

HYPERMEDIA IN THE CLASSROOM

The risk, among those of us who develop curriculum, is that we'll plan a set of activities rather than a framework, a philosophy, a set of beliefs.

Lucy McCormick Calkins

GUIDING PHILOSOPHY

1. Students learn best in situations where they have some control over the pace, content, and purposes of the curriculum.
2. Students write best about topics that matter to them.
3. Their work needs to have an authentic purpose.
4. Writers need to have an audience in mind AND their work needs to be published / presented to their intended audience.
5. Students need to be exposed to the use of hypermedia not only as a tool for public presentation, but also as a tool for personal representation.
6. Given the chance to serve as an audience for each other, a classroom full of students can more effectively teach each other to write (compose, construct, ?) than a single teacher can alone.
7. Sometimes it is more effective (or economical) to teach certain limited points about writing directly.
8. Students write best when they have models around to show them how to write.
9. They need the opportunity to "read" and discuss / analyze / critique many different examples of hypermedia; from professional and local sources, on a variety of topics, and by older and younger authors.
10. Writing is a powerful tool for learning in all subjects as writers move from observation to reaction to reflection.
11. Students need access / exposure to a variety of resources to gather information and inspire ideas.
12. Students need access to hypermedia software and hardware throughout the day. The hardware needs to allow students to pull information from many non-text, non-two-dimensional forms into the computer.
13. Errors and problems provide great opportunities to learn and problem solve.

STACK DESIGN SUGGESTIONS FROM ROOM 118

Planning

- Plan your stack on index cards or with a concept map
- You can plan with a KWL chart
- Make sure you have a lot of information before you start
- Plan to revise your plan

Information

- Be specific. Give details
- Before making your stack get a lot of information from books or magazines

Text

- Make your text big enough to read on the television
- Use colors that stand out for text
- Make your stack easy to "read"

Sounds

- Make sure your sounds have something to do with your topic
- When recording sounds write what you want to say on a card
- Sounds can be narration, questions, sound effects, etc.

Graphics (Pictures, Illustrations)

- Make your pictures colorful so you can see them on the TV
- Make pictures that go with your words
- Pictures made by the author are better than scanned pictures and clip art
- Write captions for your pictures
- Make your card even (like with a graphic on one side on text on the other)
- Don't just use scanned pictures

Buttons

- Make sure your buttons go to the right card

- Make sure your button's words or icons explain where you are going
- Don't use icons that don't make sense
- Don't make your invisible buttons so invisible that no one knows they are there.
- Keep button placement consistent.
- Use consistent shapes/icons for similar functions.

Animation

- You shouldn't use a lot of animations because they take up lots of space
- Make sure animations fit your stack (that explain more about your topic)

Editing

- Check your spelling. Look up questionable words.
- Make sure your sentences include periods, capitals, and commas
- Make sure you write information from other books in your own words
- The whole stack should make sense

Other

- Make your stack inviting.
- Title your cards
- Put your name on the first card
- Make an author's page telling about yourself
- Give credit where credit is due. (Cite all sources for words, graphics, and sounds.)
- Ask two classmates for help before asking your teacher

Made by the students from Elliott Elementary, Room 118 on March 27, 1995

Methods / Management

INSPIRATIONS

- Lucy Calkins - Process Writing
- Jamie McKenzie - Research Cycle
- Eisenberg & Berkowitz - Big 6

SCAFFOLDING

- Start with templates
- Gradually, take away parts of the template
- Be ready to allow kids to customize your template

STUDENTS AS EXPERTS

- Teach small groups
- Encourage students to ask their neighbors for help
- Have students who "discover" something share it
- Have students tutor younger students

HELP

- Create a set of "Help Sheets"
- Ask two before me
- Sign up for help on the chalkboard
- Post a list of "experts"

PLANNING

- Approve plans before students use the computer
- KWLH charts
- Index cards
- Concept maps
- Encourage reasoned changes

MINI-LESSONS

- Use a TV or projection device
- Start class with a 5-10 minute mini-lesson
- Have a student plan and teach the mini-lesson
- Leave a little time for questions

STUDENT CONFERENCES

- Peer edit plans, work in progress, & final projects
- Save five minutes at the end of class for editing

SHARING

- Share with a partner
- Musical chairs
- Author's chair
- Create a MetaStack

PUBLISHING

- Color printer
- Videotape
- HyperStudio Player on a disk
- WWW

The ideas for our philosophy and methods are drawn from our own experiences and the work of Lucy Calkins, Nathan et al., Thomas Newkirk, and many others.

HYPERMEDIA RESOURCES

Books

Hofmeister & Rudowski. HyperStudio: 101 Things to Grow. Glencoe McGraw-Hill. ISBN 0-538-65814-2

Muir, Michael. But How Do I Use HyperStudio with Kids? ISTE Publishing. ISBN 1-56484-116-2

Sharp, Vicki. HyperStudio 3.1 in One Hour. ISTE Publishing. ISBN-1-56484-114-6

Smith & Yoder. On the Web or Off: Hypermedia Design Basics. ISTE Publishing. ISBN1-56484-118-9

Workshops/Presentations

MACUL & SIGEE

<http://www.macul.org>

Also ask:

Your local Intermediate School District, your district's technology coordinator, or your media specialist.

Your Students

Web Sites

- HyperStudio - www.HyperStudio.com
- From Now On - Jamie McKenzie - <http://fromnowon.org/>
- The Big Six - Michael Eisenberg & Robert Berkowitz - <http://ericir.syr.edu/big6/bigsix.html>
- I-Search - Ken Macrorie - <http://www.edc.org/FSC/MIH/i-search.html>
- The Graphic Organizer - Greg Freeman - <http://www.graphic.org/>