

SLIDE MC6-1 NOTES

Welcome to the Making the Connections Technology Integration Modules, designed to help language arts teachers integrate technology into their lesson plans. This is our final module, Module Six, which means that when you complete this module you will be finished in your quest to integrate technology fully into your lesson plans — except that, as we noted in Module Three, it is a never-ending quest, so there is no real ending point. To remind you for the final time, there are three components: Slides, Slide Notes, and Handouts (each handout is numbered to coincide with the slide it connects to -- e.g., handout MC6:4:A goes with Slide MC6-4). We suggest you print them out and place them in a binder of some sort (e.g., three-ring binder). As you do so, place the slide on the left-hand facing page and the Slide Notes on the right-hand facing page, so that both can be viewed at the same time. We also suggest that the handouts be laid alongside the binder as you read each module, because we will be referring to them as we go along. When completed, you can return the handouts to their rightful place in the binder.

SLIDE MC6-2 NOTES

As with Modules One and Two, this third module was designed to build upon the information from the previous module(s) but also can stand alone as an independent information source. In this module, you will be shown how to prepare your students to build their own Web sites, either independently or as a small group or class. We will also be completing our focus on writing, and we'll present a lesson plan on screenwriting, which is particularly relevant because of the screenwriting conference that you have been a part of.

The objectives for this module include developing knowledge of:

1. tools that can be used by students as they prepare for and create their presentations.
2. information pertaining to videos and their use.
3. opportunities to integrate technology into a sample lesson plan.
4. how to assess written samples and publish students' work.
5. how to create student Web sites.
6. how to use Photoshop to create shapes and business cards.
7. where to go to access Photoshop tutorials.

And now, on with the show!!!

SLIDE MC6-3 NOTES

We will continue to remind you of "SCT&Me," which stands for "Students, Curriculum, Technology, and Me (the teacher -- you)." As we mentioned, all four components of the framework work together as technology is successfully integrated into mini-lessons. The purpose of the framework is to identify the key components of technology integration and to provide a frame of reference as you proceed through each module.

SLIDE MC6-4 NOTES

The first component of the framework involves the students. Throughout these modules, we have provided a number of handouts directed at helping prepare their presentations and/or to work with multimedia. The handouts here are designed to help students with technical learning. Once again, we present information supplied by the San Mateo County Office of Education, and we are pleased to acknowledge their contribution to these modules

Handout MC6-4:A describes *cascade learning*, which is one method of helping students master the technical information they must acquire for their projects. It asks students to learn from and teach their classmates in a systematic order.

Classroom Help Boards are the focus of **Handout MC6-4:B**. The *help board* is an open forum that allows students to use the human resources around them and share their own technical knowledge with classmates. It provides good opportunities for students to collaborate and problem-solve independently. The help board can also provide the teacher with more opportunities to assess project problems and progress.

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Handout MC6-4:A
Handout MC6-4:B

SLIDE MC6-4 NOTES (cont.)

In **Handout MC6-4:C**, students learn how to begin the production phase of their projects by using the video equipment to film scenes for their projects. Because it may be the first time many have worked with video, much of this activity will involve experimentation with shots, sound, effects, and staging. The footage captured will be used to examine the various technical components of video production and engage students in discussions about where to go next with their projects. It will also provide teachers with documentation of early project work which they can use to compare with later work for student and group assessment.

Handout MC6-4:D presents the Video Guide, a resource for both students and teachers to use as they explore the world of video. Some of the information has already been supplied in the form of handouts, but there is a wealth of information that can be obtained by accessing <http://pblmm.k12.ca.us/TechHelp/VideoHelp/VideoGuide.html> and clicking on the various links on that page. Each bulleted item in this handout is actually a link to its own Web page. Be prepared to let your students spend some time browsing, as this resource contains an enormous amount of valuable information. ENJOY!

The Content Map activity found in **Handout MC6-4:E** gives students an opportunity to reflect on what they have learned as they are going through the project. They can then represent their knowledge in a variety of forms, including text and graphics.

Handout MC6-4:C
Handout MC6-4:D
Handout MC6-4:E

SLIDE MC6-5 NOTES

This slide transitions us to the Curriculum component of SCT&Me and re-introduces segments of the lesson plans and mini-lessons that will be presented.

We are thrilled to present a lesson in **Handout MC6-5:A** that was sent to us by a Making Connections participant. THANK YOU, THANK YOU, THANK YOU! Take a few moments to look at the handout. The teacher recommends that technology be integrated in the activity at number 4: "TLW read three works by Jack London: "To Build a Fire," "The King of Mazy May," and "The Story of an Eyewitness." After comparing the three, TLW makes a chart categorizing each story according to diction, tone, imagery, sentence structure, purpose (theme), and mood (ref. R112 in McDougall text)."

The questions we pose to you are "How?" and "What Viewing and Representing TEKS will apply to your integration activities?" Thus far we have introduced PowerPoint, audio, video, the Internet, spreadsheets, digital cameras, graphics, and on and on. Which of these could your students access? We suggest you pose this to your students -- maybe not today, maybe not tomorrow, but at a point where they have had the opportunity to work with media and technology in such a way as to make their own plans, design their own projects, and use technology to do great things. Remember, you can feel free to "Cut and Paste" from other lessons we presented earlier and/or to use strategies discussed in the various handouts we have provided. This is your opportunity to shine. If you still feel like a newbie, then design a newbie response (e.g., using PowerPoint to create the chart). Remember what we have said all along: Proceed from where you are and move forward at your own pace. Don't wait until you feel like an "expert" to give it a try. Go for it.

We'll be posting our recommendations on the 4e-zine for you to look at, but we suspect some of you will do far greater things than we will. ENJOY!

Handout MC6-5:A

SLIDE MC6-6 NOTES

We have already discussed at length Prewriting, Drafting, Revising, and Editing,. At some point in the writing process, we conclude that the project is finished. While there may still be an endless number of small changes to be completed, in writing there is always an endless number of possible revisions that *can* be made. But at some point we must allow students to declare the work finished. The students are now ready to publish their work. At this point, we provide a final grade and/or place their work on display.

Obviously, evaluations play an important role at each stage of the writing process. How do we provide feedback to our students as they draft and edit their work? We have provided a sample evaluation form in **Handout MC6-6:A**. Here, we examine writing from two perspectives, *Composition* and *Transcription*. *Composition* is the "thinking person's" part of writing and consists of coming up with ideas to write about (Idea Generation), choosing words that will convey those ideas (Vocabulary), and deciding how to put those words together to make sense to the reader (Syntax). *Transcription*, on the other hand, is composed of those writing elements that are clerical in nature, that is, ensuring that the proper capitalization and punctuation rules are applied and that the words used are spelled correctly. You may choose to add to these lists or adjust them somewhat, but the point is that we want to have some systematic way of providing feedback to the student at each stage of the writing process so he or she knows specifically what needs to be worked on. A Likert-type scale is used, with 1 being *poor* and 5 being *excellent*. It is hoped that at each stage of writing the lower scores increase and the higher scores are maintained. Space is provided to give feedback as needed. We would be interested in any rubric or scale that you use to provide feedback to your students, so share them with us on the 4e-zine.

Also, we would like for you to think about the possibility of publishing your students' work. **Handout MC6-6:B** provides a listing of several publications that specialize in publishing students' work. And, of course, you can always post your students' products on the 4empowerment Web site or on their own Web pages that can be developed (we discuss this later on in this module).

Handout MC6-6:A
Handout MC6-6:B

SLIDE MC6-7 NOTES

In this section, we usually provide information about different types of media. But because we have already discussed all five media categories, we're instead going to talk about the Internet. Look at **Handout MC6-7:A**. Here you will find a basic set of instructions on how to create your own Web site and inclusive pages. As you look over this handout, note how we draw an analogy to outlining, a topic with which you are very familiar.

You may have experience creating a Web site of your own. If so, the information on this handout can be used as a springboard for your own work. What we would like to see is the creation of student or classroom Web sites, or perhaps use of your school's Web site, and the inclusion of your students' work on Web pages within the site. We do not expect you to create a finished site if you are new to Web design. As always, start with basics and proceed from there. We suspect that several of your students will take this project and run with it, so your role may be that of a facilitator.

After reading **Handout MC6-7:A**, look at **MC6-7:B**. This is a mini-lesson designed to take you through the process described in the previous handout. You may wish to place your students' work on screenplays on your simulated Web pages. Feel free to do so, and also consider taking other work your students have created. It may be helpful to examine a variety of Web sites that are on the Internet and that you can "borrow from" as you create your own version. As always, please share your work with your colleagues on the 4-ezine. ENJOY!

Handout MC6-7:A
Handout MC6-7:B

SLIDE MC6-8 NOTES

In this section we provide information about different technology tools. Module Six will focus on using Photoshop. The manufacturer (no surprise here) refers to Photoshop as "the professional standard in desktop digital imaging" and continues"

"Get superior results faster with industry-standard Adobe Photoshop CS software and its integrated Web production application, Adobe ImageReady CS software. You're in control with indispensable new features that help graphic and Web designers, photographers, and video professionals create the highest quality images more efficiently than ever before."

<http://www.adobe.com/products/photoshop/main.html>

We agree that Photoshop is pretty awesome. **Handout MC6-8:A** provides a great tutorial on how to use Photoshop to create shapes. We chose this simple tutorial because it is great for newbies (i.e., inexperienced users) to get their feet wet with the software, so to speak. And we like making shapes. Experienced Photoshop users will find the Web site listed at the bottom of the handout to be full of all kinds of tutorials for beginners and experts alike. This is a great Web site for learning how to develop and use your desktop imaging skills, and we encourage you to open your Photoshop software and begin playing with it. We also encourage your students to do the same.

To help get you and your students further along in using Photoshop and Illustrator (see Module Five), we offer **Handout MC6-8:B**. Here you will find an activity designed to help your students develop personal business cards. But for our purposes, we would urge you to use the activity in your language arts lesson plans to have your students create business cards for the characters they encounter in their readings. What might Atticus Finch's business card look like, or Scout's, or Harper Lee's? You don't need Photoshop or Illustrator to create business cards, of course, but you may want to have your students experiment with these software programs if they are capable of doing so.

Handout MC6-8:A
Handout MC6-8:B

SLIDE MC6-9 NOTES

As you recall, the final "piece of the puzzle" is "Me" -- or you, actually, the language arts teacher. The student is the focal point of the instruction, and the curriculum and technology are tools to help meet his or her academic needs, but it is the teacher who puts it all together. For this module, we have selected several sites that contain Photoshop tutorials. These can supplement the site we already showed you.

<http://www.mccannas.com/pshop/menu.htm>

- Quick and easy text effects
- Make rainbow-bordered text and graphics
- Avoid unwanted color shifts for web graphics in Photoshop 5
- Create bold text in Photoshop 5!
- Create italic text in Photoshop 5!
- Create groovy two-toned text effects

<http://www.adobe.com/products/tips/photoshop.html>
general info

<http://www.gurusnetwork.com/tutorials/photoshop/>
Button Series, effects, typography, textures, and much, much more.

<http://graphicssoft.about.com/cs/photoshopmisc/index.htm?terms=photoshop+tutorials>

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SLIDE MC6-9 NOTES (cont.)

<http://graphicssoft.about.com/cs/photoshopmisc/index.htm?terms=photoshop+tutorials>

Contains the following links:

- **Building "Backdoors"**
From Gurusnetwork.com: "This article will give you a handful of production techniques I use to facilitate the revision process, because complex imaging, whether for a client or for yourself, is a process, involving evolution and refinement. Change is inevitable. Here are seven suggestions to avoid painting yourself into that inevitable corner!"
- **Creating A CD in Photoshop 5-5.5**
Use several Photoshop tools and effects to create a CD image.
- **Cropping with the "Big Layer"**
This video clip from Total Photoshop shows you how to crop layers that fall outside the boundary of an image. Requires QuickTime 3 or higher and a high-speed connection.
- **Eyeball Design Tutorials**
Several tutorials with an emphasis on interface design, but also general tips, text effects, and other image effects.
- **Follow the Vectors**
Learn how to move vector objects and paths from Photoshop to Illustrator and vice versa.
- **Janee's Photoshop Tutorials**
A nice assortment of well-done tutorials for all levels.
- **Homemade Letterhead**
Explore several techniques and variations for making letterhead with Photoshop.
- **Photoshop Layer Styles and Alpha Channels**
How to prepare your styles and transparency for export to a video editing or compositing package. by David Nagel
- **Photoshop Tutorials from Richard Lynch**
Links to several tutorials from the author of Special Edition Using Photoshop 6. Includes an extensive tutorial on the Extract tool.
- **Professional Adobe Photoshop Articles by Dan Margulis**
Dan Margulis is an expert on Photoshop color management and color theory. Here you'll find links to several of his articles and books.
- **Tidbits, Tricks, & Trivia**
An assortment of quick tricks and tips (e.g., inverting an image, using pattern fills).

SLIDE MC6-10 NOTES

This concludes the final module. Yes, we are crossing the finish line. But as the slide shows, we cross the finish line only to continue to build upon what we have learned thus far. Let us take a moment to re-examine the objectives we set forth in the beginning of this module.

The objectives for this module include developing knowledge of:

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How many of these objectives do you feel were met? How many were not? Why? Feel free to share with us your ideas concerning how the module could be improved.

Finally, we have noted several times in the module our desire that you share information with us and your colleagues using the 4e-zine. We'd like to take this opportunity to once again remind you to do so. Well, that's it for the modules. We sincerely hope that you have picked up a few tips on using technology and media, and we are hopeful that by integrating technology into your lesson plans, you will see your students energized, excited, and doing well on the TAKS. So, for the last time, we'll repeat, "Don't forget to INTEGRATE TECHNOLOGY INTO YOUR LESSON PLANS!"