

# Tech Talk

Amphitheater School District

Department of Information Technology

## Wiki, Wiki, What is a Wiki?

By Peggy Steffens

Ward Cunningham invented Wikis in 1995, and his definition is that a wiki is the simplest online database that could possibly work. The word wiki is of Hawaiian origin and means quick. Wiki in a technology setting is a piece of server software that allows multiple users to easily create and edit web page content using a web browser. Wiki allows users to add hyperlinks and text for creating new pages and cross reference links effortlessly. Wikis use the concept of "open editing" which brings up some issues when you realize that anyone on the Internet can add or change information on the web page; it encourages a self-governing use of the Internet while encouraging users of all technical abilities to provide content information.

The best example of a wiki, and one of my favorite sites for finding information, is Wikipedia, a remarkable collaborative effort with over 350,000 entries. Wikipedia is an online encyclopedia that started in January, 2001, and allows anyone to edit unprotected articles in the encyclopedia and post those changes immediately to that page. They even provide a sandbox where you can experiment and play to get a feel for working in a wiki. You can get to Wikipedia at [en.wikipedia.org/wiki/Main\\_Page](http://en.wikipedia.org/wiki/Main_Page). You should check out the **Community Portal** section to learn how this group makes this wiki work and thrive. Wikis are part of the

global online communities that **students in the 21<sup>st</sup> century** will need to work and participate in during their lives. Become familiar with Wikipedia and begin to think of ways that your students can contribute to Wikipedia or collaborate in other wikis. Wikis provide a meaningful real-life writing context for students. Have you been to a wiki lately?

## A Message from Claudiovisuais

### How to Use the Online Media Catalog

By Claudio Araya

The media center has available for checkout over 2000 video tapes, over 250 laser discs and over 230 CD-ROMs and we are now starting to include DVDs. You can search for titles or subjects via the online media catalog from the Amphi Technology web page ([www.amphi.com/departments/technology/](http://www.amphi.com/departments/technology/)). To start, you will want to be in the Technology web page. Click on **Media Center Search**, then on **Media Catalog**. Once you are in the media catalog you can search by keyword, title, subject or call number. Once you find what you are looking for, click backward to the *Media Center Page* and click on **email Your Media Request**. You will want to email the title and the date you would like to have them. When we get this request and schedule your titles, we will email you a confirmation. Deliveries are made every Monday, Wednesday and Friday mornings, but we will try to accommodate rush orders. The

catalog is constantly updated so if you cannot find what you are looking for you can call Claudio at 696-5214 or simply email [caraya@amphi.com](mailto:caraya@amphi.com).

## Technology Conference in Tucson

Featuring **Dr. Heidi Hayes Jacobs**

By Peggy Steffens

The 13th Annual Teaching and Technology Conference will be held on Saturday, January 29, 2005. The conference will be held at Tucson High. The keynote speaker will be **Dr. Heidi Hayes Jacobs**. Dr. Jacobs has authored numerous books and articles related to school improvement, and is the foremost expert in curriculum design and integrating the curriculum. Her keynote speech will focus on *Mapping and Integrating Curriculum*.

The registration fee is \$40.00 per person or \$35.00 per person for groups of 5 or more on the same Purchase Order.

In addition to the keynote speaker, there will be exhibitors and presentations on the Internet, multimedia, telecommunications, and curriculum integration. Registration information can be obtained on the web at [www.ed.arizona.edu/techconf](http://www.ed.arizona.edu/techconf). Several schools send groups of teachers to make the learning more meaningful. This is an excellent conference and a great way to share and learn together.

## Using the Lexile Website

By Patti Greenleaf

You might ask, “What is a Lexile?” A Lexile measures text difficulty by looking at the vocabulary and sentence complexity of a piece of text. It is also one of the scores that is available on the MAP Reading Class or Teacher Reports. Teachers can use this tool as they are trying to find appropriate reading materials for their students. Besides getting the Lexile score on the MAP test, our District has access to the Lexile website. The URL for the site is [www.lexile.com](http://www.lexile.com). Below are some of the tools that you can access at the website:

### •Lexile Book Database

–Allows you to locate the Lexile of over 10,000 books

### •Lexile Power Vocabulary

–Lessons that help with vocabulary development

### •Lexile Calculator

–Allows you to determine a student’s comprehension of various text or textbooks

### •Lexile Analyzer

–Enter text to determine Lexile score

Using the Lexile website helps teachers find books that students can read independently and also find material that will challenge students and aid in increasing students’ comprehension by helping to select text that is not too difficult to be frustrating but challenging enough to motivate reading progress.



## Meeting the Standards Can Be Rewarding

By Ron Nason, AMS Librarian

Not only did students in Linda Billieros’s 7th Grade English Class learn how to write a business letter (Strand 3, Concept 3, PO 3 in the Arizona State Standards and Technology Standards 3T-E1 & 4T-E2), they also received a total of at least \$160 for doing so.

Ms. Billieros had her students research addresses of local businesses, and then compose a letter requesting donations for the Amphitheater Clothing Bank. So far, six businesses responded to students’ requests for a total donation of \$160. This is the second year Ms. Billieros has given her students this project.

Students in Mr. Reff’s 8<sup>th</sup> grade Social Studies class have made (and lost) thousands of dollars in learning the social studies standards on economics. Fortunately, their losses are only on paper. Students have been participating in Stocks Quest ([www.stocksquest.com](http://www.stocksquest.com)). Students create an account with Stock Quest, starting out with \$100,000 (in imaginary dollars) to invest in the stock market. Students choose which stocks to invest their “money.” Stock Quest keeps a running total of how their stocks would do if the money were actually invested into the stock market.

So far, Nikita has amassed a profit of \$47,432.84—the best so far among all Amphi Middle School students. Nevertheless, making this amount of profit takes a lot of work. Nikita has traded 51 stocks to reach that level. Nikita researches stocks before buying shares. She looks to see how well the stock has done over the past

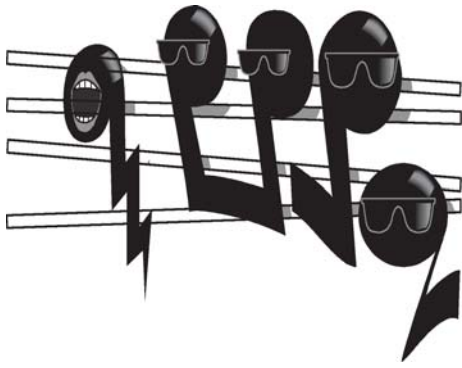
few months before she buys, information she gathers on the Stocks Quest web site.

Students show they are excited about both projects as they check to see how their stocks are doing or check to see if local businesses have responded to their request for a donation. Both Mr. Reff and Ms. Billieros demonstrate that standards can be taught *and* that learning can be relevant and occur in contexts beyond the classroom—**key parts of 21<sup>st</sup> Century Skills.**

## Have You Been to Mossland?

By Jennifer Jones

Where is Mossland? How do I get there? When can I go? Mossland is the Disneyland of Internet websites. By typing [www.amphi.com/~gmoss/](http://www.amphi.com/~gmoss/) in your Internet browser, you are immediately transported into Mossland. Clicking on, **Moss Links**, and choosing, **Our Favorite Links**, you will be immediately transported into a cyber wealth of information. Just about anything that involves teaching kids at any grade level is provided here. Everything from basic phonics to the official Roald Dahl website to how the Electoral College works is just a mouse click away. What is even better is that the creator of this website, Gary Moss, teaches a fourth and fifth grade multi-age class at Donaldson Elementary. His website is a work of heart that is constantly being updated. If you know of a great website, send it to him and chances are it will be added to the never-ending list of quality websites. Go and visit Mossland soon. You will wonder how you taught without Mossland.



## Notes From the Director

*By David Fernandez*

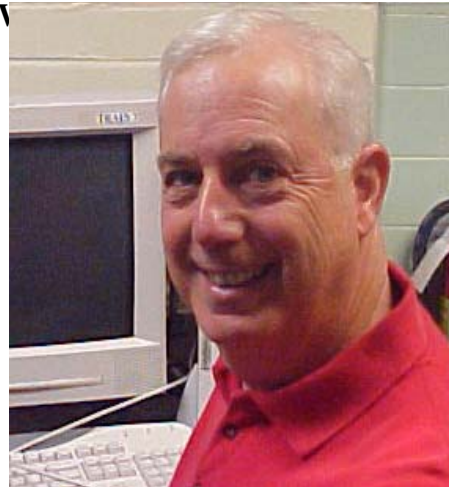
It is sometimes difficult to believe that we are approaching the halfway point of this school year. The department has been very busy as we maintain our current information systems, look to future technologies, and adjust to changing staff. The following is a quick update on the Technology Department.



Adam Gottstein recently joined the Technology Department. Adam is working for the SIS Department as an Administrative Computer Specialist. He will assist Jean Scott with SAIS and SASI. He will also provide user support to schools as well as do some training.

Adam is currently attending the University of Phoenix. He will receive his bachelor's degree in Information Technology next spring. Beyond his technical assistance in SASI, he has a

good grasp of database management. In the future, Adam may be asked to help the department with operating and maintaining databases.



Mike Gardner is the newest member of the Technology Department. Mike has an extensive background in the technology field. He designed and managed many large projects worldwide, that involved cabling and information systems. I know his project management skills will benefit the Technology Department in the future.

Mike lived in New York City for many years, but has called Tucson home for the past ten years. Mike loves cars and participates in drag races on weekends.

### Goodbye Josh!

Josh Gilby, Computer Network Systems Coordinator II, has decided to return to Pittsburgh, Pennsylvania, and has accepted another position with a company there.

In the short time that Josh was with us, he did an excellent job of mapping our networks throughout the District. He also was very instrumental in making our last MAP level testing a successful project. Josh's contributions to the Technology Department were significant, and we will miss him. Good luck to Josh and his family.

## Technology Changes for the New Year

After analyzing everything that needs to be done, the Technology Department will not convert any school file servers to Microsoft until the week of March 14<sup>th</sup>, spring intersession. One or two elementary schools will be migrated during this time. We are taking every precaution not to interrupt the educational process. During the summer break, the remaining elementary and middle schools will be converted.

The Technology Department is also searching for desktop management software. We are looking for software that will work with different operating systems used throughout the District. Our criteria for this software includes, but is not limited to, hardware and software inventory, patch management, imaging, and applications deployment. We hope to find a technology that will help our small staff better manage desktops and servers.

## Why Do We Still Get Viruses When We Have Antivirus Software?

*By Matt Weber*

All of the antivirus companies update the Virus definitions within 10-12 hours of a new virus appearing. However, many viruses today spread much quicker due to the Internet and email. In the time it takes for the definitions to be shipped to you, the virus can slip through our antivirus checking software and into your email or onto your desktop. Our software will quarantine software that is acting suspiciously, but this does not always guarantee that a virus will be caught that shows up. **The best protection is not to open attachments that you are not expecting and update your computer often.**

## Making Internet Safety Fun

Karen Gutierrez, Keeling Elementary

Are you struggling to make Internet safety lessons fun and enjoyable for students of various ages? Then Netsmartz is for you...and your students. The National Center for Missing & Exploited Children® (NCMEC) and Boys & Girls Clubs of America (BGCA) designed this site. The site provides up to date information on Internet safety using interactive online lessons, offline activities, real life stories, safety tips and more. Each area of the site is engaging and provides many opportunities for discussion and the exchange of ideas.

The website is divided into sections for parents, kids, teens, educators and law enforcement. At the educators section of the site, you can select activities at three separate levels: K- 2; 3 -6; and middle/high school. Depending on the experience of your students, you may want to use activities from more than one level. In the K – 2 and 3 – 6 sections you can choose from online activities, online games and offline activities. The middle/high school section is comprised of online vignettes.

**At the K – 2 level**, the students are introduced to a character named Clicky, who appears through fun, animated videos. Each video has a focus. **What 2 do on the Web** discusses what types of activities people do on the web. **The Webville Outlaws** uses an old west theme to describe some despicable characters you might run into on the web and how to avoid them. **Clicky's Challenge** lets students test their knowledge about the Webville Outlaws in a fun, interactive guessing game. There are also several offline games that work well as center activities to reinforce learning.

**At the grade 3 – 6 level**, students meet a new set of characters. Nettie and her brother Webster provide

introductions to each of the online activities. At this level students meet the Wizzywigs, who represent various dangers on the Internet. First, there is the Spamozoid who sends you lots of junk email. Then you meet Follow You Fiona who pretends to be someone she is not in order to trick you into meeting or talking with her. The Hothead uses inappropriate language on the web. The Oogle spies on you and watches where you go on the web. Finally, you meet the Numbut who just sits in front of his computer all day long. Students learn about these characters through games such as **Who Is Your Friend on the Internet**. In this game students have to guess who is behind each door by listening to how each character describes themselves. The lesson behind this activity is it easy to pretend to be someone you are not on the Internet.

**For the middle/high school level**, several online vignettes describe real life stories about how kids got into difficult and sometimes dangerous situations while on the Internet. These stories are very thought provoking. They provide excellent opportunities for students to role-play different solutions to potentially dangerous situations.

For each level there are also activity cards. These cards provide background information for each lesson, discussion prompts, lesson guidelines and follow-up activities. Each activity card is linked to the corresponding online lesson.

This site was equally entertaining and informative for my second graders as well as my fifth graders. I would recommend you check it out with your class!



## Phone Tips for People on the Move

By Tom Gill

Sometimes we are in a work environment that takes us out of the office, but we still want the flexibility to receive important calls while we are not at our desk. Here are some features that you may find very useful while you are on the go.

A handy feature that we have in our phone system is remote transfer. This allows a person to transfer a call to a number that is not a District internal number. In other words, calls can be transferred to cell phones or home phone numbers.

To Remote Transfer a call:

- Press the transfer button. The other party is put on hold and you hear a special dial tone.
- Dial 9 and the seven-digit telephone number (wait a few seconds).
- Press the transfer button again, either when you hear ringing, or you talk privately to whom you are transferring the call.
- Press RLS button to transfer the call.

Another useful feature is call-forward external. This feature is helpful for people that are very mobile because it allows you to forward a call to a number that is not a District internal number like cell phones and home phone numbers. This is very helpful if you are expecting an important call and voice mail would not be appropriate.

To use call Forward External:

- Press the forward button. The black arrow will flash next to the button.
- Dial 9 and the seven-digit number you want to forward your calls to.
- Press the forward button again. The black arrow will remain on next to the button.

To cancel Call Forward External:

- Press the forward button. The black arrow next to the button turns off.



## Educational Internet Sites

By Peggy Steffens

Here are a few educational Internet sites to use in your classroom.

**National Science Digital Library** – the National Science Foundation’s online library of resources for science, math, technology and engineering education. Provides a search tool to look for images, videos, text, audio, data or interactive websites.  
[www.nsd.org/](http://www.nsd.org/)

### The Literacy Web

The Literacy Web is designed to promote the use of the Internet as a tool to assist classroom teachers in their search for best practices in literacy instruction, including the new literacies of Internet technologies.  
[www.literacy.uconn.edu/](http://www.literacy.uconn.edu/)

**Everything ESL** – provides lesson plans, resources, teacher tips and more for ESL.  
[www.everythingsl.net/](http://www.everythingsl.net/)

**The Biology Place**- Pearson and Prentice Hall provides activities that allow students to visualize and apply their understanding of biological concepts. In addition, they have a glossary and pre- and post-lab reviews  
[www.phschool.com/science/biology\\_place/index.html](http://www.phschool.com/science/biology_place/index.html)

**People and Cultures of the Southwest** – provides information and images about Cochise, Geronimo, the Sinagua, Hohokam, Anasazi and more.  
[www.desertusa.com/ind1/du\\_peo\\_past.html](http://www.desertusa.com/ind1/du_peo_past.html)

**The Alphabet of Art** – provides information about line, shape, size, texture, value, color, composition and more.  
[www.guidancecom.com/alphabet/](http://www.guidancecom.com/alphabet/)

**Dick Blick Lesson Plans** – provides over 50 art lesson plans for all ages using a variety of materials.  
[www.dickblick.com/lessonplans/lessonplans/](http://www.dickblick.com/lessonplans/lessonplans/)

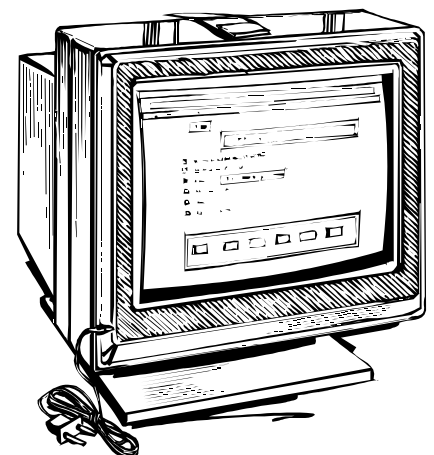
**Mondrimat** - an Internet site that allows students to create Mondrian art. The site allows students to quickly see how a color change, alteration of size of a shape, or adding another rectangle affects the painting, which is something you can’t do with paper and paint. The site is at  
[painting.about.com/gi/dynamic/offsite.htm?site=http://www.stephen.com/mondrimat](http://painting.about.com/gi/dynamic/offsite.htm?site=http://www.stephen.com/mondrimat)

## An Easier Way to Organize Internet Explorer Favorites

By Patti Greenleaf

I do not know about you, but it is cumbersome when I am in Internet Explorer and need to organize my favorites. If you have many favorites that you have added, it is difficult to move them to where you want them, and it is hard to see everything. I have started to organize my Favorites in a different way. Your favorites are actually saved in a folder on your hard drive and you can go to that folder to organize them. If interested, follow the steps below:

1. In **Windows 95, 98, 98SE, and ME** navigate to the **C drive**, find the **Windows** folder and the find the **Favorites** folder.
2. In **Windows 2000 and XP** navigate to your **C drive**, find the **Documents and Settings** folder, locate your user folder that is named what your login name is (i.e., pgreenle) and then find your **Favorites** folder.
3. Once you have found the folder, organizing it is like working with Windows file management.
4. To **rename a favorite**, single-click on it with your left mouse button and then press the **F2** key. Type in the new name and then press enter. Alternatively, you can also **right-click on a particular favorite** and choose **Rename**.
5. To **create a new subfolder**, **right-click** and from the menu choose **New** and select **Folder**. Type in the folder’s name and then press **enter**.
6. To **move a favorite into a subfolder**, you want to click and hold your left mouse button on the favorite. **Drag the favorite** so that it is on top of the folder into which you would like to put it and let go of your mouse button.



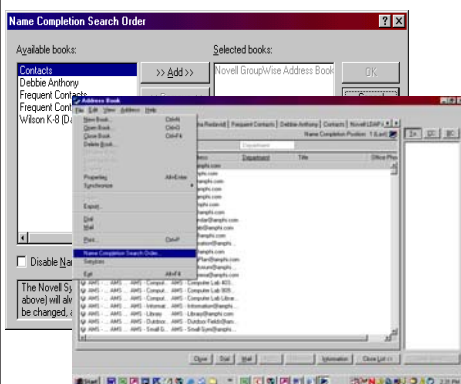
## Updating Frequent Contacts List in GroupWise Address Book

By Debbie Anthony

If you feel that the GroupWise address book is providing incorrect information, check your **Frequent Contacts** list. When you begin typing in an address in the "To field" of an email, GroupWise first searches your Frequent Contact's list. It will provide the closest match based on the information typed into the field. It will not go to the Novell GroupWise address book where the most up-to-date information is located. There are two solutions to this problem:

1. Periodically delete all of the entries in your frequent contacts list which force it to rebuild itself with updated information, or
2. Remove the Frequent Contacts list from your name completion search, leaving only the Novell GroupWise address book as a choice.

The Novell GroupWise Address Book should be completely updated by November 15, 2004. That would be the perfect time to clean out your frequent contacts list and begin the rebuilding process.

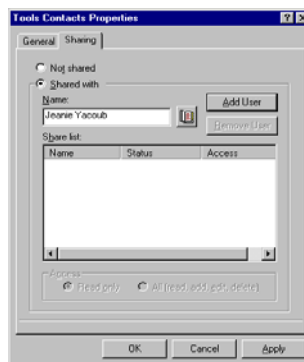


## Sharing an Address Book in GroupWise with Another User

By Steve Frost

Did you know that you can share any personal address book if you are the owner, including your Frequent Contacts book? Use the Sharing tab if you would like to share an address book, select who to share it with, and designate the access rights each person should have.

1. Click the tab of the address book you want to share.
2. If the tab is not visible, the book is not open. Click **File > Open** to open it.
3. Click **File > Sharing**.
4. Click the **Shared With radio button**.
5. Type the name of the person with whom you want to share the address book, then click **Add User**. Name Completion works in the Name box. Begin typing the name, and Name Completion will complete it. You cannot share address books across external domains.
6. Click each user's name in the Share List, and then assign him or her Access rights.



7. Click **OK** to save your changes and close the Properties dialog box, or click **Apply** to apply your changes and keep the Properties dialog box open.

When you click OK or Apply, the person with whom you want to share the address book receives a notification. The Status column displays as Pending until the user accepts or declines the shared address book request, then the column is updated to reflect the user's selection. You and the users you share an address book with can arrange your address book columns differently.

### Technology Department Important Phone Numbers

Media Center	6214
Registration Hotline	5078
Repair / Service	5078
Installations	5078
Network Service	5078
Debbie Anthony	5215
Claudio Araya	6214
Raul Bejarano	5192
Janice Brandt	4055
Richard Coca	6215
Barbara Costa	4055
Deborah Darthard	4055
David Fernandez	5216
Steve Frost	5223
Tony Garcia	6216
Mike Gardner	6213
Tom Gill	5220
Sheri Gimlin	6198
Adam Gottstein	5182
Zach Granges	4055
Patti Greenleaf	5218
Jamie Gurulé	4057
Gordon Larsen	6200
Will McCullen	5221
Jerald Osterbaan	4055
Jean Scott	5161
Sheri Sense	5212
Sue Sledge	5214
Chris Snyder	5162
Peggy Steffens	5213
Matt Weber	5179

## Technology & Ethics

By Niki Tilicki

There are so many fantastic resources in our District! In the past five years, I decided that I wanted to learn more about technology – so, I signed up for various classes, attended workshops, participated in different grants, and like most teachers, found that I wanted and needed more things, expensive things, in my classroom...

The world of technology is like a new Jonathan's Educational Resource store – it is full of great stuff that could potentially make learning so much more fun. Consequently, on a teacher's salary, I am unable to purchase all of the things that would make my classroom great...

Therefore, I learned that there are other ways to get what I wanted. I contacted the Career Ladder Office and told them about some resources I felt would be beneficial to our District and they purchased them! I have spent the last three weeks reading some great books and gathering ideas for my classroom.

My plight this time was computer ethics. Many of the projects I do in my classroom require students to utilize the Internet. There is so much information out there – so many students just copy! I have tried to explain that it is stealing – and it is called copyright infringement. One student commented that infringement was the stuff on the bottom of her jeans! I knew I needed help explaining this very important concept; I just was not sure of how to do it.

I turned to Career Ladder and they had the following books for me to

check out: *What Every Teacher Should Know About Media and Technology*, by Donna Walker Tilston, *Computer Ethics, Etiquette & Safety for the 21<sup>st</sup> Century Student*, by Nancy Willard, and *Copyright for Schools A Practical Guide Third Edition* by Carol Simpson. Through these texts, I learned that most of what kids do in the classroom and at home is illegal!

Knowing this means that it is my job to fix it! The first book, *What Every Teacher Should Know About Media and Technology*, by Donna Walker, really helped me to assist my students with the technology lingo. It was a basic text and addressed very simplistic ideas. The second book, *Computer Ethics, Etiquette & Safety for the 21<sup>st</sup> Century Student*, by Nancy Willard, was amazing! It was like a bible for the computer and ethics! It takes the idea of ethics and puts a guilt trip on you, like my mother! The ideas are phenomenal and when I used them with my students, they worked! It offers eight tests for students to take once they feel they are done with "their" computer project: 1) The Golden Rule Test: How would you feel if someone did this to you? 2) The Trusted Adult Test: What would an adult who is important in your life think about this? 3) Is There a Rule Test: Is what you did right? 4) Front Page Test: If your actions were reported on the front page of the newspaper, what would other people think? 5) If Everybody Did it Test: What would happen if everybody did what you did? 6) Real World Test: Would it be okay if you did this in the real world (outside of school)? 7) Check Inside Test: How do you feel inside? 8) The Gandhi Test: "We must

be the change we wish to see." This book is also full of great lessons to guide you through each of these rules. I really enjoyed reading the text, not only did I hear my mother's voice; I now own the tools to teach kids to respect other's work on the Internet!

The third book, *Copyright for Schools A Practical Guide Third Edition* by Carol Simpson, helped me to see that there are so many rules for technology use. No one in the District was trying to be mean when they said that we are not allowed to show movies on Fridays or use them as a reward, that is really a law. Those movies are someone's work! We need to have a performance right to show it in school, or even on a tour bus! In addition, I like to put music on my PowerPoint presentations, this is also illegal! It is stealing someone's work! After reading this text, I am definitely going to change my ways!

Some of you may think that I had too much time on my hands – reading three books and then writing about them – but as soon as my broken ankle heals, I will find other things to do. In the meantime, I am working on structuring some lessons on ethics. I want to get permission to post the eight rule test, and maybe check out more of our District's wonderful resources.



## 10 Rules for Effective Web Writing

Written by Barbara C. Neff

**1: Follow the “inverted pyramid” format.** A Web page should provide its most important information at the beginning of the content to increase the likelihood that the visitor will be exposed to it. What do you want the visitor to take away from this page? Say it first.

**2: Eliminate unnecessary words.** The nature of the Internet instills readers with a gnawing impulse to keep moving, so your window of opportunity is small. Eliminating unnecessary words places the emphasis on the key content and, of course, decreases that troublesome word count.

**3: Use the active voice.** Most writing improves by use of the active voice instead of the passive voice. The active voice, where the subject of a sentence performs the action described by the verb, is more direct, powerful, and engaging.

**4: Use short, simple sentences.** The scanning reader finds short, simple sentence structures the easiest to process. Do not make your reader pause to decide if he or she is reading something correctly. Steve Krug, another usability expert, probably put it best in the title of his book, *Don't Make Me Think: A Common Sense Approach to Web Usability*.

**5: “Chunk” your information.** Present your information in “chunks” of content. Use each paragraph or chunk to relay only one idea. Your visitors are most likely scanning, so they are unlikely to take away more than one idea from a paragraph. By chunking, you minimize the risk that

they will miss something you want to convey.

**6: Use bulleted lists.** Bulleted lists are a Web writer's friends. They slow the reader's eye and draw attention to the listed information. When presenting a series of three or more items, a bulleted list is processed much more easily than a long sentence punctuated by repeated commas or semicolons.

**7: Limit scrolling - insert jumplinks.** Just as newspaper readers often assume the biggest news will be featured “above the fold,” Web readers assume the most significant information will appear on the screen in front of them, without scrolling. If you must use lengthy content that requires scrolling, offer jumplinks (also called anchor tags) for quick access to relevant content.

**8: Highlight important, informative words.** You cannot fight the reader's tendency to scan, so you might as well help him. Highlighting key words with bold or a consistent use of colored fonts makes it more likely that those words will be among the words scanned. **Highlight liberally** - in general, you can highlight three times as many words as you would in print.

**9: Avoid market-ese.** Web readers bring a certain sense of suspicion with them. They know that anyone can launch a Web site and make all types of claims. Credibility counts, so use objective language rather than exaggerated, subjective claims.

**10: Make your copy 100 percent error-free.** Your Web site may be the first impression your firm makes, and errors can raise questions about your attention to detail and professionalism.

Eliminate all errors, including typographical, grammatical, and spelling errors. Such errors are jarring and distract readers from your message.

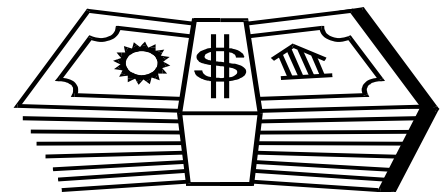
*Permission to use received from author. Submitted by Mary Damiani-Copper Creek Elementary*

## Technology Price Pages

By Sheri Sense

Sometimes it is intimidating when you need to order technology equipment and are not sure where to go, what to do, or how to order it. The Technology web site is updated regularly with the latest and greatest prices. We have tried to help by taking the headaches out of calling vendors, gathering quotes, etc. — this has been already done for you.

When clicking on our webpage at [www.amphi.com/departments/technology/pricesheet](http://www.amphi.com/departments/technology/pricesheet) you will find technology equipment that is supported by the District. We have quotes for desktop computers, laptops, software licenses, printers, scanners, digital cameras, projectors, TV's, and miscellaneous video and telephone information. You will have links to all the direct quotes at your fingertips, along with the Vendor numbers and all other ordering information needed. Please do not hesitate to call me if you do not see something you need to get or want additional information, Ext. 5212. Happy Ordering!



## GroupWise Appointments

By Sheri Sense

Do you know that if you click on "Appointment" in GroupWise, you can do a **Busy Search** for all the people that you need to invite to your meeting. You will see when everyone is available to meet. In addition, it is so easy to do! Here is how:

- 1) Open your GroupWise Calendar and click on "Appointment," which is the little icon at the top with the envelope and the clock.
- 2) At the bottom right, there is a little calendar that says, "Busy?" Click on that and you will get a window that says, "Invite to Meeting?" Click on that button and then type the names of those you want to invite (just as in an email).
- 3) After typing all the names of those you want to include, at the bottom you can put in a start search date, and for how many days you want the search to include.
- 4) The calendar will show a busy block for each person so you will be able to see the next available time and date. If you click on the block of time you see free and say OK, you will go to an "Appointment Email" that is automatically addressed to all the people you invited. You can put the rest of the information in this email/appointment, and it will go to the invitees with a message that they can accept or decline this appointment. If they accept, it will go directly onto their calendar for them.
- 5) You can check on who has accepted the meeting by going to

your sent email, highlighting the message and right clicking. Then go down to "Properties."

Now, this is a wonderful and timesaving feature that GroupWise has, but keep in mind one thing! It will only work if those you want to include actually use and keep their calendars up to date.

The Technology Department offers many fine classes each semester, some of which will give you many more details and tricks on the GroupWise Calendaring features. Good luck and have fun practicing with this useful feature.

## Tech Service Calls...Are you Following Protocol?

By Richard Coca, Antonio Garcia,  
Mike Gardner and Sheri Gimlin

For several months, the Technology Repair Department has been short staffed and swamped with repair calls. We have been working diligently to clear calls in a timely manner. We are now fully staffed with the addition of Mike Gardner filling the Installer position. Following the proper procedures for processing calls will ensure you will receive faster service. Calls are handled on a first in, first out basis so the sooner you get your call entered into our repair database, the sooner a technician will be out to fix your problem. For **repair** problems, follow these steps:

1. Report the problem to your on-site Technology Specialist.
2. If your on-site Tech Specialist cannot fix the problem, they should call/email the Repair hotline (itrepair@amphi.com or 5078).

3. Provide the hotline with all details.
  - a. Exact location of computer (room number or description of location...i.e.: office next to room 401)
  - b. Site
  - c. Phone number
  - d. User name
  - e. Model/ serial number of computer and ASD number
  - f. Description of problem.
  - g. Provide any times/dates that it is not convenient for a technician to service the machine (i.e.: map testing)
4. Fill out and place the bright greenish/yellow repair indicator ticket on the computer.

For **installation** calls please follow these steps:

1. Call/email the Repair hotline (itrepair@amphi.com or 5078).
2. Provide the hotline with all details.
  - a. Exact location/site
  - b. Phone number
  - c. Login name (If it is a computer install for an individual, be sure that the user has a Novell user name and password.)
  - d. List all extra programs the user needs (i.e.: SASI or SASI-DI, Subremote, Tax Credit, etc.)
  - e. Provide the best time to reach user
  - f. Provide any times/dates that it is not convenient for a technician to install equipment (i.e.: map testing)

We are working hard to provide the best possible service to all service calls.

## The Dark Side of the Internet

### Part I

By Will McCullen

As all of you are well aware by now, the Internet does have a dark side. Security is becoming more and more of an issue for everyone that connects to a network. Technology has greatly changed our lives in the past several years as the transfer of information has become virtually immediate in so many ways. We now shop on the Internet and use plastic making instant transactions. We can send messages and documents to large numbers of people in less than a minute. This sharing has become so powerful that if Ad-ware has made it on to your machine your browsing habits can be transferred and shared almost instantly without you even knowing it. Viruses and trojans can send information on your behalf or compromise what private data is saved on your machine. The whole concept of your personal identity has taken on a whole new importance as private information such as your social security number and mother's maiden name can be used to open credit accounts or stolen passwords can empower others to access bank accounts and data. We need to be careful with our personal identity information and passwords so people can't use it against us.

When you think of the bad guys the first word that comes to minds of most folks is "hacker". It has become an all encompassing term that encompasses hackers, phreakers and crackers. A hacker is not necessarily one of the bad guys. Let me give you

a little history. Before there were hackers there were phreakers. Before personal computers were invented, "phone phreaks" started to become popular in the sixties. They were folks that had an insatiable curiosity for technology and were attracted to the wonderfully complex but easily manipulatable phone system. To them this was one big puzzle and playground. The phone system was manipulated through tone combinations that controlled central equipment. The beeps from dialing someone's number is an example. When you press a number two tones play simultaneously to tell the system how to route your call. It plays a combination of two tones to prevent possible mistakes from background noise. Phreakers learned that they could generate these tones on self made electronic boxes. By playing precise combinations they could make free calls, set up conference calls, use their neighbor's phone lines and perform many of the same functions that only operators could normally do. Perhaps one of the most famous was John "Captain Crunch" Draper. He discovered that the tone required to open a line to make free calls could be made from covering one of the holes in a whistle that came in Captain Crunch cereal. He could also walk past long lines of public phones while whistling and cause all the phones to hang up leaving the callers listening to dial tones. Phreakers would set up large conference calls and use them the same way chat rooms are used today. Phreakers would make their tone generators for specific purposes and gave them code names. Black

boxes would give you free calls. Red boxes would tell pay phones that specific coins were deposited in the pay phone. An acrylic box would steal 3-way calling and other features. In fact, Steve Jobs and Steve Wozniak funded the prototype of the first Apple computer by selling these boxes door to door in dormitories. This was all completely unknown to the phone company. As you can well imagine, once this came into the awareness of the phone company then this practice became highly illegal and drew stiff penalties. Phone companies used their political influence to make it illegal to even possess any of the tone generating boxes I mentioned above. Just owning one can bring jail time if you have any history of exploring systems. Phreakers grew from manipulating the phone system. In the eighties as computers and networks grew, a new breed of these curious individuals started to turn their attention toward computers. I will save that for the next Tech Talk.

**Sign Up for  
the  
Technology  
Conference  
today at  
[www.ed.arizona.edu/techconf/](http://www.ed.arizona.edu/techconf/)**

## Removing Quarantined Viruses

By Raul Bejarano

In the District, we have Norton Antivirus software that protects us from most types of computer viruses. If you should happen to receive a warning about a virus, you should take the following steps.

1. Confirm that the virus message says either "Cleaned" or "Quarantined."
2. If it says "Quarantined" then you must do some more work to completely delete the virus from your system.

Below is a step-by-step procedure to clean a quarantined virus:

1. Click on your **Start** button in Windows.
2. Highlight the **Programs** menu with your mouse pointer and next to it a list appears, select **Symantec or Norton Antivirus Corporate edition** and then select the same name again that appears to go into the controls of this program.
3. On the left hand side you should see a "**View**" selection with a "+" next to it, click on this plus sign.
4. You will now see a number of selections, choose the one that says **quarantine** by clicking on it.
5. From here **right click on the file** that is displayed and choose **delete permanently**.
6. Now select **Start Delete**. This should give a successful message.
7. Close out of these windows and you have now removed this virus from your PC.

If there ever a time you need to recover a quarantined file, be aware if the Virus has attached itself to a file you use, you may want to have your Tech Specialist call the Technology Hotline at 5078.

## Post your Assignments Online

By Peggy Steffens

CDO teacher, Mandi Hering, posts all of her important documents on her Amphi Teacher web page so that students can get to their mid term study guide, essay directions, lecture notes, projects, and simulations. Mandi provides a link to each of her Government and US History classes in her left nav and then provides all of the major handouts and assignments for the class.

The software for the Amphi Teacher Web pages allows you to upload all of your assignments and PowerPoint presentations so that you can create links to the documents. Students can have easy access to it if they lose it in their backpack or the dog ate it.

Check out Mandi's page at [www.amphi.com/teachers/mhering/](http://www.amphi.com/teachers/mhering/)

## Repair Call Procedure

By Sue Sledge

If you have a computer and/or printer problem that has been determined to need a site repair call, please be sure to contact your Technology Specialist or send an email to [ITRepair@amphi.com](mailto:ITRepair@amphi.com) if the problem is no longer occurring or has been repaired. If a request has been generated, a site visit will occur by either a member of the technology staff or an outside vendor. If the repair request has not been cancelled and a vendor comes out, we must still pay for the service call. If a District repair technician is dispatched, it results in a waste of their time and resources that could be better utilized elsewhere. Thank you in advance for your help in keeping our staff working at optimum efficiency!

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