handwriting. The company was purchased by Asa Griggs Candler, born December 30, 1851, for \$2300 over the period of 1888 to 1891. Mr. Candler was a successful salesman who began to make the company what it is today.

4. **Q. What was the first known mathematical puzzle?**

A. The "Rhind Papyrus", an Egyptian scroll written around 1650 BC, contained mathematical tables, problems, and the oldest known mathematical puzzle. The current version of the puzzle is:

*As I was going to St. Ives, I met a man with seven wives. Every wife had seven sacks, and every sack had seven cats. Every cat had seven kits. Kits, cats, sacks, and wives, how many were going to St. Ives?*

5. **Q. What is the world's largest fish?**

A. The world's largest fish is a whale shark. When grown, these fish are typically between 30 and 40 feet (9 to 12 meters) in length, but may reach over 50 feet. These gentle giants can be

found near the surface of warm areas of the Atlantic, Pacific, and Indian Oceans. They are filter feeders existing on plankton.

6. **Q. What is the world's smallest primate?**

A. The world's smallest primate is the lesser mouse lemur, found only in Madagascar. About the size of a chipmunk, their heads are about the size of a human thumb and weigh just a few ounces.

7. **Q. What were the first animals to fly in a manmade device?**

A. On September 19, 1783, a duck, a rooster, and a sheep flew in a hot air balloon. The balloon was designed by Joseph and Etienne Montgolfier and was launched from Versailles, France. The flight lasted eight minutes.

8. **Q. How many settlers sailed from England in 1620 on the *Mayflower*?**

A. According to the passenger lists, 100 people departed England and 100 were on board when land was reached. During the voyage there was one birth, Oceanus Hopkins, and one death, William Button. Peregrine White was born on the ship after land was reached.

9. **Q. What is the deepest lake in the world?**

A. Lake Baikal in Russia. The deepest spot is 5,134 feet deep.

10. **Q. What was the per acre price Russia received for Alaska in 1867?**

A. \$0.019. The total price was \$7.2 million. Alaska contains 586,412 square miles or 375,302,130 acres.

11. **Q. How long did Sputnik I circle the Earth?**

A. 92 days. It was launched October 4, 1957 and fell to Earth January 4, 1958.

12. **Q. Who invented ice cream?**

A. The Chinese in about 2000 BC. It was a mixture of milk and rice packed with snow.

13. **Q. How big are the numbers on Big Ben?**

A. Each number is 2 feet, or 0.6 meters, tall.

14. **Q. Who discovered penicillin?**

A. Alexander Fleming in 1928 while trying to find a way to kill bacteria.

15. **Q. Where was the first traffic light installed in the United States?**

A. The corner of Euclid Avenue and E. 105th Street in Cleveland, Ohio on August 5, 1914.

16. **Q. Who wrote *Happy Birthday to You*?**

A. Mildred Hill and her sister Dr. Patty Hill in Louisville, Kentucky for their kindergarten. Originally titled *Good Morning to All*, it was first published in 1893.

# Complete the 3-2-1 Chart

**3 things I found out from this workshop**

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**2 things that interested me**

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**1 question I still have**

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### **My Assignment: Getting Started Integrating Technology**

- ▶ Brainstorm ideas on how to integrate the types of technology covered in today's workshop in your classroom.
  
- ▶ Refine the game that you developed, use it with your class, and email the game to:
  - [bv73008@aol.com](mailto:bv73008@aol.com)

**Put Excitement into the Classroom  
Connect with Technology**

**Session 1: Connect to Fun  
Resources**

## Articles on Technology – A Look into What’s Here!



### Integrating Technology

March 9, 2008

Text Generation Gap: U R 2 Old (JK)

By [LAURA M. HOLSON](#)

AS president of the [Walt Disney Company](#)'s children's book and magazine publishing unit, Russell Hampton knows a thing or two about teenagers. Or he thought as much until he was driving his 14-year-old daughter, Katie, and two friends to a play last year in Los Angeles.

"Katie and her friends were sitting in the back seat talking to each other about some movie star; I think it was Orlando Bloom," recalled Mr. Hampton, whose company produced the "Pirates of the Caribbean" movies, in which the actor starred. "I made some comment about him, I don't remember exactly what, but I got the typical teenager guttural sigh and Katie rolled her eyes at me as if to say, 'Oh Dad, you are so out of it.'"

After that, the back-seat chattering stopped. When Mr. Hampton looked into his rearview mirror he saw his daughter sending a text message on her cell phone. "Katie, you shouldn't be texting all the time," Mr. Hampton recalled telling her. "Your friends are there. It's rude." Katie rolled her eyes again.

"But, Dad, we're texting each other," she replied with a harrumph. "I don't want you to hear what I'm saying."

Chastened, Mr. Hampton turned his attention back to the freeway. It's a common scene these days, one playing out in cars, kitchens and bedrooms across the country.

Children increasingly rely on personal technological devices like cell phones to define themselves and create social circles apart from their families, changing the way they communicate with their parents.

Innovation, of course, has always spurred broad societal changes. As telephones became ubiquitous in the last century, users — adults and teenagers alike — found a form of privacy and easy communication unknown to Alexander Graham Bell or his daughters.

The automobile ultimately shuttled in an era when teenagers could go on dates far from watchful chaperones. And the computer, along with the Internet, has given even very young children virtual lives distinctly separate from those of their parents and siblings.

Business analysts and other researchers expect the popularity of the cell phone — along with the mobility and intimacy it affords — to further exploit and accelerate these trends. By 2010, 81 percent of Americans ages 5 to 24 will own a cell phone, up from 53 percent in 2005, according to IDC, a research company in Framingham, Mass., that tracks technology and consumer research.

Social psychologists like Sherry Turkle, a professor at the [Massachusetts Institute of Technology](#) who has studied the social impact of mobile communications, say these trends are likely to continue as cell phones morph into mini hand-held computers, social networking devices and pint-size movie screens.

“For kids it has become an identity-shaping and psyche-changing object,” Ms. Turkle said. “No one creates a new technology really understanding how it will be used or how it can change a society.”

Marketers and cell phone makers are only too happy to fill the newest generation gap. Last fall, Firefly Mobile introduced the glow phone for the preschool set; it has a small keypad with two speed-dial buttons depicting an image of a mother and a father. [AT&T](#) promotes its wireless service with television commercials poking fun at a mom who doesn’t understand her daughter’s cell phone vernacular. Indeed, IDC says revenue from services and products sold to young consumers or their parents is expected to grow to \$29 billion in 2010, up from \$21 billion in 2005.

So far, parents’ ability to reach their children whenever they want affords families more pluses than minuses. Mr. Hampton, who is divorced, says it is easy to reach Katie even though they live in different time zones. And college students who are pressed for time, like Ben Blanton, a freshman who plays baseball at [Vanderbilt University](#) in Nashville, can text their parents when it suits them, asking them to run errands or just saying hello.

“Texting is in between calling and sending and e-mail,” he explained while taking a break from study hall. Now he won’t even consider writing a letter to his mother, Jan. “It’s too time consuming,” he said. “You have to go to the post office. Instead, I can sit and watch television and send a text, which is the same thing.”

But as with any cultural shift involving parents and children — the birth of rock ‘n’ roll or the sexual revolution of the 1960s, for example — various gulfs emerge. Baby boomers who warned decades ago that their out-of-touch parents couldn’t be trusted now sometimes find themselves raising children who — thanks to the Internet and the cell phone — consider Mom and Dad to be clueless, too.

Cell phones, instant messaging, e-mail and the like have encouraged younger users to create their own inventive, quirky and very private written language. That has given them the opportunity to essentially hide in plain sight. They are more connected than ever, but also far more independent.

In some cases, they may even become more alienated from those closest to them, said Anita Gurian, a clinical psychologist and executive editor of [AboutOurKids.org](#), a Web site of the Child Study Center at [New York University](#).

“Cell phones demand parental involvement of a different kind,” she said. “Kids can do a lot of things in front of their parents without them knowing.”

TO be sure, parents have always been concerned about their children’s well-being, independence and comportment — and the rise of the cell phone offers just the latest twist in that dynamic. However it all unfolds, it has helped prompt communications companies to educate parents about how better to be in touch with their children.

In a survey released 18 months ago, AT&T found that among 1,175 parents the company interviewed, nearly half learned how to text-message from their children. More than 60 percent of parents agreed that it helped them communicate, but that sometimes children didn’t want to hear their voice at all. When asked if their children wanted a call or a text message requesting that they be home by curfew, for instance, 58 percent of parents said their children preferred a text.

“Just because you can reach them doesn’t mean they have to answer,” said Amanda Lenhart, a senior research specialist at the Pew Internet & American Life Project, which is studying the impact of technology on adolescents. “Cell phones give teens more of a private life. Their parents aren’t privy to all of their conversations.”

Text messaging, in particular, has perhaps become this generation’s version of pig Latin. For dumbfounded parents, AT&T now offers a tutorial that decodes acronyms meant to keep parents at bay. “Teens may use text language to keep parents in the dark about their conversations by making their comments indecipherable,” the tutorial states. Some acronyms meant to alert children to prying eyes are POS (“parent over shoulder”), PRW (“parents are watching”) and KPC (“keeping parents clueless”).

SAVANNAH PENCE, 15, says she wants to be in touch with her parents — but also wants to keep them at arm’s length. She says her father, John, made sure that she and her 19-year-old brother, Alex, waited until high school before they got cell phones, unlike friends who had them by fifth grade. And while Savannah described her relationship with her parents as close, she still prefers her space.

“I don’t text that much in front of my parents because they read them,” she said. And when her parents ask who is on the phone? “I just say, ‘People.’ They don’t ask anymore.”

At first, John Pence, who owns a restaurant in Portland, Ore., was unsure about how to relate to his daughter. “I didn’t know how to communicate with her,” Mr. Pence said. “I had to learn.” So he took a crash course in text messaging — from Savannah. But so far he knows how to quickly type only a few words or phrases: Where are you? Why haven’t you called me? When are you coming home?

When his daughter asks a question, he typically has one response. “‘OK’ is the answer to everything,” he said. “And I haven’t used a question mark yet.” He said he had to learn how to text because his daughter did not return his calls. “I don’t leave a message,” he said, “because she knows it’s me.”

Savannah said she sends a text message to her father at least two or three times a day. “I can’t ask him questions because he is too slow,” she said. “He uses simple words.” On the other hand, her mother, Caprial, is more proficient at texting and will ask how her day was at school or how her friends are doing. (Her mom owed her more facile texting skills to being an agile typist with small hands.)

Early on, Savannah’s parents agreed that they had to set rules. First, they banned cell phone use at the dinner table and, later, when the family watched television together, because Mr. Pence worried about the distraction. “They become unaware of your presence,” he said.

Mr. Pence is well aware of how destabilizing cell phones, iPods and hand-held video game players can be to family relations. “I see kids text under the table at the restaurant,” he said. “They don’t teach them etiquette anymore.” Some children, he said, watch videos in restaurants.

“They don’t know that’s the time to carry on a conversation,” he said. “I would like to walk up to some tables and say, ‘Kids, put your iPods and your cell phones away and talk to your parents.’ ”

But even he has found that enforcing rules is harder than might be expected. He now permits Savannah to send text messages while watching TV, after he noticed her using a blanket over her lap to hide that she was sending messages to friends. “I could have them in the same room texting, or I wouldn’t let them text and they would leave,” said Mr. Pence of his children. “They are good kids, but you want to know what they are up to.”

Other families face similar challenges.

In 1999, Marie Gallick got a family plan for her and her three children and found that each of them had a different approach to cell phone use. One of Ms. Gallick's sons likes to talk, she said, while her other son, Brandon, who lives near her home in Raritan, N.J., preferred to text. How much they communicated with her, she said, depended on their mood. And she found she had to be careful about what she said and how.

"There is emotion behind it," she said. Once, one of her sons didn't answer his cell phone when she called, so she sent him a text saying, "NICE OF YOU TO TURN ON YOUR PHONE."

"They thought I was mad," she said. Ms. Gallick did not understand that using capital letters was the same as yelling. (She said she had the same problem when she began using e-mail, which, perhaps, makes her problem as much about adapting to digital shifts as it is about communicating with children.)

Brenda Ng, vice president for consumer insights at T-Mobile, the cellular provider, said her company's studies show that while cell phone use can cause division, it, too, is "the glue" that cements relationships. "It may seem mundane, but they keep people together," Ms. Ng said.

Consider this: Brandon Gallick, who is 23, recalled a night last year when he was driving home on a country road near Hillsborough, N.J., and a large donkey ran in front of his car. He couldn't wait to get home to call his mother. "I had to text my mom right away," he said, noting he sent text messages to friends, too. "I wanted to tell her about it because it was so funny. We don't see many donkeys in New Jersey."

Ms. Gallick appreciated the message. "I like it when he does that," she said. "It makes me feel special." But again, the unintended consequence was more miscommunication for her.

"It took five texts before I thought he really meant it," she said. "What I find is that you have to text each other more to understand each other than if you just picked up the phone. You are constantly asking, 'What did you mean?' It is a form of alienation but at the same time it is keeping us in contact."

In fact, texting appears to be easier than talking for some cell phone users, providing yet another distraction for them inside their cars. Mr. Blanton at Vanderbilt, like many of his peers, texts his mother and friends even when both of his hands should be on the steering wheel.

"I can text without looking at the phone," he said. "It's definitely not safe. Sometimes I'll look up and I don't remember where I've been driving."

MS. TURKLE, the M.I.T. professor, says cell phones offer another way for the [Facebook](#) generation to share every life experience the second it unfolds.

"There is a slippage from 'I have a feeling I want to make a call' to 'I need to make a call,'" she said. "You don't get to have a feeling before sharing that feeling anymore."

Ms. Turkle recalled a vacation with her daughter in Paris, where she hoped to immerse her in the local culture and cuisine. "Part of the idea of Paris is being in Paris," Ms. Turkle said. But during an afternoon stroll, her daughter received several calls and text messages on her cell phone from friends back in Boston. Her daughter, she said, felt compelled to return every one.

When Ms. Turkle asked why she didn't turn off her cell phone and enjoy the city, she said her daughter replied, "I feel more comfortable talking with my friends." But her daughter's friends didn't even really want to talk. "They just want to know where you are," Ms. Turkle said. "It's a new sensibility."

It is a new sensibility on many fronts. Jan Blanton said her relationship with her son, Ben, is closer because cell phones make reaching out so simple. And that has caused her to reflect on her relationship with her own parents.

In the early 1980s, when she left home to attend college, Ms. Blanton said, her relationship with her parents was frayed. "We didn't have open communication," she said. "I wasn't close to them. Maybe once a week I'd call. My parents were happy when we were out of the house."

Ms. Blanton wonders if things might have been different if they had text messaging back then. Her son now sends frequent text messages to his grandfather, discussing baseball and fishing. "I can write better than I talk," said Ms. Blanton, whose relationship with her parents is now close. "I think we would have had a better experience."

It is likely that in just a few years, younger members of the digerati will consider cell phones like those the Blantons are using to be relics. While many consumers have become fashion-conscious about the latest in technological devices, analysts say that young children and teenagers are particularly so and more likely than their parents to continually gravitate to something new.

Mr. Hampton said his daughter Katie recently asked for a BlackBerry so she could better send e-mail to her friends and have unfettered access to the Internet.

"I said no," he recalled. "It's not necessary."

But then again, Mr. Hampton said, he may change his mind. "No one is teaching kids how to use these things," he said. "But in fairness, adults don't know how to use them, either."

## Games to Teach By

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### Introduction

Believe it or not, the use of games that teach can be traced back many thousands of years. For example, China used board games and war games over 5000 years ago. Fast-forward a few years...business games started surfacing in the late 1950's/early 1960's. Even with these examples, the use of games as a learning tool has still not gained widespread acceptance. Despite its history, the use of "games" as an instructional tool is often viewed with suspicion by *serious educators*, who wonder, "How can games teach?" "Is this just being used for filler, so the teacher doesn't have to teach?" "We're not offering coursework to teach people how to play games...we're running a business here!"

Times, however, are starting to change. According to Ruben (1999), in the 1970's and early 80's some educators embraced games and simulations as "an attractive and novel alternative to traditional classroom lectures and other one-way information-dispensing methods" (p. 3). Part of the reason for this, the author suggests, is that experience-based (experiential) models have a greater potential to "address many of the limitations of the traditional paradigm." Specifically, they "accommodated more complex and diverse approaches to the learning processes and outcomes; allowed for interactivity; promoted collaboration and peer learning; allowed for addressing cognitive as well as affective learning issues; and, perhaps most important, fostered active learning" (Ruben, 1999, p. 3).

A 1995 Training and Development survey indicated that 100% of training professionals surveyed indicated that they used some type(s) of training games and seventy-six percent indicated they used them in all or most of their programs (Salopek, 1999). The figures are higher today. Educators in the public sector have long used games to enhance the learning process and engage learners, but if our experiences are any guide, gaming was typically used in the lower grades -- elementary school. All that has changed, as well.

In a business context, a recent *USA Today* article discussed the increase in the use of games and toys with executive groups as they conduct strategic visioning, creativity and planning sessions (Horovitz, 2002). In the article, entitled "Toys Bring Out Kid in Corporate America", the author suggests that one of the reasons for the rise in popularity of toys and games is based on the belief that "Most executives are basically kids in adult clothing" (Horovitz, 2002, p.1). The value proposition for many organizations that use gaming and toys and that realize the value of 'play' is that such things allow us to anchor back to a time when we were most creative and open to new ideas -- something business and educational environments say they value.

It is not the purpose of this article to have the final say on the efficacy of gaming in learning. Rather, it is our goal to discuss:

- the theoretical foundations behind the use of games in teaching and training in both college and corporate settings.
- various uses of games in learning.
- tools and techniques that help bridge the gap between experiencing the game and tying it to the learning objectives.
- the value of games as tools that support different learning styles.

We have been very encouraged by the learner feedback we have received as a result of our use of games to support learning. There is certainly an abundance of literature to support the use of games as tools that help learners, among other things, to reflect on new information, reinforce what they already know, enhance knowledge transfer, and as a tool for both formative and summative evaluation to support key learning.

### Fundamentals of Games

## What is a Game?

There are a number of different terms and definitions used to describe 'games' -- such as experiential learning (Salopek, 1999), instructional simulations, and group learning (Mantyla, 1999). Carolyn Nilson, author of *More Team Games for Trainers*, defines a game as a "structured activity with learning at the end" (Salopek, 1999, p. 29). Steve Sugar, President of The Game Group and author of a book entitled *Games that Teach*, defines games simply as "fun with a purpose" (Salopek, 1999, p. 30). The key phrase in this definition, in our minds, is *with a purpose*. At times, we can get more caught up with the 'bells and whistles' than with the actual content we are trying to transfer to the learner. Fetro and David (2000) are even more pointed when they emphasize the importance of course and student objectives when determining how (or if) to incorporate educational games into the classroom instruction.

## Why Use Games?

We consider several factors when deciding whether to use games or not to support learning.

From a *course design standpoint*, effective instructional design in both traditional and distance environments is driven by how learners are connected to the content, the instructor, and each other. Given this, one of the greatest strengths of using games for learning is that they are excellent tools for connecting learners to knowledge, key concepts, facts, and processes in a way that is fun *and* purposeful. Because they are often fun, games also help learners construct meaning and to discover things about a subject area in a more personal way and in a safe environment.

In addition to helping them learn, games "reinforce and review course information by allowing learners to apply what they have learned" Mantyla (1999, p. 91). Further, "conceptualizing education as a game restores enjoyment, healthy competition, cooperation, and discipline to teaching and learning" (Schwartzman, 1997, p. 1). Depending on their design, games can also improve teamwork (Sugar, 2002; Nemerow, 1996).

From a *practical standpoint*, the profile of learners has changed (Prensky, 2001). Consider this -- today's children (who are quickly becoming tomorrow's college students and adult learners):

- spend over 10,000 hours playing video games.
- receive and send over 200,000 emails and instant messages
- spend over 10,000 hours talking on digital cell phones and over 20,000 hours watching TV (a high percentage fast speed MTV).

According to Prensky, (2001), they do all of this before they ever even leave for college! As a result, he suggests, "learning via digital games is one good way to reach *Digital Natives* in their 'native language'" (Prensky, 2001, p.1).

From a *technology standpoint*, there is a proliferation of new and emerging computer capabilities that enable greater collaboration and interactivity across time zones and geography (Berson, 1996). This is not to suggest that the traditional barriers to entry relative to technology-enhanced learning do not still surface -- issues such as access, comfort with technology, support infrastructures, etc. It is to say, however, that the ability to engage with learners through the use of computers is increasingly attractive, based on learner profiles, *and* possible, based on current technology capabilities. Prensky (2001) is quick to caution "if some games don't produce learning it is not because they are games, or because the concept of 'game-based learning' is faulty. It is because those particular games are badly designed" (Prensky, 2001, p. 4).

From a *learner-centered standpoint*, games can be intrinsically motivating and can adapt to different styles of learners, as well as different learning styles. This is a theme that emerges in much of the literature on games (Nemerow, 1997). Adult learning theory suggests that learners like to be in charge of their own learning -- and they like to experience it. Experience-based learning can foster greater diversity in approaches to learning, opportunities for interactivity, collaboration and peer-to-peer learning. If it is true, as some suggest, that all learning is social, this is a particularly compelling argument for more active levels of learning -- something that learning games can satisfy. As well, to be meaningful, the learning venue must link to real world problems, ideas, concepts, etc. Games can be constructed to bridge to real-world relevance.

When constructed with different learning styles in mind, games can often accelerate the learning process. For example, because games involve 'doing,' they provide the kinesthetic learner with opportunities to engage in his or her own learning in a physically interactive way. In an article by Berson (1996), the author, a high school social studies teacher, used interactive games with technology as the enabling tool in his class. He found that more visual learners were not only able to enhance their critical thinking skills, but they also increased their ability to interpret visual cues such as maps and graphs.

One of the foremost experts in the use of games that teach, Sivasailiam Thiagarajan -- "Thiagi" -- instructs trainers and educators that "an awareness of your participants and an understanding of their needs and learning styles are vital to using training games effectively" (Salopek, 1999, p. 30). This perspective includes not only the learning style of the individual, but also the cultural orientation. For example, some cultures are less comfortable with games and activities that require high degrees of participation in teams or self-disclosure.

Games can also provide useful tools for generating feedback for the learner as to how well he or she has internalized the learning (Sugar, 2002). This feedback loop extends to the instructor, as well. The opportunity for both formative and summative evaluation is relevant in both an academic setting, in which evaluation is a huge component, and corporate settings, where the link to business outcomes is of primary concern throughout the instructional design process.

### **The Value of Play in the Context of Games**

"The commonsense tendency is for people to define *play* as the opposite of work" (Rieber, 1996, p. 2).

We have found this statement to be true in many academic and business settings. The mantras, "we don't pay you to play!" and "You're here to learn, not to have fun!" resonate through the halls of corporate America and universities, alike. Why this is so remains one of the ultimate ironies if you consider the positive impact of play on things such as stress levels, problem-solving, and creativity.

Literature on the subject of play (Rieber, 1998, p. 2) usually revolves around four themes:

- Play as progress -- engaging in play leads to other outcomes, such as learning. Play, in this context, provides the backdrop for this article.
- Play as fantasy -- where play is intended to unleash creativity, which is why things like LEGOs, Silly Putty, and Etch-a-Sketch are popping up in corporate America! (Horowitz, 2002).
- Play as self acknowledges that play itself is to be valued without regard to secondary outcomes -- i.e., play for its own sake, to enhance ones' quality of life.
- Play as power involves our traditional competitive view of play where there are winners and losers. In the context of play for learning, however, some authors (Hark, 1997; Nemerow 1996) believe that games used to foster learning work best when competitive elements are minimized and emphasis is placed on the value of the experience and learning itself.

### **Elements of Games that Teach**

According to Thiagi (1998), well-constructed games share the following characteristics:

- Conflict: Players must have a goal to achieve, as well as various obstacles that must be overcome to achieve the goal.
- Control: The game must have a clear set of rules that indicate how to play the game (making moves, taking turns, etc.).
- Closure: It must be clear how and under what conditions the game ends (e.g., when a certain point total is achieved, after a specific time limit, when players are eliminated, etc.)
- Contrivance: Those things that allow learners to say, "After all, it's only a game!"
- Competency: Refers to the specific skill or knowledge areas that the game is designed to improve.

## Games and Learning Strategies

There are several important factors to consider in the instructional design phase of course development -- where and when to incorporate a game into your lesson. Questions to ask yourself may include:

- Is it important to reinforce specific learning points immediately after a single lesson or should a learning game be incorporated at the end of a unit as a summative evaluation tool?
- Can the game be placed in the beginning of the lesson as a way to create the context for learning about a specific topic?
- Is the subject matter highly sensitive (sexual harassment, e.g.) and, therefore, requires selecting a game that engages the learner but in no way trivializes the subject matter?
- Where can I incorporate my game where it is the most seamless to the learner (doesn't disrupt the flow or instruction or seems as if it was just dumped into the lesson)?
- Are there any logistical considerations that would limit the type of games that are feasible (do I have support for any technology-delivered games or must I rely more on a less-sophisticated approach when devising and/or selecting a learning game)?

Other useful questions to consider are offered by Madelyn Callahan (in Salopek, 1999):

- What should the game communicate to the group?
- How large is the group?
- What is the audience profile (demographics, culture, and previous knowledge of the subject matter)?
- Is the game most appropriate for introducing, reinforcing, or demonstrating learning points?
- Is the game "playable?"
- Is a game the best method for achieving my learning objectives?

## Conclusions

Some of the lessons we have learned in our journey into educational games are that:

- the use of games as a learning strategy has added great value to the variety and quality of the learning experience for our respective audiences.
- regardless of whether you are in an academic or a corporate setting, games can enhance the learning process.
- every forward-thinking teacher/facilitator needs a techie and every forward-thinking techie needs a teacher to partner with when creating games that teach.

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## Overview of Game Templates

Game	Uses
<b>Are You Smarter Than a Fifth Grader</b>	Just insert questions and answers into the template to play this popular game.
<b>Buzzword Bingo</b>	Use <i>Buzzword Bingo</i> as a tool to aid recall and recognition of key words, terms, or phrases that are relevant to your subject matter. It is played much like the traditional Bingo game, except that in place of numbers in each square on the playing card, we use words or phrases. Whenever the instructor uses one of the words in the course lecture or discussion, the participant places an "X" through that square. When all the squares have been checked, the student yells out "Buzzword Bingo!"
<b>Correct Order</b>	<i>Correct Order</i> is a game to reinforce the correct sequence or flow of a process. Use this game when a process or sequence being discussed is exact.
<b>Diagram It!</b>	When you wish to visually render a process, variables or components that are part of a larger system, <i>Diagram It!</i> is your game!
<b>Flash Cards</b>	Flash cards is a tool for helping learners to connect definitions with key words or concepts. A definition is shown to the learners and they must make the correct association of the definition to the word or concept it defines.
<b>Jeopardy</b>	Patterned after the popular TV gameshow, <i>Jeopardy</i> can be played with teams or individual contestants. We use it with teams because it sets the stage for team learning and dialogue. Rules for game set-up for teams are linked on this page.
<b>Multiple Choice</b>	This is the standard <i>Multiple Choice</i> game that we all remember from our school experience. The value of <i>Multiple Choice</i> is that it prompts learners to reflect on course material to come up with the best response from among multiple options, and it provides immediate feedback to the learner.
<b>Password</b>	The PowerPoint game is simple to setup. Just type in a vocabulary word on each slide in the subtitle textbox. Then press F5 on the keyboard to start the game.
<b>Scavenger Hunt</b>	<i>Scavenger Hunt</i> is an excellent game to play on-line or live when you want learners to be more self-directed about their learning. Patterned after the traditional scavenger hunt game, in which players are given a list of things to obtain from various places, this game can be quite useful in encouraging learners to look for things in their web environment, in their workplace, on their campus, etc.

<b>Trivia</b>	Trivia is a very straightforward game that asks learners to access previously learned content. This is a very good tool to use as a refresher or to help students prepare for an exam on the subject matter.
<b>Triples</b>	This game uses sets of three words that are each tied to a single concept (such as style of leadership). The same word completes each of the phrases. <i>Triples</i> is a very simple game that works well when you want to encourage recognition of concepts.
<b>What Am I?</b>	<i>What Am I?</i> is a game in which the instructor provides a definition or core purpose of something and learners are asked to select what it describes.
<b>What Is the Truth?</b>	Like the Multiple Choice game, one of the key features of <i>What is the Truth?</i> is the immediate feedback it provides learners. We've simply taken the old "True and False" test and dressed it up!
<b>Who Wants to Be a Millionaire?</b>	Directly patterned after the TV gameshow, "Who Wants to be a Millionaire?" this game is multiple choice with a collaborative component. It can be played in teams or with individuals. The "lifelines" serve as a wonderful way to foster shared learning in a fun environment.
<b>Word Jumble</b>	Just as the name implies, in <i>Word Jumble</i> learners are given a word taken from topics from the course content. The word is jumbled, and participants must reflect on course content in order to be able to un-jumble the word.
<b>Word Search</b>	Learners are given a grid that contains letters, some of which spell out words that relate to the course content. The words can appear anywhere - - up, down, diagonally, etc. You can supply hints by highlighting a letter in the word.
<b>Wheel of Fortune</b>	Give each student an index card with a number from 1-8. Students are instructed to write a review question, math problem, or spelling word on their card. Click the Spin Button. When the wheel hits the number on the index card, the student chooses who will receive the question on their card.

**Decision Matrix for Games that Teach** (Adapted from a matrix developed by: Diana Mungai, The Melian Group, LLC and Dianne Jones, University of Wisconsin-Whitewater)

EVALUATION CRITERIA	Buzzword Bingo	Correct Order	Diagram It	Flash Cards*	Are You Smarter, Jeopardy/ Who Wants to be a...?, Trivia	Multiple Choice	Password	Scavenger Hunt	What is the Truth?	Triples	Word Jumble	Word Search	What Am I?
RETENTION		X	X	X	X	X	X		X	X		X	X
RECOGNITION	X	X	X	X	X	X	X	X	X	X	X	X	X
REVIEW		X	X	X	X	X	X	X	X	X	X	X	X
REFLECTION	X	X	X					X			X		
EMBED NEW CONCEPTS	X	X		X	X			X		X		X	X
EASE OF SET-UP- INSTRUCTOR	X	X	X	X		X	X		X	X	X	X	X
EASE OF USE- LEARNER	X	X	X	X		X	X		X	X	X	X	X
MAINTENANCE - HIGH								X					
MAINTENANCE - LOW	X	X	X	X	X	X	X		X	X	X	X	X
AUDIENCE SIZE - LARGE	X			X	X	X	X	X	X	X	X	X	X
AUDIENCE SIZE - SMALL	X	X	X	X	X	X	X	X	X	X	X	X	X
TECHNOLOGY REQUIREMENTS - HIGH		X			X	X		X					
TECHNOLOGY REQUIREMENTS - LOW	X	X	X	X			X		X	X	X	X	X

## Evaluating Websites/Online Materials

URL \_\_\_\_\_

<b>Relevance and Appropriateness</b>		
	<b>Yes/No</b>	<b>Comments</b>
1. Is the site's content relevant to your needs?		
2. Is the Web medium appropriate and necessary for your needs?		
3. Is the target age group clearly indicated and consistent with the age range of your students?		
4. Are the mission and the scope of the site clearly indicated and relevant to your purposes?		
5. Are graphic images appropriate for your students' age group?		
6. Is the content timely and updated reasonably often? Does it include the date?		
<b>Credibility</b>		
	<b>Yes/No</b>	<b>Comments</b>
1. Is the author of the site clearly indicated?		
2. Is the author's experience in the content area sufficient?		
3. Is the site author and/or sponsor a known entity?		
4. Is there evidence of quality control?		
5. Is the site or site author affiliated with an identified educational organization?		
<b>Bias Identification</b>		
	<b>Yes/No</b>	<b>Comments</b>
1. Does the site include a statement about the author or sponsoring organization that helps identify potential bias?		
2. Is the site authored or sponsored by some person or organization with a known position regarding the content? If not, is his/her position clearly stated?		
3. Is the primary purpose of the site commercial, and if so, how might this interest be informing content?		
4. Does the site include forums for users to discuss its content and present divergent perspectives?		
<b>Accuracy</b>		
	<b>Yes/No</b>	<b>Comments</b>
1. Does the site contain obvious content errors or omissions?		
2. If information on the site is time-sensitive, is it routinely updated to incorporate new and follow-up information?		

3. Does the site provide or invite diverse perspectives, or does it rely a tightly defined single view for understanding its topic?		
4. Are sources within the site clearly cited?		
<b>Accessibility</b>		
	<b>Yes/No</b>	<b>Comments</b>
1. Does the site load reasonably fast?		
2. Is the author or sponsoring organization accessible to answer your questions, or those of your students, via email or online form?		
3. Is contact information provided for the author or sponsoring organization?		
4. Does the site take into consideration the needs of students with disabilities (e.g. non-frames version and other considerations)?		
<b>Navigability</b>		
	<b>Yes/No</b>	<b>Comments</b>
1. Is the site organization intuitive?		
2. Is the necessity of scrolling kept to a minimum?		
3. Is navigation simple and obvious?		
4. Are navigation bars provided to allow users to jump to different places within the site?		

Would you use this website in class or recommend it to a fellow teacher or friend? Why or why not?

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Can this website be used to enrich your students' learning experience? How?

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What specific skill will you cover using this website?

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Evaluation form based on **A Multicultural Model for Evaluating Educational Web Sites** by Paul Gorski. Retrieved from the World Wide Web on at: <http://www.edchange.org/multicultural/net/comps/model.html>.

## Web Page Evaluation Checklist

The column on the left lists questions to ask to investigate web pages.

Evaluating Web pages requires two actions:

- be suspicious
- think critically about every page you find

	Title of page you are evaluating:	Title of page you are evaluating:
<b>1. Look at the URL:</b>		
Personal page or site?	<input type="checkbox"/> ~ or %, of users, members, or people	<input type="checkbox"/> ~ or %, of users, members, or people
What type of domain is it? Appropriate for the content?	<input type="checkbox"/> .com <input type="checkbox"/> .org/net <input type="checkbox"/> .edu <input type="checkbox"/> .gov/mil/us <input type="checkbox"/> non-US _____ <input type="checkbox"/> other: _____	<input type="checkbox"/> .com <input type="checkbox"/> .org/net <input type="checkbox"/> .edu <input type="checkbox"/> .gov/mil/us <input type="checkbox"/> non-US _____ <input type="checkbox"/> other: _____
Published by entity that makes sense? Does it correspond to the name of the site?	Publisher or Domain Name entity:	Publisher or Domain Name entity:
<b>2. Scan the perimeter of page, looking for answers to these questions:</b>		
Who wrote the page?	<input type="checkbox"/> E-mail <input type="checkbox"/> Name:	<input type="checkbox"/> E-mail <input type="checkbox"/> Name:
Dated?	Date _____ Current enough?	Date _____ Current enough?
Credentials on this subject? <small>(Truncate back the URL if no useful links.)</small>	Evidence?	Evidence?
<b>3. Look for these indicators of quality</b>		
Sources well documented?		
Complete? If 2nd-hand information, is it not altered or forged?		
Links to more resources? Do they work?		
Other viewpoints? Bias?		
<b>4. What do others say?</b>		
Who links to it? <small>Hint: In Google search: <i>link:allor part of url</i></small>	Many or few? Opinions of it?	Many or few? Opinions of it?
Is the page rated well in a directory? <small>http://ll.org or http://informe.ucr.edu or http://about.com</small>		
Look up the author in Google		
<b>Does it all add up?</b>		
Why was the page put on the Web?	<input type="checkbox"/> Inform, facts, data <input type="checkbox"/> Explain <input type="checkbox"/> Persuade <input type="checkbox"/> Sell <input type="checkbox"/> Entice <input type="checkbox"/> Share/disclose Other: _____	<input type="checkbox"/> Inform, facts, data <input type="checkbox"/> Explain <input type="checkbox"/> Persuade <input type="checkbox"/> Sell/entice <input type="checkbox"/> Share/disclose Other: _____
Possibly ironic? Satire or parody?		

**BOTTOM LINE:** Is the web page as good as (or better than) what you could find in journal articles or other published literature that is not on the free, general web?

## The 5 Ws and an H of Web Site Evaluation

### Who

Who wrote the pages and are they experts?

Is a biography of the author included?

How can you find out more about the author?

### What

What does the author say is the purpose of the site?

What else might the author have in mind for the site?

What makes the site easy to use?

### When

When was the site created?

When was the site last updated?

### Where

Where does the information come from?

Where can I look to find out more about the producer/sponsor?

### Why

Why is this information useful for my purpose?

Why should I use this information?

Why is this page better than another?

### How

How will I use the information in the classroom to improve instruction?

How will my students use the site?

How will the information make a difference?