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2003 NAMTC Summit

January 2003

President's Message

Earlier this year I identified three goals: membership opportunities; fiscal management; and leadership development. In the last issue of 'etin I further developed the concepts behind Membership Opportunity. In this issue, I would like to provide an update on what we have and intend to accomplish this year regarding the management of our finances.

The NAMTC expense budget for this year is \$28,517. This is a smaller budget than we have had in the past two years, because we did not sponsor a Leadership Summit during this fiscal year. The next Leadership Summit will be held in conjunction with the National Media Market in September, 2003. The decision not to host a Leadership Summit was a major step in reducing the Association's exposure to a potential fiscal shortfall and certainly demonstrated financial responsibility. With the reduction in state funding many NAMTC members are having increased difficulty to travel to conferences. The board felt that by shifting the Summit to the next fiscal year and the combining it with the National Media Market (NMM) we will be able to save funds and still offer an outstanding combination of services (NMM and the Summit) to our members.

The budgets for FY 04 demonstrate a positive balance. I want to thank the many institutional and corporate members that are actively promoting the association and bringing in new members. With the size of our budget, it is imperative that we recruit and retain our members. That is the major way that we can build our income base in those years that we do not have additional revenue sources. Also, I have asked Betty Ehlinger, our Executive Secretary and Karen Appleton, Treasurer, to more closely monitor our expenditures to insure that we stay within the limits established by the budget and that we attempt to end the year in a positive budget position.

Finally, I am reminded that the association is selling long-sleeved shirts with the NAMTC logo. To see what these look like, and to review our new web page, go to www.namtc.org. Orders can be placed through the NAMTC office, and Betty will be happy to invoice you. Her email number is bettyge@mchsi.com.

The Board of Directors will be meeting via a conference call later this spring. I encourage you to send to me or to your representative any items that you would like to see discussed at the Board meeting. I wish you a continued good year.

Cliff Ehlinger, NAMTC President
cehlinger@aea10.k12.ia.us

Freedom Within a Structure: Southern Oregon Classrooms Respond Online

For a full ten minutes, the barely audible scratching of pencils was the only sound as 35 of us wrote to the prompt, “The Children Were Having Fun.” Preceded by an oral reading from Roald Dahl’s *The Twits* and a brainstorming session categorizing Dahl’s graphical writing style into sensory images, this 5th grade writing activity was not much different from the lesson I taught some 4th graders the week before or to some 6th graders before them. The process is more important than the ages of the participant. Those familiar with the “writing process” know this is just the beginning of the path to publishing.

So far, 31 classroom teachers are participating in the Southern Oregon Write Site project, with nearly 20 committing seven class periods to having me model how technology can impact student motivation to write, provide students with a forum for communicating with peers about their writing, and reduce hours of out-of class reading by the teacher. The feedback has been stunning, and eager new participants are regularly submitting requests to be scheduled in.

It is the intent of this article to inform you how efficiently the project supports the use of technology in the writing curriculum, and hopefully will encourage more of you to consider using networks to support your writing curriculum. As this project demonstrates, appropriate technology makes the writing process more available and efficient in the following manner:

- It follows the writing process, using a scoring guide/rubric to identify the primary trait of the lesson and subsumes “editing” as a secondary trait.
- It removes the bottleneck of one person (i.e. the teacher) having to read everyone’s work.
- It structures the draft-response-draft cycle so that students are empowered to provide standards-based feedback to authors which helps with their own writing.
- It keeps track of and connects all drafts, revisions, and final copies submitted by Southern Oregon Write Site participants.
- It’s a free service provided by the Southern Oregon ESD in Medford, Oregon.

What’s different about this project?

One thing is having a different person teaching your class for a change. Not just once but for a series of seven sessions. Another is having a mentor with over 20 years experience with computers taking responsibility for all the planning, prep, printing, and logistics—sort of like a field trip that visits *you*. Because the project relies on the Internet for communicating with each other, participating teachers receive a customized Write Site (e.g. *Mr. Viani’s Write Site*) hosted on the ESD server and maintained by me for the remainder of the year.

Perhaps the greatest benefit to teachers is to observe someone with a passion for instructional technology interacting with *their* students—who incidentally have been raised digitally and totally relate to this stuff. Staff development offered by the ESD

is gradually shifting from the more traditional “12 teachers in a lab” model to technology specialists participating in classroom activities at the building level. We’re not abandoning lab-based workshops but the learning and transfer of instructional strategies when demonstrated and practiced in classrooms is proving to be extremely powerful.

And over a span of seven sessions, a visiting teacher has a pretty good chance to get to know the children, their special learning styles, and when to employ time-tested management strategies for teachers unfamiliar with using technology in their daily instruction.

The seven classroom activities (not including a planning session to work out logistics) closely follow the process writing structure as defined in the Bay Area Writing Project in the 80’s—a series of activities that foster freedom with a structure. Each visit introduces a sequential skill in the process and lasts approximately 45-50 minutes. In some instances, two lessons can be scheduled back-to-back, especially those where a classroom activity precedes a lab computer activity. What usually drives the schedule is the availability of networked computers. Any cluster of computers with access to the Internet will work and children may be assigned to buddy teams or assemble in small groups with others working independently elsewhere. It merits pointing out that only 3 of the seven sessions are computer-dependent, freeing the lab for other purposes.

Continued on next page.

Publication Statement

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Listed below are the seven training lessons that combine technology with the process approach to writing:

- Prewriting and writing the draft (classroom) Transferring the drafts to a teacher's Write Site (lab)
- Read-around activity (classroom)
- Introduction to the response structure with independent practice in the lab or elsewhere (a popular option for families with computers at home)
- Writing and posting a revision influenced by online responses printed for each author (lab)
- Peer-editing with the focus on conventions (class room)
- Writing and posting the final copy inspired by additional responses and the editing session (lab).

Responding online—a unique application of the Internet

- From the beginning of this project's development, special attention was given to having students participate in the responding component. Having students respond to their classmates serves several functions:
- Students receive more feedback than a teacher is able to give them as a single reader
- Students "hear" feedback sideways from peers (rather than top-down from teacher). Hearing from someone like you reflecting on your work is a lot like learning from yourself reflecting on your own work
- Students practice reading writing critically by reading other people's writing
- Helping others helps authors with their own writing; it helps students internalize reflective habits of mind.

With the ubiquity of the Internet and the refinement of browser-based editing (i.e. web email, instant messaging, etc.), students are able to provide valuable feedback to their peers from anywhere there is an Internet connection (in the classroom, a lab, the library, at home or at a friend's). The key to successful peer-response is teaching and reinforcing a response structure that empowers students and significantly reduces the workload of teachers.

It's important to remember those students aren't *grading* papers but merely reflecting their comprehension of the lesson's attributes (sometimes called the scoring or assignment criteria, or rubric) by reading—and responding to—drafts. The Internet acts as an interface with the ESD database where student writing and peer responses are stored. At any point in the process, students may view and print their piece with responses of classmates, teachers, other sections of a class, another school, parents (yes, they DO get involved), and distant relatives, all neatly displayed for easy revising.

The management of a writing curriculum

Anyone familiar with teaching and computers knows how important it is for students to save their work—often. *Where* students save is another matter. Without a network, it's imperative that students be assigned to specific machines or at least carry floppy disks (remember them?) with them whenever they're asked to work with a previously saved file. Saving work to directories on a network or a networked database (i.e. at the ESD) eliminates the need to have students assigned to a particular workstation. Nor is it a concern if the student forgets

(or loses, destroys, or repurposes) the floppy with their all-important data on it. Publishing on the Internet (i.e. onto a networked database) makes the data available for retrieval and editing from any workstation on the Internet—at school, at home, or in Italy. And with networks regularly backed-up, there's little chance that student writing will ever be lost.

Not all writing activities use technology

Aside from the writing, posting, revising, and responding online, two additional classroom activities are worth mentioning. The "read-around" activity (session 3) has each child's piece read by every member of the class, establishing an immediate sense of audience and validity for the author, and provides students an opportunity to see how others addressed the lesson's scoring criteria. Because the writing prompt is an extension of this scoring guide, as children read they're conscious of what is expected in the piece.

Another activity heavily tied to state assessment is the editing session. Children are grouped into "conventions" teams (i.e. spelling, punctuation, capitalization, and usage) appropriate to previously taught editing skills. Each team is given a folder containing roughly a quarter of the class's papers and students are asked to edit one of the papers in the folder. When they've finished, they stamp the paper with the rubber stamp representing their conventions team and replace the papers into the folder. When all four folders are intact, they are rotated to another editing team and the process is repeated until each paper has been edited 4 times, once by each of the four editing teams.



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“Working” your audience

Students are highly motivated to post writing onto Write Sites because they’re conscious of their audience. Initially, many students with familiarity with the Internet perceive posting to the Southern Oregon Write Site as another form of “chat,” “Instant Messaging,” or email activity. Little (if any) meaningful feedback with substance for revision is exchanged and responses to classmates tend to be fragments, socially flavored, and often in code. After introducing a response structure into the process, a perceptible change occurs. We use a modification of the responding framework “I heard/read, I noticed, I wondered” which you may view at <http://www.jacksonesd.k12.or.us:591/it/cpost/sows/esdws/respond.htm>.

Coupled with a clear understanding of the lesson’s scoring guide/rubric, students are more inclined to embellish their spontane-

ous (and generally positive) feedback with thoughtful and genuinely helpful comments to their classmates. With meaningful reactions from their primary reading audience (their peers) that reinforces the lesson’s criteria, authors revise with confidence.

I’ve noticed children around middle-school age tend to be particularly comfortable with responding activities, particularly when they are “motivated” by a participation contract that clearly defines their responsibility to the group.

Younger authors while capable of learning and performing the tasks related to technology, tend to be less interested in the social interaction employed in this project and require substantially more training to become meaningful responders. To teach and reinforce the response structure, several projects this year are with fourth-grade children who will remain with the same teacher through the end of fifth grade. This model, of course, would work equally well with blended classrooms.

May we customize the Write Site?

Data stored on a database (i.e. student writing) is displayed on a web page created by me. In fact, with the web serving merely as an interface for stored data, there’s no reason why foreign language, bilingual, or ESL classes couldn’t have pages designed to meet their needs as well. This spring a classroom with a high concentration of Latino children will use a customized Spanish version of a Write Site for posting and collaborating with a predominantly Spanish speaking population.

A middle school in Central Point will use a modified Write Site for compiling discussions about student literature. Featuring selections from this year’s *Children’s Book Award* books, secret partners will “respond” to and submit questions to a discussion about selected titles. Their contributions will be digested on a single screen, one after the other, for all to enjoy.

Throughout the year, students change editing responsibilities and, most importantly, they are encouraged to identify suspected mistakes another editor may have overlooked. This is yet another timesaving activity that empowers students as editors, reinforces their proofreading skills, and reduces the time teachers read papers outside of class. When the papers are returned to their owners, authors generally have ample feedback to prepare their final copy.

Independent practice

At the conclusion of a seven-session visit in local classrooms, teachers are on their own—in a matter of speaking. The focus of these classroom visits is to model the web-based management of writing. What follows is independent practice and a chance to practice with a teacher’s own lesson using a customized Write Site. In fact, in our planning meeting, it’s absolutely OK to replace my prepared short writing lesson with one the teacher prefers. The content of that first session is the only one that really changes—the lab activities, responding, and editing sessions are fundamentally the same. But ESD support is always there in the background, managing your Write Site.

Write Sites are for you and your students to use for a year. All writing and responses are stored on the ESD server, and editing or removing data simply requires an email to me with your request. The most common requests are to remove double entries, items posted incorrectly, and inappropriate comments. Privacy is respected and since Write Sites are assigned to teachers, the only persons aware of the sites’ location are those the teacher informs—usually students and parents. To view a sample Write Site, visit the place where teachers submit writing during our Writing With Technology workshop located at www.soesd.k12.or.us:591/it/cpost/sows/esdws/. You’re perfectly welcome to post something (try out the “freewriting” activity) and think how you’d like your Write Site designed.

How do I sign up?

For more information about the Southern Oregon Write Site, contact me at 541.776.6770 or nick_vian@soesd.k12.or.us. You may prefer to invite me to consult with your staff how to support projects already in place, which tends to reduce anxiety of the unconvincing. You should also consider attending curriculum-specific workshops offered as part of our staff development outreach.

Bear in mind that to make something like this work in *your* classroom requires a willingness to take some risks. But you'll soon discover these management skills are nothing teachers haven't been doing forever except they're intertwined with technology. Please note there's also a significant correlation between successful web-based instruction and a commitment to other methods of online communication (i.e. personal web pages, online homework assignments, class announcements, publishing your email address so students and/or parents may communicate with you privately). This should not be a surprise, however, because communication is what this project is all about. Join us.

From participating students...

"I really liked how we had friends and teachers respond to (our) writing because it helped to learn their point of view and what they think about the piece." "I don't like my piece very much, but I'm glad it is at least interesting to some people."

Nick Viani, Southern Oregon ESD
www.soesd.k12.or.us/it/soos/
(Southern Oregon Online School)

NASA and Intermediate Agency Partnerships

There are approximately 32 states that currently have some type of intermediate educational service agency structure in place. These agencies are referred to by many names including area education agencies, regional services agencies, educational service units, educational service districts, education service centers, county offices of education, and educational collaboratives. One of the typical functions for these organizations is to provide staff development, curriculum, and media materials to area schools.

In Iowa, the NASA Educator Resource Center (ERC), for the State of Iowa, is located at the Western Hills Area Education Agency, one of fifteen area education agencies (AEAs) serving K-12 schools across Iowa. The staff at the Iowa Educator Resource Center immediately recognized the advantage of leveraging the resources of Iowa's other fourteen AEAs. As a result, Western Hills AEA worked with each of the AEAs to

display and distribute copies of the materials available from the Educator Resource Center. The Western Hills Educator Resource Center made copies of the videotape library and prepared three-ring binders containing sets of the various educational materials. On the back of each binder were instructions explaining how copies could be ordered from the Educator Resource Center or downloaded from the NASA Spacelink website. Many of the AEAs added the Educator Resource Center videotape collection to their current media collection that may be checked out by teachers and delivered for classroom use. Others made it available for teachers and schools to duplicate. The cost of duplicating these materials was paid by each AEA. This project was named the Iowa NASA Access Project (INAP).

Western Hills AEA Educator Resource Center is also working to digitize selected NASA video products for delivery on-line as streaming video or as downloads for use in classrooms. It is currently preparing, to digitize tapes of two International Space Station video conferences with Iowa students and Mars 2000, a 90-minute program that supports the Mars Base Project.

Jim Christensen, Director of the Iowa Educator Resource Center has given presentations concerning the Educator Resource Center, Iowa NASA Access Project (INAP), and other NASA partnerships at both the Association of Educational Service Agencies (AESAs) national convention and the National Association of Media and Technology Centers (NAMTC) conference during the past year.
Continued on next page.

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This project has been so successful that the staff of the Western Hills AEA Educator Resource Center has recommended that NASA consider creating additional partnerships with other states at the intermediate agency level. Many of your agencies may be interested in applying to become an Educator Resource Center for your state or region and obtain the necessary videotapes and educational materials from NASA. If you are interested in becoming an Educator Resource Center, Western Hills AEA is willing to use its good standing with NASA and in partnership with NAMTC and AESA to promote intermediate service agencies as a natural means to distribute NASA educational materials.

If you are interested in more information concerning the NASA Educator Resource Center Program and how it works with intermediate agencies, please contact Jim Christensen at 712-274-6000 Ext. 6211 or by email at chri2000@aea12.k12.ia.us.

Jon Wibbels, Western Hills AEA 12
jwibbels@aea12.k12.ia.us

Digital Content Delivery in Iowa

Conversations around digital content and delivery at the National Media Market in Las Vegas instigated follow-up actions in Iowa. On November 15, 2002, a group of about 20 persons met to explore the concept of a statewide digital delivery system. The intent was only to have initial discussions that might lead to future actions—or not. Stakeholders represented at the meeting included Iowa Public TV, State of Iowa Information Technology Department, and AEAs. The discussion was rich and seemed to bring focus to the issues of the who, how, what and why of a statewide system. As the day progressed, climate in the room evolved from consideration of the task to a decision and commitment to proceed. Outcomes included belief statements generated by the group as well as a timeline with actions to be implemented. Perhaps the most important outcome was the commitment to the task that was stated and demonstrated by the stakeholder groups. While it may not be fair to say that this kind of systems thinking has not taken place at the state level before, it is not usual and customary behavior.

The actions proposed by the group were then approved by the AEA Media Directors in December. There is the recognition that this is an ambitious project and that it will be implemented over a period of years but the hope is that there will be some piece of the structure—whether actual or virtual in place by July 1, 2003. Other groups such as the Department of Education, the universities and the State Library of Iowa need to be involved and will be invited to participate.

Marilyn Weber, Loess Hills AEA 13
mweber@aea13.org

Distributors Come to Aid of NAMTC Member

Twenty-eight educational media distributors, working with the National Media Market and the National Association of Media and Technology Centers, donated 165 video programs to North Central RESA VII. These donations came as a result of the January 2002 fire that totally destroyed the media center at North Central RESA VII in West Virginia. Lynn Bennett indicated that agency insurance would not cover replacements for the media collection. The NAMTC Board determined to help this NAMTC member, and the request for donations resulted.

In 2002, NAMTC and the National Media Market jointly sponsored the second annual Video Review Project. Companies screening at the 24th National Media Market were asked to submit programs in the curriculum areas of Guidance/Health/Prevention, Language Arts, Literature, Mathematics, Science, and Social Studies. These categories were further divided into elementary, secondary, and post-secondary levels. Thirty-nine companies submitted 231 titles for evaluation.

Companies that donated programs to RESA VII included: 100% Educational Videos, Inc., Ambrose Video Publishing, Annenberg/CPB, Aquarius Productions, Choices, Inc., The Cinema Guild, eBioMedia, Filmmakers Library, Films For the Humanities, First Run/Icarus Films, GPN, Human Relations Media, InJoy Videos, ITS, Landmark Media, Inc., Lucerne Media, National Film Board of Canada, The Noodlehead Network, PBS Video, Phoenix Learning Group, Pyramid Media, Rainbow Educational Media, Schlessinger Media, Inc., Sunburst, TVOntario, UMass/AIMS, United Learning, and Video Resources Software.

These programs will be useful to the students and educational professionals served by RESA VII, and they will serve as a foundation for the growth of materials available. Sincere thanks go to each company that made such generous donations.

Betty Gorsegner Ehlinger, NAMTC
bettyge@mchsi.com

AESA Highlights

NAMTC was well represented at the Annual Conference of Association of Educational Service Agencies in December. In addition to our own NAMTC booth, manned by Betty Gorseigner Ehlinger and I, several corporate NAMTC members exhibited including Educational Resources, Lucerne Media, Medianet, PBS Video and Phoenix Learning Group.

Program sessions, workshops and general sessions covered a wide range of topics designed to inform members about the best educational products and services available to us. Emphasis was placed on information and implementation of the "No Child Left Behind Act".

AESA recognized The Honorable Rod Paige, United States Secretary of Education through the Walter G. Turner Award and Dr. Ron Felder, Chief Administrator, Grant Wood Area Education Agency 10, with the Justus A. Prentice Award.

Robin Landers, Dallas County Schools
rlanders@dcschools.com

DVD for the Classroom and Staff Development

About 25 ESA superintendents, administrators and board members attended the DVD for the Classroom and Staff Development workshop. Sharing included examples of how students learned the writing process in 2nd grade using the Imax title Whales the Unforgettable Journey, state standards/core curriculum areas were easily targeted with short video clips and how studies show that video in the classroom improves student learning. The PBS/Learning Matters School Sleuth: The Case of the Excellent School staff development DVD was a hit as it helped schools address the 9 characteristics of high performing schools in video and study format.

Like always, I had a full packet of informational handouts from my DVD catalog to articles from Pioneer New Technologies to the New York Times on the both the value of using DVD and the consumer market trends related to the inevitability of the end of VHS.

Thanks to Phoenix Learning Group, PBS, United Learning, AIMS, SVE Churchill, 100% Educational Video (research information), Filmwest, Film Ideas, Ambrose, Weston Woods, Visual Learning, Environment Media, and PBS/Learning Matters for their contributions to improving student learning and teacher quality by producing such great DVDs.

Special thanks to PBS/Learning Matters for donating a School Sleuth DVD and book for the door prize.

Jennifer Maydole, North Central ESD

Copyright: the Internet, Multimedia and the Law

45 conference participants joined this Saturday, 8 am session. I was shocked!! In fact, one of the door prizes was a gift certificate to the local Starbucks coffee shop. The other door prize was a 1-year free subscription to the AIME's newsletter. Thanks so much to AIME for that contribution.



I used a myriad of resources including video clips that I burned onto a DVD. The video clips included "Fair Use Guidelines" and "Rights of Ownership" from Chip Taylor's Internet Multimedia and the Law video (Thanks Chip), Business Software Alliance Software Piracy a Costly Mistake, PlayItCyberSpace.org rap songs and a video clip I created to update my presentation to include the 6th right of the copyright holder as added from the DMCA.

Business Software Alliance provided free Software Piracy videotapes for all attendees as well as a software management guide. The updated primer on the TEACH ACT that Arnold Lutzger provided was a part of the handout packet along with Copyright Condensed, the Los Angeles Times article about LA Unified School District and more.

Jennifer Maydole, North Central ESD

Beam Me Up – Using Technology for Building Leadership

Members of the design team from the Pennsylvania Principals Leadership Academy presented an overview of a four-day academy developed to encourage technology leadership in the front office. The use of handheld computers as tools for administrative work and curriculum leadership was explored. The design team focused on how the program was developed to provide skills to meet the Technology Standards for School Administrators. Participants were able to see the handheld used for teacher lesson observation, manipulating budget data, taking photos, and recording scientific data. The presentation gave participants a view of the skills and knowledge that are necessary for leadership in a technology-enriched school. All 29 Intermediate Units in Pennsylvania are participating in a two-year initiative to train 80% of the commonwealth's 3700 building principals. The ways in which the model used for this initiative could be adapted by other service agencies was discussed.

Shirley Crehan and Carol Teitelman
Bucks County Intermediate Unit, Doylestown, PA

Curriculum Video Review Clarification

The second annual Curriculum Video Reviews have been distributed to attendees of the 2002 National Media Market and to NAMTC members. This was a joint project of the National Association of Media and Technology Centers and the National Media Market, compiled by Cliff Ehlinger, NAMTC President. Over 230 titles were submitted for review from 39 companies. Volunteer reviewers completed on-line forms to facilitate this project. Unfortunately, several titles were not reviewed. The default ranking for a title not reviewed is "unacceptable." If "no review" is listed in the notes field of the video review, please disregard the "unacceptable" rankings in the descriptive fields. Additional copies of the reviews are available for purchase. Please contact the NAMTC office for details, bettye@mchsi.com

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Customer Service in the Digital Age

In the last few years we have seen the wonders of the new digital technologies. Depending on your customers' connectivity, you may already be streaming video, downloading MPEG files, or storing files on a hard drive at a district or school site. If the customers (teachers and students) have easy access and have had some training on the differences between digital formats and traditional linear formats, you probably have a satisfied customer.

In October 2002 I received an email request from Bill Jones, who is a foreign language teacher at one of the larger high schools that we serve. He usually sends his requests to his district's library/media coordinator, but since she retired and has not yet been replaced, he decided to go directly to the provider of the resources that his school uses. He had what seemed to be a simple question: "Could you purchase some DVD titles of current Hollywood releases that were produced for Region 2 which were spoken and sub-titled in multiple languages?" Because I was not very familiar with the DVD Region concept, and since he had already installed a program that enabled his computer to read that format and had purchased a few titles that were more traditional, I told him that I would explore his request and get back with him as soon as possible.

Bill Jones request for multiple language DVDs came about a week prior to the 2002 National Media Market. While I was at the market, my colleagues gave me a number of suggestions to help me begin my search. The process and the information that

I discovered about DVD regions and formats during my search for the next two months is detailed in this article.

What are DVD Regions?

DVD-Video is an all-digital format. Barriers that previously prevented distribution of other video products, such as incompatible television formats or media, do not affect DVD-Video content. In other words, a DVD-Video will play in practically any DVD player regardless of what country it originates, or which TV standard is in use.

When the DVD format was originally being defined, motion picture studio experts realized its potential. Before they would support the format, they pressed technology firms to develop an acceptable system for controlling the distribution of DVD properties. The result of this effort was regional coding. Basically, this is a code that every compatible DVD player will check for to confirm that it has "permission" to play the disc. If the code matches, or is not specified on the disc, permission is "granted," and video playback will start. Contrarily, if the region code of the disc does not match the player, permission is "denied," and the player will not play the disc.

The main purpose of regional codes is, of course, to prevent free distribution of DVD-Video content in a zone where the movie in question may not yet have been released in theaters. However, there can also be other reasons: respect for the rights of wholesale distributors in a given area with whom the studios may have prior agreements; or possible issues with society, culture, or religion in a given zone. These concerns could conflict with the open distribution of uncut, uncensored material in an area where its content is not considered acceptable.

A quick description of DVD regions:

Region 1: The United States, its territories, and Canada

Region 2: Europe, Japan, South Africa

Region 3: Southeast Asia, incl. Indonesia, Korea, & Singapore

Region 4: Central and South America, Australia, New Zealand

Region 5: India, Pakistan, Greater African Continent, Russia, and the former Soviet bloc

Region 6: China

The region marking on a DVD usually shows up as a globe or a grid inside a box with a number in the middle. The number designates the region code on the DVD disc.

Ok, I now knew enough about regions to be dangerous. I then began my search for the four titles that Jones requested and found on the *amazon.de* web site. This is the German version of *amazon.com*. Since I am not fluent in German, my logic led me to believe that I would be able to locate the programs on the U.S. site. Here are the titles that I was hoping to find: "Die unendliche Geschichte 2 (The Never Ending Story 2)"; "Star Wars: Episode II-Angriff der Klonkrieger (Star Wars: Episode II, Attack of the Clones)," a 2 DVD set; "Scooby Doo-Die gruseligsten Falle (Scooby Doo, The Hair Raising Cases)"; and "Tom und Jerry – Der Film (Tom and Jerry-the Movie)."



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I found all four titles on the *amazon.com* site, but none of them had the language tracks which were available on the Region 2 version. I also searched for the titles in other regions and found that they always had multiple languages. Most U.S. DVDs are only offered in English. So, I composed an email to Amazon explaining what I wanted and asked how I could find it on their site. I received a reply the next day detailing how I could purchase the DVDs. I followed their instructions and ended with the same results as my initial search. I sent a follow-up email hoping that my second inquiry would be understood, and that I would get the help I needed. Amazon's response was the same. Because of my library reference training, I refused to give up. I decided to visit our local Border's Book Store, which is part of Amazon, to talk to a real person in hopes of finding the information I was seeking. After I spoke with two assistant managers and also the manager on duty, I was told, "No, we're sorry, but we can not help you purchase those four titles."

You may wonder why I didn't just email Jones, the teacher that wanted the DVDs, and inform him that my attempts to purchase the DVDs had failed. But, if we could figure out the ordering process, here are the titles and the languages for each title, that were available: "Scooby-Doo: The Hair-Raising Cases"- Language spoken in German, English, French, Spanish, Italian, Swedish, Polish. Sub-title: German, English, French, Dutch, Spanish, Italian, Portuguese, Swedish, Finnish, Norwegian; "The NeverEnding Story II"- Language spoken in German, English, French, Spanish. Sub-title: German, English, Spanish, Netherlands, Arab, Swedish, Norwegian, Danish, Finnish, Portuguese, Hebrew, Polish, Greek, Czech, French, Italian; and "Tom an Jerry: The Movie" – Language spoken in German, Spanish, Italian. As you can see, this would be like striking gold for a foreign language teacher. Jones had also told me that he would be willing to demo these titles at the monthly meeting for all the foreign language teachers in the county.

At this point, I knew that the titles existed on the *amazon.de*, but not being familiar with the German language made this option daunting. I discussed the roadblocks with Jones, and he offered to contact *amazon.de*. He sent his inquiry in German. A day later he forwarded to me the seven-page reply. It was a step-by-step procedure detailing how to order on the German site if you did not speak German. Ok, was I brave enough to find out how well I could follow directions knowing I would be using my credit card as payment? As a note, I did check with our treasurer, and she did reassure me that I would be reimbursed for the cost of the four titles. I proceeded to place the order and only hit one bump during the process. When I read the word "stadt," my understanding was to enter "Ohio" as my state. Wrong. The English translation for "stadt" is "city." Since I was familiar with online error messages, I knew that the red message meant that I had done something wrong. I went back and re-read the directions and corrected my error prior to finalizing my order. I clicked "confirm" and, within a few minutes, I received an email response that the four titles would be sent at a cost of 78,13 Euros. I had already explored certain web sites that provided current exchange rates, so I knew that I would be charged about \$78.00 for the DVDs.

The DVDs arrived at my home three days after placing the order, which is exceptional delivery service from a foreign country. Because all the pertinent cataloging information was written in German, my next challenge was to catalog the new items. I used an English version for each title on *amazon.com*, and I also found an excellent web site that will translate web pages from one language to another. Here is the site: <http://www.systransoft.com/>. Their software is available to buy, but you can use what is on this web site at no cost. It enabled me to catalog all four titles, and they are currently in our Medianet database.

I delivered the four DVDs to Jones the week before Christmas, ending my quest which had begun in October. He was delighted. Jones shared the following information with me on how he plans to use the titles: "My goal is to find ten to fifteen minute cuts that deal with different grammatical concepts that we study in class (the DVD format makes this easy). It provides an opportunity to reinforce the language skills while using a 'realistic' setting. Most of the titles will be American produced, because we produce more movies than elsewhere, and our movies are watched worldwide. Some of the titles will relate culturally as well, or even be based on target language books. The biggest help is that students have a background with many of the movies, so they don't have to try and figure out what is happening. Instead, they can focus on the language that is being used, and how different things are conveyed in the target language."

Now, there was only one challenge remaining before the foreign language DVD question was complete. If other foreign language teachers wanted to use these titles, I could not expect them to purchase software that would allow them to view DVDs from different regions of the world. I am happy to report that this last challenge was much easier to resolve than all the others. A simple search on *google.com* provided the names of a number of U.S. dealers who sell DVD players which will play DVDs from any region of the world. The prices are very reasonable. A Daewoo brand is listed for \$149.00, and a Panasonic brand, \$199.00. I contacted one dealer to verify whether an institution's purchase order would be accepted. The quick response was "yes." Here is the url for the dealer that I contacted: <http://www.dvdoverseas.com/>.

I have thought about the amount of time I invested in answering the question about obtaining multi-language DVDs. It brings to mind a quote from Mark Richie in his 1994 publication "Quality Management for Educational Technology Services," (Chapter 6-The System of Service): "How are the interactions between student and teacher, and student and student improved?" I hope Bill Jones and his classes will share the answer with me in the future. I am certain that the answer to this question will provide new users of our media center. In today's ever changing world, that is a positive.

Tony Marshalek, North East Ohio IMC
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REMC Streaming Video Pilot Project

REMC 13, through a cooperative effort of the REMCs of Michigan, is offering its member schools a new “pilot” service known as the REMC Video Streaming Project (RSVP). During this pilot period, teachers and students can access United Learning’s K-12 video library, 24 hours a day, seven days a week.

RSVP includes:

- Unlimited access to all K-12 content provided by unitedstreaming. The Collection includes more than 2,000 full-length curriculum programs, online teacher guides, student activities, and over 20,000 video clips. Approximately 60 percent of the content is K-8 and 40 percent is at the secondary level.
- Programs and/or clips that can be streamed or downloaded. In addition, the rights to store downloaded content on a local hard drive and the right to duplicate and distribute content via CD-ROM.
- Keyword searches by subject and grade, or the Michigan Curriculum standards for all programs.
- Access to online administrative functions.
- Comprehensive customer/technical support & training.

Having the capability to download specific video clips makes this mode of media delivery unique. Each video is divided into subject clips, each lasting several minutes. The clip can be streamed to the desktop, downloaded, and shown through a player (Windows Media Player or QuickTime), or placed in PowerPoint or Word document. Teachers can show a segment (clip) of a video to support what they are teaching in the classroom. For example, a classroom teacher who wants to demonstrate how the Aztec Calendar was created and used by the Aztecs could locate the clip by doing a keyword search, retrieve and download the clip to the hard drive, save it on the hard drive or network. You could also burn it on a CD-ROM or DVD, and have it as a “ready” resource as needed.

REMC 13 must have a current subscription to unitedstreaming in order for teachers to view or download video clips. If our subscription expires, teachers must delete all downloaded material. However, students can save and retain the clips for their personal portfolios under the “fair use” guidelines, even after the subscription expires.

Students and teachers can save the clips for multimedia projects and use video to enhance the curriculum. Clips can be viewed over and over by students to reinforce a learning concept.

Listed under *Learning Resources* there is a monthly calendar that provides clips to support historical events that occur each day of the month. For example, the Louisiana Purchase formally occurred on Dec 20, and there are two clips to support learning about this historical event. Also, there is a newsletter with ideas on how to use the clips, and news about upcoming modifications to the unitedstreaming site that include additional features

“Terrifying video that has become the hot new teaching tool...”

The New York Times

Dying High: Teens in the ER

This hard hitting, reality based video gives viewers a graphic glimpse of what goes on inside the nation’s emergency rooms as doctors treat teens for some of the most common types of injuries among young people: drug overdoses, alcohol poisonings, car wreck traumas and more.

“...powerful new video for high school students.” – *The Today Show/NBC*

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that will be available in the near future, such as uploading quizzes and lesson plans.

There are 17 school districts, and 51 schools that chose to participate in the project listed below:

- **Charlotte Public Schools:** Charlotte High School, Charlotte Middle School, Washington Elementary
- **Dansville Schools:** Dansville High, Middle and Elementary
- **Dewitt Public Schools:** Dewitt High School, Dewitt Junior High School, Herbison Woods School, Scott Elementary School, Schavey Road School, Fuerstenau Kindergarten Center
- **East Lansing Public Schools:** East Lansing High School, East Lansing Middle School
- **Eaton Rapids Public Schools:** Eaton Rapids High School, Eaton Rapids Middle School, Greyhound Intermediate, Lockwood Elementary, Northwestern Elementary, Union Street Elementary
- **Fowler Public Schools:** Fowler High School, Waldron Elementary and Middle School
- **Holt Public Schools:** Holt Senior High School, Jolt Junior High School, Washington Woods Middle School, Hope Middle School
- **Ingham ISD:** Lamp, CACC
- **Mason Public Schools:** Mason High School, Mason Middle Schools
- **Our Savior Lutheran School**
- **Ovid-Elsie Area Schools:** Ovid-Elsie High School,

Ovid-Elsie Middle School

- **Pewamo-Westphalia Community Schools:** Pewamo-Westphalia High School, Pewamo Elementary
- **St Johns Public Schools:** St Johns High School, St Johns Middle School, Gateway North Elementary, East Olive Elementary, Rodney B. Wilson Center, Riley Elementary, Oakview South Elementary, East Essex Elementary, Eureka Elementary
- **Stockbridge Community Schools:** Stockbridge High School, Stockbridge Middle School
- **Waverly Community Schools:** Waverly High School, Colt Elementary
- **Williamston Community Schools:** Williamston High School, Williamston Middle School, Discovery Elementary, Explorer Elementary
- **Windemere Park**

Participating schools sent representatives to training in early December. The representatives learned how to use the collection, and learned how to create logins and passwords for accessing the Collection.

Although the RSVP is only a pilot project at this point, we believe it has the potential to be a valuable teaching method. The results from conducted studies support that video clips have enhanced learning and raised test scores in the schools that have utilized this new learning concept.

At this point, RSVP is not intended to replace REMC's video and DVD Collection, but to offer an additional option. Many teachers prefer the traditional approach to media instruction, and rely heavily on REMC for instructional materials to support their class curriculum. Some teachers enjoy using the "clip" method of video instruction to enhance their lesson plans. During this pilot program, we will continue to purchase new materials for the REMC Collection.

We are aware that some teachers are unable to access the online unidstreaming collection at this time. Equipment such as scan converters (\$80.00) or data projectors (\$1,000-\$3,000) is needed for the success of this project. When bandwidth improves and data projectors come down in price, we envision this project expanding and more teachers participating.

Melissa White, Supervisor for Media and Technology
mwhite@inghamisd.org

Highlights

State and Corporate Reports

Ohio

The Ohio Area Instructional Media Centers (OAIMC) took time in November 2002, to reflect and re-evaluate its vision, mission and goals in anticipation of the new year, 2003, in regards to emerging changes in the media field, new technologies, new customers and customer needs. This task was of utmost importance as the centers faced a 27% budget cut in state allocations. The foremost question to be answered was, "Where do we go from here, and how?"

In its effort to provide effective and equitable educational programs, the OAIMC continues to make accessible instructional resources in support of Ohio Academic Content Standards and student learning. Several collaborative projects are in development to help make this possible in lieu of budget loss.

- Alignment of OAIMC's goals to that of its parent agency, Ohio SchoolNet, as it seeks successful integration of technology into elementary and secondary schools, especially with regards to the provision of instructional electronic resources to improve student achievement. It continues to be a challenge to change perspective of educational film as a valid and viable classroom resource.
- On-going state development and delivery of streamed video to schools move the OAIMC even closer to providing accessibility to instructional electronic resources. Ten AMC's in collaboration with their local state Data Acquisition sites and United Learning, Inc. are piloting and looking at solutions that include use of on-site content servers, caching hardware and off-hour downloads. Connectivity and bandwidth continues to be a major concern as the OAIMC looks to full state-rollback of this technical delivery system.
- The award of two federal Library Service Technology Act (LSTA) grants aids OAIMC's goal of delivery of a one-stop, one-shop state-wide point of access for all teachers, students and parents to borrow media resources from any of the 24 state AMC's by electronic means. Development continues with regards to uniform entries and shared cataloging of MARC Records through the state Medianet software system. The OAIMC also is in the process of identifying titles for future purchase in its development and implementation of a process to secure permanent statewide copyright for high-demand educational film titles. The intent is to decrease booking refusals by 15%.
- Mandates of No Child Left Behind (NCLB) also become guiding factors in the identification of best practices for the use of media in the classroom. The OAIMC continues in its efforts to collect information and evidence-based research.

Linda Johnson-Towles, Ohio State Representative
Towles_L@HCESS.ORG

Corporate

At National Media Market (<http://www.nmm.net>) in Las Vegas Oct 18th 2002, I presented the benefits and importance of integrating digital content with other educational resources into a single search interface for teachers.

Digital content ranges from material that supplements your current collection (e.g. blackline masters, teacher guides, preview clips, etc) to concept clips from titles in your collection through to titles only available as separate digital productions.

Many Educational Centers are promoting that teachers be provided with single point access for searching all educational resources from the Center, from videos to assistive devices to digital content. This presentation should be of help promoting this concept within your organization. The presentation is available at <http://www.dymaxion.ca/tips/digitalmedia.htm>. Permission is given to Educational Centers to use all or part of it for promoting integrated access. The presentation also highlighted features that help simplify providing this integrated interface.

All questions or suggestions on this presentation are welcome. Contact Info@Medianet.ns.ca

Peter Mason, Medianet
info@medianet.ns.ca

Highlights

Membership News

New NAMTC Members

Mary Lou Corman
Fayette County Public Schools Media Services
460 Springhill Dr.
Lexington, KY 40503
mcorman@fayette.k12.ky.us
859 381 3885 (v)
859 381 3892 (f)
<http://itech.fcps.net/trtll/libtechserv/>

Vicky Etheridge
TVOntario
901 Kildaire Farm Rd., Bldg. A
Cary, NC 27511
vetheridge@tvo.org
800 331 9566 (v)
919 380 0961 (f)
www.tvo.org/sales

Update

Stephen J. McNew, mcnew@misd.k12.mi.us, is the new Director at Monroe County ISD, in Michigan. He replaces Peter Finney who retired earlier this year.

2003 T + L2 Conference Call for Workshop Submissions

NSBA's Technology + Learning Conference has a new name – T+L2 Leading Learning to a Higher Level – and a new direction. This year's programming will hone in on the most important outcome...increased student achievement. The conference will feature sessions that have measurable indicators of success for closing the learning gap with various strategies and technology solutions.

Dynamic presentations by school district personnel, board members, and representatives from major education associations are central to the new T + L2, taking place in Anaheim, California, October 22-24, 2003. The NSBA staff is looking for new, interactive formats for the workshop sessions, which can be one-hour, 90 minutes or three-hours in length.

To learn more about the conference and how you can participate, visit the conference web site at www.nsba.org/T+L. The deadline for school district workshop submissions is January 31, 2003.

NAMTC 2003 Directory Change

Typo: Marcy Rodriguez was listed as March Rodriguez in the Directory. Her correct email address is marcyr@swpnet.com.



2003 NAMTC Summit

The National Association of Media and Technology Centers (NAMTC) will host its 3rd annual Leadership Summit in conjunction with the 25th National Media Market, September 21-25, 2003, at the Alexis Park Resort in Las Vegas, NV.

For registration information contact NAMTC, PO Box 9844, Cedar Rapids, IA 52409, 319 654 -6-8, bettyge@mchsi.com
www.namtc.org

Schedule of Events

Sunday, September 21

NMM

Session: Investigations in Broadcast Technology

Monday, September 22

NMM

Screenings and Lunch

Session: New Issues in Copyright

Tuesday, September 23

NMM/NAMTC

Dinner Session: Which Technologies Helped Teach and Children Learn--A National Perspective

Wednesday, September 24

NMM/NAMTC

Screenings and Lunch

Session: Marketing in the Digital Age

Reception and Auction

Thursday, September 25

NAMTC Leadership Summit Sessions to Include:

- Staff Development
- No Child Left Behind
- Data Collection & Interpretation
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