



LOGIN

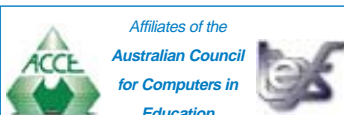
The Journal of the Educational Computing Association of Western Australia

Term 3, 2002

ISSN 0819-9620

Volume 16, No. 2

ECAWA State Conference Sept 13 & 14 Atrium Mandurah



In This Issue

<i>Big Day Out</i>	3	<i>Notebooks for Teachers</i>	5
<i>Casting the CathEdNet</i>	4	<i>Bridging the Gap</i>	6
		<i>Educator of the Year</i>	7

Login is the journal of the Educational Computing Association of WA. All contributions should be sent via email to the editor login@ecawa.asn.au. These can be in the form of original articles, letters, reviews and reports. To join ECAWA visit www.ecawa.asn.au for full details.

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From the President



Hi everyone!

Welcome back to second semester after what was, I hope, a refreshing break!

The holiday break included extra professional development for some ECAWA members, who took the opportunity to travel to Hobart for the Australian Computers in Education Conference. I travelled to Hobart earlier in the first week to attend an Australian Council for Computers in Education Board meeting, but I was very pleased to see about a dozen Sandgroppers, "waving the flag" for ECAWA at the conference which followed.

Harry Clements-Shepherd, our WA Computer Educator of the year for 2001, received an all expenses paid trip to the conference as part of his prize for being named ACCE/ACS National Computer Educator Of The Year. In addition, Lynley McKernan (Aquinas College) applied for and received \$500 assistance from ECAWA to attend the conference. Expect to receive feedback from both these members at the State Conference or the next edition of LOGIN.

Speaking more of conferences and of the Educator of the Year award, you will find information later in this edition about how to apply/nominate yourself or a colleague to be considered as this year's Computer Educator Of The Year (EOTY). ECAWA is the most successful state having its EOTY also judged the National winner; this year being a hat trick and four out of the past five year's winners. Our State winner is announced at the Conference in Mandurah on September 13/14 with entries closing August 31st. It looks great on your CV and has some financial benefits as well as the kudos. Throw your hat (or someone else's) in the ring NOW!

Please visit the ECAWA website regularly for information and updates in relation to what's happening – particularly the State Conference. We are attempting to have online session choices this year and there is still the opportunity to present a session – follow the links from <http://www.ecawa.asn.au>.

We have experienced a number of difficulties with our membership database having become corrupted during this year. If members records have been lost, it has been difficult to know unless they have contacted us to let us know they have missed getting a LOGIN or similar. Please, take a moment to check the details on the form enclosed with your mailout and advise us of any errors. Also if you know of or believe someone who you think should be a member has not been receiving LOGINS etc. then can you provide details, or ask them to email excofficer@ecawa.asn.au with their details so we can bring things up to date.

This will be the last LOGIN before the Annual General Meeting to be held at the Conference, when the new committee is elected. I would like to thank this year's committee for their work on your behalf, especially Vic Gecas, the LOGIN editor, who has brought a fresh look to the publication this year. This is also my last President's column and I would like to take the opportunity to wish everyone well in their endeavours to realise the great potential ICTs have to improve learning outcomes.

Brett Clarke
President



Casting the CathEdNet

Phil Bayne
Writer/Editor
CEO Media



Over the last few months schools have been introduced to the concept of a purpose-designed broadband telecommunications network that will provide a means of more comprehensive education delivery for the entire Catholic education system in Western Australia. Recently this concept has become a reality with the first five 'customers' having been connected to the network that is known as CathEdNet.

Leading the way in the 'roll-out' of this landmark project is the Catholic Education Office together with Mandurah Catholic College, CBC Fremantle and Trinity College – four of some 160 Catholic Education organisations across the State that will eventually be connected to the network.

Collaborative forum

Given its expansive coverage, it is hoped CathEdNet will provide a forum for collaboration and cooperation between these organisations in areas such as administration, curriculum delivery, professional development and library services, to name a few. In order to facilitate such a seamless exchange, users will be provided with an 'always on' connection via the links listed below:

Most metropolitan schools and the University of Notre Dame, Fremantle campus - 10 Megabytes/sec

- Smaller metropolitan and countryside sites - 256 Kilobytes/sec to 2 Megabytes/sec
- Remote schools - 2-way satellite
- Religious Orders - low-cost Remote Access facility

The broadband structure of CathEdNet will allow for the simultaneous transmission of voice, fax, video and internet data in what is referred to as an IP or *Internet Protocol* format. By using a single Internet Service Provider (ISP), the network will provide users with extremely fast access to a pool of cached educational resources, while internet filtering will protect users from the receipt of inappropriate material and/or the transmission of emails containing undesirable content.

In addition, all schools and CEO offices will be provided with the SINA (Schools Internet Network Administration) software that facilitates the:

- establishment and management of user accounts
- filtering of particular Internet sites
- monitoring and controlling of Internet access and download costs per user.

It is envisaged that the services/applications available on CathEdNet will be standardised across most, if not all sites, in order to achieve access equity, infrastructure standardisation and economies of scale.

As such, teachers/lecturers/tutors will be encouraged to share curriculum materials and negotiations are also underway to allow direct links between CathEdNet sites and on-line education resources in Victoria.

Key features

Users of CathEdNet will have access to a number of key features associated with its operation, namely:

- The **myinternet** virtual intranet service that provides collaborative communication and resource opportunities for all users; allows each site to establish its own intranet; and allows users to publish resources and student work online.

- A **Staff Messaging Service** (SMS) that provides all teachers and administration staff with secure electronic messaging accounts that can be accessed via existing internet connections or remotely. The total SMS package consists of electronic mail, diary and task, contact and information management facilities which can be accessed via user-specific login and password security.

- **Multi-party videoconferencing** that will be trialled immediately by the CEO. Given the low cost and high benefit potential, it is expected that the University of Notre Dame will also participate in the trial that will eventually lead to the provision of training, professional development, inter-campus tutorials and lectures across the network.

Preparation for connection

A relatively small yet critical amount of effort will be required at each school/office to prepare the site for connection to the CathEdNet. This will be coordinated by the CEO in conjunction with Telstra.

Each staff member will be provided with their own personal CathEdNet binder for documents that will be issued progressively. Alternatively, all documents can be viewed and downloaded from the CathEdNet website (www.cathednet.wa.edu.au).

A myinternet Administrator will also be appointed at each school/office, with full training provided by Sam Oriti, the training and support officer for myinternet and the CathEdNet Help Desk. The first responsibility of the Administrator will be to upload the school student and staff lists and it is expected they will also demonstrate the use of the myinternet services to other staff members within their organisation.

Addressing the complexity

The development and roll-out of CathEdNet is a complex process, the like of which has never been undertaken by the CEO. Given the significant logistical, organisational and financial implications expert assistance was sought, with the overall conceptualisation and project coordination having been undertaken since mid-2000 by Peter Farr of Peter Farr Consultants Australasia.

The establishment and overall outcomes of CathEdNet are expected to put the Catholic education system in WA at the forefront of this technology in terms of functionality, cost effectiveness and the provision of future opportunities for educational outcomes.

Through the use of a unified platform, the natural synergy that exists within the Catholic education system in WA will be expanded to eventually include links to education institutions both within Australia and around the world.

Notebooks for Teachers - DOE

I received my Notebook computer in a recent roll out. The unpacking was a dream and the need to keep all wrapping and packaging was emphasized, as all parts must be returned in near pristine condition at the end of the 3-year lease. I found it easy to log on bypassing the password and then, once in, setting up a personal password. The Windows XP 2000 Professional was breath taking for I had been using the 98 version. The ease with carrying out operations and navigating through the software was one of the real positives of the system.

The new touch pad was tricky to say the least. Having never used the tactile method for positioning the cursor and tapping to operate it caused a few moments of anxiety and mirth. At one stage I had opened 15 windows simply by running past the icons at the bottom of the start-up window. The sensitivity took some getting used to but once mastered is a terrific improvement on the mouse especially when the ball starts to get 'sticky'.

The big plus with the notebook is portability. You can carry all your computing needs in one small, sturdy carry bag. The bag is well set out with pockets and sleeves for all the gadgets and instruction books you require. Setting up in a new position is quick and all your information is instantly on screen. As yet I haven't ventured into our school network system and this is next on my list. This will allow me to be fully operational with access to all the drives from anywhere I happen to be working.



The Help Desk has been easy to access as they are on call up to 10 pm throughout the working week. They have been patient, informed and quick to solve any problem that I have asked of them. Connecting to the Internet and setting up an e-mail account was achieved with minimum fuss and clear instructions. The workshop soon after getting the notebook was simple and straightforward. All aspects of the computer were worked through leaving even the novice users a clear understanding and allowing them to get operating.

There have been some issues of equality between schools and different information passed on that could be better handled. All things considered I believe the notebook will be a handy and welcome addition to all teachers for minimal cost in the coming years.

Anthony Buirchell
Deputy Principal
Parkwood PS

During term 2, 2000 Gosnells Senior High School teachers participated in the 'Notebooks' for teachers scheme. I was one of the 43 who took the opportunity of receiving a notebook.

As a graduate teacher, having access to a scheme like this has provided me with much needed access to the Internet and email. I have been able to contact other graduates and teachers and swap ideas and interesting websites.

I have also been able to access and use publications from the Curriculum Council in electronic form. This has been helpful and very time efficient. These publications are quick to access and download, and have helped me greatly in my planning and teaching.

I coordinate the volunteer readers program within our school. In this role having access to a computer at any time has been invaluable. I have been able to create a database of participating volunteers and students. I have also been able to generate letters with ease. Having a laptop has also been helpful because I can complete this work at home or at school

I would encourage any teacher who has the opportunity to get a notebook. It is definitely value for money – considering the laptop and Internet connection – and a helpful tool for teaching.



Jessica Ryan
Gosnells Senior High School

Bridging the Gap

Dr Peter Carey
General Curriculum Consultant
Technology & Enterprise and the Arts

In the April issue, an article entitled “Students Teaching Teachers” introduced readers to the Integrating Technology workshop held for Secondary teachers across all learning areas. In the second of the series, the educational benefits of desktop video conferencing and online Community Participation Projects (CPPs) were brought to the fore.

These projects enable teachers and students to work together in different parts of the world, at very low cost through the Internet. Such projects have the capacity to engage and motivate students with real-life experiences that have not previously been possible. It can radically alter the way students interact with one another and with the world outside the classroom. They offer enormous potential for enriching student’s learning in ways that cannot easily be achieved by other means. Students and teachers can:

- Regularly links up to a school overseas, where the students compare their everyday lives and culture traditions.
- Talk online to a scientist in Antarctic and discuss research currently undertaken.
- Link to school in California when studying earthquakes, and speak to a teacher living on the San Andreas Fault.
- Speak to a family in Japan whose daughter will be attending their school on a homestay.

These types of experiences make it all very real for students. CPPs not only help students to learn about other countries but they benefit students in other ways. They develop a student’s confidence, presentation skills and speaking and listening skills. They learn to speak clearly, listen carefully and to present their material in different ways to adapt to the audience.

Student/teacher participation in learning is the key to the growth of vast information resources on the Internet. It is a means of:

- Real world research
- Collaborative learning opportunities
- New skills which fall outside the realms of the ‘traditional’ classroom

In addition, the interaction possible with CPPs will provide students with a direct, tangible link with their social environment and will allow them to question some of the issues relating to social justice.

CPPs such as those accessible at the Global School House (<http://www.gsh.org> and <http://www.gsh.org/cu/index.html>) require more planning and involvement, but produce greater opportunities for broader learning. These projects are at the core of ‘extending the classroom’ using the Internet and are seen as the prototype for the future of education. Such projects work best when they are integrated into conventional teaching practices – they do not replace the teacher or the classroom.

While Information Technology must be maintained as an important optional subject to provide code, programming, data and product opportunities schools need to make connections between converging technologies and all the learning areas.

Other Learning Opportunities

In addition to desktop video conferencing and CPPs teachers at the workshop were introduced to webquests - units of work providing students with open-ended tasks aimed at developing the thinking skills of analysis, synthesis and evaluation. Links to useful web sites also reduce the amount of “wasted time” which so often happens when students use the net.

Teachers seeking assistance in the set-up of Desktop Video Conferencing facilities or those wishing to attend the next workshop should contact Dr Peter Carey on 9212 9243 or email p.carey@ceowa.perth.catholic.edu.au. A list of Internet Community Participation Projects, webquests and online research modules are referenced below.

Internet Community Participation Projects

Telecollaborative Learning projects :

<http://www.2learn.ca/Projects/ProjectCentre/projframe.html>

The Global Junior Challenge:

<http://www.gjc.it>

Global School House:

<http://www.gsh.org> and <http://www.gsh.org/cu/index.html>

I*EARN:

<http://www.iearn.org.au/>

Intercultural E-mail Classroom Connections (IECC):

<http://www.stolaf.edu/network/iecc/>

EDNA (Education Network Australia):

<http://www.edna.edu.au/>

Aussie School House/Oz Teacher Net:

<http://www.ash.org.au>

Integrating the Internet in the Classroom:

<http://integratingtheinternet.com>

Ed Dept WA Collaborative Projects:

<http://www.eddept.wa.edu.au/centoff/cm/eval/technology/collproj/index.htm>

Collaborative Lesson Archive:

<http://faldo.atmos.uiuc.edu/CLA/>

Nick Nacks:

<http://www.telecollaborate.net/>

Lesson Plans on the Net:

<http://users.erols.com/allnut/lessonplans.html>

Ten On-Line Projects to Enhance Your Curriculum:

http://www.education-world.com/a_curr/curr164.shtml

Webquests or Online Research

Lessons and Web Quest Builders:

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

<http://ozline.com/webquests/intro.html>

<http://www.4teachers.org/intech/lessons/>

Future PD: Webquest templates:

<http://futurepd.org/webquests.htm>

Australian Web Quests:

<http://www.geocities.com/ResearchTriangle/Thinktank/2693/research.html>

ECAWA

2002

EDUCATOR OF THE YEAR

(ACCE) hosts the National Educator of the Year Award. This award recognizes exemplary educational practice involving the use of computer technology in the teaching and learning environment.

Nominees for this award are the individual state Educator of the Year winners.

Nominations are now being called for the Western Australian Educator of the Year. These educators must be an ECAWA member who, through the use of computer technology, have:

- made an outstanding contribution to the educational advancement of their students
- had a significant positive effect on their colleagues, both at school level and within professional organizations

The award is intended to recognize the efforts of ECAWA members who are contributing to the use of learning technologies in their schools.

While it is recognized that school administrators and district/regional personnel also contribute to the professional computer education community, this award focuses on the efforts of school-based educators.

To be considered for ECAWA's Educator of the Year, people may be nominated by their peers or can nominate themselves.

Nominees must be based in a school and considered a member of that school's teaching staff.

Information for nominees

Nominations should address the following two areas;

- Recognition within the nominee's institution, and
- Recognition outside of nominee's institution.

A successful applicant may not necessarily fulfil all criteria.

Please complete the nomination form available at the ECAWA website: <http://www.ecawa.asn.au>

Up to SIX pages of printable information and a further FOUR samples of documentation on any media may be submitted.

Nominations including any supporting documentation can be submitted electronically as attachments to:

eoty@ecawa.asn.au

or via mail:

ECAWA - Educator of the Year

PO Box 297

Claremont WA 6010



Completed nominations must reach ECAWA by 5.00pm on 31 August 2002

Nominations will be accepted once personal membership verification has been confirmed and the nominator has been contacted to verify the validity of the nomination.

Our Conference

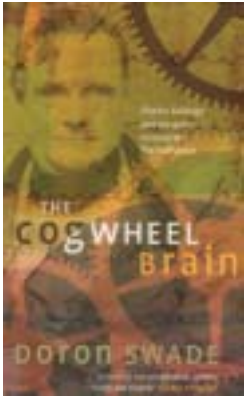
ECAWA
Annual
Conference
Atrium
Mandurah
Sept 13/14

20 **NEED FOR**
02 **SPEED?**

The Very Useful Resource Section

The Cogwheel Brain

by **Doran Swade**



Babbage's vision was that the science of numbers could be mastered by mechanism. With the turn of a handle, his idea was a calculation engine that previously could only be achieved by mental effort. The calculating engine could eliminate the risk of human error. Mathematical tables were paramount for safe navigation. Even after crucial manual checks during the calculation and/or printing phases, some of these figures were wrong. Stakes were high - fortunes and lives lost out on the open seas. Errata of errata sheets had to be continually produced. The actual problem wasn't with the errors found and flagged, but the insecurity of not knowing how many errors remained undetected. With this in mind Charles Babbage launched himself on his grand venture to design and build his calculation machine.

Doran Swade's book is an informative account of Charles Babbage's lifelong obsession. Swade is the Assistant Director Head of Collections at the Science Museum in London.

Turing and the Universal Machine

by **Jon Agar**

The history of computing is entwined with the name Alan Turing. In Jon Agar's easy to read book he tells of the work of Babbage and Hollerith. World War II spurred on the development of the first commercial electronic computer. Interestingly, cracking secret spy codes during the Cold War became the major catalyst that drove the development of the computer further.



Guide to Electronic Communication

by **Kristen Bell DeTienne**

A concise, practical book that shows effective ways in dealing with the use of technology to communicate - handling the large volumes of email you receive, finding information on the web, or how to use presentation software to create up to date visual presentations to make you a more effective speaker.

All of the books above are available from The Library Board of WA
i.e. your local library!

Classic FX!

Macromedia Studio MX



The promise is seamless integration and increased productivity in a single web site and internet application environment. April 2002 saw the launch of Flash MX, followed by the long awaited release of Studio MX. The release includes MX versions of Dreamweaver, Flash, Fireworks, ColdFusion and Freehand. Each product is aimed at offering a specific type of developmental tool for you to create a website or sections of one. Each of these versions alone, would be a major release in their own right. Macromedia have launched a great price structure for schools, check with your software supplier.

Dreamweaver MX

HTML editor for designing, coding, and developing websites, web pages, and web applications. DW incorporates and expands on all the capabilities of DW UltraDev, enabling you to build dynamic, database-backed web applications using a wide range of server applications.

Fireworks MX

Bitmap and vector graphics editing that allows you to roundtrip editing between Flash and Dreamweaver on the fly.

Flash MX

Creativity tool used for producing high-impact web animations, navigation controls and even complete websites or web applications.

Freehand

This is an application to design, create, and publish illustrations and graphics. You can use it to help you build and quickly website storyboards and graphic elements.

ColdFusion MX

This server application is licensed for use on the local host machine to evaluate the ColdFusion server scripting environment.

Resources

<http://www.macromedia.com/desdev/mx/studio>

Studio MX Application Development Centre that contains tutorials, sample apps, forums and white papers. This leads off into product specific application centres.

Wanted: Good websites, books, software reviews.
Email the Editor - login@ecawa.asn.au