Students: National Educational Technology Standards

Technology Foundation Standards for All Students

The technology foundation standards for students are divided into six broad categories. Standards within each category are to be introduced, reinforced, and mastered by students. These categories provide a framework for linking performance indicators within the Profiles for Technology Literate Students to the standards. Teachers can use these standards and profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication, and life skills.

Technology Foundation Standards for Students

1. Basic operations and concepts
   * Students demonstrate a sound understanding of the nature and operation of technology systems.
   * Students are proficient in the use of technology.

2. Social, ethical, and human issues
   * Students understand the ethical, cultural, and societal issues related to technology.
   * Students practice responsible use of technology systems, information, and software.
   * Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
   * Students understand and comply with copyright laws and Fair-use Guidelines

3. Technology productivity tools
   * Students use technology tools to enhance learning, increase productivity, and promote creativity.
   * Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

4. Technology communications tools
   * Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
   * Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
   * Students understand the effects of various types of electronic and visual media on consumers
   * Students demonstrate skills necessary for competent participation in communication to multiple audiences using various types of electronic audio and visual media.

5. Technology research tools
   * Students use technology to locate, evaluate, and collect information from a variety of sources.
   * Students use technology tools to process data and report results.
   * Students evaluate and select new information resources and technological innovations based

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on the appropriateness for specific tasks.

6. Technology problem-solving and decision-making tools
   * Students use technology resources for solving problems and making informed decisions.
   * Students employ technology in the development of strategies for solving problems in the real world.

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PERFORMANCE INDICATORS FOR TECHNOLOGY—LITERATE STUDENTS GRADES 6-8

All students should have opportunities to demonstrate the following performances.

Numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked. The categories are:

1. Basic operations and concepts
2. Social, ethical, and human issues
3. Technology productivity tools
4. Technology communications tools
5. Technology research tools
6. Technology problem-solving and decision-making tools

Prior to completion of Grade 8, students will:

1. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (1)
2. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (2)
3. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (2)
4. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (3, 5)
5. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (3, 6)
6. Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (4, 5, 6)
7. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. (4, 5)
8. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (5, 6)
9. Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving. (1, 6)
10. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. (2, 5, 6)

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PERFORMANCE INDICATORS FOR TECHNOLOGY—LITERATE STUDENTS GRADES 9-12

All students should have opportunities to demonstrate the following performances.

Numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked. The categories are:

1. Basic operations and concepts
2. Social, ethical, and human issues
3. Technology productivity tools
4. Technology communications tools
5. Technology research tools
6. Technology problem-solving and decision-making tools

Prior to completion of Grade 12, students will:

1. Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs. (2)
2. Make informed choices among technology systems, resources, and services. (1, 2)
3. Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole. (2)
4. Demonstrate and advocate for safe, legal and ethical behaviors among peers, family, and community regarding the use of technology and information. (2)
5. Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence). (3, 4)
6. Evaluate technology-based options, including distance and distributed education, for lifelong learning. (5)
7. Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity. (4, 5, 6)
8. Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning. (4, 5)
9. Provide opportunities for students to investigate and apply expert systems and intelligent agents.
10. Use technologies to create simulations and apply them in real world situations. (3, 5, 6)
11. Collaborate with peers, experts, and others in using technology to compile, synthesize, produce, and disseminate information. (4, 5, 6)
12. Develop skills in evaluating and validating information sources.

(<http://www.tea.state.tx.us/technology/techapp/assess/standard.htm>)

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Audience Influence

Activity Summary:

By defining and then inventing an audience for a media product, students learn about the ways media products are shaped by their audience.

Materials:

Students need two or three media products to examine (videos, Web pages, or HyperStudio products), ideally in the same medium as their next planned project.

What To Do:

1. In groups or individually, students examine the media product and try to decide who the intended audience is. They describe what they notice, looking carefully at the language used, the images used, where the product is found, and so forth. Students create an "audience profile," describing who the product seems to be aimed at. This might include such factors as age, sex, education level, and ethnic background.
2. Students invent a new audience profile that differs from the real one in a significant way. Students describe how the existing media product they are examining might be changed to suit this new audience. Again, they should consider the language, images, source, and other components.
3. Students try to identify and then discuss which components are important to certain people and why those components make a difference. Students produce a written or an oral description of how the product could differ depending on the audience it was designed for.

Notes to Teachers:

- This activity can facilitate class discussion about which media products the students themselves find particularly appealing or unappealing. When students encounter a media product they just don't like, they can be encouraged to examine their reaction more closely, a useful exercise for both themselves and the teacher.
- The Defining Your Audience activity asks students to define and answer questions about their own intended audience.

Variations

Age Variations:

- Younger students: Even very young children can tell if something is aimed at boys or girls, or at children, teens, or adults. A worksheet can be constructed to help students

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examine the media product one component at a time and isolate the "cultural clues" that reveal who the product was designed for.

- Older students: This activity can be followed by a discussion (in small groups or class-wide) that explores any evidence of stereotyping in products designed for specific audiences. Students can reexamine the product for other implicit cultural values that are being appealed to.

Activity Variation:

- As an additional activity or as a homework project, students can keep a week-long "audience log," wherein they record various multimedia products they've encountered and the ways in which those products are targeted toward specific audiences or the ways in which the students themselves react to the products.

(<http://pblmm.k12.ca.us/PBLGuide/Activities/AudienceInfluence.html> Adapted with permission from San Mateo County Office of Education.)

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Defining Your Audience

Activity Summary:

By defining their audience, students are better able to communicate their message effectively. This activity helps students develop a clearer picture of the purpose of their project, who their audience is, and what they want to communicate to that audience.

What To Do:

1. Students begin by discussing the purpose of knowing who their audience is. Questions for students:
    - Why is it useful to know who our audience is?
    - What could we do with that information?
2. In groups or as a class, students generate and list ideas about who their audience is. The audience may be broadly or narrowly defined, depending on the nature of the project. Students may wish to consider the following:
    - If creating a commercial, students will want to target a specific group. If doing an academic project, students can try and determine who will actually see their project (just classmates? the entire school? parents? Internet users?).
    - Students should consider the age and sophistication of their audience, as well as how much knowledge their audience will already have about the subject matter.
    - Some student projects aim to demonstrate what students have learned; others aim to teach the audience something new. What is the purpose of the project, and how will the audience respond to it?
3. Students discuss what they have determined about their audience and do some preliminary brainstorming to generate specific ideas about ways in which they can use the audience information to enhance their media product or communicate more effectively. Questions for students:
    - How can we write our text to communicate most effectively with this audience?
    - What type of visual features will appeal to audience members?
    - How will we maintain their interest in our message?
    - How will we explain and contextualize our project to help the audience understand it best?
    - Have we assumed that our audience knows something they might not?
    - If the audience is on the Internet, what special considerations do we need to keep in mind?
4. Students record the description of their audience and the results of their brainstorming in their Design/Idea Notebooks or elsewhere.

Notes to Teachers:

- For a real-world experience, students may take a prototype, or sample of their production, to their intended audience and get a feel for their audience's reaction and comprehension. These findings can be used to change or strengthen the project.

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- The media literacy activity, Audience Influence, asks students to analyze existing professional media products to see examples of how products are tailored to different audiences.

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Choosing a Medium

What follow are a description and comparison of various media intended to help students choose the medium that will best showcase their project. Which medium they use will be influenced by what they are trying to do. Students should consider the following questions as they think about which medium to use.

- What is the purpose of the finished product?
- How do you want to involve the audience? Will they have options about how to navigate through the piece?
- What is the nature of the product (educational, informational, theatrical, dramatic, marketing)?
- What will be the main source of your materials? Is there a lot of text, video, or graphics in your presentation?
- What other kind of materials will you be using (text, still pictures, the internet, video interviews or other events, animation, graphic art, CD-ROMs, audiotapes)?
- What kind of pace, or tempo, do you want the presentation to have?

Video

Output Format: videotape

Navigation: The audience has very little choice in how to navigate through this piece. Video is a linear format, and it is intended to be watched from beginning to end, in the order and at the pace the creator set. If audience members have access to the controls (rewind, fast-forward), then they can rewind or fast-forward through the tape.

Advantages: This format allows the viewer to see video images from the creator's viewpoint. Video is powerful because it can tell a story using images, voices, and sound. It can also let you watch events that occurred when you were not present to see them. You can incorporate text or graphics into video through editing, and video can be incorporated into other media, such as Web pages. Videotapes are easy to transport and give to another person to watch.

Possible Uses: Video can be used for many things, ranging from taping classroom presentations, interviews, and sports events to creating documentaries.

Presentation Tools -- PowerPoint, HyperStudio

PowerPoint is a slide presentation tool that can use text, drawings, and scanned images.

Output Format: This format can be printed (as a transparency or on a piece of paper), or it can be shown on your computer. If shown on a computer, it can incorporate video. A presentation in PowerPoint contains brief amounts of text and may contain bulleted points. A speaker will often elaborate on each point as the slide presentation is presented. You can also record your voice or music into me program and have it play along with your slide presentation.

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Navigation: It is generally understood that slides are used in presentations for the purposes of communicating information; however, you can skip ahead to another slide or go back to one you saw before. If the presentation is on a computer, the user can go back and forth between slides, but generally they are watched in order.

Advantages: A slide presentation generally comes with a widely understood concept that the slides should be watched in order (e.g., 1 through 5) so that the viewer can get the greatest understanding from the slides.

Possible Uses: This linear approach gives the creator a chance to present information in a logical, ordered way; build suspense; create a problem and then offer the solution; or start with an overall concept and then present more and more detail.

HyperStudio is a slide presentation tool presented on a computer. The product is called a HyperStudio Stack, and it is literally multiple layers of information that can be viewed in a non-linear way (not in order).

Output Format: A slide presentation presented on a computer.

Navigation/Participation: The creator decides where the viewer can go by creating links to other pages. As a whole, the slides tell a story. Each slide can be self-contained -- which means that it doesn't require additional information or background information to be understood. Viewers may have one option or several options to go to next, and can control how fast or slowly they move through the presentation.

Advantages: This is good for presenting multiple levels of information. You can incorporate images from the internet, CD-ROMs, video images, QuickTime movies, computer animation, and printed materials such as books or pictures. You can design the color and page layout, and incorporate images, sound, and/or text. You will have several options to link to other pages, although probably not as many as with a Web page. If you're going to use a lot of video, bear in mind that you may need a lot of memory.

Possible Uses: This format gives the creator a chance to present information in a way that builds suspense, creates a problem and then offers the solution, or starts with an overall concept and then presents more and more detail. Because the format is interactive, you set up the navigation options for the viewer -- you control, to a degree, where the viewer will go.

Web Page (a nonlinear presentation tool).

Output Format: Viewed and navigated on a computer screen. Can be printed out one page at a time.

Navigation: Once the creator has decided where to place links to different pages, the viewer decides where to go and at what pace. The creator is frequently not present when the site is being viewed.

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Advantages: If you put the page on the Web (not just on your computer), viewers can access this page from any other computer that has Internet access. You can incorporate images from the Internet, CD-ROMs, video images, QuickTime movies, computer animation, and printed materials such as books or pictures. You can design the color and page layout, and incorporate images, sound, and/or text. You can also link your Web page to other pages created by other people. If you are designing a Web page, keep in mind how long it takes to download an image if you use lots of graphics, video, or sound.

Constraints: If you put information in a public place such as the Web, keep in mind that there may be constraints to publishing copyrighted material. If you are going to use music or text that is copyrighted, make sure you obtain permission to use that.

Possible Uses: A Web page is used to communicate information, through text, graphics, a QuickTime Movie, or other formats of information. It is growing more and more popular as a means to convey all kinds of information; from personal sites displaying your text, interests, or pictures you have taken, to school or business sites displaying student projects, employment opportunities, and so forth.

For an activity, see the Choosing Your Medium Activity handout.

(<http://pblmm.k12.ca.us/TechHelp/VideoHelp/aGoodStuffToKnow/Choosing_a_medium.html > Adapted with permission from San Mateo County Office of Education.)

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Choosing a Medium Activity

Activity Summary:

In this activity, students compare the benefits and limitations of various media and make informed decisions about which medium would be best suited to their project. Students produce mini-proposals to justify their choice of medium.

Materials:

Students need access to research material, and ideally access to the medium they are researching.

What To Do:

1. As a class, students plan an upcoming "multimedia convention," where they will have a chance to identify the pros and cons of various media and choose one that best suits their needs. In groups or individually, students choose a particular medium (video, HyperStudio, Web page, written report, audio presentation, etc.) to research and present to their classmates -- or, potential "consumers" -- at the convention.
2. In researching their medium, students should consider:
    - the advantages
    - the limitations (what their medium can't do)
    - the cost and availability to students
    - the amount of special training required to effectively use the medium
    - what types of projects their medium might be especially well suited for.
3. After hearing and seeing the comparative findings of their classmates at the convention, students discuss the content and special requirements of their own project, and choose a medium for their project.
4. Students write a mini-proposal that justifies their choice of medium. It should include how the medium fits the particular project, a list of advantages to the medium, a justification for any additional expenses, and so forth.

Notes to Teachers:

The mini-proposals that students submit are good documents for assessment. Choosing an appropriate medium requires a good sense of the overall project and consideration of available time and resources. The proposal requires students to explain the reasoning behind their choices.

Variations:

Age Variations:

- Younger students can identify which media appeal to them immediately and list the reasons/factors that make these media so instantly appealing.

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- Older students can integrate the class findings into a spreadsheet format so they can compare all the media at a glance. They can discuss how real-world companies and organizations might decide on a particular medium for their products or the information they wish to disperse. Older students can examine how the medium and the content work together to draw the audience in, leave the audience wondering, and so forth.

Media Variation:

- HyperStudio, Web: Students could create a HyperStudio stack, Web page, or other document that includes their comparative research and advice on choosing a medium for other classes to use in the future.

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Looking at Interviews

Activity Summary:

By examining the conscious construction of an interview in this activity, students are better able to use interviews for the purposes of their project and critically evaluate the interviews they see in other forums.

Materials:

- A taped interview from a newscast, talk show, or news magazine show.
- TV and VCR.

What To Do:

1. Students view a segment of the interview several times, looking for the following components (and others as appropriate):
    - *Editing*. Was the interview cut and edited? How might that change the story for the audience? Did the interview show both the interviewer and the interviewee? Who was shown more? Why?
    - *Interviewing tactics*. What types of questions did the interviewer ask? Was the interview planned or spontaneous? What was the tone of the interview? Did the interviewee seem to be "put on the spot"? What questions did the interviewer not ask?
    - *Agenda*. Was the interviewer trying to "get at something," or were the questions random? Was the point of the interview to reveal a story? promote something? just have a conversation? How can you tell?
    - *Preparation*. Was the interviewer familiar with the interviewee and the subject matter? Had the interviewer done research on the subject?
2. Students discuss the implications of their findings. What kind of influence do the interviewer and editor of an interview have over the effect of the overall interview and the way the interviewee is represented? What are the ethical issues to consider when interviewing in general? when interviewing for student projects?
3. Students may produce a written description of the specific interview features they examined (guided by the questions listed above).

Variations:

Age Variations

- Young students: The activity can be changed to focus on fewer components of the interview. Appropriate questions for younger students might include: Is the interviewer asking questions in a nice, friendly way? How could he or she ask the same question in a different way? How would you like to (and not like to) be interviewed?

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- Older students: An additional written reflection can follow the activity, asking students to synthesize the class findings, their own observations, and the class discussion into a more sophisticated analysis of the interview. Questions for students:
    - Is the interviewee being interviewed to find out facts or opinions or feelings? Why one (or more) of these and not the others?
    - What gives the interviewee authority on the subject they're talking about?
    - How does the interview construct the identity of the interviewee in the minds of the audience?

Media Variations:

- Video: This activity can be used when students are preparing to conduct and tape interviews.
- HyperStudio, Web: This activity can be used if students are conducting interviews as part of their research. The activity can also be adapted for use with a written interview, to introduce students to the ways in which interviews and verbatim quotes can also be manipulated and edited.

(<http://pblmm.k12.ca.us/PBLGuide/Activities/LookInterviews.html> Adapted with permission from San Mateo County Office of Education.)

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Multimedia Representations

Activity Summary:

By looking critically at the ways in which organizations represent themselves in various multimedia products, students will better understand the ways that media are used to shape audience impressions.

Materials:

Students will need any media product created to represent an organization in some way: magazine or newspaper ads, TV commercials, Web pages, CD-roms, organization brochures, press releases, and so forth.

What To Do:

1. As a class, students discuss and explore the idea that media representations, especially ads and commercials, are carefully constructed.
2. Students choose a media representation that depicts or describes an organization (company, sports team, nonprofit group, government agency, university, etc). In groups or individually, students examine the images, text, and/or sound of the representation and try to identify the rationale behind the choices that were made in its creation. Students can identify:
    - the key points the representation is trying to get across
    - the emotions that are depicted or the general tone
    - the types of people depicted
    - the visual layout or sequence
    - the icons or logos used and what they are meant to represent
    - where the representation was found
    - the probable target audience
    - what might not have been included when choosing how to represent the organization
3. Students can discuss which elements seem especially convincing, eye-catching, and powerful, and explore the reasons why. Students can produce a written or oral report on their findings. The class might also collect the media products and their critiques of them in a class resource binder. When designing their own products later on, students could look through the binder for ideas on how to create desired effects using text, images, and/or sound.

Notes to Teachers:

Students can be encouraged to find media representations of organizations from their own environment, the real world. Suitable materials can be found nearly anywhere.

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Variations:

Age Variations

- Younger students can look for fewer elements and be given additional structure with a list of components to look for.
- Older students can take the analysis a step further and look for evidence of implicit messages, cultural values, stereotypes, and so forth. They might also discuss or reflectively write about the various ethical issues involved in representing an organization to an unfamiliar audience, or representing oneself to strangers.

Media Variations:

- Video: Students can conduct the analysis with video footage and concentrate especially on the effects of sequencing, editing, and special effects.
- HyperStudio, Web: Students can analyze hypertext representations and look especially at layout, hypertext structure, and use of images.

(<http://pblmm.k12.ca.us/PBLGuide/Activities/MultReps.html> Adapted with permission from San Mateo County Office of Education.)

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Powerful Images

Activity Summary:

By closely examining images and audience reactions, students come to understand how and why images can be powerful.

Materials:

Students need magazines (to cut up) or access to the Internet (for downloading images). The assignment can be constrained to include only images that relate to the content of students' projects.

What To Do:

1. Students discuss/define the idea of a powerful image.
2. As individuals or in groups, students search for and gather images that strike them as powerful. Students select one image or a set of similar images. They discuss and write down ideas of why the image is particularly powerful. Questions for students:
    - What does the content of the image make me feel or think?
    - What does the composition make me feel or think?
    - Is there something powerful about the text that accompanies the image?
    - Is there a powerful juxtaposition of images?
3. Students develop a hypothesis about why their image seems powerful to them and how other people are likely to react to the image. They might test their ideas by asking other people how they react to the image.
4. Students can produce a piece of writing that explains their hypothesis about the power of their image(s) and describes their (and other people's) reactions to the image. The class can collect their images and writings in an image resource binder so that students can borrow the images and ideas when working on future projects.

Notes to Teachers:

- Give students a structure for sharing and collaboration by establishing an "Image Wish List" to post in the classroom. As projects take shape and particular images are needed, students can list what they need and keep an eye out for images that their classmates need.
- Teachers can use this time to discuss with students the problems with using too many images in their projects. While images can seem to be the most exciting part of the design, too many can overwhelm the reader and detract from the content of the piece.

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Variations:

Age Variations:

- Younger students can collect and sort images according to size, content, emotion, color, and more. Using these categories, students can decide which types of pictures they find most appealing and would like to include in their own projects. Students can work on developing a definition of what makes a good image.
- Older students can work on a more sophisticated analysis of their powerful image(s). They can examine differences in the ways images are used for advertising, and journalistic purposes. They can discuss the ethical and intellectual issues involved in borrowing an image, manipulating it, or using it in a different context.

Activity Variation:

As a variation, students can try to communicate an idea by creating a collage of images. After recording their interpretation of their collage, students then display their collage to the class or pass it to another group/individual to collect alternate interpretations of its meaning. Students can compare their original idea with the various interpretations of their audience and reflect on the ways and reasons that people interpret images differently.

Media Variation:

Students can examine images from the Web, Hyperstudio products, or video frames or clips and do the same type of close analysis.

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Responsible Internet Use

Activity Summary:

After exploring and discussing various ethical issues, students create a checklist for themselves (and others) to use when publishing on the Web.

Materials:

- Access to the Internet.
- Older students may need primary source materials, op-ed pieces on Internet use, etc.
- The Getting Releases Activity provides more specific information, and release forms to adapt.

What To Do:

1. In groups or as a class, students discuss the idea that their Web material will be available to a worldwide audience. They list the possible ethical issues involved when representing oneself or one's group to such a large and varied audience, and brainstorm a list of special measures that can be taken to ensure that their publication is fair, accurate, and comprehensible.
2. Students list all the people represented by their Web publication (might include teacher, school district, community, country, etc.), and discuss the responsibilities of representing these groups. Students should discuss their special responsibilities to people whose faces, voices, or names might be used in their Web project. Students discuss why and how they might make special provisions to protect these people.
3. Students discuss the use of others' material in their own Web publications and discuss and list the legal and ethical issues at hand. Students should be reminded that just as in other contexts, using verbatim text from other sites or paper sources is considered plagiarism. Scanning images, graphics, or text from other sites or paper sources is not acceptable if they will be published on the Web (unlike using such images one time for unpublished educational projects). Students generate ideas to avoid potential problems with borrowed material.
4. Following these discussions, students form groups and collaboratively develop a checklist of "Responsible Internet Use" questions that all Web publishers should ask themselves before their material is posted on the Internet. These questions should incorporate material from class discussions and serve as a guide to remind them of their responsibilities as Web publishers. The class may produce a master list for future use.

Variations:

Age Variations:

- Younger students might search the Internet for a specified period of time and try to find the following:

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  - a Web page from a very distant place
  - an organization they've never heard of
  - a page in a different language
  - a page created by students their age
  - a personal homepage

  Students can share and compare the pages they've found with classmates, to begin to get a feel for the scope of the Internet.
- Older students can supplement their discussion on ethics by researching the legal aspects of Web publishing, borrowing materials, and so forth. As a complement to their discussions of responsibilities, students can research and discuss the first amendment and examine their rights as Web publishers.

Activity Variation:

This activity can also be done jigsaw-puzzle style, with each group tackling a different discussion and then breaking apart to inform classmates from other groups of their findings.

Media Variations:

The creation of a responsible-use checklist can be useful for any medium.

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Getting Releases

Activity Summary:

As students collect material for their projects, they may need releases or special permission for published material, images, or recordings. This information is important for students to consider early in their planning.

Materials:

Standard Release Form, Parent Release Form. Each form should be carefully read and adapted as necessary before printing and using.

What To Do:

1. Students should go through the material they have collected for their project and list the parts that are professionally produced or published, such as music or photos. To legally use these materials, they must write or call the owner of the material and obtain permission in writing to do so.
2. If creating Web documents, students need to be reminded that, as in other contexts, using verbatim text from other sites or paper sources is considered plagiarism. Scanning images, graphics, or text from other sites or paper sources is not acceptable if they will be published on the Web (unlike using such images one time for unpublished educational projects). Students should go through the material they intend to publish on the Web and eliminate or replace those items that have come from other Web sites or published paper sources.
3. Students should go through the material they have gathered and produced themselves and list any photos, video or audio recordings of people. Students should collect signed release forms from these people and/or their parents, especially if the project will be on public display, on the Web, or otherwise widely distributed. Similar permission should be acquired if full names or personal information will be included. Students should consult the sample release forms and adapt them as necessary to receive permission from individuals who are used in images or recordings. Students may want to work with parents and the teacher on strategies to circumvent the problem (e.g., showing faces but not names, referring to people by first name only, using graphics instead of personal photos, etc.).
4. Once students receive permission and/or releases, they should keep them on file in a safe place and make copies.

Notes to Teachers:

- Teachers have found that when students call or write to large record companies, they often get release permission, but the process can take several months. It is helpful to look for music and materials that are in the public domain. Such materials are free for the taking.

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- Securing permission for materials is a major component of the expense in professional productions. Companies are much more lenient with their release policies for nonprofit organizations such as schools and will often waive fees.

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STANDARD RELEASE FORM

I authorize _____ school to create photographs, video, and audio recordings of me, as well as written or recorded oral descriptions. These materials will be used for educational purposes only.

I understand that _____ school my revise, annotate, edit, and otherwise alter the recorded material to emphasize certain aspects of me and and my projects.

I understand that _____ school owns all copyright to these materials. I hereby release _____ school and its employees from any and all claims of any nature whatsoever which now or may hereafter arise in connection with these recorded materials, including but not limited to claims based on defamation, copyright infringement, trademark infringement, or infringement of my right of privacy or of my right to publicity.

I understand that I have the right to request erasure of any part of a recording at the time of its creation or within three days thereafter. A copy of any recording will be made available to me for viewing if requested.

*World Wide Web Special Release Information

I authorize _____ school to publish photographs, video, or audio of me, as well as written or recorded oral descriptions on the World Wide Web. These materials will be used for educational purposes only and only as part of [name of specific project]. The permission extends through the period of time the original project remains published on the Web.

_____
(Signature)

_____
(Printed name)

_____
(Date)

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STANDARD PARENT RELEASE FORM

I authorize _____ school to create photographs, video, and audio recordings of my child, as well as written or recorded oral descriptions of my child and his/her school project. These materials will be used for educational purposes only.

I understand that _____ school may revise, annotate, edit, and otherwise alter the recorded material to emphasize certain aspects of my child and his/her project.

I understand that _____ school owns all copyright to these materials. I hereby release _____ school and its employees from any and all claims of any nature whatsoever which now or may hereafter arise in connection with these recorded materials, including but not limited to claims based on defamation, copyright infringement, trademark infringement, or infringement of my right of privacy or of my right to publicity.

I understand that I have the right to request erasure of any part of a recording at the time of its creation or within three days thereafter. A copy of any recording will be made available to me for viewing if requested.

*World Wide Web Special Release Information

I authorize _____ school to publish photographs, video, or audio of me, as well as written or recorded oral descriptions on the World Wide Web. These materials will be used for educational purposes only and only as part of [name of specific project]. The permission extends through the period of time the original project remains published on the Web.

_____	_____
(Parent signature)	(Student signature)
_____ _____	_____ _____
(Printed Parent name)	(Printed Student name)
_____ _____	_____ _____
(Date)	(Date)

(<http://pblmm.k12.ca.us/PBLGuide/Activities/ParentRelease.html> Adapted with permission from San Mateo County Office of Education.)

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Style and Purpose

Activity Summary:

Students examine three different styles of writing to gain a better understanding of how text is tailored to specific purposes. In so doing, they are better equipped to critically analyze the writing they encounter and tailor their own work to their own purposes.

Materials:

This activity requires three newspaper articles that cover the same story or topic but are written in three different styles, for example, factual, human interest, editorial (found on the front page, the "life" section, and the opinions section, respectively). If three articles on the same topic cannot be found, articles on different subjects that use different styles or perspectives will do.

What To Do:

1. Students discuss how even a relatively "objective" source such as the newspaper may include different writing styles and be written for different purposes (e.g.. information, entertainment, persuasion).
2. Students read three different newspaper articles and focus on one for a closer examination. They should describe the style and purpose in general terms and can also:
    - describe who the story seems to be written for.
    - brainstorm about how the same story could have been told differently if the author had wanted to.
    - describe how the article is different from the other two that the class read.
    - find another article in the newspaper with a similar perspective and explain how it is similar in style and purpose.
3. Students are responsible for educating their classmates on the style and purpose of their article. The class can be broken up jigsaw-puzzle style to accomplish this, or student groups can report back to the class as a whole.

Notes to Teachers:

If there are several groups focusing on the same article, collaboration can be encouraged by establishing the practice of sending "liaisons" between groups to compare notes and share ideas.

Variations:

Age Variations:

- Younger students can discuss and think of examples of the ways in which real-life events are told differently, depending on who the storyteller is, who the audience is, and why the story is being told. Students can think about a popular story (or a story they've read as a class) and describe how it might change if told by different characters.

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- Older students can try writing their next class assignment using one of the styles examined by the class. They can discuss how style plays a role in shaping the overall message of the story. Students can also explore the idea of mixing certain elements of different styles or using a familiar style in an unusual way.

Media Variations:

- This activity can be done with TV news clips, magazine articles, and so forth.
- For a more subtle comparison of points of view, students can be assigned to write their version of a familiar story or incident and then explore the similarities and differences between their version and those of their classmates.

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