From: Eve Ensley <eeensley@hotmail.com>
To: mjstuve@bsu.edu, mstuve@mac.com, eeensley@bsu.edu, michelleb10@hotmail.com, kkenning@hotmail.com
Subject: Re: Shot Plan, ibook project
Date: Fri, 05 Apr 2002 11:40:28 -0500

Make sure that you have a script for your interviews and include open ended questions. Encourage the students to elaborate their responses. The longer the response the better it will fit into your final project.

What time are you planning to tape the shot on Monday the 8th? I would like to come and observe if it fits into my schedule.

Eve
I Am Special

Project Overview

by Mrs. Sutherland, Debby Brookbank, Brian Hunt, Kellie Forney

Grade level: Second Grade

Content Area: English - Language Arts

Keywords: diversity, cultural heritage, individuals, HyperStudio

Overview: Second grade students will pursue a two-part project that focuses on their own individual cultural heritage and individual uniqueness. Through a series of planned (and even unplanned) explorations, students will focus on themselves and how they are like others in the world as well as what makes them a unique individual unlike any other. A culminating project using a HyperStudio presentation will share their journey to discover who they are and what makes them special. The final exhibition of projects will provide all students a better understanding and appreciation for the vast cultural and personal diversity present in our classroom and the world.
From: mjstuve@bsu.edu
To: mstuve@mac.com, eeensley@bsu.edu, KSForney@bsu.edu, Brian@zcs.net, Deebee19@hotmail.com
Subject: Shot Plan, I am Special
Date: Thu, 28 Mar 2002 16:58:55 -0500

Group Members - Debby, Brian, and Kellie

Shot Number - 1

Date of Shot - Tuesday April 2, 2002 @ 10:00am

Location - Burris Mac lab

Computer Screen - No

Scene Description - This will be our first scene where one of us will be introducing the I Am Special lesson Plan and tell a little about it. We will need a tri-pod and microphone for this shot.

Equipment - DV Camcorder, Tripod, Camera Mounted Microphone

Other Equipment -

Camera Operator - Kellie

Lighting and Sound Person - Debby

Actors - Students, Ourselves

mit - Submit

"Debby, Brian, and Kellie", "Tuesday April 2, 2002 @ 10:00am", "Burris Mac lab", "No", "This will be our first scene where one of us will be introducing the I Am Special lesson Plan and tell a little about it. We will need a tri-pod and microphone for this shot. ", "DV Camcorder, Tripod, Camera Mounted Microphone", ", "Kellie ", "Debby", "Students, Ourselves", "Submit"
Your plans for Shot 1 look good... just one suggestion:

It is important that you know exactly what you plan to say during your introduction. Write out a script or at least have an outline (if the speaker is a good ad-libber). You can write it out on cue cards if that will help. This will save you a lot of time and a lot of takes and you'll make sure that you didn't forget anything important. I hope this helps.

Eve
From: mjstuve@bsu.edu
To: mstuve@mac.com, eeensley@bsu.edu, Deebee19@hotmail.com, KSForney@bsu.edu, Brian@zcs1.net
Subject: Shot Plan, I Am Special
Date: Thu, 28 Mar 2002 17:06:26 -0500

Group Members - Debby, Brian, and Kellie

Shot Number - 2

Date of Shot - Tuesday April 2, 2002

Location - Burris Mac Lab

Computer Screen - No

Scene Description - In this scene there will be shots of the students working on hyperstudio. There will be many different shots involved in this scene. There will be no need for audio because we will put music to the back round later.

Equipment - DV Camcorder, Tripod

Other Equipment -

Camera Operator - Brian

Lighting and Sound Person - Kellie

Actors - Students

mit - Submit

"Debby, Brian, and Kellie","2","Tuesday April 2, 2002","Burris Mac Lab","No","In this scene there will be shots of the students working on hyperstudio. There will be many different shots involved in this scene. There will be no need for audio because we will put music to the back round later. ","DV Camcorder, Tripod","","Brian ","Kellie","Students","Submit"
From: "Eve Ensley" <eeensley@hotmail.com>
To: Deebee19@hotmail.com, KSForney@bsu.edu, Brian@zcsi.net, eeensley@hotmail.com, mjstuve@mac.com
Subject: Re: Shot Plan, I Am Special
Date: Fri, 29 Mar 2002 14:49:49 -0500

Make sure that your group considers what kind of different shots you want to use before you actually begin taping. For example, do you need an over the shoulder shot, a close up, or a 2 person shot? Do you need a shot that establishes the scene (i.e. a wide shot of the entire lab)? Check out the resources provided for you on the videography page for some explanation of the different type of shots. It's important to know exactly what you need to tape, so that you have everything when it is time to edit and you are not causing unnecessary distractions to classroom instruction. Please include this information on future shot plans. Let me know if you have any questions. Good luck with the taping. Thanks,

Eve
From: mjstuve@bsu.edu
To: mstuve@mac.com, eeensley@bsu.edu, KSForney@bsu.edu, Brian@zcsi.net, Deebee19@hotmail.com
Subject: Shot Plan, I Am Special
Date: Sun, 31 Mar 2002 17:30:16 -0500

Group Members - Debby Brian Kellie
Shot Number - 3
Date of Shot - Tuesday April 2, 2002
Location - Burris Mac Lab
Computer Screen - No

Scene Description - In this scene Debby will be showing the students how to scan pictures and put them into their hyperstudio projects. There will be no microphone needed. This shot will be taken from behind the computer so there will be no screen problems.

Equipment - Tripod
Other Equipment - small tripod
Camera Operator - Brian
Lighting and Sound Person - Kellie
Actors - Students, Ourselves

"Debby Brian Kellie", "3", "Tuesday April 2, 2002", "Burris Mac Lab", "No", "In this scene Debby will be showing the students how to scan pictures and put them into their hyperstudio projects. There will be no microphone needed. This shot will be taken from behind the computer so there will be no screen problems. ", "Tripod", "small tripod", "Brian", "Kellie", "Students, Ourselves", "Submit"
From: mjstuve@bsu.edu
To: mstuve@mac.com, eeensley@bsu.edu, KSForney@bsu.edu, Brian@zcsi.net, Deebee19@hotmail.com
Subject: Shot Plan, I Am Special
Date: Sun, 31 Mar 2002 17:33:40 -0500

Group Members - Debby Brian Kellie
Shot Number - 4
Date of Shot - Tuesday April 2, 2002
Location - Burris Mac Lab
Computer Screen - No

Scene Description - In this shot Kellie will be interviewing different students about their hyperstudio project. She will ask the students many different things from what their project is about to how they did it. This will be shot with a tripod and the two subjects sitting down with the student being the only one on camera. Microphones will be needed.

Equipment - Tripod, Wireless Microphone
Other Equipment -
Camera Operator - Debby
Lighting and Sound Person - Brian
Actors - Students, Ourselves
mit - Submit

"Debby Brian Kellie","4","Tuesday April 2, 2002","Burris Mac Lab","No","In this shot Kellie will be interviewing different students about their hyperstudio project. She will ask the students many different things from what their project is about to how they did it. This will be shot with a tripod and the two subjects sitting down with the student being the only one on camera. Microphones will be needed.","Tripod, Wireless Microphone","Debby","Brian","Students, Ourselves","Submit"
From: mjstuve@bsu.edu
To: mstuve@mac.com, eensusley@bsu.edu, KSForney@bsu.edu, Brian@zcsi.net, Deebee19@hotmail.com
Subject: Shot Plan, I Am Special
Date: Sun, 31 Mar 2002 17:36:50 -0500

Group Members - Debby Brian Kellie
Shot Number - 5
Date of Shot - Tuesday April 2, 2002
Location - Mrs. Sutherlands Classroom
Computer Screen - No
Scene Description - This shot will be with Mrs. Sutherland and she will be discussing the hyperstudio project. This will be shot with microphones and a tripod.
Equipment - Tripod, Wireless Microphone

Camera Operator - Brian
Lighting and Sound Person - Kellie
Actors - Teachers
mit - Submit

"Debby Brian Kellie", "5", "Tuesday April 2, 2002", "Mrs. Sutherlands Classroom", "No", "This shot will be with Mrs. Sutherland and she will be discussing the hyperstudio project. This will be shot with microphones and a tripod. ", "Tripod, Wireless Microphone", ", ", "Brian", "Kellie", "Teachers", "Submit"
From: mjstuve@bsu.edu
To: mstuve@mac.com, eeensley@bsu.edu, KSForney@bsu.edu, Brian@zcsi.net, Deebee19@hotmail.com
Subject: Shot Plan, I Am Special
Date: Sun, 31 Mar 2002 17:39:44 -0500

Group Members - Debby Brian Kellie
-----------------------------
Shot Number - 5
-----------------------------
Date of Shot - Tuesday April 2, 2002
-----------------------------
Location - Burris Mac Lab
-----------------------------
Computer Screen - No
-----------------------------
Scene Description - In this scene Brian will wrap up the I Am Special project. He will talk a little bit about what this whole thing was about. He will also talk about parent day which will be the next scene.
-----------------------------
Equipment - Tripod, Wireless Microphone
-----------------------------
Other Equipment -
-----------------------------
Camera Operator - Kellie
-----------------------------
Lighting and Sound Person - Debby
-----------------------------
Actors - Ourselves
-----------------------------
mit - Submit
-----------------------------

"Debby Brian Kellie","5","Tuesday April 2, 2002","Burris Mac Lab","No","In this scene Brian will wrap up the I Am Special project. He will talk a little bit about what this whole thing was about. He will also talk about parent day which will be the next scene.","Tripod, Wireless Microphone","","Kellie","Debby","Ourselves","Submit"
From: mjstuve@bsu.edu
To: mstuve@mac.com, eeensley@bsu.edu, KSForney@bsu.edu, Brian@zcsi.net, Deebee19@hotmail.com
Subject: Shot Plan, I Am Special
Date: Sun, 31 Mar 2002 17:42:20 -0500

Group Members - Debby Kellie Brian
Shot Number - 7
Date of Shot - Monday April 15, 2002 ???????
Location - Burris Mac Lab
Computer Screen - No
Scene Description - This will be the final scene. This scene will show the parents and students looking at the hyperstudio projects and parents reactions to this.
Equipment - Tripod
Other Equipment -
Camera Operator - Kellie
Lighting and Sound Person - Brian
Actors - Students, Teachers, Other

"Debby Kellie Brian","7","Monday April 15, 2002 ???????","Burris Mac Lab","No","This will be the final scene. This scene will show the parents and students looking at the hyperstudio projects and parents reactions to this. ","Tripod","","Kellie","Brian","Students, Teachers, Other","Submit"
Homework Club

Project Overview

by Mrs. Funk, Annie Maksimovich, Renee Planck, Sarah Drumm

Grade level: Fourth Grade
Content Area: Mathematics
Keywords: software evaluation, math
Overview: The project is an extension of the software review assignment we already did during the course. It will be taken a step further by testing the chosen software. Students from the Homework Club will use the software in the iMac lab.
From: mjstuve@bsu.edu
To: mstuve@mac.com, eensley@bsu.edu, renee_kristen@hotmail.com
Subject: Shot Plan, Homework Club
Date: Mon, 22 Apr 2002 22:18:09 -0500

Group Members - Annie
Renee
Sarah

Shot Number - 1

Date of Shot - 4/18/02

Location - Burris Computer lab

Computer Screen - Yes

Scene Description - Student using I Love Math computer software.

Equipment - DV Camcorder, Tripod, Mini DV Tape

Camera Operator - Renee
Lighting and Sound Person - Annie
Actors - Students

Submit

"Annie
Sarah","1","4/18/02","Burris Computer lab","Yes","Student using I Love Math computer software.","DV Camcorder, Tripod, Mini DV Tape","Renee","Annie","Students","Submit"
From: mjstuve@bsu.edu
To: mstuve@mac.com, eensley@bsu.edu, renee_kristen@hotmail.com
Subject: Shot Plan, Homework Club
Date: Mon, 22 Apr 2002 22:20:13 -0500

Group Members - Annie
Renee
Sarah

Shot Number - 2

Date of Shot - 4/18/02

Location - Burris Computer lab

Computer Screen - No

Scene Description - Interview student about using the software.

Equipment - DV Camcorder, Tripod, Camera Mounted Microphone, Mini DV Tape

Other Equipment -

Camera Operator - Renee

Lighting and Sound Person - Annie

Actors - Students

mit - Submit

"Annie
Renee
Sarah", "2", "4/18/02", "Burris Computer lab", "No", "Interview student about using the software.", "DV Camcorder, Tripod, Camera Mounted Microphone, Mini DV Tape", "", "Renee", "Annie", "Students", "Submit"
From: mjstuve@bsu.edu
To: mstuve@mac.com, eeensley@bsu.edu, renee_kristen@hotmail.com
Subject: Shot Plan, Homework Club
Date: Mon, 22 Apr 2002 22:21:53 -0500

Group Members - Annie
Renee
Sarah

Shot Number - 3
Date of Shot - 4/23/02
Location - Burris Computer lab
Computer Screen - Yes
Scene Description - Another student using the Math computer software, I Love Math.
Equipment - DV Camcorder, Tripod, Mini DV Tape

Other Equipment -

Camera Operator - Renee
Lighting and Sound Person - Annie
Actors - Students

Submit

"Annie
Renee
From: mjstuve@bsu.edu
To: mstuve@mac.com, eensley@bsu.edu, renee_kristen@hotmail.com
Subject: Shot Plan, Homework Club
Date: Mon, 22 Apr 2002 22:23:21 -0500

Group Members - Annie
Renee
Sarah

Shot Number - 4

Date of Shot - 4/23/02

Location - Burris Computer lab

Computer Screen - No

Scene Description - Interview with second student about using the math software.

Equipment - DV Camcorder, Tripod, Camera Mounted Microphone, Mini DV Tape

Other Equipment -

Camera Operator - Renee

Lighting and Sound Person - Annie

Actors - Students

mit - Submit

"Annie
Renee
Sarah","4","4/23/02","Burris Computer lab","No","Interview with second student about using the math software.","DV Camcorder, Tripod, Camera Mounted Microphone, Mini DV Tape","Renee","Annie","Students","Submit"
Literary Genres

Project Overview:

by Miss Walker, Derek Eads, Miranda Owen, Kristen Walther

Grade level: Fifth Grade
Content Area: Social Studies
Keywords: genre, fairy tales, iMovie, digital video
Overview: The students choose a fairy tale to rewrite using a different type of genre than the original story. With this story, they will create a script and make an iMovie using as digital video camera and the iMovie software on iMac computers. The students will evaluate their products.
From: mjstuve@bsu.edu
To: mstuve@mac.com, eensley@bsu.edu, dieads@bsu.edu, kwalther@bsu.edu, mnowen@bsu.edu
Subject: Shot Plan, Literary Genres
Date: Tue, 02 Apr 2002 12:15:29 -0500

Group Members - Kristen Walther
Derek Eads
Miranda Owens

Shot Number - 1
Date of Shot - 04/01/02
Location - Teacher's Lounge
Computer Screen - Yes

Scene Description - Sound was recorded by wireless microphones. The camera was placed behind the students (Sydney and Dylan). The shot varies between a view of the students backs and zooming in on their work.

Equipment - DV Camcorder, Wireless Microphone, iBook
Other Equipment -
Camera Operator - Miranda
Lighting and Sound Person - Kristen
Actors - Students, Ourselves
mit - Submit

"Kristen Walther
Derek Eads
Miranda Owens","1","04/01/02","Teacher's Lounge","Yes","Sound was recorded by wireless microphones. The camera was placed behind the students (Sydney and Dylan). The shot varies between a view of the students backs and zooming in on their work.", "DV Camcorder, Wireless Microphone, iBook","","Miranda","Kristen","Students, Ourselves","Submit"
From: Eve Ensley <eeensley@hotmail.com>
To: mjstuve@bsu.edu, mstuve@mac.com, eeensley@bsu.edu, dleads@bsu.edu, klwalther@bsu.edu, mnowen@bsu.edu
Subject: Re: Shot Plan, Literary Genres
Date: Thu, 04 Apr 2002 14:05:52 -0500

Please make sure you submit a shot plan prior to the actual taping of the scene. The shot plan form is a planning tool and it is ineffective if it is used after the shot has been taped. After looking over your shot plans, I can offer suggestions to help make the shot more successful.
Good luck with the rest of your project,
Eve


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From: mjstuve@bsu.edu
To: mstuve@mac.com, eenseley@bsu.edu, klwalther@bsu.edu, dleads@bsu.edu, mnowens@bsu.edu
Subject: Shot Plan, Literary Genres
Date: Sat, 06 Apr 2002 12:05:56 -0500

Group Members - Kristen Walther
Miranda Owens
Derek Eads

Shot Number - 2

Date of Shot - April 5, 2002

Location - Teachers Lounge

Computer Screen - Yes

Scene Description - Scene was set up with camera on tripod to the students right. The computer was turned so that the camera could view it. We used the camera microphone to pick up sound. We forgot to do this before the shot again. Sorry.

Equipment - DV Camcorder, Tripod, Camera Mounted Microphone, iBook

Other Equipment -

Camera Operator - Derek

Lighting and Sound Person - Derek

Actors - Students, Ourselves

mit - Submit

"Kristen Walther
Miranda Owens
Derek Eads","2","April 5, 2002","Teachers Lounge","Yes","Scene was set up with camera on tripod to the students right. The computer was turned so that the camera could view it. We used the camera microphone to pick up sound. We forgot to do this before the shot again. Sorry.","DV Camcorder, Tripod, Camera Mounted Microphone, iBook","","Derek","Derek","Students, Ourselves","Submit"
From: mjstuve@bsu.edu
To: mstuve@mac.com, e eensley@bsu.edu, klwalther@bsu.edu, mnowens@bsu.edu, dleads@bsu.edu
Subject: Shot Plan, Literary Genres
Date: Sat, 06 Apr 2002 12:08:11 -0500

Group Members - Kristen Walther
Derek Eads
Miranda Owens

Shot Number - 3

Date of Shot - April 8, 2002

Location - Teachers Lounge

Computer Screen - No

Scene Description - The camera will be set up on the tripod and will be in
front of the students to get some shots of their expressions. Sound will
come from the camera microphone.

Equipment - DV Camcorder, Camera Mounted Microphone, iBook

Other Equipment -

Camera Operator - Miranda

Lighting and Sound Person - Miranda

Actors - Students, Ourselves

mit - Submit

"Kristen Walther
Derek Eads
Miranda Owens","3","April 8, 2002","Teachers Lounge","No","The camera will
be set up on the tripod and will be in front of the students to get some
shots of their expressions. Sound will come from the camera
microphone."","DV Camcorder, Camera Mounted Microphone,
iBook","","Miranda","Miranda","Students, Ourselves","Submit"
From: Eve Ensley <eeensley@hotmail.com>
To: mjstuve@bsu.edu, mstuve@mac.com, eeensley@bsu.edu, klwalther@bsu.edu, mnowens@bsu.edu, dleads@bsu.edu
Subject: Re: Shot Plan, Literary Genres
Date: Sat, 06 Apr 2002 16:22:43 -0500

Shot 3:
Just of few suggestions:
If you are planning to use any of the comments made by the students in your case study, you might want to consider using a wireless mic. It will be difficult to hear the students with the camera mounted mic especially if you are taping in a room full of students. It will pick up a lot of background noise. If you are planning to use a voiceover or music, the camera mounted mic will work.

Before you actually tape the shot you may want to consider what type of shots you will use. Are you going to use a close up and two person shot or a pan of the room? All of these have their pros and cons. Check out the resources found on the videography page to help you make your decision.

Make sure that you know exactly what type of expressions and comments you are looking for prior to your taping. That way you'll be prepared for what your looking for and you will be able to capture the footage that you need.

Please consider all these suggestions. You want to make sure that you obtain all the appropriate footage that you need, so that the editing process is simple and easy.

What time will your group be taping on Monday? I would like to come and observe if it fits into my schedule.

Good luck,
Eve

Send and receive Hotmail on your mobile device: http://mobile.msn.com
From: mjstuve@bsu.edu
To: mstuve@mac.com, eeensley@bsu.edu, dleads@bsu.edu, mnowen@bsu.edu, klwalther@bsu.edu
Subject: Shot Plan, Literary Genres
Date: Wed, 10 Apr 2002 10:00:49 -0500

Group Members - Derek Eads
Miranda Owen
Kristen Walther

Shot Number - 4

Date of Shot - 4-11-02

Location - Burris Computer Lab
Computer Screen - No

Scene Description - Colin and Sean sit at the table at the front of the computer lab. The camera is placed to the side of the them to view the laptop and the side of the students. We will try to get shots of Colin helping a Ball State student.

Equipment - DV Camcorder, Tripod, iBook

Other Equipment -

Camera Operator - Kristen Walther
Lighting and Sound Person - Kristen Walther

Actors - Students, Ourselves

mit - Submit

"Derek Eads
Miranda Owen
Kristen Walther","4","4-11-02","Burris Computer Lab","No","Colin and Sean sit at the table at the front of the computer lab. The camera is placed to the side of the them to view the laptop and the side of the students. We will try to get shots of Colin helping a Ball State student.","DV Camcorder, Tripod, iBook","Kristen Walther","Students, Ourselves","Submit"
From: Matthew Stuve <mstuve@mac.com>
To: Alyssa Wehrkamp <cecilia98@hotmail.com>
Subject: Re: EDTEC Human Subjects Plan
Date: Mon, 08 Apr 2002 21:28:22 -0500

Alyssa,

I was able to convert it. A lot of work for a very small document! Their work is done. This process may be simpler than I feared. A web form next time would simplify it even more.

Matt

----------

Human Subjects
by: Derek Eads
Kristen Walther
Miranda Owen
Teacher: Miss Walker
Project: Literary Genres

This project has been taped during the first two weeks of April. Miss Walker informed us that every student has granted permission to be taped and published to the web. Therefore, there is no need for planning their removal from the tape.

At 12:03 PM -0800 4/8/02, Alyssa Wehrkamp wrote:

I couldn't get this to open-its all coded weird-did you get it? Please let me know ASAP.
Thanks
alyssa

From: "Eads, Derek L" <DLEADS@bsu.edu>
To: "Stuve, Matthew J." <MJSTUVE@bsu.edu>
CC: aawehrkamp@bsu.edu
Date: Mon, 08 Apr 2002 10:42:57 -0500

Here is our human subjects plan.

<< Human >>

MSN Photos is the easiest way to share and print your photos:
Class Newsletter

Project Overview

by Mrs. Soptlelean, Elizabeth Davis, Todd Hageman, Jillian Woods

Grade level: Third Grade  
Content Area: English - Language Arts  
Keywords: website  
Overview: Mrs. Soptlelean wants a classroom website that will show the work of her students. The website will be available for the children and parents to view. Mrs. Soptlelean requires instruction on how to produce and publish her website.
From: mjstuve@bsu.edu
To: mstuve@mac.com, e eensley@bsu.edu, egdavis@bsu.edu, jwoods2@bsu.edu, tdhageman@bsu.edu
Subject: Shot Plan, Classroom Website
Date: Thu, 18 Apr 2002 11:14:02 -0500

Group Members - todd, elizabeth, jillian

Shot Number - 1

Date of Shot - 4-18-2002

Location - Outside burris

Computer Screen - No

Scene Description - Shot of the sign in front of Burris School to establish where the imovie will be filmed. There will be some type of music in the background.

Equipment - DV Camcorder, Tripod, Mini DV Tape

Other Equipment -

Camera Operator - Todd

Lighting and Sound Person - Jillian

mit - Submit

"todd, elizabeth, jillian","1","4-18-2002","Outside burris","No","Shot of the sign in front of Burris School to establish where the imovie will be filmed. there will be some type of music in the background.","DV Camcorder, Tripod, Mini DV Tape","","Todd","Jillian","Submit"
From: mjstuve@bsu.edu
To: mstuve@mac.com, e eensley@bsu.edu, egdavis@bsu.edu, tdhageman@bsu.edu, jlwoods2@bsu.edu
Subject: Shot Plan, Classroom Website
Date: Thu, 18 Apr 2002 11:16:36 -0500

Group Members - Jillian, Todd, Elizabeth

Shot Number - 2

Date of Shot - 4-14-2002

Location - Mrs. Soptelean's Classroom

Computer Screen - No

Scene Description - Prompted interview with Mrs. Soptelean about her new website.

Equipment - DV Camcorder, Tripod, Wireless Microphone, Mini DV Tape

Other Equipment -

Camera Operator - Elizabeth

Lighting and Sound Person - Elizabeth/Jillian'

Actors - Teachers

mit - Submit

"Jillian, Todd, Elizabeth","2","4-14-2002","Mrs. Soptelean's Classroom","No","Prompted interview with Mrs. Soptelean about her new website.","DV Camcorder, Tripod, Wireless Microphone, Mini DV Tape","","Elizabeth","Elizabeth/Jillian","Teachers","Submit"
From: mjstuve@bsu.edu
To: mstuve@mac.com, e eensley@bsu.edu, egdavis@bsu.edu, tdhageman@bsu.edu, jlwoods2@bsu.edu
Subject: Shot Plan, Classroom Project
Date: Thu, 18 Apr 2002 11:19:55 -0500

Group Members - Jillian, Todd, Elizabeth
Shot Number - 3
Date of Shot - 4-14-2002
Location - Mrs. Soptelean's Classroom
Computer Screen - No
Scene Description - Todd worked with Mrs. Soptelean to explain the specifics of working with Claris Homepage so that she would be able to complete her website. There will be a voiceover of what was happening.
Equipment - DV Camcorder, Wireless Microphone, Mini DV Tape
Other Equipment -
Camera Operator - Elizabeth
Lighting and Sound Person -
Actors - Teachers, Ourselves

"Jillian, Todd, Elizabeth","3","4-14-2002","Mrs. Soptelean's Classroom","No","Todd worked with Mrs. Soptelean to explain the specifics of working with Claris Homepage so that she would be able to complete her website. There will be a voiceover of what was happening.","DV Camcorder, Wireless Microphone, Mini DV Tape","","Elizabeth","","Teachers, Ourselves","Submit"
From: mjstuve@bsu.edu  
To: mstuve@mac.com, eeensley@bsu.edu, tdhageman@bsu.edu, egdavis@bsu.edu, jlwoods2@bsu.edu  
Subject: Shot Plan, Classroom Website  
Date: Thu, 18 Apr 2002 11:21:59 -0500

Group Members - Jillian, Elizabeth, Todd
Shot Number - 4
Date of Shot - 4-19-2002
Location - IMAC comp. lab
Computer Screen - Yes
Scene Description - Shots of Mrs. Soptelean working with the students to complete their poems to insert into the webpage.
Equipment - DV Camcorder, Tripod, Camera Mounted Microphone, Mini DV Tape
Other Equipment -
Camera Operator - Jillian
Lighting and Sound Person - Jillian
Actors - Students, Teachers, Ourselves

"Jillian, Elizabeth, Todd","4","4-19-2002","IMAC comp. lab","Yes","Shots of Mrs. Soptelean working with the students to complete their poems to insert into the webpage.","DV Camcorder, Tripod, Camera Mounted Microphone, Mini DV Tape","","Jillian","Jillian","Students, Teachers, Ourselves","Submit"
From: mjstuve@bsu.edu
To: mstuve@mac.com, eeensley@hotmail.com, egdavis@bsu.edu, jllwood2@bsu.edu, tdhageman@bsu.edu
Subject: Shot Plan, Classroom Website
Date: Thu, 18 Apr 2002 11:24:19 -0500

Group Members - todd, elizabeth, jillian
Shot Number - 5
Date of Shot - 4-19-2002
Location - Mrs. Soptelean's Classroom
Computer Screen - No
Scene Description - Final interview with Mrs. Soptelean to see if she likes the website and if it has met her expectations.
Equipment - DV Camcorder, Tripod, Wireless Microphone, Mini DV Tape
Other Equipment -
Camera Operator - Jillian
Lighting and Sound Person - Elizabeth
Actors - Teachers
mit - Submit

"todd, elizabeth, jillian","5","4-19-2002","Mrs. Soptelean's Classroom","No","Final interview with Mrs. Soptelean to see if she likes the website and if it has met her expectations.","DV Camcorder, Tripod, Wireless Microphone, Mini DV Tape","Jillian","Elizabeth","Teachers","Submit"
Biome Map Project

Project Overview

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Grade level: Fourth Grade
Content Area: Science
Keywords: Biomes, Maps, Map Maker Toolkit
Overview: The outcome of this project is to have a map all of the continents with the biomes represented on the map. The students will learn how to use Map Makers Toolkit to get the map that they need. We will also be helping the students scan pictures of their individual plant into their word documents. The final outcome of the project will be the map of the biomes that is surrounded by the students' plant word documents from the different biomes.
Group Members - Kristin Cox, Kriquet Kidwell, Jana Dietz

Shot Number - 4

Date of Shot - April 4, 2002 @ 12 & April 8, 2002 @ 2

Location - Mac Lab at Burris

Computer Screen - Yes

Scene Description - We will be videoing a couple students surfing a website on Biomes. We will have a portable microphone on that student. The other clips will be of the children working on the map tracing. We will just use the video taping for this part due to not much will be said.

Equipment - DV Camcorder, Tripod, Wireless Microphone, Still Camera, Mini DV Tape, iBook

Other Equipment -

Camera Operator - Kristin Cox

Lighting and Sound Person - Kriquet Kidwell

Actors - Students, Ourselves

mit - Submit
Research Paper
Reflective Analysis of Portfolio Artifact

- **INTASC Principle:**
  
  INTASC #9 Reflects on Practice

- **Brief Description of Evidence:**
  
  Research paper examining the benefits and challenges of implementing technology into the classroom.

- **Analysis of What we learned:**
  
  This paper allowed us to reflect upon the best ways to incorporate technology into our classroom. We critically analyzed the many benefits and challenges that are associated with technology integration. This encouraged us to recognize that the benefits outweigh the challenges associated with the integration. Upon further reflection, we also learned how to overcome the challenges facing us and to enhance learning and teaching through technology.
Benefits of Implementing Technology in the Classroom

In education, there is a large movement for technology integration into the classroom. Public and private agencies are providing large amounts of funding for hardware, software, and network support. These technological supporters, as well as schools administrators and educators, wonder if the benefits of implementing technology outweigh the costs and challenges of maintaining a school rich in technology.

Implementing technology can be beneficial for many reasons. This paper will identify and explain the benefits of integrating technology in the classroom.

Increases Understanding of Curriculum

One benefit of implementing technology in the classroom is that it increases students' understanding of the concepts and ideas that form the curriculum objectives. Using technology in the classroom can help engage students in meaningful learning experiences that enhance learning. It is important not to use technology as an add-on, but as a device that enriches instruction and learning experiences (Dias 11).

For example, if students are required to learn about oceans as a part of your state's science standards, they can increase their understanding by investigating the world's oceans through a computer simulation like The Great Ocean Rescue by Tom Snyder Productions (www.tomsnyder.com). In this simulation, students are assigned roles, like marine biologists, geologist, oceanographers, and environmental scientist, and take part in rescue missions. This simulation helps students understand complex ideas about marine ecosystems and the environment that they could not learn from a textbook. This
simulation increases students’ understanding by connecting classroom learning with real life situations and examples.

**Increases Enthusiasm and Motivation (students and teachers)**

Implementing technology into the classroom can increase the both students’ and teacher’s enthusiasm and motivation. Students are excited to use computers and other forms of technology because they think it is fun. They use a variety of different forms of technology for entertainment and enjoyment in their free time. They spend hours watching television, interacting with their game systems, searching the Internet, and playing computer software on their home computers. Students enjoy and are excited about using technology in the classroom, too. Students learn more quickly when they want to learn and they want to learn when teachers use technology to enhance their instruction (Sandholtz, Ringstaff, and Dwyer 90). It is important that teachers focus students’ enthusiasm for technology towards meaningful learning experiences that are based on standards or curriculum objectives.

Teachers who use technology in their classroom have observed several types of student responses that support this benefit of technology. They have reported that their students showed more initiative and remained on task longer when they used technology in their instruction. Because students’ engagement and interest levels were high, the students came into school early, skipped recess, and stayed after school to learn with technology. Teachers felt that students learned and discovered more because the students appeared to increase their experimentation and take more risk when they were using technology to learn (Sandholtz, Ringstaff, and Dwyer 96).
When students are enthusiastic and motivated about learning, teachers are enthusiastic and motivated about teaching. Increasing students' desire to learn by implementing technology has also inspired teachers. Their teaching efforts are reinforced when students are excited about learning. Therefore, teachers will want to retain their students' positive behavior and attitudes by continuing to incorporate technology into lessons. Both the teacher and the students help make the classroom a positive environment that promotes learning.

If a teacher overuses technology in his or her classroom, the students could become bored, which will decrease eagerness to learn. In *Teaching with Technology: Creating Student-Centered Classrooms*, Sandholtz, Ringstaff, and Dwyer discuss how to create lasting student engagement. First, they say that teachers should use technology "as one tool among many" in their teaching instruction. Technology should only be used when it is the most appropriate tool for completing an assignment (102). The primary goal should not be to use technology, but to engage students in meaningful learning (Dias 11). Second, Sandholtz, Ringstaff, and Dwyer comment that "engagement remained high in classrooms where technology was integrated into the larger curricular framework." Computer skills should not be learned and utilized in a block of time labeled "computer time; instead, it should be incorporated with other content areas. Third, engagement remains high when application tools are emphasized. Database, spreadsheet, word processor, and presentation software can keep students engaged and excited much longer than drill and practice software. Fourth, students will remain motivated and interested for a longer amount of time if the technology integration is at their level and meets their needs. If the technology activity is too hard, students will become frustrated. If the
activity is too easy, they will become bored. Technology must fit the needs of the students to keep them engaged in learning. Finally, they encourage teachers to reevaluate the role that they play in their classroom (103). For students to remain motivated, they need to have the instruction centered on them. In a technology-rich environment, teachers should be a "guide on the side" rather than a "sage on the stage" to create lasting student engagement (Tiene and Luft 3). Teachers should be facilitators and spend more time learning with the students than teaching them. These five strategies, suggested by Sandholtz, Ringstaff, and Dwyer, can help keep students' engagement levels high when implementing technology in the classroom.

**Promotes Active and Collaborated Learning**

When technology is incorporated into teaching and learning, the classroom dynamics change significantly. One aspect that has changed is the student's role. Learning with technology promotes a student-centered atmosphere. Students become more active in their learning. Using technology in instruction encourages students to learn about their own interests and determine the way that they will learn the information (Tiene and Luft 2). Students have control over what they learn and how they learn it.

One way that students take an active role in their learning is through peer tutoring and teaching. When using technology for learning, students can help peers as well as the teacher with technical assistance. Once one student or group of students learns how to use the technology, they can share it with the teacher and the rest of the class. In the magazine, *Learning and Leading with Technology*, Bob Hodges discussed how peer tutoring and teaching functioned in his classroom. In this article, his students were using PowerPoint software to create Electronic Books. He stated, "...The best and most
frequent way PowerPoint skills are taught in my classroom is through peer tutoring. Peer tutoring happens when one student does something cool with his or her electronic book and everyone else wants to know how it was done so they can do it, too” (20). This type of teaching empowers all students because they take responsibility and ownership for their own learning. It also encourages less advanced students to thrive, unpopular students to gain acceptance, and unmotivated students to become inspired (Sandholtz, Ringstaff, and Dwyer 81). Peer tutoring and teaching is a powerful learning strategy because it is an authentic learning experience and they are the teachers.

In most classrooms, students have to work together because there are not enough computers for every student. These group experiences encourage cooperative learning and collaboration among students. As they work together, they learn and practice cooperative learning skills. Each member of the group contributes to the goals of the project and helps increase the other students’ learning. While working in groups, students have the opportunity to discuss and debate the information available. They can also take advantage of each other’s technological knowledge, which can facilitate peer teaching (Tiene and Luft 2).

Meets Students’ Needs

A major goal for teachers is to meet the instructional needs and learning styles of their students. Through technology integration, teachers have the opportunity to design individualized instruction. Teachers can adapt and adjust meaningful technology-rich assignment to the appropriate level of difficulty for the students. Students working on their own or with a group have the capabilities to work at their own pace. With technology, students no longer have to work at the pace of the teacher and follow along
with the rest of the class (Tiene and Luft 2). Because students are working more independently with technology, teachers have the freedom to monitor the class and provide individualized instruction when it is necessary, which helps the teacher address the individual needs of his or her students.

**Increases Technological Skills and Knowledge**

The goal of an educator is to teach students the skills necessary to become productive, employable adults. Students, today, are expected to have technology skills for their future careers. The majority (60%) of all jobs require high-tech computer skills (Wetzel 33). Educators must prepare students for these high-tech computer jobs. One way that teachers can achieve this goal is by incorporating technology into their classroom, which will give students the opportunity to learn and use tools that will be necessary for their future careers. In an article from *Learning and Leading with Technology*, Keith Wetzel comments, "The most frequently used computer applications in the workplace are: word processors, databases, spreadsheets, and e-mail programs." By incorporating these tools into the classroom, educators help students prepare for their future by establishing a foundation of technological knowledge and skills.

**Professional Tools for Teachers**

Technology in the classroom can also be beneficial to the professional practices of teachers. Teachers can use technology to increase their professional productivity, which will make them more efficient and effective in their professional lives. There are a variety of technological products that can assist the teacher (Coughlin 25). For example,
grade book software is available to decrease the amount of time it takes teachers to record and calculate grades.

Web pages also allow teachers to communicate to parents, students, and other professionals. A classroom web page has the capabilities of replacing the weekly newsletter. Parents and students can explore the class web page to learn more about what is occurring in their classroom. Teachers can post homework assignments, upcoming events, reminders, lunch menus, pictures, and student work on the web page. Teacher can also use web pages to communicate professionally. They can develop an electronic portfolio that displays their achievements online for other teaching professionals to examine. They also can create teacher resource pages.

The Internet can be a great resource for educators. Teachers can locate lesson plans and activities online. They can also find great resources that can enhance their teaching. For example, PBS provides several web-based activities for students on a variety of different topics including the Amazon Rainforest, the Underground Railroad, and African Art and Music (http://www.pbs.org/teachersource/)

E-mail is also a professional tool for teachers. It is a great way to communicate to educator, parents, and others. Teacher can use e-mail to request information for educational resources, too.

All of these technological devices enable teachers to be more effective and professional. The tools increase their productivity. They also help teachers manage their time efficiently and make their job a little bit easier.

After examining the benefits of technology in the classroom, it is apparent that technology is an important aspect in teaching and learning. Both students and teachers
profit from technology integration. Because technology is such a powerful tool in education, it is essential that educators learn how to integrate it appropriately in their classrooms, so that they can take advantage of all of its educational benefits.
Works Cited


Difficulties of Integrating Technology into the Classroom

Technology in the classroom benefits students in a variety of ways. Research has shown there are many advantages to incorporating technology. So why aren't teachers and educational professionals using technology whenever and however they can? As we have observed throughout the PT3 project and during student teaching, there are challenges that prevent teachers from actively using technology and computers in the classroom. Integrating meaningful technology into a classroom setting is quite a challenge for teachers for numerous reasons. The three main reasons are lack of resources, time allowance, and both technical and administrative support.

Resources

Financial and equipment resources are major problems for teachers when they are trying to use technology in their classroom. If a teacher has 22 students and only five computers, all of the students can't be on the computer at the same time. A little over a decade ago the ratio of students to computer was 125 to 1. Ten years later, the ratio was 10 to 1. Even though the ratio has improved significantly, it has not improved for all students. Students access to computers depends on their social class, race, and native language. "Affluent, white, English-speaking students use computers more than their less affluent, nonwhite, nonnative-speaking peers (Sandholtz, Ringstaff, & Dwyer XI).

Teachers lack the access to software. It takes a lot of different software for teachers and students to get the full benefits of using technology in the classroom. There is software for math, reading, science, health, and keyboarding to name a few. Then there is webpage-publishing software, digital movie making software, classroom
management software and even children's writing software. These different kinds of software are constantly being updated and new versions are being released.

Technology implementation requires not only funding for the hardware and software, but also for the professional development and ongoing support of the teachers. "Without this support, purchasing hardware and software may be a poor investment (Dwyer, Ringstaff, and Sandholtz 178)." Another area that may need monetary resources to become technologically advanced is the physical setting. A school may not have the funds to physically replace the inadequate wiring or to install more phone lines. (Dwyer, Ringstaff, & Sandholtz 170).

To incorporate useful technology into the classroom takes a tremendous amount of funding and equipment that most schools do not have access to.

_Time_

Another huge barrier for teachers to integrate technology into their classroom is time. As we are seeing now with the PT3 project, teachers do not have enough time to find software or Internet resources, learn how to use it, and then teach the students while still managing five other subjects. For teachers to develop web-based activities, explore new software, or to learn how to use a program is time-consuming. Technology can be learned during the summer months, but as a teacher returns to the students and daily lesson plans, new technologies are not as easy to explore. "Time is a major issue... the traditional framework that we have is not conducive to creating and learning as you go" (Dwyer, Ringstaff, & Sandholtz 156). With a day already packed full of basic lesson plans that meet the standards, meetings, duties, and all the other things a teacher has to deal with, it seems as if there just isn't any time left to add "flare" to the curriculum with
technology. Technology is just another burden added to teachers already busy day (Dwyer, Ringstaff, & Sandholtz 155).

Technology can be extremely stressful if a teacher does not have time to explore and learn about soft/hardware before it is thrust in their classroom. "As with anything new, people are suspicious about the usefulness of all this 'newfangled' technology in teaching." (Lasarenko 14). Teachers are anxious about teaching with technology that they really do not understand, especially if they do not have time to explore it.

Support

If a teacher knows that he/she has little or no support while using a certain form of technology, they will be very anxious and fearful of using it in their classroom. (Department of Mathematics, Purdue University) "The support is imperative to the successful implementation of computer technology (Department of Mathematics, Purdue University). Teachers need to know that they have not only technical support, but administrative support as well.

Technical support is a major issue for teachers. ". . . teachers did not have on-site technical support and found that technical difficulties impeded their abilities to implement what they had learned. . . . (Dwyer, Ringstaff, & Sandholtz 155)" When using a computer program and something goes wrong, a teacher must be able to troubleshoot and fix the problem or to have a backup lesson ready. Full-time, on-site technical support is rare schools. Teachers are usually responsible for their own troubleshooting, and many teachers' lack troubleshooting skills. Those teachers who do have basic troubleshooting skills may often find that they are called upon to fix other educators equipment.
Administrators are another support that sometimes hinders teachers' technology integration. Lack of interest or knowledge from management shows teachers that using technology in the classroom is unimportant. This attitude leads many to frustration therefore giving up the technology battle and stay with what they already know. Administrators need to actively support teachers in their technology endeavors and ensure to them that it is a priority.

Overcoming the difficulties

After reading about the difficulties, many educators may wonder how they can overcome the mounting obstacles? Implementing technology into the classroom may not be easy, but there are some things that can be done to successfully implement technology into every classroom. Here are some ways to overcome the resource, time, and support barriers.

Resources

Adequate resources are something every teacher wants. These resources can be obtained through the school budget. The budget may need to be re-evaluated, with technology as a priority. If this is not an option, there are numerous technology grants to be applied for. The International Technology Association alone offers fourteen grants, scholarships, or awards for technology. Teachers can use this money to purchase software or hardware for their classrooms. Besides the grants, scholarships, and awards, the local community and businesses may be able to provide financial resources, or even donate some of their hardware (Dwyer, Ringstaff, & Sandholtz 180).

If you only have one computer in your classroom this can be remedied using creative teaching methods. Stations can be implemented so those students rotate to use
the computer on a daily or weekly basis. Display projectors allow the entire class to see the computer screen at the same time and to become familiar with the program.

**Time**

Although it is not possible to make more time, there are ways to alleviate some of the technology time constraints. One way is to slowly integrate technology. Take one lesson that you are planning and add a new piece of software. This allows a teacher to focus on one lesson at a time and not spend hours trying to learn a new piece of software for each of four different lessons.

Secondly, books like *Educating with the Internet* by Nancy Skomars provide lessons and resources to incorporate into the curriculum. Many of the activities require only Internet access, so there is no need to learn new software. This is a quick and easy way to add technology without spending hours searching the web or evaluating new software.

**Support**

Technical and administrative supports need to be in place for teachers to be able to adequately incorporate technology into the classroom. The best form of technical support would be a full or part time Technical Assistant on staff. This person could respond and take care of all technological problems. But, technical support can be obtained from colleagues, students, manuals, or another computer via the web.

Administrative supports can easily be incorporated through professional development opportunities in the form of workshops or teacher in-services. Administrative support can also be as easy as a positive attitude toward the integration or an encouraging statement.
Integrating technology into a classroom setting is not easy with all the difficulties a teacher encounters. With persistence and dedication students and teachers alike will soon be reaping technological benefits.
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