

**TELECONFERENCE, THE INTERNET, AND A COLLEAGUE:
A MATCH MADE IN**

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Abstract

My graduate studies have centred on the use of technologies such as the Internet in the classroom. In most of my classes I was able to apply technological concepts to the topic at hand. For my culminating activity I have applied the knowledge I have gained to help another teacher use technology in her class. Specifically, I helped Connie Gross set up and administer an Internet home page in a Social Studies 30 audiographic conferencing class for the Lethbridge Community College Off-campus centres. In addition we discussed, implemented, and evaluated strategies for using the Internet in a teleconference class. I feel that the opportunity to guide a colleague through concepts I have gleaned while in graduate studies has been an excellent way to complete my graduate studies program. This, then, is the culminating report to my activities. Herein I include a journal recorded during the process and a summation of the journal in a report. Also, in the appendices I include some valuable information. First, a report written by Connie regarding her experience. Next, samples of email and listserv postings. Finally, perhaps the most important, Connie's web site. (To view the web site in a better format direct your web browser to <http://www.agt.net/public/talc/ss30/index.htm> .)

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Culminating Activity Journal

Wow, my last class in the Master's program. Time has gone by very quickly. I am excited to be able to do a project involving the Internet and showing someone else how to use it in a class. One of the underlying themes of the master's program for me has been the importance of strengthening teachers be it from PD activities, mentoring, teaching, etc. My culminating activity does just that. It gives me the opportunity to refine teaching skills while assisting another instructor to learn a new skill.

The volunteer guinea pig is Connie Gross. We are the two instructors teaching upgrading at the Taber Adult Learning Centre. Connie teaches English/social while I teach math/science courses. We both are involved in teaching teleconferencing classes in which we deliver social or biology to off-campus sites throughout Southern Alberta. I have recently completed an independent study in which I set up a home page on the Internet to supplement the course. With Connie, then, I plan to help her set up a home page – teaching her the skills needed to do so. In addition we will look at how this technology can facilitate other instructional methods in a class.

One of the key parts of the project is to continually brainstorm ideas, which we could use. As the semester progresses her use of the Internet will continually be changing.

As Connie and I discussed this activity and her Social Studies Class we decided to hold an official meeting once a week to discuss what she was doing with the Internet in her class. In addition to this meeting we will keep in contact using email and phone calls

during the rest of the week. Information from these meetings will be recorded in this "journal".

January 28, 1997

This was Connie and my first "official" meeting regarding my culminating activity and Connie's venture into the world of using the Internet in her teleconference class. Last semester I used the Internet to supplement my Biology 20 class. This semester as she is wanting to use the Internet with her social class it causes me to think quite a lot about what I did, why I did it, and how did I do it. These are the concepts on which we'll work on as we Internetify (?) her Social 30 class.

During this meeting we discussed what Connie wanted to learn, and how she wanted to learn about using the Internet in her class. I was surprised that during the meeting we discussed much about teaching strategies and evaluation of students rather than concentrating the effort on how to do "techy" things. We did discuss what things you can and can't do with the Internet. Connie wondered about posting tests and assignments. We talked about future ways in which people can not only view/print assignments or tests but can actually respond and submit their responses.

Connie doesn't start her class for another week and a half so before our next meeting she was to gather together information to begin posting on her home page. I was to find out about creating listservs at the Lethbridge Community College.

We agreed to establish a basic home page and then build it as the semester goes. Connie has had quite a bit of computer experience, especially with Macintosh machines

(you'll like that Marlo). Unfortunately we don't have a Mac hooked up to the 'net at the learning centre where we teach so Connie is stuck learning more about the IBM's.

February 4, 1997

Connie's class starts this week (Feb 6). We are in a rush to get her home page posted so today was for basic homepage editing and getting an index page posted to the 'net. I have registered her social 30 class on a listserv at the LCC (listproc@raptor.lethbridge.ab.ca :: social30@raptor.lethbridge.ab.ca). Connie decided to use frames for her Internet home page. Since this is a trickier subject I suggested that we use the same frame set up as I had used in the bio class and she would just change the options in each of the frames. This done (quite a good lesson to learn that if someone else has done it, copy their format/idea and incorporate it into your site). I did this with Marlo's frame site – the coloured table on top of a textured background (although I didn't texture my background). We started mapping out what general topics or ideas Connie wanted to relate on the web site. She decided on the following as general sections: course outline, assignments, resources, class members, and a communication section. She wanted to make sure that she could change things if she wanted to add/delete items from the list. It was interesting to note that some of the ideas I thought were good ideas for a home page, Connie didn't think she would use. Also, the arrangement of sections was different from what I might have done. We went through quite a few different "web" diagrams before she was happy with the arrangement.

Although she has already sent out her course outline to her students, she will still put it on line but it isn't a priority now.

She wanted a location where students could quickly click on a link to view assignments that were due or resources she would post to the web. In doing courses by teleconference we are always looking for a quicker way to communicate with the other off-campus centres. Posting things to an Internet site is a great way to deliver course resources or course assignments. This semester Connie (and Vivian from Cardston) is piloting the audio/graphic conferencing software that the college has purchased. We are hoping that the audio/graphic software works well and the graphic images are transmitted to each site with no difficulties. Just in case, though, Connie wanted a place on her home page where students could print off important documents or graphics.

I suggested a page where students could see other centres (or individual's) email addresses and promote interaction between students or centres. We wouldn't be able to monitor this, as the email would go directly between individuals. I will ask Connie to keep all the email she receives from students just as a sample of comments going to and from course participants.

Connie has been involved in a few listservs and wanted one for this course. Vivian didn't want a listserv. I got it set up at the college and so she wanted a page to facilitate the questions and responses to the listserv. This page we called "Talk Back" after the CBC response line. Connie is a CBC fan. She intends on posting a question weekly (or so) to the class and requesting responses via the listserv.

Just before we began I asked Connie whether she wanted to learn html editing or WYSIWYG editing. She chose to use Netscape Gold as the editor so, for now, we don't have to worry about all the coding. One drawback in Netscape Gold is that you can't

create web pages with frames – you can edit each individual frame page but not the frameset – Netscape does something goofy to it. So, Netscape Gold is what we began using.

The first thing that we set up is the left column (or contents) page. I showed Connie how tables worked in an html editor. She, and me, got frustrated that you can't move from one cell to another with the tab key as you do in MS Word. She liked the idea that you can make the table a different colour.

Just as I start to talk about these framed and table colours I'll mention the audience for which Connie is preparing this web site. She will be teaching students from Blairmore, Brocket, Cardston, Taber, and Pincher Creek. There is a chance that Fort Macleod and Claresholm may have students, too. From early indications she will have around 20 students in the class. These off-campus centres of the LCC have quite a varied assortment of Internet connections and browsers. We believe that they all have frames-capable browsers – we'll see if they can or can't get into the site. In Blairmore, Pincher, and Claresholm the students will have their own email accounts and access to an Internet lab. All other centres are hooked up with AGT but have various stages of Netscape – from 2.02 to the beta 4.0. We might have troubles with the background colour of tables since that didn't come out until version 3, but I think we should be OK with frames???

In addition to the contents page we also got her main frame page done. It just has a quick introduction to the course. Later we'll put a picture of Connie on the front. I don't want to get into graphics just yet.

On the contents page I showed her how to create links. These links were a little different than normal ones as the target file showed up on the frame beside. She

commented that she did want to learn how to do frames and framesets but we could do that later.

At the end of the session we had the "framework" ready for students to start using her page. Some of the pages were placeholders and had no information on them, but Connie felt comfortable enough with the editor to include that information.

February 11, 1997

One week into the class and Connie has had a chance to see how her home page is going to work with the students. She had tons of questions. To begin with we looked back at what she had done last week. She had some changes that she wanted to make on the pages. For one she originally had planned to put all the resources on one page – she found quickly that she would need to put a page on for links to other pages containing her resources. I've found that she has been quick to grasp the idea of a web site vs. just a single home page.

During this session we set up a number of pages. Last week we brainstormed the ideas for the pages – today was the day to put content to those we didn't complete last week.

The first page we worked on was TALK BACK. As explained before the purpose of this page was to allow students to respond to particular issues. She would like to have the ability for students to send her email or participate in the listserv. We concentrated on the listserv today. We had to produce a page that described what TALK BACK was, another page to tell how to subscribe to the listserv, and another section on what they were to talk back to. When I tried this in my bio class people had trouble subscribing to

the list so I tried to help make it easier for the students to subscribe to. We'll see in the next few weeks whether students are able to subscribe or not. From what I've heard in conferences and on listservs, the idea of listserv has been an excellent vehicle for discussion in a class. Connie seems committed to the idea – let's hope the technology allows us to pursue this goal.

We also set up a page where Connie put down the URLs of various good links for her course. In my class I had put 10 new ones every week and found it to be quite hectic posting new pages and archiving the old ones. Connie figured she would start with a certain number of standard links – CNN, CBC, Government of Alberta, Government of Canada. After, if she wanted, she could add more links. She wondered about the idea of making links for each of the thirteen lessons or maybe just two sets of links for Topic A or Topic B. It wasn't decided yet.

She had started gathering email addresses of the students participating in the class. She will put them on a page to allow communication between centres – she has started this.

One thing we discussed last week was the idea of student training in the use of the Internet and email. Many of the students that have enrolled in the class will have rarely used a computer let alone the Internet and email. We wondered if we needed to prepare a guide for them to get started. We decided that we would put some % on an assignment dealing with the Internet and that would "force" the students to learn the basics. We would rely on the staff in each centre to help students log on and use their email disks. There should be a simple manual from the college that gives them the basic procedures of surfing and emailing. I found that other than the listserv the students were able to learn

these two skills quite quickly. It is interesting that as I talk with other institutions regarding technology help for their students many of them have specific people designated for student tech help. In our off-campus centres we have nobody like this. The teaching staff has tech help as an additional duty.

February 18, 1997

Today we started off with a topic not specifically related to the Internet. Along with this home page Connie has to prepare audio/graphic slides for her class. We talked about how those slides can't form too large of a file otherwise the slides won't transfer properly.

One great idea that Connie had was to allow students to generate their own questions for TALK BACK. She will have the students propose ideas that she will include in TALK BACK. This should get students more involved in the Listserv.

Connie wanted to know this week how to deal with graphics. She had some pictures that she wanted to post on the web site just in case students didn't receive them over audio/graphic conferencing. Some of the sites have had trouble hooking up to the audio/graphics so she needs to get the graphics to them somehow and quickly. So, we talked about gif and jpg files and how to post them. She has a variety of graphic sources that she wants to use. She would like to create some of her own graphics so we'll do that in Corel Draw. Other graphics she wants to scan. Unfortunately our scanner is black and white and will not save the file in one of the Internet formats. So, we downloaded Image Composer from Microsoft. I showed Connie how to open the tif file and then export it as a gif, jpg file. We will have to do more on graphics next week, too, but at least she can

start preparing the graphics. We posted a few of the ones she needed for this week. Next time we'll show her how to post and link them.

Connie found also that she had need for tables again. I helped her through learning how to create a table. She used this to put on her "lessons" page for the thirteen lesson page links. She is finding that there are a few more pages on a web site than she thought. It's tough to keep everything organised and current in the directory. We did create a separate directory on her hard drive and on the Internet server for images. I hope we don't have to start creating subdirectories.

Again we did some more FTPing. She has the FTP thing figured out. This is one of the most important parts of creating a web site – you can create your pages but if you can't upload them no one will see them.

February 25, 1997

I am impressed with how quickly Connie has picked up using Netscape Gold. Usually it takes people a while to get used to the editor vs. browser windows and knowing the difference between them. Connie has downloaded Netscape Gold at home and has started to use it there. She doesn't have the MAC FTP program working at home yet. I tried it at the college and fought to get it figured out but finally did. I might have to meet her at the college and help her through that one. Again, I'm impressed with how she has got her mind around the ideas of a web site, ftp, editing, etc.

Students have been sending Connie lots of email to her own address. We haven't had many postings to the listserv yet. She has been impressed with the quality of responses she has received from her students. They are giving her comprehensive

answers to questions as well as thought-provoking questions. This increases work load quite a bit to have to respond to email in addition to marking everything the students submit (You might know something of that, Marlo).

I'm a little worried about the listserv. I tried sending about 10 messages to the listserv to see if I would receive a response – nothing yet. I'm thinking that something is funny with my AGT account. I'll have to check on that for Connie since students from Taber, Cardston, and Brocket may have the same problem as they are hooked up with AGT/Telus.

Connie wants to get more into graphics now. Today we spent time trying to convert graphics from both PowerPoint and Corel Draw to the proper format. It would be nice teaching a person new to jpg and gif to have one program that would do all the converting and the graphic editing. Unfortunately, Connie wants to pull graphics from lots of sources so she has to learn a few different concepts with regards to graphics. I went through the ideas of two general types of graphics – draw and bitmap. We also talked about which programs allow you to do each and which type is necessary for images on the Internet. I didn't talk about the plug-in available for Netscape to display Corel's vector art. She was pretty anxious to get a number of graphics posted to her site. It is quite amazing watching how quickly she has picked up the idea of a home page and of linking pages, etc. I had previously thought that I might have to do lots of graphics or linking things for her. As it is the only thing I've done on the site is to set up the frames and actually she just copied a frameset from a different site. Connie has done all the graphics, linking, formatting, etc.

March 4, 1997

Today Connie was concerned about FTPing things from her MAC computer. She has a test that the students will be writing on March 10, 1997 and she wants to be able to post the test to the web site on Monday Morning (that's this morning) I've got to phone her to find out how things went. I had previously done this at LCC with their MAC and had few problems so I outlined the procedures that I had followed. As a backup Connie could always save the files on her disk and bring them into the centre early Monday morning to FTP on the IBM computer. We'll see how she did next week.

One other thing that we did today was to change the location of her home page. In order to FTP and keep control of things she purchased her own web site account at AGT. We copied over all her files from the TA|LC account to her own account. She wasn't sure whether she would switch just yet or maybe after her exam. I have been working with the college to see if we can get dial-up accounts to the college and then post our home pages to that account. So far no luck. Connie, though, would have problems since she is long distance from Lethbridge – she would be further ahead to post them on the AGT server. I wonder if the Lethbridge Community College would be able to "mirror" her site on AGT? Maybe it isn't even an issue.

March 11, 1997

Connie wasn't comfortable with her website in her own account. It was causing confusion both on her part and that of the students. Changing the address of her site was going to cause her to give all her students a new address and it wasn't going to be pretty. We were also having trouble with Connie's picture on the front page. She had scanned one but we didn't have it in the right format so it looked bad. We downloaded Microsoft

Image Composer from the Internet and used it to convert the TIF file into a JPG image. We still had problems with converting some CorelDraw diagrams. I told Connie about the new MS Office 97's ability to convert PowerPoint slides directly into web pages. She was quite interested in this and wants me to install the software on the faculty machine there at the centre. Since she is comfortable with PowerPoint and using FTP I think that I will let her try it. It is difficult to know exactly how much technology to teach someone and how fast. She was frustrated at not being able to get those graphics posted so do we fix the problem with the given tools or look for new tools to help out? The more tools, the more there is to learn and the harder it is to know which tool to use in which occasion.

Connie is starting to find it hard to keep track of where all the files are and where they are current. I experience the same thing. She has the website stored in 3 places - school, Telus, and home. I think that we uploaded some old files over some newer ones that she had posted from home. I showed quickly how you can use the FTP program to view the dates/times of the files. She also suggested that each time she work at home or at school that she download all the files from the Telus server to her computer at the time and when she is done she'll upload all of the files she has changed. That way the Telus server is always the current web site.

March 13

Stopped by quickly to see how the audio/graphic and website activities were going. While I was there Connie mentioned that Vivian had posted the answers to the last exam. Connie was going to do the same. I hadn't thought of that before - a very good idea. I'll have to do that in the fall with all the exams and assignments.

March 18, 1997

I listened in on the teleconference session today. Connie, at the end of the class, was describing what things she had posted on the Internet during the past few days. The class from Brocket apparently had not even viewed her home page yet. She had asked all the classes a number of times and prior to this they had all said that they were having no troubles. Connie wasn't happy that the class would go this long without even saying anything. She tried to give their on-site instructor the URL for the page but ended up not getting through. Finally she just said that she would fax the information. She spent quite a time faxing that day after school - the fax machine died, too. I figure that the problem was with the frames and that this centre did not have a frames-capable browser. So ... we nixed the frames from her site and added a navigational bar at the top of each page. We made the navigational bar out of tables and had just a few hyperlinks for the most important spots in her web site. This will hopefully fix the problems that any of the centres have had. You'll be able to view this site through lynx if you want to - it's too bad because the frame idea worked well for her site. With my site I'm going to push to make sure that all centres have frames-capable browsers by September so I don't have to go back to the navigational bar. I helped Connie do the first few pages of navigational bars and she carried on to complete the rest of the important pages. Again, as I've said quite often, I'm impressed with how quickly Connie has picked up on creating her pages and posting them to the web site.

March 27, 1997

I'm in the delivery suite at the Regional Hospital waiting for the doctor to call Donna to deliver her baby. What an anxious time! While Donna rests I'll continue a bit of journalising - thought organising.

I'm involved in a group that is preparing educational technology PD modules for post-secondary institutions in Alberta. Just yesterday they asked me to head up the module dealing with web page design. It's interesting that they would ask me not knowing that I've been working on this project with Connie for the past several months. Hopefully I'll get something prepared in this module to include with my culminating activity. It will be a nice addition to what we've already learned.

April 28, 1997

As I'm preparing this project to pass in I wanted to make one last entry in the journal to wrap things up. It turns out that I don't have to prepare the web page design module. I get to work on it with another fellow. I had mentioned earlier that PowerPoint had the ability to paste pages directly to the Internet. Sure enough, Connie tried this and was successful at posting a number of pages on the Internet. Since she's doing much of her preparation in PowerPoint anyway for the audiographic pages, it makes sense to post them to the web this way as well. She posted resources for lessons six and seven so far and with intentions of posting the rest of her resources this way. This has been a good experience – quite a bit more work than I first thought. Since I haven't been working right in the centre this semester (I'm on a release time project this semester.) it has been more difficult to get together. It has been well worth the effort, though. Hopefully this

project will benefit other instructors at the college planning to use the Internet in their courses.

Culminating Activity Summation

Introduction

One of the packets of knowledge I have gained from my Master's degree experience at the University of Lethbridge is the importance of communication and sharing between colleagues. From January until May 1997 I have helped a colleague, Connie Gross, to prepare and implement a home page for her audiographic teleconference course. During this experience I kept a journal of struggles and accomplishments. The purpose of this final summation is to describe the activities of this project and summarise the points I wrote in my journal.

As I listened to Connie deliver an audiographic session yesterday, one of the students commented that she had been on the Internet and had found some information on the Swedish Government that contradicted information in the text and course materials. Connie used this to initiate more discussion from other students. Students' using another resource to help them in learning and understanding was the ultimate goal for my project. I confirmed the need for teachers to help teachers in learning new technologies so that students will ultimately benefit from a richer learning experience.

As stated in the title of the culminating activity, this was an exercise in I wasn't sure whether the combination of using a home page in a teleconference class was going to be as successful as I imagined or hoped. After completing the activity here are some words that could complete that sentence: patience/frustration, teamwork, efficiency, assumptions, and reflection/education. The purpose of this report is to explain each of these conclusions in relation to what I learned.

An Exercise in ... Patience and Frustration

In the first meeting I had with Connie I was all excited to get a home page posted on the web and do one hundred different things. I quickly saw that I was going to need patience if we were to accomplish all I had planned. It wasn't that Connie wasn't up to accomplishing those things I had in mind it was just that you couldn't do all that in one meeting. In addition, perhaps the students would not ready to do all that I had in mind during that semester either.

One of the most frustrating parts of the whole experience for me was the inability to see what the students at the other end were doing with the Internet and the electronic services Connie was providing. At the beginning of the semester I had researched what versions of Netscape other centres had installed. It turned out that at least 2 of the 6 centres did not have what they had indicated. This caused Connie some frustration a month into the course when students who had indicated that they were using the homepage in actuality had never been hooked up to it. It wasn't that they hadn't tried, but that they couldn't get in because of compatibility problems. In this regard I was frustrated because I didn't have say in the hardware or software that the other sites were using. In the end this caused us to change the web site around.

I was also frustrated that others weren't enthused as Connie and I was with the project's potential benefit to students. Some of the students seemed content to listen to the audio conference class, read their book (maybe) and that was all. The web site along with the audiographic conferencing had the ability to help make the class come alive for the students. The only problem was that some of them weren't ready to make that happen. I experienced the similar attitude when I taught the Biology 20 course last

semester. There were so many tremendous resources on the Internet and activities that we could have done through the home page, but many students chose not to do them. I guess when it comes down to it, regular on-site classes suffer from similar disinterest. That is, I guess, what causes exhilaration and frustration for teachers – the excess or lack of motivation to learn in students.

An Exercise in ... Teamwork

Teams are comprised of two or more people - rarely just one. This section will describe the two members of the team in order to give an understanding of where the team has been, where it is now, and perhaps where it will head in the future.

The most important decision to be made in this activity was in selecting a subject. Of course I wanted to choose a good subject – one who was willing to try something new and not get frustrated if at first we failed. I am fortunate to work with such an individual. For the past eight years we have taught at the Taber Adult Learning Centre – she in English/social and myself in math/science courses. We both are enrolled in the Master's program at the University of Lethbridge and are interested in improving our teaching. For this reason I felt comfortable in working with her on this project.

Connie has worked with computers for a number of years but has only recently been involved with the Internet. Unfortunately she works with Mac computers and we don't have any Macs hooked up to the Internet in our centre. She was "forced" to learn a little more about Windows-based machines. Actually, this was not a bad thing since learning a concept on one machine and then applying to another reinforces learning – it certainly did in this case. It's similar to the ideas behind Logo – the important concept is not in moving a turtle around a computer screen, the key point is the thought processes

that are involved in planning what you think the turtle should be doing. Similarly with Mac vs. Windows, one of our important goals was to post files to the Internet and keep track of where the files were current. We didn't care too much about whether you use WS-FTP or Anarchie, we just wanted to get files on the Internet. Today Connie feels quite comfortable FTPing, in addition to a number of other activities, with either platform.

Just as a little side note, one of my pet peeves when working with computers is to have good file management. My desk may be a little messy but ask me to find any file on my computer and I know exactly where it is. In evaluating Connie's ability on the IBM, I used this as a benchmark. She certainly knows where her files are on the IBM and can access them and post them to the Internet or a disk or wherever she wants. We actually worked on machines with Windows95 and Windows 3.11 so she was put to the test in a number of environments. She was also able to post her pages from her home Mac machine.

Connie teaches Social 30 by teleconference, amongst other on-site classes. Last semester when I taught Biology 20 by teleconference I used a web site to springboard students to other places on the Internet that provided useful information. In addition the Internet is an excellent vehicle for communication. Connie knew that she was to teach Social 30 by teleconference and kept an eye on what I was doing with regards to the Internet. When I approached her to see if she would be interested in participating with this culminating activity, she "jumped" at the chance. To add to her work, though, she was also asked to teach Social 30 by audiographic conferencing instead of just audio conferencing. This entails making up graphic slides for each class and transmitting them

to the students using Smart 2000 software. The combination of creating a new home page and creating new slides for her audiographic course proved a challenging semester for Connie. She has done a great job so far (she teaches until the end of June).

Turning now to the "teacher", I have considerably experience in working with computers. Since 1982 when I first bought a computer until now I have been engaged in figuring out what's going inside those gray boxes. Initially I used the computer only as a preparation tool for submitting assignments at university and then assignments for my students. Zap-a-Graph was one of the first programs that I saw and knew that my students needed access to a computer and this piece of software. Since that time I have made an effort to look for software and other technologies that will assist in student understanding. I have taught a number of computer courses on topics such as Windows, Word Processing, Spreadsheets, Graphic tools, Internet, Home Pages, etc. I have used a number of different platforms as well: DOS, MAC, Windows 3.1, and Windows 95. In addition, throughout my computer learning experience I have had the opportunity to help a number of teachers in using technology. Mostly, though, I have helped them in using software for preparation of materials or grades - not directly involving students with the technology. This project is one of the first opportunities that I have had to offer technology help to a colleague that directly involves the student use of technology. The focus is a welcome and needed change from a "How can I use technology to teach better?" focus to one of "How can We help students learn better with technology?".

In the future Connie and I plan to work on a number of projects together and with other members of off-campus centres. Currently there is a call for proposals at the college for staff interested in using technology in teaching. Connie has already initiated a

teleconference session with other staff to put submit a proposal. She has ideas of a web site for all centres and more collaboration between staff and students at the off-campus centres. Connie has been quick to see the potential of technology in her teaching and is anxious to share and combine forces with others.

An Exercise in ... Efficiency

A distance education class is harder to teach and administer than a regular on-site class. With on-site classes you see the students regularly and can communicate with them on assignments, daily topics, etc. With a distance class this is harder to do as you are in contact with them for only one hour a day. Using the Internet provides an excellent way to partially resolve the issue of communication. To alleviate the problem of students not being able to communicate with her, Connie put her email address on most of her pages and encouraged students to send her notes. She remarked that she was impressed with the quality of comments she received from her students. These, too, could be better than in-class comments because students have time to sort out their thoughts and respond at their leisure rather than being under fire for a creative and correct answer. Connie indicated that she did receive a number of email responses from class members and that she was receiving more as the semester progressed.

The greatest area in which students were able to benefit was the transmission of information to them. Prior to her web site Connie was stuck with sending out her information by courier that sometimes took up to a week before students would receive it. Her exams she would need printed and distributed 10 or more days before the students even wrote the exam. I'm not saying that teleconference instructors shouldn't be that organised, but it makes for a very hectic time teaching a teleconference class. Once an

instructor learns how to create and post pages to a web site, transmitting information to students can be a breeze. For example, assignments can be prepared in advance and posted. Tests can be prepared well in advance and posted the day of the exam. (More about Internet testing later.) Materials for a particular class that the instructor wants students to have can be posted to the Internet and students will have immediate access to them. Connie loved this facility – she called a page "*resources*" on her web site. She would hear of something happening on the news and post it. She created tables and point-form notes all the time – she posted these under her resources page. Some of the pages would be interactive where she would ask them to fill in the blank (do the work), some she would "do the work" for them.

Our latest venture explored the possibilities of Microsoft PowerPoint 97. With the audiographic conferencing that Connie was doing she prepared her materials in PowerPoint. Some students wanted to print this information but found it awkward from the Smart 2000 audiographic conferencing software they were using. Connie began trying to convert her audiographic slides into web pages. Although we worked and were successful at transferring a number of slides, it was a huge undertaking. (We did file transfers between PowerPoint, Word, CorelDraw, and Netscape.)When I purchased Microsoft Office 97 I found that PowerPoint had the ability to make web pages out of any slides it displayed. Since Connie was already preparing most of her materials in PowerPoint, it made sense to try this out. We haven't been able to install it on the machine at the learning centre yet, but this next week we will try it out.

In responses I received from Connie during the project she indicated how nice it was to be able to have someone helping her out with the technology end of her class. In

addition it was interesting to note that we often discussed at length what kind of things were possible over the Internet, what things we wish we could do, and what activities we thought were appropriate for her class. I can imagine how an instructor would feel if he were asked to teach a teleconference class and establish a web page for the class. Overwhelmed is an understatement. This is why teamwork, mentoring, team teaching, collaboration are so vital for working with technology. It is difficult and rare for one person to be able to do it all. We need help.

Connie and I met once a week – Tuesday at 3:00 p.m. for one or two hours depending on the number of questions we each had. The first meeting we discussed the purpose of my culminating activity along with the objectives she wanted accomplished. We outlined her web site and made assignments for the next meeting. We discussed at length activities she could do with the Internet in her class. Again I was surprised at how much we talked of philosophy and education instead of technical "how to's". Our weekly meetings continued for the duration of the project. Even now, as the project is completed and handed in we will still meet on a regular basis to share ideas on what to do and how activities progressed.

Here are some of the activities in that Connie had her students engage. They were each asked to write a certain number of critiques and submit them to Connie. A certain number of the critiques were to be of articles viewed from the Internet. They were to write a position paper on one of two Social 30 topics. Connie was going to post some of these papers for other class members to see how "good" papers looked. Connie had me set up a listserv to which all of the class was to subscribe and submit responses. She called this section Talk Back. She set up her home page to include a number of resources

for each lesson. For example, she outlined the causes of the Russian revolution in one page; she gave a graphic showing the political and economic spectrum; she posted answers to assignments and exams; and she provided tables and charts for student assignments. One of the most interesting assignments she will assign is a roving essay. This will entail two points of view on an issue. She will assign part of the class one side and the others the other side. Students will have to email their section of the essay to Connie who will then post them on the web site. Students will be able to see how each essay and each point of view is progressing. Connie is worried about time deadlines and whether the whole thing will work or not. The important thing, though, is that she is trying something new that has potential benefit to her students. Most students see their own essay and nobody else's. This will provide a vehicle where they will see how a proper essay is written and how to support one's point of view.

An Exercise in ... Assumptions

At the beginning of the semester I checked with all the centres to see what version of Netscape they had. From the feedback I received and in talking with Connie we decided to make her home page using frames. This works great for these kinds of sites – there is a common contents that is easily accessible all the time and you don't have to repeat it on every page. For the first month, yes month, students in all centres responded favorably to Connie's questions as to how the Internet home page was working. One day when an instructor was also present in one of the centres' teleconference room they indicated to Connie that they couldn't get to her home page and hadn't been able to since day one. I think Connie muted her microphone as she screamed. Apparently two of the centres had versions of Netscape that did not support frames. Needless to say that we

quickly revamped her site to get rid of frames and use a navigation bar on each page. I assumed that what I was told was correct and Connie assumed that what the students told her was correct. I won't assume on that one again. My home page for Biology 20 is currently set up for frames but before the class starts in September I will make facilities for those who have frames-incapable browsers.

Another source of grief focussed on the ability of students to participate in the web site. I assumed that students would jump at the chance to use the Internet and get involved in the web site. I have been so involved with the Internet for the past while that I assumed that students at least had a small understanding of what you can do with the Internet. I don't think that the students lacked desire – they lacked knowledge of what the Internet could do for them. Connie and I should have prepared a booklet separate to her course outline that briefly described what the Internet could do for them and how Connie was going to use it her class. For the fall I will make sure that this is a part of the student's course material. As each site has different methods of connecting to the Internet it may be an idea to have the centres themselves arrange such a manual for the students and for the staff. Objectives would include such things as what you can do on the Internet, how to hook up and disconnect, how to search, how to find instructor's web sites, how to send email, how to subscribe to listservs, etc. Connie and I had made a conscious decision not to provide such information with this course assuming those students would figure it out with the help of the staff in each centre. There's that darn word assumption again!

The amount of organisation that goes into making a web site amazed Connie. She was astounded at the number of pages that she was accumulating. She also was surprised

at how easy making and posting the pages was with Netscape Gold. I think that she assumed that it was going to be lots of work and that I would be doing lots of it. As it turned out it still is lots of work, but I haven't done hardly anything. I've acted as a sounding board and a coach on the side. Connie has done a remarkable job at learning how to create and manage a web site in addition to learning what things are possible to do with her students and a web site.

An Exercise in ... Reflection and Education

Having already completed a course using the Internet and feeling pretty on top of everything I approached this activity with confidence and perhaps a little cockiness. I quickly found out, though, that I wasn't the only person that had been thinking about how a course should be run on the Internet. Connie is teaching Social 30 and Vivian in Cardston is teaching Biology 30 by audiographic conferencing. Both ladies decided to try using a home page to assist their students' learning. Well, I had just done it and figured I'd tell them exactly what they needed to do. To my surprise they both didn't take all my suggestions. They had their own ideas of what they wanted done, and how much time they wanted to allot to using the Internet. For example, I suggested to Vivian that a listserv was a great way to encourage communication between centres and that I would set one up for her. She wasn't interested. I told Connie about my weekly question idea with the listserv and she one-upped me. She didn't feel that she could commit to a question every week and that she would rather have the students make up the questions. I had never really thought of having the students submit most of the questions but that is what Connie is trying to do with her listserv and comments page. I also thought it a great idea to have weekly top ten sites for students to look at on the Internet. Connie didn't go

for that. She preferred to split her links into two: current and the "standard links".

Although I may not change the activities I would have students pursue on my web page, this project has caused me to rethink my purposes in assigning them. I may be requiring too much all at once and getting little instead of requiring little by little and getting substantive amounts.

Receiving feedback from Connie and Vivian has caused me to think more of why I engage my students in particular activities. Am I giving this assignment because you can do it on the Internet and I think the Internet is neat? Or do I assign work that benefits students' understanding of the material. With the experiences of last semester in my home page independent study and this semester's culminating activity, I do feel that the Internet has many capabilities that will help engage students in their fields of study. There can be a tremendous amount of good interaction between students and instructors.

There are a lot of educational benefits from using the Internet and using it particularly in a teleconference class. The ability to communicate between individuals perhaps is the greatest benefit I have seen. Email was an obvious asset to Connie's class. She was able to send and receive information from all of her students. In addition, during her classes in past years if someone needed some information she would say, "I'll fax it to you." Now, she says, "I'll post it on the home page". This communication and exchange of information between instructor and student in a teleconference class is an extremely important asset to the course. In the future, students will have their own home pages where they post assignments and communications to their instructors.

One important issue that arises as more and more information is posted on the Internet is that of credibility. Who do you believe? Is it better to believe a text because it's

been published? Is it better to believe the Internet because it is "more current"? Going back to the discussion about the student's findings on the Swedish government, looking for information and then deciding on its credibility is an important skill for students to develop. Critical thinking and research skills will be essential for students in this information age. Connie's use of the Internet in her class has stimulated the accumulation of these skills in her students.

An Exercise in ...

Technology, as has been said countless times, is being used more and more by educators every day. Unfortunately, educators are often re-inventing the wheel over and over. The wheel must be pretty round by now. This culminating activity was an opportunity for me to share things that I have learned with a colleague. We have always done informal sharing of information and skills but this was one of the first times that Connie and I were able to work collaboratively on a project. This idea of sharing and working collaboratively is well illustrated with a new initiative from some of the post-secondary institutions in Alberta. Clayton Wright from Grant MacEwan Community College is spearheading a project in which institutions from across Alberta will put together modules that teach staff how to use technology. The modules range from basic computer literacy to advanced videoconferencing. These modules will be available to all institutions in Alberta for the training of their staff. Some of those writing the modules are putting them on the Internet so that others may critique and edit the information. What an excellent idea to share expertise between institutions. Technology has the potential to allow increased collaboration between students, teachers, schools, school divisions, provinces, countries, etc. In this way we won't have to reinvent the wheel but

just help tune the existing one. Had Connie and I not worked together on this project, she would not have produced all the resources she did for her students. Imagine what could happen when more and more people collaborate and co-operate using technology for the benefit of their students!

This project, then, has been an exercise worth the toil. I have learned that working on new projects gives it's fair share of frustration and that patience is needed to succeed. Co-operative efforts allow for greater understanding by both parties. Using technology in teaching and learning is a good way to communicate. As soon as technology is involved in a project, you cannot assume that everyone knows how to work the "machines" or even has the proper "machines". Technology has been a vehicle for me to rethink my teaching strategies and the learning outcomes I desire in my students. Would I do it again? Yes! ;)

Appendices

Connie's Report • Internet and Social Studies 30

Background Information on Social 30:

The class is offered via teleconference and includes students in Taber, Brocket, Pincher Creek, Blairmore, Cardston and Fort Macleod.

Students purchase standard textbooks as well as a student handbook consisting of study notes and questions for fourteen lessons.

Each centre has at least one Internet station. Students in Blairmore and Pincher Creek have access to individual e-mail accounts, while students in the others must rely on centre accounts.

Using the Internet as a secondary resource is relatively new to our centres. Many students will have had little or no experience using the Internet. Others, however, will have had some exposure from last semester when Jeff piloted the method in the Biology 20 course. Some students in Social 30 will therefore have had exposure to this method from Biology 20. Others will have had additional exposure through the Biology 30 course as the instructor for that class is also using the Internet to supplement her course.

This is my first attempt at setting up a web page. I have used the Internet to access information, and have occasionally had students do the same. I have never set up a structured means of using the Internet before. Most of my early work was done on the Learning Centre's Windows -based computers. I have a Mac LC630 with Internet access, so I was familiar with the Netscape program used at the centre. I was, however, a novice at using the Windows program.

Beginning Phase:

Jeff and I first discussed what I hoped to accomplish by using the Internet in my Social Studies 30 course. We tentatively arrived at the following objectives:

Use to present supplementary information that students can access easily

I like to be flexible in the extra readings and assignments I choose so that I can best meet the needs of students as they arise. We use a twice-weekly courier to send mail back and forth between the centres. This year, however, our centre does not have quick access to a photocopier. Therefore to send materials to students means that I need to have them prepared at least two weeks ahead of time. It is therefore difficult to quickly send additional worksheets or other information

Use as a means of encouraging students to interact with each other through the use of a listserv:

Discussion is a very important part of Social 30. But it is often difficult for students to feel comfortable with discussing ideas amongst themselves via teleconference. Many are reluctant to speak directly to each other, preferring instead to speak to me. I hope that a listserv will encourage them to discuss ideas with each other.

Provide students with links to current sources of information that are difficult to get through traditional channels:

Reason: It is difficult to find affordable access to current information. Magazine subscriptions are costly and are often outdated before reaching the classroom. Links to sites such as the White House or the Kremlin provide students with quick, affordable access to current information.

Basic Contents of the Home Page:

Introduction

Included a brief overview of the course and a picture

Outlines and Objectives:

Only some of this information is currently posted. I eventually plan on having these posted on the Internet. But I had these copied in early January and sent to students so they would have time to look at them before class began.

Links

I have included links to some common Social Studies links. As time allows, I will also add links specifically related to each lesson.

E-Mail

This page includes a class list along with e-mail addresses of each student.

Hopefully students will use the addresses to contact other students.

Talk Back

This page will focus on the listserv discussion group. Thus far only a few students have signed on and sent information. I am new to listservs myself, and therefore did not give them as much emphasis as I would have liked. Next time I teach the course I plan to immediately assign students projects that will require them to use the listserv. For example, I could use the listserv to create a "traveling essay" in which the students create a group essay. Thus far I have included 5 discussion questions for students to respond to. I will add another group of questions for part two of the course.

Resources

This page is designed to provide extra resources for each lesson. It also includes links to review pages and quizzes.

Internet Assignments:

Social 30 is divided into two major topics. For each topic I will have the students complete three simple assignments using the Internet. Each assignment will be worth two points: One for completing the assignment: One for satisfactory work. The focus will be on personal responses to issues and review work.

Difficulties I Encountered:

Incompatibility of other networks:

We originally set up the homepage using frames. The page looked very attractive, but two centres had incompatible networks. We therefore had to switch formats.

Recommend that I check software configurations more carefully before designed a web page.

Lack of Student Use:

Students seemed reluctant to use the Internet. I understand that many of them are new to the Internet. I could help overcome these insecurities by spending more time in class discussing how to use the Internet. I could include written instructions or use the audiographics programs to demonstrate. I could also ensure that students use Internet earlier on by giving a mandatory assignment for minimal marks.

As the semester progressed, I thought that the students were using the Internet. From the time I was able to get the homepage working, I suggested readings from the site. In early March I posted assignments that were due at the end of March. Most

students claimed they were accessing information, and talked as if they were having no problems with it. BUT three weeks after I announced the original assignment was available on the Internet, one centre finally said that they couldn't access the home page. Therefore they did not have nay of the information I had spent so many hours preparing. At that point my frustration level was very high. Next time I will give a simple assignment and make them bring it to class and prove they have used the Internet.

Lack of Preparation Time:

The biggest frustration I faced was the lack of time to adequately prepare pages. I see the great potential in the Internet, and am frustrated at the lack of time I can spend working with it. As I learn more, it is getting easier. Once I figured out the basics, I realised that the work it not that difficult, but it is very time consuming for a beginner. I hope that by the next time I teach I will know enough to have all-important materials on the Internet before class starts. For example, I should know how to post all the course outlines, important assignments, major links, and key resource materials.

Using the listserv:

Few students have actually signed on to the listserv. We had some trouble getting it to work properly, so that added to students' frustrations. Also, I did not emphasize it as much as I could have, partly because I was unsure of how I could best use it. I am now beginning to understand how helpful a listserv can be. Next semester I hope to have listserv working immediately. I will give students a real assignment to complete early on. Perhaps I could use it to establish e-mail partners to work on group essays or other assignments.

Learning to make adjustments to the Mac system.

Sometimes I was very frustrated when trying to switch from Windows to Mac systems. At school I would learn a skill from Jeff on the Windows 95 system, then try it at home on my Mac. Most often I was able to figure out how to make the adjustments, but learning how took a great deal of extra time. In hindsight, it would have been helpful to have one or two sessions on a MAC computer. I could have brought my machine to the centre, or meet where we could do some work on the Mac.

What worked:

Weekly tutorial sessions:

Jeff and I met every Tuesday after class. Jeff was also available by phone or e-mail whenever I needed extra help. This system was ideal for me, as I was able to get help as I needed it. After a lesson I could go home and experiment, recording problems as I encountered them. I usually kept a list of questions / concerns. The next week Jeff would troubleshoot for me, and introduce a new skill. Working with Jeff was an ideal arrangement for me. We have been colleagues for several years and therefore have a very good working relationship. I am very comfortable working with him. He knows my teaching style and has a good understanding of my technical skills, as he has taught me most of what I know. Furthermore, he is very aware of the needs of my students, as he has taught many of them himself. The fact that Jeff has just piloted the Internet last semester was very helpful, as he knew what problems to expect. He also had very effective ideas on how to arrange the web pages. His expertise was invaluable. I also believe that individualized instruction is ideal. We designed the project to suit my goals

for the class. Jeff's instruction was targeted to meet my needs as they arose. I would recommend that other instructors learn to use the Internet in a similar manner.

The Home-page:

I am basically satisfied with the information I prepared, considering the time and skills I had to work with. I like the basic contents we set up. The five categories seem to suit my current needs. Students have been able to find some interesting articles from the links. It has also been a fast and effective way of getting additional information to them. It is also a relief to me to know that I do not have to have extra materials prepared two to three weeks ahead of time so as to meet printing and courier deadlines. Instead, I can post something on the Internet as needed. I have not yet posted a quiz, but plan on doing so immediately. I think using the Internet will allow me to design a quiz that more immediately reflects the recent discussions in class. I believe that by the end of the semester I will have many of the little problems worked out. Using the Internet will then become an invaluable tool for encouraging extra discussion and feedback for many students. If I am to truly prepare my students for life-long learning, then I must encourage them to use the invaluable resources found on the Internet.

Sample E-mail Postings

From: Connie Gross <cgross@agt.net>
To: Jeffrey R. Hamilton <hammy@agt.net>
Date: Wednesday, March 19, 1997 11:28 PM
Subject: Re: Back

Hi Jeff:

Yes our computer is fixed - after many frustrating hours. I was finally able to delete the old config ppp file and reinstall a new one. That seemed to solve the problem. But we've had more techie problems - the fax at school is dead again. I am NOT going to go near any technical things for a few days!

Connie

From: Connie Gross <talca@agt.net>
To: Jeffrey R. Hamilton <hammy@agt.net>
Date: Saturday, March 15, 1997 4:04 PM
Subject: Re: Course Outline

Hi Jeff:

Yes, the new powerpoint would be great, if you have time to install. I think I have the internet stuff almost figured out now Thanks. I have a few minor glitches now and then - especially when it comes to keep track of file names. For example today I tried to make some changes to the resource page. I made 2 new pages to link with the review section and saved files appropriately - or so I thought. I also thought I had transferred all the files appropriately. BUT I couldn't get the revised resource page to appear. So I will save all my files and try from TALC. Maybe I didn't upload the correct file from talc so I could download at home? I also think that you're right - tagging the MAC files with .html vs .htm seems to cause too much confusion. It appears the Dummies BOOK is WRONG!

Alas, the trials and tribulations, eh! I will also try to jot down ideas about teh successes and frustrations of using the internet - You know me - you'll probably get TOO much instead of not enough! It's been a great resource thus far, BUT I think the biggest benefit will come next time I teach it, as everything will be in place, and I'll be able to get students (and myself) on to it much sooner. Like your BIO 20 page, once things are in place it's very easy to update them. I can really see how having them involved in it will be very beneficial to current events. etc.

On other business: Jane has looked at the former R & I development building. It looks like a possibility. THE owner has drawn up a tentative floor plan. Next time you're in I'll show it to you. If you'd like to see the place, Jean is coming Tuesday at 2:00 to meet with Pete Lovering, then go on to the R & I place. So you are, of course welcome to come, BUT I DO understand if you chose not to go.

Thanks for all your help = happy swimming!

connie

From: cgross <cgross@agt.net>

Date: Saturday, February 08, 1997 2:01 PM

Subject: Monday p.m.Hi

Hi Jeff!

What info. would you like me to bring Mon. p.m.? I have a few ideas written down (another list!). I'm thinking about making 5 mandatory assignments worth a total of 10% - each would use listserv or internet or some sort of extra info "stuff". I'd mark according to completion - 2 marks for completing the assignment. In addition, they would have their regular essays and critique. What do you think???

I am trying to collect a few bookmarks that I'll copy for Mond.
I haven't had time to do as much searching as I'd like but what's new!

Any other ideas????

Connie

From: talc <tacl@agt.net>
Date: Wednesday, February 26, 1997 5:07 PM
Subject: ftp help

Hi Jeff.

Sorry to keep bugging you. I am having trouble transferring files at home. I am using ARCHIE (or trying to) and have been unable to download files. (I have now increased my AGT coverage to the next plan.) Here's what I have tried:

a. When entering preferences, I have tried both my address and tacl@agt.net. When I go to open a connection, I am not sure what to put for host, user and password and directory. I have tried username as <http://www.agt.net/public/talc/ss30/index.htm> - that didn't work! I also tried ftp.agt.net - that got me to a different directory, but I still couldn't find more than just the basic agt files. I know that somehow yesterday I stumbled across the ss30 files, but I didn't have a file ready to download them = then the computer stalled and I lost them all.

b. my next idea is to try copying the files from the harddrive at school, then working on them at home - perhaps I can at least prepare files at home, then transfer them at school. Will this work?

Any other suggestions????

Thanks!

Any suggestions???

From: <Unknown>; v.archibald
To: hammy@telusplanet.net
Date: Sunday, February 09, 1997 1:41 PM
Subject: Bio 30

Hi Jeff, I got your message about the image on my homepage. At this point I'm not sure how to do what you said, and it is not a really high priority right now, maybe when I have time I'll try again. Yes I would be interested in seeing what kind of graphics Nori has. A few more questions for you, when I put my course outline onto the internet, I can't seem to start a new line without having a blank line inserted as well. Any suggestions? This happened when I tried to export questions from LXR as well. Another question, how do you get the images in the LXR to translate into the htm file? I am making progress, I did get my course outline into a linked file. However finding a way to get my calendars for February through June to come across was beyond me. Talk to you later.

Vivian

From: Connie Gross <cgross@agt.net>
To: Jeff Hamilton <hammy@agt.net>
Date: Sunday, April 27, 1997 8:36 AM
Subject: Re: text vs. graphic

Hi Jeff:

I hate to sound ignorant - but let me get this straight; power point has a graphic and text file - that means that the text comes across in a different file than the graphics - so that was why there were so many files???? So example - for every slide, there would be a graphic and a text file???

Have a good weekend
Connie

From: Jeffrey R. Hamilton <hammy@agt.net>

To: 'cgross@agt.net'

Date: Friday, February 28, 1997 4:21 PM

Subject: Back button

Oh, by the way, here is that back button you can use on your pages. I quite like putting it at the top.

Image Attachments:

File: U_PREV.GIF

From: Jeffrey R. Hamilton <hammy@agt.net>
To: 'cgross@agt.net'
Cc: 'talc@agt.net'
Date: Wednesday, March 12, 1997 3:54 PM
Subject: Listserv

I got the message you sent to the listserv yesterday. Both of us must be subscribed! Now just to work on the other people to get them subscribed. I think the list has lots of potential. Maybe give them a deadline of before Easter to get subscribed and start putting messages on the list??? If they are wondering if they are subscribed or not, I can talk to Mark in Computer Services - he's the guy in charge of listservs.

Jeff

From: Jeffrey R. Hamilton <hammy@agt.net>
To: 'cgross@agt.net'
Cc: 'talc@agt.net'
Date: Wednesday, March 12, 1997 5:19 PM
Subject: Course OUtline

I noticed that you got your outline posted - again. Looks good. I'm excited that you got that MAC Fetch thing figured out. Did you change the background of the frcontents.htm page - it looks better, too.

Jeff

From: Jeffrey R. Hamilton <hammy@agt.net>
To: 'cgross@agt.net'
Date: Wednesday, March 19, 1997 2:57 PM
Subject: Back

Hi Connie,

Your pages are looking good. You'll need to check some of the back buttons to make sure they go back to where they are supposed to go. I like the review materials you posted - the comparison of political systems table will be good stuff. I think losing the frames is a good idea for now. It means more work on each page you create (with the bar at the top), but at least no one can complain about not getting to your page.

How is your computer working? Did you get it fixed? I guess if you read this you probably did get it fixed.

See you later.

Sample Listserv Postings

From: Tracy Robinson <tarobins@raptor.lethbridge.ab.ca>
To: hammy@telusplanet.net
Date: Tuesday, March 25, 1997 8:35 PM
Subject: question 2

I feel that Keynesian economics is based on good principles. However, my belief is that Canada should not follow these principles. Canada is suffering in the world economic scene because of our huge deficit. The deficit was caused by government overspending trying to stabilize the economy. Ralph Klein, cut government spending, privatized many government businesses and reduced financial support for many social programs. Some of the citizens felt the depth of those cuts

more than others. Even though I am one of the people affected by the budget cuts, I am thankful for our provincial governments' foresight. I believe that Canada and Alberta especially are setting a precedent by curbing excessive government spending. Albertans are now holding their government accountable. This in turn will help to stabilize our economy more than following Keynesian economic principles would. Future investors will be lured to Alberta and Canada from outside sources. In time, after people become accustomed to being more self-reliant the benefits will be easier to see. Although many feel as if they are suffering and not seeing any good from the budget cuts, I feel that the good "ripples" will outweigh the negative side-effects.

From: Tracy Robinson <tarobins@raptor.lethbridgec.ab.ca>
To: hammy@telusplanet.net
Date: Tuesday, March 25, 1997 8:50 PM
Subject: question 3

Yes, government should ensure that each individual has a reasonable minimum standard of living. Children should not live in poverty and neither should people who earn a pittance. The government should have better guidelines as to what is a minimum. For example, a 30 year old person capable of getting a job, but too lazy to work for minimum wage should not get any financial help. A person that tries very hard and works for only \$5.00 per hour, struggling to support themselves or their family deserves some kind of aid. I really don't have the answers. I don't know who should decide who and how much help is warranted. The government should look at other ways of helping the needy. Why not ask the minimum wage earners and those who are in need what it would take to get them out of the cycle of poverty? Speaking for myself, I would say the same opportunities as everyone else. Train me for a career so that I can support my family and myself. I don't like having to rely on other sources to put food on the table.

From: Connie Gross <cgross@agt.net>
To: hammy@telusplanet.net
Date: Monday, March 31, 1997 6:36 PM
Subject: Connie's reply

Hi everyone in Social 30:

I trust you are enjoying your Easter break. I am sure it is a well-earned rest for all of you.

I see that we now have the listserv working. I hope you enjoy seeing each other's comments. It is always great to exchange ideas - that's what Social Studies should be about. As you have by now realized, each person in the class has a different opinion on the issues. The more ideas we hear, the more we are able to get a better sense of the depth of each issue. So, please use this listserv as a means of discussing ideas whenever possible. I know everyone is pressed for time (so am I), however, if we can sneak in some extra time to discuss ideas, we will all benefit.

So, continued success in Social. I am looking forward to reading the essays after Easter.

Connie Gross

Connie's Social Studies 30 Homepage

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Social 30

Welcome to Social 30. Use this page to help you better understand your social studies course.

This site is an initial attempt at using the internet and a home page to administer and assist Social 30 students. The project is being done between off-campus centres of the Lethbridge Community College in Alberta, Canada.



E-mail Address: cgross@agt.net

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Social

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| <h2>Course Information</h2> |
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[Outline](#)

[Objectives](#)

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Course Outline

Lethbridge Community College Division of Continuing Studies and Community Education Social Studies 30 Course Outline Spring, 1996

Instructor: Connie Gross, Taber Adult Learning Centre

Phone: 223 - 1045 Fax: 223 - 3919 E-Mail: talc@agt.net or talcss@telusplanet.net Meeting Time: Tuesday - Friday 9:30 - 10:30

Course Objectives:

Social 30 follows the Alberta Department of Education Curriculum. The course examines the values and issues underlying these topics:

Topic A: Political and Economic Systems This topic compares and contrasts major political and economic systems such as communism, capitalism, democracy, dictatorship, democratic socialism and fascism. Students will examine the theoretical basis for each system, comparing them to the practical realities of the countries practicing each system.

Topic B: Cooperation and Conflict Among States This topic examines the causes and consequences of major world conflicts during the twentieth century, as well as efforts at world cooperation.

Resources:

Ideologies 2nd Edition McGraw-Hill Ryerson Ltd. 1993 Global Forces of the Twentieth Century: Reidmore Books 1991 Social 30 Study Notes - LCC Social 30 EDGE Booklet - Alberta Department of Education

Course Evaluation: Assignments: 40% Quizzes: 30% Exams: 30%

* Assignments must be handed in on time. Marks will be deducted for late assignments. ** Students must also write the Diploma Examination in June, 1997.

Sequence of Instruction:

The following is a TENTATIVE guide only to lesson dates:

Topics Anticipated Starting # of Classes / End Dates

1. Introduction to Class and Topic A February 13 - 14 2
2. Lesson 1: Political and Economic Systems Feb. 18 - 21 4
3. Lesson 2: Democratic Capitalism Feb. 25 - 28

4 Quiz # 1 Monday, March 3

Lesson 3: A Comparison: The U. S. and Canadian Systems of Government March 4 - 7 4

5. Lesson 4: Totalitarianism and Communism March 11 - 14 (Update: Russia Today) March 18 - 20 3

6. Lesson 5: Socialism March 21 - 27 5 (Easter Break: March 28 - April 4)

7. Review of Topic A: April 8 - 11

EXAM # 1 Topic A Monday April 14

8. Introduction to Topic B: April 15 1 9.

9. Lesson 6: WW1 and Aftermath April 16 - 18 3 10.

10. Lesson 7: The Rise of Fascism April 22 - 25 4 11.

11. Lesson 8: Depressed? You Bet! April 29 - May 2

Quiz #2: Monday, May 5

12. Lesson 9: WW II May 6 - 9

13. Lesson 10: The Cold War May 13 - 16

14. Lesson 11: The Far East May 20 - 23

15. Lesson 12: Central America May 27 - 29

16. Lesson 13: Africa June 3 - 6

17. Review of Topic B June 10 - 20

and preparation for Diploma Exam

EXAM #2: Topic B Monday, June 16

Diploma Exam: June 25 9:00 A.M.

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Objectives

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Social

Assignments

1. Class discussion only

[Hobbes / Locke / Rousseau Chart](#)

[Topic A Review Ideas](#)

2. For Marks!

[Essay #1 \(Due March 27\)](#)

[Topic B Assignments](#)

Assignment

(for discussion in class)

Read Chapter 2 in Ideologies (p. 16 - 33). Please use a chart similar to the following to collect notes comparing the beliefs of the three major philosophers.

| Name of Philosopher & Time | Belief in Human Nature | Role of Reason & Natural / Moral Rights | Purpose of Government | Use of Force |
|----------------------------|------------------------|---|-----------------------|--------------|
| Hobbes | * | * | * | * |
| Rousseau | * | * | * | * |
| Locke | * | * | * | * |

For a summary of our class discussion on this topic, [click here](#)

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Review Suggestions

General Review Suggestions:

1. Do multiple choice questions in Social 30 EDGE or CastleRock Review Guide.
 2. Look carefully at the objectives outlined in the yellow section of your lesson handbook. The detailed objectives can help you determine the most important concepts for Social 30
 3. Do not hesitate to ask me when you are having difficulty understanding a concept. Remember, there is no such thing as a stupid question!
-

Topic A

- [CaseStudy](#)
- [A Comparison of Political Systems](#)
- [A Comparison of Economic Systems](#)
- [Class Answers to Questions](#)

Topic B

[Back](#)

Social 30 Essay #1

Some people believe that central planning as an economic system is no longer workable or desirable. Others believe that central planning is a desirable model. Still others believe that some principles of central planning are worthwhile in certain circumstances.

Is economic central planning obsolete?

In your essay, take and defend a position on this issue.

This essay will be due on Thursday, March 27. Please make sure that your essay arrives in Taber by that date!

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Topic B Assignments:

1. [Essay Question](#): **Due Date: May 30** ([click to go to essay question](#))

(Value: 10% of total grade)

2. Critique # 2: (Value 10 marks)

If you have not already completed 2 critiques, your second critique is due no later than June 6.

OTHER ASSIGNMENTS:

2 marks each. (1 mark for completing on time 1 mark for satisfactory thought)

These assignments are to encourage you to reflect upon issues relevant to Social 30. You should write a personal response of about 200 - 300 words which discusses your ideas about the issue. Use these questions as a chance to think "on paper" and play with ideas. It is also a stepping stone to the major essay, as these questions force you to reflect upon many of the key issues that could be included on a Diploma Exam.

I do not expect a major essay. Instead, I want to see that you are beginning to question the concepts involved in these issues.

The best way to complete these assignments is to sit down for 20 - 30 minutes and just write what you are thinking about the issue.

Ideally, you will use the listserv or e-mail to send these assignments to me. I can then make them available so others can see the variety of views we have in class. Remember, Social 30 is about SHARING ideas. We can learn from each other!

1. Talk back: (2 marks each) (Due May 23)

Discuss any **ONE** of these issues:

- How should a government's international status be determined?
- Should countries still maintain nuclear weapons?
- How "real" was the threat of global nuclear warfare during the Cold War period?
- What should happen to the nuclear weapons belonging to the former U.S.S.R.?
- Should embargoes against Iraq be lifted?
- How effective is appeasement as a means of settling interenational disputes?
- Discuss one effective method of international cooperation.
- Explain your vision of NATO's role in maintaining peace.
- What threats to international peace do you see existing in the upcoming new millenium / century?

2. Personal Interest: (Value: 2 marks) Due May 9

Select one event or one personality from the 20th century. Discuss why this person or events interests you, and why it is significant to the 20th century.

3. Traveling Essay Assignment: (4 marks)

General Note: Please complete your assignments as soon as possible. DO NOT wait until the last minute for the simpler assignments. You will be very busy with all your courses by the end of May, so the sooner you get an assignment done, the better!

Good Luck - Please call me if you need extra help. I am always open to discussing your ideas.

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Social

Social 30 Class e-mail lists

1. Blairmore

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6. Taber Class

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Daryl
Andrea

Sandy

| | | | | | | |
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Social Talk Back

To work with Talk Back, you must first subscribe to the listserv. [Click here to learn how](#)

This page is designed to give you an opportunity to share ideas with classmates. Group discussions are a very important part of Social Studies. The more opinions, the better!

All your ideas are important, but remember to support your ideas with logical evidence. Please be courteous to each other. Remember, what may seem harmless to you may be hurtful to others.

To see what others have said, check your e-mail. Every message sent to the listserv will be forwarded to all subscribers.

Lesson Discussion Questions:

1. What would you like to learn in this class?

(Use *Your Questions* as the subject)

2. Should our government follow the principles of Keynesian Economics when trying to stabilize the economy?

(Use *Keynes* as the subject)

3. Should governments ensure a reasonable minimum standard of living for each citizen?

(use *citizen* as the subject)

4. Should governments emphasize individual initiative in their nation's economies?

(use *individual* as the subject)

5. In a democracy, how much should a government limit rights of the majority in order to protect the rights of a minority?

(use *majority* as the subject)

To Talk Back, [click here](#)

I will try to address your questions during the semester. Have fun - and remember - there is NO such thing as a stupid question.

To Watch For In the News:

Alberta Election

Ralph Klein has called an election for March 11.

Watch for the political races to move ahead at full speed.

Budgets

The Federal government introduced its budget on February 18. Watch to see if you can match the economic actions taken with the theories we will be discussing in Topic A.

Ralph Klein's government announced their budget on Tuesday, February 11. Compare economic actions taken by our provincial action to those taken by the federal government. See how these ideas fit into our economic and political discussions.

How to subscribe to Talk Back listserv

1. Send an e-mail to this address:

listproc@raptor.lethbridgec.ab.ca

2. Leave the subject line blank.

3. Type this message:

subscribe social30 (first name last name)

(example) subscribe social30 connie gross

4. Click on send.

Make sure your user name is listed in Netscape Preferences.

To do so:

- a. Look at options menu.
- b. Go to mail and news preferences
- c. Type in your personal information.

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Social Links

Classics

| | |
|--|--|
| CBC Broadcasting Network | The White House |
| CNN | Native Studies Links |
| Alberta Government | Macleans |
| About Canada | Time |
| Symbols of Canada | Lethbridge Herald Online - Daily Newspaper |
| Canadian History | |

Topic Links

Topic A:

| | |
|---|--|
| Keynes | Govt of Canada - main |
| Political Parties of Alberta / Election | International Politics |
| Bank of Canada | How Canada Governs |
| U.S. Constitution | Fact Sheets on Sweden |

Topic B:

| | | | | | | |
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Extra Notes

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| Lesson 5 | Lesson 6 | Lesson 7 | Lesson 8 |
| Lesson 9 | Lesson 10 | Lesson 11 | Lesson 12 |
| Lesson 13 | Review | Talk Back | *Election Results |

[Lesson 4: Backgrounder on Marx](#)

[Review Topic A](#)

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Lesson 1 Extra Notes

Political / Economic Spectrum

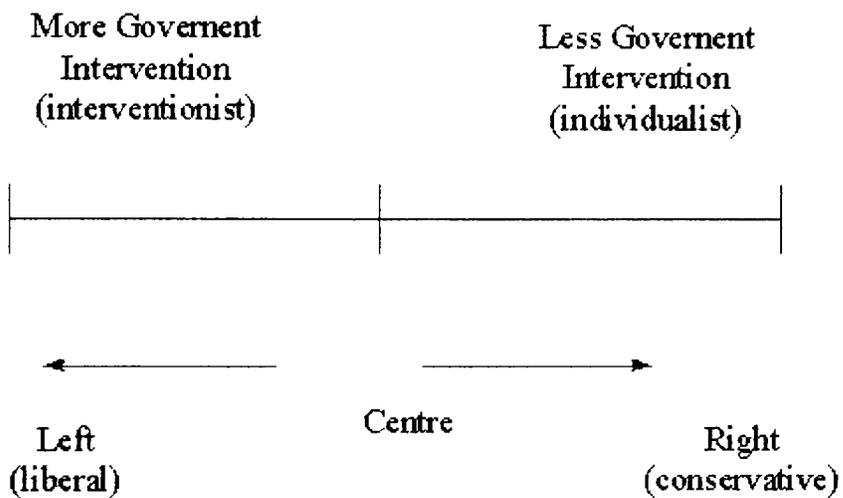
Economic Cycle

3 Economic Questions

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Lesson One Notes

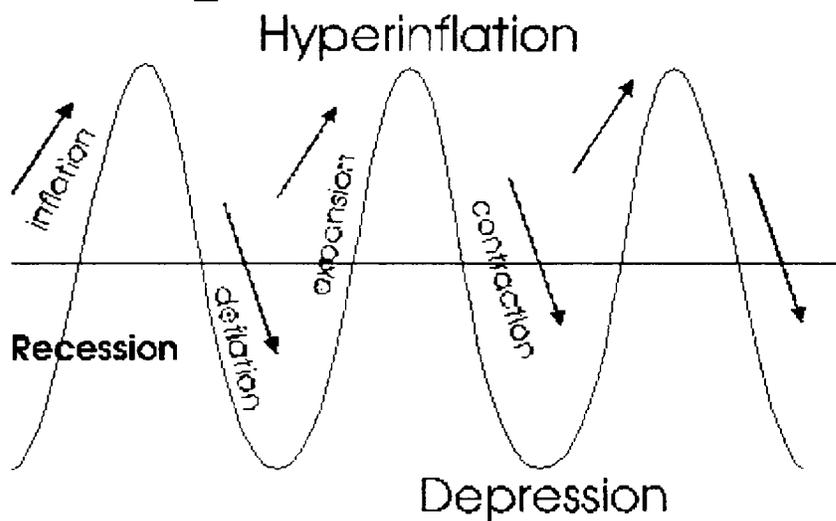
Political / Economic Spectrum



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Lesson One



Social 30 Economic Cycle



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Lesson 2

[Federal Deficit](#)

[Keynesian Economics: Background](#)

[Demand-Side Economics](#)

[Supply-Side Economics](#)

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A Summary of Keynesian Economics Origins:

· **1930's: John Maynard Keynes, British Economist** ·

Best Case Study of Implementation:

Franklin D. Roosevelt's New Deal. (Canada followed suit soon after)

Economic Problems Facing the World:

· The Great Depression, which officially began in October, 1929, crippled the world's economies until the beginning of World War II, over a decade later.

Some Causes of the Great Depression:

1. Over-confidence in the economy after the disastrous years of World War I (1914 - 1918) led the world to falsely believe the good times would last forever: that war would never again wreak havoc on western society. This led to industrialists believing that an unlimited demand for products would continue indefinitely
2. Increase in industrialization led to massive production of consumer goods. The problem was, however, there were far more goods being produced than the consumers needed, or wanted to buy. The supply eventually outstripped the demand, but excessive optimism in the economy led to unusually high prices for an over-extended length of time
3. By 1929 it was obvious that the supply had exceeded the demand, and the false hopes in the stock market could no longer keep the economy thriving. In October, 1929 the stock market crashed and the economy began a long, ten-year plunge downward.
4. Parts of Europe, especially Germany, were still feeling the heavy financial costs of World War I. As Keynes had predicted, Germany was unable to bear the billions of dollars in reparations (re-payments) the Allied countries had insisted it pay to France. Even worse, in the W.W.I peace treaties, Germany lost territories rich in coal reserves and heavy industry. How, Keynes wondered, could the German economy recover was faced with impossible financial obligations to other countries. Germany, of course, couldn't pay, and was faced with crippling inflation. Other countries in turn suffered because Germany could not repay them.

Keynes Economic Theories:

The Depression hit the world with a resounding BANG. Massive unemployment led to excessive poverty and hardship in the major industrialized countries. Even some of the wealthiest people in the world lost everything they had. Banks foreclosed on mortgages, called in business loans, and became reluctant to loan money. Even worse, banks themselves were facing bankruptcy. During the earliest years of the Depression, many small banks closed their doors, resulting in people losing everything they had. People began to lose confidence in the banking system, resulting in "runs" on the banks, in which people rushed to the banks to withdraw their savings before the bank went under. These "runs" had devastating effects on the banking system and caused even more bankruptcies.

For the wealthy who managed to keep their money, the Depression was a time of great prosperity. Those who could afford to buy property could do so at bargain-basement prices. So, for a few, the Depression was a boom.

As the Depression grew worse, people began to look to the government for answers. Keynes saw a solution in limited government involvement. He looked at the Depression as a time for government to step in to stimulate the economy. He therefore proposed the following theory:

The government should intervene in the economy only as necessary to control the extreme highs and lows of the economic cycle

1. Recession / Depression:

Goal: Start spending in order to expand economy Increase the amount of money in circulation so that spending will increase. This should lead to an increased demand for products which in turn stimulates employment

Method:

Fiscal Policy (Direct Spending) Public works projects, lowering taxes, increase welfare payments

· Monetary Policy: Encourage people to spend by measures such as lowering interest rates, decreasing the amount of bonds available, etc.

These actions should encourage spending thereby stimulating the economy, bringing it out of recession

2. Inflation / Hyperinflation:

Goal: Stop spending in order to slow down overly-rapid expansion Decrease the amount of money circulating so that demand will decrease and prices will fall

Method:

· Fiscal Policy: Stop government spending thereby increasing decreasing the amount of money pumped into the economy. Cut back on public works projects, welfare payments, and other government spending; increase taxes

· Monetary Policy: Encourage savings through measures such as increasing interest rates, amounts of bonds available

These actions encourage people to start saving rather than spending, thereby decreasing demand and slowing price increases (inflation)

Problems:

· Forecasting and Timing:

It is hard to predict business activity far in advance. Thus, government actions may arrive too late

- Irresponsibility of different levels of government: Sometimes it is difficult to get the various levels of government to agree upon spending policies. In order for Keynes' theory to work, all levels must agree upon the same economic policy.

Political Difficulties:

- Unwillingness of Governments to take politically unpopular actions Some governments find it difficult to impose tight restrictions for fear of not doing what is publicly unpopular. If a government has to base its budget on four-year cycles designed to insure power is maintained, it is often difficult to take politically unfavorable actions for fear of not begin re-elected ·

Diverse Public Opinion:

People have many different views on government spending. When times are good, it is often difficult for people to accept tighter government budgets. When times are bad, people often look to the government for help, yet also expect governments to keep spending under control ·

National Debt:

Politicians have different views on allowing the government to go into debt. Keynes' theory implies that some debt must be incurred to bring the economy out of recession

Keynes never predicted the massive debts incurred by most western nations today. It is difficult for people to believe that a government should go into even more debt to spend its way out of a recession.

To Think About:

- Would Keynesian Economics solve economic problems we face today??
- Do you see other problems with Keynesian Economics?

BACK

Demand Side Economics Fights Recession and Inflation

Demand- Side Economics (Keynesian Economics)



To Fight Recession:
Increase Money Supply

- a. increase government spending
decrease taxes
- b. lower interest rates

Economic Growth

Greater Consumer Spending



Increased demand



Demand- Side Economics (Keynesian Economics)

To Fight Inflation:
Decrease Money Supply by:

- A. cutting government spending
increase taxes
- B. encourage saving by
increasing interest rates
Increasing availabilty of bonds



[Back](#)

Lesson 4: Totalitarian Governments in Action: Communism in the former Soviet Union

Background Notes:

- Key Theorist: Karl Marx and Fredrich Engels
- **Key Implementers we examine in Topic A:** Lenin, Stalin, Gorbachev
- Interesting Videos to Watch:
 - "Reds" - Starring Warren Beatty and Diane Keaton; Focused on the life of American Reporter and Communist Sympathizer John Reed. He is famous for his on-the-scene reports of the Revolution. This movie is an excellent way to examine the world's excitement, fear and shock as it learned what was happening in Russia
 - "Nicolas and Alexandria" This movie focuses on the last years of Czar Nicolas, as he helplessly watched his world crumble. It follows the fall of the Empire, and the steps leading up to the execution of the Royal Family. - An excellent way to see how the Royalty failed to take action necessary to stop the Revolution

If you know of other interesting videos or books, please let the class know!

Keep in mind that the theory of Communism is different from the reality of Communism, especially as implemented in the former U.S.S.R.

Why did Communism Succeed in Russia?

The Communist Revolution of 1917 was often called "7 Days that Shook The World", as the whole world reeled in shock when the news of the Revolution leaked out. It is often difficult for us, living in the 1990's, to realize the sense of upheaval caused by the Revolution. It threatened the long-ruling Aristocracy of Europe, and questioned the very principles of democracy and capitalism.

Conditions in Russia Pre-1917:

Social Structure of Pre-Revolutionary Russia:

Essentially, Russia still maintained a fuedal system. The vast majority of Russians belonged to the peasant class. An increasing amount of Russians belonged to the working class, employed largely in the emerging heavy industry developing in Russia. An urban and rural middle class was emerging, but most power and wealth was centralized in the hands of the ruling class.

"Exploitation of the Working Class"

Economically, Russia lagged behind its European counterparts, and was just beginning its industrial

revolution. Living conditions for many of the new industrial workers resembled those of the working poor at the worst of England's Industrial Revolution. All the horrors of Charles Dickens' stories were coming true. Many workers experienced:

- Low wages
- little job security
- few safety regulations
- crowded living conditions
- poor or no sanitation, = open sewers
- poor food and water supply
- social problems among poor such as crime, alcohol abuse, family breakdown, prostitution, etc.

The rural peasants were in no better shape. They too were facing poor living standards, essentially still living under the feudal system that had been in place for generations. A few landowners controlled most of the property and wealth, leaving little opportunity to rural peasants to improve their living standards.

"Social Darwinism":

Supporters of Social Darwinism helped justify the existing socio-economic power structure by claiming they were biologically superior to the lower classes because they had "survived" the struggle of the fittest.

Although Russia still primarily maintained a feudal social structure, a strong well-educated middle class was beginning to emerge. The push for greater access to power and equality came largely from this class, as they had the means to push for reform. The masses of peasant

Basic Premises of Communism

VIP Terms:

Bourgeoisie: those who owned the means of production

Proletariat: working classes

Class Struggle:

The history of the world has been a history of class conflict between the workers and the owners, between the exploiters and the exploited, and between the ruling class and the oppressed class

True Value of Labor:

- Capitalism corrupts and exploits labor by not paying workers the real value of their labor
- Cost of Product should equal more than the cost of production plus profit:

Cost of Product = labor + cost of production + profit + surplus value

Goal:

- Social and Economic Equality for all
- Communal ownership of resources
 - All economic resources should be owned and controlled by the people
- Establish a Dictatorship of the Proletariat:
 - Could involve violent revolution
 - Was to be a transitional period - involved the re-education of the people to accept communist beliefs
 - Would have the following characteristics:
 - Centrally planned economy
 - increased economic production
 - distribution of income according to work performed
 - increased economic equality
 - gradual disappearance of classes
 - increased desire to work for the good of society rather than personal profit

To Think About:

- **In theory, how is the Communist Party democratic?**
- **What is the democratic reality of the Communist Party?**

For More Information:

Read Assigned Readings from "Ideologies"

See Also "Our Western Heritage" if available at your centre

BACK

Lesson 4

Backgrounder on the Russian Revolution

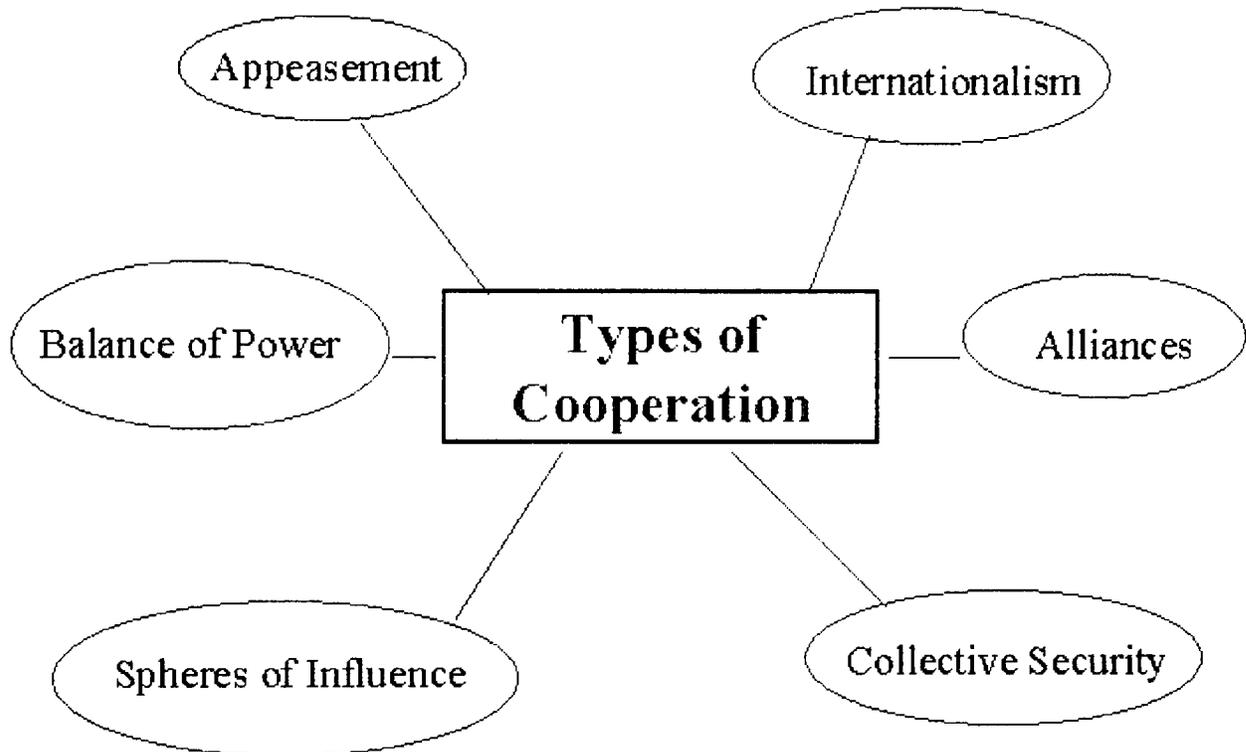


Topic B: Conflict and Cooperation



Lesson 6 Social 30 #1

Slide 1 of 11



Lesson 6 Social 30 #1

Slide 2 of 11



Causes of World War I



Lesson 6 Social 30 #1

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Major Players - WWI

Triple Alliance

Italy

Germany

Austria-Hungary



Triple Entente

France

Russia

Or

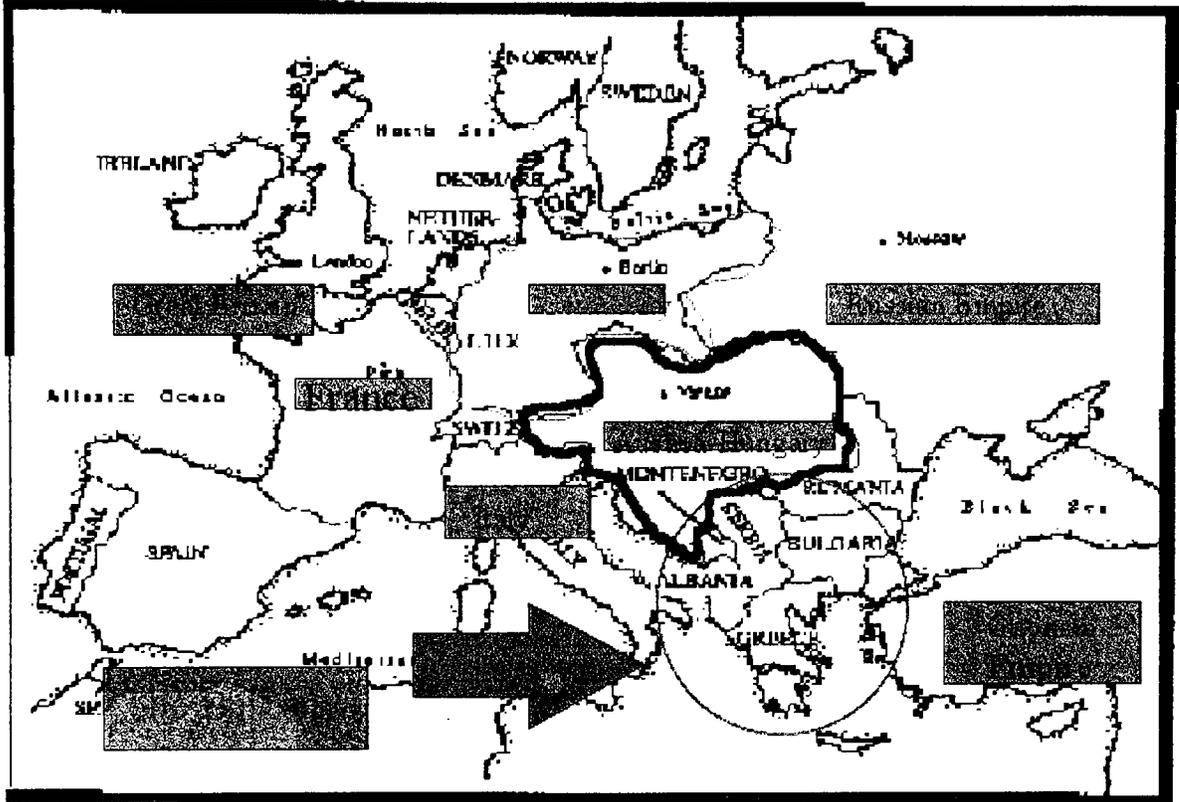
Great Britain

Lesson 6 Social 30 #1

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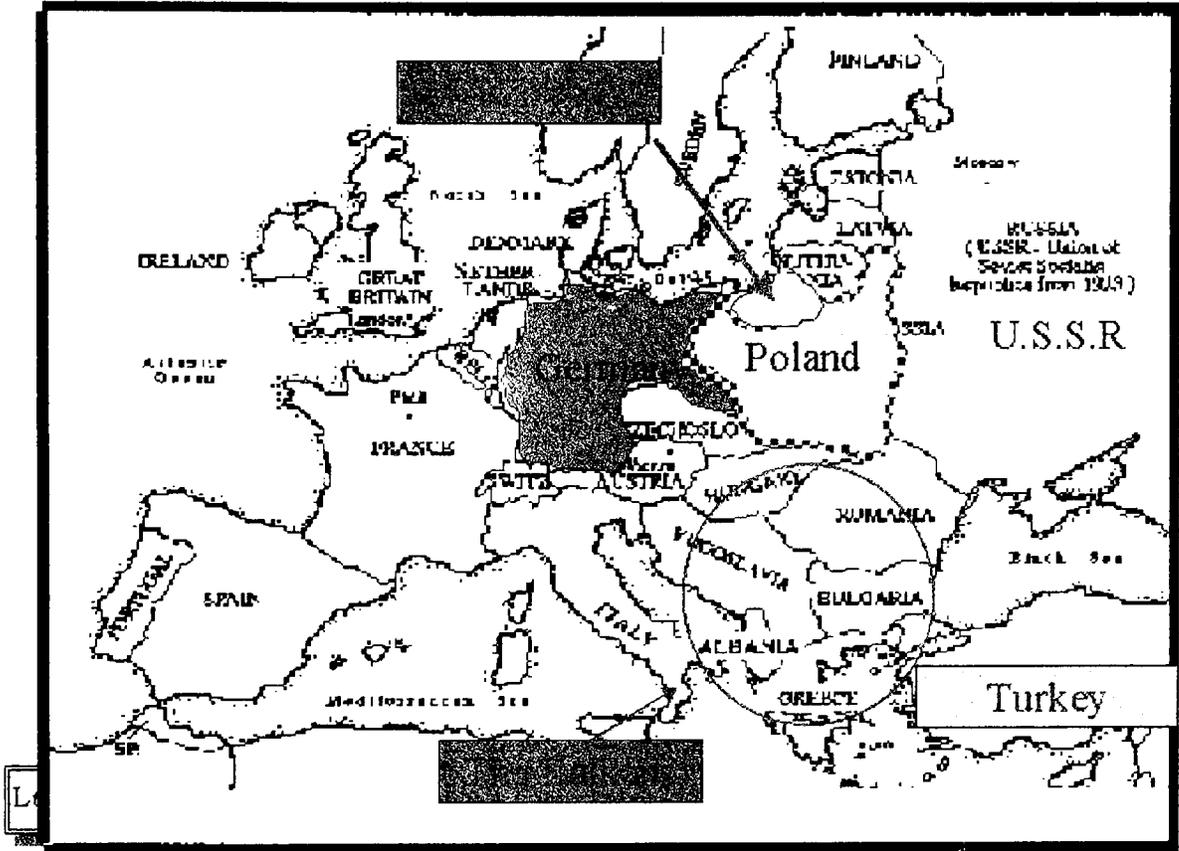
Europe - 1914



Slide 5 of 11



Europe - Post WW



Slide 6 of 11



Treaty of Versaille

- Used SOME of Wilson's 14 Points as Guideline
- Enforced War Guilt Clause - Forced Germany to take blame for WWI
- Established Foundation for League of Nations

✎ How successful was the Treaty of Versaille?

Lesson 6 Social 30 #1

Slide 7 of 11



Germany as the Big Loser

- War Guilt Clause
 - \$33 Billion Reparations
 - Military Limited
 - Lost Territory
 - Alsace - Lorraine back to France
 - Saar Basin under League Control
 - Rhineland demilitarized
- Lost all Colonies other territories in Europe

Lesson 6 Social 30 #1

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Treaty of Versaille

Strengths

Weaknesses

Lesson 6 Social 30 #1

Slide 9 of 11



Changing Empires

| Empires in 1914 | Rulers in 1914 | Empires in 1922 | Republics in 1922 |
|------------------------|-----------------------|------------------------|--------------------------|
| British | | | |
| German | | | |
| Russian | | | |
| Austro-Hungarian | | | |
| Ottoman | | | |

Lesson 6 Social 30 #1

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Lessons Learned from WWI

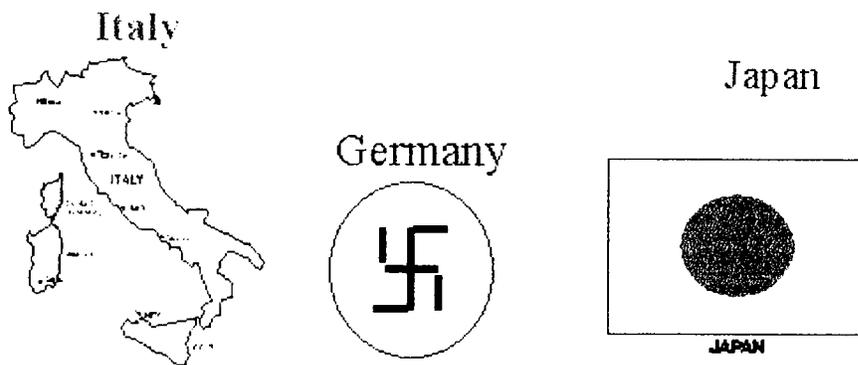
- Balance of Power failed to prevent conflict
- Military Alliances increased chance of conflict
- The Great War (War to end all Wars) changed modern life forever
- Unsolved conflicts paved road to WWII

Lesson 6 Social 30 #1

Slide 11 of 11



Fascist States Between The Wars



Lesson 7 Social 30 Slide #1

Slide 1 of 4



- Communism

- Fascism

Lesson 7 Social 30 Slide #1

Slide 2 of 4



3 Types of Fascism

| | Japan | Germany | Italy |
|-----------------------|-------|---------|-------|
| Leader | | | |
| Role of Church | | | |
| Racial Beliefs | | | |
| Attitudes Towards War | | | |
| Other | | | |

Lesson 7 Social 30 Slide #1

Slide 3 of 4



Factors Leading to Rise of Fascism

Economic Depression

Anti-Communist Feelings

Social Dislocation:

- Searching for New Meaning in a changed world
- Looking for new political / economic / social beliefs to replace those that failed during World War I

Readiness for a strong leader

Alienation: Germany felt betrayed by League of Nations

Lesson 7 Social 30 Slide #1

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 3. Do not hesitate to ask me when you are having difficulty understanding a concept. Remember, there is no such thing as a stupid question!
-

Topic A

- [CaseStudy](#)
- [A Comparison of Political Systems](#)
- [A Comparison of Economic Systems](#)
- [Class Answers to Questions](#)

Topic B

[Back](#)

Case Study

To Think About:

- You are now the government of Alberta. We still have a significant deficit, but have great oil / gas resources. We are in a recession. What action will you take to fight that problem? Explain the theory you will follow and why.
- You are the government of Canada: Same situation - greater deficit - higher personal income tax To think about: How will your actions affect the average person? How will it affect the economy on the whole?

BACK

Topic A Review Ideas

A. Political Systems:

Make a chart such as the following to compare key political concepts of each of the four major case studies

| Political Question | Democracy (Canada) | Democracy (United States) | Communism Former U.S.S.R. | Democratic Socialism (Sweden) |
|--|-------------------------------|--------------------------------------|--------------------------------------|--|
| 1. Elections Does the country have elections? If so, how often? Who can vote? Is voting by secret ballot? If no Elections: How is power obtained and maintained? | * | * | * | * |
| 2. Leader How is the leader chosen? | * | * | * | ** |
| 3. Is there a legislative assembly If so, explain briefly | * | * | * | * |

| | | | | |
|--|---|---|---|---|
| <p>7. Media.</p> <p>Who controls the media</p> | * | * | * | * |
| <p>5. Political Parties</p> <p>Are political parties allowed? do they represent a wide range of opinion?</p> | * | * | * | * |
| <p>6. Basic Freedoms:</p> <p>Are basic freedoms allowed for? (example, freedom of religion, assembly, and press</p> | * | * | * | * |
| <p>7. Judicial System</p> <p>Are courts independent? Who appoints or elects judges?</p> | * | * | * | * |

| | | | | | | |
|----------------------|-------------------------|-----------------------------|------------------------|---------------------------|-----------------------|---------------------------|
| Home | Outline | Assignments | E-Mail | Talk-Back | Links | Resources |
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Topic A Review Ideas

B. Economic Systems:

Make a chart such as the following to compare key economic concepts of each of the four major case studies

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
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| Economic Question | Canada Mixed Economy | United States Mixed / Greater Private Enterprise | Sweden Mixed / Socialist | Former U.S.S.R. Central Planning | Current C.I.S. |
|--|-------------------------|---|-----------------------------|-------------------------------------|----------------|
| 1. How are prices determined? | | | | | |
| 2. How do they decide how goods will be produced? | | | | | |
| 3. How do they decide how to produce goods? | | | | | |
| 4. What incentives exist for people who work hard? | | | | | |
| 5. How is education funded? | | | | | |
| 6. Social Welfare: How are the sick, elderly, unemployed or poor taken care of? | | | | | |
| 7. How are recessionary times viewed by the existing government? | | | | | |
| 8. What is the role of private ownership? | | | | | |

Review Ideas From Students

1. Karl Marx - Question 9 p. 352 Chapter 8 Ideologies:

"Outline Karl Marx's key theories"

Thanks to Annie Koethler - Blairmore for supplying these answers:

Ideas of Karl Marx on human nature, the Industrial Revolution, profits, the relationship between politics and economics, freedom, planning, and economic equality.

Human Nature: Marx believed that human nature was essentially creative and that the work people perform was an expression of themselves.

When workers have to sell their labor like an object and the creation of their labor is taken from them at a negligible price, they become alienated from themselves, from others, and from their work. Capitalism prevents humanity from ever fulfilling its potential.

Industrial Revolution: Marx believed that the Industrial Revolution created two economic classes. The Bourgeoisie, or the wealthy, ruling class and the Proletariat or the poor, working class. He was greatly moved by the inhumane conditions created by the Industrial Revolution for the working class.

Marx disagreed with the Utopian's explanation of these conditions and with their solutions to the problem. Life for the poor would never improve until the ruling class had been replaced by the workers.

Marx observed the failure of Utopians to solve industrial evils. The Manifesto was the result of his disillusionment. He advocated complete overthrow of the government.

Profits: Marx condemned both the profit motive and private property--which he believed were the major sources of conflict between the two economic classes, the Bourgeoisie and the Proletariat.

Society's production would be distributed according to the motto: "From each according to his ability, to each according to his need." At first, individuals might be greedy, but as they discovered that there would always be sufficient foods to meet their basic needs, greed would disappear. People would no longer go to work in order to survive and make a profit as in capitalism. Instead, they would work because they wanted to work.

Relationship between politics and economics: Marx believed that the interests of the individual are best served when the whole country benefits. Society should be based upon co-operation, not upon competition.

Because self-centered, acquisitive people are developed by the capitalist institutions of schools, media, law and government, the opposite type of personality can be developed by the "socialist education".

Individual attitudes and the economic basis of society must be altered to create mutual trust and an identification with common goals. Only then can the ideal society be achieved.

Freedom: The Bourgeoisie, who were the wealthy financiers, merchants, and factory owners controlled the means of producing goods, (factories and machines), and the Proletariat who were the poor workers who had to sell their labor to the highest bidder, without whom the Bourgeoisie could not save. The existence of the working class showed that the Bourgeoisie freedom was not freedom at all for the great majority of the people.

Under communism, people's creative abilities would be released and the material and social accomplishments of society would prosper as never before. Everyone would then experience freedom.

Economic equality: All aspects of a person's life were determined by the individual's relationship to the means of production, (land, tools, factories). Although the way in which a person made a living was not the only criterion in determining human behavior, Marx believed that it was the most important factor.

With private property and the profit motive abolished, and with the existence of a surplus of goods for everyone, crime, and greed would not exist. Freedom from exploitation and economic insecurity would allow people to develop their creativity and cultivate their talents and interests.

Planning: Under the dictatorship of the proletariat the state would have the following characteristics:

- a centrally planned economy - increasing economic production - distribution of income according to work performed - increasing economic equality - a gradual disappearance of classes - increasing desire to work for the good of society rather than for personal profit

2. What economic system would be best able to handle a disaster such as a massive crop failure?

MY answer to question number 3. Massive crop failures. The central Planning economy would be best to handle this situation -All food could be evenly distributed, providing of course if imported food cost was kept within reach of the poor. In central planning the government would be in a better position to acquire food from other countries at competitive prices. This should be used as an emergency measure only.

If the situation was turned over to private enterprise, the opportunity for profit making would exploit the poor. The very poor would not be able to meet the high prices. Consequently, the rich would thrive and the poor would starve to death, or cannibalism would erupt.

3. Sweden: Outline the advantages and disadvantages of Sweden's Mixed Economy (Social Democratism)

SWEDEN'S MIXED ECONOMY.

ADVANTAGES

1 clothed, fed and educated from birth to death 2 high employment rate 3 agriculture is 90% private

enterprise 4 free nursery schools - low cost day care 5 free prenatal care 6 no slums and starvation, little destitution 7 5 week vacations 8 ownership of industry has remained in private hands

Add From Lynette, Tracy, Pam: Pincher Creek:

Sweden's Mixed Economy: Advantages: a) The people are taken care of for life in education and health.

b) If your party has at least 4% of the national vote, your party is in the Rikstag

c) Low unemployment rate

d) Agriculture is almost totally directed by private enterprise e) Freedom of privatization

DISADVANTAGES

1 high taxes - no one can get ahead 2 no initiative due to the high taxes 3 Co-Determination act of 1977 led to unemployment and inflation with the previously held good relationship between government and business and labour evaporating 4 nationalization of key industries

Add from Pincher Creek

a) Entrepreneurs cannot get ahead because the more money they make, the higher they are taxed

b) People leave the country because the taxes are so high

c) Sweden has a high suicide rate

d) The Proportional Representation is unfair to a well populated electoral district



Back

Tories Sweep the Province! Election Results March 11, 1997

The "Ralpherendum" Results:

Once again, the province has shown strong support for the Progressive Conservative government. Voter turnout was low, perhaps because of the weather. OR could it be because the interest was low?

What do you think? Why was voter turnout so low?

| | % of Popular Vote (Change from Last Vote) | # of Seats |
|---------------|--|------------|
| Conservative | 51 % (+5.2) | 63 |
| Liberal | 32.7% (- | 18 |
| New Democrat | 8.8% (- | 2 |
| Social Credit | 6.9% (+ | 0 |

Other Parties in the province included:

Communist Party

Green Party

Natural Law Party (They actually were ahead of a mainstream party candidate in one Edmonton riding!)

Reform Party of Alberta (Different than the Reform Party of Canada)

Forum Party

Alberta Greens

Alliance Party of Alberta