

Volume

2

GENESEE VALLEY/WAYNE-FINGER LAKES

Educational Technology Service

WebQuests

EDUCATIONAL TECHNOLOGY SERVICE

Training Guide

Educational Technology Service



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Table of Contents

Welcome to WebQuests.....	ii
Explore	ii
Design	ii
Publish	ii
Explore.....	1
An Introduction - Icebreaker	1
Short Term WebQuests	2
Longer Term WebQuests	2
Critical Attributes	3
Non-Critical Attributes	3
Thinking Skills involved in Longer Term WebQuests	4
WebQuest Activity	11
WebQuest Examples	12
Design	13
WebQuest Blueprint	13
A Template for creating your own WebQuest.....	16
<u>Student Template</u>	16
<u>Teacher Notes Template</u>	19
Simple Searching	22
Complex Searching	22
Grouping Operators	23
Publish.....	25
A Smorgasbord of Pages	26
Copyright.....	28

Welcome to WebQuests

Welcome to the world of WebQuests. We hope this workshop proves to be beneficial in the integration of technology in your classroom.



Explore

- Introduction – Icebreaker
- Overview of WebQuest – The Real Scoop on Tobacco
- WebQuest Activity
- Viewing/Printing WebQuest Sites
- Brainstorming topics for creation of own WebQuests

Design

- Review of Brainstorming ideas
- Introduction of WebQuest blueprint
- Introduction of WebQuest Template
- Search for appropriate sites

Publish

- Using Front Page to convert to HTML language to post on the Internet
-



Explore

An Introduction - Icebreaker

Looking at the article "Technology and Gender: Differences in Masculine and Feminine Views" by Cornelia Brunner and Dorothy Bennett from Technology and Learning Magazine, please answer with a partner the following questions:

1. What were the objectives of this teacher's lesson and were they achieved?
2. What went wrong with this lesson?
3. What would you have done differently?

The December 1996 / January 1997 issue of Classroom Connect said this:

“A quiet revolution is taking place on the Internet. K-12 educators and university professors around the world are working together to develop new, innovative ways to bring the Internet into their curriculum, and then sharing their successful implementations with others via the World Wide Web. In the summer of 1995, Bernie Dodge, a professor of educational technology at San Diego State University, developed an innovative approach to using the Internet as an integral part of teaching any subject at any grade level. He wrote a brief, three-page summary of his new idea and promptly posted it to the World Wide Web. Since that summer day, dozens of wired K-12 educators have visited Dodge’s WebQuest home page, studied his unique approach, and adopted it for use in their classrooms. Indeed, the word ‘WebQuest’ has quickly become one of the hottest educational technology buzzwords, both online and in the real world.”

A WebQuest is an inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the Internet, optionally supplemented with videoconferencing. There are at least two levels of WebQuests that should be distinguished from one another.

Short Term WebQuests

The instructional goal of a short term WebQuest is knowledge acquisition and integration, described as Dimension 2 in Marzano’s (1992) Dimensions of Thinking model. At the end of a short term WebQuest, a learner will have grappled with a significant amount of new information and made sense of it. **A short-term WebQuest is designed to be completed in one to three class periods.**

Longer Term WebQuests

The instructional goal of a longer term WebQuest is what Marzano calls Dimension 3: extending and refining knowledge. After completing a longer term WebQuest, a learner would have analyzed a body of knowledge deeply, transformed it in some way, and demonstrated an understanding of the material by creating something that others can respond to, on-line or off-. **A longer term WebQuest will typically take between one week and a month in a classroom setting.**

Critical Attributes

WebQuests of either short or long duration are deliberately designed to make the best use of a learner's time. There is questionable educational benefit in having learners surfing the net without a clear task in mind, and most schools must ration student connect time severely. To achieve that efficiency and clarity of purpose, WebQuests should contain at least the following parts:

1. An introduction that sets the stage and provides some background information.
2. A task that is doable and interesting.
3. A set of information sources needed to complete the task. Many (though not necessarily all) of the resources are embedded in the WebQuest document itself as anchors pointing to information on the World Wide Web.

Information sources might include web documents, experts available via e-mail or realtime conferencing, searchable databases on the net, and books and other documents physically available in the learner's setting. Because pointers to resources are included, the learner is not left to wander through webspace completely adrift.

4. A description of the process the learners should go through in accomplishing the task. The process should be broken out into clearly described steps.
5. Some guidance on how to organize the information acquired. This can take the form of guiding questions, or directions to complete organizational frameworks such as timelines, concept maps, or cause-and-effect diagrams as described by Marzano (1988, 1992) and Clarke (1990).
6. A conclusion that brings closure to the quest, reminds the learners about what they've learned, and perhaps encourages them to extend the experience into other domains.

Non-Critical Attributes

Some other non-critical attributes of a WebQuest include these:

1. WebQuests are most likely to be group activities, although one could imagine solo quests that might be applicable in distance education or library settings.

2. WebQuests might be enhanced by wrapping motivational elements around the basic structure by giving the learners a role to play (e.g., scientist, detective, reporter), simulated people to interact with via e-mail, and a scenario to work within (e.g., you've been asked by the Secretary General of the UN to brief him on what's happening in sub-Saharan Africa this week.)
3. WebQuests can be designed within a single discipline or they can be interdisciplinary. Given that designing effective interdisciplinary instruction is more of a challenge than designing for a single content area, WebQuest creators should probably start with the latter until they are comfortable with the format.

Longer term WebQuests can be thought about in at least two ways: what thinking process is required to create them, and what form they take once created.

Thinking Skills involved in Longer Term WebQuests

Thinking skills that a longer term WebQuest activity might require include these (from Marzano, 1992):

1. Comparing: Identifying and articulating similarities and differences between things.
2. Classifying: Grouping things into definable categories on the basis of their attributes.
3. Inducing: Inferring unknown generalizations or principles from observations or analysis.
4. Deducing: Inferring unstated consequences and conditions from given principles and generalizations.
5. Analyzing errors: Identifying and articulating errors in one's own or others' thinking.
6. Constructing support: Constructing a system of support or proof for an assertion.
7. Abstraction: Identifying and articulating the underlying theme or general pattern of information.
8. Analyzing perspectives: Identifying and articulating personal perspectives about issues.



The Real Scoop on Tobacco

[Notes to the Teacher](#)

You have been hired by the parents of Icabod, a sixth grade student. They suspect their child of smoking or about to start. He's gone through D.A.R.E. and listened to the lectures of his parents and teachers. However, he thinks they are all just handing him a line. After all, he sees lots of adults smoking and figures it isn't really so bad. In fact, he thinks it's pretty cool. But he might listen to you. After all, you're his peer. That's what his parents are counting on. They've hired you to convince him to quit smoking. To do so, you must show your commitment to the fight against youth using tobacco and create a memorable message for him. Do a good job - it could be a matter of life and death.

The Task

Your client's son doesn't particularly like to read, so you must approach him in a more creative way. He is, after all, much like you, a member of the MTV generation. He'll listen to a rap song; he'll hang a poster in his room. But to earn his respect, you must first demonstrate your knowledge of tobacco and your commitment to fight its use by young people. So here's what you're being paid to do:

- Become an expert about tobacco use and issues surrounding its use.
 - Create an ad or poster that visually conveys the message you want to get across.
 - Demonstrate your commitment to fight tobacco use by writing a letter to a tobacco company and an editorial for the local paper.
 - Get Icabod's attention and give him a memorable message using a music video, skit, or TV commercial.
-

The Process

1. Determine how you will organize information in your journal. You will use this to record all information and activities throughout the project, including a log of your daily activities, brainstorming questions, notes from research, comments from other students, drafts of project tasks, etc.
 2. Conduct research on tobacco and respond to the following questions:
 - What diseases are caused by smoking cigarettes? Smoking cigars? Chewing tobacco?
 - What influences people to smoke?
-

- What keeps them smoking?
 - What are the facts about nicotine?
 - What can you find out about the tobacco industry?
 - Identify and explain the significance of recent court cases involving the tobacco industry.
 - Collect any other interesting or important facts.
3. In your journal, brainstorm the position and supporting facts you will use to convince Icabod to stop smoking.
 4. Collect tobacco ads, posters, etc. and analyze them using the following questions:
 1. What graphic design techniques did they use to appeal to you?
 2. What does the ad say directly?
 3. What does it say indirectly (hinting, suggesting)?
 4. Who do you think this advertisement is designed to interest? How does it do this?
 5. Based on your research, design an advertisement or poster to convey your message about tobacco use. Consider analyzing any ads aimed at your age level for techniques graphic designers use to attract you. Use these techniques in your ad to promote your position on tobacco use.
 6. Spread the word by writing an editorial to your local newspaper making a persuasive statement about one of the issues related to youth using tobacco. To get a feel for style and format of this type of writing, read a variety of editorials published in newspapers or magazines. Does the editorial convince you to agree with the author's position? If so, how was it convincing? If not, why wasn't it convincing? How can you relate this to your task of writing an editorial?
 7. Go directly to the source! Write a letter to tobacco companies stating your concerns for their impact on youth. Support with facts from your research and ad analysis.
 8. Give a message that'll stick! Determine how you will convince Icabod to quit smoking. Select from the following presentation ideas or propose your own idea. Regardless of your approach, you need to be convincing, relate important facts, and connect with your audience. You can create a:
 - song and a music video for it
 - skit using a scenario related to youth using tobacco
 - TV commercial
 9. Prepare a presentation to Icabod and his parents in which you can offer your letters and ad/poster as testimony to your knowledge and commitment. Then deliver your message to Icabod in a way he won't forget!
 10. Present your final product to Icabod and his parents on a designated "Youth Against Tobacco" day in your class.
-
-

Resources

Below are some sites that will help you accomplish your tasks. Many have links to additional sites. Stay focused on your tasks, however, and know what you are looking for, or you can waste a lot of valuable time.

[Master Anti-Smoking Page](#) is a great resource for links to organizations working to combat the smoking habit. It also provides a way to ask an expert specific questions. You'll need to scroll down quite a bit to find the Anti-Smoking page listed under "Specialty Pages - General Interest".

[American Cancer Society](#) is the site specifically targeting tobacco control. It provides facts about smoking cigars and includes a position statement and cigar fact sheet.

[Quit-Net](#) is a site by the Massachusetts Tobacco Control Program with information on how to quit, resources, news items, and great links.

[The Learning Trip](#) has easy-to-understand information on the physical reasons people continue to smoke and on nicotine's effects on various parts of the body.

[If Tobacco Ads Really Told the Truth](#) is a fun site showing kids' versions (parodies) of tobacco ads.

[Campaign for Tobacco Free Kids](#) includes information about recent legislation (laws) and policies. Be sure to check out the "Kid's Corner". It's written just for you!

[Adverse Effects of Smoking](#) has some interesting information - including a picture of a smoker's lung.

Learning Advice

Feedback: Get feedback from at least two other people while each part of your project is still in rough draft form. Have them record their feedback (what's good, suggestions for improvement) in your journal. Record your reaction to their feedback and any changes you made based on their suggestions.

Writing a song: If you're having trouble designing both the music and lyrics, pick out a catchy tune or a popular song to which you can rewrite the lyrics.

Performing: Determine whether you would prefer to act out your presentation live or videotape it. If you choose to videotape it, become familiar with the functions of your camcorder, storyboard the presentation, and determine effective shooting techniques.

Evaluation

Use the following questions to evaluate the quality of your work:

- Were you able to put together accurate and current information about the effects of using tobacco?
 - Is your journal complete, including notes, feedback from others, log of activities, etc.
-

- Is your poster creative, appealing, and professional looking?
 - Does your skit get your point across? Is it thought provoking and interesting to watch?
 - Is your letter to the tobacco company written in proper form and expressing a clear opinion substantiated by facts?
 - Is your editorial to the newspaper written in proper form? Is it persuasive and supported with facts?
-

Reflection

1. Do you feel this was an effective learning experience? Explain.
 2. How did you determine which information was helpful and accurate?
 3. If you were doing this activity again, what would you do differently?
 4. What suggestions or hints would you offer to future students doing this WebQuest?
-

Conclusion

What have you learned about the effects of tobacco that you didn't really know before? In what ways has this project affected you and your opinion about smoking and other forms of tobacco use?

Extension

Find out about smoking laws in your state and city. If there are laws restricting smoking, what are the restrictions? Why do you think these law were enacted? What impact do they have on you and your community? Write to your council members supporting or urging action.

Notes to the Teacher

Lesson Title: The Real Scoop on Tobacco

Curricular Area: Health

Grade Level: 5-9

Goal/Purpose: To give students the opportunity to apply and make sense of the myriad of information available regarding tobacco and to be able to personalize it so that the information can aid them to make better decisions regarding their health.

- learn to identify the effects of tobacco on different parts of the body.
- understand the influences that promote drug use including peer pressure, advertising, etc.
- develop and use interpersonal and other communication skills such as assertiveness, refusal, etc.
- become aware of the legal issues concerning tobacco use.
- identify ways of obtaining help to resist pressure to use (or to quit using) tobacco.
-

(quoted from the *California Health Framework*, 1994)

Interdisciplinary Connections: Language Arts, Visual and Performing Arts

Length of Lesson: 2-3 weeks

Materials:

- notebooks/journal for note-taking and organization
- magazines full of ads
- newspapers that have a kid editorial section
- names and addresses of tobacco companies
- camcorder (optional)
- tape player/recorder
- poster paper
- markers, glue, etc.

Teacher Resources:

- [A List of Tobacco Industry Addresses](#)
- [Tobacco BBS](#) (Bulletin Board System) is a free resource center focusing on tobacco and smoking issues. It features tobacco news, information, assistance for smokers trying to quit, alerts for tobacco control advocates, and open debate on the wide spectrum of issues concerning tobacco, nicotine, cigarettes and cigars.
- *Here's Looking at You, 2,000* 6th grade drug prevention program published by Comprehensive Health Education Foundation. Lesson 3 deals with smoking; lesson 4 deals with chewing tobacco; lesson 6 deals with advertising.
- *Microsoft Encarta '95* CD - look under "Smoking."

Prerequisite Learning: students need to be comfortable with the following skills or supported throughout the process:

- cooperative learning skills
- willingness to solicit and consider constructive criticism
- note-taking and organizational strategies
- letter writing skills (format and style)
- ability to identify and target different audiences
- ability to use Internet resources

Suggestions:

1. Organize the students into small groups. Discuss the advantages of dividing up responsibilities. Be clear in what your expectations are for individuals and groups.
2. When presenting this project, provide students with a copy of the project to include in their journal. Conduct a brainstorming session to determine organizational strategies for notebooks, materials, computer use, etc.
3. Conduct small group or whole class sessions throughout the project to provide support on various activities and peer feedback opportunities.
4. Arrange a "Youth Against Tobacco" day in your class/school. Ask administrators or parents to participate as Icabod and his parents and have students present their products. Provide opportunities for students to share their projects beyond the classroom with their school, parents, and community.

Written by [Ginger Nehls](#), teacher at Magnolia Elementary School, Upland Unified School District.

Questions, comments, and suggestions may be addressed to: itdc@sbcss.k12.ca.us

WebQuest Activity

In order to be able to develop a great WebQuest, you need to see the different possibilities open to you as you create a web-based lesson. One way for us to see this is to critically analyze some WebQuest examples and discuss them.

Take the next 45 minutes and analyze the following WebQuests:

High School to Middle School Group:

[**The Titanic: What can the Numbers Tell Us?**](#)

Elementary School Group:

[**Sadako and the Paper Cranes**](#)

Individually, look at the listed Webquests. Please don't spend more than 10 minutes on each site. As your group examines these WebQuests, answer the following questions:

11. Which two example WebQuests listed below are the best ones? Why?
12. Which two are the worst? Why?
13. What do best and worst mean to you?

WebQuest Examples

A Matrix of examples organized into grade levels and subject areas is available at:

<http://edweb.sdsu.edu/webquest/matrix.html>



Design

WebQuest Blueprint

Title of Task _____

Recommended grade level(s) _____

Curriculum area(s) _____

Approximate time frame _____

Developed by _____

School _____

New York State Standards

Introduction

The Tasks

Criteria for evaluating student products/performances

- | | | |
|---------|---------|---------|
| • _____ | • _____ | • _____ |
| • _____ | • _____ | • _____ |
| • _____ | • _____ | • _____ |
| • _____ | • _____ | • _____ |
| • _____ | • _____ | • _____ |

Prerequisites (enabling Knowledge and Skill)

Students should know/understand that:

- _____
- _____
- _____
- _____
- _____

Students should be able to:

- _____
- _____
- _____
- _____
- _____

Materials and Resources Needed

Notes to the Teacher (include ideas for extension of tasks and/or adaptations)

A Template for creating your own WebQuest

Student Template

Put the Title of the Lesson Here

a WebQuest for (grade) (subject)

by [FirstName LastName](#)

[Introduction](#) | [Task](#) | [Resources](#) | [Process](#) | [Evaluation](#) | [Conclusion](#)

Introduction

This document should be written with the student as the intended audience. Write a short paragraph here to introduce the activity or lesson to the students. If there is a role or scenario involved (e.g., "You are a detective trying to identify the mysterious poet.") then here is where you'll set the stage. If there's no motivational intro like that, use this section to provide a short advance organizer or overview. Remember that the purpose of this section is to both prepare and hook the reader.

The Task

Describe crisply and clearly what the end result of the learners' activities will be. The task could be a:

- problem or mystery to be solved;

- position to be formulated and defended;
 - product to be designed;
 - complexity to be analyzed;
 - personal insight to be articulated;
 - summary to be created;
 - persuasive message or journalistic account to be crafted;
 - a creative work, or
 - anything that requires the learners to process and *transform* the information they've gathered.
-

Resources

Use this space to point out places on the internet (or physical resources in the classroom) that will be available for the learners to use to accomplish the task. Embed the link within a description of each resource so that your learners know in advance what they're clicking on.

The [Constructivist Project Design Guide](#) maintained by Columbia University's Institute for Learning Technologies is a treasure trove of ideas for teachers. (This is just an example sentence with a link embedded within it.)

The Process

To accomplish the task, what steps should the learners go through? Use the numbered list format in your web editor to automatically number the steps in the procedure. **Describing this section well will help other teachers to see how your lesson flows and how they might adapt it for their own use, so the more detail and care you put into this, the better. Remember that this whole document is addressed to the student, however, so describe the steps using the second person.**

14. First you'll be assigned to a team of 3 students...
15. Once you've picked a role to play....
16. ... and so on.

In the Process block, you might also provide some guidance on how to organize the information gathered. This advice could suggestions to use flowcharts, summary tables, concept maps, or other organizing structures. The advice could also take the form of a checklist of

questions to analyze the information with, or things to notice or think about. If you have identified or prepared guide documents on the Web that cover specific skills needed for this lesson (e.g. how to brainstorm, how to prepare to interview an expert), link them to this section.

Evaluation

Describe to the learners how their performance will be evaluated. You can link to a separate rubric document from here, or you could briefly summarize your criteria on this page. Also specify whether there will be a common grade for group work vs. individual grades. Make sure the evaluation of your students evaluates the accomplishment of the objectives listed in the lesson.

Conclusion

Put a couple of sentences here that summarize what they will have accomplished or learned by completing this activity or lesson. You might also include some rhetorical questions or additional links to encourage them to extend their thinking into other content.

Last updated March 22, 1999

Based on a template from [The Webquest Page](#).

Teacher Notes Template

[Link to Student Page](#)

Put the Title of the Lesson Here

<http://put.the.URL.here.html>

Designed by

[FirstName LastName](#)

[FirstName LastName](#)

[Introduction](#) | [Content Areas](#) | [Standards](#) | [Implementation](#) | [Resources](#) | [Entry Skills](#) | [Evaluation](#)
| [Variations](#) | [Conclusion](#)

Introduction

Begin with something that describes the origin of the lesson. For example: This lesson was developed as part of the San Diego Unified School District's [Triton Project](#), a federally funded [Technology Innovation Challenge Grant](#).

In this second paragraph of the introduction, describe briefly what the lesson is about. Remember, the audience for this document is other teachers, not students.

Content Area and Grade Level

Describe the subjects and grade level that the lesson is designed to cover. For example: "This lesson is anchored in seventh grade language arts and involves social studies and math to a lesser extent." If the lesson can easily be extended to additional grades and subjects, mention that briefly here as well.

Curriculum Standards

What will students learn as a result of this lesson? Describe the outcomes succinctly. At the global level, use the language of the existing standards from the [California](#), San Diego, and [other](#) frameworks. For example:

Social Studies Standards Addressed

- Recognize the relationships among the various parts of a nation's cultural life.
- Learn about the mythology, legends, values and beliefs of a people.

Most lessons don't just teach a block of content; they also implicitly teach one or more types of thinking. In addition to describing learning outcomes within traditional subject areas, describe what kind of thinking and communications skills were encouraged by this lesson. Inference-making? Critical thinking? Creative production? Creative problem-solving? Observation and categorization? Comparison? Teamwork? Compromise? San Diego teachers may wish to use the language of the District's Applied Learning Standards, which were drawn from the National [New Standards Project](#).

Implementation Overview

Describe briefly how the lesson is organized. Does it involve more than one class? Is it all taught in one period per day, or is it part of several periods? How many days or weeks will it take? Is it single disciplinary, interdisciplinary, multidisciplinary or what?

Resources Needed

Describe what's needed to implement this lesson. Some of the possibilities:

- Class sets of books
- E-mail accounts for all students
- Specific software (how many copies?)
- Specific hardware (what kind? How many?)
- Specific reference material in the classroom or school library
- Video or audio materials

If the lesson makes extensive use of specific websites, it would be appropriate to list and link them here. Otherwise, do this in the more narrowly focused lesson or activity pages.

Describe also the *human* resources needed. How many teachers are needed to implement the lesson? Is one enough? Is there a role for aides or parents in the room? Do you need to coordinate with a teacher at another school? With a partner in industry or a museum or other entity? Is a field trip designed in as part of the lesson?

Entry Level Skills and Knowledge

Describe what the learners will need to know prior to beginning this lesson. Limit this description to the most critical skills that could not be picked up on the fly as the lesson is given.

What skills does a **teacher** need in order to pull this lesson off? Is it easy enough for a novice teacher? Does it require some experience with directing debates or role-plays, for example?

Evaluation

How will you know that this lesson was successful? Describe what student products or performances you'll be looking at and how they'll be evaluated. This, of course, should be tightly related to the standards and objectives you cited above.

Possible Variations

If you can think of ways to vary the content and process of the lesson, describe them here. If not, you can eliminate this section altogether.

Conclusion

Make some kind of summary statement here about the worthiness of this lesson and the importance of what it will teach.

Last updated on June 28, 1998 by [Who](#)

Based on a template from [The WebQuest Page](#)



Search Strategies

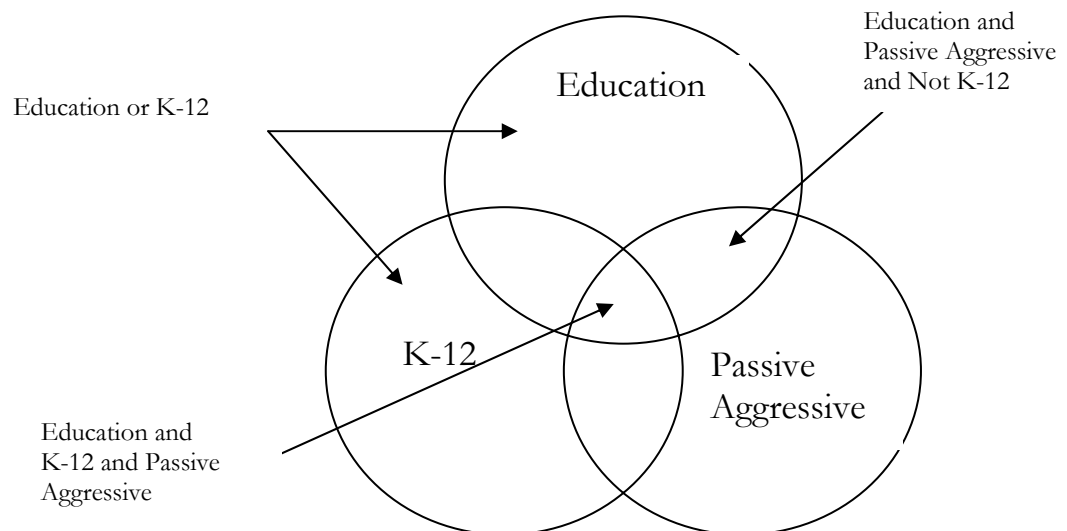
Simple Searching

When conducting a search, there are a few strategies that you may want to employ. One strategy is to conduct a simple search. A simple search will give you the broadest range of sites and the most possible “hits” (sites which satisfy the search parameters) for your search. It is not uncommon to find several thousand sites based on your simple search criteria. A simple search usually consists of one or two words. For example, you would conduct a sample search using the term “transportation” which would yield many sites, probably too numerous to use. You could also conduct a simple search using any of these terms: planes, trains, automobiles, car, boat, or aircraft.

Complex Searching

A complex search differs from a simple search in that it uses several terms to search on. Those terms are joined together with special words called OPERATORS. Here is a list of the Boolean operators and what they do:

Boolean Operators allows a searcher to define and search on sets using the principal of Boolean Logic.



For example, use the word **AND** to narrow your results. If you search for education **AND** Passive Aggressive **AND** K-12, you will get a fewer number of hits than if you just search for education.

Use the word **OR** to expand your results. If you searched for *education* or *K-12*, you will get more results than if you just search for *education*.

AND Sites found must contain all words in the search.

Sites found must contain **both** the words *Education* and *K-12*.

OR Sites found must contain **at least one word** that is being searched for.

Sites found must contain **either the word** *Education* or the word *Passive Aggressive*, or they **may contain both** *Education* and *Passive Aggressive*.

NOT Sites found must **contain** the specified word, but not the other.

Sites found **must contain the word** *Education* but **not the word** *Passive Aggressive*.

NEAR Sites found **must contain words that are near each other** (usually within 10 words).

Sites found **must contain the words** *Education* and *K-12* **AND** those words **must be within 10 word of one another**.

Grouping Operators

Special operators known as grouping operators join search words together in a phrase that will be used to conduct the search. Here are some grouping operators and the function they perform. Always check the search site to see which operators are supported and their proper syntax.

“” Double Quotes

Sites found must contain the words inside the quotes exactly as they appear (not necessarily with case).

Example: “Passive Aggressive student in the classroom”

Sites found **must contain the exact phrase** “*Passive Aggressive student in the classroom*”.

() Parentheses

Words and operators can be grouped within larger search criteria.

Example: (Passive Aggressive AND disorder) NOT Adults.

Sites found **must contain both the words** *Passive Aggressive* and *disorder* but not the word *adults*.

+ Plus Symbol Sites found must contain both words that are searched for.

Example: water+skiing

Sites found must contain the word *water* and the word *skiing*.

- Minus Symbol

Sites found must contain the first search word but not the second search word.

Example: stock- cards

Sites found must contain the word *stock* but not the word *cars*.

Publish

See Frontpage Handouts

A Smorgasbord of Pages

The best way to get a good feel of how your web page should look is by examining other peoples' sites.

Look at the bad pages in this site and make notes of things that you don't want to do.

A. What not to do...

This site shows many poorly done web pages. It also takes you through some helpful hints on making a good page. As you view each page, go up to the View menu on your main menu and find View source. This will show you the page in HTML.

<http://www.webpagesthatsuck.com/>

B. Cool Schools

Many schools are moving to the web. Here are two schools that have done a good job of it.

<http://www.bcsd.org>

<http://www.greeceny.com>

C. Teacher Sites

Many teachers have attempted sites of their own. Here is a team of teachers who have attempted and succeeded.

<http://www.frontiernet.net/~debaker/>

D. Clipart

Download some clipart and backgrounds to use on your web page.

There are many places on the web to find free clipart. Be careful, don't just download any clipart MAKE SURE THAT IT IS FREE. Here is one site that has a lot of good clipart that is all free. Simply right click on the image and save it to the hard drive.

<http://www.barrysclipart.com>

E. Other downloadable stuff

There is more to graphics than just clipart. Here is a site that has many backgrounds, borders and lines. Simply right click on what you want and save it to the hard drive.

<http://www.meat.com>

Copyright

The issue of copyright is one of the largest when dealing with web page design. It is an area where many schools have gotten themselves into trouble.

F. Using Graphics and Information off the Internet

The basic rule of thumb is that:

Unless the Web site states the material and pictures as being "Public Domain" all material should be assumed to be copyrighted.

This means that you may only use the material under the fair use policy relating to teachers, students and schools. A general guideline of this policy is as follows:

- Students may use portions of a legally acquired copyrighted work in their academic projects, with proper credit and citation.
- Teachers can claim fair use for their own publications provide these publications are:
 - For face to face curriculum based instruction.
 - Demonstrations of how to create the publication.
 - Presented at a conference.
 - For remote instruction if the access is limited.
 - Kept for only 2 years.
- Fair use ends when the creator loses control over his product's use, such as when it can be accessed by others over the Internet.

G. Using Copyrighted Graphics in Web Design

Using graphics or information you have downloaded inside the class is one thing, but posting web pages onto the Internet is a completely different subject.

The rule of thumb is:

Unless you have written permission, copyrighted material is illegal to use. All material created is copyrighted, even if it has not been filed.

The problem is that if I think up a story and then write it down, the copyright law protects it. It doesn't matter if I publish it or not. Thus, everything that you post must have some sort of written consent to go along with it.

Forms that written consent can take:

- A sentence on the Web Page that tells you the material contained on it are "Public Domain"
- A signed paper given to you by the person whose material you are using that gives you permission to post their work.
- If the person is under 18, a signed paper from him/her and a signed paper from his/her parent giving you permission to use the work.
- En e-mail from the Web Master of the site giving you permission to use the material.

Unless you are certain that there is no problem with the work on your page, do not post it.

H. Other Issues

There some other issues that are unique to the Web that must be considered:

- Always get permission from a site's Web Master before linking to that site.
- The people responsible for the page are both the one who created it and the one who is posting it. (Unless something has been signed to the contrary.)
- Students' names should be used with caution when sites are accessible by anyone on the Web.
- Student work must have permission from both the parents and the students before it is posted.
- Place your own copyright information on your page. Specify it as public domain or as a copyrighted page.

I. For More Information

See the Internet Appendix that was given to you with this manual.