

Internet Education Foundation

Jill H. Ellsworth

Bringing the Internet to School Janet Ward Schofield, Ann Locke Davidson, 2002-03-05 Presenting the results of the first major study of technology implementation in schools, examining the positive and negative consequences of the Internet on equity, academics, and social life, the authors draw on over 300 interviews with teachers, students, and administrators--done over the course of five years--and offer an assessment of the underlying cultural issues that will ultimately determine the speed and success of technology integration.

Google And You Philip Wolny, 2011-12-15 Presents an introductory guide to Google and utilizing the web search engine and its many components, and describes how to use Google and the Internet safely and securely.

Internet Basics Dan H. Wishnietsky, 1997

Teachers and Technology, 1995-10 Shows that helping schools to make the connection between teachers and technology may be one of the most important steps to making the most of past, present, and future investments in educational technology and in our children's future. Addresses issues, such as: potential of technology in education; federal support; use of technology to enhance instruction; assisting teachers with the daily tasks of teaching; what technologies do schools own and how are they used; technology-related training programs; and other related issues. Tables and figures.

The Internet and the Law Kathleen Conn, 2002-08-15 With its easily obtainable wealth of information, the Internet has proven to be both a boon and a challenge for today's public schools. Teachers can download lesson plans and participate in online professional development courses; students can access new research and chat with other students around the world. But with technological innovation come legal pitfalls, where issues such as free expression, privacy, and copyright take on a whole new dimension. *The Internet and the Law: What Educators Need to Know* provides a clear and in-depth discussion of the key legal issues public schools face in using the Web, e-mail, and other computer technologies. As an educator and an attorney, Kathleen Conn brings a unique and informed perspective to this changing arena, succinctly identifying and examining major risks for schools and the specific case law that shapes these issues, including: * First Amendment protection for teachers and students, * Filtering and blocking technology for obscene material, * Use of students' personal information and education records, * Downloading and storing of copyrighted material, * Fair use, * Defamation in Internet communications, and * E-mail harassment. To help educators handle these issues, Conn offers sound advice in developing policies that comply with the law while safeguarding the school or district. As the use of technology in schools continues to evolve, teachers, administrators, and school staff must stay aware of the law that governs it. *The Internet and the Law* provides the solid legal grounding that every educator needs. Note: This product listing is for the Adobe Acrobat (PDF) version of the book.

The Wired Tower Matthew Serbin Pittinsky, 2003 *The Wired Tower: Perspectives on the Impact of the Internet on Higher Education* brings together leading thinkers and doers to assess the new realities of the Internet in higher education. Edited by Blackboard, Incorporated Chairman Matthew Pittinsky, the book identifies key drivers of technology-related change, five transformative Internet-based learning practices most likely to succeed and explores every facet of Internet-related change. The book also includes original contributions from Neil Postman (*The End of Education*) and Arthur Levine, President, Columbia University Teacher's College.

Top 10 Tips for Safe and Responsible Digital Communication Tamra B. Orr, 2012-07-15 With people spending an increasing number of hours every day using computers, tablets, and smartphones, safe and responsible digital communication awareness is absolutely essential. Making pre-teens and teens aware of the dangers that exist

alongside the enriching information and entertainment to be found online is pertinent. Tweens and teens are vulnerable to various Web-based pitfalls, such as cyber-addiction, overspending, over-sharing, and downloading viruses—not to mention cyber-predators, scam artists, bullies, and flammers. In order to use digital communication technology safely, responsibly, and successfully, people need to learn how to avoid, prevent, or respond to uncomfortable or even threatening situations. Awareness is brought to readers through the elaboration of ten incredibly useful tips, exactly how to navigate the Web and use digital technology safely and responsibly, and how to do so without causing harm to oneself or others. Learning and following these precautions will not only keep users safe from predators, bullies, and scammers, but will also protect their hard drive, their credit rating, their identities, their reputations (both online and offline), and even their future job prospects. Emphasis is placed not only on learning how to avoid becoming a victim of negative digital activity but also on warnings against becoming a perpetrator, especially of cyberbullying, flaming, and other types of online peer harassment. Readers are encouraged to learn even more with 10 Great Questions to Ask an IT Specialist and Myths & Facts.

Netiquette Kathy Furgang, 2017-12-15 There is growing concern over how we behave and interact online, from fighting, incivility, rudeness, and even criminal behaviors like cyberbullying, to simply adapting old forms of etiquette to a new landscape. This book, updated from an earlier resource, provides younger readers an introduction to this timely topic, a subject that they are both engaged in forming themselves as digital natives, and one they also often require guidance in. It informs readers about the polite and productive use of social media networks and mobile platforms and discusses pressing issues of etiquette within families, among friends, and in educational settings.

Internet Education United States. Congress. Senate. Committee on Health, Education, Labor, and Pensions, 2003
Way of the Ferret Judi Harris, 1994

Education Nation Milton Chen, 2012-01-24 An educational innovator who worked at Sesame Workshop and The George Lucas Educational Foundation offers a new vision for learning As a result of constant innovation, learning is no longer limited by traditional confines and we're moving beyond students tied to their chairs, desks, and textbooks—and teachers locked away in classrooms. In *Education Nation* author Milton Chen draws from extensive experience in media—from his work on Sesame Street in its nascent years to his role as executive director of the George Lucas Educational Foundation—to support a vision for a new world of learning. This book, in six chapters, explores the edges in education—the places where K-12 learning has already seen revolutionary changes through innovative reform and the use of technology. Examines ways in which learning can be revolutionized through innovative reform and the use of technology Explores the ever-expanding world of technology for breakthroughs in teaching and learning Includes many wonderful resources to support innovation in schools across the nation This important book offers a clear vision for tomorrow's classrooms that will enhance learning opportunities for all children.

I Found It on the Internet Frances Jacobson Harris, 2011 Presents a practical guide for librarians and educators to help them address issues relating to youth and technology, and offers advice on incorporating communications technology into public school libraries.

Generation Digital Kathryn C. Montgomery, 2009-02-13 The role that children and youth play in the emerging digital media culture; as consumers targeted by marketing campaigns, as creators of their own digital culture, and as political participants. Children and teens today have integrated digital culture seamlessly into their lives. For most, using the Internet, playing videogames, downloading music onto an iPod, or multitasking with a cell

phone is no more complicated than setting the toaster oven to bake or turning on the TV. In *Generation Digital*, media expert and activist Kathryn C. Montgomery examines the ways in which the new media landscape is changing the nature of childhood and adolescence and analyzes recent political debates that have shaped both policy and practice in digital culture. The media has pictured the so-called digital generation in contradictory ways: as bold trailblazers and innocent victims, as active creators of digital culture and passive targets of digital marketing. This, says Montgomery, reflects our ambivalent attitude toward both youth and technology. She charts a confluence of historical trends that made children and teens a particularly valuable target market during the early commercialization of the Internet and describes the consumer-group advocacy campaign that led to a law to protect children's privacy on the Internet. Montgomery recounts—as a participant and as a media scholar—the highly publicized battles over indecency and pornography on the Internet. She shows how digital marketing taps into teenagers' developmental needs and how three public service campaigns—about sexuality, smoking, and political involvement—borrowed their techniques from commercial digital marketers. Not all of today's techno-savvy youth are politically disaffected; *Generation Digital* chronicles the ways that many have used the Internet as a political tool, mobilizing young voters in 2004 and waging battles with the music and media industries over control of cultural expression online. Montgomery's unique perspective as both advocate and analyst will help parents, politicians, and corporations take the necessary steps to create an open, diverse, equitable, and safe digital media culture for young people.

Nontechnical Strategies to Reduce Children's Exposure to Inappropriate Material on the Internet Institute of Medicine, National Research Council, Division on Engineering and Physical Sciences, Division of Behavioral and Social Sciences and Education, Computer Science and Telecommunications Board, Board on Children, Youth, and Families, Committee to Study Tools and Strategies for Protecting Kids from Pornography and Their Applicability to Other Inappropriate Internet Content, 2001-07-23 In response to a mandate from Congress in conjunction with the Protection of Children from Sexual Predators Act of 1998, the Computer Science and Telecommunications Board and the Board on Children, Youth, and Families of the National Research Council and the Institute of Medicine established a committee of experts to explore options to protect children from pornography and other inappropriate Internet content. In June 2000, the Committee to Study Tools and Strategies for Protecting Kids from Pornography on the Internet and Their Applicability to Other Inappropriate Internet Content was established. Support for the committee's work came from the U.S. Department of Education, the U.S. Department of Justice, Microsoft Corporation, IBM, the W.K. Kellogg Foundation, and the National Research Council. The committee has been charged with exploring the pros and cons of different technology options and operational policies as well as nontechnical strategies that can help to provide young people with positive and safe online experiences. On December 13, 2000, the committee convened a workshop to provide public input to its work and focus on nontechnical strategies that could be effective in a broad range of settings (e.g., home, school, libraries) in which young people might be online. The overarching goal of this activity was to provide a forum for discussing the implications of this research with regard to policy and practice and identifying research needed to advance and inform policy and practice.

Education to Better Their World Marc Prensky, 2016 In his most visionary book, internationally renowned educator Marc Prensky presents a compelling alternative to how and what we teach our children. Drawing on emerging world trends, he elaborates a comprehensive vision for K-12 education that includes new goals, new means, a new curriculum, a new kind of teaching, and a new use of technology. “Marc Prensky—one of the smartest people working

in educational reform today—offers us a lucid, inspiring, optimistic, doable, and crucial blueprint for how we can build a future with the schools children desperately need in our modern, high-risk, highly complex, fast-changing, and imperiled world.” —James Paul Gee, Mary Lou Fulton Presidential Professor of Literacy Studies, Regents’ Professor, Arizona State University “Marc Prensky was always ahead of his time. Education to better their world continues this trend in spades. This book is a goldmine and a powerful wakeup call that the future is already here—in pockets right now but a harbinger of what is rapidly emerging. Read the book and make yourself part of the future today. As we are finding in our own work, students are agents of change—in pedagogy, in learning environments, and of society itself. Exciting possibilities await!” —Michael Fullan, Professor Emeritus, OISE/University of Toronto “Marc Prensky’s answer to the question ‘What is the purpose of education?’—that education should now empower youth to improve their communities and the world—would unleash the energy, creativity, and compassion of students and teachers in ways we have never imagined. We need the better world Prensky envisions and we need it now.” —Milton Chen, The George Lucas Educational Foundation “Prensky offers perhaps the most compelling case and model yet articulated by anyone for today’s globally-empowered children. A must-read book for all educators and anyone who cares about education.” —James Tracey, Head of School, Rocky Hill School, RI “Wow. As a takeaway it is good—very good.” —John Seeley Brown “A great book. Filled with ‘food for thought’, common sense, provocative ideas and fun to read.” —Nieves Segovia, Presidenta, Institucion Educativa SEK (SEK International Schools)

Protecting Children on the Internet United States. Congress. Senate. Committee on Commerce, Science, and Transportation, 2006

1001 Best Internet Sites for Educators Mark Treadwell, 2001-06 This second edition of a resource designed to help teachers find relevant information on the Internet for both themselves and their students, provides concise reviews of more than 1,000 Web sites sorted by subject area. Each site is evaluated with one to five stars for content, presentation and grade level. Easy-to-follow explanations are provided of how each site can be used in the classroom. Also presented are search tips to help teacher find more sites on their own. Besides the rating of Internet sites, the book includes information on hardware and software requirements, safety on the Internet, plug-ins, and helpful information such as criteria for site selection and searching the Web. An element called Finding Where You Have Been helps teachers relocate sites they have viewed. Other helpful features are Searching the Web and a Glossary of Terms to familiarize teachers and students with the Internet. The introductory material on Safety on the Internet provides guidelines for teachers. A generic Acceptable Use Policy is also included that is copyright-free for schools to adapt to their needs. Recommendations for filtering software are offered for Internet use in places where individual monitoring is not possible, such as libraries. Data is provided on an Internet license system in which parents or caregivers sign an agreement for their child to access the Internet. Sites are provided under the following curriculum areas: language arts; mathematics; science; foreign languages; general and professional sites for educators; health and physical education; information and communication; music and performing arts; technology in education; and visual arts. (AEF)

The World Is Open Curtis J. Bonk, 2009-07-27 Discover the dramatic changes that are affecting all learners Web-based technology has opened up education around the world to the point where anyone can learn anything from anyone else at any time. To help educators and others understand what's possible, Curt Bonk employs his groundbreaking WE-ALL-LEARN model to outline ten key technology and learning trends, demonstrating how technology has transformed educational opportunities for learners of every age in every corner of the globe. The book is filled with

inspiring stories of ordinary learners as well as interviews with technology and education leaders that reveal the power of this new way of learning. Captures the global nature of open education from those who are creating and using new learning technologies Includes a new Preface and Postscript with the latest updates A free companion web site provides additional stories and information Using the dynamic WE-ALL-LEARN model, learners, educators, executives, administrators, instructors, and parents can discover how to tap into the power of Web technology and unleash a world of information.

Internet Access in U.S. Public Schools and Classrooms ,2002

Education on the Internet Jill H. Ellsworth,1994 Beginning-intermediate user levels.

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