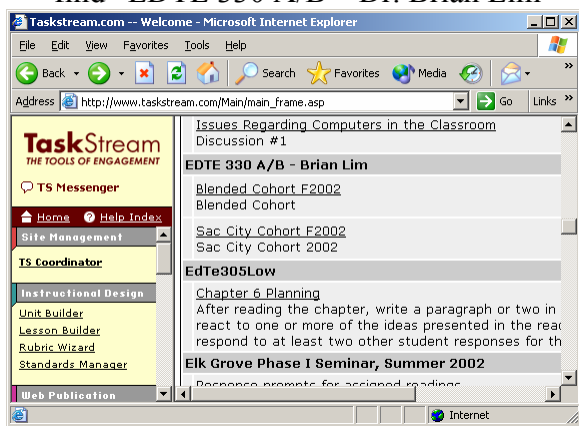


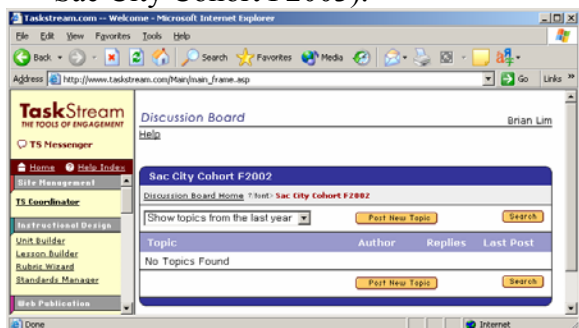
## Using TaskStream Discussion Board and Lesson Builder

### TaskStream Discussion Board

1. Go to the TaskStream web site ([www.taskstream.com](http://www.taskstream.com)) and log in.
2. Click the “Discussion Board” under the heading “Collaboration/Communication” on the left hand column.
3. Scroll down the right hand column and find “EDTE 330 A/B – Dr. Brian Lim”



4. Click on the name of your cohort (e.g., Sac City Cohort F2003).



5. Click “Post New Topic.”
6. Type the message. Click on the “Spell Check” to check your spelling and then post the message.
7. Go back to the Discussion Board to confirm that your message has been posted.

### Discussion Board Project

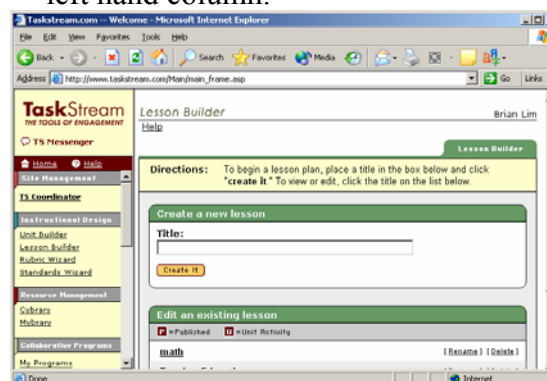
1. Choose any article or lesson from Education World ([http://www.education-](http://www.education-world.com/)

[world.com/](http://www.education-world.com/)) and post a message on the TaskStream discussion board.

2. Read the messages from your classmates on the discussion board and then reply to the message. You need to read the actual article or lesson before you reply.

### TaskStream Lesson Builder

1. Go to the TaskStream web site ([www.taskstream.com](http://www.taskstream.com)) and log in.
2. Click the “Lesson Builder” under the heading “Instructional Design” on the left hand column.



3. Type in the Title such as “EDTE 330A” and then click “Create It.”
4. Click on the tabs (e.g., Subject(s) and author, etc.).
5. Type in or click on the information you want.
6. Click on the “Save As” and rename the file to save in your TaskStream account.

### Lesson Plan Project

1. You need to create a lesson plan for one of your “other” classes. You need to include all the sections including the California State Standards.
2. When you have completed the lesson plan, please click on the “Print View” at the bottom of the lesson plan and then print a hard copy to turn in to the instructor.

## ASCII Chart: Part I

Decimal	ASCII	Binary
32	blank	0010 0000
33	!	0010 0001
34	“	0010 0010
35	#	0010 0011
36	\$	0010 0100
65	A	0100 0001
66	B	0100 0010
67	C	0100 0011
68	D	0100 0100
69	E	0100 0101
70	F	0100 0110
71	G	0100 0111
72	H	0100 1000
73	I	0100 1001
74	J	0100 1010
75	K	0100 1011
76	L	0100 1100
77	M	0100 1101
78	N	0100 1110
79	O	0100 1111
80	P	0101 0000
81	Q	0101 0001
82	R	0101 0010
83	S	0101 0011
84	T	0101 0100
85	U	0101 0101
86	V	0101 0110
87	W	0101 0111
88	X	0101 1000
89	Y	0101 1001
90	Z	0101 1010
91	[	0101 1011
92	/	0101 1100
93	]	0101 1101

Decimal	ASCII	Binary
94	^	0101 1110
95	-	0101 1111
96	`	0110 0000
97	a	0110 0001
98	b	0110 0010
99	c	0110 0011
100	d	0110 0100
101	e	0110 0101
102	f	0110 0110
103	g	0110 0111
104	h	0110 1000
105	i	0110 1001
106	j	0110 1010
107	k	0110 1011
108	l	0110 1100
109	m	0110 1101
110	n	0110 1110
111	o	0110 1111
112	p	0111 0000
113	q	0111 0001
114	r	0111 0010
115	s	0111 0011
116	t	0111 0100
117	u	0111 0101
118	v	0111 0110
119	w	0111 0111
120	x	0111 1000
121	y	0111 1001
122	z	0111 1010
123	{	0111 1011
124		0111 1100
125	}	0111 1101
126	~	0111 1110



## Computer Terminology

If you want to know more detail of some of these terminologies, please visit the web site called “How Stuff Works.” The web address is

<http://www.howstuffworks.com/category.htm?cat=Comp>

<sup>1</sup>**analog**: a continuous, unbroken signal or display. Opposite of digital

<sup>2</sup>**ASCII**: (pronounced ‘as-key’) An acronym for American Standard Code for Information Interchange. ASCII is a coding standard. With all microcomputers that use ASCII 01000000 equals the letter ‘A’, 00110010 the numeral ‘2,’ 00101011 the ‘+’ sign, etc. See *byte*.

<sup>3</sup>**binary number system**: A number system (‘base 2’) using 1s and 0s to represent all numbers. 0=0, 1=1, 10=2, 11=3, 100=4, 101=5, 110=6, 111=7, 1000=8, 1001=9, 1010=10, etc. These are the only numbers computers understand.

<sup>4</sup>**bit**: A short way of saying ‘binary digit,’ the smallest unit of information in a computer. A bit is either a 1 or a 0. Numbers of bits together are used to represent data inside a computer. See *binary number system* and *byte*.

<sup>5</sup>**boot**: To start a computer including loading the operating system and start-up program into the computer’s memory. See *DOS* and *startup disk*.

**bulletin board system**: An electronic message center. Most BBSs allow you to send and receive messages, or transfer files to and from your computer.

<sup>6</sup>**byte**: The smallest meaningful, unit of information in a computer. Sequence of 8 bits that represent a single character, number or other keystroke. See *ASCII* and *bit*.

<sup>7</sup>**CD-ROM**: Short for Compact-Disk-Read-Only-Memory. An optically (or laser)

read disk which can store approximately 650 MB of data, about 250,000 text pages. Data on CD-ROM disks cannot be changed by the user.

<sup>8</sup>**character**: Any letter, digit, or other symbol that is used to represent data. All symbols that appear on the computer keyboard are characters. The space and carriage return also are characters.

<sup>9</sup>**chip**: A common name for a small, flat piece of silicon upon which electronic circuits are etched. See *CPU*, *memory*, *RAM* and *ROM*.

**clock speed**: The speed at which a CPU executes instructions. See *MHz*.

**copy protected**: A disk that is ‘copy protected’ has data recorded in a way that the disk cannot be copied using normal copy programs or other normal means.

<sup>10</sup>**CPU**: Central Processing Unit. A chip on the motherboard that works as the ‘brains’ or ‘traffic cop’ of the computer. The CPU does most of the calculations and directs the operations of the computer system. The CPU consists of an arithmetic logic unit (performs calculations and logical operations) and the control unit (which executes instructions).

**data**: A general term meaning any and all information, facts, numbers, letters and symbols that can be acted on or produced by a computer.

**database**: An accumulation of information organized so that the computer can arrange the information or conduct searches for data that meet certain specified criteria. An example of a database program is MS Access.

<sup>11</sup>**digital**: A signal that is broken into pieces and then treated as a number. Frequently represented as either an *off* or *on* or a 0 or 1. Opposite of analog

**digitizer:** A device that translates an analog input into digital data that can be manipulated by a computer (e.g., a scanner, an optical character recognition device).

<sup>12</sup>**diskette:** A magnetic or optical disk used to store computer programs and data.

<sup>13</sup>**disk drive:** A device that reads and records data on disks. See *floppy disk*, *hard disk*, *optical disk* and *removable cartridge*.

**DOS:** Disk Operating System. The program that controls all disk related activities. Each major type of computer has its own DOS (e.g., MS-DOS). The full operating system on IBM and IBM-compatible computers is sometimes referred to as DOS.

**driver:** Software that instructs the operating system how to communicate with a peripheral device (e.g., hard disk drive, printer).

**emulate:** The ability of a computer to imitate another type of computer (e.g., with additional hardware and/or software, a Macintosh can emulate or work as though it were an IBM-PC or clone).

**FAX modem:** A device that enables a computer to send and receive FAX messages. Usually a modem can be used as a FAX modem by using an additional software program. See *modem*.

**firmware:** A computer program that is permanently stored on a ROM chip.

<sup>14</sup>**floppy disk:** A 3 1/2 or 5 1/4 inch flexible, magnetic-coated disk used to store computer programs or data. Floppy disks can store 150 KB to 1.4 MB of data. This is also called 'diskette.'

<sup>15</sup>**format:** To prepare a disk for reading and writing. Formatting divides the disk into tracks and sectors, creates a directory (also called 'catalog'), writes the DOS for that type of computer, and may write some of the computer's Operating System.

<sup>16</sup>**GB:** (short for "gigabyte") a thousand megabytes (2 1,073,741,824 bytes.)

<sup>17</sup>**graphic user interface (GUI):** a user interface based on icons (graphic symbols) usually selected with a mouse. Used on the Macintosh and with Windows for PC computers. See *interface* and *Windows*.

<sup>18</sup>**harddrive:** A rigid, metal magnetic-coated disk used to store computer programs or data. More information can be stored on hard drive than on a floppy disk and the drive can transfer data more quickly. Hard drive may be external or internal (built into the computer).

<sup>19</sup>**hardware:** The physical (mechanical and circuitry) parts of the computer (e.g., the CPU, chips, keyboard, disk drive) as opposed to 'software.' See *software*.

<sup>20</sup>**input:** Information entered into the computer, most frequently from the keyboard. Data also may be input from devices such as a joystick, microphone, mouse or scanner.

**integrated circuit:** A complete electronic circuit on a single chip.

**interface:** 1. The hardware and/or software used to connect two devices (computers and peripherals) that otherwise could not be used directly together (e.g., an interface between the computer and a disk drive). 2. The interface the user sees on the screen that controls interaction between the computer and the user. See *graphic user interface*.

**Internet:** A world-wide linkage of computers; a network designed to share information.

<sup>21</sup>**KB:** (short for 'kilobyte') a thousand bytes ( $2^{10}$ ). (Precisely, 1,024 bytes.)

**language:** A set of words and other symbols used to give instructions to a computer (e.g., assembly, BASIC, C++, FORTRAN, Logo, Pascal, etc.).

**load:** To input data and/or programs into a computer from storage, usually a hard or floppy disk. Also see *boot*.

<sup>22</sup>**MB:** (short for ‘megabyte’) a million bytes ( $2^{20}$ ). (Precisely, 1,084,576 bytes.)

<sup>23</sup>**memory:** Circuitry and devices that hold the binary 1s and 0s the computer can access. Memory usually refers to the main memory held in chips (particularly RAM and ROM). It also is used to refer to information stored on floppy or hard disks. See *Storage*.

<sup>24</sup>**MHz:** The speed of a computer (measured in millions of clock cycles per second). A higher MHz number means that the computer can work faster than can one with a lower number.

**microcomputer:** A stand-alone computer that has a microprocessor as its main central processing unit. See *CPU*.

<sup>25</sup>**microprocessor:** The central processing unit of a computer that holds all the elements for manipulating data and performing arithmetic calculations.

<sup>26</sup>**modem:** A device that allows a computer to talk to another computer over telephone lines. Because microcomputers use ASCII code as a standard way to represent characters, different brands of microcomputers can communicate through modems. Short for **modulator/demodulator**.

**monitor:** The screen on which you see your work.

<sup>27</sup>**motherboard:** The large printed circuit board which contains the CPU, main memory chips, slots, and most of the other electronic components.

**mouse:** A pointing device used to move the cursor. Used with a graphic user interface to select icons or items on a menu.

<sup>28</sup>**multimedia:** Computer applications that integrate a variety of audio and video elements with a computer.

<sup>29</sup>**network:** The connection between several computers that allows them to share programs, data and peripherals.

<sup>30</sup>**operating system:** The underlying set of instructions that tell the computer how to perform its basic functions. Each major type of computer has its own operating system. Also see *DOS*.

**optical disk:** A storage medium where data are read and, in some cases, written to by laser. The most common optical disks are CD-ROM and videodiscs. Both of these are read-only disks. See *CD-ROM* and *videodisc*.

<sup>31</sup>**output:** Information or results that are generated by a computer while running a program and sent by the CPU to a built-in or peripheral device (e.g., a speaker or monitor).

<sup>32</sup>**parallel:** Bits of data moving simultaneously, next to each other, over separate wires.

<sup>33</sup>**peripheral:** Equipment that is attached to the computer. The most common peripherals used with microcomputers are the keyboard, mouse, printers, and scanners.

<sup>34</sup>**port:** A place to connect other peripheral devices to a computer.

**RAM:** Random- Access Memory. The main type of memory used in a microcomputer. The computer can find a piece of information in RAM instantly no matter where it is stored.

<sup>35</sup>**RAM chips:** Chips called ‘RAM’ in a microcomputer are memory chips in which all data is lost when the power is turned off. The memory available to store programs and data; the computer’s workspace. See *RAM*.

**ROM:** Read Only Memory. The data can be only retrieved from it and cannot store any new additional data. The data is stored permanently.

<sup>36</sup>**ROM chips:** Read-only memory chips. These chips are random access memory chips in which information is stored permanently and cannot be altered. Data can be read from, but not written to, ROM memory. ROM stores the programs that start up the Computer and perform diagnostics on the computer. Part or all of the operating system is stored in ROM.

<sup>37</sup>**scanner:** A device that reads text or pictures printed on paper and changes the information into digital form that can be used by a computer.

**sector:** A portion of a disk track on which data can be stored. It is the smallest unit on which the disk drive can read and write data. See track.

<sup>38</sup>**serial:** Data moving one bit at a time over a single wire.

<sup>39</sup>**slot:** A connector on the motherboard into which boards or cards (e.g., video card and sound card) can be plugged. A slot is a specialized type of port. See *port*.

**software:** Computer programs. The term was coined to contrast with ‘hardware,’ the actual mechanical parts and circuitry of a computer. Some sources also include ‘data’ in their definitions of software, describing software as anything that can be displayed on the screen or printed paper. See *firmware*.

**spreadsheet:** A program that creates a large worksheet on which you can perform numerical computations and projections using data and formulas that you enter.

**startup disk:** A disk that contains some or all of the operating system needed to boot or startup a computer which does not have all of the operating system on ROM chips (e.g., the Macintosh). The startup disk usually will be your hard disk drive. See *boot*.

**storage:** Memory that is kept on disks.

**telecommunications:** Communicating with another computer by sending data over telephone lines.

**track:** A circular path on a disk on which data can be stored.

**utility program:** A program designed to perform a functional task (e.g., a gradebook or a program that creates crossword puzzles).

**Windows:** A software program developed by Microsoft that adds a graphic user interface to IBM and IBM-compatible computers.

**write protected:** When a disk is ‘write protected,’ you cannot erase the disk or change its contents. A 5 1/4” disk is write protected by covering the write protect notch; a 3 1/2” disk by flipping up the write protect tab.

**word processing:** The entry, manipulation, editing, and storage of text using a computer.

**World-Wide Web (www):** A special type of Internet site that allows you to click on a highlighted term (i.e., Hypertext or a Hyperlink) and move directly to another Internet site.

<sup>40</sup>**Zip disk:** A magnetic-coated disk used to store computer programs or data. Zip disks can store up to 100 MB or 250 MB of data.

### Computer Talk

1. Go to the workstation and start any web browser (preferably MS Explorer).
2. Go to “EDTE 330A Resources” from Prof. Lim’s home page.
3. Click on the Week 3, **Motherboard and Kids**.
4. View the slide show. Study the slide show with your partner until you both understand the terms and vocabulary used in the slide show.

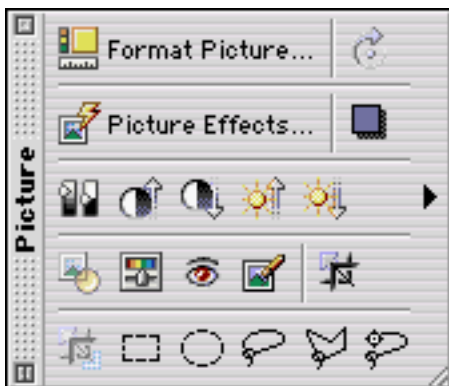
## Inserting Graphics in the Documents

### Inserting Graphics




1. Begin a new document in Microsoft Word.
2. Insert your picture into the document. In the “Insert” menu select “Picture” and then “From File...” Navigate the computer to the picture file you want to insert. Click on the picture file you want to insert and then click “Insert.”

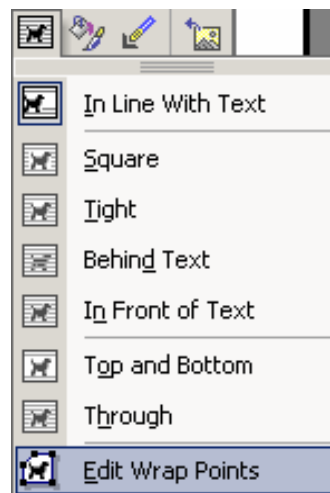
### Wrapping Text Around a Graphic

You can make the text of your document to wrap around the picture. When you click on the graphic, the “Picture” control window should open. It looks like this on the Mac. The PC looks slightly different:



If it does not appear on your screen, this is how you make it appear. In the “View” menu select “Toolbars” and then “Picture.”

1. Select your picture by clicking on it.  
While it is selected, click on the  icon and then  to see its menu of choices.
2. On the PC, you only need to click on the .
3. Select “Edit Wrap Points”



4. Drag your picture to place it. Don't worry about what happens to text as you do this, you'll get a chance to resize your picture in couple more steps - just locate the picture about where you want it.
5. Click away from the Picture to deselect it. It is important to click away so the computer knows that you are finished with the initial process so that it can allow you to do other things.
6. Click back on the Picture and you can size it. When you click on it now, little squares appear on the side edges and in the comers. You can drag these control points to size the picture as you wish.
7. Move the Picture Again. If you want to readjust the placement of your picture, click on it to select it, place your cursor in the middle of the picture and tiny arrows will appear. Hold down the mouse button as you drag the picture where you want it.



## Internet Search

### I. Introduction

1. Browsers Most people use “browser” programs to find their way on the Internet. There are many browser programs. Browser programs are part of the package you get when you join a commercial service (e.g., American Online, CompuServe, Prodigy, etc.) or when you enter the internet from the network of a large business or university.
2. SacLink This University offers free Internet accesses to its active students and faculty. It is called *SacLink*. You can get a free *SacLink* account whether you have a computer at home or not. To join, go to the service window on the third floor of the Science Building. They will give you everything you need and answer your questions.

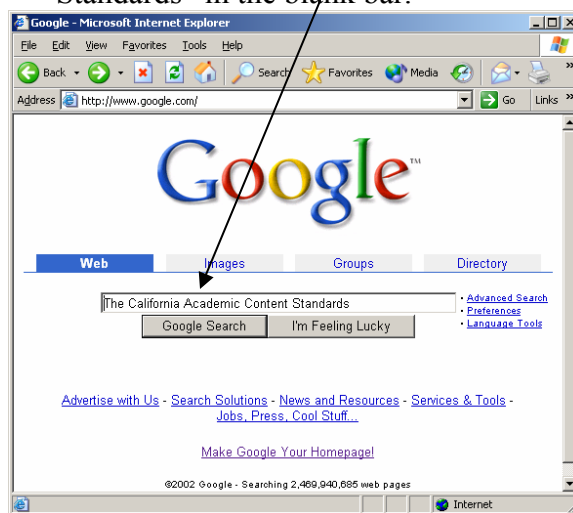
### II. Using the Browsers: Netscape or Microsoft Internet Explorer

1. Starting Open MS Internet Explorer.
2. Browsing MS Explorer will open by showing you its “homepage.” A homepage is the starting point for any browser. Most of the computers in the lab usually have College of Education, CSUS as the homepage.
3. Site Addresses (URLs)
  - a) Address Bar The white bar labeled “Address” is the address bar. Inside the bar is the site address for homepage you are on. If there is no white bar, someone has closed the “Address” bar. If so, click on the Options menu, and click on “Address.”

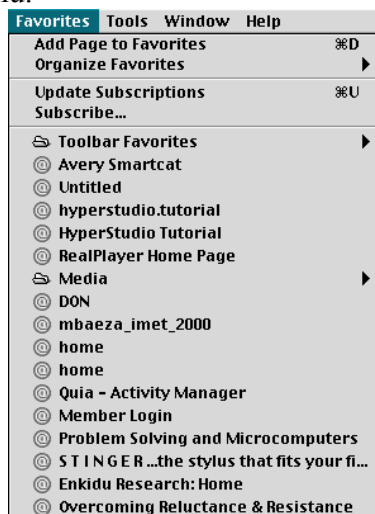
- b) Change the Address Put your cursor in front of the first letter in the address. Hold down the mouse button and scroll across the entire address. Now the bar should be entirely highlighted. When you press the return key, the site location (or URL) is sent to your web server and the server takes you where you want to go.
  - ex: Weather Satellite Images  
**http://www.atmos.uiuc.edu/**
  - ex: The Electronic Zoo  
**http://netvet.wustl.edu/**
  - ex: NASA Images  
**http://images.jsc.nasa.gov/**
  - ex: LOC American Memory  
**http://memory.loc.gov/**
  - ex: Software evaluations  
**http://tic.stan-co.k12.ca.us/**

### 4. Searching on the Net

- a) Type in “www.google.com” or any other search engine’s URL you prefer on the “Address” bar.
- b) Type in “California Academic Content Standards” in the blank bar.



- c) Your search results in a list of net locations that likely have what you want. Each location has one or more “keywords” – that is, words that are printed in blue and underlined. If you click on a keyword you will be taken to that location on the Internet. Some of the keywords are colored red because they were recently used. The text where you can click to go to other web site is called “hypertext.”
- d) Click on the hypertext to try out several of the locations.
5. Favorites If you find a site you would like to revisit frequently, go to the Favorites menu and select “Add to Favorites...”. You now saved the site address, or URL. Anytime you want to go back to this site again; it will be available to you under the Favorites menu.



### III. Legal, copyright and ethical issues with Internet.

Please go to the web site <http://fno.org/jun96/legal.html#Copyright> and read the whole article (You do not need to read all the links). We will discuss the article in the class.

### IV. “Temporary” storing pictures from the Internet to your own folder.

1. Click and hold down the mouse on top of the picture (for PC click right side of the mouse).
2. You will see a menu options. Click “Save Picture As...”
3. Navigate to the folder you want to save.
4. Click “Save.”

### Internet Search Project

1. Find a web site that favors an issue (e.g., Saxon Mathematics, Tracking, block scheduling, etc.). Write down the web address and couple sentence description.
2. Find a web site that against an issue you found in #1 above. Write down the web address and couple sentence description.
3. Find the web site that has the information about the California Academic Content Standards. Write down the web address and couple sentence description.
4. Find one or two pictures from any items above.
5. Put the picture(s) in the MS Word document. Use the text wrap to wrap the text around the pictures.
6. Everything should be on a single page (pictures and texts).
7. Save the file in the share drive and in your own disk (for a back up). You will put this page on your web site next semester. Turn in a hard copy to the instructor.
8. Make sure your file is less than 200KB. If your file is too big, please find smaller (file size) pictures and replace them.

## Educational Web Site Evaluation

### Why Evaluate Web Information

#### 1. Lack of Guidelines

The World Wide Web is a lot like a flea market: there's a vast selection of sites to choose from but not a lot of order to it. Some sites are offered by reputable "dealers" and some from individuals who want to show off their personal favorite items. Sometimes it's hard to tell; what's a hidden treasure, what's worth taking a look at, and what's a waste of time.

#### 2. Lack of Monitoring

When reference books are added to a library they have been screened using reviewing mechanisms which have been in place for many years. These same books have also undergone critical evaluation by a publisher and an editor. In most cases, this evaluation assures the public that the new additions contain quality information. Internet sites are not subjected to this type or any type of monitoring before they become part of the World Wide Web. The United States government is struggling to create ways to monitor access to Internet sites. There are also many attempts to insure that users view quality, appropriate sites. However, none of these groups have the power to make people remove or correct web information, nor do these groups have the power to limit access to sites deemed inappropriate.

There are currently no laws in effect which govern the material which is placed on the Internet. The United States government sought to regulate the access to sexually explicit expression on the Internet through The Communications Decency Act which was passed by Congress in February,

1996. This law was designed to prevent minors from accessing sexually offensive material on the Internet, however; it was found to be unconstitutional in June, 1997 because it violated the rights established by the First Amendment to the U. S. Constitution. Even if the United States is successful in eliminating certain web sites or access to those sites, our laws would not extend to other 190 plus countries which also have people designing sites for the World Wide Web.

#### 3. Immediate Mobility of Information

"Online communication can be made to appear credible more easily than traditional ... paper messages because a fabricated letter on paper would have required a forged signature and could not have been circulated as rapidly."

The most wonderful and useful aspect of the Internet is that a person can find the most up-to-date information immediately from almost anywhere in the world on almost any topic with the just the click of a mouse. Where else can one find the population of the world updated to the minute or news articles about today's headlines which change hourly or an interview with a military leader from an opposing country while the two countries are in the midst of a conflict? However, while we value the immediacy of the Internet we must also critically evaluate the information we receive through this media because all of it is not true. The following an example of information received over the Internet which illustrate the need to question what is read there.

The chain letter supposedly sent by Walt Disney Jr., Disney, Bill Gates and Microsoft

Development which explains that Microsoft and the Disney Corporation is developing an email tracing program and would like their message sent to 13,000 people. According to the message, if this happens the tracing program will have a data base with everyone's email address and will award 1,300 people \$5,000 and the rest of the people involved a free trip to Disney World for one week. The message comes complete with testimonials from people who state they have called Disney themselves to verify the contents of the letter. It all looks very legitimate; however, there is no Walt Disney, Jr. connected with the Disney Corporation. It is all a hoax.

#### 4. Lack of Representation

Although there are hundreds of millions of pages present on the Web today, these sites represent only the minority of the world's population. There is an absence of representation by many groups of people, such as poor, minorities, and females, as well as various ethnic groups from around the world. Furthermore, there are entire countries not represented on the Web due to a lack of access.

#### 5. Bias/objectivity of Information

Another reason to evaluate information found on the web is because of the bias or objectivity present in the content of the information. Determining if the Web site is biased or not can sometimes be difficult if one does not know what to look for. There are many guidelines to keep in mind when establishing the objectivity of a site. The overriding objective, as identified by Florida Community College Learning Resources Standing Committee, is to be aware that organizations, businesses, and individuals represent their own viewpoints. If organizations have a particular mission, they

may publish only information that supports their point of view. Businesses may only publish positive reviews of their products. Finally, personal Web sites many times reflect strong political, religious, or social opinions of that individual.

### Educational Web Site Evaluation Project

1. Evaluate any **two** "educational" web sites. Please print out the web sites (just the main page). You can use any of the web sites under "Links" on Prof. Lim's homepage.
2. Go to "EDTE 330A Resources" from Prof. Lim's home page.
3. Take a look at the Week 6, "Educational Web Site Evaluation Forms."
4. Answer the questions (it maybe handwritten) and turn in both evaluations to the instructor with the print out of the web sites (just the main pages).

