



Educating America, Inc.

# Professional Development

## Summaries

*Note: Most individual modules listed are designed for a 3-hour class, unless otherwise indicated; however, modules can be adapted to fit specific objectives.*

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## **I. Microsoft Application Modules**

### **Foundations in Teacher Technology Education**

This is a 45 hour staff development course designed to train professional educators in the fundamentals of computer literacy. Each lesson is tailored to the special needs of teachers. The class will be activity-oriented, relevant, fun and will address the needs of the individual participants. The course will address both professional tasks (keeping grade books, creating lesson plans and communicating with various educational groups) and classroom teaching (complementing the current curricula). Basic skills, methodology and pedagogy will be covered at theoretical and practical levels.

#### **Computer Basics**

The facilitator and the teachers discuss commonly held opinions about educational technology. The teachers practice basic computer skills, such as using the mouse to point, click and drag. They also discuss the history of computers in education. The teachers also work to acquire more computer skills as they use a multimedia encyclopedia and then begin to generate ideas for their integrated units.

#### **Operating Systems**

The teachers learn basic concepts related to computers and hardware while viewing an interactive presentation. The operating system is introduced, as are instructions on how to manipulate icons, windows and menus. The teachers also learn skills required to launch programs, open files, use menus, save and organize files, format floppy disks and copy files to a floppy disk.

#### **Internet**

The concept of communicating by means of the Internet is introduced as the teachers explore e-mail, newsgroups and chat rooms. In addition, they investigate educational resources on the World Wide Web and perform searches. And finally they discuss with the facilitator, how to evaluate Web sites and use the Internet in the classroom.

#### **Word Processing**

The teachers acquire basic word processing concepts and skills as they use formatting and editing commands. They practice these skills while modifying a history report, a parent letter, a student activity sheet and a report about computers. They also discuss practical issues related to using word processing in the classroom.

#### **Graphics**

In one type of computer graphics program, painting tools are introduced and practiced. Then drawing tools are used in another type of computer graphics application as the teachers add clip art and other images to a report and create a diagram. They also create a Venn diagram to compare painting and drawing skills. Then they discuss practical issues of using computer graphics in the classroom and design a Web page.

## **Spreadsheets**

Basic terms and concepts relating to spreadsheets, such as cells, rows and columns, are introduced. The teachers complete a spreadsheet budget to learn how to enter values and formulas in cells. They enter survey information and format it in a spreadsheet, then create a column chart. In addition they discuss practical issues related to using spreadsheets in the classroom and then develop a grade book spreadsheet for the classroom.

## **Advanced Spreadsheets**

The teachers practice previous spreadsheet skills and are introduced to more advanced spreadsheet skills. They analyze animal data in a spreadsheet and create a complex bar. After they perform a coin toss experiment, they enter the results into a spreadsheet and then graph them. Finally they use a spreadsheet containing world population data to enter formulas to generate a line chart.

## **Educational Software Usage and Evaluation**

In the first part of the lesson, meaningful technology integration in the classroom is defined. In the second half of this lesson, categories of educational software are introduced. The facilitator and teachers discuss funding sources as well as criteria for evaluating software that achieves classroom goals. Then they evaluate an educational software program.

## **Desktop Publishing**

The teachers acquire basic desktop publishing skills by creating a classroom sign. They generate a timeline of inventors by using graphics from other sources such as a multimedia encyclopedia. They are introduced to more advanced desktop publishing skills as they create a classroom newsletter, and then discuss practical issues related to using desktop publishing software in the classroom. Finally, they create a certificate.

## **Databases**

The teachers learn fundamental database concepts and skills by searching and sorting a database about countries. Then they filter a database containing information on animals to locate data. Next they perform more advanced filtering on a database of planetary facts and then create personalized form letters using the Mail Merge function, which inserts information from a database file into a word processing document. Finally the facilitator and the teachers discuss practical issues related to using databases in the classroom.

## **Advanced Databases**

More advanced database skills are introduced as the teachers modify a database containing snake information, alter a database containing student book reviews, and generate a report. They also create a database from scratch to collect information about traits. They use a database with student information to perform a filter and to create and modify a form and a report.

## **Multimedia**

The teachers create a multimedia presentation for a parent-orientation night. They practice multimedia skills as they modify a presentation about the water cycle. An interactive presentation is generated to allow users to learn about countries of the world.

## **Integrated Unit Design**

This lesson begins with an open-computer, open-notes technology examination focusing on the basic skills and concepts of the technology areas covered in the course. After the test, the teachers begin the project design process. The facilitator and the teachers discuss classroom goals and technology integration. The class compares a sample unit that does not incorporate technology with the same unit modified to include technology. Then the group generates ideas for infusing technology into classroom activities and discusses in detail the integrated unit project. After first sharing ideas for the integrated units, the teachers spend the remainder of the lesson creating the units, including creating sample student work, generating screen shots and entering information into the presentation template. In this final lesson of the Futurekids Foundations in Teacher Technology Education course, the teachers add finishing touches to the integrated units. Then the teachers present the units to the rest of the class. Finally, they assess and compare technology skills with those they noted before the course.

## **Advanced Technology Applications for Teachers**

This 45 hour staff development course designed to provide advanced application training for the professional educator as well as integrate state standards into technology lessons. The activity-oriented, individually responsive sessions are geared towards developing projects for the classroom, addressing both professional tasks (discovering relevant standards and technological resources) and classroom teaching (enhancing specific curriculum through appropriate learning standards and technology skills) that can enhance student learning.

### **Internet as Teaching**

This three hour session will explore four models of using the Internet as a learning tool. Samples of each model will be shared. Participants will receive specific web sites that correlate to specific grade and/or content area that addresses each model.

### **Internet Integration**

This six hour session will include ways to integrate the Internet into content areas through the use of Hotlists, Scavenger Hunts, WebQuests, and Filamentality. Samples of each type will be explored and teachers will have the opportunity to evaluate the value and appropriateness of each for use in the classroom.

### **Internet Integration Project**

The focus of this three hour session is to assist teachers in designing an original lesson for use in the classroom that incorporates the use of Hotlists, Scavenger Hunts, WebQuests, or Filamentality. Teachers will have an opportunity to evaluate web sites for use in the classroom that are specific for the elementary, middle and high school levels. Teachers will

be encouraged to share their lessons with the group. Lessons that are created during this session will be collected, bound and shared with all teachers.

## **Word Processing II**

Teachers use a research paper to explore adding footnotes, using heading styles, creating a table of contents, adding page numbers to all pages except page one, and using a page header. In the second activity, they use headings to easily create an outline. Next, in three separate lessons, teachers learn how to create and format tables. Then, they use graphic tools to complete a student worksheet showing the water cycle, which they save as a read only template for student use. To utilize the mail merge functions of *Word*, they create a letterhead to use as a form letter with a data list. Finally, they create a newsletter that incorporates a table from a previous activity.

## **Graphics II**

In this class, students learn how to create and manipulate both object-oriented and bitmap graphics in a more extensive way. First a sign promoting a school carnival is created and involves auto-shapes, fill effects, borders, the ungrouping and editing of clip art, 3D-effects, the cropping of a graphic, and word art. The second activity has the students exploring several graphic types and discussing the various sizes, qualities, and uses of them. In the third activity, a graphic of Mona Lisa that has pieces removed from it must be re-assembled by the students. In the final two activities, auto-shapes are created and edited, text boxes are moved and formatted, word art is created, and other features of graphics are explored in the creation of a volcano diagram and a Venn diagram.

## **Outlook**

The Outlook course is designed to introduce participants to email, calendar, contacts, tasks, notes and basic tools using Microsoft Outlook. This will give them sufficient knowledge and skills to work with the application. At the end of this course, delegates will have sufficient knowledge and skills to send and receive emails, open and attach documents, create contacts, manage appointments and tasks, and create notes. Users will be familiar with the basic features and functionality of Outlook.

## **Technology Literacy for Administrators**

Futurekids announces a new course, Technology Literacy for Administrators, available January, 2004. Technology Literacy for Administrators is a 36 hour instructor led course based on ISTE standards for school administrators in the following six areas; (1) leadership and vision, (2) learning and teaching, (3) productivity and professional practice, (4) support, management and operations , (5) assessment and evaluation, and (6) social, legal, and ethical issues. Nothing is more important for education today than beginning to make 21st Century Skills a reality. This course will help education leaders obtain practical guidance for assessing schools, envisioning how they can prepare schools for the future, and implementing a 21st century education. For more information or to schedule this course at your school or district, please contact

## **Office 2000 to Office XP**

This six-hour course discusses the main differences in the applications for Office 2000 and Office XP. Also discussed is the XP Operating System.

## **II. Infusing Technology**

### **Infusing Technology into the Classroom**

The 15 hour professional development course is designed to provide educators with the resources to integrate technology into specific subject areas. The five sessions provide the methodology to determine appropriate standards and objectives for both the specific subject and technology integration; review necessary technology skills needed to complete the projects; present sample student projects which demonstrate technology infusion; guide teachers through the process of developing technology projects; and enable teachers to evaluate technology usage in the curriculum. The sessions are activity-oriented, individually responsive and fun, addressing both professional tasks (discovering relevant resources on the Internet) and classroom teaching (enhancing specific curriculum through the use of appropriate technology). Specific skills, methodology and pedagogy are covered at theoretical and practical levels.

### **Infusing Technology into the Elementary Curriculum**

This professional development course is designed to provide educators with the knowledge and resources to integrate technology into the elementary curriculum. Using a project-based approach and closely aligned with district, state and subject-specific learning standards, Infusing Technology into Elementary Curriculum allows users to learn new skills in a highly interactive, efficient online environment. Ten lower elementary and ten upper elementary projects are available to sample and to serve as models and may be customized into individual classes. Users learn how to design an individualized project creation process that fits their needs and are led to a wide range of valuable web resources. The course also includes downloadable project templates, rubrics and student assessment samples, and related bulletin board and chat room access is provided. Synchronous learning opportunities are available through a link to an experienced mentor. The online format of the course allows users to work at a comfortable pace and make use of the interactive activities to reinforce learning.

### **Infusing Technology into Language Arts**

This professional development course is designed to provide educators with the resources to integrate technology into the elementary curriculum. The sessions will provide the methodology to determine appropriate standards and objectives for both the appropriate academic area and for technology integration; present a combination of twenty lower- and upper-elementary student projects which demonstrate technology infusion; guide teachers through the process of developing social studies-based technology projects for their own classroom; and enable teachers to evaluate technology usage in their own classrooms. The sessions are activity-oriented, individually responsive, and fun, addressing both professional tasks (discovering relevant resources on the Internet) and classroom teaching (enhancing specific curriculum through the appropriate technology). Specific skills, methodology, and pedagogy will be covered at both theoretical and practical levels.

### **Infusing Technology into Social Studies**

This professional development course is designed to provide educators with the resources to integrate technology into middle and high school social studies classes. The sessions

will provide the methodology to determine appropriate standards and objectives for both social studies and technology integration; present ten sample student projects which demonstrate technology infusion; guide teachers through the process of developing social studies-based technology projects for their own classroom; enable teachers to evaluate technology usage in social studies curriculum. The sessions are activity-oriented, individually responsive, and fun, addressing both professional tasks (discovering relevant resources on the Internet) and classroom teaching (enhancing specific curriculum through the appropriate technology). Specific skills, methodology, and pedagogy will be covered at theoretical and practical levels.

### **Infusing Technology into Mathematics**

This professional development course is designed to provide educators with the resources to integrate technology into middle and high school mathematics classes. The sessions will provide the methodology to determine appropriate standards and objectives for both mathematics and technology integration; present ten sample student projects which demonstrate technology infusion; guide teachers through the process of developing mathematics-based technology projects for their own classroom; enable teachers to evaluate technology usage in mathematics curriculum. The sessions are activity-oriented, individually responsive, and fun, addressing both professional tasks (discovering relevant resources on the Internet) and classroom teaching (enhancing specific curriculum through the appropriate technology). Specific skills, methodology, and pedagogy will be covered at theoretical and practical levels.

### **Infusing Technology into Science**

This professional development course is designed to provide educators with the resources to integrate technology into middle and high school science classes. The sessions will provide the methodology to determine appropriate standards and objectives for both science and technology integration; present ten sample student projects which demonstrate technology infusion; guide teachers through the process of developing science-based technology projects for their own classroom; enable teachers to evaluate technology usage in science curriculum. The sessions are activity-oriented, individually responsive, and fun, addressing both professional tasks (discovering relevant resources on the Internet) and classroom teaching (enhancing specific curriculum through the appropriate technology). Specific skills, methodology, and pedagogy will be covered at theoretical and practical levels.

## **Infusing Educational Software into the Classroom**

The below courses convey in-depth understandings of how to use the specific software titles as a seamless part of teaching and learning experience. Focused, relevant coursework immerses teachers in the effective use of computers and multimedia technology in the classroom.

### **Exploring Engaged Learning with Encarta**

In this course, the teachers gain an understanding of the principles of Engaged Learning while acquiring skill in using *Encarta*. Teachers will research existing *Encarta* Lesson Plans and then create a draft Engaged Learning Project idea that incorporates *Encarta*.

### **Enhancing the Writing Skills of Emergent Authors using KidPix 3**

Early childhood teachers (K-3) will gain hands-on experience with a unique software program, Kid Pix Deluxe 3. Using this program with the writing curriculum will engage and motivate students, while helping you address gap areas in your writing curriculum.

### **Enhancing Writing Skills of Emergent Authors using Storybook Weaver**

Early childhood teachers (K-3) will gain hands-on experience with a unique software program, Storybook Weaver Deluxe. Using this program with the writing curriculum will engage and motivate students, while helping you address gap areas in your writing curriculum.

### **Standards/Technology Integration Training**

This 6 hour workshop is designed to provide educators with the resources and templates to assist in the aligning of the Pennsylvania State Standards with Unit/Lesson plans of their choosing. Throughout the series of workshops, teachers develop their own standards-based technology infused lesson plans that incorporate Learning Standards specific to the teachers' grade level curriculum. The activity-oriented, individually responsive and fun sessions are geared towards developing projects for their own classrooms, addressing both professional tasks (discovering relevant standards and technological resources) and classroom teaching (enhancing specific curriculum through appropriate learning standards and technology skills) that can enhance student learning. This workshop can be set up to meet the needs of the school or district. Teachers will complete 2-3 infused, standard correlated lessons.

### **Promoting PreK-3 Literacy**

This on-line course helps teachers create an environment where students can develop reading skills in a thoughtful, meaningful, and timely manner. This 6 – 10 hour online course provides extensive coverage of the scientific basis for language acquisition, including the most up-to-date research-based pedagogy. This course contains access to more than 200 activities promoting literacy in the classroom as well as more than 1,000 Web links.

## **III. Web-Based Learning Modules**

### **Integrating the Internet into the Classroom**

The professional development course is designed to provide educators with the resources to integrate the Internet into specific subject areas. The four sessions provide the fundamentals of using the Internet in the classroom; present models of using the Internet as a learning tool, examine different integration tools available on the Web to integrate district standards, and create an original lesson for use within the classroom setting. The sessions are activity-oriented, individually responsive and fun, addressing both professional tasks (discovering relevant resources on the Internet) and classroom teaching (enhancing specific curriculum through the use of appropriate Internet lessons).

#### **Fundamentals of the Internet in the Classroom**

This session introduces the concept of communicating via the Internet by guiding teachers through an exploration of newsgroups and chatrooms. Teachers will investigate educational resources and the World Wide Web by performing searches. Also, the class will discuss evaluating Web sites and using the Internet in the classroom.

#### **Models of Using the Internet as a Learning Tool**

In this session, the teachers explore four models of using the Internet as a learning tool, media, research, interactive and communication. Samples of each model will be shared. Participants will receive specific web sites that correlate to specific grade and/or content area that addresses each model.

#### **Utilizing the Internet in the Classroom**

This six hour session includes ways to integrate the Internet into content areas through the use of Hotlists, Scavenger Hunts, WebQuests, and Filamentality. Samples of each type will be explored and teachers will have the opportunity to evaluate the value and appropriateness of each for use in the classroom.

#### **Internet Infused Lesson Design**

The focus of this three hour session is to assist teachers in designing an original lesson for use in the classroom that incorporates one or more of the areas discussed from Part III. Teachers will have an opportunity to evaluate web sites for use in the classroom that are specific for the elementary, middle and high school levels. Teachers will be encouraged to share their lessons with the group. Lessons that are created during this session will be collected, bound and shared with all teachers.

### **Creating and Publishing a Web Page with Microsoft Word**

In this six hour workshop, the teachers learn the basics of web page development through a user-friendly word processing interface. Participants will create and publish a usable webpage for their classroom. This session is.

## **IV. Online Learning**

### **Integrate Online**

IntegrateOnline series of courses offers the highest-quality training and services to teachers and administrators. Through AssessOnline, a custom learning path is able to be created for each individual teacher. Based on an initial assessment, the custom learning path recommends specific topics targeted to an individual teacher's needs. The courses then provide teachers with the practical knowledge and strategies for creating engaging and effective lesson plans that incorporate technology into the curriculum. Each course builds on the other, expanding the breadth and depth of a teacher's understanding and knowledge of technology. Each course includes AssessOnline, and access to the Online Portfolio and Online LessonPlanner.

### **Introductory Technology Integration for Teachers**

Recognizing the need for anytime, anywhere professional development, this course offers an easy to use program incorporating multimedia, narration, visual demonstrations, and interactive hands-on projects to convey an in-depth understanding of how to use technology as a seamless part of the classroom teaching and learning experience. With focused, relevant coursework targeted specifically to individual needs, teachers immerse themselves in the roles computers and multimedia technology play in the classroom. The series includes seven courses that can be taken as individual modules or combined as an abbreviated "Express" course. Teachers learn by engaging in real interaction; by practicing actual software concepts and skills, not simply viewing movement or text on screen. Each course includes a pre- and post-assessment that creates a custom learning path for each participant. Courses are self-paced, therefore teachers learn at their own pace and in their own style, and progress reports can be instantly generated online. Teachers can print out curriculum integration ideas and lesson plans to use in their classroom immediately.

### **Internet and Technology Integration for Educators**

This online course explores the Internet as a classroom tool for research, communication and collaboration. Teachers create technology rich lesson plans by using Internet Explorer or Netscape Navigator, copying and saving text and graphics from Web pages, using search engines, researching and citing sources, and incorporating e-mail basics into their curricula. Teachers will also explore the pragmatic uses of music, art, and chat rooms for class interaction.

### **Intermediate Technology Integration for Teachers**

Utilizing the latest in web technologies, this online series takes technology training to the next level. Incorporating multimedia, narration, visual demonstrations, and interactive hands-on projects, teachers acquire the ability to work with mail merge in word processing, more advanced features for configuring databases and spreadsheets, and the more powerful linking aspects of presentation graphics. They then develop a lesson plan and/or thematic unit incorporating technology with integrated curriculum in more dynamic ways to support classroom learning. This series includes five courses that can be taken as individual modules. Teachers learn by engaging in real interaction; by practicing actual software concepts and skills, not simply viewing movement or text on screen. Each course includes a pre- and post-assessment that

creates a custom learning path for each participant. Courses are self-paced; therefore teachers learn at their own pace and in their own style, and progress reports can be instantly generated online. Teachers can print out curriculum integration ideas and lesson plans to use in their classroom immediately. Teachers can take Integrate 201 Online anytime, anywhere, with no lost classroom time.

## **V. Kidspiration/Inspiration**

### **Introduction to Kidspiration**

*Kidspiration* is a visual learning tool especially for K-3 students. Designed for emerging writers, *Kidspiration* helps students develop confidence as they learn to organize information, concepts and connections, create stories and express their thoughts. Participants are led through two lessons as they learn how to use Kidspiration's Picture View and Writing View, in addition to the Super Grouper. They are then given time to complete other activities on their own.

### **Kidspiration Activities You Can Use**

Looking for ideas to help you integrate *Kidspiration* activities into your classroom? This session provides you with those ideas. The class begins with a review of Kidspiration using an activity provided in a practical guide containing a number of lesson plans. This activity is critiqued and discussed as a whole class. The participants are then led through the process of downloading templates located at the Inspiration website and installing them on their computers. When all templates are available, the participants critique one assigned lesson from the guide and then independently view other lessons of their choice. Finally the whole class meets as a group to discuss their findings on the assigned lessons. Participants should already have experience with *Kidspiration* before attending this session.

### **Introduction to Inspiration - PC & MAC/ Elementary**

In this class, teachers are introduced to the program *Inspiration*. A brief history of the program's entrance into educational software is given along with a discussion on the benefits of visual learning. Students then learn of *Inspiration's* many features, including working on diagrams and outlines, templates, symbol libraries, and creating both simple and complex webs by engaging in an activity titled "All About Me." These features are then practiced in the project "All About Pennsylvania," where students create a web about PA State symbols by labeling symbols and links and adding graphics from outside sources. The class ends with "The Food Pyramid," where students graphically re-create the food pyramid using non-graphical information – a table of nutritional values and suggested servings.

### **Introduction to Inspiration - PC & MAC/ High School**

In this class, teachers are introduced to the program *Inspiration*. A brief history of the program's entrance into educational software is given along with a discussion on the benefits of visual learning. Teachers then learn of *Inspiration's* many features, including working on diagrams and outlines, templates, symbol libraries, and creating both simple and complex webs by engaging in many hands on activities. Activities like *Structure of the State Government or National Government*, *Careers*, *My Biography* and *Nutrition* are completed during this session.

### **Integrating Classroom Ideas with Inspiration**

Now that you know the basics of *Inspiration*, attend this session to help you integrate it into your classroom. The class begins with a review of Inspiration using an activity provided in a practical guide containing lesson plans at all grade levels. This activity is critiqued and discussed as a whole class. The participants are then led through the process of downloading templates located

at the Inspiration website and installing them on their computers. When all templates are available, the participants critique one assigned lesson from the guide and then independently view other lessons of their choice. Finally the whole class meets as a group to discuss their findings on the assigned lessons.

### **Meeting the Standards with Inspiration**

In this session, you will be presented with practical, content-rich lessons for all grade levels in language arts, science and social studies. Using the proven principles of visual learning to engage students, these lessons are designed to satisfy the demands of state and national standards. The provided lessons will be reviewed and critiqued by the entire group and individually. Participants should already have had an introduction to *Inspiration* before attending this session.

### **Inspiration & Kidspiration Combination**

This is a 2-part (6 hour) session and will introduce both *Inspiration & Kidspiration* software as learning tools in the classroom. Session One begins with the concepts and basic skills for *Inspiration*; Session Two will begin with *Kidspiration*, and continue with activities and ideas for both pieces of software.

### **Inspiration & Kidspiration Exploration**

This course is a 9 hour session designed for learning not only the basics of *Inspiration & Kidspiration* software, but for exploring the graphic capabilities and uses in the classroom. Also covered will be family/child documents, the checklist feature, how to create your own default look for new documents, the alignment feature in *Inspiration* and a discussion on lesson plans. Time is allowed for creating lessons plans with *Kidspiration* and *Inspiration*.

## **VI. Educational Software Courses**

### **Desktop Publishing with Print Artist**

Teachers are introduced to this program by Sierra as they begin the class by creating a sign for the classroom. During this activity, the teachers learn to use the program's features such as the Graphics grabber, toolbar and menu bar commands. They insert a fill and text object and format each object using the font, effect, and color palettes. The concept of layering is also practiced during this activity. Teachers create a thank you card for the second project. This project provides an opportunity for teachers to import an image and create a 3D effect. They continue to explore the skills that were introduced in the first activity to complete the personalized card. Finally, teachers are encouraged to experiment on their own with the program's features and their newly acquired skills by creating a sign announcing an upcoming competition.

## **VII. Miscellaneous Courses**

### **Mac 2 PC**

The Macintosh to PC Training Course is a six-hour comprehensive program designed to train professional educators in the fundamentals of the Microsoft Windows environment. The training is not designed to make participants experts in Microsoft Windows, nor does the curriculum involve an in-depth study of specific software applications; rather, the goal of the course is to familiarize teachers with the basic concepts within the Windows operating system, while guiding them through the transition from the Macintosh OS to Microsoft Windows. Developed with input from experienced facilitators and curriculum designers, the Macintosh to PC Transition program is tailored to meet the needs of today's teachers and will be readily applicable to all academic learning environments.

### **Infusing PDA Technology Into the Curriculum**

Infusing PDA Technology Into the Curriculum is a unique professional development course that provides educators with all the tools necessary for learning the operation and capabilities of the PDA and for integrating this exciting technology into K-12 classrooms. Available both online and through instructor-led classes, Infusing PDA Technology Into the Curriculum is full of easy-to-follow tutorials, interactive examples and invaluable resources. Separate courses are available for PDAs using the Microsoft Pocket PC operating system and for those using the Palm operating system.

### **Infusing COWS (Computers on Wheels) into the Curriculum**

Infusing Computers on Wheels Technology into the Curriculum is a dynamic professional development course which provides educators with all the tools necessary for learning the operation and capabilities of wireless mobile computer cart systems and for integrating this exciting technology into K-12 classrooms. Available both online and through instructor-led classes, Infusing Computers on Wheels Technology into the Curriculum provides participants with a hands-on overview of the cart system and its features and explains how to take full advantage of the included laptops. In addition, the course provides comprehensive tutorials on the Microsoft Windows operating system and on Microsoft office productivity software applications. Finally, the course leads class members through a step-by-step process for the creation and implementation of technology-infused projects into their own teaching.

## **VIII. Train the Trainer Courses**

### **Technology Camps**

#### **Cartoon Camp**

The teachers are provided with training to teach students in the primary elementary grades to create their own wacky comics and loony animations, exploring along the way a whole new world of numbers, letters, shapes and colors. This camp offers creative expression within challenging projects. By creating comics and animation, the children will grasp the fundamental differences between cartoon characters on newsprint and cartoon characters on television and in motion picture animation.

#### **Create Your Own Business**

The teachers are provided with training to provide students in the upper elementary grades the opportunity to learn some fundamental business skills and apply them to real-life goals, while having fun in the process. Everything is presented in the spirit of adventure and challenge that is so characteristic of entrepreneurial endeavor. Students use tool-based software to learn the basics of operating a business. They create and use spreadsheets and databases, create letterhead and business letters using a word processor and design logos and business cards using graphics and desktop publishing programs.

#### **Pet Shop**

The teachers are provided with training to introduce the skills present in Create Your Own Business, but at an age appropriate level of grades first through third. Throughout this camp, there is an emphasis on using the computer to operate a pet shop. The projects are intentionally less structured, giving the students the opportunity to control key facets of the projects. They will name the store, decide on the animals, design the ads and commercials and create their own business cards.

#### **Young Inventors**

The teachers are provided with training to The students will design and create a product and formulate their own marketing plan. They will also create a multimedia presentation to sell their product. By going through this process, students will use appropriate computer software to conduct a modern business marketing campaign and, by the end of the week, will have a better idea of what business and selling products are all about. The students will go from defining a need for their product to manufacturing and advertising their product.

#### **Young Inventors, Jr.**

The teachers are provided with training to teach this camp where there is an emphasis on using the computer for creativity, with ample time provided for both online and off-line activities. The projects during the session are intentionally less structured, giving the students the opportunity to control key facets of the projects. The projects require sustained effort, with each day geared to producing a single project. This leads to a final major

project. The course focuses on inventing and manufacturing new toys and inventing and producing both a board game and a card game to take home and play. The camp is designed for students in grades one through three.

### **Critter Camp**

The teachers are provided with training to teach students in grades one through three how to learn about various animals by identifying different attributes, designing masks, demonstrating animal movements, completing riddles, creating a critter flipbook and organizing a day at the races. During the course of the camp, basic skills in databases, word processing and graphics are introduced.

### **Keyboarding Plus**

The teachers are provided with training to conduct this camp which is intended to be fun while being directed towards increased keyboard speed and accuracy, as well as improving word processing and desktop publishing skills. This innovative course is designed to keep the students in third grade and older excited and motivated about achieving keyboarding progress. Each student competes only against him or herself and will be praised for individual progress; thereby eliminating any sense of failure from generic and unreasonable goals. The students create daily products to reinforce keyboarding skills. The projects are teacher orientated with specifics of each project determined by students.

### **Surfin' the Web**

Have students been out there surfing the web and they are wondering how to create all those interesting pages. The teachers are provided with training to teach the students how to learn the basics of HTML (hypertext markup language) and create their very own home page, incorporating text, graphics, images and links to other pages on the World Wide Web. Learn all needed to travel the information super highway.

### **Surfin' the Web, Jr.**

The teachers are provided with training to instruct students in grades two through four to create their very own home page with the software program *Microsoft Publisher* incorporating text, graphics, images and links to other pages on the World Wide Web. They also learn the basics of Internet research.

### **Travel Adventure**

The teachers are provided with training to teach a course where the students can take a trip to far away lands, see exotic animals, and meet new people. This can be done from the comfort of the computer. This camp offers the opportunity to do all these things and more! The students in grades four and older create postcards, posters, banners and displays. They write letters home and create invitations inviting friends and family members to an exciting open house on the last day of camp. They also have the opportunity to surf the World Wide Web in search of information about global people, places and things.

## **Programming**

The teachers are provided with training to instruct students in grades seven plus to learn critical thinking and programming skills needed to create exciting, interactive programs. The participants create an interactive Pattern Generator using *Microsoft Visual Basic*. They also apply their programming skills to create an interactive History of the Computer questionnaire.